

# ELT Weekly

INDIA'S FIRST WEEKLY ELT eNEWSLETTER

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## PUBLISHERS



TARUN PATEL



BHASKAR PANDYA



KAUSHAL KOTADIA



RAJESH BHARVAD

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## Quote of the week

“ Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: the potential for greatness lives within each of us. ”

- **Anonymous**

## Word of the week: otiose

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gadzookery • \gad-ZOO-kuh-ree\ • noun

British : the use of archaisms (as in a historical novel)

Example:

Bridget's novel, set in colonial Virginia, features an engaging and cohesive plot, but the dialogue contains so much gadzookery that it doesn't sound realistic.

To know more about the word 'gadzookery', please visit: <http://eltweekly.com/more/2009/06/14/eltweekly-issue-21-word-of-the-week-gadzookery/>

## Video of the week

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### Teaching English Language Learners Across the Curriculum

This video includes snippets from the following segments:

- \* Components of Effective Instructional Delivery in ESL/ELD and Sheltered Instruction/SDAIE Featuring a classroom scene that demonstrates best practices from the English Learners Scaffolding Strategies Checklist
- \* Contextual Factors in Second Language Acquisition Featuring a panel discussion, How is it that some English Learners acquire English more quickly than others?
- \* Culturally Relevant Instruction: When Teachers and Students Bring Different Cultural Experiences to the Classroom Featuring an anecdote about name-changing.

Watch the video by clicking this link: <http://eltweekly.com/more/2009/06/14/eltweekly-issue-21-video-teaching-english-language-learners-across-the-curriculum/>

## Puzzle of the week

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Using the letter grid below, how many words can you find. Each word must contain the central **H** and no letter can be used twice, however, the letters do not have to be connected. Proper nouns are not allowed, however, plurals are. There is at least one nine letter word. Advanced: 50+ words. Average: 25 words. All words can be found in the Oxford Wordpower dictionary. Here are couple to start you off: **ache, heart ...**

R	C	O
E	H	S
R	T	A

**Post your wanders as comments here:** <http://eltweekly.com/more/2009/06/14/eltweekly-issue-21-puzzle-of-the-week/>

## Worldwide ELT news

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### Teach English as a language

KUALA LUMPUR: Federation of National Writers' Associations of Malaysia (Gapena) supports the teaching of English as a language in schools so long as this is not done at the expense of Bahasa Malaysia.

Gapena representative Borhan Md Zain said the government should make subjects such as Malay Literature and English Literature core subjects to improve students' grasp of both languages.

Read the complete news at <http://eltweekly.com/more/2009/06/14/eltweekly-issue21-worldwide-elt-news/>

### Future depends on Asian languages

AUSTRALIANS risk being marooned in the dated jobs and industries of the 20th century unless a \$11.3 billion mass Asian language literacy plan is acted on within a generation, according to Michael Wesley, a leading expert on international relations.

Ahead of today's Sydney launch of a report documenting "a precipitous decline" in the study of languages at universities, Professor Wesley said it was not enough to rely on a fluent elite to project Australia's interests in theregion.

Read the complete news at <http://eltweekly.com/more/2009/06/14/eltweekly-issue21-worldwide-elt-news/>

### **[CESL Turns 40, Earns Maximum Accreditation Term](#)**

The UA's Center for English as a Second Language is turning 40 and has also received national accreditation from the Commission on English Language Program Accreditation for the maximum 10-year term.

By La Monica Everett-Haynes, University Communications

June 9, 2009

Four decades ago, The University of Arizona initiated a program to train more than 20 engineers visiting from a university in Hermosillo, Mexico, on English language skills.

Read the complete news at <http://eltweekly.com/more/2009/06/14/eltweekly-issue21-worldwide-elt-news/>

### **[Work English classes a huge learning curve](#)**

A new training programme is boosting the language and literacy skills of migrants whose first language isn't English.

English for Employees is funded by the Tertiary Education Commission and is for migrants who work and are permanent residents.

The two-and-a-half hour weekly training sessions have a wide focus – from employment contracts to cultural norms.

The programme was developed by English Language Partners New Zealand – formerly ESOL Home Tutors – and launched last month.

Read the complete news at <http://eltweekly.com/more/2009/06/14/eltweekly-issue21-worldwide-elt-news/>

### [Teacher Helped Start English Program for Immigrants](#)

Linnie H. “Linn” O’Donnell, 82, who helped start an English language program for Southeast Asian immigrants in Arlington County during the 1980s, died May 23 at her home in Alexandria of cardiac arrhythmia.

Mrs. O’Donnell was a member of the Arlington Extension Homemakers’ Council, which sponsored her efforts to start her teaching program in 1984.

The program, which later became part of Arlington’s Community Outreach Program, enabled elderly immigrants to learn enough English to communicate in their daily activities.

