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# ELTWeekly

India's first weekly ELT eNewsletter

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# ELTWeekly

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## ELTWeekly Webinar

We received 100+ emails for attending the webinar we are planning in the month of March (probably the 3rd week of March, 2010).

Well, the webinar will be conducted by Dr. Ranganayaki Srinivas, an ESL specialist, who has been working online after VRS. She started with a teaching English site. She has been involved in projects with many online marketers. Webinars and web conferences appeal to her idea of distance learning and continuing education.

Dr. Ranganayaki will share information on latest ICT tools for English Language Teaching. She will demonstrate the use of some of the Web 2.0 tools to make the webinar highly interactive.

Regarding the certificate postage charge: We are going to charge Rs. 100 for printing and posting the certificates. Please mind well, Dr. Ranganayaki is not going to charge a single rupee for this webinar. She normally charges \$10 per person for her webinars.

Now, if you wish to be a part of this webinar training, please fill up this online form <http://spreadsheets.google.com/viewform?formkey=dE5XUXJFMC1kbFgwNGVEd0Zib0VfTnc6MA>. Registration for the webinar will close on February 28. So please fill up this form on or before February 28.

Once you fill up this online form, we will write back to intimate your registration and the ways you can pay Rs. 100.

If you have any query, please feel free to ask 😊

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## **Video: The London School of English**

The London School of English is the world's oldest accredited English language school providing Business and Professional courses at our Holland Park Gardens Centre and General and Examinations courses at Westcroft Square.

Watch the video at <http://eltweekly.com/more/2010/02/51-video-the-london-school-of-english/>

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## **eBook: Action Plan for Teachers**

'Action Plan for Teachers' is a 44-page illustrated book on the subject of English Language Teaching. The book covers the topics of planning and preparing lessons, teaching methodology and classroom practice, using technology in the classroom, and also has ideas for and examples of practical activities for different stages of the lesson.

Download 'Action Plan for Teachers' eBook by visiting

<http://eltweekly.com/more/2010/02/51-ebook-action-plan-for-teachers/>

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## **News: Teaching a Foreign Language? Best Teach in the Accent of the Listener**

ScienceDaily (Feb. 17, 2010) — Perception of second language speech is easier when it is spoken in the accent of the listener and not in the 'original' accent of that language, shows a new study from the University of Haifa. The study was published in the Journal of Psycholinguistic Research.

Many adult schools teaching second languages insist on exposing their students to the languages in their 'original' accents. However, this new study, carried out by Dr. Raphiq Ibrahim and Dr. Mark Leikin of the University of Haifa's Edmond J. Safra Brain Research Center for the Study of Learning Disabilities, Prof. Zohar Eviatar of the Department of Psychology and Prof. Shimon Sapir of the Department of Learning Disabilities, found that this system is not necessarily the best and certainly not the most expeditious.

Read the complete news by visiting

<http://www.sciencedaily.com/releases/2010/02/100216101326.htm>

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## **Free Guide: SAEL Guide: Practical guide to designing , running and improving support websites for language teachers**

Proficiency in several foreign languages and the acquisition of ICT skills is a strategic priority in Europe today. These new demands have transformed the way languages are taught across the European Union. It is set against this backdrop of profound change that the SAEL project came into being.

This guide, one of the final outcomes of the project, contains practical suggestions for creating and updating websites designed to support the work of language teachers.

- What is a language teacher support website?
- How are these websites designed, run and improved?
- Who is involved in this process and what are the main stages?
- Why does a support website represent real added value for the teaching community?

This guide sets out to provide practical answers to all these questions. It includes recommendations, examples of websites and good practices for setting up, improving and running support websites which match the requirements in your country, region or institution.

Download 'SAEL Guide' by visiting <http://eltweekly.com/more/2010/02/51-free-guide-sael-guide-practical-guide-to-designing-running-and-improving-support-websites-for-language-teachers/>

## Article: 'Homework' by TE Editor

“Homework seems to be an accepted part of teachers’ and students’ routines, but there is little mention of it in ELT literature. The role of homework is hardly mentioned in the majority of general ELT texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming. However, there is clearly room for discussion of homework policies and practices particularly now that technology has made so many more resources available to learners outside the classroom.

