

ISSN 0975-3036

# ELTWeekly

India's first weekly ELT eNewsletter

Volume I, Issue#39

## PUBLISHERS



TARUN PATEL



BHASKAR PANDYA



KAUSHAL KOTADIA



RAJESH BHARVAD

# ELTWeekly

---

India's first weekly ELT eNewsletter

## CONTENTS

Video: The Oxford English Centre.....	2
Global – Macmillan’s new general English course.....	3
Research Article: ‘Barriers: As Tools for Language Acquisition’ by Murali Vemula.....	4
Research Paper: ‘Technology in Teaching Language Skills’ by Nikhil Joshi.....	13
Free eBook: Intercultural Resources Pack for Latin America.....	21
Spread a word about ELTWeekly.....	22
Guidelines for Contributors.....	23
Your Feedback.....	24

# ELTWeekly

---

India's first weekly ELT eNewsletter

## **VIDEO: The Oxford English Centre**

Here is a video from the Oxford English Centre. They have been teaching English since 1979 to the students from all over the world.

Watch the video at <http://eltweekly.com/more/2009/11/39-video-the-oxford-english-centre/>

To leave your comment, click this link: <http://eltweekly.com/more/2009/11/39-video-the-oxford-english-centre/#comments>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## Global – Macmillan's new general English course

Macmillan is launching Global – a new general English course in 2010.

Here's what the Macmillan English team says about Global:

A few weeks ago we introduced you to Global – Macmillan's new general English course for adult learners. One of the innovative features of Global that we haven't mentioned yet is Global English. These pages in the Coursebooks have been specially written for Global by Professor David Crystal, world-renowned expert on the English language. You can watch him talking about the rise of English as a global language on the . Lindsay Clanfield, lead author on Global, has a new posting about this and other Global features on his blog, .

We want YOU for Global.

One of the features of the new Global resource website, coming in January 2010, is a blog with contributions from practicing teachers and teacher trainers. We're looking for teachers who can write about the adventures and challenges of teaching English around the world.

You'll provide a two month commitment, with roughly one blog post a week. In return we'll supply you with a class set of Global Coursebooks and Teacher's Book, and a platform to publish your writing to a global audience. If you're interested please send an email to, with "Global blogger" as the subject. Tell us a little bit about yourself and where you teach, and attach a sample of your writing.

Watch Professor David Crystal talking about Global at <http://www.macmillanglobal.com/>

*Note: These are the contents taken from Macmillan team's email with the subject "Macmillan English Update 5th November 2009".*

To leave your comment, click this link: <http://eltweekly.com/more/2009/11/39-global-macmillans-new-general-english-course/#comments>

## RESEARCH ARTICLE: Barriers: As Tools for Language Acquisition

by **Murali Vemula**

Introduction:

Despite the apparent complexity of language, nearly every human being masters its use in the first then years of life. We would like some theory to explain the phenomenon. Ideally, such a theory should explain processes that lead from native to sophisticated language use. The natural places to turn for such process descriptions are the fields of Artificial Intelligence (AI) and cognitive science. In particular, one should look for machine learning. In this paper, we examine their implications for theories of language acquisition. We begin by reviewing for basic learning skills that have been the focus of the machine learning work, describing each in terms of a common framework. We then turn to the task of grammar learning, comparing and contrasting it with other learning skills.

Learning to perceive and produce the sounds of a language acquisition and indeed the poorer half if we call the many children learns a natural language in the visual-manual modality. The essence of language acquisition is the comprehension and production of conventional symbols that may be used to direct the attention and mental states of other persons. In the present paper, I focus on the acquisition of meaning is light of the principle of contrast. This principle makes specific predictions about acquisition that are supported by date from many different domains. It shapes the lexicon for immature and mature speakers alike. It also plays a role in establishing which forms are conventional and thus contributes a solution why learners give over-regularization in morphology and syntax. Finally, it helps account for individual variation during acquisition. To begin with, language acquisition a process so broad that inevitably every aspect of human behavior to it.

