

# ELTWeekly

India's First Weekly ELT eNewsletter

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## PUBLISHERS



TARUN PATEL



BHASKAR PANDYA



KAUSHAL KOTADIA



RAJESH BHARVAD

# ELTWeekly

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## Quote of the week

“Freedom is not worth having if it does not include the freedom to make mistakes.”

- Mahatma Gandhi

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## Word of the week: melee

**melee** • \MAY-lay\ • noun

Meaning: a confused struggle; especially : a hand-to-hand fight among several people

Example: The shoppers' voices grew tense as they argued over the last Cool Sally doll, and for a moment I feared that a melee might erupt.

To know more about the word 'melee', please visit: <http://www.merriam-webster.com/cgi-bin/mwwodarch.pl?Jun.02.2009>

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## Video of the week: They Use It Now

This is how we teach English at our English Teaching Centre in Warsaw. Learning is fun!

Find out more about our courses at <http://www.britishcouncil.pl>

Watch the video at <http://eltweekly.com/more/2009/07/04/eltweekly-issue-24-video-they-use-it-now/>

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## Worldwide ELT News

### English as medium of instruction

The English of Saudi university graduates is very poor. Since the labor market in the Kingdom largely depends on foreign manpower, English has necessarily become the language of business. Anyone who does not master English will be in a weak position when competing for a job. His or her chances for progressing in terms of career will be severely compromised.

Read the complete news:

<http://www.arabnews.com/?page=13&section=0&article=124214&d=2&m=7&y=2009>

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### Neglecting English will be a great loss to nation

After months of public debate the Ministry of Education is finally to make the all awaited decision whether to continue the teaching of mathematics and science in English. Meanwhile the debate of whether to carry on teaching these subjects in English or revert to Bahasa Malaysia continues to be a main issue in our mainstream media.

Read the complete news: <http://blog.thestar.com.my/permalink.asp?id=24542>

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### English tests need more English

Regarding the column "Leave language education to teachers" (June 26, 2009), the grab line used is "The country already has half a dozen perfectly good English tests. Why do we need another?"

As a longtime English teacher in Korea, I have to strongly disagree that Korea has "perfectly good" English tests. My elementary school students have been entertained numerous times by the gross errors that they have found within some of the tests listed below.

Read the complete news: <http://joongangdaily.joins.com/article/view.asp?aid=2906834>

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### **Entrance test for English language course for madrasa graduates on July 15**

Mumbai: Markazul Ma'arif Education & Research Centre (MMERC), Mumbai has announced combined entrance test dates for Diploma in English Language and Literature (DELL) for batch 2009-2011. The written test will be held on 15th July at Public Girls Higher Secondary School, Deoband, Saharanpur.

The test will be held for a total of 65 seats — 25 in MMERC, Mumbai: 25 in Madrasa Sulemania Kandhla, UP: 10 in Markaz-e Islami Ankleshwar, Gujarat and 5 in Jamia Jalalia Hojai, Assam. Only the candidates who pass the written test will be eligible for the interview to be held on 17th July 2009.

Read the complete news:

[http://twocircles.net/2009jul01/entrance\\_test\\_english\\_language\\_course\\_madrasa\\_graduates\\_july\\_15.html](http://twocircles.net/2009jul01/entrance_test_english_language_course_madrasa_graduates_july_15.html)

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### **Teachers facing 'classroom MOTs'**

Teachers in England will need licences to work in the classroom which will have to be renewed every five years, under government plans.

The proposal, intended to weed out weak teachers, is included in an education White Paper announced by Children's Secretary Ed Balls.

There is also a guarantee of personalised tuition for all pupils who have fallen behind in English or maths.

Read the complete news: [http://news.bbc.co.uk/2/hi/uk\\_news/education/8127085.stm](http://news.bbc.co.uk/2/hi/uk_news/education/8127085.stm)

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### **Mass Asian language program is not sensible**

TO raise serious doubts about the mass Asian language scheme proposed by Kevin Rudd and Michael Wesley, I need demonstrate only two things: first, that the inherent difficulty of

character-based languages at the heart of this vision - Chinese-Mandarin and Japanese - is a genuine barrier to broad-based linguistic competency; and, second, that the commercial case for these languages is much diminished by the extent of English language learning in our region. Let's take the degree of difficulty question first.

The US Defence Language Institute in Monterey, California, estimates that it takes three times as many hours of instruction for a student of Mandarin, Japanese, Arabic and Korean to reach the same level of proficiency as students of Portuguese, Spanish, Italian and French with the same exposure; in other words, it is roughly three times more difficult.

