

Teaching English – II (Teaching English Pedagogy Option)

WINDOWS ON PRACTICE GUIDE
B.Ed. (Hons.) Elementary

2012



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Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process, in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR SOHAIL NAQVI
Executive Director
Higher Education Commission
Islamabad

How this course guide was developed

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC), with technical assistance from the USAID Teacher Education Project, engaged faculty across the nation to develop detailed syllabi for courses in the new four-year B.Ed. (Hons) Elementary programme.

The process of designing the syllabus for each course in years 3 and 4 of the programme began with curriculum design workshops. Deans and directors from universities where these courses will be taught were invited to attend the workshops. The first workshop included national and international subject matter experts who led participants in a seminar focused on a review and update of subject (content) knowledge. The remainder of this workshop was spent reviewing the HEC Scheme of Studies, organizing course content across the semester, developing detailed unit descriptions, and preparing the course syllabi. Although the course syllabi are designed primarily for Student Teachers taking the course, they are useful resources for teacher educators, also.

Following the initial workshop, faculty participants developed teaching notes that included ideas for teaching units of studies and related resources. Working individually or in groups, participants focused on their own teaching methods and strategies and how they could be useful to the course's future teachers. Subsequent workshops were held over the course of a year to give faculty sufficient time to complete their work, engage in peer review, and receive critical feedback from national and international consultants. In designing both the syllabi and the teaching notes, faculty and subject matter experts were guided by the National Professional Standards for Teachers in Pakistan (2009).

All of the syllabi developed by faculty who participated in the workshops are included in this document, along with a list of topical teaching notes. Additional references and resources appear at the end of the document. These should provide a rich resource for faculty who will teach this course in the future. Sample syllabi with accompanying teaching notes are also included to provide new Instructors with a model for developing curriculum and planning teaching and learning. This Windows on Practice guide is not intended to provide a complete curriculum with a standard syllabus and fully developed units of study; rather it aims to suggest ideas and resources for Instructors to use in their own planning. Hence, readers will find sample units and materials that reflect the perspective of faculty designers rather than prescriptions for practice.

We are respectful of intellectual property rights and have not included any suggested materials that are copyright protected or for which we have not secured explicit permission to use. Therefore, all materials included may be used in classrooms for educational purposes. Materials in this document are not intended for commercial use, however. They may not be used in other publications without securing permission for their use.

Initial drafts were reviewed by the National Curriculum Review Committee (NCRC) and suggestions were incorporated into final drafts, which were then submitted to the NCRC for approval.

Faculty involved in course design: Shehla Sheikh, Gomal University; D. I. Khan, Munazza Tariq University of Education, Lahore; Dr Syed Shafqat Ali Shah, University of Gujrat; Shahbano Bukhari, University of Education, Lahore; Abdul Saeed, Karakoram International University, Gilgit; Maria Bint Shahid, Fatima Jinnah Women University, Rawalpindi; Abdul Shakoor, University of Hazarah, Mansehra; Dr Muhammad Alam, University of Sargodha; Maaha Yousuf Bari, University of Karachi; Abdul Sattar Gopang, University of Sindh, Jamshoro; Mamonah Ambreen, Allama Iqbal Open University, Islamabad; and Bushra Batool, University of Balochistan, Quetta.

National subject expert guiding course design: Dr Hina Ashraf, Assistant Professor, Air University, Islamabad.

Date of NCRC review process: 24–25 April 2013.

NCRC Reviewers: Dr Mussarat Anwar Sheikh, Fatima Jinnah Women University, Rawalpindi; Dr Ishtiaq, Kohat University; and Dr Qaisera Sheikh, School of Education, Beacon House National University, Lahore.



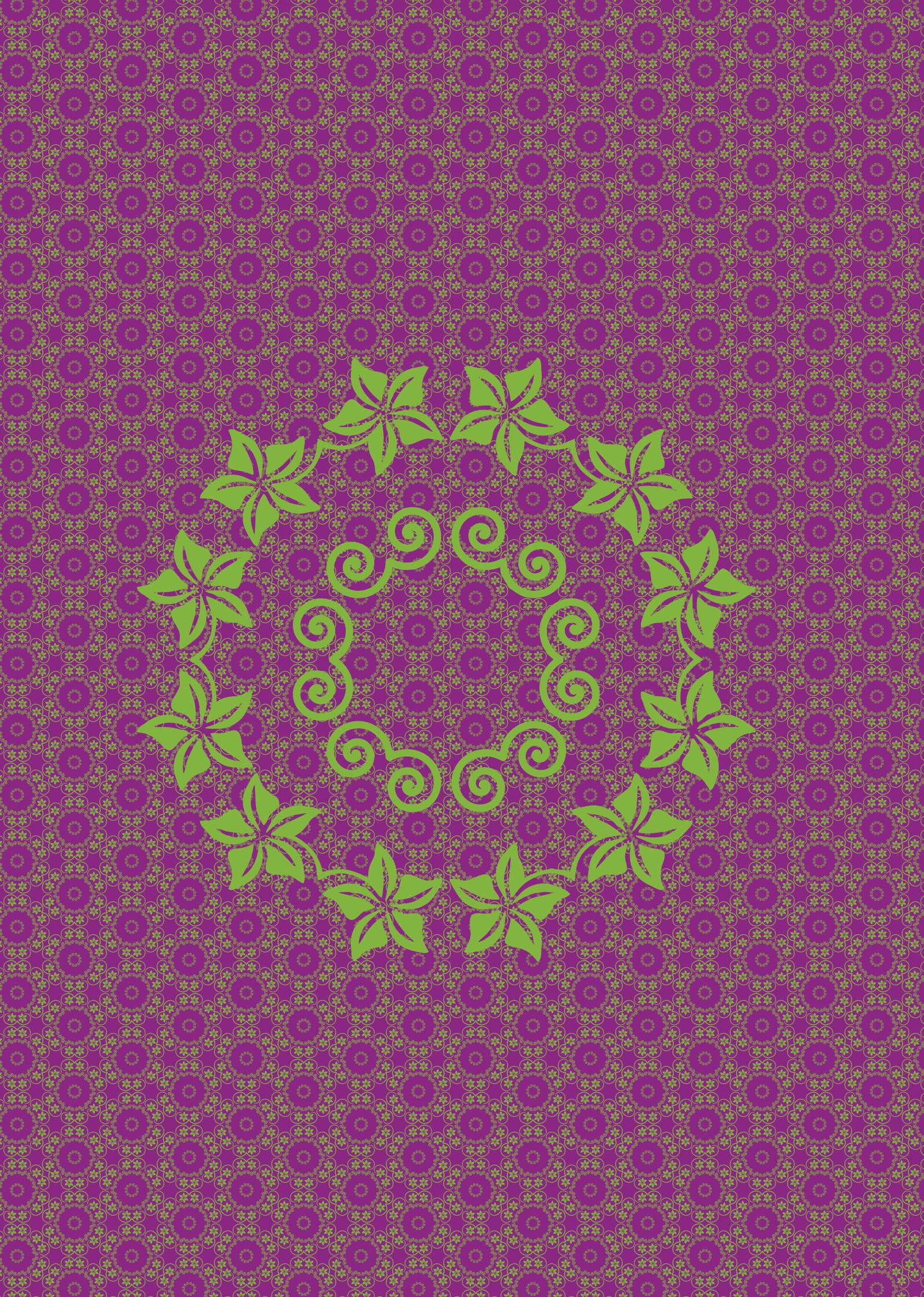


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1

Rationale for the course Teaching English II



The course Teaching English II in the B.Ed. (Hons) four-year degree programme builds on an earlier course, English II (Semester 4), which introduced Student Teachers to the nuances of second-language teaching; the approaches, theories, and methods of the teaching of English; and developing the four language skills (listening, reading, speaking, and writing).

The teaching and learning of English have been a critical issue in the Pakistani education system, particularly with the widening gaps between English-medium and Urdu-medium streams, as well as government and private sector schools. After taking this course, Student Teachers would be more cognizant of the drawbacks in English Language Teaching (ELT) programmes and more positive about addressing them through their own teaching exposure. The current course aims to involve Student Teachers in real-life ELT situations in Pakistan by giving them the opportunities of practical experience. With an orientation to the latest research, the course would also help them understand the significance of research in the field of the teaching of English, particularly in Pakistan. This shall be done through microteaching sessions and action research projects that would provide them opportunities to apply the knowledge gained in the earlier semesters.

Common misconceptions about teaching English

In this section, we examine possible myths about the Teaching English II curriculum. These misconceptions are rather general, but they need to be deconstructed for Instructors and Student Teachers.

Myth: Generally, a course in teaching English is considered a course for helping to advance English language proficiency.

Fact: This course does not centre on imparting language skills and proficiency to Student Teachers. It aims to develop their pedagogical ability to teach English courses in elementary grades. The Student Teachers are expected to have gained knowledge of the English language by this time.

Myth: This course is similar to and/or a repetition of the Teaching English course taught in Semester 4.

Fact: This second pedagogy course builds on the earlier one. The earlier course focused on the approaches to teaching English and their link with different methods of English language teaching. The current course offers insights into the intricacies of teaching English through contextualized experiences, microteaching sessions, and more significantly by exposing teachers to research in the field.

Myth: This course is centred on Western theories of learning and does not relate to countries where English is a second language and taught as a second-language.

Fact: This course is prepared to address the issues and problems of second-language pedagogy in Pakistan. Focusing on the background of Pakistan's multilingual and plurilingual settings, this course draws Student Teachers' attention to the problems of learning English specific to Pakistani learners and in particular students enrolled in grades 6 to 8. It also draws Student Teachers' attention to the latest research in the field of teaching English in Pakistan as well as possible solutions through action research and mini-research projects and their reports.

2

Course syllabi

TEACHING ENGLISH II

The following section presents three different syllabi prepared for this course. Instructors and institutes should select any one of the three syllabi. They are also encouraged to adopt from the given syllabi to meet the needs of their students and institutes.



SYLLABUS 1

By

Abdul Saeed (Karakoram International University, Gilgit), Maria Bint Shahid (FJWU), Muhammad Alam (University of Gujrat), and Mr Abdul Shakoor (University of Hazara).

Year and semester

Year: 4, Semester: 7

Credit value

Credit value: 3 credits

Prerequisites

English II (Semester 4)

Course description

This three-credit hour course has been designed to develop pedagogical skills in Student Teachers for teaching and assessing the English language to students in elementary grades. The course spans 16 weeks. The basic aim of the course is to enable Student Teachers to master the pedagogies related to teaching and assessment in the English language. Student Teachers will also be able to integrate the practical activities meant for the development of the four skills with the pedagogies. They will also gain practical experience in the teaching of grammatical as well as lexical aspects of the English language. Student-centred and communicative approaches will be followed. The course will include a research-based project related to teaching-learning problems in English as a Second Language (ESL) classrooms and their potential solutions. At the end of the course, Student Teachers will have a good understanding of practical classroom problems in the teaching of English and their solutions. This course aims to enable Student Teachers to put their knowledge of different English language teaching approaches learned in the previous course into practice most suitably according to their own specific needs.

Course outcomes

At the end of the course, Student Teachers are expected to:

- be able to adapt and implement pedagogical skills in ESL classes
- be able to select, organize, and use resources and materials in order to develop their students' language skills
- have a conceptual knowledge and effective application of various theories and tools of assessment in ESL classrooms
- apply theories related to the teaching of grammar and vocabulary with contextualized and communicative methods
- identify potential problems faced in actual ESL classroom situations through research projects.

Learning and teaching approaches

The communicative approach will be used to ensure maximum participation of learners through interaction and activities. The learners will also be involved in research projects in ESL contexts to identify the prevalent problems in actual teaching-learning practices and to seek possible solutions.

Semester outline

Unit 1: Pedagogy of four basic skills

This unit will cover first the 5 weeks and 12 sessions of the course. At the completion of the unit, Student Teachers will be able to explain and use at an advanced level the concepts of different approaches to ESL teaching-learning and integrate these approaches into their classrooms. Moreover, Student Teachers will also be able to adapt the best-suited approach to teaching English as a second language to their specific needs.

1

| | |
|--|---|
| | Introduction and orientation by the Instructor Review of the Semester 4 syllabus outline |
| | Review of the approaches and methods of second-language teaching; i.e. grammar-translation, audio-lingual, direct method, communicative, and natural approaches |
| | Devising lessons for the development of reading and writing skills with the use of the grammar-translation approach |
| | Application of the communicative approach in the classrooms incorporating the four language skills: listening, speaking, reading, and writing |
| | Application of the natural and interactive approaches in the classroom for incorporating the four language skills |

Unit 2: Integrating literature into the teaching of language

This unit will span three weeks in six sessions. At the end of the unit, Student Teachers will be able to incorporate poems and short plays into the teaching of English. The unit focuses on the scope of literature in the teaching of English at various levels, particularly in elementary grade classes.

2

UNIT 2: Integrating literature into the teaching of language

| Week | Topic |
|------|---|
| 6 | Need for and scope of integrating literature into language teaching |
| 7 | Using poetry and short stories for the teaching of grammar |
| 8 | Using short stories and role plays in the teaching of English |

Unit 3: Teaching grammar and vocabulary

This unit is based on two weeks and six sessions. At the completion of the unit, Student Teachers will be able to apply theories, methods, and techniques of grammar and vocabulary teaching at an advanced level using a communicative language teaching approach in the ESL context.

3 UNIT 3: Teaching grammar and vocabulary

| Week | Topic |
|------|--|
| 9 | Teaching of vocabulary and related approaches and theories |
| 10 | Teaching of grammar and related approaches and theories |

Unit 4: Approaches to language assessment

This unit spans three weeks and nine sessions. It focuses on imparting theoretical knowledge about language testing and devising assessment strategies at elementary grade levels. At the completion of the unit, Student Teachers will have learned about language testing and will be prepared to efficiently assess language skills through different tools in English language classrooms.

4 UNIT 4: Approaches to language assessment

| Week | Topic |
|------|--|
| 11 | Discrete and integrative approaches to language testing |
| 12 | Essay-translation approach versus the structuralist approach |
| 13 | Integrative and communicative approaches in language testing |

Unit 5: Identification of ELT problems in ESL classes

This unit spans three weeks and nine sessions. By the end of this unit, Student Teachers will be able to identify and explore solutions to potential problems faced in actual ESL classroom practices.

5 UNIT 5: Identification of ELT problems in ESL classes

| Week | Topic |
|------|-------------------------------|
| 14 | Orientation to research tools |
| 15 | Fieldwork |
| 16 | Reflection based on fieldwork |

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Course assignments

Student Teachers will be asked to go to the library in groups and consult Internet resources to select any two books or research articles on the communicative approach of teaching English and compare the ideas given in the books or research articles.

Student Teachers will be asked to download at least five articles that explore the best methods to teach language skills. They will write down the main ideas presented in their own words in five pages. They will select their favourite ways to teach these language skills and write down the reasons why they have selected them.

Grading policy

Suggested allocation of marks:

| | |
|------------------------------------|------|
| Assignments | 10% |
| Class participation/discussions | 5% |
| Quiz | 10% |
| Midterm | 20% |
| Final term | 35% |
| Presentations and project write-up | 20% |
| Total | 100% |

Resources for Syllabus 1

The following resources may be helpful in choosing appropriate readings. The choice of readings may be included on the syllabus or distributed in class, but they should include only resources that Instructors expect Student Teachers to use throughout the course. Other readings should be distributed as needed.

Atkins, R. (2002). *Teaching tenses: Ideas for presenting and practising tenses in English*. Brighton, East Sussex: ELB Publishing.

Dass, L. (1989). *A case for using newspapers in the teaching and learning of English as a second language*. Retrieved from:

➤ <http://www.melta.org.my/ET/1989/main3.html>

Khatib, M., & Nasrollahi, A. (2012). Enhancing reading comprehension through short stories in Iranian EFL learners. *Theory and Practice in Language Studies* 2(2), 240–246. Retrieved from:

➤ www.academypublisher.com/tpls/vol02/no02/tpls0202.pdf

Kolln, M., & Hancock, C. (2005). The theory of English grammar in United States schools. *English Teaching: Practice and Critique*, 4(3), 11–31. Retrieved from:

➤ <http://education.waikato.ac.nz/research/files/etpc/2005v4n3art1.pdf>

Lawson, M. J., & Hogben, D. (1996). The vocabulary learning strategies of foreign language students. *Language Learning*, 46(1), 101–135. Retrieved from:

➤ <http://crins07.wmwikis.net/file/view/Vocabulary-Learning+Strategies+of+Foreign-Language+Students.pdf>

Littlewood, W. (1981). *Communicative language teaching*. London: Cambridge University Press.

Luoma, S. (2004). *Assessing speaking*. London: Cambridge University Press.

O’Sullivan, R. (1991). Literature in the language classroom. *The English Teacher*, 20(2), 53–60.

Richards, J. C., & Theodore, S. R. (2005). *Approaches and methods in language teaching*. London: Cambridge University Press.

Saricoban, A., & Metin, E. (2000). Songs, verse, and games for teaching grammar. *The Internet TESL Journal*, 6(10). Retrieved from:

➤ <http://iteslj.org/Techniques/Saricoban-Songs.html>

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language*. London: British Council.

Swan, M., & Smith, B. (2001). Learner English: A teacher’s guide to interference and other problems. (2nd ed.) *Cambridge handbooks for language teachers*. Cambridge: Cambridge University Press.



SYLLABUS 2

By

Abdul Sattar Gopang (University of Sindh), Bushra Batool (University of Balochistan), Maaha Yousuf Bari (University of Karachi), and Mamonah Ambreen (Allama Iqbal Open University).

Year and semester

Year: 4, Semester: 7

Credit value

3 credits

Prerequisites

English II (Semester 4)

Course description

This three-credit hour course has been designed to train Student Teachers in teaching English in elementary grades. This course consists of 48 sessions to be completed in 16 weeks. These sessions will be learner-centred, and they will be assessed in both formative and summative ways. The course aims to equip Student Teachers with multiple methodologies and research-oriented activities to facilitate language teaching. Student Teachers will also be trained to maintain validity in both their teaching and testing practices. One of the major aims of the course is to make Student Teachers self-sufficient and independent learners. Student Teachers will be enabled to make effective use of the language as a medium of instruction. Finally, Student Teachers will be able to design and develop their own teaching materials and activities to make their students proficient in the English language.

