

ELT Weekly

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

INDIA'S FIRST ELT WEEKLY eNEWSLETTER
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PUBLISHERS



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Quote of the week

“ The good writer, the great writer, has what I have called the three S’s: the power to see, to sense, and to say. That is, he is perceptive, he is feeling, and he has the power to express in language what he observes and reacts to. ”

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- Lawrence Clark Powell

Tip of the week

“Using Dictionaries” by Tarun Patel

Try to give the students each an English-English dictionary.

Make sure they know how to use it. If not, teach them how.

Encourage them to refer to their dictionary whenever appropriate during the lesson, though they should try to guess the meaning from the context first where possible.

In the classroom as well outside the class, Dictionaries make students more independent - not relying on the teacher the whole time - and more able to study outside the classroom, at home, or whatever, and to continue studying after the course has finished.

Also this helps them enrich their vocabulary slowly and gradually.

I hope this helps! 😊

Do you have some more tips? Please send it to eltweekly@gmail.com.

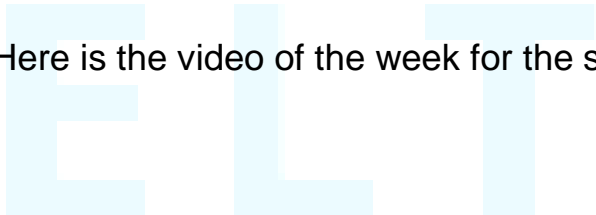
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Video of the week

Repetition in English Language Teaching

Here is the video of the week for the sixth issue of ELTWeekly:



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In this video Author Scott Thornbury is talking about the use of Repetition in English language teaching.

NEXT PAGE PLEASE ☺



Watch this video here: <http://eltweekly.com/more/2009/01/16/eltweekly-issue6-video-of-the-week-repetition-in-english-language-teaching/>

Featured article

Audio-video Aids in Teaching English

by Rajesh Bharvad

The new era assigns new challenges and duties on the modern teacher. The traditional methods on teaching English have been drastically changed with the remarkable entry of technology in the arena of teaching. Given that technology provides so many options which can be used not only to make the teaching interesting but also to make teaching more effective and productive in terms of students' improvement.

Keeping this in view I am happy to say that audio-video materials can be proved to be the best recourses which can be utilized for the upliftment of modern teaching styles. The greatest advantage of these types of materials is that it satisfies both visual and auditory senses of the students. It gives an unparalleled chance to the teacher to create a virtual world in the classroom itself. It gives a permanent freedom to the teacher from that of verbalism. The teacher is now more comfortable and effective as he can have modern resources at his own disposal. The limitation of verbalism - verbal description - can not

be a stumbling block to the teacher as he can go beyond words and create the words into virtual reality which can help the learners grasp things easily, without any confusion or misunderstanding.

The beauty of these kinds of materials is that it has no limitation and it can be used at all the levels of teaching. Let's see how the teacher can use these types of materials to enhance his teaching style at all the levels. But before I discuss above mentioned issue I would like to point out a new area and that is the use of audio-video materials in developing language skills. Language skills - listening, speaking, reading and writing - can be developed by the appropriate use of the audio-video materials. For example, there are various techniques that can be used to improve listening with the help of audio-video materials. A teacher can use recordings of expert speakers to improve their listening. Moreover, he can also use movies or some interesting video clips in which the target language is a medium of conversation. This can give a good chance to the learners to listen to the speakers of target language along with the visual presentation of the story. They will listen to the characters with interest and this interest will generate good understanding of the target language.

As I have already mentioned that audio-video materials can be used in all the levels of education. For example, one can use audio-video materials in pre-primary or primary schools. He can have variety of options like presenting animal video clips in front of the students to enable them to know the elementary words. This could be an interesting task as the students will enjoy in a great deal. Similarly, one can present simply recordings of the sounds of different animals and ask them to recognize the voices of the different animals.

However, depending upon the syllabus audio-video materials can be used in secondary and tertiary level of education. In secondary level before explaining the lesson a particular video related to that lesson may be shown in the classroom. This not only improves their understanding of language but also improves their vocabulary. Some special videos can be brought into classroom in order to invoke a kind of interest among the students for the subject which they feel as monotonous.

