

Teaching of English in Early Childhood (EDUA516)

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Lecture 1 (Topic 1 -4)**Topic No. 1****READING SKILLS - SILENT READING**

The habit of silent reading is very important as the student gets familiar with the language, understands the words and letters of the language, mostly, students are visual learners and silent reading helps them. Silent Reading does not embarrass the child as the child reads by himself, the children become used to looking at the articles, words and letters of the language, they learn independently, the teacher just supervises the students.

To help them learn the skill of Silent Reading, we can ask them to underline the words according to their level. In mixed ability class the task can be given according to the ability of students. Silent Reading helps them to develop concepts as students concentrate on the language and its formation rather than just finishing reading and becoming conscious in front of other students.

Topic No. 2**LOUD READING**

It has more disadvantages than advantages.

The advantage is that the teacher gets to know the level of familiarization of the students with the language. However, the disadvantages are that it does not engage other students at all. Usually, the best student is asked to read, who is already at an advantage, and the rest of the class can't follow him, they become disinterested. Even the one who is reading does not concentrate on the content but is pressurized to read correctly, well with proper pronunciation so, in fact he does not benefit much either. It is merely a waste of time however; it can benefit if it is timed correctly and carried out at the end of the lesson when everyone has become familiar with the content. It is better if loud reading is done in pairs or groups rather than one student reading and the rest of them getting disengaged. Maybe one student can be asked to read while the others repeat after him.

Topic No.3**SKIMMING**

Skimming is done when we just want to get a gist of what is going on, for example we skim through the newspaper to see the headlines or read the news lines on the TV screen. It is not done for any exam preparation or to comprehend any sort of content.

We need to inculcate the skill of skimming in our students so that they know how to go through a content when they do not have enough time to read it thoroughly. It gives students a good idea what they are going to read. It is also called pre-reading. It is also done in brain storming sessions. Some students create new words and ideas come to their mind, it boosts creativity, they make conclusions of what they are reading. An example activity is to give them words and they can go through the words for vocabulary building exercise.

Topic No.4**SCANNING**

When scanning takes place, everything comes in a detailed form. The primary school children can be given to recognize the letters, words, the meaning of the word. Maybe give them words in colours, e.g. R in red colour, E in blue and D in black and ask them to look at the words and tell where they can find R and likewise. Guidance and clear instructions are very important for scanning. Whereas for secondary school students it can be the use of words, meaning of it, spelling of it for even higher-level students they may be asked to look for the meaning of words in context, for high achievers it can be to read between the lines. Thus, there are levels of scanning according to the level of the students.

Lecture 2 (Topic 5 -7)**Topic No.5****CLOSE READING**

Close reading is related to the development of writing skills. A particular text is given to them and no other choice is given to them. For example, if we want them to develop the skill of report writing thus give them to read lots of reports in the newspapers. The teacher needs to let them know the objectives of close reading. Let them know that they are supposed to read the features of that writing and then design a similar text. The students should sequence the features; for example the incident, title, date and the timing, venue, relate the incident and in the end they should relate what is going to happen. The teachers should also put these features on the board so that the students know what they are going to observe in the given text.

Topic No.6**PROBLEMS IN CLOSE READING**

The students might come across the following problems while doing close reading, they could encounter difficult words, grammar and the teacher might have to translate the text to students if they are familiar with translation method of teaching, it would also take more time in doing so. Otherwise, direct method can be used. Some dictionary can be used, maybe in a group work to maximize time management and efficiency. Translation method is not a very good approach to teach a second language.

Topic No.7**CLOSE READING (CONTINUED)**

The three important factors in Close Reading are Literal Meaning, Inferences and Contextual Meaning. Close reading is very limited and for a particular topic. For primary level, we would ask them for literal meaning in the text, otherwise if the level of the student is advanced then they will have to look at the inference. For example, it is a good day has the inference that the day has some pleasant experience attached with it or has something appealing. Some text written with reference to a certain context has contextual meaning hidden in it. Again, giving clear instructions for close reading is very important to students.

Lecture 3 (Topic 8 – 12)**Topic No.8****METHODS OF TEACHING READING SKILLS**

Reading between the lines or looking at the context, getting the hints what the writer is trying to say. This is especially important for understanding poetry. It can also create a bit of confusion and misunderstanding, they may mix up the literal meaning and the reading between the lines technique so the teacher must guide them how to do it and understand the difference in reading between the lines and the literal meaning and when is the former required. The students have to figure out the hidden meaning when something is not written very explicitly, what is not written directly in the text, this is especially true for literature.

Topic no.9**METHODS OF TEACHING READING - PREDICT AND TELL**

This is also fun learning especially for primary school level students. It is very popular among students all over the world and is sometimes taken as a game by them. This can be done by reading a book or pictures, the pictures can be put anywhere in the class. The teacher can also give students a first sentence of the story to get them started. With a bit of advancement, the exercise can be given to higher level students by giving them a short paragraph that could either be beginning, middle or end of the story and ask them to predict what could have happened before or after that. This exercise boosts imagination, vocabulary and language skills and enhances creativity, if carried out in a group, students learn to accept others ideas, argue, compare their prediction with those of other students; they also see that there is more than one view to something. It builds up team work, lets them carry out discussions and opens up their minds. At primary level this could be done individually however, at secondary level it should be done in groups.

Topic No.10**METHODS OF TEACHING READING - STORY WITHOUT AN ENDING**

This is an exciting way to teach students reading skills; in this activity, the teacher gives out the story to students without its ending and then asks them to complete the story themselves, this can be done in groups or pairs, thus students share and accept each other's ideas. Later, students can swap their ending stories with the other groups. In the end, the teacher can give the original ending to the students, the students then compare their endings with it.

Another way is to give them an outline of the ending, or a gap filling exercise of the ending. The students may use the dictionary to fill in those gaps and they may be allowed to add to those sentences. A few words can be given instead and students can predict the ending through those clue words. The students enjoy reading the endings of other students. In doing such an exercise the students inculcate more than just one skill, sharing, accepting other people's opinions, lead them to work in pairs and groups and form an opinion, imagine and words building.

Topic No.11**RELEVANCE**

The content should be relevant to the skills that you want your students to develop. This is a very important factor to get good results. Similarly, the assessment should be relevant to what the students have been taught. The teachers need to focus on the relevance of the three threads which are: why the students are doing a task, how they are going to do it and what are they going to get out of it.

METHODS OF TEACHING READING – HEADINGS

We all know that we can give a number of headings to one topic, whatever we want, whether to give a one word heading or two words heading or maybe a sentence. We can always have the option of giving different headings to the same story or to different stories. In order to develop the reading skills of the students, giving headings to the right paragraph and using the right paragraph for a certain heading are essential part of reading and comprehension paper.

The primary school children would like to give heading to a Topic No. with one word or two words. For example, if they are talking about the rose, they may call it a rose or a flower but for the secondary school children and higher school children, they can do more than that. They can do a two-word heading or a three-word heading or maybe a sentence. An exercise for that could be that the teacher provides some paragraphs to the students and asks them to give a heading for that. Students should be given more and more opportunities to imagine and to create. Not to be restricted to give certain headings. The teacher should encourage them to give more and more vocabulary to produce more and more headings that they want to give to their paragraphs. However, in the exercise where the teacher wants the students to give a certain heading, in that case those headings should be given to the students. For example, if there are five paragraphs the teacher needs to give those five paragraphs along with seven headings. The teacher should give them more than five headings so that they use the relevant five headings and the remaining two are irrelevant. If the students are choosing the irrelevant ones, it means that they are not using the headings correctly. So, this is the way to do the restricted headings to the paragraphs. If the teacher is not giving any headings to the students then she should be accepting all types of headings that the students give as long as those headings do have some relevance to the story or paragraph.

Lecture 4 (Topic 13- 16)**Topic No.13****PERSONAL RESPONSE**

This is the response that the teacher expects from the students to respond after the reading activity. While doing the reading activity students need to know what the comprehensive text is. In order to do that the teacher needs to do a lot more before starting the reading activity. The pre reading, prediction and skimming help the students get an idea of what they are going to read and thus help in comprehending the text. The teacher needs to develop the whole environment of the understanding of the text to prepare them about what they are going to read. Students should be made familiar with the reading material maybe by giving them the words that they are going to encounter in the reading material. Giving the reading pieces in bit and reading in bit does not allow the students to comprehend the text.

Topic No.14**PERSONAL RESPONSE (CONTINUED)**

As a personal response, the learner needs to know how the text is linked. Students should be clear how the sentences, paragraphs and thoughts in the text are linked to each other. The teacher has the responsibility to link the events and facts by giving them clues and hints. The teacher has the responsibility to develop the skills to identify the links in the reading text; these links must be noticed by the students. They should be taught the rules on connecting the text. The words like, 'and', 'but', 'next', 'finally' etc link the words and sentences. Students need to be told so that they can develop a personal response. This is also important as good reading skills develop good writing skills. Linked text makes clear, valid and authentic writing.

Topic No.15**PERSONAL RESPONSE – COHESION**

Sometimes, such writings where we have argumentative type of texts or where we have discussions, we need to look at the factor of cohesion and coherence. We need to look at the dialogues or the arguments that are being made, whether they do have some cohesion or coherence in the writing. This is mostly done at the higher level. This Topic No. is a little advanced for the primary school children. This is an important part of the reading and writing process and as mentioned earlier it is a bit advanced, thus the teachers need to give clear instructions to students. The students should develop

the skill of writing coherently as a personal response to the reading that they have done. This is a productive skill for their writing forms. In order to do good writing, it is important to do good reading.

Topic No.16**PERSONAL RESPONSE – ELISION**

The time gap that we give while talking is called elision. It is actually related to speaking however, speaking skills are greatly affected by our reading skills and thus it is important to be careful about noticing elision while reading; this is especially true for literature reading as there are elision points in the dialogues. They may be shown as a dot, dash or sometimes empty quotation marks which show that the speaker was taking a pause. The teacher should read the text with elision in a similar manner as would the speaker have said it. This is the natural language, that we take pauses to think while speaking and the teacher should bring the attention of students towards elision during the reading activity so that the students use elision themselves when they write stories, dialogues etc. Elision is an important language feature.

Lecture 5 (Topic 17 – 24)**Topic No.17****PERSONAL RESPONSE – REPETITION**

Repetition is a characteristic of teachers. They are known by repeating the words and sentences and this is an important thing for them to do. It makes the students sure about something. We should consider that they want some assurance from us and they depend upon us. They think whatever we say are the right words.

Topic No.18**PUNCTUATION**

Punctuation is something that we as teachers usually ignore however, we expect our students to use the right punctuations in their written work. It can only be learnt by the students while they pay attention to the various punctuation marks while reading a text. The teacher should bring the attention of students, while reading, towards word stress and intonation as that would further help them in their speaking.

Topic No.19**READING FOR PLEASURE**

Reading is a habit for adults and can be developed as a skill in children. A book can be a companion for adults. For young, reading and learning is a skill while they can enjoy it as well. They can look up meanings of difficult words. Often times, students are instructed not to look up meanings in dictionaries while reading but save the words for later by underlining them. This is so because in reading for pleasure, continuity is very important. Hence jumping from book to dictionary becomes a tedious exercise and not a pleasurable activity. It hinders reading from becoming a habit of sitting down with a book. We tend to learn more if we are stress free. So, students should be guided by their teacher to read for pleasure and be able to choose their own book. At primary level however students need guidance in selecting appropriate books. For this purpose, book fairs are a great place to buy cheap books and students should be encouraged to attend these. Rather schools should also invite book agencies to visit the school where children can buy their own books at low price.

The phenomenon of My Book is very valid here as it enables young children and students to buy books from their pocket money without burdening the parents. The confidence of reading a book bought by you increases the pleasure associated with reading. This hobby or habit should be developed early so as to instil the love of learning, of owning a book and keeping it safe.

Topic No.20**READING FOR PLEASURE - LIBRARY RESOURCES**

Another way to develop reading for pleasure is to use library resources. In case a resourceful library is not available, the teachers can always make a mobile library for their classrooms. They can ask people to contribute to the classroom library and this can be an effective way to develop the habit of reading in children. It can duplicate the library atmosphere. If students are taught to use libraries at a young age, they start to appreciate the atmosphere of the library. The silence in the library is an attraction to human nature. This is a contrast to the classroom atmosphere which tends to be very active. Where as in a library there is more independence and less teacher interference. Students should be taught that they don't always have to rely on course books but consult other resources. Extra knowledge marks may be added in examinations. Libraries are not restricted to only schools, public or home libraries are also a great way to achieve benefits of reading.

Topic No.21**POETRY**

Poetry is a form of reading called recitation. It is different from text or prose. It differs in structure from a prose. To recite a poem is an art in itself. While doing so some features are to be kept in mind. The rhyme of the poem is very important. The rhythm is life; it takes you something which is spontaneous and natural. Since there is rhythm in nature, students accept it easily. Students should be encouraged to spot the rhyme of the poem. The second thing is simile. Primary school children may not be able to identify them in a poem, for e.g.; as bright as day. But the teacher can encourage if she feels necessary. There are also metaphors used in poems, to be understood mainly by secondary school students.

Topic No.22**POETRY - PRONUNCIATION AND WORD STRESS**

These are significant characteristics of a poem. During recitation the pronunciation is very important. The best way to improve pronunciation is by listening. It gives you a better response from your audience. If your pronunciation is correct more people will be able to understand you. The poem recital demands exact pronunciation as words are used differently from prose. Prose has the tendency to explain things while poem tries to hint at meanings.

Word stress is also important because you can change the meaning of sentences. If you stress on a particular word you can change its meaning and tone. A sharp tone can imply rudeness. We are able

to explain the meaning of a poem by using the correct stresses. Words should be said in their right context in a poem. Emphasize on the words which need to be emphasized. You can only do that when you know the meaning and context of a word.

Topic No.23**READING SKILLS**

Revision of Reading Unit

Things to look for while reading:

Linked text: Find an identifier where the text is being linked Cohesion: Why are certain sentences bonded together? Elision: Why are the pauses and where they are? Repetition: Usually done by students while silent reading Punctuation: Feature of both writing and reading Sentence formation: Narrative or argumentative text Idioms: Use of similes and metaphors Phrases: Not commonly used now Writing is a direct product of reading. Advantages of reading would be reinforced while writing.

Topic No.24**READING SKILLS**

Learning Outcomes

By the end of this module students would be able to

- ☐ Become friendly with letters and words
- ☐ Spell words correctly
- ☐ Pronounce the words rightly
- ☐ Read paragraphs with reference to the context
- ☐ Analyze the text to spot parts of speech
- ☐ Collaborate with peers in group tasks

Lecture 6 (Topic 25- 27)**Topic No.25****WRITING SKILLS - CREATIVE WRITING SKILLS**

Writing should encourage creativity. Skill of creating must be instilled in children of all social backgrounds. Teachers need to teach grammar and spellings yet polish the imagination of students. Students should be taught to note down creative ideas whenever they come to their mind. This habit can be developed by carrying a notebook with them. The more we practice creativity the more it is generated. Imagination must be extracted from the mind and used on paper. The mind can think of a possibility of something extraordinary which should be transferred to paper.

Topic No.26**WRITING SKILLS - GRAMMAR AND VOCABULARY**

These are important tools for creative writing. Sometimes, students are creative in their thinking but not in writing. Here is where the teacher needs to help them with grammar of sentences to remove the barrier to creative writing. Students should not be discouraged if there are grammar mistakes. Build confidence in students to enhance their creative writing skills. Vocabulary is like hunting for words. Teachers can display words on the walls of classroom to reduce students struggle for the right words. Although reading is a great way to increase vocabulary but words close in meaning to the idea in mind should be easily available. Lesser vocabulary would discourage the student to write creatively.

Topic No.27**WRITING SKILLS – SPELLING**

Spelling is very important for academic writing as it is usually marked for in assignments. Writing on Computer indicates a different spelling of a word, American or British, the teachers should regard both as correct and acceptable. Too many spellings mistakes make the text lose its content. The marking criteria should be divided for segregated areas in writing. If the student is able to convey the idea properly but the spellings are incorrect some marks should be given for the idea. The assessment criteria should be fair. Detailed feedback is helpful for a student. What is right should be given credit for.

Lecture 7 (Topic 28- 29)**Topic No.28****DEVELOPING WRITING SKILLS****FORMAL WRITING**

Formal writing has different definitions in different regions in the world. Academic writing like assignments and essays is mostly considered formal. Words in spoken English may not be used in formal writing. There is a proper format for formal writing. There is a beginning, title and ending with a formal greeting. Writing in an official context is an example of formal writing. Personal communication is usually informal writing. Formal writing should be presentable.

Topic No.29**DEVELOPING WRITING SKILLS****INFORMAL WRITING**

This is an opposite of formal writing. It can be included in the course of primary school children to make them understand the difference. Emails are usually written informally, without a title/name. But they can be formal as well, it depends on the receiver. If he or she is in a higher position, for e.g.; a boss or parent we tend to use formal writing. There is nothing wrong with informal writing; it just has different features and characteristics. It is mostly used online among young people with their peers.

The content of informal writing does not include explanation of the text. In this regard informal writing is similar to spoken language. The listener is usually familiar and knows what we are talking about.

Lecture 8 (Topic 30- 35)**Topic No.30****TYPES OF TEXT – NARRATIVE**

There are different types of texts in writing. Narrative writing is like telling a story. Students need to use words like “once upon a time”, “next” and “finally” etc. The use of adjectives helps students use descriptive words for the characters in the story. This can also be a vocabulary building exercise. Helping words in a vocabulary column can assist students in being more descriptive. Narrative writing usually has a sequence of events and characters to add life to the story. Linking phrases are also useful for narrative writing. Students are usually required to write a narrative in exams.

