

# ELT Weekly

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

INDIA'S FIRST ELT WEEKLY eNEWSLETTER  
January 26, Issue#7

## PUBLISHERS



TARUN PATEL



BHASKAR PANDYA



KAUSHAL KOTADIA



RAJESH BHARVAD

## Table of Contents

Quote of the week ..... 3

Tip of the week: Using Dictionaries..... 4

Video of the week: Repetition in English Language Teaching..... 6

Article: Second Life and ELT .....8

Subscriber space: Motivation of EFL Teachers.....11

Expert article: Teaching English Abroad In International Schools.....13

ELT News.....16

Worldwide ELT events..... 19

Book of the week: 99 Ideas and Activities for Teaching English Learners with the SIOP.....25

Useful ELT resources..... 29

Language + Fun..... 33

ELT cartoon of the week..... 34

Feedback..... 35

## Quote of the week

“ Language shapes the way we think, and determines what we can think about. ”

ELT

- Benjamin Lee Whorf

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

## Tip of the week

---

“Avoid using mother tongue while teaching target language”

by Rajesh Bharvad

In the traditional classroom scenario a teacher often uses mother tongue to clarify some difficult points or to enable the students to understand some difficult vocabulary items. And it seems that it is an effective technique. But I propose an alternative idea which is creative and innovative and at the same time denies the use of mother tongue in the classroom.

**INDIA'S FIRST ELT WEEKLY eNEWSLETTER**

The use of mother tongue in the classroom is suggestive of the teacher's lethargic attitude which results into the escape from sincere duty by taking recourse to mother tongue while explaining difficult concepts. Similarly, it is merely an excuse when a teacher says that the use of mother tongue is necessary in the classroom.

With the remarkable entry of technology in the arena of teaching, things have changed dramatically. Previously a teacher had only verbalism and pictorial aids to choose from. But with the arrival of

computer assisted language learning things have changed. A proactive teacher can have no excuse to use mother tongue as he can teach more effectively with the use of technological aids without taking any help of mother tongue.

There are some abstract and complicated words which are difficult to explain through verbal description. These words can be easily explained through audio video aids. For example, the word 'emotion' can be easily explained through some video clips which portray different emotional scenes.

Hence, my point is that the complete reduction of mother tongue in the classroom is possible with the help of technological aids. In doing so, one can generate a better exposure of the target language in the classroom itself.

Ultimately, it will create a better understanding of the target language.

I hope this helps! 😊

Do you have some more tips? Please send it to [eltweekly@gmail.com](mailto:eltweekly@gmail.com).

## Video of the week

---

### Successful Pronunciation

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

ELT

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

In this video Adrian Underhill takes a practical approach to teaching pronunciation in this video from Macmillan ELT. You will learn new ways to help your students work on English sounds, words and connected speech.

NEXT PAGE PLEASE ☺



Watch this video here: <http://eltweekly.com/more/2009/01/25/eltweekly-issue7-video-of-the-week-successfull-pronunciation/>

## Subscriber space

---

### Second Life and ELT by Kip Yellowjacket

Language teachers who have not yet taken it upon themselves to investigate the viability of Second Life as a language learning/teaching platform often approach me with the following concern.

**Isn't the learning curve confronted in virtual worlds (e.g. Second Life) a bit too steep for "the masses" (in this context language learners and teachers) to fully realize their potential?**

#### INDIA'S FIRST ELT WEEKLY eNEWSLETTER

There is no doubt that the virtual world of [Second Life](#) (SL) is fraught with challenge after challenge, especially for language teachers who are not necessarily considered tech-savvy. That said, I see the so-called "steep learning curve" confronted by users of SL (SLers) as both a blessing and a burden. In my mind, the obstacles confronted often create opportunities for the language learner/teacher to engage in "natural conversation". In other words, real reasons to communicate quickly become apparent. The "small-talk phase" is generally quickly surpassed due to the constantly increasing plethora of activity on the grid. Language learners therefore very soon reach their linguistic limits and either have to focus on

improving knowledge of the required language (often English) or accept the repeating sense of frustration that comes with not being able to express oneself properly. Persistent learners AND TEACHERS are the ones who find Second Life particularly useful and rewarding. Reluctance to “adopt” and the tendency for some SLers (language teachers/learners and general users of the platform) to “drop out” are issues which are more difficult to remedy, as the decision to leave or ignore Second Life is often based on a variety of factors, e.g. time constraints, non-gamelike nature of SL, etc.