Working on improving learner's communication is a broad-brush activity. The learner has to change his thoughts, his feelings and his physical connections. The writing instruction that many of the learners currently receive is inadequate. Instruction for some of these learners focuses almost exclusively on the teaching of lower-level writing skills, such as handwriting and spelling, with few opportunities to actually write. Others are placed in classes where

frequent writing is emphasized but little time is devoted to teaching needed writing skills and strategies, as it is assumed that these skills can be mastered through informal and incidental methods of learning. It is highly unlikely that learners/children with Learning Disability (LD) will acquire all they need to know in different programmes. We believe that writing instruction for those students must emphasize both prevention and intervention; respond to the specific needs of each learner maintain a healthy balance between meaning, process and form; and employ both formal and informal learning methods.

The design of such instruction is not an easy task for both teacher or singly. It requires a coherent, coordinated and extended effort. The writing problems of children with LD are not transitory difficulties that are easily fixed. We can recommend few principles.

### **Provide effective writing instruction**

Tailor writing instructions to meet the individual needs of the learner with LD.

Intervene early, providing a coherent and sustained effort to improve the writing skills of children with LD.

Expect that each child will learn to write.

Identify and address academic and nonacademic roadblocks to writing and

Employ technological tools that improve writing performance.

A crucial tactic in preventing writing difficulties, for learners with and without LD, is to deliver effective writing instruction. Although this approach will not eliminate all writing difficulties, it is advantageous for few reasons, one it helps to maximize the writing development of students in general. It minimizes the number of children who experience writing failure as a result of poor instruction. And it serves to ameliorate the severity of writing difficulties experienced by children whose primary problems are not instructional such as children with LD. What does effective writing instruction look like? Opportunities to engage in meaningful writing were plentiful, as learners they responded in writing to the material they read. The adaptation, ranging from procedures for circumventing writing problems to extra encouragement and praise. It is involved additional one-on-one assistance. This includes individual help from the teacher, adult tutors or volunteers or older and same-age peers. Another cluster of adaptations focuses on difficulties with text production skills. To overcome problems with spelling skills. Teachers also sought to bypass with text

production difficulties by allowing weaker writers. Teachers facilitate planning for weaker writers.

### **BARRIERS:**

**Physical Barriers:** As long as people still have a personal space that they can call their own, nearness to others aids communication because it helps us get to know one another.

**Perceptual Barriers:** The problem with communicating with others is that he all sees the world differently. Something like extrasensory perception world takes place.

**Emotional Barriers:** This is one of the chief barriers to open and free communication. It is comprised mainly of fear, mistrust and suspicion.

**Cultural Barriers:** If a boy or girl joins a group and wish to remain in it, sooner or later he needs to adopt the behavior patterns of the group. Where, however, there are barriers in his/her membership of a group, a high level of game playing replaces good communication.

**Language Barriers:** Language that describes what the speaker wants to say in his/her terms may present barriers to others who are not familiar with the expression, buzz-words and jargons made by the speaker. When the learner couches his communication in such language. It is a way of excluding others. In a global market place the greatest compliment one can pay another person is to talk in their language.

**Gender Barriers:** There are distinct differences between the speech patters in a man and those in a woman. A woman speaks between 22,000 and 25,000 words a day whereas a man speaks between 7,000 and 10,000. The reason for this lies in the wiring of a man's and woman's brains. When a man talks, his speech is located in the left side of the brain but in no specific area. When a woman talks, her speech located in the both hemispheres and in two specific locations. This means that a man talks, in a linear, logical and compartmentalized way, features of left-brain thinking; whereas woman talks more freely mixing logic and emotion features of both sides of a brain.

### **Interpersonal Barriers:**

a). Withdrawal is an absence of interpersonal contact. It is both refusals to be in touch and time alone.

- b).Rituals is meaningless, repetitive routines devoid of real contact.
- c).Pastimes fills up time with others in social but superficial activities.
- d).Games are subtle, manipulate interactions which are about winning and losing.
- e).Closeness is the aim of interpersonal contact where there is a high level of honesty and acceptance of him and others.