Read the complete news at <http://eltweekly.com/more/2009/06/14/eltweekly-issue21-worldwide-elt-news/>

## Worldwide ELT events

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### [2nd English for Specific Purposes \(ESP\) Conference ,Hochschule \(University of Applied Sciences\) in Ulm, Germany, 26 September](#)

Plenary Speaker: Thomas Haeckel, Cisco Systems Europe -

Register here: [www.esp-conference.de](http://www.esp-conference.de)

Do you teach specialist English? Would you like to know what's new in your field? Have you thought of moving into specialist English teaching but are not sure how to or whether it is right for you?

This all day conference is aimed at teachers and trainers who already teach ESP or are thinking of expanding their knowledge and moving into specific areas of teaching.

This year we are offering a choice of 30 different professional workshops, presentations and company talks on topics such as law, medicine, the automotive industry, technical English, aviation, finance, law enforcement, telecommunication, and human resources as well as workshops addressing the skills and techniques required to teach ESP. The speakers are all experts in their fields and are coming from countries as far flung as France, Switzerland, Romania, England and the USA, as well as Germany.

There will also be presentations and exhibition stands from the key providers of English language teaching publications enabling you to get personal advice about the best course and examination materials for your lessons and training sessions.

Can you afford not to specialise?

Register here: [www.esp-conference.de](http://www.esp-conference.de)

Enquiries: [paul.east@t-online.de](mailto:paul.east@t-online.de)

\* This news was submitted by Paul East.

### [NEW SOUNDS 2010: Sixth International Symposium on the Acquisition of Second Language Speech, Poland, May 1-3 2003](#)

We are happy to announce that the Sixth International Symposium on the Acquisition of Second Language Speech New Sounds 2010 will take place on 1-3 May 2010 in Poznań, Poland. The Symposium will be organised by the School of English, Adam Mickiewicz University, Poznań and will continue the tradition of the conferences on the acquisition of foreign language speech, organized originally by Allan James and Jonathan Leather.

The conference will cover a variety of themes related to the acquisition of a foreign language phonology, including among others:

- speech perception and speech production
- theories of acquisition of L2 phonology
- phonetics and phonology in SLA
- acquisition of second language phonotactics
- multilingualism and the acquisition of third language phonology
- the application of new technologies
- neuro- and psycholinguistic aspects of phonological acquisition.

Proposals of papers and posters related to the acquisition of second language speech are invited. The deadline for abstract submission is 1st December 2009. The submissions will be reviewed by our International Advisory Board.

Invited plenary speakers are:

James Flege (University of Alabama at Birmingham, Professor Emeritus)

Allan James (University of Klagenfurt)

Martha Young-Scholten (Newcastle University).

## **New Sounds 2010 Organising Committee**

Katarzyna Dziubalska-Koaczyk

Magdalena Wrembel

Magorzata Kul

For further details and pre-registration, please visit: <http://ifa.amu.edu.pl/newsounds/>

## **[Research Into Teaching with Whole class Interactive Technologies \(RITWIT\), An International Conference hosted at the University of Cambridge, June 29-30](#)**

The conference focuses on research into the pedagogy underlying use of innovative tools such as interactive whiteboards, visualisers, tablet PCs, remote input devices, voting systems, etc. How does their use facilitate or inhibit more effective whole class teaching and learning at school level? What are the implications for teacher development and educational policy?

The conference is for educational researchers, practitioners at all levels of experience (student teachers to senior leaders), teacher educators, advisers and consultants, inspectors and policymakers. Non-presenting delegates are very welcome.

**Aims:**

To exchange ideas, debate and explore issues arising in depth; to illuminate some of the key challenges facing researchers, practitioners, school leaders and policymakers in this area

To disseminate research findings and take stock of how use of whole class technologies have facilitated / inhibited teaching and learning

To move forward our collective thinking in this area; to develop a future research agenda and ideas for improving practice

To compare practice in different settings and countries and to set up national / international research and writing collaborations.

**Conference Themes**

Three broad themes are characterised at the school, national and international levels, each with a number of suggested subthemes and questions to help exemplify it (see Call for Papers for details of themes and presentation formats). Presentation content is flexible within the broad headings:

Pedagogy and classroom activity

Developing practice

Learning from other settings

### **Keynote speakers**

Mal Lee, Director of Schools Networking Consortium and Managing Director of EdDirect, Australia, will offer an international perspective on the challenges facing practitioners, school leaders and policymakers in integrating whole class interactive technologies.

Niel McLean, Executive Director - Institutional Workforce and Development & Learning and Teaching, Becta.

Karen Littleton, Professor of Psychology in Education at the University of Jyväskylä in Finland, is our Conference Discussant and will lead a session pulling together emerging themes and issues for subsequent discussion by all participants.

Sylvia Rojas-Drummond is unfortunately no longer able to join us as she has been asked to lead a major evaluation of an elementary school curriculum review in Mexico which will now occupy all of her time over the coming months.