Second Life is for language learners/teachers who have an insatiable PASSION FOR LEARNING!

To respond to the question more directly, other virtual worlds that are a bit more simplistic in nature than Second Life also exist. THERE ([www.There.com](http://www.There.com)) is an example of a virtual world which also has potential for language learning/teaching. However, simplicity also has trade-offs. My own experience in THERE has led me to believe that it is more difficult to get past small-talk and move on to creating chances for “serious learning”. I think the platform’s simplicity has had the consequence of primarily attracting users who are not seeking a learning experience, who instead wish to just hang out and “shoot the bull”.

I don’t think virtual worlds (as language learning platforms) are currently for the masses because there are indeed, as many sceptics have indicated, many factors which can lead certain people to either not see their value and/or be reluctant to take on the challenge of exploring them. I suppose this will primarily be overcome by improving platform usability and augmenting teacher/learner internet

technology skills and awareness. This takes time...

=====

Kip Boahn (Kip Yellowjacket in Second Life)

Online/Offline Language Facilitator

(\*EFL/ESL, German, French)

Skype/TokBox/Google Talk: SecondLifeEnglish

Twitter: KipYellowjacket/SLEnglish/Virtlantis

Second Life English

Welcome to the r(e)volution...

Do YOU speak SLEnglish?

E-mail: [SecondLifeEnglish@gmail.com](mailto:SecondLifeEnglish@gmail.com)

Website: [SecondLifeEnglish.com](http://SecondLifeEnglish.com)

Teleport Link: [www.tinyurl.com/2987yw](http://www.tinyurl.com/2987yw)

Oxford School for English

Englisch lernen? No problem!

E-mail: [info@oxfordschool.de](mailto:info@oxfordschool.de)

Website: [www.OxfordSchool.de](http://www.OxfordSchool.de)

**\*\* ELTWeekly** team would like like to thank **Kip Yellowjacket** for contributing this content.

## Subscriber space

---

### Motivation of EFL Teachers

by Hadiseh Bagherzadeh

Teacher motivation is one of the essential and beneficial factors in English language teaching. Motivated teachers make the classroom lively.

Intrinsic motivation of EFL teachers has some advantages as follows:

1. Helping to improve educational process
2. Encouraging students to work effectively
3. Affecting students' feed backs
4. Increasing the positive role of a teacher in the classroom
5. Being responsible for teachers in publication useful books/presentation papers

However, There is a point should be noted - There is no attention to teacher motivation in some parts of the world. So, you're able to create interest and motivation among teachers. They are God-given gifts for all students.

**Hadiseh Bagherzadeh** is an MA Student at the Faculty of Foreign Languages, Tehran, Iran.

\*\* **ELTWeekly** team would like to thank **Hadiseh Bagherzadeh** for contributing this content.

\*\* **ELTWeekly** team invites articles from its subscribers. Please send your content to [eltweekly@gmail.com](mailto:eltweekly@gmail.com) with the subject "Subscriber Space".

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

## Expert article

---

### Expert article: Teaching English Abroad In International Schools

by Kelly Blackwell

There are many opportunities for teaching English abroad that are open to anybody who is able to speak English fluently. Whether you have a teaching degree or a certificate in English language teaching you can find work almost anywhere in the world.

This article looks at two options for people who want to teach English abroad including private language schools and teaching English abroad in International Schools.

#### **International Schools**

International schools are elementary, middle and high schools for expatriate children whose families live abroad. There are international schools that offer an American curriculum, those that offer a British curriculum and many more. The language of instruction in most international schools is English but many of the students have English as a second or third language, and so most international schools have teachers who support these students by teaching them English language.

Teaching English abroad in international schools can be done with the same qualifications that are required for teaching in a private language school however you will be competing with people who have teaching diplomas. With over 4000 international schools worldwide, there are many positions vacant every year.