Read the complete news:

<http://www.theaustralian.news.com.au/story/0,25197,25713098-7583,00.html>

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## Worldwide ELT Events

### THE 19TH ANNUAL IATEFL-H CONFERENCE, BUDAPEST, 2-4 OCTOBER 2009

The organizing committee of the 19th annual IATEFL Hungary Conference cordially invites the members of IATEFL-Hungary and all English teachers around the world to take part in their annual conference in Budapest, 2-4 October 2009.

The title of the conference is: 'Global skills for global needs: facing challenges in 21st century classrooms'

In our globalised world English is the language which reaches across cultures. Thus, language educators cannot ignore the many various contexts in which English is used, taught and learned when thinking about the pedagogical implications that govern everyday practice. We invite you to think together with us and explore the ramifications of English as the world language and to find solutions for possible tensions between global and local issues. Are schools ready for the challenge? Find out yourself.

#### Plenary speakers:

Éva Illés

Tamás Kiss

Gordon Lewis

Herbert Puchta

For further details and pre-registration, please visit:

<http://iatefl.hu/content.php?id=017701>

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**Language Learning in Computer Mediated Communities (LLCMC) Conference,  
October 11-13, 2009**

Once, computers were seen as thinking machines or electronic tutors. Now the computer has become one of many devices that people use to form virtual communities of all kinds. In the field of language education, computer mediated communication (CMC) enables students to interact with one another free of space and time constraints and to participate in communities of learning with their counterparts in the target culture. The Language Learning in Computer Mediated Communities (LLCMC) Conference explores the use of computers as a medium of communication in language learning communities.

**Conference highlights:**

- Plenary talk by Dr. Gilberte Furstenberg (Massachusetts Institute of Technology)
- Special panel showcasing online cultural exchanges based at the University of Hawai‘i
- Optional pre-conference event (free) - CULTURA: Web-based Intercultural Exchanges

**Conference sponsors:**

- National Foreign Language Resource Center (NFLRC)
- National Resource Center - East Asia (NRCEA)
- Center for Southeast Asian Studies (CSEAS)

For further details and pre-registration, please visit:

<http://nflrc.hawaii.edu/llcmc/index.html>

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**2009 ACTFL ANNUAL CONVENTION AND WORLD LANGUAGES EXPO, San Diego, California, November 20-22**

Submission Deadline: January 9th

Theme: Speaking Up for Languages... The Power of Many Voices

The Annual Convention and World Languages Expo of the American Council on the Teaching of Foreign Languages (ACTFL) will be held Friday, November 20 through Sunday, November 22, 2009 in San Diego, CA with Pre-Convention Workshops scheduled on Thursday, November 19. The ACTFL Convention features over 500 educational sessions and events covering the whole spectrum of the foreign language profession. The entire

selection of sessions is designed to provide attendees with an exciting array of sessions and events to further their knowledge and help them be better teachers or administrators. We welcome you to submit a proposal for consideration. When you login, please read carefully the Submission Guidelines before proceeding to complete your online submission.

The convention draws approximately 6,000 attendees and is the only national event bringing together all languages, levels and assignments within the profession. Please note: Presenters whose proposals are selected for presentation MUST be available to present any day during the Convention.

For further details and pre-registration, please visit:

<http://convention3.allacademic.com/one/actfl/actfl09/index.php?cmd=actfl09&id>

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## Book of the Week

### The Cambridge Guide to Teaching English to Speakers of Other Languages

By **Ronald Carter and David Nunan**

#### Review

'The Cambridge Guide is to be welcomed and used wisely by all in the field. My graduate courses in TESOL will be considerably enhanced by this book. This is a must for your bookshelf.' ESL Magazine, Brazil

'Most chapters are reader-friendly, neither patronisingly simple nor pretentiously complicated, offering ideas to both the uninitiated and the experienced. By trying to forge links between theory and practice, research and classroom teaching, this volume does good service to the profession.' ELT Journal

#### Book Description

This book is the first to present in one volume an up-to-date guide to the central areas of teaching English to speakers of other languages (TESOL). Edited by two leading figures in TESOL, it contains 30 chapters written by internationally recognised language teaching professionals and applied linguists. Current topics in TESOL are examined and future developments mapped out in an accessible but comprehensive way. The book includes: - 30 chapters looking at core areas of TESOL - a list of essential reading - a detailed glossary of terms This book helps define TESOL and provides an excellent introduction for future language teaching professionals and is essential reading for students on undergraduate and postgraduate courses.