In tertiary level depending upon the syllabus a teacher can use variety of resource material in the form of audio-video aids. For example, while teaching any novel or drama in the class of literature, a movie based on that drama or novel can be presented in the classroom. This will generate a fine understanding of the theme and minute details of the characters. In the other case if a teacher in an engineering college wants to teach the basic fundamentals of group discussion, he can have at his own disposal limitless resources of audio-video materials. This will enable the students to learn some real tactics of group discussion. Similarly, he can present some expert talks in the classroom which can help them learn things quickly. Moreover, the teaching of international scholars in the form of audio-video aids can be brought into the classroom and this would be an extra effort on the part of a teacher to make his class at par with the international standard.

Moreover, the improvement in the students' pronunciation of the target language can be brought about by the appropriate use of audio-video materials. For example, in the language lab we often find these kinds of materials being used for the purpose of checking the right kind of pronunciation in the usage of language by the students and correcting their pronunciation with the help of audio-video materials. They

can be trained to use right kind of pronunciation of the words by means of audio-video materials. They can easily understand the right kind of pronunciation of consonants, vowels, diphthongs and the like. With a sustained practice of audio-video materials they imbibe the right kind of pronunciation in their routine conversation of the target language. This technique can be far better than the teaching of all sorts of theoretical elements of phonetics. Indeed, the teaching of phonetics can be enriched with the aid of audio-video materials.

While using audio-video materials it is necessary that a teacher is selective in choosing the appropriate material in the classroom. In spite of the fact that they are very effective the classroom, they can be proved to be a hazard and may not fulfill the aim for which it is brought in the classroom. In other words, they can create some adverse effects on the minds of the students if inappropriate material is presented in the classroom. Hence, a teacher must be familiar with the sociological cultural background of the students. In addition to this, he should also check the psyche of his students. For example, the videos that are highly preferred by the students of western countries may not suite the mindsets of eastern students. It has to be understood by us that the web world has no limitation and no boundary as such, but as a teacher we have to be selective and take care of this issue while selecting any kind of material.

Hence, it is seen that audio-video aids are a kind of panacea to almost all the problems that a teacher come across in his or her efforts of making the teaching more effective. They are very effective at all the levels of teaching irrespective of different subjects and categories, provided that a teacher knows what kind of material he is supposed to select from web and knows how to use it. Here I would like add one

final comment that a teacher can not be a substitute of technology and hence he must not compromise his positive role in the classroom while using technological aids in the classroom.

** **ELTWeekly** team invites articles from its subscribers. Please send your content to eltweekly@gmail.com with the subject “Subscriber Space”.

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Guest article

Teaching English As A Foreign Language - Seven Reasons Why Using Music Is Important

by Larry M. Lynch

Of the many tools and resources available to both EFL or ESL teachers and foreign language learners, music is one of the best, but most under-used. Many texts and information volumes are on the market to aid both teachers and learners in the process of applying the use of music to their classrooms and other language learning environments.

Seven Important Reasons to Use Music

Here are seven important reasons why using music in the EFL or ESL classroom is a great idea for both EFL teachers and English or other foreign language learners.

- The Learners Like It

Motivating foreign language learners is a constant concern of teachers worldwide, under a broad range of teaching and learning conditions and environments. One aspect virtually any language learner, of any age or profile, likes is music. Learners are usually quick to talk about their favorite music and musical artists like Atomic Kitten (pictured above).

- EFL Teachers Like It

The EFL or ESL teacher has a preference for music as do their learners. So whatever you, as the teacher might like, you can pass on your enthusiasm to your language learners.

- Music is Often Free

One frequent problem of English and other foreign language classes is finances. Costs and budgets are a sore point in almost every school district, language institute and teaching / learning situation. Music though, is most often freely available in many genres regardless of where you may be living or teaching.

- There is a Wide Variety of Music Available

A quick search on the internet for “free music”, “music broadcasts” or “online radio stations” will yield dozens if not scores or even hundreds of websites where music can be easily acquired.

- Music Affects the Brain Positively

Long-standing academic and intellectual studies have extensively demonstrated that music has in-depth impact and affects the brain. This effect can either be positive or negative depending on its type. With some astute guidance, you could be sure of using music with a positive effect on your English or other foreign language learners.