Teaching in an international school often offers better pay and more benefits than teaching in a private language school. Some benefits you are likely to receive teaching in an international school are annual flights, accommodation allowance, medical insurance and, free tuition for your children in the school.

International schools follow the regular school year, so you will only be teaching for around 200 days, and you will be paid for your vacation time, unlike private language school where you will receive 3-4 weeks holiday in a 12 month contract.

### **Private Language Schools**

Teaching positions in private language schools are easy to secure. English language tuition is a growth business in many areas of the world, in particular in Eastern Europe and throughout Asia.

In order to teach English in a private language school you need to be able to speak English fluently and have a certificate from either Trinity or RSA CELTA. These courses are around 4 weeks long and can even be completed online. Some language schools will hire native English speakers who do not have any ESL qualification, but usually these schools are not as reputable as those that insist their teachers have the appropriate qualifications.

For some countries you will need to have a Bachelor's degree in order to be eligible for a work permit. You need to check this out if you do not have one because you could end up working abroad illegally. Usually your degree can be in any subject, it does not need to be in education.

Working at a private language school can be rewarding as you learn about the local culture from your students and see the progress they make. You are likely to have a combination of classes with 12-20 students and private lessons where you teach only one or two students.

In Asia you can land an English teaching contract at any time, but in Europe most contracts are from the beginning of autumn in September through to the beginning of summer in June or July.

Having taught English in both private language schools and worked in international schools, I recommend you try and focus on landing a position teaching English abroad in an international school because the pay and benefits are better and you get longer holidays too.

Your guide to [Teaching English Abroad in International Schools](#) available here!

Get your copy of Kelly's [Escape the RatRace - TeachOverseas](#) today.

Article Source: [http://EzineArticles.com/?expert=Kelly\\_Blackwell](http://EzineArticles.com/?expert=Kelly_Blackwell)



\*ELTWeekly team would like to thank **Kelly Blackwell** for granting permission to reprint this article.

## ELT News

### Germany considers scrapping English lessons

Germany is considering scrapping English classes for primary school children after a study showed no advantage in starting lessons at an early age.

The country is among many in the world which adopted the mantra of 'the earlier the better' when it came to teaching pupils English.

Poor marks in the international Pisa studies of educational prowess in recent years gave even more urgency to start English lessons – in some cases for children aged as young as four.

Read the complete news item here: <http://www.telegraph.co.uk/news/worldnews/europe/germany/4306975/Germany-considers-scrapping-English-lessons.html>

### Hinglish – a 'pukka' way to speak

NEW DELHI // In a shampoo advertisement currently playing on Indian television, Priyanka Chopra, the Bollywood actress, sashays past a line of open-top sports cars, flicking her glossy mane, before looking into the camera and saying: “ Come on girls, waqt hai shine karne ka!”

Part English, part Hindi, the line – which means “It’s time to shine!” – is a perfect example of Hinglish, the fastest growing language in India.

Read the complete news item

here: <http://www.thenational.ae/article/20090122/FOREIGN/303267224/1103/ART>

### English language institutes make hay in global era

English had always been a language, which just could not be ignored but after globalisation, it has become more or less a compulsion. Many MNCs have found their way to the land of snake-charmers. Thousands of job openings have been created.

CLASS OF 30; students belonging to different backgrounds and age groups... a young female teacher is teaching them the basic grammar of English language. Yes, you got it right, this is a view of a class of English-speaking institute, which claims to teach spoken English in just 90 days. Take a round of the city and you will find such institutes at every nook and corner. In Lucknow, where many students hail from outlying districts having Hindi-medium background, these institutes get ample scope for success.

Read the complete news item here: <http://www.merineews.com/catFull.jsp?articleID=156547>

### Program lauded for teaching English as added language

NOBLESVILLE — The outlook is improving at Noblesville Schools for students who primarily speak a language other than English.

Those students have posted large gains on ISTEP scores throughout the district.

About 352 of Noblesville's 8,779 students natively speak a foreign language, and 40 different languages are spoken in the district.

Director of Students Services Mark Booth credits the improvements to a two-year-old program that includes individualized plans for students as well as small groups at the elementary, intermediate and middle schools.