#### More Details

Paperback: 304 pages

Publisher: Cambridge University Press (March 5, 2001)

Language: English

ISBN-10: 0521805163

ISBN-13: 978-0521805162

Price: \$24.76

### **Customer Reviews**

#### **A Garcia (Monterey, CA)**

“I found this book to be a great addition to my TESOL collection. Short, accurate chapters on all or most issues relevant to the TESOL world today are written by some of the field’s most distinguished scholars.

I read that some reviewers found the terms and writing style to be pretentious jargon, however, I don’t think these reviewers give the TESOL field its due. Academic language is part of being a scholar.”

#### **J Wilson (USA)**

“I wrote the first review of this book above, but after more consideration, I’m downgrading it to 2 stars.

This book is obviously an attempt to legitimize the TESOL field by the use of lofty language and faux-scholarly writing. TESOL instructors want to be taken seriously, as practitioners of a profession like law, medicine, etc., so they’re trying to puff themselves up in the eyes of potential TESOL teachers (like myself).

Often it becomes quite comic. Here’s a quote:

“Krashen (1982) claimed that ‘comprehensible input’ was a necessary condition for language learning...further development from the learner’s current stage of language knowledge can only be achieved by the learner ‘comprehending’ language that contains linguistic items...”

In other words, in order to learn a new language, you have to understand it, and in order to learn more, you have to understand more...

Words of wisdom from on high! Holy crap...talk about disguising the obvious in a cloak of jargon and didactic fog! The book is full of gems like the one I just quoted. Yes, there are some useful little pieces of information peppered throughout the book, but it's so clear that the authors were in effect saying "please, please, take us seriously! We're professionals! We want to be respected! We want you to look up to us! Teaching language is sooooooo amazingly complicated! Oh, you pathetic little potential teachers would be lost without our wisdom."

Get an Amazon link to this book from

<http://eltweekly.com/more/2009/07/06/eltweekly-issue24-book-of-the-week/>

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## Research Paper by Dr. Ajay and Mr. Nitin

### Effective Language Learning Through Computerized Language Laboratory

By Dr. Ajay R. Tengse [1] , Mr.Nitin A. Naik [2]

1. Reader and Head , PG Dept. of English , Yeshwant Mahavidyalaya , VIP Road Nanded (MS)(India)-431602

2. Lecturer and Network Administrator , Dept. of Computer Science, Yeshwant Mahavidyalaya, VIP Road , Nanded (MS)(India)-431602

#### Abstract

Language learning can be done without being accompanied by a real teacher. A computer can act as if it is a teacher. The advance in technology has made it quite possible to take advantage of many modern facilities in different facets of communication. The language learning/teaching process is no exception, since language in its strict technical sense is a means of communication.

“CALL is a relatively new and rapidly evolving academic field that explores the role of information and communication technologies in language learning and teaching.

#### 1. Introduction

Learning is a social activity. It requires many activities and it involves not only students and a teacher but also students and other students or even the students and educational media.

Language learning can be done without being accompanied by a real teacher. A computer can act as if it is a teacher. Many teachers conduct teaching learning process through a computer as a medium. Computer can be a good medium to help the students learn English in an easier and interesting way. Through a computer, students can learn more than the language itself, they will be given a chance to know more about the language; here, we try to discuss the use of computer in teaching English. Of course, there are some advantages and disadvantages of utilizing computer in language learning process.

The advance in technology has made it quite possible to take advantage of many modern facilities in different facets of communication. The language learning/teaching process is no exception, since language in its strict technical sense is a means of communication. Audio-visual devices such as tape-recorders and video-tapes have frequently been used effectively in language classes. However, since both human nature and the language learning/teaching process are dynamic phenomena, the need for the newest techniques and technological devices is felt.

Similarly, a computer stores as much information as its capacity allows. Thus, this is a good opportunity to utilize it as a complementary device to other audio visual aids in teaching language to learners. In fact, it is a sort of Computer-mediated Communication (CMC) which is, as Cook (2003:126) says, "...communication via a computer network. It may be one-to-one or one-to-many, and synchronous (in which participants are on-line simultaneously) or asynchronous (in which they are on line at different times)." [1]

## 2. Language Skills

Learners may be given various options to manipulate any aspect of the language. For example, the category related to the four language skills as the main option preceded by the level of difficulty overshadows the other subcategories as follows:

1. Levels of difficulty [elementary] [intermediate] [advance] [none]
2. Skills [listening] [speaking] [reading] [writing]
3. Components [words] [sentences] [stories] [dialogues]
4. Words [animals] [plants] [cities] [more]
5. Sentences [idioms] [proverbs] [expressions] [others]
6. Narratives [history] [science] [psychology] [others]
7. Dialogues [bookshop] [restaurant] [pharmacy] [others]
8. Stories [comic] [jokes] [drama] [others]
9. Puzzles [words] [pictures] [shapes] [others]
10. Presentation [picture] [figure] [diagram] [none]

Since the options are quite flexible, they will help the learners to have access to various aspects of the language and the related materials and exercises to improve their language proficiency.