### Reasons for homework

- Attitudes to homework
- Effective homework
- Types of homework
- Conclusion

### Reasons for homework

- Homework is expected by students, teachers, parents and institutions.
- Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language.
- Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.
- Homework offers opportunities for extensive activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader.”

Read the rest of ‘Homework’ article by visiting <http://eltweekly.com/more/2010/02/51-article-homework-by-te-editor/>



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## Research Paper: With What Frequency Are Teachers Employing Evidenced-Based Procedures in Their Writing Classrooms?

by **Soiferman, L. Karen; Boyd, Karen; Straw, Stanley B.**

**Background:** The need for improvement in writing instruction in schools is dependent on teachers being aware of evidence-based procedures in writing and implementing them on a regular basis in their classrooms. Purpose: The purpose of this study was to explore the frequency with which teachers in Western Canada employed evidence-based procedures in writing instruction in the classes. The data were gathered on the eleven elements identified by Graham and Perin (2007) in their meta-analysis of the most effective procedures for teaching writing.

Setting: Writing classrooms in Western Canada. Study Sample: Seventy-five teachers randomly selected participated in the study. Intervention: none. Research Design: Statistical Survey. Control or Comparison Condition: none. Data Collection and Analysis: Data were collected on the frequency with which teachers employed the eleven effective elements identified by Graham & Perin (2007).

They were: Direct Strategy Instruction, Summarization Instruction, Collaborative Writing, Setting Specific Product Goals, Word Processing, Sentence Combining, Engaging in Pre-Writing Activities, Engaging in Inquiry Activities, Process Writing, the Study of Models, and Writing for Content Area Learning. Two other elements, Formal Grammar Instruction, and the Use of Writing Rubrics were also investigated.

Findings: We found that approximately a quarter of the teachers surveyed employed the most powerful elements for teaching writing on a regular basis. The notable exceptions were in collaborative writing, teaching summarizing, and sentence combining which a small number of teachers utilized. Between and third and a half of the responses for the eleven elements were in the “seldom” or “never” categories.

Conclusion: This study makes no claims to why some teachers employ evidence-based techniques in teaching writing and why others do not. It is clear, however, that the

percentage of classroom teachers who need to employ, regularly, evidence-based techniques need to be increased, at least in Western Canada. A concerted effort on the part of provincial ministries of education and teacher education institutions may be needed to keep teachers better informed on what strategies are most effective in teaching writing and how to implement those in their classes. Citation: Soiferman, L.K., Boyd, K., & Straw, S. B. (2010, January 7). With What Frequency Are Teachers Employing Evidenced-Based Procedures in their Writing Classrooms? A paper presented at the 8th Annual Hawaii International Conference on Education, Honolulu, Hawaii. (Contains 3 notes.)

Download the ‘With What Frequency Are Teachers Employing Evidenced-Based Procedures in Their Writing Classrooms?’ research paper by visiting <http://eltweekly.com/more/2010/02/51-research-paper-with-what-frequency-are-teachers-employing-evidenced-based-procedures-in-their-writing-classrooms/>

## **Article: 'Task Oriented Meta-cognitive Approach In English Language Teaching And Learning' by Mansa R. Maity**

by **Mansa R. Maity**, RGUKT-APIIIT, Basar.

### Introduction:

English language is one of the richest languages in the world, in respect of literature and culture. English literature contains some of the finest utterances of life and conduct. In it we have the "Authorized Version of Bible", the perfection of the English language. It is the language with which Milton tried to assert eternal providence, "And justify the way of God to Men", the language through which Darwin expounded his "theory of evolution", "struggle for existence" and "survival of the fittest". The English language has given expression to great social ideas and great political ideas.

The first requirement for any author to produce any form of literature is to have an effective language.