Read the complete news item

here: <http://www.indystar.com/article/20090120/LOCAL0104/901200409/1015/LOCAL01>

## Worldwide ELT events

---

### **ACCESS:1st Philippine International English Language Conference and the 11th UK Education Fair, January 31-February 1, Philippines**

Theme / Topic of event: 1st Philippine International English Language Conference

Day / Date: January 31-February

Place: Philippines

More information:

ACCESS: the 1st Philippine International English Language Conference and the 11th UK Education Fair is a weekend education extravaganza happening on **31 January – 01 February 2009** at the **SMX Convention Centre in Pasay City**. It showcases the exchange of strengths and expertise of British and Filipino experts in the areas of English and study opportunities in the UK.

The **1st Philippine International English Language Conference** is a gathering of English experts and practitioners from all over the world. It aims to bring to the fore, issues on how English is being taught in

the classroom and how it is needed in the workplace, especially in the BPO sector. Plenary speakers include David Nunan Chair Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong, Kingsley Bolton Professor of English Linguistics at Stockholm University and Jane Lockwood head of the English Language Centre at the Hong Kong Institute of Education.

This English Language Teaching (ELT) conference is organised in partnership with the country's 4 leading universities namely the Ateneo de Manila University, De La Salle University, University of the Philippines and the University of Sto Tomas.

Alongside the ELT conference is the **UK Education Exhibition** which is an annual exhibition of UK institutions. These UK institutions come to the Philippines to discuss study opportunities with Filipinos who wish to avail of a UK education.

The participant fee for the **English Language Conference is at Php 3000.00** whilst the **UK Education exhibition is free admission.**

ACCESS is co presented by the British Alumni Association.

For registration and other details please visit the conference website: <http://www.britishcouncil.org/philippines-common-about-us-our-events-access.htm>

**Bridging Worlds: Making Connections in Education - 14th International Conference on Education, Brunei, Darussalam, May 21-24**

Theme / Topic of event: Bridging Worlds: Making Connections in Education

Day / Date: May 21-24

Place: Brunei, Darussalam

More information:

Education encompasses a variety of worlds – home, school, university, the workplace and industry – situated within the national and the global communities. The resulting tensions and competing paradigms in these worlds of education provide a rich framework in which to explore and examine strategies necessary for their resolution.

This conference will provide a platform for researchers, practitioners and policy makers to discuss and negotiate how bridging this diversity demonstrates the interdependence of these worlds.

Aim of the Conference

The aim of the conference is to enable participants to share and reflect on issues related to preparing learners for the global challenges of diversity and independence, and to provide educators with an opportunity to network.

#### Conference sub-themes

1. Bridging home and school.
2. Connecting school and community.
3. Connecting across subject areas in the school curriculum.
4. Linking the school curriculum and the workplace.
5. Linking standards and the needs of individual learners.
6. Linking educational practice and national development.
7. Linking educational policy and global imperatives.
8. Forging school-university partnerships.
9. Forging university-industry partnerships.
10. Connecting worlds through technology and education.
11. Balancing accountability and innovation in education.

12. For registration and other details please visit the conference website: <http://www.ubd.edu.bn/conference/webice09/home.html>

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

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

Day / Date: November 20-22

Place: San Diego, California

More information:

The Annual Convention and World Languages Expo of the American Council on the Teaching of Foreign Languages (ACTFL) will be held Friday, November 20 through Sunday, November 22, 2009 in San Diego, CA with Pre-Convention Workshops scheduled on Thursday, November 19. The ACTFL Convention features over 500 educational sessions and events covering the whole spectrum of the foreign language profession. The entire selection of sessions is designed to provide attendees with an exciting array of sessions and events to further their knowledge and help them be better teachers or

administrators. We welcome you to submit a proposal for consideration. When you login, please read carefully the Submission Guidelines before proceeding to complete your online submission.

The convention draws approximately 6,000 attendees and is the only national event bringing together all languages, levels and assignments within the profession.

