

semester

4

Teaching English

COURSE GUIDE

Associate Degree in Education/
B.Ed. (Hons.) Elementary

2012



Higher Education Commission

This product has been made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the authors, and do not necessarily reflect the views of USAID or the United States Government.

Technical Support: Education Development Center (EDC); Teachers College, Columbia University



Higher Education Commission

Foreword

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

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

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

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

PROF. DR SOHAIL NAQVI
Executive Director
Higher Education Commission
Islamabad

How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and Student Teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Sardar Nasim Akhtar Khan, GCET (M) Rawlakot, AJK; Safina Rouf, GCET (F) Muzaffarabad; Humaira Abbasi, University of AJK; Shumaila Azmat, GCE Quetta; Talat Jahan Ara, GCEE, Uthal; Ghulam Mustafa, BoC Balochistan; Asima Idrees, Sardar Bahadur Khan Women University, Quetta; Syed Muhammad Aamir, RITE (M) Peshawar; Shehla Sheikh, Gomal University; Tarranum Kehkasan, RITE (F) DI Khan; Iazaz Ali, IER University of Peshawar; Habib Elahi Sahibzada, University of Hazara, Mansehra; Maria Bint Shahid, FJWU Rawalpindi; Sajid ul Islam, AIOU Islamabad; Sadia Mubeen, GECE (W) Hussainabad, Karachi; Muhammad Hasil Pato, GCET (M) Mirpur; Maqsood Ahmed Sahito, GECE (M) Mithiani; Rasheed Channa, GECE (M) Hyderabad; Ayaz Ali Mughal, University of Sindh, Hyderabad; Abdul Sattar Gopang, University of Sindh, Hyderabad; Imtiaz Ahmed, University of Karachi; Dr. Mussart A Sheikh, FJWU, Rawalpindi.

International and National subject experts guiding course design: Dr. Graeme Cane and Shaista Bano, Aga Khan University Centre for English Language

Date of NCRC review: 22 May 2012

NCRC Reviewers: Dr. Javed Iqbal, Karakoram International University, Gilgit; Allah Noor Khan, Gomal University; Dr. James Shafi, Forman Christian College Lahore.