The century that has gone by witnessed far-fetching changes in Linguistics, Anthropology, Literature and Philosophy leading to change the approach of education. With the explosion of information technology, with the ever-increasing interaction between languages and culture bridging the yawning hiatus between them, and with inter-dependence of literature in different regions, the crucial role of English Language Teaching and Learning is striking new grounds for readers and researchers.

Whatever a remote future may have in store, one need not be a great prophet to predict that in the near future the number of English speaking people will increase considerably. It must be a source of gratification to mankind that the tongue spoken by two of the greatest powers of the world is so noble, so rich, so plain, so expressive, and so interesting as the language, whose easy acquisition has to be researched on.

With the rapid development of the information technology, the application of Internet in education becomes more and more popular. It provides rich resources for English learning,

embodying the teaching ideas of learning-by-doing, inquiry based learning and co-operative learning, and making e-learning way of English teaching come true. The analysis explodes the effects of combining task-based language learning and acquisition in an online environment focused to be facilitated in a cognitive approach, that is to say, 'learning to learn' and 'learning to think'. It is something similar to the sayings of the famous Chinese philosopher named Confucius: "I read, and I forget. I saw, and I believed. I did, and I understand."

Hypothesis:

Criticism may arise stating the impossibility to design a task oriented course to ensure adequate coverage of the target language. But, in fact, there is substantial evidence to suggest that it is possible to design tasks that are predictive of language use.

It is further true that a Task oriented language learning may be devoid of grammar syllabus. But it seems to be advantageous, in a way, that teaching discrete points of grammar stands problematic as learners' inter-language does not develop incrementally.

However, again we can allow for a grammar syllabus which can be either as a separate module in the whole course or as a checklist to guide the selection of grammatical features for focused tasks. In fact, it is an approach which allows for attention to grammar through focus on form at same stage in task-oriented lesson. In task oriented meta-cognitive approach of English language learning and teaching, the focus should be on remedial grammar.

Dating back to the early 80s, the language learner strategies on self-directed language learning documents an ongoing recognition of the need to help language learners reflect upon and refine their beliefs and knowledge about learning, ie. their meta-cognitive knowledge. To date, however, this literature has not been explicit about the function of this knowledge in language learning. This study aims at the meta-cognition approach to address this lack. It critical study tries to prove that insights provided by the review can enhance our understanding of those approaches to second language acquisition which assign an active role to the learner, and concludes with a consideration of practical implications on language instruction.

Defining and Classifying 'tasks':

A Task is goal directed involving a primary focus on meaning, where the participant is left to his own discretion and autonomy to choose the linguistic resources needed to complete the task. A task has to have a clearly defined outcome.

Task can be designed to develop any of the four language skills – Listening, Speaking, Reading and Writing.

Task can be further categorized into – (i)Pre-task (e.g. opportunity for pre-task planning), (ii)Main-task (reactive focus on form), and (iii) Post-task (e.g. language practice activities).

Types of Task:

(i)Unfocused tasks :- a)Pedagogic & b)Real world – practical oriented.

(ii)Focused tasks :-

a) Structure based production tasks.

b) Structure based comprehension tasks.

c) Consciousness raising tasks.

Aims of Task:

The task should cover the motivational aspects, which largely depends on the designing of the task, thereby, keeping in mind the task adaptation problems that the students may face. That is to say the cognitive mind set and capacity of the students.

The following points can be considered as the aims of the ‘tasks’:

1. Does the task relate to an overall text type with a clear functional organization? (e.g. narrative, descriptive etc.).
2. Does the task focus on product? (i.e. how a text is organized or how a text is organized or how other component parts are put together?)
3. Does the task focus on process?(i.e. Encourage students in effective and appropriate strategies for writing.)
4. Does the methodology of the task motivate (problem solving or bridging an information)?

5. Has the context of the writing been made clear.
6. Are the instructions clear and concise?
7. What is the degree of support and guidance provided?

a) In the context, whether, information, ideas etc. are provided?

b) In the language, whether, vocabulary, structure etc. are maintained?