During the computer-based language activities, learners will observe several structural changes occurring to words, sounds, rules and meanings of the language they are learning. In addition, they can manage to organize all this information in a separate file and save it for further reference. For example, they create a directory called “Rome” in which the information regarding the word Rome from the “cities” option plus a picture of the city selected from the “picture” option have been put together. From the “proverbs” option, also, “When in Rome, do as the Romans do.” could be picked up and added to the directory of “Rome”. All directories made in this way can be put in an alphabetical order for further use[2]. In growing number of colleges, particularly in the India, computers are being used to support tutoring in English. The model of constructivist teaching draws on advances in psychology that have fostered our understanding of the nature of skilled intellectual performance and environments conducive to learning. In colleges where constructivist teaching is employed, lecturers are working at creating learning environments in which students actively follow knowledge rather than passively receive it, and where they can develop the advanced skills of comprehension, composition, reasoning, and experimentation. In classrooms, teachers serve as facilitators of learning, attempts to create authentic contexts for modeling expert thought processes, and seeks ways to help students to achieve intellectual accomplishments they could not do on their own. By bringing telecommunications applications into the classrooms, teachers are able to create environments where students can communicate with other students via electronic mail, participate in collaborative projects with students from other colleges, and come in contact with a rich array of information sources that broaden their horizons. In many of these areas, computers are providing effective interactive learning contexts consistent with constructivist instructional goals.

Despite the significant cost reduction in the recent years, information technology, as presently designed, is not going to be affordable for wide spread in all colleges in India. Nevertheless, in several big cities like Mumbai, Bangalore, Madras, Calcutta , Hyderabad , Nanded etc. some colleges (both public and private) have already begin to incorporate the use of computers in their colleges , although generally the use are almost exclusively for college administration and use of productivity tools (word processing, spread sheets, and

data bases). Unfortunately, the use of computers to improve instructional processes and learning outcomes in these colleges has not been explored, although it is badly needed.

### **3. Method**

The method of self learning through computer in English may work as follows

Decide Goal: Understanding phonetic symbols for correct pronunciations

Gain Knowledge of Course Material: Using computerized documents (DOC,PDF)

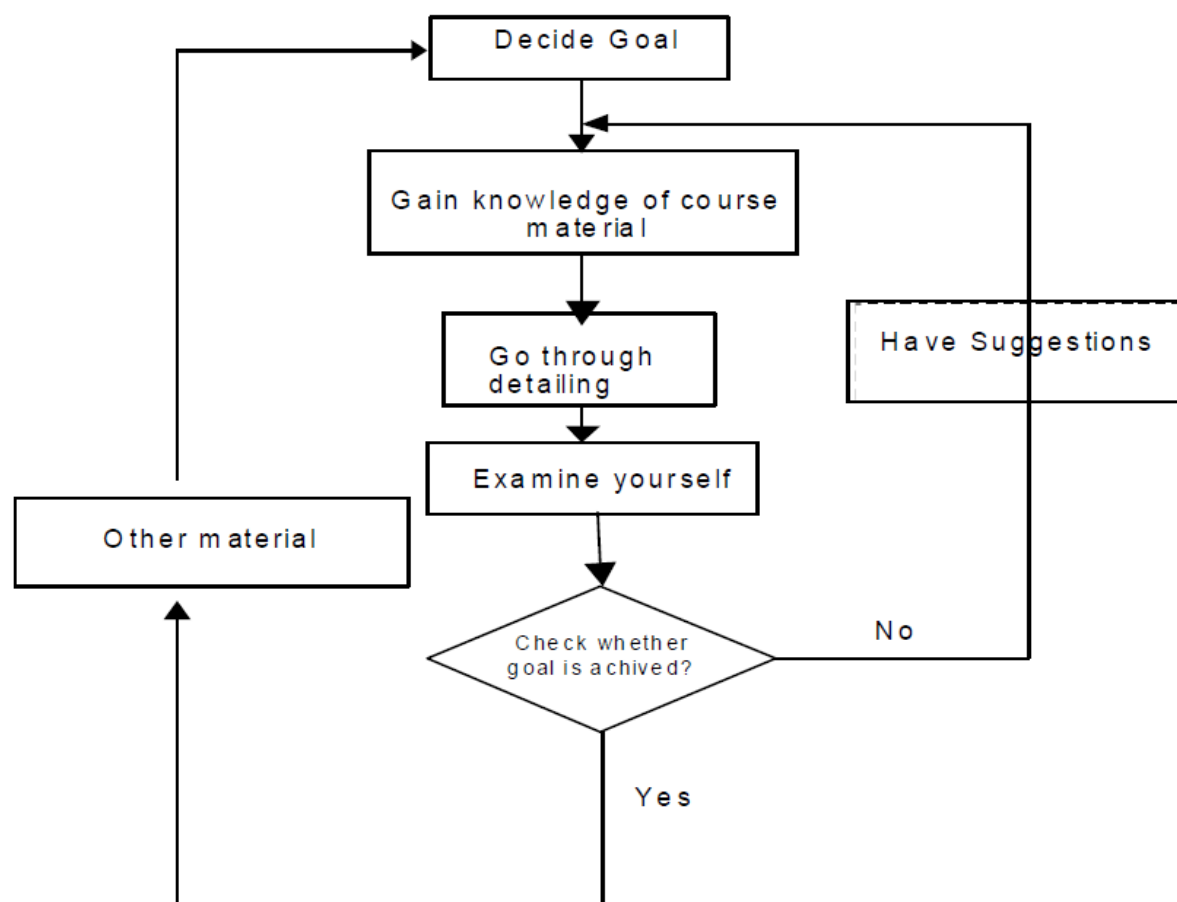
Go Through Detailing: Using audio visuals