Intrapersonal barriers stem from an individual's attitudes or habits, whereas interpersonal barriers occur due to the inappropriate transaction of words between two or more people. The two broad categories into which this barrier can be classified are:

- Inefficiency in communication
- Negative aspect nurturing in the climate

Interpersonal barriers creep in as a result of the limitations in the communication skills of encoder or decoder, or both. In addition, they may also occur because of some disturbance in the channel. If there are two people involved in communication, the traits that distinguish them as individuals can be the root cause of a communication problem. The most common reasons for interpersonal barriers are:

- Limited vocabulary
- Emotional outbursts
- Communication selectivity
- Cultural variations
- Poor listening skills
- Noise in the channel

### **Intrapersonal Barriers:**

Individuals are unique because of their idiosyncrasies. This is mainly because of difference in experience, education, value and personality. Each of us interprets the same information in different ways as our thinking varies. Certain common cause is responsible for an individual's inbuilt barriers. Here are a few causes listed that leads to these intrapersonal barriers:

- Wrong assumptions

- Varied perceptions
- Differing background
- Wrong inferences
- Impervious categories
- Categorical thinking

### **How to overcome the communication barriers:**

Language diversity also brings many difficulties and barriers to effective communication in the learning environment. Diversity brings, the learner first cast aside his assumptions and perceptions. Hundreds of different languages are spoken in the different countries today, and when we hear a foreign accent, many of us assume that the speaker has a very limited knowledge of the language when in reality, he may have a vast understanding of the language, just trouble in his delivering and word pronunciation.

Most foreign-born workers have had to pass some of English proficiency test before they were hired. In addition, because most languages do not share the same roots as English grammar and vocabulary is better than ours, but still the learner may have difficulty pronouncing words in English. To help ease communication, the teacher should change his mindset and assume that the person does have a good grasp of the English language; he should try to understand the individual, and to help him with his pronunciation. It is important that we speak slowly, because the slower we speak, the slower the other will speak, making it easier to him to understand what we are saying and to deliver and understandable response. Always maintain the mindset that he will be able to understand the individual.

“A barrier acts like a sieve, allowing only a part of the message to filter through; as a result, the desired response is not achieved. To communicate smoothly and effectively in an organization, irrespective of your position, you need to know how the barriers operate, why they cause misunderstandings and how to mitigate their negative impact”. Technical Communication by Raman Sharma, (p.23, 18-22).

One of the best things we can do to help break down the communication barrier is to avoid using idiomatic expressions (or distortions) and slang. English is very different from many languages. Be precise in the terms that we use so that it will be easier for our understanding.

The breaking down communication barriers is a two way street: learner is trying to communicate information to us, and we try to understand him. Take responsibility for our part of this exercise and admit it when we don't understand someone and try to help them when they don't understand you. If we both make the effort to work as a team to understand each other, we will quickly break down the communication barriers and become more effective in the learner's point of view.

Language barrier, communications breakdown, misunderstanding. It happens all the time. Some times the cause is obvious. We all understand that if I am speaking English and somebody is speaking Urdu, we will have moments of understanding because of cultural differences that assign different words to different things or assign different meaning to similar phrase. Even if any both speak English, with the gender difference, one will experience miscommunications because of sex-related differences in their communication styles.

But, there is another source of communications breakdown which can occur between people who speak the same language, are from the same culture, and may even be of the same sex. This has to do with our behavioral preference for either judging or perceiving. Humans fall into equally populated categories when it comes to these two processes; those who prefer to jump to the judging process as quickly as they can. This difference in preferences leads to a whole array of behavioral differences between perceivers and judges and is reflected in how we communicate. A person can receive information and never apply a judgment to it, or a person can apply a snap-judgment to something without having received complete information.

Although everybody both perceives and judges, our language reflects which of these processes we prefer. And the difference between perceiving language and judging language, though subtle, can lead to miscommunication, endless rounds of argument and frustration. When language barriers prevent individuals from reporting a crime or describing a suspect, for example, it becomes that much harder, "language discordance is our biggest challenge when serving the Hispanic community. The language barriers make it very, very frustrating to get our work done."

Language barriers can even threaten the safety of officials, being unable to communicate with. The obstacles associated with language barriers are often complicated by the fact that many Limited English Project (LEP) persons fear the people and go to great lengths to avoid contact with them.

## **Removing Barriers:**

Being able to express the learner by himself and make his needs known must be one of the most frustrating for human experiences. Similarly, trying and failing to understand what someone else is struggling to convey can be extremely disheartening. Similarly, frustration can arise when the learner tries to communicate with people who speak a different language. The particular needs of the learner/ child with a language delay and one with an autistic spectrum disorder may be very different, but both can find themselves without friends, isolated at break times and often an easy target for bullies.

In the class room, their difficulties affect their ability to participate and to demonstrate what they know, understand and can do. However, there are a number of general strategies that teachers can use to help remove barriers to learning. Make sure all adults working in schools are aware of children's needs and the approaches being used to help them.