- Music Can Enhance Learning

If you're looking for a way to enhance your EFL learners' experience with language acquisition, music is one aspect that is quickly and easily implemented. Classical music like the works of Mozart, Beethoven, Vivaldi or Chopin and Easy-listening genres of music are well proven to enhance learning. Especially in the areas of language and mathematics.

- Music Motivates and Interests Learners

Ask your learners what they do in their free time and likely one of their responses will include listening to their favorite kinds of music. If you want to “perk up” a lagging classroom session fast, you can use music to do so in a great hurry.

Prof. Larry M. Lynch is an EFL Teacher Trainer, Intellectual Development Specialist, author and speaker. He has written ESP, foreign language learning, English language teaching texts and hundreds of articles used in more than 80 countries. Get your FREE E-books, English language teaching and learning information at: <http://betterefteacher.blogspot.com>

Need a blogger or copywriter to promote your school, institution, service or business or an experienced writer and vibrant SEO content for your website, blog or newsletter? Contact the author at the above blog address for more information.

Article Source: http://EzineArticles.com/?expert=Larry_M._Lynch

<http://EzineArticles.com/?Teaching-English-As-A-Foreign-Language—Seven-Reasons-Why-Using-Music-Is-Important&id=1201565>

*ELTWeekly team would like to thank **Prof. Larry M. Lynch** for granting permission to reprint this article.

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

Subscriber space

Teaching Functional English Through Authentic Materials

by Dr. Ranganayaki Srinivas

Teaching 'Functional English' through 'Authentic Materials' will make the learners feel that they are learning a real language which is alive. When learners are asked to memorize grammar rules or study the textbook for examination purposes they cannot experience the feel of the language as a real language used for real life purposes. Research studies on the use of authentic materials have proved that there is an overall increase in motivation to learn, a more positive attitude towards learning, as well as increased involvement and interest in the subject matter. Authentic materials are perceived by the learners as useful, lifelike, and interesting.

The following sections take up the discussion of the definition of authentic materials, types of authentic materials, the criteria for selection of authentic materials, the advantages and problems of using authentic materials and activities and tasks to teach functional English through the use of authentic materials.

Definition of Authentic Materials

There are a number of definitions related to authentic materials and three are presented here.

An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. (Morrow, 1977, p. 13)

Authentic texts (either written or spoken) are those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question. (Harmer, 1983, p. 146)

A rule of thumb for authentic here is any material which has not been specifically produced for the purposes of language teaching. (Nunan, 1989, p. 54)

In the many definitions available for authentic materials there are some common factors. some of the common factors are:

‘Exposure to real language and its use in its own community’

‘Appropriate’ and ‘quality’ in terms of goals, objectives, learner needs and interest and ‘natural’ in terms of real life and meaningful communication materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language.

Texts that are not written for language teaching purposes.

Read the rest of the article here:

http://www.teachingstylesonline.com/teaching_functional_english_through_authentic_materials.html

About Dr. Ranganayaki Srinivas

Dr. Ranganayaki Srinivas, an ESL specialist, has been working online after VRS. She started with a teaching English site. She has been involved in projects with many online marketers. Webinars and web conferences appeal to her idea of distance learning and continuing education. Hence her latest projects have been related to gathering information about webinars, web meetings and web conferencing services.

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

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

ELT News

Tunisia launches English language teaching reform project - Middle East Online

Tunisian Ministry of Education signs MoU with British Council for huge English language teaching project.

By Mamoon Alabbasi - LONDON

The Tunisian Ministry of Education and Training signed a Memorandum of Understanding (MoU) with the British Council in London Tuesday, to prepare for a huge project aimed at English language teaching reform in all state primary and secondary schools in Tunisia.

The MoU signing ceremony was attended by Hatem Ben Salem, the Tunisian Minister of Education and Training; and Lord Kinnock, Chair of the British Council and former Leader of the Labour Party.

Read the complete news item: <http://www.middle-east-online.com/english/features/?id=29798>

Teaching fluency: Area teachers aim to break down language barriers - LSJ.com

Aland Mustafa carefully colored in the pictures before him on the table in the kindergarten classroom at Lansing's Riddle Elementary School.

“Mittens on a bed,” read the words below one picture.

“Mittens on a sled,” read words under the other.

Aland doesn't have a sled.

“I have a bed,” he said with a grin. “For sleep.” At the age of 7, Aland already speaks Kurdish and Arabic. Now, he's one of more than 1,100 kids in the Lansing School District who are learning the English language along with their daily lessons in math, science, reading and more.