Course outcomes

At the completion of the course of English pedagogy, Student Teachers will be able to:

- adapt teaching methodologies to make their students proficient users of the English language
- develop reliable and valid teaching materials, testing items, and evaluation criteria
- use English efficiently as a medium of instruction in the classroom
- make use of different texts and resources to teach language
- address potential problems faced in ELT classrooms
- develop competence in ELT.

Learning and teaching approaches

The course will be taught through language-learning approaches such as the communicative and interactive approach. During classes, handouts of the relevant material will be distributed among learners so that they may read and discuss the material with each other. Individual, pair, and group activities will be devised to make the classes activity based.

Semester outline

Unit 1: Introduction to English pedagogy

This unit will cover the initial three weeks of the course, during which the Instructor will explain to Student Teachers about the course, the context in which they will be teaching, and the areas and topics in which they can research their practice.

1

UNIT 1: Introduction to English pedagogy

| Week | Topic |
|--|--|
| 1: English as a medium of instruction | Introduction to the course Scope of English used as a medium of instruction in Pakistan Ways of using the English language effectively as a means of instruction |
| 2: Challenges in ELT in Pakistan | Types of challenges in ELT in Pakistan Possible suggestions to address the challenges Opportunities for ELT in the context of Pakistan |
| 3: Research in ELT | Awareness about key research in the field of ELT Potential areas of research in ELT in the context of Pakistan |

Unit 2: Lesson planning

This three-week unit allows Student Teachers to plan and execute lessons, integrate learning, and plan for various learning profiles by making effective use of the language theories discussed earlier. Student Teachers will be encouraged to use the experience of designing activities to teach the four language skills they learned in the English II course. They may do this individually or in groups.

2

UNIT 2:

Lesson planning

| Week | Topic |
|--|--|
| 4: Planning lessons to integrate language skills | Scope of integration of teaching language skills in one session Plan and execute at least one such lesson either as microteaching or as an activity for practicum |
| 5: Planning lessons considering multiple intelligences | Scope of considering multiple intelligences in planning lessons for ELT Plan and execute at least one such lesson either as microteaching or as an activity for practicum |
| 6: Planning lessons adapting and/or merging language teaching methodologies | Scope of adapting or merging language teaching methodology Plan and execute at least one such lesson either as microteaching or as an activity for practicum |

Unit 3: Teaching language through literature

This unit spans three weeks, during which Student Teachers will learn and practice how texts from literature can be used to teach language and make learning entertaining and meaningful. They will also learn to use a single text for teaching multiple language items.

3

UNIT 3:

Teaching language through literature

| Week | Topic |
|---|---|
| 7: Use of various texts to teach language | Identifying kinds of texts (such as short stories and poems) from literature to use in elementary grade classrooms Identifying elements of grammar to be taught through selected literary items |
| 8 and 9: Using a single text for multiple purposes | Using texts to conduct an integrated lesson, combining at least two language skills Using texts through activities to inculcate language sensitivity among learners Assisting cognitive development of the English language in students using these texts |

Unit 4: Teaching the grammar and vocabulary of English

This unit covers three weeks, during which Student Teachers will be introduced to various techniques of teaching English grammar and vocabulary in elementary grades. It aims to draw Student Teachers' attention to the problems of teaching grammar and vocabulary to second-language learners.

4

UNIT 4: Teaching language through literature

| Week | Topic |
|---|---|
| 10 and 11: Teaching grammar to English language learners | Identifying elements of grammar for different levels Exploring teaching of grammar through literature Problems of teaching grammar in Pakistani ELT classes Grammar-translation approach |
| 12: Teaching vocabulary to English language learners | Using texts to teach vocabulary Strategies of incorporating vocabulary into language teaching |

Unit 5: Researching assessment of language skills

This unit covers three weeks, during which Student Teachers will implement their previous knowledge about testing language skills. They will pilot test items and the marking criteria they developed in the Semester 4 English II course to check their effectiveness. After the exercise, they will write a report based on their reflection, experience, and lessons learned during piloting.

5

UNIT 5: Researching assessment of language skills

| Week | Topic |
|--|--|
| 13 and 14: Pilot test items to assess language skills | Student Teachers will pilot the test items they developed during the English II course |
| 15: Evaluation of piloting | Reflection and evaluation on lessons learned through piloting |

Textbooks and references

Atkins, R. (2002). *Teaching tenses: Ideas for presenting and practising tenses in English*. Brighton, East Sussex: ELB Publishing.

Shamim, F. (2001). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language*. London: British Council.

Swan, M., & Smith, B. (2001). Learner English: A teacher's guide to interference and other problems (2nd ed.). *Cambridge Handbooks for language teachers*. Cambridge: Cambridge University Press.

Tomi, D. F. (1996). Challenges and rewards in the mixed culture classroom. *College Teaching*, 44, 69–73.

Suggested articles

'Challenges and Rewards in the Mixed Culture Classroom'

➤ <http://www.jstor.org/stable/27558769>

'English Language Teaching in China: Trends and Challenges'

➤ <http://www.jstor.org/stable/3587867>

Course assignments

Short research-oriented assignments will be given in individual and group forms to help Student Teachers to become creative and research-oriented teachers.

Grading policy

A variety of assessments will be used in the course, including midterm and final examinations.

Suggested allocation of marks:

| | |
|--|----------|
| Assignments and presentations, etc. (individual and group) | 20 marks |
| Midterm | 20 marks |
| Project | 10 marks |
| Final term | 50 marks |

SYLLABUS 3



By

Shehla Sheikh (Gomal University), Munazza Tariq (University of Education), and Shahbano Bukhari (University of Education).

Year and semester

Year: 4 , Semester: 7

Credit value

3 credits

Prerequisite

English II (Semester 4)

Course description

This three-credit course will be designed to enable Student Teachers to teach English. It will be taught over 16 weeks with 3 sessions per week, for a total of 48 sessions. The main goal of the course is to produce competent English teachers who are aware of the problems of ELT and have the ability to address them successfully with the help of effective pedagogy. The course will be taught through the Interactive Communicative Approach (ICA) as well as mini-research projects based on school visits. Comparative research studies can be assigned to assess and analyse ELT (in public, elite, and non-elite schools) to suggest remedies. Student Teachers will be encouraged to design different activities and materials to impart the teaching of the four language skills. The aim of the course is to cover major aspects related to ELT problems and seek solutions through the implementation of assessment techniques and test development. After completing the course, Student Teachers will be fully equipped with proficient knowledge of ELT. Student Teachers will be more prepared with the knowledge of specific pedagogical skills for teaching English and ready to apply theoretical knowledge to classroom practices.

Learning outcomes

Student Teachers will be able to:

- use the receptive and productive skills in ICA and collaborative and cooperative learning approaches
- design suitable teaching resources to attain the targeted objectives of gaining competency in teaching English
- complete research projects based on acquired knowledge of ELT to be implemented in real-life situations
- adapt testing tools and assessment techniques for ELT.

Learning and teaching approaches

The Interactive Communicative Approach will be used along with collaborative and cooperative learning. A project- and activity-based approach is recommended.

Semester outline

Unit 1: Introduction to English pedagogy

This unit will cover six sessions over two weeks of the course. The objective is to give the Student Teachers a clear understanding of pedagogical skills and their effective use in the ELT classroom and to produce good English teachers who will seek solutions for the challenges they will face.

1

UNIT 1: Introduction to English pedagogy

| Week | Topic |
|---------|--|
| 1 and 2 | <ul style="list-style-type: none">• What is pedagogy? How is it integrated with ESL/EFL?• Types of pedagogical skills used when teaching English• Effectiveness of pedagogical skills in the ELT classroom• Practice of pedagogical skills in real-life situations• Discussions based on classroom observations• Suggestions to overcome challenges |

Unit 2: Developing competence in teaching English

This unit will cover nine sessions over three weeks of the course. This unit aims to provide Student Teachers the opportunity for language development and equip them with competencies in teaching the English language.

2

UNIT 2: Developing competence in teaching English

| Week | Topic |
|--------|--|
| 3 to 5 | <ul style="list-style-type: none">• English language as a medium of instruction• Facing teaching problems in context• Designing lesson plans and their implementation with integrated language skills• Developing learning materials to create a conducive learning environment• Assigning different tasks (short duration sessions, practices, and presentations) to assess students' acquired skills• Assessment of Student Teacher competency to indicate the relevant skills (pre- and post-tests will be given based on ELT at elementary level) |

Unit 3: Understanding benchmarks and standards for ELT

This unit will cover 12 sessions over 4 weeks of the course. The aim of this unit is to explain to Student Teachers the National Standards and benchmarks for good English teachers. Opportunities will be provided to implement embedded competencies, such as reading and thinking skills, writing skills, oral communication skills, formal and lexical aspects of language, and appropriate ethical and social development, and their standards in classroom situations.

| 3 UNIT 3: Understanding benchmarks and standards for ELT | |
|--|---|
| Week | Topic |
| 6 to 9 | <ul style="list-style-type: none">• Demonstration of National Curriculum of English Language (grades I through VIII) and competencies in the English language• Practice with reading and thinking skills through presentations• Developing fluency and accuracy• Academic, transactional, and purposeful, creative writing• Opportunities for Student Teachers to use appropriate social and academic conventions for effective oral communications in both informal and formal settings• Focus on pronunciation• Development of ethical and social attributes in a multicultural civil society |

Unit 4: Introducing action research projects in the ELT classroom

This unit will cover 21 sessions over 7 weeks of the course. The aim of this unit is to develop research culture, which will be utilized in real life. It will improve Student Teachers' critical thinking, allowing them to analyse situations and seek solutions for problems in ELT.

| 4 UNIT 4: Introducing action research projects in the ELT classroom | |
|---|--|
| Week | Topic |
| 10 to 16 | <ul style="list-style-type: none">• Scope of action research in the ELT classroom• Identifying problematic areas in teaching English• Designing a research project• Preparing a research tool• Collection of data• Analysis of data• Comparing data by applying statistics• Findings and conclusions• Report writing• Incorporating referencing conventions |

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Grading policy

Suggested allocation of marks:

| | |
|--------------------------------|-----|
| Midterm: | 15% |
| Assignments and presentations: | 15% |
| Research project: | 20% |
| Final exam: | 50% |

References for Syllabus 3

The following resources may be helpful in choosing appropriate readings. A choice of readings may be included on the syllabus or distributed in class, but they should only include resources that the Instructors expect Student Teachers to use throughout the course. Other readings should be distributed as needed.

Brown, H. D. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Doff, Adrian. (2011). *Teach English* (3rd ed.). Glasgow: Cambridge University Press.

Freeman-Larsen, D. (2011). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Grellet, F. (1987). *Developing reading skills*. Oxford: Oxford University Press.

Hamp-Lyons, L., & Heasley, B. (2006). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.

Harmer, J. (2006). *How to teach English: An introduction to the practice of English language teaching*. Essex, UK: Longman.

Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Jakeman, V., & McDowell, C. (2002). *Insight into IELTS*. Cambridge: Cambridge University Press.

Jordan, R. R. (2005). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

Matthews, A., Spratt, M., & Dangerfield, L. (1989). *At the chalkface: Practical techniques in language teaching*. London: Bath Press.

3

Integrated teaching notes

During the curriculum development process, faculty were encouraged to keep notes that would be useful to them and others who may teach the course in the future. These were submitted along with the course syllabi. Teaching notes include ways to introduce the course, ideas for teaching units and sessions, sample lessons plans, and suggestions for reading and resource materials. These have been integrated into a single section of this document to create a rich and varied collection of ideas easily accessible to others. The section is organized by topic. Except in cases where there is duplication of ideas, faculty are credited with their contribution.



NOTES FOR EXAMPLE 1: INTRODUCTION TO TEACHING ENGLISH II

Prepared by Maaha Yousaf Baari (Karachi University).

NOTE: The teaching notes prepared for this introductory unit were designed for Syllabus 1 and may also be helpful for planning units on identifying ELT problems in ESL classes.

Description of the unit

This unit will cover the initial three weeks of the course, during which the Instructor will explain to Student Teachers details about the course, the context in which they will be teaching, and the topics or areas in which they can research their practices.

| Week | Topic |
|--|---|
| 1: English as a medium of instruction | <p>Introduction to the course</p> <p>Scope of English used as a medium of instruction in Pakistan</p> <p>Ways of using the English language effectively as a means of instruction</p> |
| 2: Challenges in ELT in Pakistan | <p>Types of challenges in ELT in Pakistan</p> <p>Possible suggestions to address the challenges</p> <p>Opportunities for ELT in the context of Pakistan</p> |
| 3: Research in ELT | <p>Awareness of key research in the field of ELT</p> <p>Potential areas of research in ELT in the context of Pakistan</p> |

Week 1, Session 1: Introduction to the course

Introduction to the course (5 minutes)

Give a brief a brief overview of the course.

Introduction to the syllabus (15 minutes)

Hand out copies of the syllabus. Give Student Teachers an opportunity to review it. Point out that this course is designed to enable Student Teachers to become

professional English language teachers, and thus they are required to develop and demonstrate skills of teaching the English language for the successful completion of this course.

Briefly describe why each unit is important in order to become a proficient English language teacher.

Brainstorming and classroom discussion (30 minutes)

Initiate a classroom discussion with the aim of eliciting Student Teachers' views on the theme 'the relationship between the English language and development'. Discussion on this theme will help Student Teachers realize that teachers are responsible for the development of a country. The discussion may be facilitated using the following probes and questions. You may ask Student Teachers to respond to the questions based on their own experiences and/or observations in Pakistan.

- Does the English language contribute to national development? If yes, in what ways does it help in national development?
- What are the driving forces behind the necessity of learning English in Pakistan?
- Do you think quality English language instruction is accessible to the majority of the Pakistani community? If not, what are some of the social and political reasons behind asymmetrical access to English language learning?

Homework

Give Student Teachers the key article 'English as the Language for Development in Pakistan: Issues, Challenges, and Possible Solutions', to be discussed in the next class. Reading this article will also consolidate their understanding of the topics covered in the first class.

Reading

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language*. London: The British Council.

Week 1, Session 2: Scope of English used as a medium of instruction in Pakistan

Whole-group discussion (10–15 minutes)

Ask Student Teachers to share how reading the key article consolidates their learning of the previous session.

Share in pairs or triads (30 minutes)

Have Student Teachers talk to the person sitting next to them. Assign them one topic from the article to present to the rest of the class.

Encourage Student Teachers to add analysis as well as criticism in their presentations.

You may keep a record of the Student Teachers participating in this class.

Homework

Have Student Teachers write a critical summary on the given article for their portfolio.

NOTE FOR INSTRUCTOR: The portfolio is a collection/record of students' work samples, especially their assigned homework. Student Teachers' portfolios show their progress in the course, and therefore it is one of the methods of assessment in this course. The portfolio is allocated some marks, and Student Teachers are required to submit it near the end of the course for the successful completion of this course.

Week 1, Session 3: Ways of using the English language effectively as a medium of instruction

Warm-up classroom activity (10–15 minutes)

Have Student Teachers reflect on and respond to the following questions in class:

- What were their English classes like when they were in school?
- What impact did the medium of instruction in their English classes have on their English language proficiency?

Lecture (30–40 minutes)

Give a lecture on 'How to use English language effectively as a medium of instruction'. You may prepare the lecture based on the following questions:

- What do we mean by 'medium of instruction'?
- What decides whether the chosen medium of instruction is effective?
- Which teaching methods make the medium of instruction effective?
- Which teaching methods make the medium of instruction ineffective?
- How can the Instructor overcome problems that make the medium of instruction ineffective?

Homework

Have the Student Teachers read the following two articles:

- Tomi, A. (1996). Challenges and rewards in the mixed culture classroom. *College Teaching*, 44, 69–73. Available at:
➤ <http://www.jstor.org/stable/27558769>
- Wu, Y. (2001). English language teaching in China: Trends and challenges. *TESOL Quarterly*, 35(1), 191–194. Available at:
➤ <http://www.jstor.org/stable/3587867>

Week 2, Session 1: Kinds of challenges in ELT in Pakistan

Warm-up classroom activity (15 minutes)

Have the Student Teachers talk about the challenges they anticipate in English language teaching, based on the aforementioned readings.

Lecture (30 minutes)

Give a lecture on the topic, addressing the following themes:

- What do we mean by *challenges* in the context of teaching?
- What do we mean by *challenges* in the context of teaching language? How do challenges in teaching language differ from challenges in teaching a content course?
- Challenges in ELT can be categorized as follows:
 - Attitudes toward English language teaching and learning in Pakistan
 - Incompetence of English language teachers
 - Scarcity of trained English language teachers
 - Mixed proficiency groups of learners (with some learners having English as their third or fourth language)
 - Large classes
 - Lack of resources

Homework

Have the Student Teachers write two reflections for their portfolio:

- on any English lesson they executed during their practicum/microteaching
- on the problems they now realize their teachers faced in English classes when they were in school.

Week 2, Session 2: Possible suggestions to address the challenges

Whole-class activity (50 minutes)

Basing a discussion on their homework, have Student Teachers talk about possible ways they and/or their English teachers could have solved the problems they faced.

During this activity, help Student Teachers address the mentioned problems. You may stress that an upcoming unit discusses the issue. This will keep Student Teachers focused and interested in pursuing this course.

Week 2, Session 3: Opportunities for ELT in the context of Pakistan

Whole-class activity (40 minutes)

Because the Student Teachers have already gone through the practicum, during which they conducted classes, they already have some understanding of their strengths and weaknesses as language teachers and of the opportunities and threats in their teaching context. Have the Student Teachers perform a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of themselves based on this understanding and then share it with the class.

Demonstrate a sample SWOT analysis in class to help Student Teachers understand what they are supposed to do and how it works. This SWOT analysis will be submitted in the portfolio.

NOTES FOR INSTRUCTOR: You will find a description of SWOT analysis in the 'Methods and Strategies to Use in Teaching and Learning' section at the end of this document, along with a suggestion for preparing a worksheet using the strategy.

Homework

Ask Student Teachers to browse key research in the field of English language teaching and important issues in the field.

Week 3, Session 1: Awareness about key research in the field of ELT

Instructor presentation (40–50 minutes)

Give a presentation addressing the theme of key research in the field of ELT.