See their profiles and abstracts on the Keynote Speakers page.

### **Conference Organisers:**

Dr Sara Hennessy Lecturer in Teacher Development and Pedagogical Innovation, Cambridge.

Dr Steve Kennewell Senior Lecturer in Education, Swansea Metropolitan University.

For further details and pre-registration, please visit: <http://www.educ.cam.ac.uk/events/conferences/ritwit/>

**[First National Conference on Language, Discourse, and Pragmatics, Iran, January 27 ? 29, 2010](#)**

The organizing committee of the English department at Shahid Chamran University is pleased to announce the call for papers and workshops for the first National Conference on Language, Discourse, and Pragmatics in Iran, Ahvaz. See Topic Areas for themes and suggested topics of the conference. The aim of the conference is to explore the applicational potential of theories in the analysis of the creation and exchange of meaning between people in academic and non-academic contexts.

Conference date: Bahman 7 ? 9 (January 27 ? 29, 2010)

Deadline for abstract submission: Tir 30, 1388

Notification of acceptance: Shahrivar 30, 1388

Submission of complete article: Azar 30, 1388.

For further details and pre-registration, please visit: <http://www.ldp2010.ir/>

## Book of the week

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### **Making Content Comprehensible for English Learners: The SIOP Model (3rd Edition)**

By **Jana Echevarria, MaryEllen J. Vogt, Deborah J. Short**

#### **Editorial Reviews**

##### Book Description:

One of the most influential books in the field in years! Making Content Comprehensible for English Learners: The SIOP(R) Model presents a coherent, specific, field-tested model of sheltered instruction that specifies the features of a high quality sheltered lesson that teaches content material to English language learners. For twelve years, educators have turned to Jana Echevarria, MaryEllen Vogt, and Deborah Short for an empirically validated model of sheltered instruction. In the Third Edition of this best-seller, the authors include new research findings and studies on the Sheltered Instruction Observation Protocol (SIOP(R)) Model, which offers school administrators, teachers, teacher candidates, coaches, university faculty, and field experience supervisors a tool for observing and quantifying a teacher's implementation of quality sheltered instruction. Ringing Endorsements "A framework that will engage, support, and increase the academic achievement of our culturally and linguistically diverse students. The [SIOP Model went] from good to great!" –Socorro Herrera, Kansas State University "Readability,

organization, and practicality! The SIOP addresses precisely the needs that my beginning teachers face!the CD for SIOP!makes it all understandable. I love the book!” –Danny Brassell, California State University, Dominguez Hills

Take a Glimpse Inside the Third Edition: \*New, user-friendly format of the SIOP(R) protocol. \* Background Sections include descriptions of the eight components and thirty features of the SIOP(R) Model, and are updated to reflect recent research and best practices to help readers plan and prepare effective sheltered lessons. \*Practical Guidelines to help readers develop effective language and content objectives. \*Discussion Questions have been rewritten and are appropriate for portfolio development in pre-service and graduate classes, for professional development workshops, or for teacher reflection and application. \*Agroundbreaking CD-ROM with video clips, interviews of the authors, and reproducible resources (e.g., lesson plan formats), make this the perfect professional development asset for any grade level or content area teacher!

### **From the Back Cover**

One of the most influential books in the field in years!

Making Content Comprehensible for English Learners: The SIOP® Model presents a coherent, specific, field-tested model of sheltered instruction that specifies the features of a high quality sheltered lesson that teaches content material to English language learners.

For twelve years, educators have turned to Jana Echevarría, MaryEllen Vogt, and Deborah Short for an empirically validated model of sheltered instruction. In the Third Edition of this best-seller, the authors include new research

findings and studies on the Sheltered Instruction Observation Protocol (SIOP®) Model, which offers school administrators, teachers, teacher candidates, coaches, university faculty, and field experience supervisors a tool for observing and quantifying a teacher's implementation of quality sheltered instruction.

### **Ringling Endorsements**

“A framework that will engage, support, and increase the academic achievement of our culturally and linguistically diverse students. The [SIOP Model went] from good to great!”

–Socorro Herrera, Kansas State University

“Readability, organization, and practicality! The SIOP addresses precisely the needs that my beginning teachers face...the CD for SIOP...makes it all understandable. I love the book!”

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### **Take a Glimpse Inside the Third Edition:**

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Practical Guidelines to help readers develop effective language and content objectives.

Discussion Questions have been rewritten and are appropriate for portfolio development in pre-service and graduate classes, for professional development workshops, or for teacher reflection and application.

A groundbreaking CD-ROM with video clips, interviews of the authors, and reproducible resources (e.g., lesson plan formats), make this the perfect professional development asset for any grade level or content area teacher!