Read the complete news

item: <http://www.lansingstatejournal.com/article/20090115/NEWS05/901150348/1006/NEWS05>

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“Winnie the Pooh to make a comeback” / Teaching Material for the English language by the author Sean Banville - TeachersNews

For Free Download this week the lesson on **“Winnie the Pooh to make a comeback”** / On the website www.BreakingNewsEnglish.com you can find lessons ready-to-use for English as a Second Language teachers and English as a Foreign Language teachers. Each week you can find several new lessons at two different levels.

All lessons are based on stories currently in the news. The lessons are downloadable in Word.doc and PDF formats. Classroom handouts are readily reproducible and teachers can easily copy and paste the parts of the lessons they want to use. Listening files can be downloaded in mp3 format or subscribed to via a podcast.

Read the complete news item: http://www.teachersnews.net/artikel/sek__i/englisch/010048.php

English takes hold in Afghanistan - BBC News

Impoverished Afghanistan is slowly reopening itself to the world and English has become the key. Hundreds of private English-language schools, with tens of thousands of students, are mushrooming all over Afghanistan.

An explosion in English language studies, fuelled by the growing dominance of American culture and the financial realities of globalisation, is unprecedented in a country which is thousands of miles away from the nearest English-speaking nation.

Read the complete news item: http://news.bbc.co.uk/2/hi/south_asia/7493285.stm

Teachers struggle to teach in English - Daily Yomiuri Online

By Shoichi Yamashita and Akihiko Kano / Yomiuri Shimbun Staff Writers

The Education, Science and Technology Ministry unveiled late last month a draft version of new teaching guidelines for high schools, requiring for the first time that English classes, in principle, should be taught in the language. With the revised guidelines to be implemented in 2013, the proposed policy has been causing anxiety for many English teachers.

Some schools have already been trying to teach their English classes in the language, with Yamato-Nishi High School in Yamato, Kanagawa Prefecture, as one such example.

When The Yomiuri Shimbun visited a recent class for second-year students, Ryoji Murakoshi, 43, placed photographs of a bat, a leech and a mosquito on the blackboard, before asking: "Which are you the most familiar with?"

Read the complete news item: <http://www.yomiuri.co.jp/dy/features/language/20090115TDY14001.htm>

Worldwide ELT events

6th Language & Technology Conference, April 16-18, Cordoba, Argentina

Theme / Topic of event: Language and Technology

Day / Date: April 16-18, 2009

Place: Cordoba, Argentina

More information:

IMTT brings together people and companies from around the world to **address critical issues** that shape our business in a relaxed atmosphere before, during and after lectures and meetings.



The **IMTT Conference** has become the most innovative training event in Latin America, offering the opportunity to share knowledge, network, and learn in an environment of collaboration.

Participate actively in our next meeting and join the industry experts for an **enriching debate** and take advantage of the best business and networking opportunities. This is your chance to get to know your future clients and vendors, promote your company, reinforce sales and increase your business. **Get involved.**

For details please visit the conference website: <http://www.imttconference.com/>

Asian EFL Journal Conference, Korea: Pusan, April 10 - 11, 2009

Theme / Topic of event: "Tour and class demonstration in Government High Schools" AND "The Multiple Roles of the EFL Teacher"

Day / Date: April 10 - 11, 2009

Place: Grand Hotel, Busan S.Korea

Key speakers:

Professor Rod Ellis, University of Auckland

Dr. David Nunan, Anaheim University

Prof. Z. N.Patil, The English and Foreign Languages University, India

Dr. Roger Nunn, Petroleum University, UAE

Dr. Eva Bernat, University of NSW, Australia

For details please visit the conference website: http://www.asian-efl-journal.com/conf_2009_schedule.php

10th Generative Approaches to Second Language Acquisition Conference, Champaign, March 13-15, 2009

Theme / Topic of event: Generative Approaches to Second Language Acquisition

Day / Date: March 13-15, 2009

Place: University of Illinois at Urbana-Champaign

Fees: \$100 for faculty and \$40 for student

More information:

The 10th Generative Approaches to Second Language Acquisition Conference is inviting abstract submissions for its meeting, to be held on March 13-15, 2009 at the University of Illinois at Urbana-Champaign. Abstracts are solicited for 20-minute oral presentations (plus 10 minutes for discussion) or poster presentations.