NOTES FOR INSTRUCTOR: The presentation may include the following list of topics. The link contains the original articles, which are available to download as PDF files free of charge: http://www.oxfordjournals.org/our_journals/eltj/keyconcepts.html

This session plan does not intend to provide in-depth knowledge of each of the following themes. They are mentioned only because students of English pedagogy should be familiar with these terms. The Instructor may assign some of the following topics to each Student Teacher to browse, then download the latest research articles and share with the entire group.

- Learner training (*ELT Journal* 47:1)
- Learner strategies (*ELT Journal* 47:1)
- Fluency (*ELT Journal* 47:3)
- Project work (*ELT Journal* 47:3)
- Pragmatics (*ELT Journal* 48:1)

- Scaffolding (*ELT Journal* 48:1)
- Feedback (*ELT Journal* 48:3)
- Register (*ELT Journal* 48:3)
- Universal grammar (*ELT Journal* 49:2)
- Noticing (*ELT Journal* 50:3)
- Schemas (*ELT Journal* 51:1)
- Classroom research (*ELT Journal* 51:2)
- Anaphora (*ELT Journal* 51:4)
- Deductive vs inductive language learning (*ELT Journal* 52:1)
- Task (*ELT Journal* 52:3)
- Task-based learning and pedagogy (*ELT Journal* 53:1)
- Genre (*ELT Journal* 53:2)
- Bottom-up and top-down processing (*ELT Journal* 53:4)
- Evaluation (*ELT Journal* 54:2)
- Lexical chunks (*ELT Journal* 54:4)
- Teachers' beliefs (*ELT Journal* 55:2)
- Language-related episodes (*ELT Journal* 55:3)
- Transfer/cross-linguistic influence (the subject of Chris' enquiry) (*ELT Journal* 56:1)
- Language as skill (*ELT Journal* 56:2)
- 'Focus on form' vs 'focus on forms' (*ELT Journal* 56:3)
- Computer-mediated communication (*ELT Journal* 56:4)
- Language awareness (*ELT Journal* 57:1)
- Observation (*ELT Journal* 57:2)
- Loop input (*ELT Journal* 57:3)
- Discourse communities (*ELT Journal* 57:4)
- Globalization and language teaching (*ELT Journal* 58:1)
- The apprenticeship of observation (*ELT Journal* 58:3)
- Washback and impact (*ELT Journal* 59:2)
- English as a lingua franca (*ELT Journal* 59:4)
- The common European framework (*ELT Journal* 60:2)
- Native-speakerism (*ELT Journal* 60:4)
- Processing instruction (*ELT Journal* 61:2)
- Motivation in ELT (*ELT Journal* 61:4)
- Learner self-beliefs (*ELT Journal* 62:2)
- Learner autonomy (*ELT Journal* 62:4)
- Age and the critical period hypothesis (*ELT Journal* 63:2)
- Innovation in ELT (*ELT Journal* 63:4)
- Expertise in language learning and teaching (*ELT Journal* 64:2)
- Blended learning (*ELT Journal* 64:4)
- The non-native speaker teacher (*ELT Journal* 65:2)
- Corpus-aided language learning (*ELT Journal* 65:4)
- Foreign-language aptitude (*ELT Journal* 66:2)
- Repetition in tasks (*ELT Journal* 66:3)

Week 3, Session 2: Potential areas of research in ELT in the context of Pakistan

Pair-share (40–50 minutes)

In the previous session, Student Teachers went through an exercise of looking at key research areas in English language teaching. Assign Student Teachers the following tasks and monitor them:

- Have Student Teachers talk to the person sitting next to them about the list of key research areas in ELT.
- Make them identify one or two potential areas that need investigation in the Pakistani context, and give a rationale for their choices.

In pairs, have them present the identified topics to the entire class and justify their choices.

Homework

Have the participants read material on the topic they identified. Ask them to look for gaps in information or areas that need further exploration.

Week 3, Session 3: Potential areas of research in ELT in the context of Pakistan

Pair presentation (50 minutes)

Have the pairs of Student Teachers present their ideas about an area that needs further exploration that they identified while reading the articles they chose for homework.

Afterwards, share their views on the potential areas of research on ELT in the context of Pakistan.



NOTES FOR EXAMPLE 2: INTEGRATING LITERATURE INTO THE TEACHING OF LANGUAGE

Prepared by Abdul Shakoor (University of Hazara).

NOTE: This unit is also helpful for 'Unit 3, Syllabus 2: Teaching language through literature'.

Unit 2: Integrating literature into the teaching of language

This unit will cover three weeks and six sessions. At the end of the unit, Student Teachers will be able to incorporate poems and short plays into the teaching of English. The unit focuses on the scope of literature in the teaching of English at various levels, particularly in the elementary grades.

| Week | Topic |
|------|---|
| 6 | Need and scope of integrating literature into language teaching |
| 7 | Using poetry and short stories for the teaching of grammar |
| 8 | Using short stories and role plays in the teaching of English |

Week 6, Session 1: Introduction to 'Need for and scope of integrating language teaching with literature'

Brainstorming (10 minutes maximum)

You may ask questions such as the following:

- What are the basic language skills we need to learn in English or any other language?
- What are the different ways through which we can learn these skills?
- What are different forms of literature?
- Who is interested in which form and why?
- Do you think these different forms can be used to develop language skills? Why?

Small-group reading (20 minutes)

Divide the class into small groups. Student Teachers will use the Handout that follows, which describes different research studies that show the need for and scope of integrating the teaching of language with literature. Ask each group to read the article with the help of each other and discuss it within their groups.

Whole-group discussion (20 minutes)

Encourage different Student Teachers from various groups to share their ideas about the reading with the whole class. Write on the board all the important ideas discussed. Lead the discussion toward any important ideas that seem missing and write these on the board, as well.

Follow-up (10 minutes)

Review the lesson by elaborating on the ideas written on the board, with some practical examples. Ask questions about teaching English through literature. Student Teachers will also be encouraged to suggest some possible ways to do so. This review will help you evaluate and enhance Student Teacher learning.

Suggested reading

Bowen, T., & Marks, J. (1994). *Inside teaching*. New York: Macmillan.

Carter, R., & Long, M. (1991). *Teaching literature*. Harlow, UK: Longman.

Lazar, G. (1993). *Literature and language teaching*. Cambridge: Cambridge University Press.

Widdowson, H. (1975). *Stylistics and the teaching of literature*. Harlow, UK: Longman.

Teaching materials: Using literature in the EFL/ESL classroom



Literature provides an excellent resource for teaching English. Here are a few reasons you might want to use literature in the classroom:

- Literature provides insight into language and culture.
- Literature expands vocabulary and enables readers to explore the many ways people use language to express ideas, opinions, and feelings.
- Literature provides a holistic way of learning because it offers insight into the attitudes and values of characters within a text.

For many other good reasons to use literature in the classroom, explore the article by Lindsay Clandfield, 'Teaching Materials: Using Literature in the EFL/ESL Classroom': <http://www.onestopenglish.com/>. The website is designed specifically for English teachers.

Clandfield talks about three models to use literature in the classroom. These include:

- **The cultural model.** This model is the most traditional and tends to be teacher-centred. Literature is a vehicle for understanding culture.
- **The language model.** This model aims to be more learner-centred. The teacher calls attention to the ways in which language is used. Specific lessons on grammar or other aspects of English may be taught. The overall aim is to help students become more competent in reading and studying literature.
- **The personal growth model.** In this model, what the reader brings to a text is important. It capitalizes on the power of literature to influence people to help students learn a language.

In addition to discussing the models, Clandfield suggests what a teacher should think about when choosing a particular literary text. For example, 'Do you understand enough about the text to feel comfortable using it?' Other questions have to do with available time, whether it fits with your syllabus, relevance to students, and appropriateness for their language level.

Ways to introduce a text are also considered. What do students already know about the topic? What do they know about the author? Activities such as giving them a short excerpt to read in advance are suggested. In addition, Clandfield offers pre-reading activities, suggestions on how to use poems and plays, as well as helpful resources to find other ideas for teaching.

Week 6, Session 2: Different approaches to using literature in the language classroom

Brainstorming (15 minutes maximum)

This session will be aimed at linking Student Teachers' previous knowledge to new information and preparing them to move to an advanced level of knowledge. You may ask questions such as:

- What is literature?
- Can you suggest some reasons for using literature when teaching language?
- What are possible problems when using literature in the teaching of language?

Lecture (25 minutes)

Deliver a lecture about using literature in the language classroom. You might use other resources as well, but the lecture must clarify the following important points:

- The reasons for the reaction against traditional approaches of using literature in the teaching of English
- New interest in using literature in the teaching of English for new reasons
- The difference between using literature for teaching language usage (as language is used by different literary writers) and developing language usage (students forced to use language)
- Reaction against the use of literature to teach English because it does not use 'everyday' language
- The standards for selecting literature used in the teaching of English
- Need for and advantages of using interactive methods of assessment in comparison to traditional examination practices, to discourage rote memorization

For further references, please access the article 'Literature in the Language Classroom' by R. O'Sullivan. Available at:

➤ www.melta.org.my/ET/1991/main6.html

Review (20 minutes)

Conclude by asking different questions based on important points in the lecture to evaluate and enhance Student Teachers' understanding. Assign the O'Sullivan article as homework reading.

Week 6, Session 3: How to teach English through poetry

Brainstorming (15 minutes maximum)

Ask questions such as:

- What is poetry?
- How many of you like poetry? Why?
- What do we mean by *metaphor*? Why do poets often use metaphors?

Draw Student Teachers' attention to the deep layers of meaning produced by the use of metaphors.

- Do we use metaphors in our daily language? Give a few examples.
- How can the metaphorical language of poetry help us teach vocabulary?
- How can certain sound patterns used in poetry help us when teaching pronunciation? Give a few examples.

Small group reading (20 minutes)

Develop a handout from the reading 'How to Teach English through Poetry', available at:

➤ http://www.ehow.com/how_4898352_teach-english-through-poetry.html

In this article, Karen Hollowell gives interesting ideas about and activities for teaching students of different grades, from kindergarten to high school, with the help of poetry.

Divide the class into small groups. Ask each group to read that article with the help of each other and discuss it within their respective groups.

Whole-group discussion (15 minutes)

Encourage Student Teachers from various groups to share their ideas about the reading with the whole class. Write on the board all the important ideas discussed. Lead the discussion toward any important ideas that seem missing and write these on the board, as well.

Follow-up (10 minutes)

Review the lesson by elaborating the ideas written on board with some practical examples. Ask some questions about teaching English through poetry. Encourage Student Teachers to suggest some possible ways to do so. This review will help you evaluate and enhance Student Teachers' learning.

Week 7, Session 1: Using songs and poems to teach grammar

Brainstorming (15 minutes)

Ask questions such as the following:

- Can you suggest some reasons why most students get bored when learning grammar?
- In more traditional approaches to teaching grammar, is grammar taught in isolation or in some appropriate context?
- Can you think of some ways to teach grammar in context?
- Do you think songs and poems can be used to teach grammar in context? How?
- Which method —teaching grammar in isolation or creating a proper context for it —will be more effective in teaching grammar? Why?

Lecture (35 minutes)

After activating Student Teachers' prior knowledge and getting them involved, deliver a lecture about the advantages of using songs and poems to teach grammar.

Summing up (10 minutes)

Ask different questions based on the main points of the lecture to evaluate and enhance Student Teachers' learning.

NOTES FOR THE INSTRUCTOR: In the lecture, the Instructor will lecture, clarify and elaborate on the following important points.

Songs and poems may be used for integrating language learning because they:

- contextualize grammar
- are culturally rich resources
- can develop all four language skills
- can be used to teach language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs
- are more motivating.

Activities that can be done in the process of teaching:

- Filling in the blanks
- Asking questions about content, characters, situations, and events
- Writing sentences in the correct sequence
- Adding extra lines to the poems
- Spellings and dictations (may be through flashcards)
- Circling parts of speech
- Discovering deeper meanings

For further reference, the following material is suggested: 'Songs, Verse, and Games for Teaching Grammar', by A. Saricoban and E. Metin. Available at:

➤ <http://iteslj.org/Techniques/Saricoban-Songs.html>

Week 7, Session 2: Using drama to teach English

Brainstorming (10 minutes)

While brainstorming, ask questions such as the following:

- In your opinion, what is a drama?
- Have you watched a drama on stage?
- Have you ever read a drama? Can anyone say what the basic elements of drama are?
- Do you think drama can be used to teach language? How?

Lecture (30 minutes)

Deliver a lecture about different aspects of using drama to teach English. You may use the following teaching notes as the basis for the lecture.

NOTES FOR THE INSTRUCTOR: In the lecture, elaborate the following important points:

- Explain what is meant by drama. Drama is a reflection of life, on stage, through speech and action. Action involves interaction between characters.
- A brief description of the elements of *drama* (for example, plot, characters, dialogues, and setting).
- The ingredients of communicative competence (along with language, they also include gestures, body postures, intonation, and facial expressions).
- The link between drama and communicative competence.
- Teaching drama addresses the whole person (the physical, mental, and psychological aspects of personality), whereas more traditional approaches to teaching English address only the mental aspects of personality.
- Other advantages of using drama:
 - Active, stimulating, and creative environment
 - Psychological development of students in terms of confidence, motivation, and attitude
 - Development of social skills
 - Development of written and spoken skills
 - Development of interactive skills
 - Development of communicative competence
 - Provides interactive learning through pair and group work
 - Provides situations that involve meaningful communication in a real-world context
 - Provides student-centred learning
 - Provides cooperative learning

Follow-up (20 minutes)

Ask different questions based on the lecture to evaluate and further develop Student Teachers' comprehension level. You may give a homework assignment to Student Teachers to write a review of the important points of this lecture.

Week 7, Session 3: Using short stories to teach English in elementary grades

Brainstorming (10 minutes)

Begin brainstorming by noting that we all like stories at different stages of our lives for different reasons, and then ask questions such as the following:

- Which stories fascinated you at which stage of your life? Why?
- What is a short story? (Point out that a short story is a highly focused work of fiction that includes a plot, setting, characters, and some event or events that require resolution.)
- What are the most appealing aspects of stories?
- Do you think short stories can be used to teach English? How?

Small-group reading and discussion (20 minutes)

Before class, prepare a handout that discusses key points in using stories to teach English to elementary classes.

The article 'Teaching English with Stories in the Preschool ESL Classroom' by Shelly Vernon at the following webpage offers many suggestions:

- http://www.teachingenglishgames.com/Articles/Teaching_English_with_Stories_in_the_Preschool_ESL_Classroom.htm

If the class has access to a computer lab, have Student Teachers work at the computer in groups of two or three to explore the website and discuss the important points mentioned in the article.

Whole-class discussion (15 minutes)

Let the whole group share their ideas with each other. Choose Student Teachers, including volunteers, to share their ideas based on their small-group reading. Write the important points suggested by them on the board, leading them to any important ideas that seem missing.

Summing up (15 minutes)

Elaborate further the points written on the board during the whole group discussion to clarify and aid Student Teachers' learning.

Week 8, Session 1: Using short stories to teach English

Brainstorming (10 minutes)

Begin with questions such as the following:

- What are the different genres of literature that can be used in the teaching of English?
- What language skills do you think can be taught by using short stories?
- Do you think short stories are easier for reading comprehension than other materials? Why?
- Do short stories increase students' motivation to read? How?

Lecture (30 minutes)

Deliver a lecture about the advantages of using short stories in teaching language. The following material may be used as basis for this lecture.

Here are some advantages of using short stories in the teaching of English. Using short stories:

- enhances cultural awareness, linguistic awareness, and the motivation level of the students
- can be helpful in teaching by providing students the opportunity to practice all four basic language skills
- makes students more critical and creative in their learning approach
- makes reading an easy and simple task
- gives students understanding about other people and cultures
- provides students with an autonomous and self-responsible way of learning
- does not treat students as passive recipients but makes them involved in a continuous cognitive process; thus, they come up with personal and differing interpretations of the reading materials
- provides a chance to transfer reading abilities of learners in Language 1 to Language 2
- develops the metacognitive abilities of the learners as they learn to control and systematically think about the learning process
- is very amusing, so it motivates and involves students much better than other methods.

Follow-up (10 minutes)

Ask questions based on the lecture to evaluate and improve Student Teachers' learning.

Week 8, Session 2: Using role plays to teach English

Brainstorming (15 minutes)

Begin with questions such as the following:

- Do you know what a *role play* is?
- Have you ever played a role?
- What is your favourite role played by anyone in a drama or movie? Why?
- Do you think we play roles in our lives all the time? How?
- Do you think playing roles can play a part in language learning? How?

Lecture (30 minutes)

Deliver a lecture about the advantages of using short stories in teaching language. The following material may be used as a basis for this lecture.

Role play typically refers to giving a role to one or more members of a group and assigning a purpose that the participants must accomplish.

Here are some advantages of using role plays to teach English. Using role plays:

- improves communication skills, independent thinking, creativity, and social skills in learners
- improves fluency in learners by providing them a chance to interact in the target language
- improves motivation and confidence in learners to have mastery and control when using the target language
- enables learners to share the responsibility of language learning.

The procedure of introducing role play may include the following steps:

- Creating or selecting material
- Creating or selecting situations
- Creating or selecting dialogues
- Assigning roles
- Giving students time to practice
- Giving students a chance to modify, if they choose
- Feedback (should give maximum appreciation and then suggest areas for improvement)

Some interesting situations for role plays include:

- Eating at restaurants
- Visiting a doctor
- Parent-teacher conferences
- Visiting a zoo with family and friends
- Air travel

For further studies, you may visit the following sites:

- 'How to Use Role Play to Teach ESL' by S. Herlihy: http://www.ehow.com/how_4868110_use-role-play-teach-esl.html
- 'Role Play for ESL/EFL Children in the English Classroom' by Irene Huang: iteslj.org/Techniques/Huang-RolePlay.html

Follow-up (15 minutes)

Ask questions based on the lecture to evaluate and improve Student Teachers' learning.

Week 8, Session 3: Practicing activities to integrate literature in language teaching

Warm-up (5 minutes)

Start by saying that during the last few sessions they have been studying the scope and importance of integrating literature into language teaching. Ask whether they think they can put it into practice. After listening to their responses, divide the class into small groups.