Topic No.31**TYPES OF TEXT – ARGUMENTATIVE**

It is similar to debates, but debates are oral and argumentative is a written form of debates. It is usually an argument between two people. There is a point taken with two sides on a coin while both sides are trying to prove a point. There is a sequence in the dialogues from both sides. One point is being discussed and then there is a counter argument. Both sides of the argument are to be taken into consideration. Opinion of both or more parties should be included in the dialogue writing. Punctuation is very important in the conversation to make the dialogues clear. Without punctuation the arguments won't be shown like a dialogue. Some words which are used in spoken language can be used in argumentative writing as well for e.g.; “In my opinion”, “I think” ... Such phrases will make the argument evident. Polite phrases can be used according to the scenario for e.g.; “thank you for your opinion but...”

Topic No.32**TYPES OF TEXT – DIALOGUE**

This is used in all types of texts. It can be sometimes used in narrative writing. The dialogue should be written in inverted commas to clarify that these are the exact words used by the speaker. Reported speech may be used without inverted commas for example; “He said that...” In an argumentative text a lot of dialogues are used. A statement will be using a full stop. An exclamation can be ended with an exclamation mark. A question should end with a question mark. An elision can be shown by using a dash. The state of the speaker can be mentioned in the parenthesis after the spoken words. For example; he said “....” (Angrily).

Topic No.33**TYPES OF TEXT - EXPOSITION**

It is often confused with argumentative text. But there is a big difference however. In exposition there need not be a contrast or divide between ideas. It does not have to be argued with somebody. It is about having a belief and pursuing that stance. It is not common with school students as it is an advanced level text. It is mostly used in commercial campaigns for example; cigarettes cause lung cancer. It is to show one sided opinion. The teacher may give options to choose from different topics as students may or may not believe in that topic. Freedom to choose should be given to write an exposition text so that students can pursue what they believe in.

Topic No.34**TYPES OF TEXT – REPORT**

It is based on reported speech, when you transfer the information in your words. It does not use actual words spoken, known as direct speech. Reported speech is a part of grammar, known as indirect speech. Sometimes a few important dialogues may be used as in a journalist report. But usually the dialogues are not part of this kind of text. Words like: claimed, said, addressed can be used. The date and time and location must be mentioned in a report where a certain event took place. If location is mentioned in the title it may not be used separately. Expressions of the writer should not be included. The feelings should be detached, for example; I was very sad. Facts and figures should be used instead of personal feelings.

Topic No.35**TYPES OF TEXT - DISCUSSION**

It involves the mix of different types of texts. But it does have some features. It does not include confrontation of many opinions coming from opposite sides rather opinions would be agreeing with each other. Phrases like “we all agreed...” can be used. The information should be factual. Some discussions may not depend on facts. Students should be encouraged to watch discussion to see which ones are coming from facts and which are based on emotions. It has some significant phrases like using “I have been told”, “I think my opinion should be added”; such language markers show that this is a discussion text. Students may be shown clips to make them understand the different situations in which discussions may take place.

Lecture 9 (Topic 36- 38)**Topic No.36****FORMAL WRITING - LETTER**

When it comes to formal letters, we must address the person with title or surname. Upon ending, we should use greeting phrases like “Best Wishes”, “Yours Sincerely” etc. Usually letters are formal when the recipient is a professional senior, doctor, teachers etc. It is usually somebody with whom you have distance of respect. In the content of the letter, it should be within limits and there should be no unnecessary details. Teachers should provide an outline of a formal outline, beginning, middle and end for the ease of students. The formal manner should be according to the relationship of the recipient and sender. The details in the letter should be relevant to the issue at hand and of course respectful. It has to be to the point and precise.

Topic No.37**FORMAL WRITING - SALUTATIONS**

These are phrases like ‘Dear Father’ or ‘Dear Friend’ etc. Sometimes we use different salutations for respectful relations. For informal writing, we can just use hi, hello. Phrases like ‘Good morning’ and ‘Good day’ can be used in both formal and informal writing. Some salutations are fixed for particular persons like for a legal officer, political leader, and royal family member. In that case ‘Your Highness’, ‘Most Respected’ would be used when the position of that person is limited in number. These can be used for a mayor, governor, judge and sometimes teacher.

Topic No.38**FORMAL WRITING - FORMAL LANGUAGE**

Different cultures vary on which words are formal and which are informal but teachers should teach students how to make distinctions. Text messages are an example of informal language. Certain restrictions from family bonds have also been removed. Students might address their father as dad in a text message. A teacher should accept all kinds of ways in which students address their parents and not make them hesitant in sharing their answers. Teachers can ask students to turn a simple sentence into a formal one. In this way she can compare and get a brainstorm of lots of answers from her students.

Lecture 10 (Topic 39- 43)**Topic No.39****INFORMAL WRITING - REFLECTIVE WRITING**

It can be both under formal and informal writing. It depends on the organization and culture. It is something that we write reflecting back on what we have done in order to keep a record for further references. It is usually demanded by an institution and then it is a formal writing. It might be published somewhere and read by many people. Any kind of academic writing is formal. A prospectus is a good example of formal reflective writing. You can write your own reflective writing as well, as in the case of a personal diary where you can jot down your own reflections for improving yourself. This may be only bullet points or like spoken language for only the writer to read.

Topic No.40**INFORMAL WRITING - DIARY WRITING**

Diary writing is another form of reflective writing. It can be done while doing an action or after the action has taken place. It is different from reflective writing in the sense that it can be current. It can be called note writing also. It can be used both formally and informally but mostly it is informal. Students can note down words in a diary for a word bank and a vocabulary building exercise. For formal writing you can use those words for a formal purpose. This is recommended for secondary level students. They can use technology to note down words too. Then they can always convey it into formal writing.

Topic No.41**INFORMAL WRITING - BUILDING CHARACTERS**

We often build characters in narratives, dialogues, dramas and stories. Even journalists use some character sketch to build the persona of a character. They use certain words to describe the attributes of a person. It can be both formal and informal. For a formal context we need to use formally accepted words. Sometimes we can describe the character in a casual way. For example, in fashion magazine we can talk about celebrities in an informal manner. Formal language may not be appropriate for people we are fond of to bring them closer. Whereas, a historian needs to use very formal language to talk about a political figure. Newspapers also use both formal and informal styles of building a

character depending on the situation. Students need to learn this in literature where describing characters is very important to place the character in the right place.

Topic No.42**FORMAL INFORMATIVE WRITING - PROFILE WRITING**

An important part of an application is profile writing. It means people want to know you, a picture of what you are, how have you achieved your aims, what are your hobbies. Where details are required, few words will not be enough. Students need to give a good idea to the reviewer of their application. Students should not just write “cricket” in the hobbies section. They should explain at which level, with whom, who inspired them etc. It will give a lot of detail about a person’s personality and character. Use different paragraphs for different topics in a subjective answer. Writing about your family, education, skills, hobbies, and talents is a good way to fill up your profile picture.

Topic No.43**LEARNING OUTCOMES**

Students at the end of this module would be able to differentiate between types of text. They would be very familiar about the content and words they need to use when writing a particular form of writing. By the end of this module, they would be able to differentiate between formal and informal writing, compare diary note and reflective writing. For example; they would know that a report must be factual and formal. They would also be able to know how a certain text can be both formal and informal, link it up to the text and relate which type of text is it. They can decide which text they should use based on their skills and creativity. This kind of awareness will help them become independent learners and eventually better writers.

Lecture 11 (Topic 44- 48)**Topic No.44****Speaking Skills - Favorable Classroom Environment**

The environment must be natural, not artificial where people are mocking at each other and looking down upon the speaker. Even if students are making mistakes there must be no shame in that. Mistakes are supposed to help us improve. The atmosphere should not be of shame and guilt. Hence the environment must be friendly and accepting errors of others as English is a second language. This way students will not feel hesitation to speak up. The teacher should encourage students to speak in English only. She herself should avoid the mother tongue. This would make the classroom more favorable. She can put words on the board or walls or charts to help students use them in sentences. Teacher should understand the problems of grammar, pronunciation and punctuation and help them accordingly. The teacher should have encouraging body language and gestures like a warm smile. She should herself use the language she expects her students to use.

Topic No.45**SPEAKING SKILLS**

The teacher needs to have conversation and dialogue activity in the class to emphasize upon pronunciation and intonation. She should tell the students what is the purpose of each activity. She can divide the conversation into chunks according to what is being taught. Audio aids can also be made use of. Teachers should use examples in her conversation by using the speaking skills herself. Following different accents is perfectly alright. The basic understanding of pronunciation according to authentic dictionaries is what is important. Moreover it is a good exercise to listen to English news on radio or TV. Luckily in Pakistan we have quite capable news readers.

Topic No.46**SPEAKING SKILLS - LANGUAGE GAMES**

Speaking skills are best learnt by fun. It is a natural instinct for people to speak comfortably in their own language. But in order to learn a foreign language, it is a good way to not to force people but use comedy and fun. When there is no stress on the brain, it is accepted freely. More words are picked by the learners in a game; funny words are very quickly absorbed by young learners. Words used in movies often become clichés and become popular among the mass mostly in a comical manner. Games in a

classroom are a subtle way to convey the message. A teacher can find many language games online or in books. If a teacher likes to play games, she would become one of them. Students can enjoy and learn at the same time. Teachers should however maintain discipline in the classroom.

Topic No.47**SPEAKING SKILLS - BUILDING VOCABULARY**

Vocabulary plays an important part, how can we read if we don't know what is written. It can be provided by resources. For primary school students, teachers can provide word banks on charts, board, slides etc. For higher level students, you can have a resource corner in the classroom where you can put newspapers, magazines for consulting when students are short of vocabulary. This reduces the burden on the teacher and enables students to work independently. Students develop a sense of responsibility and confidence. Building vocabulary also helps students become confident that they don't lack the ability to use words.

Familiar words are better absorbed by the students. It should be a regular affair for the class activities. Teachers can have dictionaries placed in the classroom and inculcate the habit of using them, few times they would need teacher's help but later they would learn this habit.

Topic No.48**SPEAKING SKILLS - PAIR WORK**

It plays an important role in developing speaking skills. Students often feel shy speaking to a higher authority. If this activity is done in pairs, where they speak to their partners and the teacher can supervise where they lack. She can note down their mistakes and give them collective feedback so as not to be embarrassing the students. This way they would not become conscious. Personal feedback can be given at a later level. In the beginning teachers should always give collective feedback without taking names. Otherwise, it would become very demotivating for the students. Teacher should explain her point and then she can observe their progress. Teachers should develop a structure of giving feedback when supervising pair work. It is also important to give positive feedback and praise where due. This would make the feedback authentic that the teacher was not only pointing mistakes but also appreciating the effort.

Lecture 12 (Topic 49- 53)**Topic No.49****SPEAKING SKILLS - SELECTING TOPICS**

The teachers need to select interesting topics which are from common day affairs. It is a motivational factor which makes a lot of difference for students. She must consider the level of the students. For primary level students she can choose topics like cartoons and Barbie. She can ask them short questions to make them respond. For secondary school students, the teacher should look at the interest of the students. She can select topics related to electronic gadgets or technology. At higher level, the teacher can ask about their future prospects and other social issues. In any case the teacher should know about the needs and interest of the students. She can choose easy topics for weaker students, in order to encourage them to speak. She can use challenging topics for the above average students. This way she can cater to the needs of every student in the class.

Topic No.50**SPEAKING SKILLS - CONFIDENCE**

A lot of confidence is needed to speak a foreign language. It becomes easy when we get into the habit of speaking that language. The teacher is mainly responsible for building confidence for speaking in English, if she appreciates the effort it can boost the confidence. Confidence plays a major role to help people become good speakers. Sometimes language therapists can make immense improvement by making people speak clearly. People with speaking disability can improve a lot by encouragement. Students should be encouraged to express the ideas. Unfortunately, teachers can hinder the progress of the students by being overly critical. Therefore, praise is very important. A session of speaking in English in the assembly is useful, because a student is standing in front of a big group, this makes him very confident. Encouragement from parents also makes a lot of difference. This confidence is like producing an engine to start, and it works like a miracle.

Topic No.51**SPEAKING SKILLS – HESITATION**

Hesitation is something which results from demotivating factors. Criticism and body language can cause students lose motivation. Teachers play a major role in shaping personality of their students. The audience of the speaker is very important. The hesitant barrier can only be removed by the teacher as he is who builds up confidence to say more. The teacher must remove the hesitation by providing favorable classroom environment. Students feel shy and ashamed in speaking English. There is nothing wrong in speaking English. It should be encouraged and speaking of English is a good step

towards learning. It should be taken as an achievement and pride. Teachers should talk to their students about their shyness. It should be treated as a normal conversation. Students should know that there is nothing wrong in making errors.

Topic No.52**SPEAKING SKILLS – INTRODUCTIONS**

The teacher can ask the students to introduce themselves. She can begin by introducing herself as an example. The students can follow her pattern. This creates a friendly environment in the class in the beginning. Later she can compare if they have learnt how to introduce or added anything new in their introduction. Teachers can make students imagine a certain situation or create scenarios. Also she can consult students about what they want to talk about. This would enable them to face any kind of situation. This social skill plays a major role in shaping the future of the students.

Topic No.53**SPEAKING SKILLS - KNOW ME**

That is a very popular activity; it can be done both in pairs and groups. For primary schools students, they can be divided into pairs. They are supposed to ask each other questions. The teacher can give a Topic No. and students can decide what they have to ask. This way there will be a link among students. Students can choose to talk about their family, if they wish so. The teacher should be monitoring this activity and should not let one partner dominate the other. She can ask the other one to start a new topic. It should be a learner centered class as in when the speaking skills class is going on the teacher should only be a facilitator.

Lecture 13 (Topic 54 – 60)**Topic No.54****SPEAKING SKILLS – IMPERATIVES**

They are commonly used in speaking. They are often used in a classroom like “open the door” these are things to be done at the present moment. They are direct in nature and usually tell people to do something. These are like rules or orders. Students don’t have to use a lot of vocabulary. Students can be asked to change statements into imperatives. It can be made into a game, instead of writing the definition and looking at examples.

Topic No.55**SPEAKING SKILLS – FLUENCY**

Fluency is developed gradually; hence it should not be immediately expected. The teacher needs to be very patient in a speaking class. In a speaking skills classroom, it would mostly be one to one interaction. After a few months students should become better in fluency. Therefore, teachers should not discourage and cut their conversation in between. She can always provide feedback later and provide helping words in the classroom word bank. Words can be provided verbally as well. Sometimes it is not good to intervene as fluency is hindered in that case. Teachers should give them time and space to think of the right words to ward off nervousness.

Topic No.56**SPEAKING SKILLS - INTONATION**

Students should know the importance of intonation to bring out the meaning of the sentence. Usually language labs have audios, if they are not available; teachers can repeat the sentences to emphasize on the pronunciation and word stress. She should repeat a sentence five times. Usually a good listener needs to listen to a sentence at least three times. There can be an activity of compare and contrast. She can say a sentence with and without intonation and students can tell if there is a difference in meaning. If students are not able to follow, teacher can put the intonated word on the board for the students to focus. This way she can cater to the needs of weak learners.

Topic No.57**SPEAKING SKILLS – ACCURACY**

Usually when people speak a language they become critical about its accuracy. You need to remember that 100% accuracy with a foreign language is not possible. But teachers can try to be as accurate as

possible. This is developed gradually, and teachers need to be very patient. Accuracy in speaking skills is quite a task. Speaking time is important in judging the accuracy of the language. Primary school students may not be well versed in English if they did not have any speaking skills session. Some parents don't like to speak English at home but prefer the mother tongue. But in order to master a language, it must be spoken. So parents should try to cooperate. Specified speaking sessions should be included in the classrooms to apply English. Practice must be emphasized at primary level because it becomes natural without any consciousness like their mother tongue.

Topic No.58**SPEAKING SKILLS - FUN LANGUAGE**

This is a more informal way of learning a language. Teachers should make students aware that fun language can't be used on formal occasions. Teachers should however keep in mind the culture of the organization. It can be used on a casual occasion. It lacks salutations and greetings. Fun language can be added in the games played in the class. A teacher can replace words with codes, numbers, letters or gestures or anything she chooses to make any word into a more polite word.

Topic No.59**SPEAKING SKILLS – GREETINGS**

Greetings are a good way to learn a language, learn manners and greet people. Learners become familiar with the words and learn faster. Teachers can bring greeting cards in class and use them to teach them intonation and word stress. Students need to look at extra resources other than textbooks so as not to get bored. The teacher can also take her students to the notice board and note down something interesting written on it. Later they can share it with the class with correct intonation and pronunciation. This way they will get practice and also get to know the importance of a notice board. They would also know what is going on in the school. This is indeed a rewarding exercise.

Topic No.60**SPEAKING SKILLS - ADVISES/REQUESTS**

Advise and requests usually require polite language. We need to show that in our intonation. A request should not look like an order. Advise should be firm in their intonation. You cannot make a request when you are impolite and loud. Teachers need to advise with a lot of faith and not confusion. It will not really have an impact. Certain words create confusion. Proper words should be used as they make a lot of impact.