### **Book Details**

- Paperback: 288 pages
- Publisher: Allyn & Bacon; 3 edition (May 5, 2007)
- Language: English
- ISBN-10: 0205518869
- ISBN-13: 978-0205518869
- Price: \$34.38.

[\*\*Making Content Comprehensible for English Learners: The SIOP Model \(3rd Edition\)\*\*](#)

## Article: Learn English with a Friend

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### Learn English with a Friend

By **Karenne Sylvester**

*This article first appeared on How to Learn English (<http://how2learnenglish.blogspot.com>)*

Who do you know who's also learning English? Isn't there someone in your office, department or building?

With English becoming so important globally, I bet there is!

Learning, like everything else, is so much more fun when you've got a friend to do it with.

So why not post up a message in your intranet and see if there's anyone in your company who'd like to meet up with you for a mid-morning coffee, once a week or more, with the primary objective of spending this time learning and talking in English.

Another option is tandem learning.

This is when you exchange English conversation for conversation skills in your own language.

I had two tandem partners when I was studying German and I enjoyed this activity very much.

I found them via the local library and some of my friends found theirs through the gym and others did so by asking friends if they knew a native speaker.

Whether you learn with a friend, a colleague or a stranger, the key to learning together is discipline. It's really important to meet up regularly, have a set place, date and time and to make a 'rough' plan of what you want to speak about when you meet.

Enjoy!

Karenne

To read more about developing learner discipline, come here.



**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 SimplyConversations™, a pedagogically sound speaking skills system, designed to activate language learners' fluency.

\*\*Reprinted with kind permission, **Karenne Sylvester** of Kalinago English (<http://kalinago.blogspot.com/>).

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

## Article: What to do with morphases.com

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### What to do with morphases.com

By Alex Case

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Morphases is a face photo manipulation programme that is easy to use and was the biggest hit of the month with my 8 to 11 year olds, with them fighting to speak English to tell me how to change the faces, asking for the address so that they could do it at home, and some of them even in tears with laughter at the result of changing a normal-looking man into a monster. It was a little tricky getting the right level of language out of it, so here is what I would do if I did it again.

### Incidental language

The most important thing is the language you ask them to use as they do it. As well as the body part and appearance vocabulary (in approximate order of level- nose, ears, mouth, eyes, hair, sunglasses, chin, beard, moustache, eyebrows, forehead, plus various clothes), the language of how to manipulate it is great and memorable. Possibilities for each button (again approximately graded):

Left/ right, a little left/ right, two centimetres left/ right, more, stop, don't stop, less, (much) further, a tiny bit, quite a lot, back, too far, keep going

(Ditto with up and down)

Bigger, smaller, much, a little, quite a lot, much much

Fatter, thinner, wider, narrower, broader, the same size as..., as ... as...

Longer/ shorter (plus adverbs)

Turn, rotate, spin, twist, right/ left, clockwise/ anticlockwise (= counterclockwise), 180 degrees,

Other useful incidental language for the students or teacher- Reset/ put it back where it came from, Can I go next please? It's my turn, Which part do you want to change? What does this button say? How do you say this part of the body in English? Which button should I press next? Where is the (rotation) button? Have you finished? What adjectives can you use to describe his face now? How was his face different when we started? Can you tell me how to put his face back to how it was?

### **Other things you can do with it**

- Do it with you as a robot, deliberately misinterpreting unclear instructions such as only making it a tiny bit bigger if they just say "Bigger"

- Children ask each other to manipulate it rather than you (i.e. one student takes the teacher role)
- Do two, then put them on the screen next to each other and get students to say similarities and differences, comparative sentences, or explanations of why they like one best
- Get them to add names, ages, personality, jobs etc to their finished faces
- Print them out and students make posters out of them with the parts labelled with what is wrong, what they have changed, or differences between the finished picture and the original one (e.g. comparatives)
- Manipulate the image before the class and get them to tell you to put it back to where they think the original was, then look at a picture of the original picture to check (and maybe describe what is different with comparatives etc)
- Let them work in pairs on laptops and give prizes for the scariest, cutest, most handsome, strangest etc they can come up with within the time limit you give. If they aren't using much English in their pairs, keep the time limit very short so they use English when they explain to the class why theirs is best

Most be loads more stuff you can do, any ideas or similar site recommendations very welcome. I think it would be great if you could do the same with real photos of animal body parts (for possessive s practice), but the ones I have found use quite primitive graphics.

**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.

# Research Paper: Teaching of Speaking Skill, Grammar and Vocabulary of English Language

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## Teaching of Speaking Skill, Grammar and Vocabulary of English Language

By **Dr. Ravi Bhushan, Lecturer, Department of English, Bhagat Phool Singh mahila Vishwavidyalaya, Khanpur Kalan (Sonipat)**

The various reasons given in response to the question 'what goes wrong when our students speak English' can be as follows:

- a) Students are tongue tied and shy and they refuse to open their mouth.
- b) They lack confidence.
- c) They are afraid of speaking, fear of going wrong and committing mistakes.
- d) They grope for words.
- e) They are unable to distinguish between Sea and She.