Small group activity (25 minutes)

In this activity, ask Student Teachers to prepare some short activities within their small groups using different genres of literature in language teaching. Different groups should select different genres such as poetry, short stories, or drama. Provide consistent help to groups while they prepare their activities.

Whole group presentations (25 minutes)

Ask the small groups to present their group work to the whole class. These presentations should take a limited amount of time.

Follow-up (5 minutes)

Ask Student Teachers how they enjoyed the activities, how they will integrate these into their teaching, and what effects they see of using literature to teach language.



NOTES FOR EXAMPLE 3: TEACHING GRAMMAR AND VOCABULARY

Prepared by Maria Bint Shahid (Fatima Jinnah Women University).

This unit is based on six sessions over two weeks. At the completion of the unit, Student Teachers will be able to apply theories, methods, and techniques of grammar and vocabulary teaching at an advanced level by using communicative methods in the ESL context.

| Week | Topic |
|------|--|
| 9 | Teaching of grammar and related approaches and theories |
| 10 | Teaching of vocabulary and related approaches and theories |

Week 9: Teaching grammar

This module is based on the pedagogy of grammar. It comprises one week and three sessions in all. The module is designed to help Student Teachers understand the significance of the pedagogy of grammar and is integrated with its theoretical background. The module will encourage Student Teachers to combine teaching practices along with theory to reach an understanding of developing contemporary needs in grammar teaching. As such, it will also help Student Teachers apply the knowledge to their own contexts. The module includes a description of grammar teaching, effective design, and delivery of activities.

Aims

General competencies

The module will help Student Teachers:

- explore literature on grammar instruction to students in the context of Second Language Acquisition (SLA)
- become acquainted with principles of pedagogy of grammar in the context of SLA
- reach toward an understanding of different approaches and methods of pedagogy of grammar
- reflect on the problems of teaching grammar in Pakistan
- compare different teaching practices in Pakistan with those of developed countries
- gain confidence to select materials on pedagogy of grammar
- contextualize and exploit literature to adapt to their advantage
- critically debate current grammar practices in their contexts
- practice and improve their speaking, listening, reading, writing, and critical-thinking skills.

Specific competences

By the end of the module, Student Teachers are expected to be able to:

- identify problems of grammar instruction in Pakistan
- challenge current teaching practices by developing contemporary ways of addressing problems in Pakistan
- select, adapt, and design material for teaching grammar
- justify the choice of literature and materials for second-language classes
- consider the characteristics of their teaching-learning context and decide on appropriate classroom strategies
- plan and deliver appropriate activities using short stories to develop their students' communicative competence and critical thinking
- display effective strategies to raise students' motivation and confidence when using different materials.

Week 9, Session 1

By the end of this session, Student Teachers will be able to:

- read and evaluate articles
- present the issues of grammar instruction in Pakistan
- develop alternate teaching methods and approaches.

Introduction (5 minutes)

Give an overview of the module, the contents to be covered, and the pertinent skills that Student Teachers will be expected to deliver by the end of the week. The week is divided into three sessions. Communicate how the three sessions about grammar instruction are planned and why.

Introduction to the Session 1 plan (10 minutes)

Introduce the class topics so that Student Teachers have an understanding of what they have to read and why. This introduction will serve as a foundation of the session. The introduction will also help to lay the foundation of learning to teach grammar in the context of language teaching in Pakistan. Divide the class into two groups.

Articles for in-session teaching

- 'The Story of English Grammar in United States Schools', by M. Kolln and C. Hancock. Available at:
 - education.waikato.ac.nz/research/files/etpc/2005v4n3art1.pdf
- 'Enhancing Reading Comprehension through Short Stories in Iranian EFL Learners', M. Khatib and A. Nasrollahi. Available at:
 - www.academypublisher.com/tpls/vol02/no02/tpls0202.pdf

Distribute the articles to the Student Teachers. Explain important terms, such as *structural linguistics*, to help Student Teachers understand the articles. Inform Student Teachers about the significance of silent reading within groups. Allow Student Teachers 15 to 20 minutes to read and write their reflection in their group.

Group readings (20 minutes)

Student Teachers will read the articles and underline important issues and ideas. They will then discuss their notes and agree on a summary to present to the group (a small group or the whole class).

Group presentation (10–12 minutes)

Each group will present their summary.

Feedback (10–12 minutes)

Give feedback if any important details have been omitted. Be sure to include the problems of second-language learners with grammar, problems of teachers in teaching grammar, the reasons for errors in the SLA context, and pedagogical practices in the United States and Britain.

Supplemental reading

‘Effectiveness of Using Games in Teaching Grammar to Young Learners’, by G. Yolageldili and A. Arıkan. Available at:

➤ <http://ilkogretim-online.org.tr>

Week 9, Session 2

By the end of this session, Student Teachers will be able to:

- develop and critically assess their work
- suggest ways of teaching grammar in Pakistan.

Introduction

This session is focused on material development and design. Student Teachers are required to design materials with a focus on contemporary needs. This session is a continuation of the previous session. One of the key issues highlighted in Session 1 is implicit and explicit approaches to grammar instruction. Divide Student Teachers into groups and ask them to develop materials pertaining to the implicit approach. The implicit approach to grammar teaching stresses that grammar should be taught in context. This could be achieved by teaching a grammar-based session followed by a function-based lesson, in which the new grammar or structure is applied in context. The students are given substantial theory, but the emphasis remains on context.

Group tasks (60 minutes)

Divide the class into three groups of about four students each (depending on the size of the class).

Assign each group a task on the basis of the articles they read in the previous session. Three possible tasks can be given to Student Teachers, including grammar teaching through songs and movies; grammar teaching through games; and grammar teaching through newspapers, billboards, and pamphlets.

Each group will design a lesson plan based on the task they are assigned. Each group should also explain the rationale of the lesson plan, and if possible, teach the lesson as well. The Student Teachers can assess their work by going to a real classroom situation.

| Group | Technique | Area of lesson plan |
|---------|--|--|
| Group 1 | Grammar teaching through songs and movies | Teaching of perfect modals and the past participle |
| Group 2 | Grammar teaching through games | Teaching parts of speech |
| Group 3 | Grammar teaching through newspapers, billboards, and pamphlets | Teaching idioms |

Week 9, Session 3

By the end of this session, Student Teachers will be able to:

- present their work
- discuss their work
- combine theory with practice.

Presentation by Student Teachers (30–40 minutes)

Student Teachers will present their lesson plans through a multimedia presentation. (If they were able to teach the lesson, their presentation should also include their reflections.) They will be required to justify their lesson plans in the light of the readings or supplemental readings, if there is a need.

Instructor feedback (20 minutes)

Give feedback to each group on the basis of practicality, innovation, and how well theory is embedded in the lesson plans.

Week 10: Teaching vocabulary

This module is based on the pedagogy of vocabulary for Student Teachers. It comprises one week and three sessions in all. The module is designed to help Student Teachers understand the significance of the pedagogy of vocabulary within their own contexts, and critically debate the current practices of vocabulary teaching.

Before starting this module, Student Teachers should be aware of vocabulary teaching techniques, problems of ESL learners, and emerging trends (as vocabulary is already part of Semester 4). Much of the foundation for this module will be provided by the Semester 4 course. This module will help Student Teachers think critically about their contexts and to plan their tasks. This module will also allow Student Teachers to read scholarly articles about vocabulary building. Reading about issues of vocabulary building is essential to gain a sense of the scope of the field.

Aims

General competencies

The module will help Student Teachers to:

- explore literature on teaching vocabulary to students in the context of second-language acquisition
- become acquainted with principles of pedagogy of vocabulary in the context of second-language acquisition
- reach toward an understanding of different approaches and methods of pedagogy of vocabulary
- reflect on problems of vocabulary teaching in Pakistan
- compare different teaching practices in Pakistan with those of developed countries
- gain confidence to select materials on pedagogy of vocabulary
- contextualize and exploit literature and other materials to adapt them to their advantage
- practise and improve their speaking, listening, reading, writing, and critical-thinking skills.

Specific competences

By the end of the module, Student Teachers are expected to be able to:

- identify problems of vocabulary teaching in Pakistan
- challenge the current teaching practices by developing contemporary methods of addressing problems in Pakistan
- select, adapt, and design material for vocabulary teaching
- justify the choice of literature and materials for second-language classes
- consider the characteristics of their teaching-learning context and decide on appropriate classroom strategies
- plan and deliver appropriate activities using literature to develop their learners' communicative competence and critical thinking
- display effective strategies to raise students' motivation and confidence when using different materials.

Week 10, Session 1

By the end of this session, Student Teachers will be able to:

- critically evaluate articles on teaching vocabulary
- devise ways of teaching vocabulary
- identify their approach of vocabulary teaching.

Introduction to the new module (5 minutes)

Give an overview of the module to Student Teachers, as well as the contents to be covered and the pertinent skills they will be expected to deliver by the end of the week.

Introduction to the Session 1 plan (10 minutes)

Divide the class into three groups. Give two different articles to different groups related to vocabulary instruction in the ESL context.

List of articles for the session

Distribute the articles in groups or use those that can be accessed.

Biemiller, A. (1999). *Estimating vocabulary growth for ESL children with and without listening comprehension instruction*. Paper presented at the annual conference of the American Educational Research Association, Montreal, Quebec. Retrieved from:
➤ http://mpsportal.milwaukee.k12.wi.us/portal/...pt/.../Biemiller_vocab.pdf

Dass, L. (1989). *A case for using newspapers in the teaching and learning of English as a second language*. Retrieved from:
➤ <http://www.melta.org.my/ET/1989/main3.html>

Mokhtar, A. A., Rawian, R., Yahaya, M. F., Abdullah, A., & Mohamed, A. R. (2009). Vocabulary learning strategies of adult ESL learners. *The English Teacher*, 38, 133–145.

Lawson, M. J., & Hogben, D. (1996). The vocabulary learning strategies of foreign language students. *Language Learning*, 46(1), 101–135. Retrieved from:
➤ <http://crins07.wmwikis.net/file/view/Vocabulary-Learning+Strategies+of+Foreign-Language+Students.pdf>

Nation, P. (2005). *Teaching vocabulary*. Retrieved from:
➤ http://www.asian-efl-journal.com/sept_05_pn.pdf

Classwork (20–25 minutes)

Ask each group to read the articles and critically debate them. You can use the discussion approach.

Preferably give two articles to the class; that is, one per group. Two possible articles could be ‘A Case for Using Newspapers in the Teaching and Learning of English as a Second Language’ and ‘The Vocabulary Learning Strategies of Foreign Language Students’.

Guide the Student Teachers through the content of the articles to lay the foundation of the session. Also, the discussion will help Student Teachers focus on a critical issue in Pakistani English language classrooms. The articles discuss problems of learners and teaching techniques. These articles will help Student Teachers to become familiar with issues of learners and also with ways of teaching vocabulary.

Some of the articles can be used for homework and self-readings. Introduce the articles to the Student Teachers so that they will know what to expect from them and the purpose behind selecting the specific articles.

Discussion of the articles and feedback (20–25 minutes)

The Student Teachers will discuss the articles. Give feedback to the Student Teachers.

Week 10, Session 2

By the end of this session, Student Teachers will be able to develop lesson plans and design worksheets for ESL activities.

Classwork (20 minutes)

Divide the class into five groups and ask each group to create a lesson plan from the following: contextual clues, prefixes-suffixes, cloze passages, synonyms-antonyms, and dictionary usage.

Presentation (15 minutes)

The groups will present their lesson plans.

Feedback (10–12 minutes)

Give feedback to each group.

Week 10, Session 3

By the end of this session, Student Teachers will be able to develop lesson plans and design worksheets for teaching vocabulary in the context of ESL.

Classwork (30 minutes)

Divide the class into five groups and ask each group to create a lesson plan on introducing vocabulary from the following: idioms, phrasal verbs, high-frequency words, academic words, collocations, polysemy, and connotations-denotation.

Presentation by Student Teachers and feedback from Instructor (15–17 minutes)

Let the groups present their lesson plans and give feedback to each group.

Further readings

You may refer to the following text and recommend it to Student Teachers:

Folse, K. S. (2004). An Introduction to Second Language Vocabulary. In K. Folse, *Vocabulary Myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press. Retrieved from:

➤ <http://www.press.umich.edu/pdf/0472030299-intro.pdf>

NOTES FOR EXAMPLE 4: BENCHMARKS AND STANDARDS IN ELT



Prepared by Professor Shah Bano (University of Education, Bank Road Campus).

Sessions 1–3

- Introduction to the unit, illustrating the National Curriculum of English Language (Grades I–VIII)
- Comprehensive knowledge of the five competencies, standards, and benchmarks regarding receptive and productive skills
- Deconstruction of competencies through text and activities

Sessions 4–6

- Developing language and thinking skills by using microteaching strategies (i.e. role play and simulation)
- Designing language assessment techniques through task-oriented activities (group and pair work)
- An introduction to ethics and social development relevant to culture and society

Week 1, Session 1

This session will introduce the competencies, standards, and benchmarks of the English language, illustrating the National Curriculum of English Language (Grades I–VIII).

Introduction to the unit (10 minutes)

Present a brief overview of the competencies, standards, and benchmarks designed by the National Curriculum of English Language (Grades I–VIII) (2006).

Introduction to the session (20 minutes)

A standard defines the competency. Each competency has a different number of standards. Benchmarks further elaborate the standards. A benchmark progresses through developmental levels. Student learning outcomes are built on the descriptions of the benchmarks. Each benchmark has a different number of student learning outcomes.

NOTES FOR THE INSTRUCTOR: The material on the next page may be used as handouts.

‘Competency Based Language Training (CBLT) focuses on what a learner should be able to do at the conclusion of a course (as opposed, for example, to the specification of content)’. From Cummins, J. and Davison, C. (2007). *International handbook of English language teaching*. New York: Springer (p. 424).

‘Competency-based training is concerned with the attainment and demonstration of specified skills, knowledge, and application to minimum specified standards rather than with an individual’s achievement relative to that of others in a group. It is “criterion referenced” rather than “norm referenced”.’ Cited in Cummins, J. and Davison, C. (2007). *International handbook of English language teaching*. New York: Springer (p. 424); from the NSW Adult Migration Education Service.

Competencies are smaller units of larger learning goals. Tasks necessary to master the competency are analysed into components, and each component is described as a desired behaviour. (Give Student Teachers examples of competencies in the English language from the National Curriculum.)

Standards. Present the term *standards* and its meaning, use, and implication in ELT.

The term *standard* has several meanings in the English language teaching field, certification, and training and even the English language itself; for example, regarding content standards, programme outcomes, language teacher’s competency, benchmarks, and professional standards. The word is used both for the expected level of achievement and language standards. For a shared understanding of a particular type and level of achievement, overall standards are usually presented as stages of progress attempting to provide diverse stakeholders (that is, funding agencies, administrators, teachers, learners, parents, and the public) with a set of common descriptors or pathways that are assumed to be applicable in all contexts. Here are two contexts of language arts standards:

- Students read a wide range of literature from many periods in many genres to build their understanding of many dimensions of human experience.
- Students adjust their use of spoken, written, and visual language to communicate in front of a wide range of audiences.

Benchmarks. Benchmarks further elaborate the standards, which have developmental levels according to grades. For example, Benchmark 1 for grade 3 is ‘Describe basic elements of stories and simple poems, express personal preferences giving reasons’, whereas Benchmark 1 for grade 6 is ‘Analyze short stories and poems; identify with characters, emotional response, motives, and actions’.

Example. Competency 1: Reading and thinking skills.

This competency has two standards:

- Standard 1: All students will search for, discover, and understand a variety of text type through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.
- Standard 2: All students will read and analyse literary text to seek information, ideas, enjoyment; and to relate their own experiences to those of common humanity as depicted in literature.

For Standard 1, there are four benchmarks for grades 1 and 2. Benchmark 3 is 'Locate information from a visual clue or a graphic organizer and express the information verbally'.

Activity 1 (15–20 minutes)

Divide the class in five groups and give them the handout of the National Curriculum, and then allot one competency to each group for reading. Available at:

➤ http://www.ibe.unesco.org/curricula/pakistan/pk_al_eng_2006_eng.pdf

Use a jigsaw to allow class members to cover and share competencies included in the National Curriculum. An explanation of how to use a jigsaw may be found in 'Methods and Strategies to Use in Teaching and Learning' at the end of this document.

Activity 2 (15 minutes)

This is a practical classroom exercise based on the word benchmark. Ask Student Teachers to remain in their jigsaw groups and, using the National Curriculum handout, do a search for benchmarks you assigned. For example, ask different jigsaw groups to look for a specific benchmark, such as Benchmark 1, across each of the elementary grades.

Week 1, Session 2

Aims

After completing this session, Student Teachers will be able to:

- understand and apply Competency 1 and Competency 2 in their classrooms
- relate a given standard and benchmark to the relevant competency.

Introduction

In this section, find an overview of the basic four skills related to competencies in the National Curriculum to assist in planning to introduce the session.

The handouts that follow describe comprehensive knowledge about two competencies; reading and writing skills; the relationship among competencies, standards, and benchmarks; as well as the application of benchmarks in their own classrooms.

After sharing the handouts, advise Student Teachers about the suggested activities in each section.

Handouts

Handouts for Competency 1 and 2 follow. However, you may want to create a series of handouts from the material that is included. For example, the sections on standards and benchmarks could be separate from 'suggested activities'.

Handout: Week 1, Session 2



Competency 1 – Reading and thinking skills

Reading and thinking skills have the following two standards:

Standard 1

Students will search for, discover, and understand a variety of text type through tasks that require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

Standard 2

Students will read and analyze literary text to seek information, ideas, and enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmarks

There is one benchmark for Competency 1, which gradually changes through the grades:

| Grade level | Competency 1 Benchmark |
|-------------|---|
| 1 and 2 | Recalling (recall stories and simple rhymes) |
| 3, 4, and 5 | Comprehending (describe basic elements of stories and poems, express personal preferences giving reasons) |
| 6, 7, and 8 | Analysis (analyze short stories and poems; identify with characters, emotional response, and actions) |

Suggested activities

Activities to help Student Teachers understand these benchmarks, standards, and competencies include the following. Depending on Student Teachers' experience and ability, they can either read about and discuss the activities or you can lead the activities so that Student Teachers participate in them.