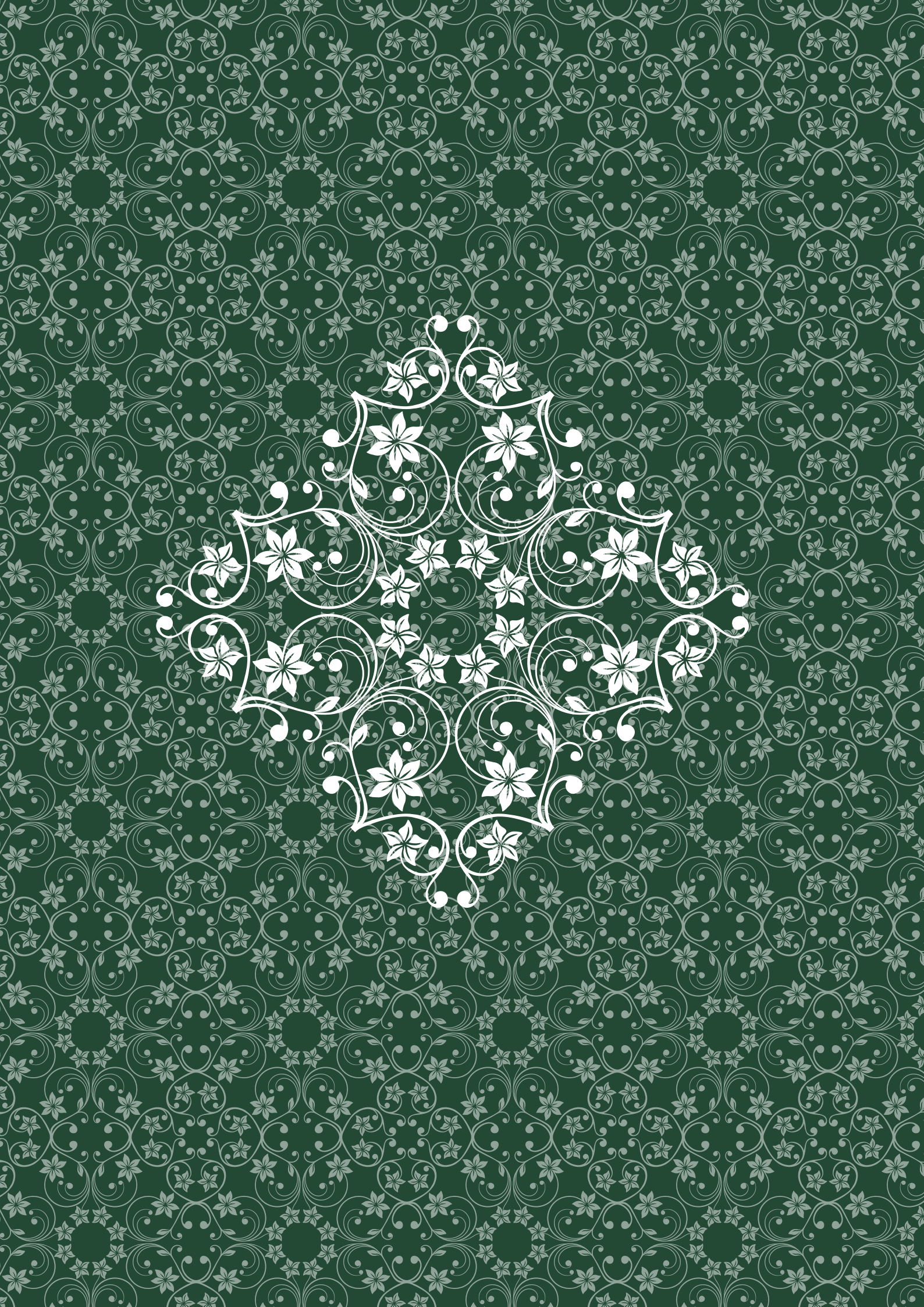


Table of Contents

Syllabus08

The Planning Guide17

UNIT 1 Introduction to second-language acquisition.....18

UNIT 2 Teaching the receptive skills, listening, and reading46

UNIT 3 Teaching the productive skills, speaking, and writing.....66

UNIT 4 Teaching grammar communicatively78

UNIT 5 Teaching vocabulary effectively87

UNIT 6 Assessing students' language skills95

Syllabus



TEACHING ENGLISH

TEACHING ENGLISH

Year/semester

Year 1, Semester 1

Duration (hours)

48 hours (16 weeks)

Credit value

3 credits

Prerequisites

Matriculation (with a science subject)

Course description

This three-credit course has been designed to enable Student Teachers to teach English using an interactive, communicative approach to children aged 6 to 13. It will be taught over 16 weeks with three face-to-face sessions per week, making a total of 48 sessions. The course aims to be comprehensive in its coverage and depth so that, upon its completion, Student Teachers will have gained both a theoretical understanding of the basic principles of second-language acquisition and the practical knowledge of how to apply these principles effectively in the language classroom.

The course focuses on ways to teach young learners the four language skills—listening, reading, speaking, and writing—to enable them to reach a basic level of communicative competence in both spoken and written English. In addition to learning how to teach and integrate the four skills in an interactive, learner-centred manner, Student Teachers will gain an understanding of how grammar lessons and vocabulary acquisition can be incorporated into a communicative teaching approach. Finally, they will learn how to design and develop their own teaching materials and activities and how to assess and test their students' language proficiency and progress.

Course outcomes

Upon completing the course, Student Teachers will be able to:

- explain in basic terms how second languages are acquired and demonstrate a working knowledge of the grammar-translation method, the audio-lingualism method, the natural approach, and communicative language teaching¹
- teach listening, reading, speaking, and writing skills to young learners using an interactive, communicative approach
- design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence
- assess their students' language performance and progress using their own self-designed assessment procedures
- help learners develop basic grammatical competence and vocabulary in English using a learner-centred, communicative teaching approach
- explain differences between teaching and testing when they are designing their own classroom materials and activities.

Learning and teaching approaches

The communicative approach to language learning and teaching (communicative language teaching) has as its goal the acquisition of communicative competence by second-language learners, and it proposes a communicative syllabus and methodology as the way to achieve this goal. Since its inception in the 1980s, communicative language teaching has continued to evolve and develop, and current communicative language teaching theory and practice now draw on a number of different educational traditions and methods. As a result of this blend of teaching practices, communicative language teaching today refers not to a strict methodology but to a set of generally agreed upon principles that can be applied in various ways, depending on the cultural context, the level and age of the learners, and the proposed learning outcomes.