They perform well in the classroom, in predictable contexts, but are unable to tackle unpredicted situations outside the classroom.

This list of problems in speaking English is not exhaustive, you could add to this list. But such a diagnosis is necessary to decide on what kind of treatment is needed in order to develop our learners' spoken skills.

In a multilingual society like India, two or more language plans may become mixed, leading to code switching, code mixing, transfer or so called interference errors e.g. while giving directions to the stranger, the learners may say 'maidan' or 'pucca road' or 'kachha road' etc. as teachers, we have to make our learners aware of the contexts where such expressions are acceptable and where they are not.

In Garrett's Model (1982), our cognitive process cause speech to pass through four levels of representation before it is actually produced as sound.

- a) Message level/conceptual planning process, at which ideas and general meanings are represented.
- b) Functional level plans, here broad syntactic frames are assembled and word meanings are selected.
- c) Positional level, here sentence structure and word forms (with endings) are defined.
- d) Production level, here actual articulation of words is produced.

Now we can define Speaking - Speaking is effective communication, when all aspects of a language are integrated into a single utterance. There are two approaches to the development of oral communication skills.

- a) Learning language as a skill, in the classroom.
- b) Developing spoken skills through exposure and use.

Language as a skill involves three aspects:

1. Learners have to become aware of the key features of the target performance so that they can create the mental plans.
2. They have to practice converting these plans into actual behavior.
3. Learners must be capable of expressing an idea by selecting particular structures or vocabulary.

According to Rivers (1983), the first two aspects make up the skill-getting stage and the third is the skill using stage of language learning.

Skill getting- cognition: perception & abstraction

Production: articulation & construction

Skill using- interaction: reception & expression- motivation to communicate

As we see in the diagram motivation to communicate must be aroused. In our classrooms, motivation will need to be fostered by the intrinsic attraction of the task proposed and the student's interest in developing it. Here we have to accept that some people are temperamentally incapable of interacting with a babble of words, to force them to do so, gives birth to pseudo communication and into mouthing learned phrases. The quality of the interaction will be judged by the ability to-

Receive and express meaning.

Understand and convey intentions.

Perform acceptably in situations and in relations with others.

The conditions, necessary for successful development of, natural spoken skills-

- a) Exposure to language input: our learners in or outside the classroom are to be exposed to English through clearer pronunciation, slower pace, simpler structures and common vocabulary
- b) Interaction with other people is crucial

c) motivation is the important factor: the urge to use the language for communication has to be aroused, e.g. a child brought up in a multilingual cosmopolitan setting will pick up a new language faster than a child brought up in a monolingual setting.

Exposure to

- Interaction with other people
- The need to communicate Comprehensible language

Positive attitude to English and the learning experience

Internal processing of input

Development of internal grammar

Communication

(Littlewood, 1992)

As teachers we need to be more observant and see that we give enough practice in listening and provide opportunities where the learners have to be sensitive to what others are saying. We need to focus on both the aspects.

Comprehension (is A able to follow what B is saying?)

Comprehensibility (is A comprehensible to B?)

Techniques in developing oral communication skills:

a) Question and answer technique.

b) Lecture mode: besides content of your lecture, draw your students' attention to the presentation skills while lecturing.

c) Group mode.

Solutions suggested for problems in speaking:

For Attitudinal Problems

Overcome the inhibition or fear.

Overcome nervousness.

Think in English.

Concentrate on whatever one is listening to e.g. a group discussion, news item on the radio or T.V.

Have confidence in your self.

For Sounds, Stress and Intonation Problems

Use audio tapes in recording your own speech.

Show patience, it is a long term process.

Exploit every situation to speak in English.

For problems concerning Vocabulary and Grammar

**Exposure through reading and listening.**

Grammatical awareness needs to be developed through reading and writing.

Listening to as many programmes as possible on the radio or T.V.

Information Gap Activities

An information gap is created when one person has the information and the other is left in the dark. Such activities can be thought of at the beginning of a session when your students get to know each other. Involve yourself by telling something about yourself.

### **Opinion Gap Activities**

This is based on the principle of the value clarification approach which originated in the USA. This may be a very motivating experience, because the student feel that they are communicating about something meaningful, as well as being taken seriously as people; on the other hand, a situation in which the participants have to reveal some of their more private thoughts may appear threatening. Thus practice such exercises in a supportive and relaxed atmosphere.

### **Role Play**

This is a way of bringing situations from real life into the classroom. We ask students to use their imagination. There are many suitable roles for school/college classes such as: teacher, bank officers, clerks at a post office, passers by, co passengers in a train journey, enquiry counter and a station or airport etc.

Goals of teaching spoken English can not differ essentially from goals of teaching meaningful speech, which is governed by thee sets of rules.