Reading and thinking skills

Activity 1: Think-aloud strategy

The teacher reads the text aloud, stops, and then ‘thinks aloud’ to model how learners should make connections that develop better comprehension. Explain the process:

- Keep reading to check if the author explains what you don’t understand
- Reread to see if you missed something
- Read back to the part you don’t understand or read forward and skip confusing words
- Reflect on what you’ve read and look for an explanation based on your prior knowledge
- Look for answers beyond the text

Activity 2: Anticipation guide strategy

This activity explains a strategy to use before, during, and after reading.

The teacher develops three to five statements related to the topic and creates an ‘anticipation guide’ to copy and give to students.

Before the students read the text, conduct a pre-reading discussion. Distribute the anticipation guides and have students mark the ‘before reading’ with ‘agree’ or ‘disagree’ choices.

Ask students to take notes as they read, so that they read with a purpose.

After the students have read the text, conduct a post-reading discussion. Review original choices to check if their thinking has changed. Ask questions such as the following:

- Did we find the answers to our questions?
- What questions do we still have?
- What information did we learn that we did not anticipate before we read?
- What have we learned by reading this selection?
- What was the most interesting, unusual, or surprising information you learned?

Activity 3

The teacher will provide different reading materials to students, such as classified pages in newspapers, ads for holiday sales, stories, menus, letters, reports, poems, and reference materials. This activity can be done in groups, and each group will work on a different reading materials. The teacher will design questions according to the text type. Questions could include those such as:

- What sort of information is provided in the given text?
- How many characters are involved in the story?
- What is this story about?

Important points

Student Teachers need to be cognizant of the following points as they design any activity:

- Which reading skills a student should acquire.
- The importance of learning to scan text for particular bits of information—skimming to get a general idea of what it is about, and then scanning as a reading technique for detailed comprehension.
- The teacher needs to choose good reading tasks, ask the right kind of questions, use engaging and useful puzzles, etc.
- Asking uninteresting and inappropriate questions can undermine the most interesting text, whereas the most commonplace passage can be made exciting with imaginative and challenging tasks.

Competency 2 – Writing skills



Competency 2 has one standard and four benchmarks.

Standard 1

The students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful, and shows an insight into the writing process.

Benchmark 1

Write words and sentences using writing techniques. Identify and use techniques for writing effective and unified sentences and a paragraph. Analyze written discourse to use in their own compositions, techniques for effective paragraph composition and development such as a clear topic sentence and supporting details.

Benchmark 2

Write sentences, answers to simple questions and guided stories about topics. Write short descriptive, expository and narrative paragraphs and stories for academic and creative purposes. Write descriptive, expository and narrative texts for different purposes and audiences.

Benchmark 3

Write a variety of simple interpersonal and transactional texts, e.g. greeting cards, postcards, dialogues (speech bubbles, cartoon strips) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

Benchmark 4

Revise and edit for word order, spelling and punctuation. Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate supporting details, effective style, appropriate transitional devices, punctuation and vocabulary.

Writing skills

Written English is more familiar to most teachers as a subject than is spoken English. Written English has several characteristics, such as grammatical features, lexical aspects, organizational graphics or visual features, writing skill, grammatical skill, experience skill, and rhetoric skill. There are different types of writing in English, which depend upon the age, interest, and skill level of the student. When we set tasks for elementary grade students, we will make sure that they have or have access to enough language to complete the task. We can give them small extracts to write, such as a paragraph, letter, form to fill out, job application, report, or postcard. We can set different tasks according to the students' skills as well as their ability and interest.

Process of teaching writing skills

The writing process involves five stages. To teaching writing skills, the teacher can take advantage of the material by using the following strategies:

- 1) Prewriting (brainstorming about the topic)
- 2) Drafting (controlled or guided development of the first draft)
- 3) Revising (revising the first draft; group/peer work)
- 4) Editing (proofreading the draft, recognizing grammar and punctuation mistakes)
- 5) Presenting the material

Depending on Student Teachers' experience and ability, they can either read about and discuss the following activities or the Instructor can lead the activities so that Student Teachers participate in them.

Activity 1: Matching newspaper headlines

| | |
|-----------------------------|--|
| Neighbour slams rock party | At the monthly meeting of the housing committee of Barkingside district council, chairman Geoffrey Casper dramatically resigned. After his neighbours played loud music until three in the morning, Phillip Mitchell went mad. |
| Housing chief quits meeting | |

For example, the teacher elicits the fact that headlines frequently use the present simple tense and invariably leave out articles and auxiliaries. The teacher might point out that there is a special vocabulary for headlines (e.g. *slams* for 'complains about', *quits* instead of *leaves*).

Students are then asked to choose one of the following topics: a disaster, neighbourhood quarrel, resignation, or sudden departure of a public figure. In pairs, they must think of a short story to go with the topic they have chosen.

Next, pairs write headlines for their stories and then write them on the board for the rest of the class. The other students can then guess what the story is about. The teacher can suggest changes, corrections, and amendments to the headlines during this stage of the lesson.

The students then write articles to go with the headlines. While they are doing this, the teacher moves about the class, offering help when and if needed.

Newspaper writing can be used in a number of different ways. In this example, for instance, after pairs have made headlines they can give them to other pairs, who must use them to invent stories of their own. Or perhaps all the headlines could be detached from their newspaper articles so that a new matching exercise could take place.

More writing and assessment suggestions

- Students write letters to a newspaper to respond to a controversial article.
- Students expand a variety of headlines into newspaper articles.
- Students write and design their own menus.
- Students design posters for a party, play, concert, etc.
- Students write a radio bulletin.
- Students write a letter of application for a job.
- Students write the description of a room while listening to music.
- Student's send-e-mail messages (real or simulated) to other English speakers around the world.
- Students write invitations.

You may like to share the following excerpt about writing from an interview on National Public Radio in which the American writer John McPhee describes how the process of writing unfolds for him.

You do not write well right away, and if you're going to get anything done at all you have to blurt out something. And it's going to be bad. And to sit there and do something that's bad all day is unpleasant. But when you've done this enough, you have the so-called rough draft. And at that point ... I can work on it and make it better, I can relax a little, and I get a little more confident when I'm in that second, third phase, or however many times it takes.

Interview of John McPhee by Terry Gross on a broadcast of *Fresh Air* of National Public Radio. Available at:

➤ <https://profmcelroy.files.wordpress.com/2009/06/unit02.pdf>

Week 1, Session 3

Aims

After completing this session, Student Teachers will:

- understand and apply Competency 3 in their classrooms
- relate the standard and benchmark to the competency
- be more aware of listening in ELT
- understand the advantages of focused listening activities
- be able to use techniques for listening that they can use in their own classes
- be prepared for useful communication and the transformation of information in their own classrooms.

Introduction: Oral communication skills

Standard 1

Students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and with groups in both formal and informal settings.

Benchmark of Competency 3

There are two benchmarks for this competency that change in different grades. The competency is gradually developed, as in the following examples:

- Benchmark 1: use selected linguistic exponent to communicate appropriately for various functions and cofunctions of opinions, feelings, emotions, instructions in immediate social environment.
- Benchmark 2: demonstrate through dialogues, panel discussions, talks on particular topics, the social and academic convention and dynamics to communicate information/ideas.

Before moving on to the development of oral communication skills, some listening activities and strategies are suggested here.

Again, depending on Student Teachers' experience and ability, they can either read about and discuss the activities or the Instructor can lead the activities so that Student Teachers participate in them.

Activity 1: Listening

Strategies to teach listening comprehension

Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings to a final message. Strategies that help learners use bottom-up processing usually focus on sounds, words, intonation, grammatical structures, and other components of spoken language.

Examples:

- Students listen to a pair of words and circle whether the words are same or different.
- Students match a word they hear with its picture.
- Students listen to a short dialogue and fill in the blanks of a transcript.

Other bottom-up strategies include:

- Counting syllables, teaching word stress, circling the stressed syllable, underlining the unstressed syllable, circling the most stressed word in a sentence
- Practicing pronunciation
- Minimal pair practices: lice/rice; pin/pen; pin/pin/pen (choose)
- Present tense or past tense
 - They share the food. They shared the food.

- Teaching intonation
- Listen and find word groups that carry meanings
- Marking where they think the thought groups are (sections of text that are about a particular thought or idea)
- Listening to tapes
- Drawing attention to how English is used and spoken

Top-down processing begins with the schemata, or background knowledge, that the listener brings to the text. Strategies that help learners use top-down processing focus on the activation of background knowledge and the meaning of the text.

Examples:

- Students listen to some utterances and describe the emotional reaction they hear: happy, sad, and so forth.
- Students listen to a sentence describing a picture and select the correct picture.
- Students listen to a conversation and choose a picture showing the correct location of the dialogue.

Activity 2: Listening for specific information

There are situations in real life in which we listen only for some specific details and ignore the rest of the entire message; for example, a weather forecast or announcements in a train station or airport.

It is important to expose students to a range of types of listening texts for different purposes so that they will develop a variety of listening strategies for different situations.

Activity 3: Listen and act

Practice total physical response:

- For beginners, say ‘stand up’, ‘point to the ...’
- For intermediate learners, say ‘pretend you are ... (doing something: for example, washing dishes, watching a scary film)’

Activity 4: How to approach the task

Before giving the task, the teacher will give clear instructions about the activity. The teacher will explain the importance of listening before speaking. Examples of instructions:

- Look at the task below, which consists of a form with some information missing. Try to work out the possible context of the language from the task.
- What role will you be playing when you complete the task?
- You will only hear the extract once in the test, so read the questions carefully before you listen.

Task 1: Listening test: Pre-listening activity

Student Teachers can use the following to prepare listening activities for students:

Look at the form below and write a short dialogue to accompany it. Imagine that one of the speakers in your dialogue is asking questions and completing the form. Make sure that your dialogue includes enough information to allow the listener to complete the form while they listen.

Task 2

This task will encourage Student Teachers to prepare listening activities:

The teacher will show a chart to the students in which there will be a question relating pictures, for example, a boy wearing a school bag is weeping; a girl is wearing a bridal dress; different shapes and colours of dresses; an old man crossing the road; a doctor examining a patient while the patient is running in place.

Follow-up:

- Work with a partner. Select one of the pictures from the group.
- Decide on a topic for the characters in the pictures you have chosen.
- Write a short dialogue (of four to five lines) to accompany the picture. Try to write an appropriate introductory phrase or greeting for the first speaker.
- Act out the dialogue to two other classmates. Could they guess which picture it matches?

More listening activities

- Use a cassette recorder, smart phone, or other recording device to record and listen.
- Predict what the speaker is going to say next.
- Play information gap games (e.g. see <http://www.onestopenglish.com/community/lesson-share/extras/gaps-and-guessing/>).
- Receive the message and describe what the message said.
- Tell stories (speaking and listening both).

Teaching oral communication skills

The activities can be divided into those that use language to share information (e.g. often in small groups, and with a game) and those that process information (e.g. to discuss or evaluate). An example is jumbled sequence activities. In addition, these activities are usually learner-directed and often involve pair and small-group work.

Keith Johnson, in *Communicative Syllabus Design and Methodology* (1982), proposes five principles for a communicative exercise typology, which are in essence based on problem-solving and task orientation. He illustrates these with examples:

- Information transfer (e.g. reading information to extract data in order to fill in a form)
- Information gap (e.g. information is known by only one student in a pair, and it can be conveyed by different exercises to other students)

- Jigsaw, an example of cooperative learning (see 'Methods and Strategies to Use in Teaching and Learning' in this document; an alphabetical list of methods and strategies may be found online at <http://olc.spsd.sk.ca/DE/PD/instr/alpha.html>)
- Task dependency (the principle by which a second task can only be done if the first task has been successfully completed; for example, listening to or reading something and then using the information to produce something, such as an oral or written report)
- Correction for content (the principle argues that at some stage the student's language production should be judged on its communicative efficacy in relation to a specific task; an example of this is the pair-work technique 'describe and draw', in which one student describes an illustration or diagram to their partner and the partner tries to reproduce the item from the description)

Proposed activities and assessment strategies for oral communication skills

Again, depending on Student Teachers' experience and ability, they can either read about and discuss the activities or the Instructor can lead the activities so that Student Teachers participate in them.

Activity 1

Have students work in pairs for this activity.

Ask students to complete a diagrammatized picture of their family showing their relatives; this is called a *family tree*. They should include detailed information about the family, such as where they live and what they are like. Then they should hand the family tree to their partners.

After they have looked at their partner's family tree, ask for information about some of the people included and reply, using language such as:

- I see you have two brothers. Can you tell me something about them?
- One is living in Quetta, and the other is still at home (or, my older brother is studying at university, and the younger one is still at school).

Activity 2

Ask students to describe their ideal study room. Please describe:

- Where would it be?
- What equipment and furniture would it contain?

Activity 3

Give a list of different professions, such as doctor, teacher, engineer, actor, vet, nurse, or pilot.

Ask students to choose one of the jobs. Have them prepare a one-minute talk on what kind of person would be suited to that job and why.

Have them make notes for the talk, but tell them not to write it out word-for-word and not to read their notes. They can use the board to help illustrate the ideas, using the main points as prompts to guide them. Here are some expressions to help them make their points. For example:

- I think a pilot must be able to think quickly.
- I believe nursing is a profession for dedicated people.

As students listen to each other's talks, make notes and be prepared to ask at least one question after each person has completed their talk.

For further practice, tell them they may record and listen to their own talk again and make note of any grammar problems they had or pronunciation difficulties.

Activity 4

Make a set of cards. On each card write seven or eight ideas that students could be expected to talk about, given their experiences in class (e.g. 'my family' or 'things I like to do'). Place a set of the cards face down on the table for each group. Each student picks a card and must talk about the topic for 45 seconds. Replace the card at the bottom of the pile.

Activity 5

The teacher can use newspaper headlines and articles in the classroom to help students develop integrated language skills.

Activity 6

Divide the students into pairs or small groups and ask them to discuss the following techniques for introducing new vocabulary.

Say a word clearly and write it on the board.

- Have the class repeat the word in chorus.
- Translate the word into the students' own language.
- Draw a picture to show how the word is used.
- Ask the students to translate the word.
- Ask questions using the new word.
- Instead of telling the students what the word means, give examples and then ask them to give a translation.
- Try to show the meaning visually (using things that are already present in the classroom as well as visual aids).

Week 2, Session 1

Aims

- To show a range of simple techniques to help students improve their pronunciation of individual sounds
- To make teachers aware of the importance of stress and intonation in spoken English, and to show ways of focusing on stress and intonation in class

Standard 1

Pronunciation: stress, intonation, patterns of language, sounds, syllable structure, consonants and vowels.

Standard 2

Vocabulary: students will enhance vocabulary for effective communication.

Benchmark 1

Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs and use them in their speech.

Benchmark 2

Recognize and use punctuation including use of semicolons, dash, parentheses and quotation marks to denote direct speech.

Benchmark 3

Identify sentence types and structure; recognize and apply the concept and functions of voice and narration in reading, writing and speech.

Depending on Student Teachers' experience and ability, they can either read about and discuss the activities or you can lead the activities so that Student Teachers participate in them.

Activity 1

Ask Student Teachers to think about pronunciation. What are their main problems with pronunciation (e.g. consonants, vowels, stress, intonation)?

Divide Student Teachers into pairs or small groups. Ask them to try to identify the main pronunciation problems they have and to write them down in a table under the appropriate heading. If they find it difficult to think of problems, you could help them by saying aloud sentences with typical pronunciation errors and ask them to identify the errors; for example, difficulty in pronouncing sounds that do not exist in their own language (for many students, the consonant and vowels), confusion of similar sounds (such as 'b' and 'p'), use of simple vowels instead of diphthongs, difficulty in pronunciation consonant clusters (for example, the sounds in *desks*), or the tendency to give all syllables equal stress and a flat intonation.

Activity 2

Explain that English is a 'stress-timed' language. This means that the length of time between stressed syllables is always about the same, and if there are several unstressed syllables, they must be said more quickly.

- He wrote a letter.
- He wrote a long letter.
- He wrote a very long letter.

In each sentence, the unstressed syllables ('a', 'a long', 'very long') took about the same amount of time to say. So 'a very long' had to be said more quickly.

Emphasize that stress timing is a very important feature of spoken English.

Look at the following words and phrases.

- Kilo **of** sugar
- Give me an orange
- Trousers
- He was late again

Which syllables are stressed? Mark them like this: disappointed

- Kilo of sugar
- Give me **an** orange
- Trousers
- He was late **again**

Explain that intonation is different from stress. *Intonation* is the way the voice goes up and down as we speak. It is the music of a language.

Intonation is very important in expressing meaning and especially in showing our feelings (e.g. surprise, anger, or gratitude).

There are two basic intonation patterns for beginners: rising tone and falling tone.

- Rising tone: Used in asking yes or no questions and to express surprise, disbelief, and the like.
 - The voice rises sharply on the stressed syllable.
 - For example: reality (the voice rises up from letter to 'l')
 - 'Is he your friend?' (the voice rises from letter 'f' to 'i')
- Falling tone: Used for normal statements, commands, and *wh*- questions. The voice rises slightly earlier in the sentence and then falls on the key word being stressed.
 - 'A ticket to Karachi' (the voice rises slightly earlier from letter 'a' to 'k')
 - 'What's your name?' (the voice rises slightly earlier from letter to 'e')

Activities to enhance vocabulary: Standard 2

Aims

- To give Student Teachers techniques for showing the meaning of new words
- To show Student Teachers how to reinforce new vocabulary by asking questions using the new items

Important methods to enhance vocabulary

- Asking students to guess unknown words
- Using flashcards
- Eliciting words from a picture

Week 2, Session 2: Designing language assessment techniques through task-oriented activities

Competency test

Many of us will have to pass an English language competency test at least once. This test will be based on speaking, reading, writing, listening, and other skills.

Task 1

Student Teachers will be divided into five groups. Ask each group to design an activity in which they can describe possible ways in which the relevant competencies can be tested. They will also be asked to develop different questions regarding standards and benchmarks.

Sample questions: Share the following examples to help students develop test items that assess different aspects of grammar.

Instructions: The sentences below have a blank space. Choose the word or phrase that makes the sentence meaningful and correct.