**Environment:** A teacher has to facilitate the learners while using visible prompts, gestures and or a signing language. Eliminate extraneous noise as far as possible.

**Routine:** This is vital to alleviate confusion and give learners a sense of security. When routines have to be broken, ensure that children are preparing whenever possible.

Familiarize them, in advance, with new teachers and setting – perhaps providing them with photographs, and making visits to their new classroom. Expectation should be consistent, as far as possible, throughout the school / college.

**Verbal Instructions:** Keep them short and precise. Ensure that children know you are addressing them, give one instruction at a time speak clearly, to a natural pace and make sure that the learner can see the face of the teacher. The teacher should avoid figurative language, idioms be taken literally- these will need to be taught explicitly. Instruct the learners what to do rather than what not to do.

**Respect:** Don't force the learners and young people work in pairs or groups if they are clearly uncomfortable in that institution. Respect differences and beware of the social – networks of the class room. Activities such as 'circle of friends' and the use of 'social stories' can prove useful.

**Praise:** Reinforce all attempts to communicate. The teacher should avoid correcting the learner's spoken language, but provide a good model and opportunities to practice. Use a child's specific interests to expand to use of language and social skills.

## **Solutions:**

- Allow extra time for the child to respond; do not hurry him to give an answer.
- Consider whether he might benefit from using Augmentative and Alternative and Communicative (AAC) or (for a learner with significant difficulties) a Voice Output Communication Aid (VOCA).
- Teach new vocabulary (including subject-specific words). Have a 'word of the day/week' for the whole class.
- Practice sentence building and sequencing.
- Introduce 'talking partners' and use speaking frames.
- A buddy or a teaching assistant can help the pupil to organize his ideas.
- Idea/concept mapping can be useful.
- Use reading sessions to explore meaning, cause and effect.
- Teach metaphors, jokes and puns when appropriate.
- Teach the meaning behind facial expressions or countenance.

## **Closing comments**

In this paper, I outlined few principles to avoid the barriers in learning language acquisition in connection to LSRW language skills. The barriers I mentioned can help prevent as well as alleviate the writing/learning difficulties experienced by the learners or students. These may be necessary but non-sufficient, components of overall responses.

Although, I have no doubt that a single, dedicated teacher can have a significant impact on a struggling writer's development. For many children with LD, writing problems are a chronic, not a temporary condition. There is no quick or easy fix that will make their problems disappear. It is not only important to intervene early, but also to provide a sustained and coherent effort over time. Finally, a new approach to the modeling of language acquisition that we hope will overcome the barriers for language acquiring and it helps account for individual variation during acquisition.

A common obstacle to communication is poor listening habits. The learner should remember that listening and the hearing is not the same. Hearing is a passive exercise while listening requires careful attention and accurate decoding of the signals received from the speaker.

## References:

Christenson, S., Thurlow, M., Ysseldyke, J., & McVicar, R. (1989). Written language instruction for children with mild handicaps: Is there enough quantity to ensure quality? *Learning Disability Quarterly*, 12, 219-229.

Egnlert, C., Garmon, A., Mariage, T., Rozendal, M., Tarrant, K., & Urba, J. (1995). The Early Literacy Project: Connecting across the literacy curriculum. *Learning Disability Quarterly*, 18, 253-275.

Englert, C., Raphael, L., Fear, K., & Andreson, L. (1988). Student's metacognitive knowledge about how to write informational texts. *Learning Disability Quarterly*, 11, 18-46.

Gaskins, I. (1998). There's more to teaching at-risk and delayed readers than good reading instruction. *Reading Teacher*, 51, 534-547.

Graham, S. (2000). Should the learning approach replace spelling instruction? *Journal of Educational Psychology*, 92, 235-247.

Graham, S. (1999). Handwriting and spelling instruction for students with learning disabilities: A review. *Learning Disability Quarterly*, 22, 78-98.

Graham, S., & Harris, K. R. (1997c). Whole language and process writing: Does one approach fit all? In J. Lloud, E. Kame'enui, & D. Chard (Eds.), *Issues in educating students with disabilities* (pp. 239-258). Hillsdale, NJ: Erlbaum.

Graham, S., Harris, K. R., MacArthur, C., & Schwartz, S. (1991a). Writing instruction. In B. Wong, (Ed.), *Learning about learning disabilities* (2nd ed., pp. 391-423). New York: Academic Press.