Examine Yourself: Using Drill and Error Method

Check Whether Goal Is Achieved

If Yes: Go for the next material (e.g. Grammar) and repeat the process

If No: Take suggestions from tutor / Lecturer and repeat the process.



Colleges looking at the vast advantage that could be attained by students, we feel strongly that the introduction of information and communication technology in education in developing countries, such as India, should not wait until the country has reached some predetermined state of economic or educational development. Even in countries, which do not believe in the cost effectiveness of information technology as a tool for mass education, it is important that we begin acquiring experience this technology for educational purposes.

#### 4. CALL (Computer Assisted Language Learning)

“CALL is a relatively new and rapidly evolving academic field that explores the role of information and communication technologies in language learning and teaching”[3]. This straightforward definition serves as an introduction for her assertion that CALL has evolved into something that is “both inherently multidisciplinary and academically substantive” and has become intrinsically linked with the area of Second Language Acquisition (SLA) “Computer Assisted Language Learning (CALL)” relates to the use of computers for

language teaching and learning. CALL offers many advantages for both teachers and students in learning language.

First, computers can provide instructions, feed-back, and testing in grammar, vocabulary, writing, pronunciation, and other dimensions of language. In this case, the teacher will only be a facilitator. He or she has been much helped by a computer. The teacher can easily control the activities of learning being done by his students. The programs that are installed and connected to the server will be easily controlled by a teacher. Not only that, a computer can also provide reading access to written audio-visual materials relate to the language being studied by students. CALL also offers freedom for users to choose any topics of information available within the package[4].

A study conducted by Amstrong (2003)[5] shows that learning achievement can be increased up to 50 percent when a teaching learning process utilizes CALL.

Because of CALL's flexibility of time, it can allow the students to determine what particular topics and how long they want to learn. Hence, students who miss the class because of some reasons, for instance illness, still have an opportunity to learn the particular topic taught in the classroom because the programs are available in the CALL program (Hartoyo, 2006:30)[6]. It can stimulate an individual interactive learning program, so both 'fast and slow' learners can take the benefit from it.

The CALL can give a new role to teaching materials. Out of the content of CALL, teaching materials are really passive. Although the students said or did could influence in any deep sense the linear progression of the contents in CALL, materials adapt themselves to the requirements of the individual students; that is they become interactive (Peter, 1993:5)[7].

Despite the fact that there are some advantages of utilizing computers in language learning, there are also a bit of disadvantages of CALL. The CALL program is considered to be much less handy. It is much different from traditional books that are small enough to be carried around and studied wherever and whenever students wish, on a train, on a bus, at home, in the middle of the night, or in a dentist's waiting room (Anzel et al, 1992)[8]. Furthermore, at current

time most of students do not possess their own computer at home; therefore, they just used computers available in their colleges in which the opening hours are very restricted.

Working long hours with computers also can make students' eyes strain and tiring[9]. It may, sometimes, account for the eye irritation and pain. CALL sometimes decreases the interaction among students or what we call the social aspect of learning. It can not promote physical activities.

Besides that, CALL is costly enough for the programmers or teachers. A lot of funds have to be provided to buy some equipments, design programs, and for its maintenance. The college with limited budget will find some obstacles in funding the CALL program. To create a program of CALL must have at least twenty computers for one class capacity. Of course, lots of money needed for building computer laboratory. A lot of money is also needed to train teachers,

especially English teachers, since there are only a few of English teachers who can operate computers as well as its new software.