1. _____ washing her sweater, Mary hung it up to dry.
A. After
B. Before
C. By
D. Until
2. Some day men and women _____ to Mars.
A. will travel
B. will travels
C. will travelling
D. will travelled
3. Water _____ at a temperature of zero degrees Celsius.
A. having frozen
B. freezing
C. freeze
D. freezes

4. _____ get a new haircut?
- A. Have you
 - B. Does you
 - C. Are you
 - D. Did you
5. Jacques Cousteau will be remembered for his inventions and for _____ to marine science.
- A. dedication
 - B. his dedication
 - C. being dedicated
 - D. his being dedicated
6. Since my parents always insist that I get a good night's sleep, they were _____ when I stayed out last night past my curfew.
- A. very happy
 - B. very relieved
 - C. very tired
 - D. very angry

Instructions: Read the two sentences below and choose the best way of combining them.

7. Her puppy ran out into the street while chasing a cat. The owner quickly went to retrieve it.
- A. The owner quickly went to retrieve it after a cat was chased into the street by her puppy.
 - B. The owner quickly retrieved it after her puppy chased a cat into the street.
 - C. When her puppy ran into the street after a cat, the owner quickly went to retrieve the puppy.
 - D. Quickly retrieving it, the owner went quickly after her puppy that ran out into the street after a cat.
8. Lisa plays the piano. Her sister Kelly plays the piano, too.
- A. Lisa and her sister Kelly plays the piano.
 - B. Both Lisa and her sister Kelly play the piano.
 - C. Lisa plays the piano, and Kelly plays the piano.
 - D. Lisa and Kelly too play the piano.
9. The road was slippery. We put chains on the tires.
- A. Although the road was slippery, we put chains on the tires.
 - B. The road became slippery when we put chains on the tires.
 - C. We put chains on the tires because the road was slippery.
 - D. Putting chains on the tires, the road we were on was slippery.
10. Kazuko took her dog for a walk. They went to the park.
- A. Kazuko, going to the park, took her dog for a walk.
 - B. Kazuko took her dog for a walk in the park.
 - C. Kazuko took her dog for a walk because they went to the park.
 - D. Kazuko and her dog went to the park, where they walked.

Example of a spoken English competency test

The Spoken English Competency Exam is designed as follows:

- Five minutes: A presentation or speech by the candidate
- Five minutes: Questions and answers in English

Each candidate will be given a topic on which he or she will speak for five minutes. The topic will be given 15 minutes before the exam. Two people will examine each candidate. The candidate will be asked to speak about the topic, after which there will be questions and answers. The total time for the oral exam is 10 minutes. Oral English proficiency may also be assessed through the following criteria:

- Comprehension
- Fluency
- Vocabulary
- Pronunciation
- Grammar

Reference: *Competency Exam Study Guide*, Forman Christian College Lahore.

Week 2, Session 3: An introduction to ethics and social development

The impact of ethics on classroom teaching values and culture

This is the fifth competency in the National Curriculum for English Language. It is vital for Student Teachers to create classrooms in which values and cultures help develop English language skills.

Aims

- To encourage and help Student Teachers develop a better understanding of and better manage ethical issues
- To enable Student Teachers to increase their understanding about the history and evolution of values and ethics of the teaching profession
- To help Student Teachers to develop the skills to apply the relevant concepts and theories in the classroom
- To help Student Teachers to recognize ethical issues and to apply ethical decision-making frameworks and protocols through the enhanced use of critical-thinking skills

Introduction

A value is an idea—a concept—about what someone thinks is important in life. When a person values something, he or she deems it worthwhile—worth having, worth doing or worth trying to obtain. The study of values usually is divided into the areas of aesthetics and ethics. *Aesthetics* refers to the study and justification of what human beings consider beautiful—what they enjoy. *Ethics* refers to the study and justification

of conduct—how people behave. At the base of the study of ethics is the question of morals—the reflective consideration of what is right and wrong. Like all ideas, values do not exist in the world of experience; they exist in people’s minds. They are standards of conduct, beauty, efficiency, or worth that people endorse and that they try to live up to or maintain. The most important standards we have are the ones by which we judge conduct—by which we determine what kinds of actions are proper and worthwhile and what kinds are not. These standards are our moral values. (Fraenkel, 1977, p. 6)

From *How to Teach about Values: An Analytic Approach*, by Jack R. Fraenkel (1977).

Activity 1

Here are some learning objectives (for students, Instructors and/or teachers) that have been proposed by various value educators. How many would you endorse? What is your rationale for approval or disapproval?

- To define the term *value*
- To know what a value indicator is
- To appreciate the values of other people
- To make reasoned inferences about the values of others
- To know what is good, right, and beautiful
- To formulate some idea about what is good, right, and beautiful
- To participate in discussions of valued things
- To analyse value judgements
- To clarify one’s own values
- To realize that values conflict

Activity 2

Ask Student Teachers to write some value dilemmas.

We all face situations every day that require us to make choices or decisions. Sometimes these are uncomfortable or awkward and demand difficult decision-making. Situations that generally require asking the question, ‘What is the ethically right thing to do?’ are called values or moral dilemmas. For example, ‘Should I tell my Instructor that the cooperating teacher helped me complete my assignment?’

Student Teachers should try to write about some incidents or experiences involving values. What difficulties do they encounter?

NOTES FOR THE INSTRUCTOR: See, for example, Lawrence Kohlberg, *Moral education in the schools: A developmental view*. *School Review*, 74, 1–30.

Writing about values is presumed to help Student Teachers concentrate on being objective and focused in their lesson plans as well as sensitive to various value issues and cultural diversity.

Activity 2: Role play

Student Teachers design an activity in which moral and ethical values of a teacher are demonstrated, and they are compared with an opposite attitude. The theme is to show a system of moral principles and perceptions about right versus wrong and the resulting philosophy of conduct that is practiced by an individual, group, profession, and culture and to describe a community's positive moral standards.

Part 1: Description of a teacher

A teacher with a high level of morality and conduct promotes a positive look, determination, and dedication. She is well aware of relevant social issues, especially about children's human rights. She is also aware of the effects of the environment on students' learning and health. She has a good relationship with her students. She encourages her students to bring their society into the syllabus.

Part 2: Discussion

After the demonstration, the initiate a thought-provoking discussion with Student Teachers about ethics, moral values, and the professional ethics of the teaching profession in the context of English language teaching classrooms.

You could include the following questions:

- Do you like the role of teacher? Why?
- Why should teachers have knowledge about the cultural values of society?
- What is the impact of ethics on teaching?

Give some suggestions about how to make the teacher's role more effective in building the character of students.

Suggested readings

Complete references given with the outline.

Doff, A. (1996). *Teach English: A training course for teachers: Trainer's handbook*. Glasgow: Cambridge University Press.

Grellet, F. (1992). *Developing reading skills*. Cambridge: Cambridge University Press.

Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Harmer, J. (1998). *How to teach English*. Essex, UK: Addison Wesley Longman Limited.

Jakeman, V., & McDowell, C. (2008). *Insight into IELTS*. Cambridge: Cambridge University Press.

Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford: Oxford University Press.

Matthews, A., Spratt, M., & Dangerfield, L. (1989). *At the chalkface: Practical techniques in language teaching*. London: Bath Press.

Strunk, W., & White, E. B. (2012). *The elements of style* (4th ed.). New York: Longman.

Web resources

For an essay on style, see 'A Writer's Choice', available at:

➤ <http://www.123HelpMe.com/view.asp?id=25770>

SlideShare, available at:

➤ www.slideshare.com

➤

Information for the Instructor

| Topic: Targeted language lesson planning | Suggested material/books/journals | Essential knowledge |
|--|---|--|
| Introduction to lesson planning | | |
| Introduction to the unit, illustrating National Curriculum Of English Language (Grades 1–8) | <i>Teaching and Learning</i> (p. 50) <i>Teaching and Learning</i> (p. 56) | Steps of lesson planning |
| <ul style="list-style-type: none"> • Definition of competency, five competencies for teaching English • Definition of <i>standard</i>, discussion about eight standards for ELT | <i>Insight into IELTS</i> (p. 11). <i>Insight into IELTS</i> (p. 13) <i>At the Chalkface</i> (p. 190) <i>At the Chalkface</i> (p. 8) | Basic knowledge of teaching English language in classroom |
| Practices regarding Competency 1: Reading and thinking skills | | |
| <ul style="list-style-type: none"> • Focus on developing fluency and accuracy in reading and writing • Introduction to reading skills • Teaching reading techniques, i.e. pre-, during, and post-reading activities • Comprehension questions and simple reading tasks • Guided and free writing techniques • Activities, pair work, and small group | Newspaper reading, books, stories, etc. <i>Insight into ILETS</i> (p. 74) Eliciting, pair interviews, postcard patterns, invitations <i>Developing Reading Skills</i> (p. 149) | Essential knowledge of reading and writing techniques in classroom |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • Writing skills through controlled activities in the class • Techniques for writing sentences and short paragraphs • Pre-writing, drafting, and revising activities, pair work, and small groups | <p><i>Insight into ILETS</i> (pp. 5, 9, 108)</p> <p><i>At the Chalkface</i> (pp. 34, 114, 227)</p> <p><i>At the Chalkface</i> (pp. 61, 271, 276)</p> | <p>Basic knowledge of words, sentences, and other elements of grammar</p> <p>Knowledge of simple writing composition techniques</p> |
| <p>Introduction to competency: Oral communication skills</p> | | |
| <ul style="list-style-type: none"> • Introduction to listening skills, listening techniques, i.e. pre-, during, post-listening activities • Teaching speaking skills, controlled, guided and free speaking activities | <p><i>Teaching and Learning</i> (p. 111)</p> | <p>Knowledge of listening skills</p> <p>Importance of listening skills</p> |
| <ul style="list-style-type: none"> • Principles of communicative methodology • Oral communication exercises • Task-oriented teaching | <p><i>At the Chalkface</i> (p. 143)</p> <p>Through practice and drills</p> | <p>Able to communicate</p> |
| <ul style="list-style-type: none"> • Activities relating to improved motivation • Encouragement to learners with patience • Supporting context for communication • Activities in groups, pairs, and small groups, cooperative learning through jigsaw puzzle | <p>Role play and simulation technique</p> | <p>Role of motivation</p> <p>Knowledge about cooperative learning</p> |

Formal and lexical aspects of language standards 1, 2, 3

- Standard 1: Pronunciation, stress, intonation, patterns of language, sounds, syllable structure, consonants, and vowels
- Standard 2: Vocabulary, different activities to enhance vocabulary
- Standard 3: Grammar and structure, functions of auxiliaries, modal verbs, idiomatic usage, articles, prepositions, collocations, etc.
- An introduction to ethics and social development
- Impacts of ethics on classroom teaching
- Values and culture

Reference to the National Curriculum of English Language (Grades I to VIII)

Importance of vocabulary and syntax in language learning
Familiarity with English sounds and phonemes
Knowledge about values and local culture

NOTES FOR EXAMPLE 5: ACTION RESEARCH IN ELT



Prepared by Munazza Tariq (University of Education, Lahore).

NOTE: This section presents session plans developed for introducing action research in English language teaching. In the Teaching English II course, these session plans may also be useful for developing Student Teachers' know-how about projects, testing hypotheses and theories, and researching ELT in Pakistan. The Instructor will want to bear in mind that Research Methods in Education, also a Semester 7 course, will focus on action research. Rather than duplicating what is taught in the Research Methods course, it would be wise to coordinate with the faculty member who is teaching that course.

Introducing action research in language teaching

This unit will cover 12 sessions over 4 weeks of the course. The unit is intended to introduce Student Teachers to the importance of action research in the teaching of language. It begins with the definition and scope of action research, and a review of literature and research questions in the teaching of English. The unit will teach Student Teachers about designing an action research mini-project. The main aim of the unit, however, is to give Student Teachers an understanding of ELT research culture and its usefulness in real life. Further, it will suggest how Student Teachers can improve their critical thinking in analysing situations and seeking solutions for upcoming challenges in ELT classes. In this set of session plans, action research is presented in the final weeks of the semester. This will give the Instructor opportunity to build on what Student Teachers have learned in Research Methods in Education.

| Week | Topic |
|------|---|
| 13 | Definition of <i>action research</i> Scope of action research in the ELT classroom |
| 14 | Enhancing research culture in the ELT classroom through reading and dissecting research articles |
| 15 | Designing a mini-research project Preparing a research tool Collecting of data |
| 16 | Analysing and interpreting data Deriving conclusions from findings Developing, interpreting, and monitoring the action plan |

Introduction to the unit

A remarkable feature of research culture is that it has successfully overcome problems that have emerged from diverse situations in the ELT classroom and has also suggested potential solutions. This unit will give Student Teachers an immediate awareness of issues that cannot wait for practical solutions. This unit begins by introducing action research in the ELT classroom. The unit will also discuss research questions in ELT and will enable Student Teachers to collect data to arrive at findings and conclusions. Afterwards, Student Teachers will analyse and interpret collected data in order to implement and monitor an action plan in ELT classrooms.

Unit outcomes

By the end of unit, Student Teachers should:

- have an understanding of the definition and scope of action research in the ELT classroom
- be aware of the researchable areas in ELT classrooms by reading and dissecting articles on action research
- know how to design a mini-research project in an ELT classroom
- know how to prepare a research tool and collect, analyse, and interpret data
- know how to develop, implement, and monitor an action plan.

Suggestions for Instructors

This unit includes detailed materials and activities for each of 12 sessions. You may select the materials and work through all the activities in the Course Guide, or you may develop your own ideas and activities; however, it is assumed that this unit will serve Student Teachers to gain theoretical and practical understanding of action research in ELT. Bear in mind that the course Research Methods in Education will focus on action research.

Week 13: Definition of action research

Lecture (25–30 minutes)

Give a comprehensive introduction to the unit based on the contents and Student Teachers' background knowledge of educational research and action research. You may introduce the topic through the following points. They could also be used in a brainstorming session. Brainstorming could be useful in establishing prior knowledge of students, given the fact that most will be taking Research Methods in Education concurrently.

What is *research*? Research is a systematic and scientific study to resolve an issue or problem.

What are the different types of educational research?

- Experimental research
- Descriptive research
- Historical research
- Causal-comparative research

What types of research are used in ELT classrooms?

- Causal-comparative research
- Correlational research

What is action research?

- Action research is an enquiry of one's own practice through a process of self-monitoring that generally includes entering a cycle of planning, acting, observing, and reflecting on a problem in order to improve practice (Anne Burns, 2010).
- Action research is the process of identifying classroom practical problems and seeking solutions through the application of scientific methods (L. R. Gay, 2005).

References

Burns, A. (2010). *Doing action research for English language teachers: A guide for practitioners*. New York: Routledge.

Gay, L. R., Mills, G., & Airasian, P. W. (2005). *Educational research: Competencies for analysis and application*. Upper Saddle River, NJ: Prentice Hall.

You may now share with Student Teachers an article on action research, 'Doing Action Research', by Sandra Lee McKay. This article clarifies the concept of action research, characteristics of action research, steps involved in action research, and a research question about the impact of the native language on second-language acquisition.

The follow-up activity will enable Student Teachers to understand the article properly.

Activity (20 minutes)

Give Student Teachers small file or index cards. Ask them to write their understanding of the article 'Doing Action Research' on the cards.

Divide Student Teachers into groups and asks them to share their activity cards using the 'think, pair, share' technique and arrive at their own definition. (See 'Methods and Strategies to Use in Teaching and Learning' in this document for an explanation of 'think, pair, share'.)

Each group leader then presents the generalized definition of action research and produces a comprehensive definition in light of classroom discussion.

Summing up (5–10 minutes)

Sum up the session, reflecting on some of the definitions suggested.

Reading

McKay, S. L. (2008). Doing action research. *Teacher Talk*, 34, 1–3.

This article focuses on the details of action research in language teaching. It begins by involving readers in identifying a problem, talking with colleagues about the plan, determining an action plan for devising an action research strategy, identifying research questions, gathering data and analyzing data, and then restarting the whole cycle again for another case.

Week 13: Scope of action research

Introduction (5–10 minutes)

Give a brief description of the scope of action research in the ELT classroom by showing slides to the Student Teachers. You may use the following as slides.

Action research has usually been associated with the study of classroom actions rather than addressing social problems.

Action research is conducted by practising language teachers because they are valuable sources of knowledge regarding their own classroom situations, and, as a result, change can be implemented more credibly because practising teachers will find the results more credible and valid for their needs.

Brainstorming (5–10 minutes)

- What is action research?
- How will you define action research in the language-teaching classroom?
- What comes to your mind about the scope of action research in the ELT classroom?

Follow-up and discussion (30 minutes)

Prepare handouts on the scope of action research in the ELT classroom, distribute them to the Student Teachers, and ask them to review.

Encourage Student Teachers to discuss in groups areas in ELT in which action research could improve pedagogical practices and learning strategies.

Summing up (10 minutes)

While summing up, ask Student Teachers to think about areas for research and to bring their suggestions to the next class.

Week 13 or 14: The scope of action research in ELT

Introduction (10–15 minutes)

Give a brief introduction to the session about developing understanding of problems to be solved through action research.

Introduce the importance of reading and dissecting action research articles to identify research questions.

Reading activity (30 minutes)

Introduce a brief article, 'Action Research for Preparing Reflective Language Teachers', by M. J. Curry. You may use the following round-robin technique to dissect the article.

Round-robin activity (15–25 minutes)

Distribute the research article for thorough reading.

To help Student Teachers dissect the reading material, distribute cards and asks them to write the issue highlighted in the article with its solution.

Each Student Teacher will then pass the card to the next person sitting on their left and receive a card from the person on their right. Each Student Teacher will write their own opinion on the card and pass it to the left again. In this way the cards are rotated in the whole class, and a final understanding of the issue and its solution is developed.

Afterwards, share other areas for research and seek suggestions from Student Teachers.

Wind up (5 minutes)

Summarize the session by asking several Student Teachers to contribute one insight they have gained during the session. Assign the following or a similar reading that offers a concrete example of a teacher using action research to improve ELT.

‘Action Research in Language Teaching’. Available at:

➤ http://www2.uah.es/master_tefl_alcala/pdf/arp_article.pdf

The article develops a rationale for using action research to improve ELT. It gives a brief case scenario suitable for reading and discussion at the end of the article. It is a useful example of action research in ELT and would help Student Teachers understand the implications of an action research project and relate it to their contexts.