Abstract submission will be done online using a special web interface called Pasha (see Abstract Submissions). Only .pdf submissions will be accepted. The body of the abstract is limited to 500 words. Examples, figures, and references are limited to one additional page per submission. The abstract should be anonymous, with no information identifying the author(s) either in the text or under File > Properties in Adobe Acrobat. Any non-standard fonts should be embedded in the .pdf file. Please do not send your abstract to the conference organizers.

The deadline for abstract submissions has passed. Thank you for submitting your abstract to GASLA-10. For details please visit the conference website: <https://netfiles.uiuc.edu/atrembla/gasla10/>

SOCALLT 2009 Conference

Theme / Topic of event: Language Learning 2.0: Linking People to the World

Place: Hajime Kumahata President, South Central Association for Language Learning Technology

Language Resource Center MS37 P.O. Box 1892 Rice University Houston, TX 77251-1892

Fees: \$50

More information:

SOCALLT 2009 Conference

Call for Papers

SOCALLT 2009: Language Learning 2.0: Linking People to the World Conference website:

<http://www.socallt.org/Conferences> SOCALLT welcomes submission of presentation proposals for its 2009 annual conference. The deadline for submissions is Friday, December 19, 2008.

SOCALLT 2009 will be held at Southwestern University in Georgetown, Texas (near Austin) on February 13-14 (Friday & Saturday), 2009. The South Central Association for Language Learning Technology invites SOCALLT/IALLT members and other language teaching professionals who use instructional technologies (including foreign languages, heritage languages, ESL and ASL) to participate in our next annual meeting. Proposals should address issues and innovations in technology-enhanced language instruction. We encourage participation not only from colleagues at universities, but also community

colleges and K-12 educators. SOCALLT regularly publishes proceedings of the conferences (search in amazon.com under "SOCALLT"), and all presenters are encouraged to submit their presentations in writing for publication in the proceedings.

SOCALLT is an affiliate of IALLT, comprising the six-state region of Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, and Texas.

The proposal must include Name of presenter(s), affiliation, presentation type (individual or joint presentations for 30 minutes, demonstrations for 30 minutes, workshops for 1 hour, and panel discussions for 30-60 minutes), title, and 200-word abstract. Please submit your proposal(s) by email and/or snail mail to:

Hajime Kumahata President, South Central Association for Language Learning Technology Language Resource Center MS37 P.O. Box 1892 Rice University Houston, TX 77251-1892 Tel: Office (713)-348-6183 email: kumahata@rice.edu

For details please visit the conference website: <http://www.socallt.org/Conferences/2009/>

Book of the week

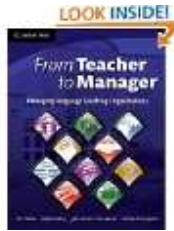
From Teacher to Manager

The ELT book of the week for the third issue of ELTWeekly is: “From Teacher to Manager: Managing Language Teaching Organizations” by Ron White, Andrew Hockley, Melissa S. Laughner and Julie van der Horst Jansen.

Book Details

- Paperback: 294 pages
- Publisher: Cambridge University Press; 1 edition (October 27, 2008)
- Language: English
- ISBN- 10: 0521709091
- ISBN- 13: 978-0521709095
- Price: \$28.27

Editorial Reviews



This is a handbook for managers of language teaching organizations such as Directors and Assistant Directors of Studies, Academic Directors, and School Owners, including those moving into a management role from teaching or administration. It provides an introduction to key concepts required by managers of language teaching organizations, covering topics from strategic and operational financial management, sales and marketing and customer service through to academic and human resource management. This book is also suitable for candidates undertaking the Cambridge ESOL International Diploma in Language Teaching Management (IDLTM).

Book Description

A course aimed at ELT managers (eg. Directors and Assistant Director of Studies) and candidates undertaking the Cambridge ESOL International Diploma in Language Teaching Management (IDLTM).

Useful ELT resources

*** ESL Library ***

The ESL Library offers language teachers from all over the world access to thousands of printable flashcards and hundreds of ready-made lesson plans for the classroom. The site was originally known as ESL-Images.com, but changed its name to the ESL Library in March 2007.