## 5. Conclusion

The current concept of IT embraces widely divergent technologies, although the links amongst them are becoming more fluid. Those elements most useful in education are likely to grow from an innovative marriage of the old and the new IT learning technologies may spread through traditional educational institutions and teachers.

This is a captive market. A drawback is that competition against existing educational mediums (teachers, books, language labs etc.) is rarely welcomed and may be actively suppressed. Purchasing choices tend to be conservative, using institutional rather than personal funds. On the other hand, when purchases are made, they are often of high monetary value. Large corporations like Apple and Microsoft have actively given away products to Colleges to help language

teaching etc., with an obvious commercial intention to create long-term dependence on their proprietary formats.

It should be kept in mind that despite the many benefits of the computers they are only machines that can only facilitate the formatting. They can neither think nor create. Therefore, a language class must not be computer-centered because this may eliminate the outstanding role of the teacher, who is the real creator of the programs and the thinking leader of the class.

The design and selection of any computer program will definitely depend on the learners' level, age, etc. Therefore, it can be utilized for both individual and group learning. In the case of the former, classes with a multicultural atmosphere in which learners come from different linguistic backgrounds will benefit much from the computer as a complementary activity to the regular learning schedule.

For an educational institution which is serious about combining an element of Information Technology with language teaching into a feasible organization, there are sure to be lots of happenings.

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\*\* This research paper is submitted by **Dr. Ajay R. Tengse**.

## Article: Bringing graded readers into the classroom

### Bringing graded readers into the classroom

By Alex Case

Reading equals Speaking: Bringing Graded Readers into the Classroom

Most schools have at least a couple of graded readers lying around the school, if only freebies that were sent unsolicited by publishers, and if not it is easy enough to get hold of some. In too many schools, however, they lie around gathering dust on a shelf in the teachers' room or the Self Access Centre. The obvious thing to do with them seems to be to take them into the classroom, to add a bit of variety to the class and to let the students see what is available, hopefully persuading students to take them home to read for themselves. Here, then, are some ideas on how to do so. I can't absolutely guarantee they'll all work with your classes, but they are all deliberately designed to avoid two potential hiccups- you don't need class sets or for all the students to read the books for homework for the activities to work.

#### What makes an 'easy reader'?

Most people think of this as just avoiding difficult vocabulary and this is certainly a major part, but there is more to it than that. To start with, 'get' and 'around' may seem like words you could include in even a beginner's book, but if you put them together as the phrasal verb 'get around' the meaning is far from easy to deduce. As well as the vocabulary, the grammar has to be carefully graded, and the writer has to think about other factors such as the use of pictures and avoiding 'dense' texts with too much information, such as subplots and large lists of characters.

#### How and why should students read graded readers?

The most important thing is the 'how'. Students should read these texts for pleasure, in the same way as they would read in their own language. This 'extensive' reading is therefore different in intent and effect to the 'intensive' reading done in class, such as work on guessing vocabulary from context, skimming etc. The basic idea is that students will be able

to absorb the language naturally as they read without the need to sit down and analyse it. Some theories suggest that this type of learning is inherently better than conscious language study, and that lots of ‘comprehensible input’ is the secret to a real command of the language. Even if you wouldn’t go this far, you can at least agree that any work students do outside the class can only help.

### **How can we use them in the classroom?**

Obviously, we want to avoid lots of time spent silently reading in class, so we need to think about what people naturally do with books apart from read silently. Reading out loud doesn’t really match the bill as is not a very natural thing for an adult to be doing, and ‘reading out loud for pleasure’ is, unsurprisingly, not an expression that exists. Apart from reading books, what people do is talk about and write about books. Of these, the obvious thing to do in class is speak.

When people talk about books, the things they talk about seem to fit into two main categories:

1) Storytelling, e.g. summarising the plot 2) Making judgements, e.g. saying whether you liked it. The teaching ideas below are arranged around these two concepts. Storytelling The most natural form of storytelling is simply for students to pass on some idea of the story of a book they have just read to someone else, but we have to be careful to give the listener a real need to listen. So as well as the teacher telling the students to ‘tell your partner the story of the book’, they need to tell the listener to ‘listen and decide whether you would like this book’, ‘listen and see if it reminds you of any other stories’, ‘listen and decide what genre of book you think it is’, etc.