Lecture 14 (Topic 61 -69)**Topic No.61****SPEAKING SKILLS – PRAGMATICS**

This is the practical language, the language that is being spoken. If something is being said politely, pragmatics shows that it has been said in politeness. Students need to know that word selection is important to convey their meaning well with a practical application. Teachers need to use language that has a practical impact. If the students use words that convey annoyance, it would not have a long-lasting impact. If words are reflected by emotion they would not be believed by the students. It will be taken momentarily. Application of language should be detached and impersonal from emotions. It should have passion and commitment, but not hatred and insult. The words which are attached with negative emotions don't carry an impact. Teachers should focus on pragmatic language to make the students learn.

Topic No.62**SPEAKING SKILLS – INTERPRETATION**

Interpretation of words is very important as there is no time gap between delivery and reception of speech. Students should be told that there can be many interpretations of the words spoken. Therefore, meanings should be clarified. Speaking is a more sensitive activity than writing as it is more momentarily and there are more chances of misinterpretation.

Words have more than one meaning and context; hence teachers should tell students to clear the confusion even if it is with a higher authority. Teachers should be more adaptable in accepting mistakes as we are not native speakers. The actual meaning must be conveyed as words carry more than one meaning.

Topic No.63**SPEAKING SKILLS- DESCRIPTIONS**

There are many language games that can be based on description. Primary school students can be asked to describe the things in the classroom. Students love to look around in the class. This way they would be learning a lot. Students can first name the things, then make sentences about their description. This activity is bound to increase observation and vocabulary. They can practice this at home as well. For secondary school, we can modify it. They can talk about a character, a celebrity or

any family member. They can use adjectives and learn sentence formation. Students at higher level can also go for an interview. They can then share and reflect about their experiences.

Topic No.64**SPEAKING SKILLS - ADJECTIVES**

Adjectives help us to describe people and places. The teacher can ask the students to use adjectives in sentences. It can become a vocabulary aid. Students who are weak in adjectives can get help from those who are better. This way it can become a peer based activity. However, it should not be made obvious in the class that who are the weak students, it is to encourage collaboration and cooperation. It should not belittle the weak students. Learning from a teacher, they can become more conscious about it. The same adjective can be used with many words. The teacher should encourage questions among students.

Topic No.65**SPEAKING SKILLS - PEER ASSESSMENT**

It is a good practice to make the students assess their peers. They like to listen to what the other person is saying especially if they are of the same age. They tend to focus more on what they are saying. It is like a chain building activity. The teacher should explain what she needs them to do. Students should be very honest and fair in assessing their peers. This way students will understand how an assessment is done. Students come to realize the accuracy of the teacher in assessing them. It is like a reciprocal activity. It has many advantages. Their listening skills are also developed. They can compare their own speaking skills and be motivated to learn from a better example. The teacher may give a criterion for assessment in case there is some problem.

Topic No.66**SPEAKING SKILLS - PAIR WORK**

Pair work can be useful in assessing their skills. Sometimes teacher is concentrating more on marks distribution than on the speaking skills. It is a good idea to divide the class into pairs and they can talk to each other while the teacher can mark them. One to one assessment is not as successful as pair work. The selection of topics should be relevant for their level. Topics should not be close ended. It should be interesting. Students can also have the liberty to choose a Topic No. of their own interest. In order to let the conversation flow, the Topic No. must be interesting enough to facilitate the students to speak.

Topic No.67**REFLECTION**

This is another method to assess students in pairs. Teacher invites the pair in front of the class and the criterion of marking is given to the class. Students are not going to doubt that there is bias in the class. The conversation between the pair is a reflection tool for the whole class. The teacher can

consolidate the results herself. The audience group can make an assessment speech later. The teacher can give feedback later to make it a balanced reflection. The class will be encouraged to mark each pair's use of expression, intonation and pronunciation.

Topic No.68**TEACHER'S SUPPORT**

Teacher's support is very important even when students are learning independently in the sense that she should monitor, facilitate and supervise them. A teacher should remove any kind of bias and help them with appropriate use of vocabulary in assessment. The teacher needs to guide the use of words on internet. She should emphasize on the use of proper words to request, advice, greet, question etc. This is related to the pragmatics of language in both speaking and writing. Greeting without intonation is important, the teacher should not use the phrase "this is wrong" if she finds any mistake, instead she can repeat the sentence correctly.

Topic No.69**LEARNING OUTCOMES**

After this Topic on speaking skills students will be able to speak with confidence. Teachers also need this confidence as it is a foreign language. As they say practice makes a man perfect, the more they speak the more they learn. Students will replicate their teacher's fluency and confidence. The natural form of teaching English to speak is much successful than the formal ways of teaching. Games and fun are a good way to enhance the speaking skills through enjoyment. Students can gain a lot of confidence with getting praise from parents.

Lecture 15 (Topic 70 -77)**Topic No.70****ENGLISH LANGUAGE SKILLS**

There are four basic skills required to learn a language: Listening, Speaking, Reading and Writing

In listening skills, the focus is on intonation and pronunciation. Usually audio aids are used in language labs. As a product of what is being said in the conversation, a student would be able to speak. A listener needs to focus on important features in order to comprehend. Sometimes, the listener needs to listen to the tape again and again but that may not be allowed in the exam.

Topic No.71**LISTENING SKILLS**

The teacher needs to emphasize on intonation and pronunciation in the audio tape. What is the tone of the words being said, what is the mood of the speaker and the pitch of the speaker? The teacher can use some words from the tape and write them on the board to familiarize the students. While the tape is going there must be no movement and sound. The students need to have full focus and attention on the audio. The teacher can do live speaking as well while sitting so that there is less focus on her movement. She should use short sentences as long ones might distract the students.

Topic No.72**LISTENING SKILLS (CONTINUED)**

It is a good practice if the teacher writes on the board what students need to focus on. She can define the terms on the board as well, like;

Word stress – stress on the word to get meaning. Intonation – high or low pitch of spoken sentence. Collocation – two or more words that go well together.

It is common to give sheets of paper to students to write new words they have encountered. This way students will try to focus more and become good listeners. Speaking is a product of listening and this way speaking would also be improved. The content of the audio would also help students gain insight into how words are used.

Topic No.73**SIGNIFICANT POINTS TO DEVELOP LISTENING SKILLS**

There can be exercises to enable students to focus on certain things. The teacher should inform the students that they need to collect information while listening. Students can point out the ethnicity and nationality of the speaker from his or her accent. It would be a task for higher level students. Other things about the character of the person can be written down. Sometimes, students can draw a profile picture of speakers who are on the tape. For reinforcing of listening skills, students can write down the words and repeat them. The teacher can stop the tape when she wants her students to repeat some words. Mirror exercise is also useful as it is about repeating what is in the tape and you practice speaking in the same manner.

Topic No.74**SIGNIFICANT POINTS TO DEVELOP LISTENING SKILLS - FOCUS BUILDING EXERCISE**

There are many ways to develop focus. Teachers should tell students that they must look for numbers, for e.g., 15 and 50 may cause confusion. In order to have correct understanding, students need to make a note of it. Postal code is also very important. Again it consists of letters and numbers, for e.g. n and m cause a lot of confusion. In a listening exam, the speaker may not clarify so students have to be very careful. The number of speakers can also vary; students usually don't notice the number of speakers. Students need to identify the age and gender of the speaker as well.

Topic No.75**COMMUNICATION GAPS**

Communication gaps take place in speaking exercises. In listening skills they can occur too. In case there are any gaps, the teacher should repeat the audio and make sure that the students pick up the missed information. She needs to develop careful listening habits, while students are listening they should be fully alert and all distractions or interruptions should be minimized. Listening should be done in a relaxed, friendly environment otherwise tense atmosphere will not let them listen at ease. Teacher can do some test listening before she starts the actual task. Students need to know the process of the listening activity. Teacher can write the steps of the activity on the board to make sure all the students can catch up on what's going on. This way they would become familiar and listen for details, numbers etc in the audio.

Topic No.76**ESSAY**

Essay is usually a part of the literature syllabus, but students should know how to analyse an essay. An essay is a collection of sentences and paragraphs. The beginning of each paragraph must express the purpose of that paragraph. A new idea must begin in a new paragraph. The linking of paragraph is also significant to learn. The sentence formation usually has all the parts of speech in it. Students should use different kinds of adjectives. With the use of nouns, it is difficult to use different words, e.g. a cupboard will always be a cupboard. It has been seen that students mostly stick to the words “good” and “bad” for adjectives. Teachers should teach students more alternative words. Too much use of the same word would not carry an authentic message moreover the examiner would not consider the writer to be a good writer. The teacher should encourage creative skills and rich language. Students should be encouraged to write their own opinion and imagination. Teachers can give them samples of good essays where there is rich exposure of language. By reading good essays students would be able to write good essays. The essay can have three paragraphs, Students should be careful about word count. Instructions should be clearly written down for students.

Topic 77**EXERCISES**

These exercises are to develop the reading, writing skills and how an essay is to be read. This exercise can be useful for all levels. Gap filling exercises, traditionally called fill in the blanks, enable students to form meaningful sentences. They also develop the skill for looking for vocabulary. Instead of students looking for words and wasting time, teacher should provide them with the list of words. In order to achieve the aim, she should facilitate the students with word bank. Teacher can mention how many words are required in the gap, by mentioning the number in the bracket at the end of the sentence. She can also fill the first one to help the students. In primary school, teacher should supervise the students in this exercise.

Lecture 16 (Topic 78 - 81)**Topic No.78****MATCH THE WORDS**

These exercises are useful and they build up vocabulary and understanding. It is started by matching pictures with words. This way they can learn names of things, even in the classroom. In secondary school, the teacher can provide two words which are similar in meaning put sequence is jumbled up; column A has to be matched with column B. There can be collocations to match the words. This is a useful exercise to enable students to look for another similar word. Students can also think of a third word and write that down side by side. This way they are going to enhance their vocabulary. Teachers should accept those words and not consider them wrong. This is done while reading as well. Students can underline words which are similar in meaning.

Topic No.79**DEFINING CHARACTERS**

Characters are to be looked at with utmost clarity. Teachers need to develop a skill by doing a profile on the characters. She can ask her students to draw the character. It can be a fun activity; this way students can imagine the character well. Teachers can encourage students to get into the roles of characters. Role playing can be an effective way to understand the character fully. If no one wants to volunteer, the teacher can nominate the students. Characters out of the course or essay should also be encouraged.

Topic No.80**LOOK FOR A PICTURE**

The teacher must bring a picture which should be interesting and elaborate. She should leave it to the imagination of the students to describe the picture. Students would develop imaginative skills. Teachers should not be too critical in judging student's imagination. A higher level student may relate the picture to some background story. It is the right of every student to learn, whether they are imaginative or not. Teachers should encourage students to participate in them. Students can practice this exercise outside the classroom as well.

Topic No.81**OUTLINE OF A SHORT STORY**

It is also included in the literature course. It is usually interesting to read as it is short. Students can be encouraged to write short stories themselves. Teachers can give either ending or beginning to give students an outline. Along with outline, she can also give a sentence, or the whole story can be written in a gap filling exercise. Students can imagine and write what they think happened. Teacher can provide resources to help students. She can integrate multimedia resources as well. The visual learners would be very happy to see pictures and words in order to write a story. Teacher can tell the beginning orally as well. Students can then continue after that. She can then carry on with the story. The teacher can then develop the rest of the story on that idea.

Lecture 17 (Topic 82- 85)**Topic No.82****SHORT STORY - SCENE AND SITUATION**

Scene and situation is developed according to the basic theme of the short story. Is the situation of war, poverty, and peace etc, all these things have to be discussed at length by the teacher before students write the short story? This way students will have a context and a schema in their mind. Otherwise it will be a time-wasting activity. Understanding of the background and culture is important; e.g. students should have knowledge of a village if the story demands so. It is not expected of a student to write a short story without having words to write that, therefore teacher has to specify whether the short story has to be dramatic, real life incident, heroic act, series of events etc. Short stories in the newspaper have a series of events. Teacher has to determine this according to the level of the students.

Topic No.83**GRAMMAR USE - PRESENT SIMPLE**

Students must be aware of proper grammar use in writing. While reading, students should identify grammar usage. Tenses are the most important feature of grammar. Present simple is the first tense students learn. The best way to learn it is with examples like I eat, I go, I run, I laugh. What is happening at present is being described in present simple tense. An action verb and a subject is what make a present simple tense. A subject can be a noun or a pronoun. An object may be added. E.g., I eat an apple. This transition should be very gradual. Use of article has to be introduced gradually as well.

Topic No.84**GRAMMAR USE - PAST SIMPLE**

It is something similar to present simple but the difference is in time. The time has passed now. "I eat" now becomes "I ate". A teacher can draw a timeline as it is a useful tool in grammar lessons. It is a common practice at all levels. Jumping from present to past would make students understand it well. The past tenses of verb must be taught to students. Teacher can make columns of verbs in random order and ask students to match them. It is not a good practice to memorize the past forms of verbs. Students should be able to consult the teacher for help.

Topic 85**GRAMMAR USE - CONTINUOUS TENSE**

Both present and past also have continuous tense. Continuous means something is continuing. If we are talking about present continuous, something is happening. For this purpose, “ing” is important. Students would be able to identify very easily through this sign. However, differentiating between present and past continuous must be taught to students. Present continuous tense: I am writing a letter. The verb is in present. Past continuous tense: I was writing a letter. The verb is in past. In this way students would be able to identify easily. Students need a lot of practice. Learning tenses orally is also a good way. Teacher should also participate in making sentences.

Lecture 18 (Topic 86 - 88)**Topic No.86****GRAMMAR USE - PRESENT PERFECT**

It has to be in present form but it uses a participle. For example, I have written a letter. This is taught in secondary school mostly. “Written” is the past participle. The tense is present. It indicates that this action was done not a long time ago but in recent past. Let the student’s reason why have we not said “I wrote a letter”. This can be in answer to the question: Have you written the letter?

Topic No.87**GRAMMAR USE - PAST PERFECT**

It happened in the past and the use of participle e.g., “I had written a letter”. Students might ask why we can’t say I wrote a letter. There is a difference in meaning. “Had” specifies that the action was done a long time ago but relevant to the time period we are in now. The meaning and purpose of using past perfect is that the action was carried on. I wrote a letter could be many, many years ago. The teacher needs to introduce the participles of the verbs as well. These are available in the grammar books. Teachers can use match the word exercise.

Topic No.88**GRAMMAR USE - FUTURE TENSE**

It is about what is going to happen in future. The action is a planning or a wish. Future consists of a subject, the future form of the verb and the object. For example, I will eat an apple tomorrow. The use of will and shall with the verb is very important. Later, tomorrow, afterwards are words that specify that the action will be done in future. The teacher can add the extensions of the future tenses according to the need of the future tense. Students can add phrases of their own choice as well.

Lecture 19 (Topic 89- 93)**Topic No.89****SURVEY**

It is a good way to find out which is the favorite genre of literature of the students like poetry, short story or novel. The feedback on the survey would help them meet the need of the students. Teachers can add material according to the preference of the students. In the West, teachers usually form some percentage of the syllabus according to the needs of the students. It is important to base our curriculum on the needs of students. It should not be enforced upon the students.

Topic No.90**PLANNING FOR DIFFERENT GROUPS**

Planning for mixed ability group (also differentiated teaching) means the teacher is catering to the needs of all the students. She needs to do planning for students with all abilities present in the class. This can be applied at all levels. The participation of all students should be there in the main activity in the class. Assessments can also be broken down according to the level of students. Tasks given should be according to the abilities of students. Complicated questions should be for challenging students, and simple ones for average students. No student should feel deprived. If a student is making progress, she needs to appreciate and encourage. Teacher planning needs to be modified for the purpose of serving each student.

Topic No.91**PLANNING FOR DIFFERENT GROUPS - CLEAR INSTRUCTIONS**

Teachers need to keep in mind that clear instructions play a great role. In the beginning, instructions should be made clear. Any ambiguities can lead to waste of time or even demotivating to complete a task. Instructions can be written on the board. Questions should be encouraged. No student should be unable to see the instructions. They can be written on their worksheets as well. Any confusion must be removed by modifying the instructions. Extra marks for writing more than one answer should be made clear. The habit of reading instructions is also a useful skill for effective learning.

Topic No.92**PLANNING FOR DIFFERENT GROUPS**

These are made in lesson planning or in a final exam. They are possible at all levels, wherever there is need to do so. Teachers should however be careful that any modification should not disturb the link to the rest of the lesson. It is not a good practice for an observer to modify the lesson during a lesson. It can create confusion for both teacher and students. It can be applied later or in next class. Students should be trusted about modifications. Teacher should let them know about the modification she makes. It can be added in lesson plan as well by using a different text color. Later she can review and analyze if it was better or not. They should be discussed in staff meetings also.

Topic No.93**PLANNING FOR DIFFERENT GROUPS****NEEDS ANALYSIS**

This can be for students as well as for the teacher herself. Primary school children show their needs and emotions very well. Secondary students sometimes do not show what they need while learning. There are different ways to do a needs analysis. Teacher can form a questionnaire to ask them what type of learners they are. How do they learn best, while they are reading, listening, memorizing, or looking at pictures? She can herself evaluate how the students have responded to assess how they learn. She can notice which students need help in which activity and then she can make those students do extra work and activities. Some students may need more appreciation than others. This should not be ignored but it should also not look like she is doing favoritism.