Technical Communication, Meenakshi Raman and Sangeeta Sharma, (2006), OUP, New Delhi, India.

To leave your comment, click this link: <http://eltweekly.com/more/2009/11/39-research-article-barriers-as-tools-for-language-acquisition-by-murali-vemula/#respond>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## RESEARCH PAPER: Technology in Teaching Language Skills

by **Nikhil Joshi**, Lecturer in Language & Communication Skills, GCET, Vallabh Vidyanagar, Gujarat-India.

### Abstract

In 21st century, at every single step of life we do face technology in various forms. In each and every field humans have taken the help of technology and have made life easier and better. As educators, if we look at the field of education, we can easily find technology in various forms helping us to making teaching-learning process a better one. This paper focuses on major areas of technology being used for educational purpose and it also shows and emphasizes on some innovative techniques of using technology in the field of education, especially in teaching language skills.

The psychological concept of learning goes far beyond learning directly from teacher or learning through study. It does not refer only to learning of skills or acquisition of knowledge but also refers to learning to learn and learning to think. On the basis of this concept we can make a ground where technology can help us to make our students learn how to learn learning and how to learn thinking. Especially when we talk about language skills, we must use technology deliberately for the betterment of learners in their learning process. Language teaching activities are intended to bring all about language learning. In today's era it is very essential that we make our learners techno-savvy and make their learning effective. For that we need to encourage the use of technology in language classes. Why do we always go with a grammar book/text book in language class? Is that what we do mean by language teaching? Why can't we go with just a pen drive in the classroom? We can use audio-video tapes to make them learn language skills. We can use some CD-ROM material to make them learn how to learn. Generally language teachers tend to teach with oral method and it becomes merely an aural exercise for the learners. We should more and more use techno-form of language teaching to make our learners aware of language learning. It also gives a new age feel to the entire teaching-learning process. Here in this paper I have focused on use of various technology-forms that can be used in teaching language skills and

have tried to make it clear how teachers can make language learning more focused with the use of technology.

## **Introduction**

Generally we assume that as a language teacher, we are supposed to refer to some text books and to make the learners refer that text book, that's our prime job but now in today's time this will not do. Instead of a paper bound book why don't we go for online teaching and online learning? As a matter of fact we have to accept that text book teaching is also essential as a part of academics but apart from that what else we can do as a teacher that creates a platform of actual learning of language skills for our learners. For example, I myself have started a blog and I share number of things which can help the learners to get into touch with variety of things. A common observation on the state of English language teaching today is that there is a much higher level of professionalism in TESOL than previously. English language teaching is seen as a career in a field of educational specialization; it requires a specialized knowledge base obtained through both academic and practical experience. (Richards, pg.4)

## **Role of teacher**

Language teaching is not only influenced by technology but also by concepts and practices from the corporate world... today effective teaching is seen as both pedagogical problem and an organizational one. On pedagogical side teachers are no longer viewed merely as skilled implementers of teaching method but as creators of their own individual teaching methods, as classroom researchers, and as curriculum and materials developers. (Richards, pg.7) Now it's our duty to introspect what we do out of all these things. As teacher is to be considered and called as knowledge facilitator, the prime duty of a teacher should be to facilitate learners with knowledge and in this work; technology can help us a lot. We can create a web page where our students can post their queries and can get the solutions online. Attending a class and posting an online query both do have different feel. But the second one does have a techno-feel which makes work easier and more interesting. This factor of interest is a motivating factor for the learners and is the base of any kind of learning. The very first question which arises here is: Is language teacher himself familiar with technology? Has he acquired proficiency over the use of technology in the class? This question is very important question because majority of language teachers are not good at technology so there is no question of using technology for the betterment of learners. So the first step required as a pre requisite is to train the teachers in the area of technology. How a computer

can be used in language class-a teacher must be acquainted with this. In exploring this area it is useful to begin with introspection, retrospection, observation and to think about ourselves as language learners, recollecting our own experiences-how did we tackle language learning. (Stern, pg.289)