- a) Rules specific to spoken English: they pertain to the bounds of English, word and sentence stress, rhythm and intonation.
- b) General speech rules, concerning the features, qualities and contexts of speech.

c) Rules of discourse concerning the semantics and structure or rhetoric of speech. This evoked meaning is both substantial and interpersonal. Language is essentially discourse and its markers.

Spoken English courses, which currently have little or no place in the formal mode of education; have an important place in the non formal stream. In teaching spoken English in India, we must accommodate regional variation and the goal should be shifted from articulation competence to discourse competence. We must use the learner's mother tongue in teaching English, and revert to our heritage and tradition to grammar as the supreme instrument of language learning.

### **Teaching Grammar**

An essential part of the teaching of any language is the teaching of its grammar. Grammar is a term of great antiquity that has been understood and defined differently overtime resulting in teaching methodologies that range from the teaching of rules as an end in itself to the opposite extreme position of no grammar teaching at all. Whatever the case may be, some sort of knowledge of grammar is essential. It is important for the mental growth of a child and acts as a source of disciplining the mind.

### **Types of grammar**

GI (Functional): it is the total mechanism which a language possesses and through which its users (literate/illiterate) are able to communicate with each other.

G2 (formal): it is formal analysis and description of the rules of the language.

G3: it refers to the rules for the correct use of a language, which may be prescribed for its users. A grammar of the kind produced by Nesfield consists largely of rules which a student is expected to master. But some modern grammars merely describe the facts, instead of prescribing rules. So a linguist is concerned with G2 where as a language teacher is concerned with G3.

Now the question is , which grammar the teacher should teach G1, G2, or G3? The Indian situation seems top [provide a ready answer to that question. Many of our students know a lot of G2 or G3 (at lest their marks in the school examination indicate), but they can neither speak nor write correctly; their G1 is poor. On the other hand, a student can certainly be made proficient in G1 with out any exposure to G2 or G3 through constant exposure to the language. This is what we find in the case of students of the best English medium schools in our country.

G2 has to grow out of G1, the explanations are derived from exposure to language, and explanations can not precede the exposure. Grammar does not exist in isolation from language: language is grammar. The objective of teaching grammar to ordinary student is to improve his/her receptive and productive language skills-to make learner a better user of language and not give him/her a lot of specialized information about language. The grammar lesson should emerge out of the language material being used to develop the skills of reading and comprehension, as well as should form the basis of the grammar lesson too.

### **Methodology:**

1. Grammar teaching should be done in context and in relation to language skills.
2. Inductive teaching moving from examples to rules. Because our aim is communication rather than learning forms of the language. This was used earlier in the teaching of classical languages. (Sanskrit, Latin, grammar translation method).
3. Focus should be on meaning rather than on forms.
4. Fluency is to be promoted before accuracy can be demanded. If vice-versa happens, learners are demotivated to use the language at all.

### **Vocabulary Teaching**

The teaching of four skills of English language viz. listening, speaking, reading and writing faces a common hindrance, lack of strong vocabulary. So it is very important, that our learners have good vocabulary. Let us try to ponder over the techniques, which can be used for developing vocabulary. Before that, let us discuss the types of vocabulary. This is of three types:

Ad-hoc vocabulary: those words which may be important for a given piece of text, but are unlikely to have any utility outside the text.

Passive vocabulary (recognition vocabulary): words which are likely to be encountered frequently, in speech or writing, though a learner may never use them in his/her own speech or writing.

Active vocabulary: words which a student will require for his/her own use, in speech or writing.

I would like to focus more attention on passive vocabulary because a learner should recognize the words, on his/her encounter with them. A teacher can use her/ his introduction, to present in advance the words which he/she judges to be important for passive vocabulary. For example, he/she can plan an anecdote for use in leading up to the text, and can weave the words, he wants to present into the same anecdote. The teacher may write them up on the blackboard, for the effect of highlighting the difficult words. Use the words naturally in a meaningful context, not necessarily giving meaning equivalents. For some words equivalents can be given even in the mother tongue.

### **Use of mother tongue**

No doubt use of mother tongue in a class of English language is perfectly legitimate but with great care. Indiscriminate use of MT interferes with the practice of certain skills in the target language. The prime consideration for the teacher must be to provide s much practice in the use of the target language as possible.