For registration and other details please visit the conference

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

# ELT

## INDIA'S FIRST ELT WEEKLY eNEWSLETTER

## Book of the week

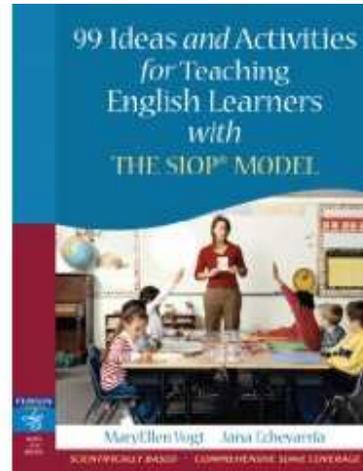
---

### 99 Ideas and Activities for Teaching English Learners with the SIOP Model

The Perfect Companion to Making Content Comprehensible for English Learners: The SIOP(R) Model!!!

This long-awaited new book by acclaimed authors MaryEllen Vogt and Jana Echevarria offers research-based, SIOP(R)-tested techniques for lessons that include the eight SIOP(R) components. The 99 ideas and activities in this book include a few familiar techniques that have been shown to be especially effective for ELLs, as well as many new ideas for SIOP(R) teachers. All promote student-to-student and teacher-to-student interaction and involvement proven to be so necessary for English language acquisition and content development.

This book is surely to become an indispensable resource for teachers of English learners. Overwhelming response from reviewers! “[T]he strategies in [the book] are useful for any classroom teacher. It supports everything teachers learn in SIOP in a concrete, easy-to-follow format. While obviously it would be best to use in conjunction with the SIOP model, some of the strategies could also be used in isolation to improve teaching practice as well. Teachers are always looking for ways to “beef up” their classroom instruction—this book gives them what they want! ”



**What makes *99 Ideas and Activities for Teaching English Learners with the SIOP® Model* a must-have?**

- Offers step-by-step directions and examples of content and language objectives for all ideas and activities.
- Provides use-tomorrow ideas and activities for implementing the eight components of the SIOP® Model.

- Includes 12 sample lesson plans that illustrate how a particular activity can be effective for ALL students, and all of these sample lessons are adapted for both elementary and secondary students.
- Features classroom-ready content and language objectives for all relevant activities.

### Book Details

- **Paperback:** 208 pages
- **Publisher:** Allyn & Bacon; 1 edition (March 25, 2007)
- **Language:** English
- **ISBN-10:** 0205521061
- **ISBN-13:** 978-0205521067
- **Price:** \$35.09

## INDIA'S FIRST ELT WEEKLY eNEWSLETTER

### Reviews

“[T]he strategies in [the book] are useful for any classroom teacher. It supports everything teachers learn in SIOP in a concrete, easy-to-follow format. While obviously it would be best to use in conjunction with the SIOP model, some of the strategies could also be used in isolation to improve teaching practice as well. Teachers are always looking for ways to “beef up” their classroom instruction—this book gives them what they want!”

*–Karen Fichter, Zebulon GT Magnet Middle School, NC*

“This book would help to answer so many of the questions that teachers have about how to enhance their teaching. This textbook would be a welcome addition to our program and would be one of those books that teachers would keep and use for a long time after they complete their graduate course work.”

*–Julia S. Austin, University of Alabama at Birmingham*

# ELT

## INDIA'S FIRST ELT WEEKLY eNEWSLETTER

## Useful ELT resources

---

### \*\*\* Macmillan English Campus \*\*\*

The Macmillan English Campus (MEC) is an online practice environment for learners of English as a foreign language.

The concept behind the Macmillan English Campus is that language learning can be greatly enhanced by an effective combination of face-to-face teaching and online support materials.

It is this blended learning solution that makes the Macmillan English Campus unique. It ensures that MEC users enjoy the best of both worlds: they continue to receive face-to-face tuition and contact with their teachers whilst remaining free to study online within a controlled learning environment.

INDIA'S FIRST FIT WEEKLY eNEWSLETTER



Equips teachers, encourages students, enhances learning



### Who is MEC for?

The Macmillan English Campus (MEC) is a blended learning solution for students and teachers.

## Improve your teaching with MEC

Using the Macmillan English Campus with your students is very simple – and it really improves your teaching.

Here are some of the unique benefits that the Macmillan English Campus will bring:

- Guarantee the quality of your teaching resources
- Introduce greater variety into your teaching presentation
- Address mixed language levels amongst your students

## INDIA'S FIRST ELT WEEKLY eNEWSLETTER

- Save time on homework preparation and marking
- Access to authentic English
- Access indispensable reference materials
- Take advantage of valuable exam study resources.