### **Audio lingual method**

Audiolingualism is in origin mainly American. But it has had considerable influence on language education in most parts of the world. Until late fifties a distinct audio lingual method can hardly be identified. It was most referred to as the aural-oral-method. The term 'audio-lingual' was proposed by Brooks. Audiolingualism tries to develop target language skills without reference to the mother tongue. (Stern, pg.464) Using this method, we can enable our learners to identify sound patterns in the target language. In a language class with the use of some audio tape we can make the learners familiar with variations of sounds and accent as well. Audio tape having various dialogues based on variety of situations can give a closer look to language production skills and through listening learners can grasp certain aspects of language skills. The audio-lingual method is an easy way to learn language without burdening the intellect with problem solving as in the grammar translation method. In a way, it democratizes the learning of foreign languages. (Nagaraj, pg.81) Audio lingual method gives more importance to listening and speaking skills as the foundation on which the skills of reading and writing can be built up. (Chandra, pg.109)

### **Mute experiment**

Show a mute video clip to the learners and let them imagine what the situation is in the video clip. This would enable them to think over the shown video clip and it would lead them to have their own inferences. Most of the time they would be nearer to the given situation and then let them describe it in their own words. So a video clip can help us to make them learn 'how to learn'. Afterwards we can show them the clip again with the dialogue sound and then they will realize how far they were correct identifying the given situation in the clip.

### **Realia**

On a computer screen show the learners some pictures and tell them to describe the given picture in their own words. It can be a series of moving images too. This would make them think about those images and attach some meaning to those images accordingly. It generates

thoughts and then ask them to write or speak about their interpretations of different images; it would generate the use of language in their own style. Here the role of teacher remains a passive one but very important to rectify their errors in identifying the images and use of language as well. Here audio-visual method can also be applied. Audio visual lessons consist of a series of pictures, accompanied by recorded voices. They are shown several times to give students opportunity to absorb the image and the sound and associate the two. (Chandra, pg.115)

### **Game software**

Again in the form of game software, technology can help us to make learning process light weighted and enjoyable. There are many types of software available which provide vocabulary learning in the form of game. The learner has to select appropriate words or phrases and has to score the points. So it makes language learning a fun process. Many softwares also provide sound facility with the correct pronunciations of the words so in a way learner along with the fun also learns new words with correct pronunciations.

### **A try out on tape recorder**

This has proved a greater impact on the mind of learner. A tape recorder can be used in two ways in language class: one is to play some audio tape and to ask the learner to make the notes or answer the questions followed by the end of the listening and second is to record their own voice and then to listen to it. It has been found that listening to their own voice on a tape recorder makes learner conscious about sound production while they are speaking because when they speak they listen to inner quality of the sound but when they listen to their recorded voice they listen to the outer sound and they come to know about how do they sound to others while speaking. Instead of teacher's remarks on their speaking, this would make them more alert about their own speaking style. In other case while they are listening to some conversational tape they would pay attention to the content and pronunciation pattern as well.

### **Language lab**

Language lab softwares recently being used have various modules on listening, reading, writing and speaking along with lot of topics explained with description and also with appropriate audio or video clips. Some language lab softwares also provide the facility of uploading your own resource material which enables teacher to upload any material of his

own choice which he thinks may be helpful to his learners. Such language lab facility gives a new look to the entire language teaching and learning process. It attracts the students because it is a student centered learning method, which gives lot of command in students' hands. This kind of softwares also gives an opportunity to the learners to learn the things on their own wish. They themselves can select the module at their own free time and at their own choice of difficulty level of the exercise. In such softwares the facility of recording is also available where students can repeat the sentences and record their voice and get the analysis of the entire exercise at the end. It also gives the statistics of student's performance in a particular exercise. With the help of such technological use in language class we can surely make it an independent learning. Language lab functions can be in the form of audio passive (students can only listen to the pre recorded tape), audio active (students can listen and record their own voice and can listen to it), audio active comparative (students can compare their recorded voice with the pre recorded one), audio active comparative with control (teacher can guide the student without disturbing others). (Chandra, pg.119, 120)

### **Video analysis**

I personally have tried out this feature in language class. After playing a video clip which focuses on inappropriate use of body language and how to make body language work for you in an effective way, it was asked to learners to analyze the played video. They could do it very well. So I found that instead of lecturing on body language, this can be a better alternative to show them practically how body language plays vital role in communication along with the language. A video of around 15 minutes would be more effective in learning language skills compared to a 45 minute lecture on certain things like appropriate use of body language along with language while communicating. Video presentations will be intrinsically interesting to language learners. The learner will want to watch, even if comprehension is limited. The material should be motivating; the learner should want to see more, to ask questions, to follow up ideas, and suggestions. By generating interest and motivation, the video films can create a climate for successful learning. (Loneragan, pg.5)