Lecture 20 (Topic 94 – 100)**Topic No.94****PLANNING FOR DIFFERENT GROUPS - VISUAL LEARNERS**

Types of learners in the class must be identified. Visual learners are those who learn from looking at things like movies, videos, and pictures. It triggers their memory to learn, memorize and responds to things. To determine if a student is a visual learner, she can ask students questions about a video. Students who remember the details correctly would be visual learners. They would also respond in a visual manner. They might want to draw something especially a character. They can get a very good image of what the teacher is talking about. It would add to the fun in the classroom. Resource books with pictures should also be present as visual learners would love to relate pictures to their lesson.

Topic No.95**PLANNING FOR DIFFERENT GROUPS - AUDIO LEARNERS**

Audio learners love to listen and learn. Teacher can bring audio tapes. They can register what they listen to and it is printed in their mind. Teacher can make sounds of letter to help pronounce words. Sounds of animals can also be played and students can name the animal. Audio learners would greatly benefit from this activity. Parents can also be informed about the student's abilities so that they can cooperate. The habit of listening to instructions and paying attention can be a good skill. Other students would also benefit from the responses of the audio learners.

Topic No.96**PLANNING FOR DIFFERENT GROUPS - KINESTHETIC LEARNERS**

Kinesthetic are those learners who like to physically touch things. These learners can be good engineers and architects. If she wants to talk about a car, she can bring a toy car. Students can name the different parts of the car in English. This can be done in primary class. Teacher can have an outdoor activity e.g, she can go into the ground and touch things and name them. They can then write about them. How it felt, what the texture was like. Teacher can easily identify who are kinesthetic

learners. One student can be more than one style of learner at the same time. Audio learners can also be kinesthetic learners and so on. Kinesthetic learners don't like to sit at one place. It may not be a behavioral problem but only a difference in style of learning. Teacher should never discourage this type of students.

Topic No.97

PLANNING FOR DIFFERENT GROUPS - INTRAPERSONAL LEARNERS

Sometimes we notice there is one student in the class who is sitting by himself and not interacting with others. We usually think he is shy, but that is not true. He is basically an intrapersonal learner. He learns best when he is on his own. When he is looking at a picture in a group, he may not learn as much as he can when he is by himself. Teachers need not to label him as shy. Teacher must take care he is given resources where he can work by himself. Parents must be informed, most of the time they have no idea that he needs space to be by himself. He is not able to learn well in distractions. They blame him for being careless and it can be demotivating for the student. He should not be among other siblings while learning and keep less distraction.

Topic No.98

PLANNING FOR DIFFERENT GROUPS - INTERPERSONAL LEARNERS

It is just opposite of intrapersonal, these learners like to socialize, they learn more when they are with their friends. They like to discuss issues. They try to dominate the classroom but the teacher should make sure it should not cause complex in other students in the class. They are very loud in their learning and tell others what they know. They should not be snubbed. They should be directed to listen to other people as well and direct their learning. Teachers can make them leaders for the group. Because they are very social, they like having attention. Teacher can designate them groups and tell them their responsibility. She should train them to let every member speak. They would be helping the teacher in improving the skills of the rest of the group. In any case, every student can benefit from interpersonal learners.

Topic No.99

PLANNING FOR DIFFERENT GROUPS - LOGICAL LEARNERS

This is associated with those students who are good at mathematics or logic. Teacher can consult math teacher for identifying these types of learners. One student can be both visual and logical learner. Teacher can use post codes and numbers to cater to the logical learners. A teacher should include all

these types of learning styles in her lesson. Most of the classes have a mix of these, some students may have all these learning styles where as some may have only one. Students need something according to their learning style to learn at their own pace.

Topic 100

PLANNING FOR DIFFERENT GROUPS - LINGUISTIC LEARNERS

Some students pick up words from what they listen to. They learn from the verbal language of the speaker. This often happens in primary school. Parents and teachers need to be careful about what they say as children might be linguistic learners as it is very difficult to remove a word from a child's mind. Psychologists have proven that what a child learns from his early years, it is very difficult to erase what he has learnt from his memory. Teacher can use linked text in her conversation. At the end of the lesson, she can practice some sentences orally e.g., "Have a nice day." She would notice that linguistic learners would eagerly respond.

Lecture 21 (Topic 101- 104)**Topic No.101****MAKE YOUR OWN RESOURCES**

Teachers need to make their own resources according to the needs of the students. She should bring resources with herself. Language teachers are advised to carry a bag of materials with them. The teacher can make her own audio and visual tapes by use of technology. This change in the routine of learning will bring enjoyment. Classrooms should be made practical yet fun as they are a second home for the students. Teachers can have a resource corner in the class. Audio video resources can be made by the students themselves.

Topic No.102**PRINT RESOURCES - USE OF MATERIALS**

Teachers need not purchase expensive materials. They can use recyclable materials like newspapers. Print resources are very inexpensive and easily available. It is a good practice to collect materials in the homes of students. Teachers can make valuable resources in this way. School library can also be consulted. Old books, letters and old magazines can be useful. Students should be encouraged to collect their own resources. They can find relevant material in the print media. They can paste it on the wall for everyone to read in the class. These authentic materials can be useful in analyzing original scripts.

Topic No.103**PRINT RESOURCES – NEWSPAPERS**

Print resources have a lot of presence of newspapers. They are easily available. Current newspapers can be used for discussion purposes at higher level. A pyramid discussion can be done; one pair can give new information to another pair. In the end we have all the information in a pyramid form. A

final discussion can take place among all the pairs. Then they can write down the gist of the article. Primary students can be asked to pick three lettered words. They can paste them on the board. It would boost their confidence. Teacher can use headlines to replace others words. It can be fun learning. In some cases newspaper cuttings can be used.

Topic No.104

PRINT RESOURCES – MAGAZINES

Magazines are of various types. Fashion magazines can be used to identify informal writing. Educational magazines can be used for academic writing examples and formal writing. Magazines can be labelled accordingly for the ease of the students. Magazines are helpful for visual learners. They can talk about the pictures to their partners. Teacher can encourage talking in a funny, serious or creative manner. Teacher must monitor them to make sure they are not getting off the track. Teacher needs to make sure only permissible content of magazines should be discussed in the class.

Lecture 22 (Topic 105- 107)**Topic No.105****PRINT RESOURCES - READING MAPS**

The online maps like Google Maps are very commonly used nowadays. Students must be trained to read maps. They can be given maps on leaflets. It can be done on a primary level. The teacher can make a map of the school. In this way students would not depend on anyone to reach a destination. Teacher can make the students do an actual activity where they go out of the classroom and find a certain place. They can tick off the place they reach at.

Topic No.106**PRINT RESOURCES - CHARTS/LEAFLETS**

Charts, leaflets and cards can be used after recycling from the school store. Students can also bring their materials to use. They can be used in so many ways. Secondary school students can help the teacher make resources. It will be a good learning activity. They can cut words from them and past them on new charts. These resources can be displayed on the walls. They would appreciate the idea of doing things themselves, own their work and take care of what they have created. Such activities not only engage the students to positive activities but they also make learning fun. It is not necessary for the teacher to talk all the time. The classroom must be learner-centered.

Topic No.107**ONLINE RESOURCES**

Online resources are very common at each level. Especially Google Scholar is a great way to get access to articles and sometimes books. For primary school students, they can find nursery rhymes on their tablets. There are many websites that are offering online material. Some sites are totally free for teachers and students. Some sites ask for annual subscription. Some schools have online libraries especially in the West. Some sites need login details for access. Dictionaries can be used online as well as it is very handy. Synonyms and sentence formation can also be easily found online.

Lecture 23 (Topic 108- 110)**Topic No.108****LANGUAGE DEVELOPMENT: BEGINNINGS OF COMMUNICATION**

Communication is a collaborative process that develops from birth. There is no one way that children learn to communicate, but research has shown that it is significantly influenced both by the social and cultural environment surrounding a child and by individual factors such as their interests, dispositions, health and wellbeing. Communication is about more than just spoken or written words, and it encompasses many forms of shared understanding and expression. Communication is crucial to children's holistic development, and research evidence supports the pivotal role that teachers play in facilitating the development of children's communication skills in educational settings.

Topic No.109**WHAT IS COMMUNICATION?****A process for sharing meaning**

Communication is a collaborative process through which two or more individuals connect and share meaning around thoughts, ideas and feelings. Learning to communicate with others is one of the most important but complex social tools that children will develop, and is a key foundation to learning, development and wellbeing for all human beings. Children's communication development starts at birth – indeed, there is evidence that it may begin in utero. It is shaped by significant people in their lives and inextricably linked with the cultures they experience.

A process for giving information

Communication also involves sharing information. Children might express themselves in a range of ways such as talking, gestures, sign language, picture symbols, drawing or writing. In some cultures, using facial expressions or 'eye talk' like an eyebrow lift might also convey unspoken messages. Infants

and toddlers communicate using a variety of forms of expression including gesture, vocalisations, noises and touch before they can use words and sentences.

A process for receiving information

Communication also includes the ways in which children comprehend or make sense of meaning in a given situation. Children learn to do this by engaging with others through looking, listening and gaining an understanding of language. They also develop a social awareness of how people interact in context using both spoken and unspoken forms of communication.

Topic No.110

KEY ASPECTS OF COMMUNICATION

While communication and its development need to be viewed within situated, cultural contexts, there are key aspects of communication that all communities have in common, including speech, language, literacy and communicative competence. These terms are sometimes used interchangeably but actually refer to different but interrelated facets of communication. These facets have their own processes that children learn about as they experience social interactions with others. Understanding these different aspects of communication can support teachers in recognising the potential contribution that every child brings to their interactions in educational settings.

Lecture 24 (Topic 111- 114)**Topic No.111****KEY ASPECT OF COMMUNICATION: SPEECH**

Speech is a verbal means of communication that involves the articulation of sounds like ‘b’, ‘k’, ‘ch’ and ‘f’. Articulating individual speech sounds and combining sounds into words is a process that requires precise neuromuscular coordination involving placement of the lips, tongue, teeth and palate as well as breathe control. Voice quality, intonation (the musical rise and fall of our voices), fluency and rate of speech also enhance how effectively a speaker can make their message understood.

Each language has specific sounds (phonemes) or sound patterns that are characteristic of particular languages. Understanding the rules of how sounds and sound combinations go together (phonological awareness) pertains to the branch of language development involving the sound system of languages called phonology. Children’s ability to use sounds in words is a gradual process that starts at birth, if not before, and is influenced by the sounds that infants hear people speaking in their immediate environment. Infants also start experimenting with making sounds from the day they are born, and then subsequently learn to articulate and refine sound and sound combinations into syllables and words throughout their interactions with others in the early years.

Topic No.112**KEY ASPECT OF COMMUNICATION: LANGUAGE**

Language is a socially shared code or system of symbols (such as signs and words) for thinking and communication with others. Every culture in the world has languages that continue to evolve within their social, historical and cultural contexts. Spoken language is one form of communication, although languages also exist in other non-spoken forms (such as sign language or written language). Language has different modes such as receptive language, which refers to a child’s comprehension of words, phrases and sentences (spoken, written or signed), and expressive language, which refers to a child’s

ability to use words, phrases and sentences (spoken, written or signed) to get messages across to others. The words that a child understands or can use are referred to as their vocabulary.

Language development can be thought of terms of the three major components of language –form, content and use:

- Form refers to the structural aspects of language, including phonology (sound units and sequences), syntax (word order and relationships) and morphology(the internal organisation of words)
- Content refers to the semantic system of rules governing the meaning or content of words, phrases and sentences
- Use refers to the pragmatic aspects of language as a social tool, with conventions around how language is used in real-life contexts

Children develop language in different ways and at different rates. For example, it is common for children who are bilingual to take a little longer to speak fluently, or to frequently switch language codes while processing the different languages they hear and speak across their home and educational environments.

Topic No.113

KEY ASPECT OF COMMUNICATION: LITERACY

Literacy is another important component of communication development. Traditionally, the term literacy referred to written language involving skills in reading and writing and using print symbols like letters and numbers. Today, researchers talk about emergent literacy, which refers to the notion that young children develop skills in reading and writing at home or in early childhood settings, well before the formal process of teaching children to decode or encode print begins at school. Conversations, vocabulary, comprehension, print knowledge and phonological awareness are all important aspects of literacy development that underpin the ability to communicate using written language.

In today's digital age, some research literature extends and challenges the notion of literacy as focused only on reading, writing and print, and draws attention to other kinds of texts that use a range of technologies and involve images, gesture and sound. In this sense, literacy or literacies might be reconceptualised to move beyond the individual, cognitive process of encoding and decoding print, and encompass the ways in which children learn to communicate meaning through a wide range of multimodal signs, symbols and media in order to engage with communicative partners in different social contexts.

Topic No.114

KEY ASPECT OF COMMUNICATION: COMMUNICATIVE COMPETENCE

Communicative competence recognises children's linguistic knowledge and skills and emphasises their ability to use those resources effectively in sharing and understanding meaning with others in social situations. The notion of communicative competence aligns with the pragmatic component of language, in which a child's communicative efforts are viewed in terms of their intention, purpose or function within social contexts. When children engage in social interactions, they develop an understanding of what, where, and with whom to communicate for certain purposes, as well as how to adapt their communication style to suit different audiences or contexts. Communicative competence acknowledges a child's linguistic form and content and the ways in which they are able to use those resources, as well as others such as gesture, facial expression, reading, writing or drawing, to communicate effectively.

Lecture 25 (Topic 115- 122)

Topic No.115

COMMUNICATION MATTER

Research shows that children's competencies in language and communication underpin their holistic development and wellbeing. Communication skills are vital not only for children's cognitive and conceptual development but for their social, emotional and cultural awareness and understanding.

Topic No.116

COMMUNICATION MATTER: COGNITIVE DEVELOPMENT

A child's learning depends on communication skills such as being able to understand what another person is saying, as well as thinking, responding, and interacting with others in a range of verbal and non-verbal ways. All areas of the curriculum in early childhood education and school contexts involve some form of language or communication, and research has consistently demonstrated the role of oral language in underpinning children's cognitive and literacy development, with strong correlations between early oral language and later learning areas such as reading comprehension.

Topic No.117

COMMUNICATION MATTER: SOCIOEMOTIONAL DEVELOPMENT

Responsive interactions with adults and peers are pivotal to supporting young children develop social and emotional skills in a variety of ways. Language and conversation help children to reflect on, regulate and express their emotions, to understand how or why other people might have different perspectives, and to learn how to develop friendships with other children.

Topic No.118**COMMUNICATION MATTER: SOCIOCULTURAL UNDERSTANDING**

Learning how to use different language and communication modes helps children to learn about their own culture and the cultures of other. Interactions at home and in education settings allow children to learn the system of symbols related to their particular languages and cultures, but also to develop competencies in how to use those skills effectively and respectfully in a variety of social and cultural situations.

Topic No.119**INFLUENCING FACTORS ON DEVELOPMENT OF CHILDREN'S
COMMUNICATION SKILLS**

There is no one correct or universal pathway through which children develop their communication skills. For centuries, theorists have debated how human beings learn the symbols of their cultures, particularly in the field of children's language development. Dichotomies such as the well-known nature versus nurture debate are still evident in the research literature today. Most current literature appears to support the view that the development of language and communication depends on a combination of both individual and environmental factors, and that social relationships are key to supporting children to learn the language codes of their cultural communities.

Topic No.120**INDIVIDUAL FACTORS**

Individual factors include a child's interests, natural disposition and learning preferences, all of which shape the communicative opportunities and purposes that drive a need or desire for the child to

communicate. Some children are simply more talkative or expressive than others! A child's overall health and wellbeing can also underpin their energy levels and motivation to communicate. One individual factor that can have a direct impact on speech and language development is hearing, which can affect a child's ability to listen and perceive sounds and words, in turn affecting the way in which the child might learn to say sounds and words. Hearing and listening also underpin children's ability to share and sustain their attentional focus during language and learning activities in early childhood and school contexts.

Topic No.121**SOCIAL FACTORS**

Social factors also provide an important foundation for the development of communication. A communication-rich environment that allows for a range of forms of expression such as verbal language, drawing, writing, body movements, music and pictures can enhance children's creativity, comprehension and meaning-making. Responsive communicative partners, both adults and other children, who are available and engaged with the child during play and learning situations provide opportunities and support to extend the child's learning and development in everyday situations.

Research suggests that responsive adult communication incorporates planned, unhurried interactions that follow the child's interests and leads, while also responding in ways that reinforce, model and extend aspects of language and communication to build on where the child is at. Building on the languages and communicative patterns children bring from home to their education contexts is crucial for valuing and sustaining the growing cultural and linguistic richness of our communities.

Topic No.122**SOCIAL FACTOR: TEACHERS' ROLE**

It is remarkable to think that young children are developing in all the complex areas of communication concurrently, and that most learn to do so quite naturally through engaging in responsive, reciprocal interactions encountered with adults and other children in their everyday home and education

environments. The role of teachers is critical in supporting children's communication development to flourish in early childhood and school settings. Teachers have a powerful impact through the communication environment they provide as well as through the nature of their interactions that facilitate children's speech, language, literacy and communicative competencies.

Lecture 26 (Topic 123- 124)**Topic No.123****FIRST STAGE****Stages of Language Development***Introduction*

Language development is the process by which children come to understand and communicate language during early childhood.

- From birth up to the age of five, children develop language at a very rapid pace. The stages of language development are universal (common) among humans.
- However, the age and the speed at which a child reaches each highpoint of language development differ greatly among children.
- Thus, language development in an individual child must be compared with norms (standards) rather than with other individual children. In general girls develop language at a faster rate than boys.
- Language development reflects the growth and maturation of the brain. After the age of five it becomes much more difficult for most children to learn language.
- There are six stages of language development.