Explore Macmillan English Campus here: <http://www.macmillanenglishcampus.com/>

\*\*\* **UsingEnglish.com** \*\*\*

UsingEnglish.com is a general English language site, specialising in ESL (English as a Second Language) with a wide range of resources for learners and teachers of English, and has been running since the beginning of 2002. Different varieties of English are used; there are contributors from the United States, Canada, Pakistan and non-native speakers, but much of the site uses British English as it was set up in the UK. A list of staff members and site contributors can be found [here](#).

**Here are the links to latest posts of UsingEnglish.com:**

- [New Phrasal Verbs Quizzes: Intransitive, Separable and Inseparable](#) - February 29
- [Rollout Rollup](#) - January 31
- [UsingEnglish.com Adopts reCAPTCHA](#) - October 18
- [New Idioms Web Feed](#) - July 22
- [New: Graded Text Analysis](#) - June 30
- [Submit An Idiom](#) - May 4
- [Updated: Teacher Handouts](#) - April 29

- [Updated: Reading Comprehension](#) - April 7
- [Updated: Irregular Verbs Download](#) - March 31
- [Advanced Text Analyser - New and Improved!](#) - January 31

Explore UsingEnglish.coms here: <http://www.usingenglish.com>.

\*\*\* **Curriki** \*\*\*

Curriki offers free, open source instructional materials for Grades K-12.

All of Curriki's learning resources are contributed by teachers or by publishing partners.



Curriki has thousands of free worksheets, lesson plans, exams, project ideas and activities for English language arts, math, science, social studies, technology integration and other subjects.

Becoming a member is completely free and allows you to publish your own best materials.

Explore Curriki here: <http://www.curriki.org>.

## Language + Fun

---

“I’ve just had the most awful time,” said a boy to his friends. “First I got angina pectoris, then arteriosclerosis. Just as I was recovering, I got psoriasis. They gave me hypodermics, and to top it all, tonsillitis was followed by appendectomy.”

“Wow! How did you pull through?” sympathized his friends.

“I don’t know,” the boy replied. “Toughest spelling test I ever had.”

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

## ELT cartoon of the week

---

© Original Artist  
Reproduction rights obtainable from  
[www.CartoonStock.com](http://www.CartoonStock.com)

EL  
INDIA'S FI



WSLETTER

"Mouse, virus, firewall, why can't you computer people come up with your own words, rather than stealing ours?"

## Feedback

---

### HERE is what our subscribers say:

#### Emily

Hi Dear Sirs

I really enjoyed your ELT weekly issue six that I have received in my email . It is really beneficial. The topics I wanted to know and intrested in are those topics which are related to intercultural communication and teaching English in crosscultural communication context .

Thanks

Emily

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

#### Prof. Chitra Ramesh

The ELT Weekly has an interesting layout. The contents are good particularly the seminar and conferences details.

If you are able to get a few extracts from these seminars and post them it would benefit.

**Sharada Allamneni**

Dear Mr.Tarun Patel,

Thank you very much for the latest issue of the ELT weekly. I enjoyed it immensely.

Kudos to you and your team on this initiative. The issue indeed helps gives us an insight into the best ELT practices across the country. I shall be looking forward to future issues as well.

Please keep up the good effort.

Best regards,

Sharada.

**Bipin Parmar**

Dear Tarun Patel

hope this e-mail finds u hale 'n hearty

2day i 've gone thru yr enewsletter. while going thru it i felt i was exploring newer unstepped on islands of ELT.

u 've really been exploiting the technology accessible 2day to us teachers

thanx 4 making it accessible to me

hope to have continuous patronage always ahead

pinning to see u in person at d ensuing conference at Changa

i have found u a nice frnd in u.

Bipin Parmar

Mangrol (Shardagram) Guj.

## YES, We Want To Hear From YOU Too!

- \* 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>

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

INDIA'S FIRST ELT WEEKLY eNEWSLETTER

## 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.

**INDIA'S FIRST ELT WEEKLY eNEWSLETTER**

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](mailto:info@eltweekly.com).

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