This course, *Teaching English*, aims to equip Student Teachers with effective methods and strategies they can use to help their students attain a basic level of communicative competence in English. Some traditional methods, such as jazz chants and grammar awareness exercises, will be introduced to them, as well as more authentic communicative language teaching-based methods, such as task-based learning and problem solving. By the end of the course, Student Teachers should be in a position to select the methods, strategies, and techniques that are most relevant and appropriate for teaching their students to communicate successfully in speech and writing.

¹Many adults and children in Pakistan speak several languages—not just a second language. The term "second language" is used in the course guide to refer to any language that is not the mother tongue.

Semester outline

1

UNIT 1: Introduction to second-language acquisition (2 weeks, 6 sessions)

This unit will cover the first six sessions (two weeks) of the course. Its objective is to develop in Student Teachers the background they will need for understanding how human beings acquire languages and to familiarize them with the most influential English as a Second Language (ESL) teaching methods and approaches that have been used in recent years.

Week #	Topics/themes
1	<ul style="list-style-type: none">• Introduction to <i>Teaching English</i>• Introduction to Unit 1 and initial activity exploring Student Teachers' views of how languages are learned• What do people need to know to speak a second language well?• Four influential ESL approaches• The grammar-translation method and its limitations• Behaviourism and the audio-lingual method• The natural approach
2	<ul style="list-style-type: none">• The interactionist approach• Practical teaching activities using the interactionist approach• Criticism of the interactionist approach• Quiz reviewing the four approaches to second-language acquisition• Implications of the post-method era• Factors affecting second-language learning: investigating learner differences and learning styles• What is communicative language teaching?

UNIT 2: Receptive skills, listening and reading (4 weeks, 12 sessions)

The listening component of this unit will show Student Teachers ways of helping young learners to improve their listening skills by offering them a combination of extensive and intensive learning materials. This component will also outline the different types of listening activities that are used in communicative classrooms, including pre-, mid-, and post-listening activities. In addition, it will highlight some of the problems learners face in real-life listening and suggest ways of overcoming these problems.

The reading component of this unit will begin by making Student Teachers more aware of what is involved in the reading process during its beginning stages (such as perceiving and decoding letters in order to read words or gathering meaning from the words in a written text). It will then go on to examine how teachers can help learners to develop their reading skills so that they are able to deal with more complex texts and become efficient readers who get genuine pleasure out of reading.

Week #	Topics/themes
3	<ul style="list-style-type: none"> • What are listening skills? • Listening as a skill: some listening theories • How do children learn to listen? • Suggestions for classroom listening • What does real-life listening involve? • Extensive and intensive listening
4	<ul style="list-style-type: none"> • Techniques and activities for teaching listening skills communicatively in the classroom • Pre-listening, while-listening, and post-listening activities • Designing effective listening materials and activities for the language classroom • Practical micro-teaching of listening skills in the classroom
5	<ul style="list-style-type: none"> • What is reading? • What is the purpose of reading inside and outside the classroom? • The power of reading • Reading comprehension skills • Some suggestions for reading activities • Factors affecting learning to read in a second language • The role of the teacher in extensive and intensive reading
6	<ul style="list-style-type: none"> • Techniques and activities for teaching reading communicatively • Pre-reading, while-reading, and post-reading activities • Designing and developing effective reading activities for the language classroom • Practical micro-teaching of reading skills in the classroom

3

UNIT 3: Productive skills, speaking and writing (4 weeks, 12 sessions)

The aim of this component of the unit is to present Student Teachers with a principled approach to the teaching of speaking skills so that their students can develop a basic level of communicative competence in English. The unit outlines different types of tasks and activities that can be used by the teacher to help young learners develop fluency and accuracy in their speech.

This component of the unit will examine some of the approaches to writing that have been used in ESL teaching (including controlled writing, guided writing, genre-based writing, the product approach, and the process approach). It will also outline practical activities and tasks that can be used to help young learners develop their writing skills.