First Stage

Sounds: Infants, from birth, make and respond to many sounds. Crying, gurgling, and cooing are important first steps in the language-development process.

- This period is also known as Pre-Linguistic Language Development stage
- The child is learning to control the sounds they can produce and to string these sounds together in vocal play. In this stage, the child is not yet able to manipulate these sounds into proper words.
- The foundation of L1 is created during this stage.

SECOND STAGE

Babbling: All of the sounds found in all languages are encompassed in children's first babbling. Gradually, babbling becomes more specific with native language syllables being consistently practiced.

- This period is also included in the Pre-Linguistic Language Development stage
- At this time, the child starts 'babbling'.
- Sounds are given intonations (pitches, tones) learned from the family.
- The child begins to produce a series of consonant-vowel syllables and may develop utterances, but has yet to produce proper words.
- Babbling continues during the first year of the birth and then normally finishes.

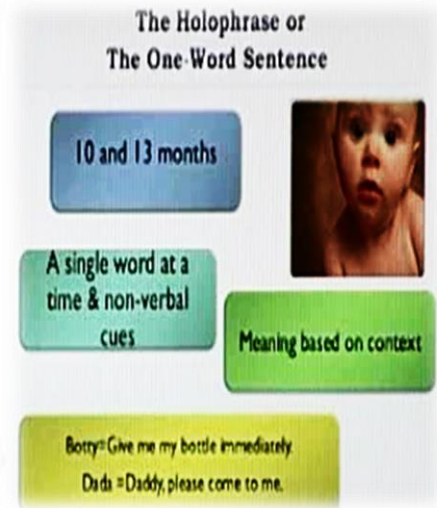
Lecture 27 (Topic 125-126)

Topic No.125

THIRD STAGE

Holophrases: The first word evolves to many single words or syllables that stand for a variety of meaningful sentences or phrases in different situations. “Car” said while looking out the window may mean, “Look at the car outside”.

- Holophrases are related with nouns
- They are context related, because child has a specific meaning in their mind
- They may be having only one word, but for the child they express a complete sense.
- This stage starts from 10 – 13 months.



Topic No.126

FOURTH STAGE

Two-Word Sentences: Two-word sentences appear between eighteen and twenty months of age and express ideas concerning relationships: e.g.

- “Mommy-sock” (possessor-possession) – my mother owns these socks



- “Cat-sleeping” (actor-action)
- “Drink-milk” (action-object)
- A vocabulary of about 300 words is typical.

At this stage, the child has not attained competency in rules of grammar. The child has simply attained capability in putting two words together in some logical relationship.

Lecture 28 (Topic 127- 128)**Topic No.127****FIFTH STAGE**

Telegraphic Sentences: Simple three or more-word sentences usually comprising at least one noun and verb that stick to the grammatical standards of the culture's language.

- At least 50 different words
- No function words (is, are, am) and grammatical morphemes – e.g. “Mommy juice”, “baby fall down”
- Reflecting the order of the language (maintaining sequence of the language) – e.g. “kiss baby”, “baby kiss” (SVO^{ENG} – SOV^{URDU})
- Creatively combining words – e.g. “more outside”, “all gone cookie”.

Telegraphic sentences are short and simple. Similar to telegram, they omit function words and endings that contribute little to meaning. For example: “Where Daddy go?”, “Me push truck”.

Topic No.128**SIXTH STAGE**

Joined Sentences: As language development proceeds, children learn to join related sentences logically and express ideas concerning time and spatial relationships. They come to understand social expectations for language use.

- At this stage, child learns to complete the sentences with the so far missing elements (functions, endings)
- Child learns to use language as is done by their adults
- Child acquires all these skills unconsciously and naturally
- The vocabulary extends to about 1,000 words
- Child also learns the rules, forms and norms for using these words as is required by the language

GLOSSARY

A **spatial relation** specifies how some object is located in space in **relation** to some reference object. In the beginning of language development, early spatial concepts include: in front of, behind, top, etc.

Lecture 29 (Topic 129- 132)**Topic No.129****STUDY SKILLS****Introduction**

Today language is viewed as a 'skill' rather than as 'knowledge'. What does this mean? If you want to acquire knowledge about any subject; you read books or listen to lectures. For example, if you want to learn singing, you don't read books on singing, you practice singing until you attain competence. The same is true of dancing, painting, cycling or swimming. These are known as 'skills'. Skills are acquired through practice. Language is also regarded as a skill by experts. The more you speak, the more fluent you become. The more you read, the faster you can read. There are, as you know, four linguistic skills: listening, speaking, reading and writing. These four skills have to be mastered by any user of the language. If you want to study anything through a language, you have to master what are known as study skills. In the next section we shall make an attempt to define study skills and also look at the various types of study skills.

What are study skills?

In very simple terms, 'study skills' may be defined as skills which help learners to study more efficiently. When we teach study skills to our learners, we achieve two purposes:

- (a) Directly- We help the student to increase his/her knowledge of the subject matter.
- (b) Indirectly -We improve his/her ability to learn other subjects independently and at will. In other words, we enable him/her to **'learn to learn'**.

We must be careful to distinguish linguistic skills from study skills. Linguistic skills help learners to 'communicate'; study skills, on the other hand, enable the learners to 'study'; and the process of study involves four operations: perception, comprehension, retention and retrieval. In other words the student should first perceive what is relevant to his/her needs, and select only those areas which are important. S/he cannot study everything available in every book s/he can lay hands on. Once s/he has decided on areas significant to him/her, s/he has to read and understand - or comprehend - the

material that s/he has selected, for no learning can take place without comprehension. What is not understood is not learnt. Comprehension thus constitutes an important stage in the process of learning. However, mere comprehension does not guarantee mastery of the subject; for human memory is so transient, that, what is understood, may easily be forgotten, hence the learner has to make special efforts to retain what s/he has learnt. Different students adopt different means towards retention. Very weak students blindly memorize the whole lesson; brighter learners, however, try to remember the basic principles in the form of short notes, which could be paraphrased later. The last stage in the learning process involves the retrieval of what has been learnt. When required, for example, in the examination hall, the learner should be able to retrieve all that she has learnt throughout the year. We shall look at each of these sub-skills of study in greater detail.

Topic No.130

TYPES OF STUDY SKILLS

In the literature on study skills, we refer to three major types of study skills corresponding to the four operations in the process of study. They are:

- (a) Gathering skills (perception, comprehension)
- (b) Storing skills (Retention)
- (c) Retrieval skills (Retrieval)

(a) Gathering Skills

These are also known as reference skills and enable a learner to gather information as quickly as possible. This requires two sub-skills: locating and comprehending information.

How do we go about locating the information we need? We should first of all, know the sources available, e.g. books, journals, etc.; once s/he has identified the sources, the learner should make effective use of them.

A major source of information, which all educated people keep consulting often, is the dictionary. We mainly look for meanings of words in the dictionary. Most students don't even know how to use a dictionary. Nor are they aware of the fund of information available in a dictionary, e.g. pronunciation, grammar, etymology, derivations, etc.

What are the other sources of information available to a student? Imagine that there is a student of English who has been asked to write an assignment on a specific topic.

His/her text book alone will not be sufficient. S/he has to go to the library. Here s/he should know how to make use of library catalogues. In the era of computerization today, s/he should know how to get the information from the computer. Once she has located the relevant books from the library catalogue, s/he can start referring to them. As it is impossible to read every word of every book on the area, she needs to be selective. Here she could get some guidance from the contents page or the index at the back of the book. After locating the relevant pages, s/he should quickly skim through them and perhaps scan only those sections which are useful for his/her assignment. The gathering skills may be summed up as follows:

The gathering skills may be summed up as follows:

- (1) Locating information - through reference to dictionaries, library catalogues, Tables of Content, Index, etc.
- (2) Comprehending information - through mastering the sub-skills of reading, like skimming, scanning, etc.

Topic No.131

STORAGE SKILLS

As the name suggests, storage skills involve the ability to store information for ready retrieval and use. You may ask: What is so difficult about 'storing' information? Once we have read and understood some information, is it not automatically stored in the memory? I would say, 'partly yes' and 'partly no'. What does this mean? We do remember what we read/listen to; but not everything. So, most of us hasten to copy down important facts. If we are not properly trained, we would waste a lot of time in copying; further, just before the examination, when the students revise all the lessons, it would be just impossible for them to read through hundreds of pages. They should have the notes in a brief and precise form, ready for quick reference. In fact, each student adopts his/her own way of storing information. However, she will benefit greatly from a training in storing skills.

Storing skills are of two major categories:

1) Note - taking - which involves listening to lectures and taking down notes - i.e. the main and subordinate points. This is a skill every student needs to master. In fact, since students have not mastered this skill adequately, we teachers are forced to resort to dictating notes after we have finished lecturing on a topic.

2) Note - making is very similar to note-taking, except for the fact that note-making involves reading books and making notes, whereas note - taking involves listening to a lecture and taking down notes. Note - making is a more leisurely activity.

Both the skills above, may be divided into the following sub-skills.

- i. Comprehension of the text/lecture
- ii. Identification of the main points
- iii. Distinguishing main factors from subordinate ones
- iv. Deciding on the order of priority among the various points
- v. Identifying the organization of points
- vi. Organizing the points into a visual display.

Note - making and note - taking are meant only for the student's private use, hence s/he is free to use any abbreviation, symbol, etc.

Topic No.132**RETRIEVAL SKILLS**

While writing an examination, students need to summarize their ideas in a coherent form, so that their readers can understand them. The length of a summary may vary depending on the purpose for which it is intended. Generally, the precise in the examination papers is required to be one-third of the original; but all summaries need not be so. Summarizing is not an exercise to be learnt for use in the

class room alone; it has relevance for life. A good summary requires several skills on the part of the learner: reading, comprehension, analysis, judgment, clarity, brevity, etc.

Lecture 30 (Topic133-135)**Topic No.133****WHY DO STUDENTS NEED TRAINING IN STUDY SKILLS?**

Students have two types of goals: the short-term goal is to pass the examination. The long-term goal, on the other hand, is to prepare for life; in other words, the second goal extends beyond examinations. In order to achieve both these goals they have to know how to study. Hence the importance of study skills.

It is a sad reflection on our education system that our learners do not know the study skills even in relation to their mother tongue. They do not know how to locate information or make notes even when they refer to books in the vernacular. Very often, the English teacher tells them what study skills are, as well as, how to develop them. By training them in study skills, the teacher indirectly helps them to study their other subjects also more efficiently.

Topic No.134**NEED OF STUDY SKILLS**

Many teachers argue that there is no need to focus on study skills or give special training in this area. Conscious teaching of study skills is not necessary. They say: "Most of us learnt our study skills unconsciously. No one taught us how to make notes. We learnt it on our own; similarly our learners will also 'pick up' these skills. There is no need to 'waste' precious class time on such trivialities"

There are two basic flaws in this argument. Firstly, we know from experience that most students do not learn study skills on their own. Even when they join the undergraduate course, they do not know how to make notes or how to write a summary. They lift words at random and string them together and call it a precis. The concept of note-making is totally strange to them.

Secondly, even learners who can learn these skills on their own, might take a long time doing so. In the absence of guidance, they have to adopt the 'trial and error' method to develop these skills. If, on the other hand, they are given some training, they will learn these quickly; this, in turn, will accelerate their pace of learning the other subjects as well. Instead of regarding the time spent on developing study skills as a waste of time, it is necessary to regard it as a wise investment.

Study skills are needed at all levels. Even children at the primary level need them. For example, identifying the moral of a story is a study skill. Locating answers to questions is another study skill. As students go to higher classes the nature of study skills becomes more complex.

Topic No.135

WHY SHOULD STUDY SKILLS FORM A PART OF THE ENGLISH CURRICULUM?

Even those who strongly advocate the introduction of study skills as an integral part of school education, suggest that the teachers of various subjects should undertake the responsibility of developing study skills in their learners. Two major reasons are offered in support of this view:

- (a) Study skills help learners to study their subjects better.
- (b) The English teacher is not a master of all the subjects and hence may find it difficult to deal with subjects like Physics, Economics, etc.

While we admit the validity of both these reasons, we would still argue for the inclusion of study skills in the English curriculum for the following reasons. The attitude towards the nature of the English to be taught in schools and colleges has undergone a sea change in recent years. Teaching of English literature, though it has its value, is no more regarded as the primary aim of General English courses. English is now regarded as a service language or a tool, which enables learners to acquire mastery in other subjects. Hence there is an urgent need to relate the teaching of English to the teaching of other subjects.

Of course the English teacher cannot master all the subject; and she need not. It is enough if she is able to steer the middle course between literature and other subjects as far as the content goes. The English teacher is not expected to teach the subjects; but only the strategies to study them. This becomes feasible at the secondary school level, where most English teachers also handle subjects like Science, History, etc.

Lecture 31 (Topic 136 – 139)**Topic No.136****HOW CAN STUDY SKILLS BE DEVELOPED IN LEARNERS?**

In this section we propose to present simple task experiences which may be used to develop the various study skills in our learners.

Gathering Skills**(a) Using a Dictionary****Task-1**

Look up the following words in your dictionary and find the four different kinds of information about each word:

(Note: all these words have more than one meaning).

- i) Parts of speech (Noun, Verb, Adjective, etc.)
- ii) Inflected forms (tenses of verbs, plurals of nouns, degree of comparison, etc.)
- iii) Pronunciation
- iv) Meaning

e.g. book - Noun, Plural - books : Pronunciation – /buk/

- (a) Bear
- (b) Bank
- (c) Lead
- (d) Fire

Many different types of exercises are possible on the use of the dictionary. You could design many more such tasks on your own, relating to what you are teaching your learners at the moment.

(b) Using the Library**Task 1**

(i) The following is a part of the Index taken from a book. What information do you get from the book?

- 1. Abbreviations - 76
- 2. Colloquial expressions -25-27, 48, 32
- 3. Idiomatic usage - 43-46, 57, 85
- 4. Pronunciation - 15-20,37,90

5. Reported speech - 35-38,52,79

6. Word order - 53-57,68, 87, 98

ii) Where would you find information related to the following? Stress; short forms; slang.

Topic No.137

STORING SKILLS

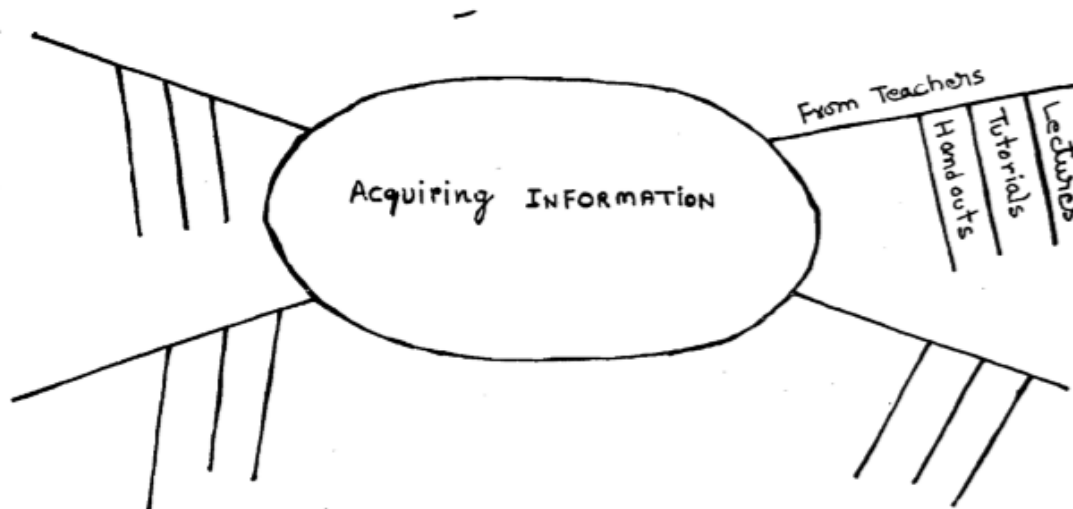
Note-Making

Task – 1

Notes may also be made diagrammatically. Read the passage below:

A student can acquire information in several ways teachers give lectures, conduct tutorials and issue handouts. He can read library books, listen to the radio or watch the TV and thus learn from other experts. He can get information from fellow students through seminars or informal conversation. He can also learn from himself by thinking about his subject when he is alone.

Now fill in the diagram below:



(Adapted from Study Skills in English. Michael J. Wallace Cambridge, Cambridge University Press, 1980)

Topic No.138

RETRIEVAL SKILLS

Summarizing is the major retrieval skill. Once a student has mastered the skill of note-making, summarizing becomes easy. In addition to identifying the main and subordinate points in a text, and their manner of organization, summarizing requires a learner to write a coherent, logical piece of discourse in the form of a continuous paragraph. The length of the summary may vary according to the purpose for which it is written. Generally a summary needs to be comprehensive but precise. It should include the major relevant points but should not add any extra points not included in the text.

Task - 1

Refer to Task 1 on Note-making. Based on the notes you have prepared, write a summary of the passage not exceeding 100 words.

Topic No.139

LET US SUM UP

- i) Language is skill, not knowledge.
- ii) Skills are acquired through practice.
- iii) Study skills are different from the four linguistic skills of Listening, Speaking, Reading and Writing. Study skills enable learners to study more efficiently.
- iv) The process of study involves four operations: perception, retention and retrieval.
- v) There are three study skills corresponding to the four operations, namely, Gathering skills, Storage skills and Retrieval skills.