It is also possible to get students telling the story before reading the book. Although at first sight it might seem unnatural, in fact everyone does something similar internally as soon as they pick up a book and look at the cover- they start to form a picture of what it could be like in their heads. So, get students to look at the cover of the book and predict everything they can about the story in pairs. This can then be checked against reality by reading the blurb on the back of the book, taking the book home to read, or checking their predictions with a student who has already read the book. Giving them a bit more help, you can give them all the pictures from the book and get them to put them in order and tell the story. The story can then be checked any of the ways above, or by opening the book to check the real order of the pictures. Alternatively, they can read parts of the book and fill in the rest of

the story, e.g. reading the first couple of pages, predicting the story and reading the last couple of pages to check; or reading the beginning and end and filling in the middle.

### **Making judgements**

I think the first thing we are likely to say about a book we've read is 'you would/ wouldn't like it', but our students probably don't know each other well enough to do that. This can be easily remedied by getting them to talk about their taste in books first, making a nice, personalised lesson with plenty of vocabulary. Simply brainstorm types of book onto a mind map on the board, starting with fiction/ non-fiction and then branching off until you reach terms like 'whodunits' (for a high level class). Then get students to discuss their likes and dislikes using this vocabulary. Next, put them in new pairs and get them to find similarities and differences between their partners' tastes, then give them a couple of graded readers and ask them to decide which of their two previous partners each book would best suit. Finally, as a whole class they give their conclusions and people say whether they would actually like those books. If so, they might actually take them home and read them.

Other 'making judgements' activities delve a bit deeper into books, and so get a little bit further away from everyday chat. In a way, you are asking your students to briefly be a critic, academic or editor, but this deeper analysis can produce lots of language and is often needed for English language exams such as the FCE.

### **Being critics**

This generally involves getting students to write reviews of books they have read. This can be made more relevant by making sure they know they are writing to be read. They could, for instance, pass the book and the review onto another student and find out in a future lesson whether they agree about the book. Alternatively, the reviews could be put somewhere where other students can use them to decide if they actually want to read those books, e.g. on the inside of the book covers or on the wall of Self Access Centre or Student Lounge.

### **Being academics**

These activities involve identifying texts from small samples, being 'text detectives' if you like. Give pairs of students a page or two photocopied more or less at random a graded reader, but with each pair talking about a different book. Ask the pairs to discuss the possible genre of the piece, where it might be set, who the characters might be etc. Then

bring the whole class together in a place where you have laid out all the books they have just read from and discussed. Working together, they must try to match the extracts to the books using only the clues from the covers and/ or blurb on the back of the book. NB. For this to work you must make sure that the extracts don't include anything too obvious like the names of people and places mentioned on the back of the book.

### **Being editors**

For these activities, students have to make judgements on how best to present the book. Either after the students have read the book at home or after reading a page or two in class, ask them to choose a suitable cover for the book. If you have picture resources in the school they could choose from these, or you could simply give them a couple of old magazines and let them tear out anything they like. They can then add the title etc. in a suitable script. If they all worked on the same book, you can vote on the best one as a class. Alternatively, another pair of students can make assumptions about the book from the cover and then discuss with the original pair if they are correct.

### **For more information and ideas**

If you want more information on graded readers and how to use them, then you are in luck, because EFL publishers are usually only too happy to give you anything from a simple guide to a huge file of worksheets for free, in the hope that you'll go on to use their products. So go on, take advantage (in the good sense of the word).

**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 ([www.tefl.net/alexcase](http://www.tefl.net/alexcase))

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

## Research paper: Reading Loud and Clear: Reading Aloud in ELT

### Reading Loud and Clear: Reading Aloud in ELT

By **Gabrielatos, Costas**

Abstract:

This paper discusses whether there is a place for reading aloud (RA) in the modern foreign language classroom, and if so, when and how it should be used. It concentrates on English-as-a-Second-Language (ESL) learners of elementary level and upward who have mastered the skill of assigning sounds to letter-combinations in English.

The article asserts that RA can be used to raise awareness of and provide practice in certain phonological aspects of English and certain strategies used to facilitate the production of spontaneous speech and communication.

The first section looks at the perceived utility of RA, focusing on RA as reading, speaking, and pronunciation practice and RA as a skill. The next section discusses the use of RA in planning, describing goals, text types, general guidelines, prerequisites, phonological features, and strategies facilitating spoken production and communication. The final section presents activities for using reading aloud.