ESL-Images.com started in 2002, and grew to be one of the largest online resources sites for language teachers. As ESL-Images.com grew in popularity, it was clear that it was time to start offering more features, greater content, and improved functionality. The ESL Library was our answer.

Today, over **20,000 language teachers** have signed up for access to our lesson plans and flashcards. If you're not already a member, check out the ESL-Library.com tour to learn more about all the benefits of joining.

If you have any questions about the site, feel free to [contact ESL Library Team anytime](#).

Explore ESL Library here: <http://www.esl-library.com>.

*** **Teachitworld** ***

Teachit takes a unique approach to educational publishing. Founded by English teacher Siobhain Archer in 1999 as a spare-time addition to her teaching workload, the online library of learning resources rapidly gathered its own momentum as her colleagues discovered the value of sharing their teaching materials. A compelling example of the true utility of the internet, Teachit grew unstoppably in response to its users' needs and now represents a huge online community of teachers sharing resources to help focus their efforts in planning lessons.



Teachit specialises in English, Drama and Media Studies teaching resources at UK primary and secondary school level. With **Teachitworld** we're now extending the approach to colleagues from the world of EFL and ESOL teaching.

The basic concept of Teachitworld is this:

- an extensive online library of adaptable ELT lesson plans, worksheets, ideas, and activities, contributed by teachers active in the field
- an audio library and image bank
- weekly topical news items and related resources
- a suite of specially designed computer-based interactive units, written in Flash, that address the challenges of learning a language – in this case English
- a substantial proportion of the resources available *free* in pdf format.

Explore Teachitworld here: <http://www.teachitworld.com>.

*** Free English Language Online Tools on Online Utility *** eNEWSLETTER

Online Utility offers great online software tools for English language learners, teachers, journalists, writers, students. It could be used in teaching, learning, linguistics research and more! These online computer programs could be used for good training in English language skills. ESL and EFL tools. Here are the tools available at Online-Utility.org:

Readability Test and Improve (http://www.online-utility.org/english/readability_test_and_improve.jsp) - Calculates and prints various readability tests and finds sentences which you could consider to rewrite to improve text's readability.

Dictionary (<http://www.online-utility.org/english/dictionary.jsp>) - Explains to you meaning of the words. Learn English words. Reference and lexicon.

Learn To Read English (http://www.online-utility.org/english/help_understand_english_text.jsp) - Provides tooltip with the synonyms and links to dictionary for each complicated word in the English text you have.

Vocabulary Builder (http://www.online-utility.org/english/vocabulary_builder.jsp) - Generate vocabulary list for arbitrary English language text

Filtered Word Frequencies (http://www.online-utility.org/english/filtered_word_frequency.jsp) - Allows you to find uncommon words in any English text or web page

Explains All Words (http://www.online-utility.org/english/explain_all_words.jsp) - Create custom vocabularies and dictionaries (for teachers and students)

Usage of words in literature (http://www.online-utility.org/english/word_usage.jsp) - Finds words in some literature books. The books which are used in the utility are mostly in public domain (expired copyright). Allows you to find example sentences for arbitrary words.

Detector of Complicated Vocabulary (http://www.online-utility.org/english/simple_basic_helper.jsp) - Allows you to find words in English text which are not considered simple or basic or they aren't in the word list you choose. Useful when one should write simple English texts.

Explore more of Online Utility here: <http://www.online-utility.org>.

ELT

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ELT cartoon of the week



Fred interpreted the word compact as a verb,
not as an adjective.

Feedback

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.

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Send all emails to:

info@eltweekly.com

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

[HTTP://WWW.ELTWEEKLY.COM](http://www.eltweekly.com)

ELTWeekly Team

The **ELTWeekly** Newsletter is an initiative of Tarun Patel, Bhaskar Pandya, Kaushal Kotadia and Rajesh Bharvad - a young team of English teachers.

All four are working as Communication skills teachers in an Engineering college.

Bhaskar and Rajesh have earned their M.A., & M. Phil. degrees in English Language Teaching and English Literature respectively.

Kaushal is reading for his Ph. D.

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And Tarun is working on his M. Phil. dissertation.

Currently all four are running ahead with one mission called NCTELT'09. To know their latest mission visit this blog: <http://nctelt.wordpress.com>

You can write to the ELTWeekly team at info@eltweekly.com.

[HTTP://WWW.ELTWEEKLY.COM](http://www.eltweekly.com)