Defining 'Task-Oriented Language Teaching':

The task oriented language teaching is an approach to teach a foreign language that seeks to engage learners in interactively authentic language use by having them perform a series of tasks. It aims to both enable learners – (i) to acquire new linguistic knowledge and (ii) to proceduralize their existing knowledge.

The Meta-Cognitive Approach of Language Acquisition:

Meta-cognition can be defined simply as thinking about thinking. Learners who are meta-cognitively aware know what to do when they don't know what to do; that is, they have strategies for finding out or figuring out what they need to do. The use of meta-cognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help second language learners develop. It is important that they teach their students meta-cognitive skills in addition to cognitive skills.

Meta-cognitive Strategies for Language Learning:

Meta-cognition combines various attended thinking and reflective processes. It can be divided into five primary components:

- (1) preparing and planning for learning,
- (2) selecting and using learning strategies,
- (3) monitoring strategy use,
- (4) orchestrating various strategies, and

(5) evaluating strategy use and learning.

Second language learners are actively involved in meta-cognition when they attempt to evaluate whether what they are doing is effective. Teachers can help students evaluate their strategy use by asking them to respond thoughtfully to the following questions:

(1) What am I trying to accomplish?

(2) What strategies am I using?

(3) How well am I using them?

(4) What else could I do? Responding to these four questions integrates all of the previous aspects of meta-cognition, allowing the second language learner to reflect through the cycle of learning. Preparing and planning relates to identifying what is to be accomplished, while selecting and using particular strategies relates to the question of which strategies are being used. The third question corresponds to monitoring strategy use, while the fourth relates to the orchestration of strategies. The whole cycle is evaluated during this stage of meta-cognition.

Purpose:

There is a need to provide students with a repertoire of strategies to enable them to know what to use when and for what learning task. What they need to do is acquisition and use of the most important of skills; learning how to learn skills. The present study aims at investigating the effects of a suggested training program in some Meta-cognitive Language Learning Strategies (MLLS) on developing listening and reading comprehension

Intervention:

The study is supposed to adopt a pre and post experimental and control groups. The experimental group is supposed to be instructed in some meta-cognitive language learning strategies embodied in listening and reading comprehension tasks, while the control group has to complete the task without any meta-cognitive approach.

Research Design:

Experimental Approach – Control or Comparison Condition: Subjects to be divided into two equal groups: one as experimental (Let us suppose forty students) and the other as control (again the same number, that is, forty students).

### Data Collection and Analysis:

A listening comprehension test, a reading comprehension test and an English Proficiency Examination can be conducted to measure the effects of the program. The data of the conducted tests can be analyzed in the following way :- We can analyze the of data of the conducted test that will reveal which experimental group surpassed the control group in post-measurement of the listening comprehension test, the reading comprehension test and the English Proficiency Examination.

### Conclusion:

By this we can conclude the effectiveness of the Task-orientation in meta-cognitive approach of language learning strategy. Its effectiveness will help develop EFL learners' listening and reading skills and raise their language proficiency levels in the easiest way. This approach offers the opportunity for natural learning inside the classroom. It is intrinsically motivating and at the same time compatible with a learner-centered educational philosophy. It will supposedly cater to the strong development of communicative fluency. Further, juxtaposed with the teaching of meta-cognitive skills help learners reflect upon their learning strategies, they become better prepared to make conscious decisions about what they can do to improve their learning. Strong meta-cognitive skills empower second language learners acquire the language in a short span of time. Discussions of the above stated experimentations, findings, recommendations and suggestions is the supposition of this research.

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## 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).

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## This is what our readers say:

It's great to stay connected with the ELT fraternity through this forum. Let us together revolutionize the ELT scene in India with technology. My interests include ICT in Education, ICT for ELT and e-Content Development. Those interested may feel free to contact me. – **Dr. S. Senthilnathan**

Its really a wonderful vision. Its very useful to the teachers' community. Thnk you very much. – **G. NAGESWARARAO**

Dear Tarun and the team

thank you for being so prompt in sending us the new issues. It is great to learn about teachit & english Next.

regards - **Dr. Ravi Bhushan**

## 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.

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