The activities involve reading transcripts of items from radio and television news, pretending to be actors auditioning for a role with an unrealistic script that must be improved, and acting as storytellers and judges of storytellers. (Contains 31 references.)  
(SM)

Download the full paper in pdf format by visiting

<http://eltweekly.com/more/2009/07/04/eltweekly-issue24-research-paper-reading-loud-and-clear-reading-aloud-in-elt/>

## Article: Developing Effective Writing Skills

### Developing Effective Writing Skills

By Prof (Dr) Shefali Bakshi

Writing is a complex skill because it requires the coordination of content, language, meaning and style. Handwriting demands attention at the earlier stages of learning to write. Initially, our focus on teaching writing is on accuracy, later the focus shifts to appropriacy. Cohesion (Structural) and coherence (meaning) are two factors necessary to make any piece of writing effective. At the early stages of writing, learners can write in imitation of a model text. Later learners should develop their own pieces of writing. A proficient Writer needs to know: Subject matter, Appropriate language, Mechanics of writing, A rich stock of words, Conventions of writing, Organizational skills, Thinking skills, Writing purposes, A feel of the 'audience' or reader(s), Values: global or national and An in-depth understanding of the writing process.

### Teaching objectives of writing:

- Express ideas in clear and grammatically correct style
- Write in a style appropriate for communicative purposes
- Plan, organize and present ideas coherently by introducing, developing and concluding a topic
- Write a description of a place, a person, or a system etc.
- Write a clear account of an event, a process or a narrative
- Compare and contrast ideas and arrive at a conclusion
- Present an argument, supporting it with examples
- Use an appropriate style and format to write letters, notices, reports, articles, diary entries etc
- Monitor, check and revise written work
- Expand notes into a piece of writing

- Summarize or make notes from a given text
- Recode information from one text type to another



2 Read this brochure advertising a new English Language magazine. Then write a letter to the principal of your school, requesting him/her to subscribe to the magazine for the school library. Remember to give details mentioned in the brochure. Also, say why you think the magazine would be useful to the students.

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UNIT 8

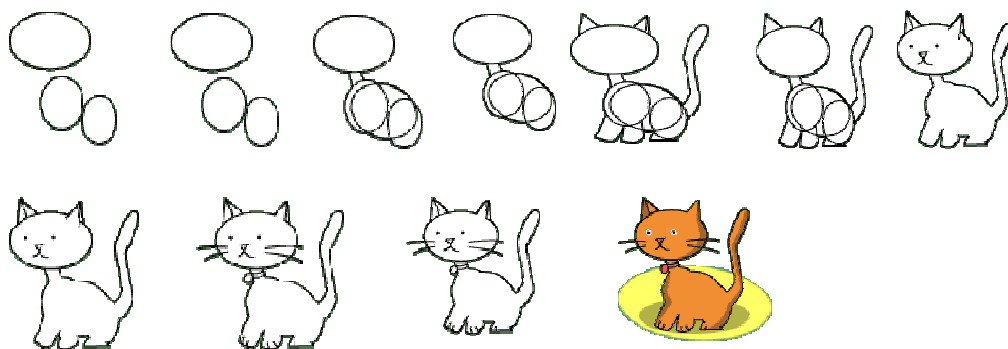
49

A writing task must be related to the daily activities of the learner, so that we can prepare our learners to handle situations outside the classroom. This can be followed by learners

themselves getting an advertisement and then exchanging among other classmates and then attempting to solve it. In this way we are taking the language outside the classroom and adapting our learners to get used to it.

Here is a step-by-step way of drawing a cat. Match the instructions with the drawings. This activity is well suited for lower classes. It has been tested in classrooms as it is from Orient Blackswan's Gul Mohar.

1. Draw three circles-one for the head and two small ones for the body.
2. Draw another circle to join the two small circles.
3. Make the neck by joining the head and the body.
4. Draw in some cat legs.
5. Draw two triangles for the ears.
6. Add a wiggly line for a tail.
7. Remove some of the lines you don't need.
8. Draw the cat's eyes and mouth.
9. Add the whiskers and a collar.
10. Colour your cat.



Thus in this way the most current and the most wide-ranging topics in the market for Writing lead pupils towards writing independently. There are variety of tasks, which involve a learner in different ways and develop the various cognitive skills of a learner. A poster was used to teach the reading skills in my last article. Reading being a receptive skill takes on to the productive skill of Writing, so learners can be trained to interpret posters and then to create one or write in detail about a poster. Learners will then be able to differentiate between the different kinds of posters.

These are the latest techniques of teaching all the skills which are related to the learners' surroundings and situation, thus making learning more meaningful. Find below another example of poster writing and interpreting from one of the texts of Orient Blackswan. The self expression and creativity, both oral and written must be taught to the learners.

## Let's Write

*an informative poster*

A poster is made to give information about a product or an event or to express an opinion. It can communicate a message to a large number of people at a given place. A poster is usually designed attractively so that it is noticed.

This is a poster for a magic show which is coming to the city shortly.



**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 in various parts of India for school teachers and principals.

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