### **Techniques for teaching vocabulary**

a) using objects:

- i) labels
  - ii) magazine pictures
  - iii) Props-objects that can be shown in the class.
  - iv) Slides for conveying the cultural difference of ordinary words e.g. house in a village, in a town, in the hills, in England.
- b) Using gestures and symbols.
- i) Descriptive adjective-tall, thin, happy.
  - ii) Prepositions of place-on, in, into.
  - iii) Action verbs-go, sing, throw.
  - iv) Symbols.
- c) Using known vocabulary.
- i) Synonyms-probe-investigate.
  - ii) Antonyms-progress-decline.

iii) In sentence contexts- e.g. Ravana was a cruel man. Ashoka was a kind king.

d) Using word categories.

i) Stationery-pen, pencil.

ii) Cosmetics-cream, powder.

iii) Utensils-spoon, ladle, kettle.

e) Definition and paraphrase.

i) E.g. parasite-animal or plant living on or in another.

f) Using MT- judicious use of MT for giving equivalents.

g) Verbal context-e.g. expensive-glass bangles are cheap but gold bangles are expensive.

h) Familiarity/experience.

E.g. Oboe: a learner has never heard this word before, but he/she can make out these two sentences.

i) He used to be the oboe player in the town (game).

ii) He never liked to play the clarinet after he started playing the Obey. (Musical instrument).

i) Semantic grouping: retention of vocabulary is equally important. This is done through semantic grouping. Words are easily learnt if they are organized into semantic groups e.g. shore, ocean, island etc.

### **Vocabulary expansion**

i) Wide reading is recommended as the best way of increasing one's vocabulary.

ii) Direct instruction- lists of words are studied deliberately for word power exercise in Reader's digest.

iv) Incidental instruction, a combination of wide reading and direct instruction.

Lastly, vocabulary becomes permanent only if it is transferred to writing, speaking and thinking vocabularies. Learners should be encouraged in this direction.

### **Role of a Teacher**

In learning/teaching various skills of a language, the role of a teacher is paramount. So the fundamental questions, who is a good teacher? Does experience of number of years makes one a good teacher? It is often thought that a teacher, old in teaching experience is a good teacher. Well, this is not really true. There is nothing like experience, rather it should be quality of experience. Experience should help us to grow, not to keep us crystallized in a

particular pattern of behavior. For some people experience only means years, regardless of outcomes. The criteria for a good teacher can be broadly classified under two heads:

### **Personal Attributes**

personality traits(confident, calm, witty, sense of humor)

attitudes ( patient, encouraging, tolerant, can take criticism, tries to learn)

### **Professional Expertise**

Professional skills (classroom techniques and skills)

Knowledge (of subject and of the psychology of learning).

### **Conclusion**

English language has glamour and offers jobs, so there is a rush. Job seekers are in a hurry to get a degree somehow and there is no time or need to read the original texts or get ennobled. Bazaar notes have replaced the original texts and the only aim is to get through the examination. The departments of English, along with B.Ed have become money spinners for the universities. There is no quality control and universities have become graduate manufacturing factories, graduates without any competence either in literature or language.

A particular university in Haryana has well more than 1000 students on its rolls for M.Phil (English) through distance mode. Isn't it ironical, the scholars of M.Phil/PhD head toward spoken English institutes, where tutors are mere graduates? It needs serious introspection.

The English' tsunami' has come with an economic incentive backed by modern technology. The demand of good communication skills in English is increasing day by day. English has become a sought after commodity. We teachers of English should strive to raise the discourse competency level of our learners of English language. Teaching of English has to be viewed as mastering of language skills and not s a portion to be covered.

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\***ELTWeekly** would like to thank **Dr. Ravi Bhushan** for contributing this research paper.

## Reading lesson plan by Michael Berman

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What's the atmosphere like when Election time approaches in your country? Are the expectations of the people high or are they negative about the likelihood of any change taking place? This is what the story that follows is all about:

### **THE CANDIDATES AND THE ELECTORATE**

Election time was fast approaching in the remote and inaccessible land of Dan Glen and it was being heralded by the inhabitants with the usual apathy that was reserved for such occasions. Everyone knew who would win before it even took place and everyone knew that it would result in no changes. The rich would remain rich as they always did and the poor would continue to suffer. The two main candidates were wracking their brains to come up with new ideas, which they hoped would appeal to their notoriously disinterested electorate and so bring them out of their hovels to vote.

The leader of the Democracy Party decided to sort out the problem of the daily electricity cuts that had been plaguing the people for as long as most of them could remember. At least this is what he had been told by his team of advisors. or so he'd been told. For years he'd had his own generator so the problem had never really affected him. Anyway, by bribing the right people, within two weeks the supply was restored, the street lights came back on for the first time in years and the one and only cinema re-opened. However, this caught the owner of the cinema by

surprise and the only film he had to show was “The Glories of The Revolution” Not surprisingly, it played to empty houses.

The leader of the Justice Party realized had to do something fast to counter the upsurge in the popularity of his main rival. He chose to sort out the problem with the postal service. For years nobody had bothered to post any letters for they knew they had no chance of reaching their destination. The only means of communication with the outside world for the majority of the population had been persuading the few people who could afford to travel to take letters to other countries for them. At least that’s what he’d been told. For years he’d corresponded by email on his computer so the problem had never really affected him. Once again, by paying the right people, the problem was quickly solved and within a couple of weeks the postal service was fully functional again. The only problem was that the Post Office had been caught unawares and no stamps had been printed for years. The only available ones dated back before the revolution and had pictures of the assassinated monarch on them. This coupled with the fact that most houses had no numbers and most streets had no names rather spoiled the effect of the reform.