Reading

Curry, M. J. (2006). Action research for preparing reflective language teachers. *HEIS News*, 25(1). This article is available at:

➤ www.sfu.ca/heis/archive/25-1Curry_ActionResearch_eddone.doc

Week 14: Enhancing research culture in ELT classrooms

NOTE: In preparing the session, you may wish to consult Prescott's edited book focusing on action research in ESL in the United Arab Emirates. D. Prescott (ed.), *Resolving Classroom Management and School Leadership Issues in ELT: Action Research Reports from the United Arab Emirates* (2011).

Introduction (5–10 minutes)

Prescott refers to the ‘considerable capacity of action research to enable teachers to solve real-world problems’ (p. xi). Language teachers may encounter a large number of issues in the ELT classroom and wish to solve them immediately through action research. Ask Student Teachers to recall the case in the article assigned in the last session. In what ways did the teacher described at the end of the article use action research to help her teach ESL students in South Korea? In your opinion, what were some of the ways her study might have contributed to developing a research culture in her classroom?

Review of action research in ELT (10–15 minutes)

The action research cycle begins when the researcher decides to address a problem, investigate an issue, or answer a question in his or her own context.

What challenges do teachers in the ELT classroom face?

- Second-language acquisition
- Vocabulary development
- Use of grammar
- Pronunciation

What do you think is the most critical issue in ELT classroom?

- Speaking
- Listening
- Writing
- Reading

Student Teachers will answer in light of their background knowledge developed through reading and dissecting articles on action research.

Preparing for a research project (10–15 minutes)

Using the 'think, pair, share' technique, Student Teachers will discuss the most important issue faced by them in ELT and brainstorm suggestions about how action research might enable them to solve it.

Have Student Teachers share some of the issues they identified with the whole class.

Assign a mini-action research project. Point out how they can investigate an issue and determine ways to address it through action research. Ask Student Teachers to select an issue they would like to know more about. It should be one that can be investigated within a two-week period, perhaps the one identified in the think, pair, share activity. Have them design a mini-research project to explore the issue.

NOTE: Because Student Teachers will be conducting an action research project next semester, this might become a pilot for completing the larger study. Coordinate this assignment with the Instructor teaching their Research Methods in Education course. The mini-research project should be one that can be explored within two weeks' time. It should involve all the steps in the action research cycle (but they will not be completed in depth). The idea is to practise and to illustrate the value of action research.

Notes for Example 6: Assessment in ELT

Prepared by Muhammad Alam (Sargodha University).

NOTE: These session plans are helpful for introducing assessment strategies in the Teaching of English curriculum.

Approaches to language testing

Session 1 learning objectives

By the end of Session 1, Student Teachers will:

- have theoretical and practical understanding of discrete and integrative approaches to language testing
- be able to differentiate between tests based upon discrete and integrative approaches to language testing.

Introduction

This session is focused on discrete and integrative approaches to language testing. Introduce the topic to Student Teachers either through a handout (using the Notes in this section), lecture, or PowerPoint presentation. A reading of the handout would be helpful in understanding the topic.

Brainstorming

Encourage Student Teachers to consider the following from their own experience as students. You may wish to initiate a discussion around the following questions:

- When you were a student, how were your English language skills assessed?
- Which kind of tests did you really enjoy? Why?
- What kind of assessment practices would you adapt in your classrooms?

These questions could be used for a warming-up brainstorm session or after the topic has been explained and discussed. Show the following list to the Student Teachers and ask which type of language testing approach they represent.

- Cloze tests
- Multiple-choice questions about verbs
- Word completion
- Spellings
- Phoneme and morpheme recognition
- Yes-no
- True-false

Notes for the Instructor

Discrete and integrative approaches to language testing in ESL/EFL.

There are four stages in the history of development of language testing theories:

- 1) Pre-scientific period
- 2) Psychometric-structuralist period
- 3) Integrative-sociolinguistic period
- 4) The communicative testing period

Language assessors have used two types of approaches during these four stages in the assessment of language. These two approaches are called the discrete-point approach and the integrative approach.

Discrete-point testing is based on the assumption that knowledge of language can be divided into a number of independent and isolated components: phonology, morphology, lexicon, syntax, and so on, each of which can be further divided into distinct inventories of elements such as sounds, classes of sounds or phonemes, syllables, morphemes, words, idioms, phrase structures, punctuation, pronunciation, intonation, and stress. Each component is tested separately. Multiple-choice questions are often used in discrete-point testing. TOEFL (Test of English as a Foreign Language) and GEPT (General English Proficiency Test) are good examples of discrete-point testing.

Therefore, the discrete-point approach tests particular language items separately, such as tenses or noun use. The assessor assesses components of the language (grammar, vocabulary, pronunciation, and spelling) and language skills (listening, reading, speaking, and writing) separately. The discrete-point test is a common test used by teachers in schools. After students have studied a grammar topic or new vocabulary and have practised a great deal, the teacher usually gives a test based on the covered material.

According to Longman English dictionary, the integrative test intends to assess several language skills and language components simultaneously. Integrative tests assess learners' knowledge of grammar, vocabulary, and spelling together, not as separate skills or items. This approach aims at assessing more than one language component at the same time (e.g. vocabulary, grammar, and gesture) and skill (e.g. listening and speaking). Those who support integrative testing believe knowledge of discrete items does not necessarily develop the ability to use language in real-life situations; that is, that the whole is better than the parts.

This material adapted from M. Alam, 'Assessment of Oral Skills Development among the Students of Master in Education in the Public Sector Universities of Punjab', Master's thesis, University of Sargodha, 2008.

Session 2 learning objective

By the end of Session 2, Student Teachers will be able to recognize discrete or integrative approaches to language testing.

Warm-up (10 minutes)

Brainstorm by asking Student Teachers questions about the previous session.

Questions may include the following:

- What do discrete approaches to language testing tend to assess?
- What do integrative approaches to language testing tend to assess?
- What are the strengths of integrative approaches to language testing?
- What are the strengths of discrete approaches to language testing?
- What are the weaknesses of integrative approaches to language testing?
- What are the weaknesses of discrete approaches to language testing?

Activity

Provide Student Teachers with two different question papers, one with questions that include items using the discrete approach to testing and another with questions with using the integrative approach.

Student Teachers will read the papers silently and then discuss to determine the approach followed in questions. They should be encouraged to explain the reasons for their responses to each paper.

Elicit discussion on the following questions:

- If you have to set a question paper in your EFL/ESL class, which one of the approaches will you select? Why?
- Make objectives for the paper you are going to set.
- Prepare a test with eight items based on one of the two approaches.
- Discuss the link between the objective(s) and the test item.

Suggested follow-up activity

Construct a question paper based upon each of the two approaches: discrete and integrative approaches to language testing.

Session 3 learning objective

By the end of this session, Student Teachers will be able to explain the essay-translation, structuralist, communicative, and integrative approaches to testing.

Notes for the Instructor

Introduce the following approaches in language testing to Student Teachers:

- Essay-translation approach
- Structuralist approach
- Communicative approach
- Integrative approach

The following notes could be converted into handouts. Introduce these concepts through various activities. Activities could include analyzing question papers, developing question papers, and setting objectives for the paper.

Essay-translation approach

Characteristics

- Referred to as the pre-scientific stage
- No special skill or expertise in testing is required
- Usually consists of essay writing, translation, and grammar analysis
- Heavy on literary and cultural bias
- Public examinations resulting from the tests sometimes have an oral component at the upper-intermediate and advanced level

Strengths

- Easy to follow using subjective judgement
- May be used for any level of examinees
- Model can be easily modified based on the objectives of the test

Weaknesses

- Subjective judgement tends to be biased
- Heavy literary and cultural bias

Structuralist approach

Characteristics and types of tests

- Primarily concerned with systematic acquisition of a set of habits
- Involves structural linguistics, which stresses the importance of constructive analysis and the need to identify and measure the learner's mastery of separate elements of the target language, such as phonology, vocabulary, and grammar
- Listening, speaking, reading, and writing are tested separately
- Uses psychometric approach to measurement, with its emphasis on reliability and objectivity

Strengths

- Objective
- Other types of tests (such as matching items, true-false questions, statement completion, and quizzes) can be covered in the test in a short time
- Can help students find their strengths and weaknesses in every skill they study

Weaknesses

- Complicated for teachers in questionnaire preparation
- Measures non-integrated skills more than integrated skills

Integrative approach

Characteristics and types

- Known as language-in-context test and primarily concerned with total communicative effect of discourse
- Concerned with global view of proficiency
- Involves functional language but does not use functional language
- Uses cloze test, dictation, oral interview, translation, and essay writing

Strengths

- Approach to meaning and the total communicative effect of discourse are very helpful to students
- Can view students' proficiency with a global perspective
- Cloze tests used in this approach measure the reader's ability to decode interrupted messages by using available contextual clues
- Uses dictation test to measure students' listening comprehension skills

Weaknesses

This type of approach does not acknowledge the importance of measuring individual skills based on students' needs, such as writing only, speaking only.

Communicative approach

Characteristics and types

- Concerned primarily with how language is used in communication
- Emphasizes the exclusion of language usage
- Measures language skills in communicative tests based on the divisibility hypothesis (language proficiency consists of a number of discrete skills)
- Content should be relevant for a particular group of examinees, and the tasks set should relate to real-life situations
- Introduces qualitative modes of assessment

Strengths

- Measures integrated skills of students
- Prepares students in real-life communication problems
- Measures all language skills (speaking, reading, listening, writing)
- Detailed statements of each performance level serve to increase the reliability of the scoring by allowing the examiner to make decisions according to carefully drawn-up and well-established criteria

Weaknesses

- Does not emphasize learning structural grammar and expects examinees' mastery of grammar
- Cultural bias affects the reliability of the tests

Handout material adapted from M. Alam, 'Assessment of Oral Skills Development among the Students of Master in Education in the Public Sector Universities of Punjab', Master's thesis, University of Sargodha, 2008.

Suggested reading

Depending on the aptitude of Student Teachers, you may use the following article in the class for developing awareness about the language of test items and incorporating listening, speaking, reading, and writing skills in a test.

Alderson, C., & Clapham, C. (1992). Applied linguistics and language testing: A case study of the ELTS test. *Applied Linguistics*, 13(2), 149–167.

For developing an understanding of the essay-translation and structuralist approaches to language testing, the following article is recommended. You may use the article for reading, analysis, group tasks, or research orientation.

Alduais, A. M. (2012). An account of approaches to language testing. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 203–208.

The following article is useful for learning about formative assessment and its role in curriculum development. For Student Teachers it is important to learn not only about formative assessment but also the impact of assessment strategies on the overall effect of a curriculum. This article includes a case study of an English education syllabus, which would be of interest to students of the pedagogy of English.

Nunn, R., & Lingley, D. (2004). Formative placement testing and its impact on ELT. *JACET Bulletin*, 39, 73–86.

The following article is useful for an understanding of the communicative approach in language testing. Facilitators may use the article for discussion, conceptual knowledge, and ideas for application in language classrooms.

Fulcher, G. (2000). The communicative legacy in language testing. *System*, 28, 483–497.

The following questions could lead to a useful discussion among the Student Teachers:

- What is the article about?
- How does the author link the approaches of language learning to different approaches to language testing?
- What are the findings of the author?
- Do you agree with the findings of the author?

Suggested activities

- Ask Student Teachers in groups to develop an English language test targeting the primary level. Their tests should include listening and/or speaking skills, and reading and writing skills.
- Ask Student Teachers in groups to develop an English language test that includes discrete and integrative items.
- Bring in text and board examination tests at different levels and ask Student Teachers to analyse them in relation to the language skills and learning outcomes addressed.
- Ask Student Teachers to create a strategy for marking an English language test; for example, to provide rubrics or mark schemes for a test.
- For Week 13, bring in elementary level school/board exams to analyse. Tests of grades 6, 7, and 8 could be analysed in each of the three sessions for question types, recommended answers, marking schemes, learning outcome assessment, language skills addressed, and progression made in each of the three years.
- Ask Student Teachers to prepare a test based upon the communicative approach to language testing.

④

Annotated references



The following list provides the names and rationale for the books and articles recommended for components of the syllabi of Teaching of English II. A careful consideration has been made of the research articles recommended based on their availability. Though they should be accessible in PDF formats on the Internet, institutions are recommended to refer to the HEC digital library for those that are hard to obtain.

Alderson, C., & Clapham, C. (1992). Applied linguistics and language testing: A case study of the ELTS test. *Applied Linguistics*, 13(2), 149–167.

Depending on the aptitude of Student Teachers, the Instructor may use the article to help develop awareness of the language of test items in a test and incorporating listening, speaking, reading, and writing skills in a test.

Alduais, A. M. (2012). An account of approaches to language testing. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 203–208.

The article is recommended for developing an understanding of the essay-translation and structuralist approaches to language testing. Instructors may use the article for reading, analysis, group tasks, or research orientation.

Aitkin, R. (2002). *Teaching Tenses: Ideas for Presenting and Practising Tenses in English*. Brighton, UK: ELB Publishing.

This book is useful for ESL/EFL teachers and Student Teachers involved with learners at different levels. The tenses are explained very clearly, and it has sections that can be photocopied for activities.

Biemiller, A. (1999). *Estimating vocabulary growth for ESL children with and without listening comprehension instruction*. Paper presented at the annual conference of the American Educational Research Association, Montreal, Quebec. Retrieved from: http://mpsportal.milwaukee.k12.wi.us/portal/...pt/.../Biemiller_vocab.pdf

Based on findings of an experimental study, this paper draws attention to vocabulary learning, recall, and listening comprehension among ESL learners.

Brown, H. D. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

This book is useful for learning about language assessment principles, strategies, and tasks that can be incorporated into ESL classes.

Curry, M. J. (2006). Action research for preparing reflective language teachers. *HEIS News*, 25(1). Retrieved from:

➤ www.sfu.ca/heis/archive/25-1Curry_ActionResearch_eddone.doc

This article provides useful information for developing action research projects, identifying problem areas for action research projects, and reflective teaching practices.

Dass, L. (1989). A case for using newspapers in the teaching and learning of English as a second language. Retrieved from:

➤ <http://www.melta.org.my/ET/1989/main3.html>

This article aims to provide information to mainstream teachers and learners about using resources, particularly newspapers, in developing English language skills. It will be useful for incorporating grammar and vocabulary lessons into ELT. Teachers are encouraged to use newspapers from their own context to enable a contextual learning environment.

Doff, A. (1988). *Teach English: A training course for teachers: Trainer's handbook*. Glasgow: Cambridge University Press.

This book is a practical learning experience for teachers and Student Teachers involved in secondary-level language teaching. The book is recommended especially for teachers whose first language is not English.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford: Oxford University Press.

This book is recommended for Student Teachers of English language teaching. It focuses on language teaching methodology to describe different approaches and methods in second-language teaching. The book recommends practical and relevant activities to promote professional growth. The latest edition also includes a chapter on digital technology in English language teaching.

Fulcher, G. (2000). The 'communicative' legacy in language testing. *System*, 28, 483–497.

This article is useful for an understanding of the communicative approach in language testing. Facilitators may use the article for discussion, conceptual knowledge, and ideas for application in language classrooms.

Grellet, F. (2010). *Developing reading skills*. Cambridge: Cambridge University Press.

This book is a practical guide for developing reading comprehension skills in second-language learners. It provides exercises that can be incorporated in classes.

Harmer, J. (2007). *How to teach English*. Essex, UK: Addison Wesley Longman Limited.

This book is a complete manual for teaching English to second- and foreign-language students. The book covers a wide range of topics, including the teaching of language components, tenses, and vocabulary; the teaching of the four language skills; assessment strategies; developing competencies; and concentrating on students' backgrounds. The provided DVD gives demonstrations of language teaching in different classrooms. The book is centred on examples of teaching experiences more than learning theories.

Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

This book is recommended for teachers and Student Teachers of English as a second language. It relates to practical classroom experiences from which teachers can learn about the intricacies of pedagogy. The book is recommended for students who are learning about ELT methodologies and theories and their applications, and the relevant terminology in the field.

Jakeman, V., & McDowell, C. (2002). *Insight into IELTS*. Cambridge: Cambridge University Press.

This book focuses on IELTS, but it is recommended for explaining to Student Teachers various types of tasks in language learning. Its also draws attention to assessment strategies in English language learning and testing at an international level.

Jordan, R. R. (2005). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

This reference book focuses on using English for academic purposes. It is useful for tertiary and higher education levels in which second-language learners are taught how to use formal and academic language, especially in writing tasks.

Khatib, M., & Nasrollahi, A. (2012). Enhancing reading comprehension through short stories in Iranian EFL learners. *Theory and Practice in Language Studies*, 2(2), 240–246. Retrieved from:

➤ www.academypublisher.com/tpls/vol02/no02/tpls0202.pdf

This paper draws attention to the incorporation of various texts from literature into language teaching. Tracing a history of language theories through recent years, the authors discuss the appropriateness of using literary texts in language classrooms. Based on a case study of Iranian students, the reading comprehension strategies in the classes were studied and analysed for improving English reading ability.

Kolln, M., & Hancock, C. (2005). The story of English grammar in United States schools. *English Teaching: Practice and Critique*, 4(3), 11–31. Retrieved from:

➤ <http://education.waikato.ac.nz/research/files/etpc/2005v4n3art1.pdf>

This article is about the various approaches to incorporating grammar into the language curriculum by English teachers in the United States. Covering issues from the structural approach to generative grammar, the whole-language approach to language acquisition, writing composition, primacy of literature, anti-knowledge stances, minimalist grammar, as well as political pressure, the article discusses a broad range of developments in grammar teaching. It draws attention to the drawbacks and failures in language programmes that did not include grammar in language instruction.

Lawson, M. J., & Hogben, D. (1996). The vocabulary learning strategies of foreign language students. *Language Learning*, 46(1), 101–135. Retrieved from:

➤ <http://crins07.wmwikis.net/file/view/Vocabulary-Learning+Strategies+of+Foreign-Language+Students.pdf>

This article emphasizes the use of contextual cues for vocabulary learning among foreign-language students. Using the findings of an experimental study, the authors demonstrate the implications of using context for generation of meaning of new words in relation to the use of context for acquisition of meaning for subsequent recall.

Littlewood, W. (1981). *Communicative language teaching: An introduction*. London: Cambridge University Press.