The comprehension of video by learners is complex, and varies between individuals. As well as the language structures and lexical items used in a communicative situation there are the paralinguistic cues; in the background is a wealth of non-linguistic information. (Loneragan, pg.11)

### **Shoot a scene**

With the help of a camcorder, shoot a scene of group discussion among the students and then let them view the same group discussion. This would make them conscious about their role in the group discussion. At the time of viewing the scene, teacher can pause at certain things and can elaborate where they are wrong and where they are right in terms of language usages or in terms of presentation. This would create an acute sense of correctness of language usages along with the consciousness of mode of presentation.

### **PPTs, CD-ROMs and Online Tasks**

Sometimes just the use of PPTs can make the topic interesting and some other time just providing a CD-ROM for self study tasks creates the sense of responsibility and enhances the ability of self understanding in the learners. So hereby I strongly opine that every teacher must use such alternatives of language teaching and learning. Especially for language assignments we can give some online tasks whether it is related to some online tests or online search. Give them an online test with the help of a programmed series of questions and ask them to choose the correct option for their answer. At the end of test program itself will generate the score of the learner. So it's a time savvy idea even on the part of teacher. You can also give them number of questions or new words to search out the answers from the web sources.

### **Blog & Website**

An enthusiastic teacher can also start a blog or a website for language teaching-learning. On your blog you can place variety of video links for any particular theme and can also place voting questions. With the use of blog you can share some articles with the larger community of the learners and can also have their feedback and comments. All such online facilities help to decrease the distance between the teacher and the learner. Blogs and website can serve as an interactive forum between the teacher and the learner. Internet facility is proved to be a way to peep into the entire world. Everything is just one click away on your computer with the help of internet. You can reach to learners globally and have feedback from the various parts of the world if you have little knowledge of online work.

### **Conclusion**

As R. Amritavalli says, the teacher and the student need to go beyond the book: not merely in the sense of using supplementary material, whether print or audio-video, but in the sense that they use the books and materials offered by curriculum planners merely as starting

points for planning other activities which may model themselves (or not) on the given materials; the latter now acting merely as a trigger, serving as an example of the possibilities for shared experience and communication in the language classroom. It is in the context of this enlarged view of the role of the language teacher that the use of multi media materials makes sense. Just as in our everyday life we gather information from a variety of media sources, so also the language classroom is now opened up to let in the newspaper, the radio program or audio cassette, and the television program or video cassette. (Agnihotri & Khanna, pg.185, 186) By all means we can say that use of all these technology forms makes language teaching and language learning an interesting process and as in the beginning of the paper it is mentioned that this interest factor plays a vital role in the entire teaching-learning process to make it easier, better. Surely it gives effective outcomes compared to the techniques in which technology is not being used for academic purpose. Chomsky says that language is made in the mind and is internal, a process that generates I-language. This suggests that language cannot be acquired by putting learners through a series of linguistics hoops, which is the approach found in traditional grammar book, and what Chomsky calls E-language, language external to the learner. (Bourke, pg.12) Hereby we can say that technology serves for all these external factors to facilitate the learners and it creates language awareness in the learners as this awareness is defined by Carter as ‘the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language’ and Bourke calls it ‘linguistic problem-solving’.

## References

- 1- Stern H. H., Fundamental Concepts of Language Teaching, Oxford University Press, 2009
- 2- Nagaraj Geetha, English Language Teaching: Approaches-Methods-Techniques, Orient Longman, Hyderabad, 2004
- 3- Agnihotri R. K., Khanna A. L., English Language teaching in India, Sage Publications, New Delhi, 1995
- 4- Lonergan Jack, Video in Language Teaching, Cambridge University Press, 1984
- 5- Chandra Suresh, Aspects of Linguistics and English Language Teaching, Doaba House, Delhi, 1992

6- Bourke James M., A Rough Guide to Language Awareness, English Teaching Forum(Journal) Vol.-46, No.-1, 2008

7- Richrds Jack C., Growing Up With TESOL, English Teaching Forum(Journal) Vol.-46, No.-1, 2008