And so the day of the Election finally arrived, with both of the main candidates confident of their success as a result of the radical improvements they had brought about.

However, they were in for a bit of a surprise. The changes they had introduced only succeeded in making them even more unpopular than they had been previously (if that was possible) with the electorate. The people correctly reasoned that if it was possible to solve the misery caused by constant electricity cuts and the inconvenience caused

by a non-existent postal service with such ease, why on earth had these issues not been dealt with earlier? In fact, the turn-out on Election Day was zero percent and both candidates ended up losing their deposits.

There were indeed queues of people on Polling Day, just as the candidates had hoped there would be, but outside the cinema rather than the polling stations. The delighted cinema owner had just received a new film to show, the latest Hollywood blockbuster.

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Find words in the story which mean the same as: a. was getting close b. far away and difficult to reach c. total lack of interest that was normal in such circumstances d. trying as hard as they could to devise novel schemes e. making the people's lives a misery f. to offer some effective opposition to g. substantial changes they had introduced h. they were about to have a shock

In small groups, work through the following questions, and then elect a spokesperson to present you answers to the rest of the class:

- a. How involved are you in national or local politics?

- b. Do you believe your vote can make a difference? Why or why not?
- c. In some countries people are obliged to vote. Do you think this is a good idea?
- d. Describe when and how elections take place in your country.
- e. What changes, if any, would you like to see take place?
- f. Do you think the voting age should be lowered or perhaps even raised?
- g. How do you feel about proportional representation or do you prefer the first past the post system?
- h. It has been suggested that all politicians are corrupt. To what extent do you agree with this statement?

Working in small groups, choose a name and create a political manifesto for a new Party. Decide on five new laws that you would like to introduce if you got into power, and then be prepared to justify your policies to the electorate - in other words, the other members of the class. (At the end of the session, when a spokesperson for each Party has presented their respective manifestos, a ballot could then be held to find out if there was a real General election, which Party would be likely to get the most votes).

## **ANSWERS**

Find words in the story which mean the same as: a. was fast approaching b. remote and inaccessible c. usual apathy that was reserved for such occasions d. wracking their brains to come up with new ideas e. plaguing the people for as long as most of them could remember f. to counter the upsurge in the popularity of g. the radical improvements they had brought about h. they were in for a bit of a surprise

**Michael Berman** BA, MPhil, PhD, works as a teacher and a writer. Publications include *A Multiple Intelligences Road to an ELT Classroom* and *The Power of Metaphor* for Crown House, and *The Nature of Shamanism and the Shamanic Story* for Cambridge Scholars Publishing. *Shamanic Journeys through Daghestan* and *Shamanic Journeys through the Caucasus* are both due to be published in paperback by O-Books in 2009. A long-awaited resource book for teachers on storytelling, *In a Faraway Land*, will be coming out in 2010. Michael has been involved in teaching and teacher training for over thirty years, has given presentations at Conferences in more than twenty countries, and hopes to have the opportunity to visit many more yet. For more information please visit [www.Thestoryteller.org.uk](http://www.Thestoryteller.org.uk).

\***ELTWeekly** would like to thank **Michael Berman** for contributing this lesson plan.

# Research paper: Semiotic Approach and Its Contributions to English Language Learning and Teaching

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## **Gender and Social Class in ELT Coursebooks: A Critical Study**

By **Arikan, Arda**

Abstract:

Recent trends in English Language Teaching (ELT) research necessitates the study of course books and instructional materials from various perspectives including but not limited to their cultural, social, and psychological qualities and effects (Kramsch 2000).

Age, social class, and gender, as represented in course books are studied because teachers and students are exposed to many words and images effecting their knowledge, perceptions and world views. In this critical research study, visual materials in two ELT course books are studied by using the insight and perspective derived from Cunningsworth (1995) who had previously examined how age, social class, and gender were represented in ELT course books. It is believed that by focusing on how characters are depicted, possible injustice and imbalance these visual materials may transmit and strengthen stereotypical thinking in students' mindsets will be articulated, verbalized, and eventually solutions will be suggested.

Findings revealed that many social imbalances were detectable in these visual materials both quantitatively and qualitatively. (Contains 4 tables.)

[Title and abstract are provided in both English and Turkish. This paper was published in: Hacettepe Universitesi Egitim Fakultesi Dergisi 28: [2005] 29-38.]

Download the full paper in pdf format by visiting <http://eltweekly.com/more/2009/06/14/eltweekly-issue21-research-paper-age-gender-and-social-class-in-elt-coursebooks-a-critical-study/>

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