This book explains communicative language teaching for Student Teachers and prospective teachers, and how to integrate new teaching ideas into classrooms. However, it emphasizes the need for grammar instruction even in communicative language teaching.

López Campillo, R. M. (1995). Teaching and learning vocabulary: An introduction for English students. *Ensayos*, 10, 35–50. Retrieved from:

➤ http://www.uclm.es/ab/educacion/ensayos/pdf/revista10/10_6.pdf

This article is recommended for Student Teachers to learn about important issues in English vocabulary teaching and learning. It provides a detailed literature review and acquaints readers with different theories in vocabulary teaching as well as aspects of vocabulary that Student Teachers should be familiar with as they devise their own pedagogical strategies.

Luoma, S. (2004). *Assessing speaking*. London: Cambridge University Press.

This book gives a detailed account of developing and assessing speaking skills in students. It throws light on the nature of speaking and considerations for ESL/EFL learners when incorporating speaking activities in language classrooms. It then delineates the tools for assessing speaking and developing scales of assessment, theoretical models, test specifications, developing speaking tasks, and ensuring validity and reliability in speaking tests. The book and the series are useful for developing and assessing language skills.

Hamp-Lyons, L., & Heasley, B. (2006). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.

This is a comprehensive reference book for learning how to write in English for academic purposes.

McKay, S. L. (2008). Doing action research. *Teacher Talk*, 34, 1–3.

This article focuses on the details of action research in language teaching. It begins by involving readers in identifying a problem, talking with colleagues about the plan, determining an action plan for devising an action research strategy, identifying research questions, gathering data and analyzing data, and then restarting the whole cycle again for another case.

Matthews, A., Spratt, M., & Dangerfield, L. (1989). *At the chalkface: Practical techniques in language teaching*. London: Bath Press.

This book provides examples and strategies from real-life situations to help teachers in language teaching.

Mokhtar, A. A., Rawian, R., Yahaya, M. F., Abdullah, A., & Mohamed, A. R. (2009). Vocabulary learning strategies of adult ESL learners. *The English Teacher*, 38, 133–145.

This article focuses on developing vocabulary among students of English as a second language. It is useful for Student Teachers as they learn about the implications of various strategies for teaching vocabulary.

Nation, P. *Teaching vocabulary*. Retrieved from:

➤ http://www.asian-efl-journal.com/sept_05_pn.pdf

This article focuses on the problems of teaching vocabulary and issues related to retaining it. It recommends teaching a small amount of vocabulary effectively, and focusing on form, meanings, and use. It also draws attention to vocabulary learning both inside and outside the classroom.

Nunn, R., & Lingley, D. (2004). Formative placement testing and its impact on ELT. *JACET Bulletin*, 39, 73–86.

This article is useful for learning about formative assessment and its role in curriculum development. For Student Teachers it is important to learn not only about formative assessment but also the impact of assessment strategies on the curriculum. This article includes a case study of an English education syllabus, which would be of interest to students of the pedagogy of English.

O’Sullivan, R. (1991). Literature in the language classroom. *The English Teacher*, 20(2), 53–60.

This article is based on ideas for incorporating literature into the language classroom. Detailed lesson plans are provided in this guide.

Richards, J. C., & Theodore, S. R. (2005). *Approaches and methods in language teaching*. London: Cambridge University Press.

This book is very popular among ELT professionals and Student Teachers for learning approaches and methods in language teaching. It provides descriptions of the major approaches to grammar: translation, audio-lingualism, communicative language teaching, and the natural approach. The latest edition of the book draws from language-teaching classrooms around the world and also includes chapters on topics such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, cooperative language learning, content-based instruction, task-based language teaching, and the post-methods era.

Saricoban, A., & Metin, E. (2000). Songs, verse, and games for teaching grammar. *The Internet TESL Journal*, 6(10). Retrieved from:

➤ <http://iteslj.org/Techniques/Saricoban-Songs.html>

This article focuses on developing language skills through various active learning strategies. It also draws attention to the design of an English language curriculum, particularly at elementary levels, where the incorporation of songs, poems, and games can involve students in language learning.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman, *Dreams and realities: Developing countries and the English language*. London: British Council.

This article provides an overview of the teaching and learning of English in Pakistan. It focuses on the demand for the language and the gaps between the design of curriculum, teacher education, and policy implications. The article can provide Student Teachers with background on the different educational streams in Pakistan, the medium of education issue, school types, and the implications of teaching English.

Swan, M., & Smith, B. (2001). *Learner English: A teacher's guide to interference and other problems* (2nd ed.). *Cambridge handbooks for language teachers*. Cambridge: Cambridge University Press.

This reference book is relevant for Student Teachers as it provides information on the background of problems and error patterns in second-language learners from a wide range of contexts. The book provides authentic examples from various countries and their struggles with the learning of English, use of their own native language with English, and the challenges in pedagogy.

Stack, L., & McCloskey, M. L. (2012). Enhancing vocabulary instruction for long-term English learners. Retrieved from:

➤ <http://www.mlmcc.com/docs/2012-04-13%20CATESOL%20Vocab%20for%20LTELL%20HO%203.pdf>

This article provides goals, principles, and practices for teaching English. A list of web and print resources is included.

Tomi, D. F. (1996). Challenges and rewards in the mixed culture classroom. *College Teaching*, 44, 69–73. Retrieved from:

➤ <http://www.jstor.org/stable/27558769>

This article is especially relevant for teachers in Pakistan in classrooms where students from multilingual and multiethnic backgrounds come together. The article emphasizes the need for long-term goals in the curriculum for language development programmes instead of limiting them to a semester or term. It is useful for undergraduate students as the author draws on the experiences of undergraduate learners.

Wu, Y. (2001). English language teaching in China: Trends and challenges. *TESOL Quarterly*, 35(1), 191–194. Retrieved from:
➤ <http://www.jstor.org/stable/3587867>

Provides general context of English language teaching in China.

Yolageldili, G., & Arıkan, A. (2011). Effectiveness of using games in teaching grammar to young learners. *Elementary Education Online*, 10(1) 219–229. Retrieved from:
➤ <http://ilkogretim-online.org.tr/vol10say1.html>

Various techniques for teaching English are explored, especially those used at elementary levels.

5

Methods and strategies to use in teaching and learning teaching notes

An array of teaching-learning strategies are included in this section to assist faculty planning instruction.

Active lecturing

An active lecture is not very different from any good lecture, but it attempts to involve listeners directly. There is no single best way to give an active lecture, but it includes the following suggestions.

Give information in small chunks (about 10 minutes in length), and then have students do something with the information for 1 to 3 minutes. You can use the same activity after each chunk of information is given or you can vary them. Examples of activities are:

- Write a one-minute reaction to what you have just heard.
- Talk to the person next to you about what you heard versus what they heard. Do you agree? Do you have questions?
- List as many key points as you can remember.
- Compare notes taken during the 10-minute chunk. Help each other fill in gaps or determine if crucial information is missing. (Some teachers do not allow note-taking during the lecture, but this is up to each person.)

Another way to give an active lecture is as follows: hand out three colours of cards or slips of paper. When people are listening to your comments, have them hold up a different colour for:

- I understand
- I don't understand
- I disagree

Then either stop and allow questions or adjust what you are saying so there are more 'understand' colours showing. This is particularly effective with large groups of 50 or more people.

Ambassadors

This is a useful way to get groups or individuals to exchange information. Two or more members move from one group to another to share and compare their thoughts about the group discussion. Or you may wish to have half the group exchange with another group. This is especially useful if you do not have ample time for a full class discussion.

Brainstorming

This is a technique for eliciting creative ideas on a topic. It may be organized as an individual activity or as a group activity. Give people a limited amount of time (e.g. one minute) to say or write down as many ideas as they can on a topic. Ask them to write down all ideas, no matter how unrelated they may seem. (Alternatively, ask the whole class to brainstorm and write down all ideas on the class board.) After the brief period of brainstorming, ideas may then be analysed, organized, or critiqued. Brainstorming is often used as a problem-solving technique. Ideas are analysed in light of how useful they might be in solving the problem.

Gallery walk

This strategy borrows its name from a visit to an art gallery. Students walk through an exhibit of posters, artefacts, or display items they all have completed. They may or may not be directed to take notes. The idea is to thoughtfully examine what is displayed.

Graffiti wall

A 'graffiti wall' may be displayed in the classroom for use all term. Students may write down thoughts, feelings, or expressions before or following each session and sign their name. Anonymous comments are not suitable. Ideas generated in class may be posted on the wall. Use craft paper from a large roll or newsprint, or join several cardboard boxes together to make a wall that can be stored between sessions. Students can take turns taking out and putting away the wall each session.

Group work

There is no single best way to form groups. The best choice is the one that suits your purpose. Use a more complicated strategy if students need a break or need to be energized. Use a simple technique if time is short. Some group-forming methods are as follows:

- Ask people to count from one to five (depending on the number of people you want in a group). Appoint all the 'ones' to go to one table (or area of the room), all the 'twos' to a different area, and so forth, until the whole class is divided into groups.
- Before class, determine how many people you want in a group or how many groups you need. Use different-coloured stickers, stars, or dots. Put one on each student as they enter class. When it is time to form a group, ask students to find people with the same sticker and sit together.
- Put different-coloured bits of paper in a cup or jar on each table. Have people take one and find other people in the room with the same colour to form a group.
- Have students get together with everybody born in the same month.

Make adjustments to the groups as needed.

KWL (Know-want-learn)

KWL is a strategy that provides a structure for recalling what students know about a topic, noting what they want to know, and finally, listing what has already been learned and is yet to be learned. The strategy allows students to take an inventory of what they already know and what they want to know. Students can create a chart on paper or the teacher can draw one on a board, making sure to have three columns with the headings K, W, and L. Students can categorize information on the topic they expect to use as they progress through a lesson or unit.

Mini-lecture

A mini-lecture contains all the components of a good lecture but is more sharply focused. It begins with an introduction that provides an overview of what you will discuss. It makes one or more sharply focused points, with an illustration of each. It summarizes only the main point or points and then concludes.

Minute paper

Ask people to write for a minute on a particular topic (it might be their reflections or you might assign a specific subject). They should focus on writing down their ideas instead of on proper grammar and spelling. A minute paper differs from brainstorming because there is more focus.

Pair-share

Use this technique when you want two people to work together to share ideas or accomplish a task. Simply ask people to work with someone next to them, or you can have them find a partner using some other criteria. It is very useful when you want people to quickly exchange ideas without disrupting the flow of the class. (Sharing in triads or foursomes is another small group technique.)

Poster session

This is a useful way to have students organize their thinking on a topic and present it to others in a quick but focused way. Have individuals or small groups work to create a poster to explain or describe something. For example, if they have been doing an inquiry on a particular topic, they would want to include their focus, methods, and outcomes along with colourful illustrations or photographs. The poster can be self-explanatory, or students can use it to explain their work. As an in-class tool, a poster session is often combined with a gallery walk so that students visit a number of posters in a short period of time.

Readers' theatre

Readers' theatre is a group dramatic reading from a text. Readers' theatre is a way to bring a text to life. Readers take turns reading all or parts of a passage. The focus is on oral expression rather than on acting and costumes.

It is a good idea to go over passages to be read aloud with students so they are familiar with any difficult words.

Sometimes this technique is used to get students interested in a text. They hear passages read first, then read the longer text.

Roundtable technique

The class is divided into small groups (four to six), with one person appointed as the recorder. A question is posed that may have many answers, and students are given time to think about those answers. Afterwards, members of the team share responses with one another round-robin or roundtable style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group (in order) gives an answer until time is called.

Text-against-text

This is a way of helping students learn to analyse and compare written documents. The idea is to look at two documents and search for overlap, confirmation, or disagreement. This technique helps students examine different perspectives. Sometimes it is useful to give students readings prior to class and ask them to compare the readings, following a set of study questions. For example:

- 1) Look at each author separately. What do you think the author's main point is?
- 2) How does the author support the argument?
- 3) Look at the authors together. In what ways do they agree?
- 4) What are their points of disagreement?
- 5) What is your opinion on the issue?

Text-against-text may be used to compare a new reading (or set of information) with a reading or information students have already read and discussed in another unit or earlier in the unit. In classrooms in which the whole class uses a single textbook, facilitators often find they are teaching against what is in the textbook. Sometimes it is hard for students to accept that a textbook can and should be questioned. Putting together a text-against-text activity, using the textbook and an article (or instead of the text, a set of articles), can help them understand that there may be legitimate differences of opinion on a subject.

Another way to use the activity is to put a set of materials at each table or with each group of students. Some university faculty like to put together text sets that include both scholarly and non-scholarly works and have students think about the differences. For example, you might provide all students—regardless of their reading level or learning style—with a 'way in' to thinking about a topic by using some materials that are easy to read. Even competent adult learners seek out easy books or materials to learn about a new or complex topic. Providing a picture, newspaper article, and children's book in a text set might give everyone a means of connecting to or understanding some aspect of the larger subject. Articles need not contradict each other. They may be about the same topic but offer students different ways of seeing a subject.

SWOT analysis

SWOT analysis was designed for organizations to assess their strengths, weaknesses, opportunities, and threats in order to identify and arrive at achievable goals. It has been used in education for both organizational and individual assessment. SWOT is often represented by four quadrants on a chart or a handout: strengths, weaknesses, opportunities, threats.

Strengths. Questions are asked about strengths and resources. For example:

- What am I good at? (Or, what are we good at?)
- What do other people think I (we) do well?
- What do I (we) seem to do better than others?
- What contacts can I (we) call on for support?

Weaknesses. Areas for improvement are identified:

- What do I (we) find most difficult?
- In what areas do I (we) experience the least success?
- What could be done better?

Opportunities. Possibilities that can be built on to strengthen self or the organization are considered.

- What are some opportunities that I (we) can utilize to help overcome challenges and build on strengths?
- What trends might be built on or set?

Threats. Barriers that may prevent building strengths and overcoming weaknesses are identified.

- What stands in the way of success?
- What trends or changes may make it hard to build on strengths?

A simple worksheet with the four quadrants for analysis is easily developed. Key to the success of a SWOT analysis is designing questions that generate useful information.



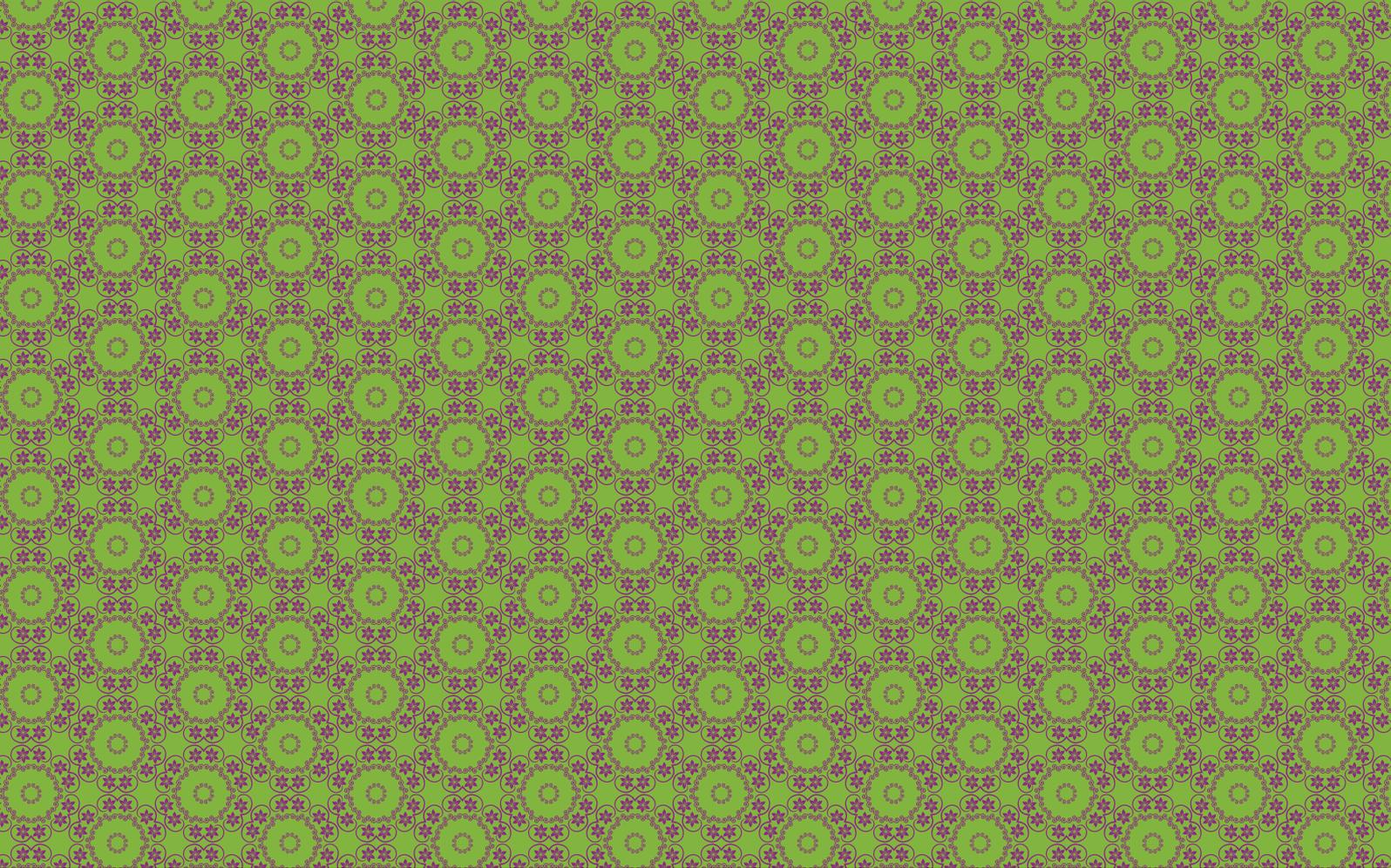
Quizzes

Short quiz. Prepare and give a short quiz (of about 15 minutes) on different aspects of the material. Have students take the quiz and then circle items about which they are unsure.

Triads share. Have students meet in groups of three to go over items about which they are uncertain, for about 10 minutes.

Review. Go over the quiz with students, having them look at their own work and make corrections. Notice points they had difficulty remembering and take the time to review them. You may ask students to assist with this by sharing how they were able to remember certain points. This is a time to correct any misconceptions.

Have students save their quiz for future study.



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