- vi) Gathering skills help learners to locate and comprehend sources of information, e.g. use of a dictionary, skimming, scanning, etc.
- vii) Storage skills enable learners to store information for ready retrieval and use, e.g. Note making, Note-taking, Diagramming.
- viii) Retrieval skills help learners to retrieve information when they need it, e.g. summarizing.
- ix) Students need training in study skills.
- x) The English teacher is the best person to develop study skills in learners.
- xi) Study skills may be developed through tasks which require a problem-solving approach.

Lecture 32 (Topic 140- 142)**Topic No.140****TEACHING OF ENGLISH AS SECOND LANGUAGE (TESL) IN PAKISTAN**

In Pakistan, English language is considered both as a foreign and second language. Officially it has the status of second language, and culturally it is taken as a foreign language. Hence, in our education system, both the terms are used for the teaching/learning of English language.

The methods and approaches of teaching English language will be discussed in detail in next lectures.

Topic No.141**FIRST LANGUAGE ACQUISITION AND SECOND LANGUAGE LEARNING****Acquisition and Learning**

Language acquisition is the process by which children acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate in a natural way and not consciously.

GLOSSARY

- Acquisition: Gaining, Attainment, Acquirement
- Perceive: Notice, Identify, make out, Sense, Become aware of
- Comprehend: Understand, Know, Grasp

Children acquire language through a subconscious process during which they are unaware of grammatical rules. They get a feel for what is and what is not correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the job” practice. They eagerly acquire the language to communicate with classmates.

Language learning, on the other hand, is the result of direct instructions in the rules of language. It certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Topic No.142

DIFFERENCE BETWEEN ACQUISITION AND LEARNING

- Acquisition is implicit, but learning is explicit.
- Acquisition is age-related, but learning is not.
- Acquisition is not effort related, but learning is.

Therefore, teaching literacy comes under the heading of learning.

GLOSSARY

- Explicit: Clear, Obvious, Precise, Unequivocal • Implicit: Hidden, Implied, Understood, Tacit

Acquiring language is said to be a subconscious process. It's the act of internalizing language to which you have been exposed without the deliberate memorization of a word and its definition. With acquisition, you don't need to be aware of the learning process. Acquisition of language occurs from your environment where your surroundings provide the input and language acquisition just happens magically with repeated exposure to the target language.

Learning is a conscious activity. It's what we do when we look a word up in the dictionary. It's also what happens when we learn rules about how language works or purposefully study lists of vocabulary and grammar forms. Enrolling in a language class involves deliberate learning. Here, the language will be learned through memorization and direct study.

Lecture 33 (Topic 143- 151)

Topic No.143

NATIVE LANGUAGE

It is the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives.

Also known as mother tongue, first language, arterial language, or L1.

Native language is the one that the child learns from their parents in home environment.

Children growing in bilingual homes can have more than one mother tongue or native language

Child acquires the words, sentences, rules of the language, etc, of L1 automatically from immediate family and the surrounding environment.

Topic No.144

SECOND LANGUAGE

It is the language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration.

It is a language learned by a person after his or her native language, esp. as a resident of an area where it is in general use.

A person's second language (or L2) is a language that is not the native language of the speaker, but that is used in the locale (setting, area, locality) of that person.

It is next to native language

The user of the second language (L2) often has the same or almost the same competency in this language as in their native language (L1).

FACTORS AFFECTING THE LEARNING OF ENGLISH IN PAKISTAN

The world has become now a global village. Now a days there are a large number of sources and reasons for communication among people of different countries and areas of the world. That's why people are learning different languages as their second or foreign languages due to some need or interest. When someone learns any language as his or her second or foreign language, he or she has to face a lot of problems and impenetrability. There are many factors which affect second or foreign language learning, some of them have direct relationship with second language learning process while others have indirect relationship with it. Some of them have been observed having sturdy effect/s on second language learning while numerous others have minor effect/s. These factors are of two types as far as their nature is concerned.

1: Internal/individual factors:

- Age
- Aptitude
- Motivation and Attitude
- Personality
- Cognitive Style
- Hemisphere specialization
- Learning Strategies

2: External factors:

- Learning and Teaching Contexts
- Input and interaction

Topic No.146**THE ROLE OF AN ENGLISH LANGUAGE TEACHER**

The teacher roles in ELT as Dörnyei and Murphey (2003) point out, is a technical term “which originally comes from sociology and “refers to the shared expectation of how an individual should behave”. In other words, “roles describe what people are supposed to do” (p. 109).

In the domain of English Language Teaching (ELT), several methodologists (Littlewood, 1981; Richards and Rodgers, 1986; Tudor, 1993; Harmer, 2001) have suggested many potential roles for a language teacher. Richards and Rodgers (1986) consider teacher roles as part of the “design” component of a method, pointing out that these are related to the following issues:

- (a) The types of function teachers are expected to fulfil,
- (b) The degree of control the teacher has over how learning takes place,
- (c) The degree to which is the teacher is responsible for determining the content of what is taught, and
- (d) the interactional patterns that develop between teachers and learners (p. 24).

In addition to that the major roles of teacher also include developing the vocabulary, develop the speech and language skills in children using different methods. Teachers play significant role in building communication skills, help children build confidence and motivate them to believe in the abilities and capacity to achieve their little goals at this stage of life (primary level of kids).

Topic No.147**THE COMPETENCIES OF AN ENGLISH LANGUAGE TEACHER**

What are teacher competencies? Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of

competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990).

Why is this important? The transformational power of an effective teacher is something many of us have experienced. Intuitively, the link between teaching and student academic achievement may seem obvious, but what is the evidence for it?

Which competencies make the biggest difference? An examination of the research on education practices that make a difference shows that four classes of competencies yield the greatest results.

Instructional delivery

Classroom management

Formative assessment

Personal competencies (soft skills)

Topic No.148

INSTRUCTIONAL COMPETENCE

Instructional competencies are essential practices that teachers must master for effectively instructing students to maximize knowledge and skill acquisition. Research reveals that not all instruction is equal in producing results. Unfortunately, many popular instructional practices are not supported by rigorous research and have contributed to 40 years of stagnant performance on achievement tests such as the National Assessment of Educational Progress (NAEP). For generations, the teacher lecture has been the preferred method of instruction, but studies show it is far less effective than more stimulating active learning practices. We now know that better learning happens in dynamic settings in which teachers offer explicit active instruction that emphasizes student participation and demonstrates the content taught. An explicit approach focuses on well-designed and sequenced lessons linked to “big ideas,” offers ample opportunities for students to respond and practice the lesson content, and includes mastered knowledge or skills in subsequent lessons to maintain learning.

Topic No.149**CLASSROOM MANAGEMENT**

Classroom management plays a critical role in creating an environment conducive to learning. It consists of practices and procedures that teachers apply to establish an environment conducive to instruction and learning. Research ranks classroom management near the top of issues that impact effective instruction and student achievement. Administrator and teacher surveys consistently list disruptive student behaviour as the primary reason for teacher turnover. Ultimately, success in the classroom depends on a classroom climate that encourages and supports learning. However, a well-managed classroom doesn't just happen on its own; it results when a teacher is trained in key competencies and becomes fluent in them. The four categories of competencies that rigorous research has identified as critical are: (1) rules and procedures, (2) proactive management, (3) effective and stimulating instruction, and (4) reduction of disruptive and inappropriate student conduct

Topic No.150**FORMATIVE ASSESSMENT**

For teachers, few skills are as important or powerful as formative assessment (also known as progress monitoring and rapid assessment). This process of frequent and ongoing feedback on the effects of instruction gives teachers insight on when and how to adjust instruction to maximize learning. The assessment data are used to verify student progress and act as indicators to adjust interventions when insufficient progress has been made or a particular concept has been mastered (VanDerHeyden, 2013). For the past 30 years, formative assessment has been found to be effective in typical classroom settings. The practice has shown power across student ages, treatment durations, and frequencies of measurement, as well as with students with special needs (Hattie, 2009).

Topic No.151**PERSONAL COMPETENCE**

A teacher's success is predicated on effective mastery of two requisite skill categories: technical competencies and personal competencies (soft skills). Technical skills are the specific skills and factual knowledge intrinsic to a specific job. Technical competencies elemental to teaching include instruction, assessment, and classroom management. Personal competencies, on the other hand, are skills broadly applicable to almost all professions; they create the foundation that enables a person to effectively use technical skills. Personal competencies basic to teaching include high expectations, love

of learning, active listening, ability to adapt to novel situations, empathy, cultural sensitivity, positive regard for students, and good time management.

Lecture 34 (Topic 152 – 156)**Topic No.152****TEACHING OF ENGLISH IN THE MULTILINGUAL CLASS****THE MULTILINGUAL CLASSROOM**

A multilingual class, on the other hand, is one with a mix of students from various countries who may all speak different languages. For example, if you get a job at a language school in the U.S., you might teach local residents as well as students who have come from abroad to study English in an immersive setting. Your multilingual class, therefore, could have students from the Middle East, Europe, Asia or any region.

What issues will I have to consider in a multilingual classroom?

Let's take a look at the challenges you will face in a multilingual setting, and how each can actually be an advantage.

Topic No.153**THERE IS NO COMMON FIRST LANGUAGE AMONG STUDENTS IN A
MULTILINGUAL CLASSROOM.**

Students in a multilingual classroom can't chat in their first language or turn to their classmate to clarify a grammar point or define a vocab word in their mother tongue. All communication has to be in the common language—English. While more challenging, this is great practice for students.

Topic No.154**CULTURAL EXPERIENCES OF STUDENTS DIFFER.**

The fact that students come from vastly different countries and cultures makes for great conversation starters in class. As the teacher, you can use culture as a springboard to introduce class topics like worldwide holidays or food vocabulary or otherwise stimulate the class with new perspectives.

Topic No.155**STUDENTS IN A MULTILINGUAL CLASS ARE MAKING DIFFERENT MISTAKES
IN STRUCTURE AND PRONUNCIATION.**

Students in a monolingual classroom often understand each other not because they speak correctly, but because they all make the same mistakes. For example, a classroom of Chinese students may all struggle with the “r” sound in English, so they understand their classmate when he mispronounces words with “r.” However, if that same Chinese student is in a multilingual classroom, he will need to pronounce “r” words so that everyone in the room understands him. This has the potential to make all students in the class better speakers and listeners.

Topic No.156**STUDENTS HAVE DIFFERENT LEARNING STYLES.**

Learning styles can differ from one culture to the next, too. The mix of students in a multilingual classroom means you’ll have students from cultures where the teacher’s role is to lecture and give tests, mixed with students from cultures where students are encouraged to actively participate in class. Pair work and small groups made up of students from different cultures can be the perfect opportunity for students to get out of their comfort zone and try a new approach to learning English.

Lecture 35 (Topic 157- 160)**Topic No.157****ELT APPROACHES AND METHODS**

Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others.

- **The structural Approach**

As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb “to be” prior to teaching the present continuous which requires using the auxiliary form of the verb “to be.

- **Grammar–translation method**

This is the traditional or ‘classical’ way of learning a language and it’s still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they’re able to translate a number of sentences.

It is based on learning grammar rules and vocabulary of the language. One of its main objectives is that students become able to translate from one language to another. Reading and writing basically works, leaving aside the more oral expression and comprehension. Classes focus on the teacher, who provides grammar rules and vocabulary to be memorized.

Grammar is taught with explanations in the native language and only later applied in the production of sentences through translation from one language to another. The sentence is the basic unit of learning and practicing the language. Most sessions are based on phrase translation from one language to another. The student's native language is the medium of instruction, that is, it is used to explain new items and to make comparisons between the target language and the native language.

Topic No.158**PRINCIPLES ON WHICH THIS METHOD IS BASED**

As already mentioned, the mother tongue is kept as a reference in the process of learning a second language. The principles on which this method could be defined are based on the following points:

1. Translation interprets the words and phrases of a foreign language in the best possible way.
2. Structures of language are best learned when compared and contrasted with the mother tongue.

In this method, while the textbook is used, the teacher will translate every word and phrase from English into the mother tongue.

Translation from one language to another is a very important goal that students should acquire. Authority in the classroom is the teacher and key skills to be learned are reading and writing.

Topic No.159**MAIN FEATURES OF THE GRAMMAR TRANSLATION METHOD**

The main features of the Grammar Translation Method are:

It is a way to study the language used by the detailed analysis of grammar rules, and focuses on the translation of phrases and texts of the language being learned. The mother tongue remains the reference system in the acquisition of the second language.

-Reading and writing are the main learning objectives. Reproduction and oral/listening skills received little attention.

-The selected vocabulary is based on the texts used and is taught through a list of words with its translation equivalent.

-The sentence is the basic unit of learning and practice of new language. Most lessons are based on translation into the mother tongue.

- Accuracy is greatly emphasized. It is expected that students acquire competent translation skills.
- Grammar is taught deductively, through presentations and studio grammatical rules, which are then practiced through translation exercises. The intent was to teach grammar in a systematic and organized way.
- The students' native language is the medium of instruction. It is used to explain new items and to make comparisons between the language learned and mother tongue.

Topic No.160

DISADVANTAGES OF THE GRAMMAR TRANSLATION METHOD

This method has some disadvantages, among which we highlight that it gives students the erroneous idea that a language is a collection of words that are isolated and independent. The method also decreases student motivation since it leads to frustration and boredom. Equal relevance is not attributed to the four major skills of language learning: listening, speaking, reading and writing. This method involves less preparation of didactic lectures by the teacher, and teacher's ability to speak English correctly is not taken into account. Moreover, almost no class time is allotted for students to produce their own sentences, and even less time is spent on oral practice (productive or reproductive). The classroom experience does not allow students to develop their own style. In addition, there is often little contextualization of grammar.

As we can see, the Grammar-Translation method is very antiquated, it does not mean that we cannot use it at all, but we need to consider many other issues while teaching to our pupils. At some point and in some circumstances the Grammar-Translation method may be useful, but in general we recommend that it should not be over-used.

Lecture 36 (Topic 161- 163)**Topic No.161****AUDIO-LINGUAL METHOD**

The Audio-lingual Method appeared as a result of the need to possess good oral and aural mastery of a foreign language during and after World War II. We find this method named in different books of the 60s. Its well-defined principles were developed by Moulton, between 1961 and 1963 (Stern, 2001).

It is closely linked to behaviourism, the elements of repetition and habit formation. This method proposes a learning process based on listening and oral production as opposed to writing and reading.

The material presented is based especially on dialogues and exercises as major learning techniques. In this method, the use of the mother tongue in the classroom is not recommended, although the use of the mother tongue in the classroom or materials is not as restrictive as it is in the direct method.

The lessons are organised by grammatical structure and presented through short dialogues. Generally students repeatedly hear different conversations and focus on mimicking the pronunciation and grammatical structures in these dialogues. Simple and active practice is emphasised. The intention is to prevent learning the language from being a mental burden and make it a relative effort through repetition and imitation.

The Audio-lingual Method has introduced memorising dialogues and imitative repetition as specific learning techniques. It is an interpretation of learning in terms of stimulus and response.

The main objectives of this method are to develop oral proficiency in the language through a wide choice of vocabulary, and to make the students capable of communicating using language learned automatically.

Topic No.162**BASIC PRINCIPLES OF THE AUDIO-LINGUAL METHOD**

Its basic principles are:

1. Listening and oral production should be taught before writing and reading.
2. Instructions and exercises are given in the target language.
3. Language forms occur within a context.
4. Mistakes are carefully avoided because they lead to the formation of bad habits.

5. The teaching methods are geared to provide students with a native-speaker model.
6. Positive reinforcement helps students develop good habits.
7. The teacher leads, guides and controls the learning of students in the target language.
8. Language is seen as culture-related.
9. Dialogue is the way to present vocabulary, structures, and is learned through repetition and imitation. Interaction occurs between student and teacher. The student imitates the teacher.
10. Importance is given to correct pronunciation, rhythm and intonation.

Topic No.163**DISADVANTAGES OF THE AUDIO-LINGUAL METHOD**

Some of the major weaknesses of this method are:

- Repetition as a learning method is used, and no opportunity is given to students to create anything new or be spontaneous.
- Students become very good at the practice of speaking, but are unable to use the patterns fluently in natural communication contexts.
- It may be a mistake to regard audio-visual materials as a teaching method in themselves, instead of as a didactic tool.

Lecture 37 (Topic 164- 167)

Topic No.164

THE FUNCTIONAL APPROACH

- **The oral approach and situational language teaching**

The Oral Approach was a direct reaction to the Direct Method. In contrast to the Direct Method, Oral Approach was based on scientific research. One of the primary desires of the developers of this approach was to have a systematic way of teaching English.

Characteristics

The Oral Approach stresses the following...

Vocabulary-Vocabulary is seen as a way for developing reading skills in this approach. The Oral Approach stipulates a list of 2000 words essential for reading comprehension.

Grammar-In terms of grammar, it is not the same as the grammar-translation method which stresses a universal grammar. Rather, in the Oral Approach, it is the patterns of the sentences that matter such as Subject-Verb-Object. Students learn the structures in order to use and understand the language.

Curriculum-There are three main elements to curriculum development in Oral Approach selection, gradation, and presentation. Selection is the choosing of content. Gradation is the process of organizing the curriculum, and presentation is the instructional component.

Another major aspect of curriculum was the development of the PPP instructional model. PPP stands for presentation, practice, and perform. Presentation is the teacher sharing information with students. Practice is the students having time to demonstrate their understanding without fear of failure. Perform is the students sharing their knowledge as a form of assessment.