**Nikhil Joshi**

E-mail: [nikhileshjoshi@yahoo.co.in](mailto:nikhileshjoshi@yahoo.co.in) Cell No.: 98246 03013

Blog: [www.nikhiljoshi2007.blogspot.com](http://www.nikhiljoshi2007.blogspot.com)

Website: [www.geocities.com/nikhiljoshi\\_saregama](http://www.geocities.com/nikhiljoshi_saregama)

To leave your comment, click this link:

<http://eltweekly.com/more/2009/11/technology-in-teaching-language-skills/#respond>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## **Free eBook: Intercultural Resources Pack for Latin America**

This Resource Pack provides practical activities for teachers to be used in the classroom primarily in Latin America, although these can be adapted to suit other international contexts, as a tool for understanding other cultures and promoting reflection in order to avoid cultural bias and challenge stereotypes. This pack represents the outcome of a project proposal started at the Hornby Summer School Brazil 2006 where we had the opportunity to explore the concept of Intercultural Competence in depth, as well as its implications for the current ELT scenario.

Download this ebook for free by visiting <http://eltweekly.com/more/2009/11/39-free-ebook-intercultural-resources-pack-for-latin-america/>

To leave your comment, click this link: <http://eltweekly.com/more/2009/11/39-free-ebook-intercultural-resources-pack-for-latin-america/#respond>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## Spread a word about ELTWeekly

Please send the following email to your ELT contacts and help ELTWeekly grow:

Subject: Join ELTWeekly

### Email Content:

Hi,

I am writing this email to introduce ELTWeekly, India's first weekly ELT eNewsletter (<http://eltweekly.com>).

ELTWeekly is powered by a team of four Indian editors and reader base of 1100 in 46 countries. This newsletter is committed to the field of English Language Teaching and explores new horizons in the ELT arena.

The ELTWeekly Newsletter is sent to subscribers by e-mail and features the latest articles, research papers, book reviews, and videos.

I would like to invite you to join ELTWeekly, share your ELT ideas and enrich this community.

You can subscribe to ELTWeekly by visiting this page:

<http://spreadsheets.google.com/viewform?key=pj1Kko-Z4epM7VyNi8PwLTw>

See you on ELTWeekly!

YOUR NAME

# ELTWeekly

---

India's first weekly ELT eNewsletter

## GUIDELINES FOR CONTRIBUTORS

1. **Papers / Articles:** All articles should be computerized using double-spacing, including tables, references and footnotes. Submission of manuscripts should be done in electronic form only. Electronic version of the article/research paper should be e-mailed to the Editor, ELTWeekly at [info@eltweekly.com](mailto:info@eltweekly.com).
2. **Abstracts:** An abstract in approximately 200 words should assist the article.
3. **Abbreviations:** No stops are needed between capitals e.g. ELT, IELTS.
4. **Figures and Tables:** Tables should be numbered sequentially with Arabic numerals.
5. **Notes:** Notes should be consecutively numbered and presented at the foot of the page.
6. **References:** References in the text should follow the author-date system. The complete reference list should be given at the end of the article. They should be in alphabetical order.
7. **Book Reviews:** Book reviews must contain the name of the author and title / subtitle of the book reviewed, place of publication and publisher and date of publication.
8. **For Event Submissions:** Please submit your event details at least 30 days prior to the event.
9. For a **more detailed stylesheet**, please write to The Editor, ELTWeekly at [info@eltweekly.com](mailto:info@eltweekly.com).

# ELTWeekly

India's first weekly ELT eNewsletter

## This is what our readers say:

Dear Tarun and team, its really great that you all are putting great effort to have a weekly almost regularly. The articles published are of contemporary relevance and without the monotony. Wish you all the best. – **MUKESH MODI**

ELT Weekly is doing a wonderful job by bringing people together and by promoting the cause of ELT. All kudos for the team of ELT Weekly. – **DR. RAVI BHUSHAN**

Yesterday while i was searching for ELT journals i saw ELTWeekly, after went through #29th issue i realized that i missed a lot without seeing the Weekly. Any how it is a tool to give valuable information of language learners and research scholars. I thank to Patel for facilitating this weekly. I request patil to display information about monthly, quarterly and half yearly journals details. -  
**DASHARATHAM**

## YES, We Want To Hear From YOU!

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

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

Send all emails to:

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

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

ELTWeekly

<http://eltweekly.com>