Topic No.165**THEORIES & TEACHING**

The Oral Approach has a structural view of language learning as mention in the curriculum section above. With an emphasis on behavioural practices. Students learned through repetition. Teaching takes place inductively.

The Oral Approach relies on the use of situations to teach language. A situation is the use of such as pictures, objects, and or realia, to teach. Students are expected to listen and repeat what the instructor says. This means that students have little control over content.

The lessons are highly teacher-centered and the teacher is extremely active with timing, reviewing, testing, etc. The ultimate goal is to have the students use the language in non-structured real-life settings.

Topic No.166**ANOTHER NAME**

The Oral Approach is also called situational language learning. The difference is really a matter of age. The Oral Approach was developed in the 1920's while situational Language learning was developed in the 1960's. There are other minor differences but the primary separation between these two is time.

Conclusion

The Oral Approach is yet another reaction to what was done before its implementation. With new information came a shift in teaching language that lasted 70 years. As perhaps the first scientifically based way of teaching a language. The Oral Approach paved the way for even more innovation in language teaching.

DIRECTED PRACTICE

Directed Practice involves using focused periods of language use with a partner, or with a recording, in which the speaker attempts to accomplish tasks associated with a higher level of language while controlling for the criteria associated with that level.

Effective use of Directed Practice

Effective use of Directed Practice:

- is purposeful, reflective, and methodical
- begins with identifying needs, developing learning goals, and implementing appropriate strategies
- is conducted with the intention of improving performance
- recognizes that progress is achieved through time and effort

Lecture 38 (Topic 168- 171)**Topic No.168****THE INTERACTIVE APPROACH**

- **Direct method**

The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz (Richards & Rodgers, 2001). The appearance of this method was a response to dissatisfaction with the grammar-translation method.

Its creators argue that a language can be taught without translation or the use of the native language if learning is based on demonstration and action. The language is best taught using it actively in class, rather than using analytical procedures that focus on the explanation of grammatical rules.

Teachers should encourage direct and spontaneous use of the language learned in class. Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips.

It involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation. Students must devote much class to oral practice.

Topic No.169**THE KEY PRINCIPLES**

1. Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language.

2. Only learn the vocabulary and phrases every day during the initial phase of the class. In the following phases grammar, reading and writing is introduced.
3. Communicative skills are taught gradually using question-answer exchanges between teacher and students.
4. The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas.
5. Both oral production and listening comprehension are taught.
6. Correct pronunciation is emphasised.

Some of its main features are: ·

Students must learn to think and communicate in the target language.

- The role of students is not passive.
- Culture (history, geography, day-to-day life) of the speakers of the language is studied.

Topic No.170

DISADVANTAGES OF DIRECT METHOD

The main disadvantage of the Direct Method is that it is based on the idea that the target language can be learned exactly in the same way as the mother tongue. This is difficult because the conditions for second-language acquisition are very different native-language acquisition. In addition, the obligation to avoid using the native language often leads to complicated explanations in the target language.

Among the other disadvantages are the rigorous basis on linguistic theory. First, the results depend excessively on the qualities of the teacher and not all teachers have enough time to adhere to the principles of this method at a native level. Second, teaching conversation skills is not altogether practical if one takes into account the time available for learning foreign languages in schools, though admittedly, the method was successful in private language schools (e.g. Berlitz), where paying clients were highly motivated and the use of native teachers was the norm. Third, in state schools it was perceived to have several drawbacks since it required teachers who were either native speakers or fluent in the foreign language. Finally, it

was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

Topic No.171

THE SERIES METHOD

The Series Method of language acquisition was perhaps the first step away from grammar translation in language teaching. This method of teaching language was developed by Francois Gouin (1831-1896).

Techniques

The Series Method is a “series” of connected sentences that are easy to understand and requires little knowledge of grammar. Below is a partial example.

I walk toward the door. I draw near to the door. I draw nearer to the door. I get to the door. I stop at the door

This is focused on different ways to speak about using the door. The entire series on door is fifteen sentences in all. Through these various uses of the word door students are exposed to a wide range of grammatical uses. The success of this method was the simplicity and ease of memorization

Conclusion

Gouin ideas about language were ahead of their time. Despite the awkwardness of his approach Gouin's method had a brief moment of success only to be overshadowed by Berlitz's Direct Method.

Lecture 39 (Topic 172 -179)**Topic No.172****COMMUNICATIVE LANGUAGE TEACHING**

According to Richards and Rogers (2001), a group of renowned linguists, such as Widdowson, Candlin, Christopher Brumfit and Keith Johnson, among others, all of whom are well-known for their work in this field, contributed to the Communicative Theory Method on the basis of work carried out by linguists such as Firth and Halliday.

Great importance is given in helping students to use the language learned in a variety of contexts. Particular emphasis is also placed on learning language functions, especially the communicative function. They believe that the main goal in the learning process is the acquisition adequate skills in the use of language as a means of communication.

The main focus is on helping students to create meaning as opposed to helping them to acquire precise grammatical structures or acquire a level similar to that of a native. It is aimed for students to acquire the language by focusing on the development of communicative competence. To achieve this goal, teachers use materials that focus on the need to express and understand.

Topic No.173**MAIN OBJECTIVES OF COMMUNICATIVE LANGUAGE TEACHING**

The main objectives of this method are:

1. The development of communicative competence in students
2. Involving students in the learning process
3. Giving equal emphasis to the four language skills: speaking, listening, reading and writing.

TOPIC NO.174

KEY PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING

Key Principles of the Method.

1. The language should be submitted as used in actual cultural context.
2. Learned language should be the vehicle of communication in class.
3. Pupils should be given the opportunity to express their ideas and opinions.
4. Errors are seen as a normal process in the development of communication skills.
5. Fluency is more important than accuracy.
6. One of the responsibilities of the teacher is to create situations that promote communication.
7. An additional function of the teacher is to foster student learning in the role of activity manager and communicative advisor.

Topic No.175

**COMMUNICATIVE LANGUAGE TEACHING A STUDENT-CENTERED
APPROACH**

In this method, the student has the central role and the teacher acts as a mediator. Teachers talk less and listen more, thereby actively fostering student learning. The teacher provides motivation for the students to work with the language.

According to Communicative Language Teaching method, language is used in four different ways. These ways are also called competences:

- The discursive competence: refers to the student's ability to use the new language in speaking and writing. Teachers often call this skill fluency.
- Grammatical competence: refers to the ability to use the language correctly, using the rules and features of the new language. This competence is also often called precision.
- Sociolinguistic competence: the student's ability to use language correctly in specific social situations. It is also known as adequacy.
- Strategic competence: refers to strategies for effective communication when the student's vocabulary is insufficient and requires learning strategies. It is also known as efficacy.

Topic No.176**DISADVANTAGES OF THE COMMUNICATIVE LANGUAGE TEACHING
METHOD**

The Communicative Language Teaching Method has certain disadvantages. First, more vocabulary is required to support the functional use of language. Second, it provides few guidelines on how to handle the vocabulary. Third, according to some reviews, it over-emphasises the concept of communication. And finally, it is difficult to adopt a communicative learning approach if there are so few native teachers.

Topic No.177**SILENT WAY**

The silent way is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible. There are three basic principles:

- The learner needs to discover or create
- Learning is made easier by the use of physical objects such as Cuisenaire rods
- Learning is made easier by problem-solving using the target language

Topic No.178**EXAMPLE OF SILENT WAY**

The teacher shows the learners a small red Cuisenaire rod and a bigger blue one and says 'The blue one is bigger than the red one'. The learners repeat this. The teacher then substitutes the rods to produce other models, and finally encourages the learners to produce their own comparisons.

In the classroom

Areas of target language where Cuisenaire rods can be useful include word boundaries, contracted forms, prepositions, word order and word stress. Learners can use the rods to first represent and then to manipulate language.

Topic No.179**COMMUNITY LANGUAGE LEARNING**

This is probably one of the English teaching methods where the student feels the safest as there's a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes.

Lecture 40 (Topic180 -190)**Topic No.180****SUGGESTOPEDIA**

This method developed by the Bulgarian psychiatrist-educator Georgi Lozano v. The method is derived from “Suggestology”.

Although Suggestopedia is arguably now out-dated, certain elements of the approach still survive. The approach was based on the notion that positive suggestion would make the learner more receptive and in turn, stimulate learning to some extent. Lozanov holds that a relaxed but focused state is the perfect state for a learning process. In order to create this relaxed state, suggestopedia makes use of music, a comfortable and relaxing environment, and a close relationship between the teacher and the student, almost like the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

Topic No.181**LEARNING ENVIRONMENT**

Although language-teaching materials are not used in Suggestopedia, the learning environment plays such a central role that the important elements of the environment need to be briefly enumerated. The environment (the indirect support materials) comprises the appearance of the classroom (bright and cheery), the furniture (reclining chairs arranged in a circle), and the music.

This is not to say, however, that certain elements of the approach cannot be taken and incorporated into the more eclectic approach to language teaching widely in evidence today. The use of music both in the background and as an accompaniment to certain activities can be motivating and relaxing. Attention to factors such as décor, lighting and furniture is surely not a bad thing. Dialogues too have their applications. Perhaps most importantly of all the ideas which create conditions in which learners are alert and receptive, can only have a positive effect on motivation. Whether these conditions are best created by the use of classical music

and the reading of dialogues is debatable, but there is no doubt that Suggestopedia has raised some interesting questions in the areas of both learning and memory.

Topic No.182**NATURAL APPROACH**

The Natural Approach is a somewhat radical approach in language teaching. By radical I mean that it was often anti-everything that was happening in language teaching at the time of its development. Now, the Natural Approach is considered a fringe but not too shocking in terms of the philosophy behind it.

Topic No.183**ASSUMPTIONS**

The Natural Approach is based on cognitivism and starts with the assumption that language learning emerges naturally if students are given appropriate exposure and conditions.

The focus is always upon the meaning of words and grammar is not focused upon. There is no need to explicitly analyze the grammatical structure of a language. Instead, the Natural Approach, students need time to develop gradually a knowledge of the rules. The language experience must always be slightly beyond the student's ability as this stretches the student to continue to grow.

The Natural Approach also encourages maintaining an enjoyable and warm classroom environment. This is believed to help with motivation, self-confidence, and anxiety.

Topic No.184**CURRICULUM**

The Natural Approach is intended for beginners in a language. Therefore, the most basic skills are acquired from the use of this approach. The learner plays a role in the development of the curriculum. They are expected to do the following.

Share their goals for learning the language

Deciding when they want to begin to talk in the target language

Make sure the communication in the class is comprehensible

The teacher's role is to provide clear examples of the target language. The teacher is also expected to provide a friendly warm atmosphere of learning. Lastly, the teacher needs to provide a variety of learning experiences.

The teacher achieves these goals through the use of games and group activities. Singing is another aspect of the Natural Approach as well. Basically, the students experience the language in a fun, low-stress environment. Through this easy-going experience, language acquisition takes place.

Conclusion

The Natural Approach to language learning is distinct in its cognitive focused yet relax environment emphasis. This approach is highly useful for training children in particular in acquiring a new language as the focus is more on fun than the academic discipline of learning.

Topic No.185

TOTAL PHYSICAL RESPONSE

The Total Physical Response method was developed by James Asher in 1960 (Richards & Rodgers, 2001). It is based on the psychological theory that memory is increased when stimulated by the association of motor activities for language learning.

It refers to coordination between speech and action. It is based on learning the language through physical and motor activity. This author proposes that direct speech, such as commands or orders, towards students produce physical responses before verbal responses. The method involves playful movements, reduces stress and creates a positive mood in the student, thereby aiding the learning process.

Topic No.186

THREE PRINCIPLES OF TOTAL PHYSICAL RESPONSE METHOD

According to the author, there are 3 principles:

1. The child develops listening skills before speaking skills in the initial phases of language acquisition. At this stage, children can understand complex expressions that they cannot produce or imitate spontaneously.
2. Oral comprehension is acquired in children because they are prepared to respond physically to spoken language in the form of orders.
3. Once listening skills are acquired, speech evolves naturally and almost effortlessly.

The general objective of TPR is not to teach how to speak fluently nor to teach speaking techniques, but simply to teach how to speak.

Imperatives and commands are used in activities developed for this method. They are used for physical activity and action in students. Other class activities include role-playing and games, which focus on the kind of situations which may occur in everyday places like restaurants, supermarkets or the home.

The primary role of Students in the Total Physical Response Method is to listen and act. They listen carefully and respond physically to commands given by the teacher. The teacher's role is active and s/he is the leader throughout the activity. It is the teacher who decides what to teach, which materials to use and how to use them. S/he is responsible for providing students with the most appropriate exposure to language types so that they can internalise the basic rules of the target language.

Topic No.187

FEEDBACK

To give feedback to the students, the teacher should follow the example of feedback that parents give their children. At first the parents correct very little, but as the children grow up, the children tolerate fewer mistakes in speaking. Thus, the teacher must avoid over-correcting in the early ages and avoid interrupting the students with corrections since this may inhibit them.

In the early stages of learning, the teacher's voice, actions and gestures can be sufficient for the class activities. As the course develops, the teacher will need more materials to support learning.

Topic No.188

DISADVANTAGES OF TOTAL PHYSICAL RESPONSE METHOD

Some disadvantages of this method are:

- . Students may feel uncomfortable with certain exercises.
- . This method is more suitable for beginners and younger ages.
- . You cannot teach all the skills of a language through this method. If over-used, it can become repetitive.

Topic No.189

TEACHING PROFICIENCY THROUGH READING AND STORYTELLING

TPRS (Teaching Proficiency through Reading and Storytelling) is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner. Its framework and philosophy are based not only on classroom-proven strategies, but more importantly, on research in second language acquisition. The method is based on the following underlying principles:

In order for language to be acquired, it must be comprehensible (Krashen & Terrell, 1983).

Overt grammar instruction and/or correction has little impact on language growth (Krashen, 1998; Gray, 2000; Truscott, 1996).

Reading has a profound positive effect on language development (Krashen, 1998, 2004; Rodrigo, 2009).

Context is a powerful tool for enhancing SLA — second language acquisition (Fuller, 2002; Fleishman & Roy, 2005; Krashen 2002).

It is much easier and more enjoyable to acquire a language than it is to learn a language (Krashen & Terrell, 1983).

A more holistic approach to language teaching, TPRS lessons are not based on lists of isolated words that are topically or grammatically organized. On the contrary, most TPRS lessons are broken down into learnable ‘chunks’ of language.

Topic No.190

TPRS A HOLISTIC APPROACH

A more holistic approach to language teaching, TPRS lessons are not based on lists of isolated words that are topically or grammatically organized. On the contrary, most TPRS lessons are broken down into learnable ‘chunks’ of language

The first step of any lesson is to establish meaning of new vocabulary structures. Although most TPRS teachers use mother tongue (L1) translations to establish meaning, using a variety of techniques for establishing meaning is not only more brain-compatible, it is necessary if students are pre-literate, illiterate or visually impaired and if they do not share a common L1, as is the case in the ESL classroom.

Introducing new vocabulary and establishing meaning should include as many of the following strategies as possible:

- Write the structure in the target language (TL).
- In a different color, write the meaning (literal and figurative) of the structure in L1.
- Post an illustration or photo that depicts the meaning of the structure.
- Verbally tell students what the structure means and when appropriate, explain appropriate contexts or settings for use.
- Use props and realia to convey meaning. Use skits and re-enactments to demonstrate

meaning.

- Attach a specific gesture (TPR) to make a kinesthetic and a visual connection to the meaning. Use video, technology and anything else that will help students create their own mental image of the meaning of the structure.

Lecture 41 (Topic 191-193)**Topic 191****Teaching Aids**

The available explored knowledge is to be transmitted to our younger generation. In transmitting maximum quality of knowledge with less efforts and time, teachers require to use teaching aids because of the reason that teaching aids facilitate teaching effectiveness. Thus, teaching aids or audio-visual aids are added devices that help the teacher to clarify, establish, co-relate and coordinate various concepts, interpretations and appreciations.

According to Burton

“Audio-Visual Aids are those sensory objects or images which initiates or stimulates and reinforce learning”.

Topic 192**Need and Importance**

Some of the importance of the proper use of audio-visual aids are given below:

Need & Importance	
Solid and durable learning	Best motivators
Save time and energy	First Hand Experience
Variety	Reduce verbalism
Freedom for Learner	Clear image
	Reinforcement

The description of the above points are as follows:

Best Motivators

They are the best motivators. The student works with more interest and enthusiasm. Students are more attentive in class rooms

First-hand Experience

It is beyond doubt first-hand experience is the best type of educative experience. But it is neither practicable nor desirable to provide such experience to pupils. Substituted experiences may be provided under such conditions. There are many inaccessible objects and phenomena. So, in such cases, these aids help us.

Reduce Verbal Instruction

They help to reduce verbalism. They help in giving clean concepts and thus help to bring accuracy in learning. Based on Maxims of Teaching-The use of audio-visual aids enables the teachers to follow the maxims of teaching like, concrete to abstract, 'Know to unknown' and learning by doing.

Topic 193**Need and Importance (continued 1)****Clear image**

Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.

Reinforcement to Learners

Audio-Visual aids prove effective reinforces by increasing the probability of re-occurrence of the responses associated with them and thus render valuable help in the teaching-learning process.

Solid and durable knowledge

Use of audio-visual aids helps in the learning of other concepts, principles and solving the real problems of life by making possible the appropriate positive transfer for learning.

Saving of Energy and Time

A good deal of energy and time of both the teachers and students can be saved on account of the use of audio-visual aids as most of the concepts and phenomena may be easily clarified, understood and assimilated through their use.

Variety

It Gives Variety to Teaching and Learning-Mere Chalk and talk do not help. Audio-Visual aids give variety and provide different tools in the hands of the teacher.

Freedom for Learner

When audio-visual aids are employed, there is great scope for children to move about, talk, laugh, and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.

Lecture 42 (Topic 194)**Topic 194****Principles in the Use of Audio-Visual Aids**

The five principles that include in the use of AV-Aids are

1. Principle of preparation
2. Principle of selection
3. Principle of presentation
4. Principle of Response
5. Principle of Physical Control

Principles of preparation

This principle requires that following points should be attended to:

- a) Locally available material should be used in the preparation of an aid.
- b) Teacher can easily prepare some of the aids and easy to use.

Principle of selection

Teaching aids prove effective only when they suit the teaching objectives and unique characteristics of the special group of learners following points may be kept in view in this regard:

- They should suit the age –level, grade –level, and other characteristics of the learners.
- They should have specific educational value besides being interesting and motivating.
- They should be the true representatives of the real things.
- They should help in the realization of desired learning objectives.

Principle of Proper Presentation

- a) It implies the following points-
- b) Teachers should carefully visualise the use of teaching aids before their actual presentation.
- c) They should fully acquaint themselves with the use and manipulation of the aids to be shown in the classroom.
- d) Adequate care should be taken to handle an aid in such a way as no damage is done to it.
- e) The aid should be displayed properly so that all the students able to see it, observe it and derive maximum benefit out of it.

Principle of Response

This principle demand that the teacher's guide the students to respond actively to the audio-visual stimuli so that they drive the maximum benefit of learning

Principle of Physical Control:

Principle of Physical Control relates to the arrangement of keeping aids safely and also to facilitate their lending to the teachers for use.

Characteristics and Selection

While selecting the audio-visual aids teachers should consider the following points in his mind-,

1. They should be up to date and should have-desirable utility
2. They should be easily portable and its language should be easy.
3. They should motivate the learners.
4. They should be meaningful and purposeful and according to the age, intelligence and experience of students.

5. They should be accurate, truthful and realistic.
6. They should be simple and integrated with learning.
7. They should be cheap and easily available.
8. As far as possible, they should be improvised.
9. They should be large enough to be properly seen by the students for whom they are meant.
10. Teaching aids should be according to the local needs of the students.

Lecture 43 (Topic 195-197)**Topic 195****Testing**

Testing is a method of measuring a person's ability, knowledge or performance in a given domain and the method must be explicit and structured, like Multi-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled by the administrator (yesdil.com)

Concept of test

In education a test consists of a question or series of questions or exercise or other devices for measuring the mental ability, capacity, skill, knowledge, achievement, progress, aptitude, attitude, interest, social and emotional adjustment or personality, etc.

Tests represent one particular measurement teaching. A test is a set of question each or which has a correct answer that examinees usually answer orally or in writing. Test questions differ from those used in measures of attitudes, interest or preference, or certain other aspects of personality. Ideally, the questions in tests of achievement or many tests of intelligence have answer that content experts can agree are correct; correctness is not determined by the particular values, preferences, or dislikes of a group of judges.

Topic 196**Types of test**

There are five main types of language assessments — aptitude, diagnostic, placement, achievement, and proficiency tests.

1. Aptitude Tests

Aptitude refers to a person's capacity for learning something. Language aptitude tests assess a person's ability to acquire new language skills. Because of the nature of these tests, they are more

general than most other language tests and don't focus on a particular language. Instead, they assess how quickly and effectively a person is able to learn new language skills.

2. Diagnostic Tests

Diagnostic tests are aimed at diagnosing the state of a person's abilities in a certain area — in this case, their language abilities. In contrast to achievement and proficiency tests, diagnostic tests are typically given at the start of a language learning course or program.

On a diagnostic test, most test-takers encounter questions or tasks that are outside the scope of their abilities and the material they're familiar with. The results of the test reveal the strengths and weaknesses in one's language abilities. Having a student's diagnostic test results can help teachers formulate lesson plans that fill the gaps in the student's current capabilities. Students can also use diagnostic tests to determine which areas they need to work on in order to reach a higher level of proficiency.

3. Placement Tests

Placement tests share some similarities with diagnostic tests. They are used for educational purposes and are administered before a course or program of study begins. In this case, the application is a bit different. Educators and administrators use placement tests to group language learners into classes or study groups according to their ability levels.

A university may give a placement test to determine whether a new French major need to take introductory French courses or skip over some courses and begin with more advanced classes. Placement tests are also an important type of test in English language teaching at the university level, since international students typically come in with different English-learning backgrounds and proficiency levels.

4. Achievement Tests

An achievement test evaluates a student's language knowledge to show how their learning has progressed. Unlike diagnostic, aptitude, and placement tests, achievement tests only cover information the student should have been exposed to in their studies thus far.

Achievement tests are typically given after a class completes a certain chapter or unit or at the conclusion of the course. A teacher may give a final exam at the end of the semester to see how well a student has retained the information they were taught over the course of the semester. Achievement tests are typically graded and are meant to reflect how well a student is performing in their language learning studies.

5. Proficiency Tests

Proficiency refers to a person's competency in using a particular skill. Language proficiency tests assess a person's practical language skills. Proficiency tests share some similarities with achievement tests, but rather than focusing on knowledge, proficiency tests focus on the practical application of that knowledge. Usually used at higher level.

Topic 197

Characteristics of test

All assessments should possess certain characteristics. The most essential of these are:

- a. Validity
- b. Reliability
- c. Usability

Validity

Validity is an evaluation of adequacy and appropriateness of the interpretation and uses of results. It determines if a test is measuring what it intended to measure.

Reliability

Reliability refers to the consistency of assessment results.

Usability

In addition to validity and reliability, an assessment procedure must meet certain practical requirement which includes feasibility, administration environment and availability of results for decision makers.

Some Advantages of testing

- ***Tests can be motivating for students'***

Progress tests, for example, can give students a sense of achievement, motivating them to keep on learning and take their English to the next level. A looming selection test can keep students motivated with the promise of acceptance onto a course (and the threat of non-acceptance). There's the flip side to this as well though – see under “Disadvantages” below.

- ***Tests can be useful for the teacher***

Both informal testing in the classroom and more formal tests can help to measure the effectiveness of a teaching course, telling us what we need to teach or revise.

Some disadvantages of testing

- f) ***Tests can be demotivating for students***

Tests can also be demotivating, particularly if they are not perceived to be fair (more on this later on) or if they don't reflect the needs or objectives of the test takers.

Formal or informal

- g) *More formal tests may not be “necessary”* for some learners; informal testing in the classroom may be sufficient to meet their objectives.

Lecture 44 (Topic 198-203)**Topic 198****Managing Difficult Behaviours**

Management of student behaviour is a major concern of teachers because of its importance in establishing a positive learning environment. Creating the opportunity to learn and develop both academic and behavioural skills is essential to an effective class-room.

Overall purpose of behaviour management is to help students display behaviours conducive to learning. The goal of positive behaviour management should be to teach and encourage academic and social behaviours that are appropriate for the classroom situation.

Behaviour and Learning

Behaviour is a concern because it is closely related to effective learning from both the Student's and teacher's perspective. When a classroom is free of disturbances, students can use classroom time for learning activities. Learning occurs in classrooms where the time allotted for instruction is used for teaching. When time is used interacting with students, whose behaviours are not focused on the lesson, less time is available to learn. One student's behaviour can waste other student's learning time by distracting them or by taking the teacher's time away from the lesson. When the entire class behaviour meets expectations, then learning can be maximized.

Topic_199**Teachers' Goals**

Teachers' goal in behaviour management is to have appropriate behaviour displayed by all students because it:

- c) Creates a safe learning environment for all stakeholders,
- d) Encourages learning by eliminating distractions
- e) Is respectful to other students
- f) Facilitates the organization of the classroom so learning time is efficient, and
- g) Increases time available to interact with the lesson/topic

Student Benefits

Students benefit from classrooms where behaviour management is used to promote positive behaviours and encourage learning. Benefits include:

- h) The opportunity to learn, practice and develop social skills
- i) The positive experience of getting along with teachers and other students
- j) Experiences with group and cooperative activities
- k) Meeting the goal of following procedures developed for effective learning, and
- l) Learning behavioural expectations in different situations

Classrooms where behaviour management is a part of the daily routine benefits students. Students are provided with bright chances to learn classroom and general social skills. Those skills can be practiced and the teacher can provide feedback on behaviours that are appropriate. Behaviour management can create a positive environment where a student gets along with teachers and other students. Many learning activities require cooperation group activities cooperative projects, peer tutoring, one-on-one tutoring with a teacher leading instruction are some areas where cooperation is necessary for learning. If the student discovers that he/she will be involved in positive learning experiences, their cooperation and participation will be very active.

Difficult behaviours

Some of the difficult behaviours that may cause irritations / problems, along with their nature and solutions, are listed hereunder:

m) Expert

There are two types of 'I Know It All' students: those who know it all and those who think that they do

Genuine Expert

Prevention

- If you know that some students are very knowledgeable, talk to them and let them know that you really appreciate their ideas. Give them 'ego food'; acknowledge them and ask for their support with examples and stories

Solution

- Ask for the experts' help in sharing examples and stories
- Make the class more active; keep everyone, including the expert, involved

Fake Expert

Prevention

- Use ground rules developed by the school to provide group learning and / or peer reinforcement activities wherein everyone participates
- Clearly state the learning objectives and the desired outcomes for the session

Solution

- Make the class more active; keep everyone, including the expert, involved and help students see that perhaps their knowledge is shallow or obsolete, or this exercise is to teach them a new process, not the one they are expert on and help them see that they may not have all the answers

n) Unattentive

Prevention

- Explain to students the benefits for learning
- Ask questions and involve students in teaching
- Divide students in small group or project work

Solution

- h) Give students an assignment to keep them busy
- i) Use a more animated vocal style, and try harder to keep the students' attention

Topic 201**Difficult behaviours (continued)****o) Mocker**

Mocking student may be a symptom of many other behaviours. Recognize that behaviour which is causing hindrance in the learning of the class, or just bothering you. Answering this question is the first step to managing the mocking behaviour. If it relates you (that is, the class doesn't suffer), try to deal with it internally first

Prevention

- Listen carefully to their points and acknowledge their inputs
- Redirect group discussions to get other students in the group involved

Solution

- j) Talk to the students during break or a vacant period about your concerns

p) Cynic*Prevention*

- k) Prepare and use an issue/problem to discuss for a later, more appropriate time
- l) Acknowledge the differences of opinion when they come up
- m) Provide time for the discussion as available

Solution

- n) Acknowledge their concerns as they come up
- o) Offer to discuss their issues / problems during the break or after class
- p) If the students behaviour is severe, discuss with them how their behaviour is causing loss to the entire class progress

q) Disrespectful

Prevention

- Plan ways to for the group to get to know each other better on a personal level
- Use smaller group activities and rotate the groups
- Use disciplinary rules developed by the school to provide reinforcement

Solution

- Invoke school disciplinary rules
- Acknowledge students' opinions, explore them as appropriate and move on

Topic 202

Difficult Behaviour (continued.)

r) Non-Participation

Prevention

- Get everyone active from the start, and keep them involved
- Give the powerful reasons for coming to the school

Solution

- Invoke school disciplinary rules
- Give the student an easy task
- Use smaller group activities to make their participation easy

- Direct questions to them that you are sure they can answer successfully

s) Side Conversations/ Talkatives

Prevention

- Use ground rules developed by the school management to provide reinforcement
- Provide a logical reason and benefit for the learning
- Ask them questions and appreciate their answers

Solution

- Brief silence before lecture to arrest student's attention
- Move towards them during your lecture without causing undue attention
- Remember, your purpose is to stop the distraction without embarrassing the student

t) Dominator

It is important to understand the cause of the domination. Is the student cynical, posing as an expert, feeling neglected, or does he / she crave attention? Any of these and many other potential reasons may exist. Keep these factors in mind as you try to deal with the dominating behaviour

Prevention

- q) Using ground rules developed by the school management, provide reinforcement
- r) Use group activities and get everyone involved

Solution

- Remind school disciplinary rules

- Redirect questions to others in the group
- Use smaller group activities

u) Interrupter

Prevention

- Use ground rules to reinforce discipline
- Give students an agenda so they know the topic of the day
- Provide a sound reason and benefit for the learning

Solution

- Discuss the issue / problem with the student in he break or after the class
- Don't jump to the conclusion; take a few minutes to uncover the real cause of their interruption.
Sometimes, students just want to be heard

Topic 203

Irresponsible Behaviour

this student shows these specific attitudes and actions at home and/or school:

- Doesn't complete assigned tasks/home work, and doesn't bring books to the class
- Daydreams constantly, and refuses to accept responsibility for anything
- Doesn't make effective use of his/her time, and disturbs other students
- Always gives excuses and blames others, and shows absence of interest in studies

- Is inconsistent and shows poor self-discipline and low self-image
- Disorganized with regard to his/her desk and personal belongings

One on One Discussions with Students

- v) When you decide to talk to a student, remember the following important elements:
- w) You don't hurt student's self-esteem, and you don't allow any additional problem to grow between you and the student
- x) You can't change students' behaviours; you only give them good reasons to change it
- y) Determine if the situation is really causing serious problem for the entire class learning. If it is not, let it go
- z) The underlying purpose of your discussion with the student is to remove the barriers to learning without degrading them. Always act and respond with these in mind
 - aa) Address instruction and assignments to challenge academic achievements
 - bb) Effective classroom management skills can minimize students' misbehaviour
 - cc) Most inappropriate behaviour in classrooms that is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation
 - dd) Monitor students carefully and frequently so that misbehaviour is detected early before it
 - ee) involves many students or becomes a serious disruption

Lecture 45 (Topic 203-205)**Topic 204****Techniques to overcome student's discipline and behaviour problems**

Thomas McDaniel, in his article 'A Primer on Classroom Discipline', has proposed the following 10 techniques to overcome student's discipline and behaviour problems:

1. Focusing

Be sure you have the attention of everyone in the classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will automatically settle down. It may sometimes work, but students think that you're willing to talk while they talk. They get the idea that it is permissible to talk while you are presenting a lesson.

The focusing technique means that you will demand their total attention before you begin you begin. It means that you will wait and not start until everyone has settled down. Effective teachers know that silence on their part is very effective. They'll punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quite. Then they begin their lesson using a quieter voice than normal.

2. Direct Instruction

The technique is to begin each class by telling the students exactly what will be taught. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks. An effective way to incorporate this technique with other classroom control strategies is to include time at the end of the period for students to do activities of their own choice.

3. Monitoring

The key to this technique is that the teacher gets up and gets around the classroom. While students are working, he/she should make the rounds and check on students' progress. An effective teacher will make a pass through the whole class about two minutes after the students have started a written assignment and checks that each student is busy.

4. Modeling

Values are caught, not taught. Teachers who are polite, courteous, prompt, enthusiastic, Behaviour in control, patient and organized provide examples for their students through their own behaviour. The 'Do as I say', not 'Do as I do' teachers send mixed messages that confuse students and invite misbehaviours.

5. Non-Verbal Signs

Non-verbal cues include facial expressions, body postures, hand signals etc. Take time to explain to students what you want students to do when you use your cues.

Topic 205

Techniques to overcome student's discipline and behaviour problems

(Continued)

6. Environmental Control

Students enjoy an environment that changes periodically. Classroom' with pictures and colorful posters invite enthusiasm. So, enrich your class with interesting objects.

7. Low Intervention

An effective teacher will take care that the student is not rewarded for misbehaviour by becoming the focus of attention. So, monitor student's activities by moving around. Stop the problems before they even start.

8. Assertive Discipline

This is high profile discipline. The teacher is the boss and no student can interfere with the learning of any other student. Clear rules are laid out and consistently enforced.

An important component of assertive discipline is the Assertive “I” Messages which are the statements that the teacher uses when confronting a misbehaving student. They are intended to be clear descriptions of what the students is required to do. The teacher who makes good use of this technique focus the students' attention first and foremost on the behaviour he/she wants, not on the misbehaviour, 'I want you to or I need or expect you to....

9. Humanistic I – Messages

These I-messages are expressions of our feelings. Thomas L Gordon, creator of the “Teachers Effectiveness Training” (TET) system, describes to structure these messages in these three parts:

- a. Include a description of the student's behaviour: e.g. 'When you talk while I talk'
- b. Relate the effect of this behaviour on the teacher: e.g. I've to stop my teaching....
- c. Let the student know the feeling that it creates in the teacher and entire class.
e.g. frustrates me and disturbs all other students.'

10. Positive Discipline

Use classroom and school rules that describe the behaviours you want instead of listing the things that students cannot do. Instead of 'no talking in the classroom', use 'concentrate on your lesson diligently. Refer to the rules as expectations, and let students know this is how you expect them to behave in the classroom.

Frequently praise students' positive behaviours. Whenever you see a positive behaviour, acknowledge it. Of course, this can be done verbally, but a smile, a nod or a thumb-up sign will reinforce the behaviour.

Summary

- You can't change students' behaviour; you only give them good reasons for them to change it

- Determine if the situation is really causing a problem for the class learning; if it is not, let it go
- Never hurt the student's self-esteem; your basic function is to remove barriers to learning. Always act and respond with these in mind
- Keep these factors in mind, using common tools mentioned above, you should be able to handle any sort of difficult behaviour most of the time!
- The student will say 'I did this myself.'

Best of luck