Week #	Topics/themes
7	<ul style="list-style-type: none"> • What are speaking skills? • Helping learners to improve their pronunciation through the use of simple exercises and tasks • How to introduce learners to the sound system of English through drills • Ways of helping learners to improve their pronunciation through practical classroom exercises (such as jazz chants, songs, and rhymes) • Teaching basic communication strategies: relating functions to appropriate language forms
8	<ul style="list-style-type: none"> • Experiencing, designing, and evaluating speaking activities for the communicative language classroom <ul style="list-style-type: none"> ◦ Using songs to encourage speaking ◦ Asking and answering simple questions ◦ <i>Shipwrecked!</i>: a discussion game • Experiencing, designing, and evaluating speaking activities for the communicative language classroom <ul style="list-style-type: none"> ◦ Using pictures in a speaking exercise ◦ Using a story for acting and developing speaking • Assessing communicative language teaching activities: a questionnaire • Practical micro-teaching of speaking skills in the classroom and in evaluation
9	<ul style="list-style-type: none"> • Key concepts in teaching second-language writing: controlled writing, guided writing, genre-based writing, the product approach, and the process approach • Types of writing tasks that have been used effectively in communicative language teaching • Practical, communicative, language-teaching writing activities, such as describing a view, writing about a personal experience, and writing a dialogue between two friends
10	<ul style="list-style-type: none"> • How to help learners by helping them establish language scaffolding • Giving useful feedback to learners on their writing • Designing writing materials and activities for the language classroom • Practice-teaching of writing skills by groups in the classroom

4

UNIT 4: Teaching grammar communicatively (2 weeks, 6 sessions)

This unit is intended to show Student Teachers how they can teach grammar in a creative, entertaining, and communicative manner to help learners improve both their fluency and their accuracy in speech and writing. The unit begins by reviewing some basic grammatical structures in English (such as subject-verb agreement and the formation of questions and negatives) so that Student Teachers have a clear understanding of how to form and use these structures accurately before going on to teach this basic grammar to their young students. The unit then suggests strategies for presenting grammar in a fun, enjoyable, and meaningful way to children.

Week #	Topics/themes
11	<ul style="list-style-type: none"> • Review of basic concepts in grammar: tense; subject-verb agreement; formation of interrogative and negative verb forms; subject-verb-object (SVO) word order; and simple, compound, and complex sentences • Student Teachers work through practical exercises and activities to ensure they have a clear understanding of the appropriate grammatical forms for the grammatical considerations outlined above, and the Instructor gives the Student Teachers some tips on how to edit their work to avoid errors • The place of grammar teaching in the second-language acquisition process: evaluating different approaches to grammar teaching taken by course book writers
12	<ul style="list-style-type: none"> • What is a communicative approach to teaching grammar? • Teaching techniques and activities to support communicative grammar learning • Designing and evaluating communicative grammar materials for the language classroom • Student Teachers prepare their own activities for teaching grammar • Student Teachers micro-teach in groups the activities they have prepared and evaluate the class's performance in completing these activities

5

UNIT 5: Teaching vocabulary effectively (2 weeks, 6 sessions)

The main focus of this unit is to give Student Teachers some practical ideas for designing their own activities and tasks for vocabulary teaching and learning. Another aim of this unit is to show them how vocabulary can be divided into function words versus lexical words and high-frequency words versus low-frequency words.

Week #	Topics/themes
13	<ul style="list-style-type: none"> • Function words versus lexical words • High-frequency words versus low-frequency words • Discussion of which English words young learners will need to know how to speak and write at a basic level: how should these items be presented to the learners? • Student Teachers search the web to choose 50 words they would like to teach their students, and the class discusses how and why the 50 words were selected • Making vocabulary a useful part of a language course: when and how should vocabulary be taught to English learners?
14	<ul style="list-style-type: none"> • Practical activities for teaching and reviewing vocabulary • Evaluating vocabulary activities • Student Teachers prepare 15-minute vocabulary teaching activities in groups • Student Teachers practice-teach in groups the activities prepared in the previous session

6

UNIT 6: Assessing language performance (2 weeks, 6 sessions)

This unit introduces Student Teachers to some key concepts in assessment theory and to some practical ways of testing the language skills of young learners. It also outlines the kinds of tests they can develop themselves in order to measure how successfully their course learning objectives have been achieved.

Week #	Topics/themes
15	<ul style="list-style-type: none"> • Some basic principles and key concepts of assessment • Basic principles for assessing children's language learning • Why test learners? • Tips and special considerations for testing young learners • Conflicts between classroom learning and classroom testing and how to reduce these conflicts • Ways of marking language tests and giving feedback • Designing language tests for young learners
16	<ul style="list-style-type: none"> • Samples of test types that can be used to test young learners • In groups, Student Teachers prepare their own materials for testing one of the four language skills (listening, reading, speaking, or writing) for a 15-minute presentation • Practice-teaching in groups and evaluation of testing materials by the class

References and further reading

- Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Fanselow, J. (1987) *Breaking Rules*. New York: Longman.
- Goh, C.M. (2007) *Teaching Speaking in the Language Classroom*. Singapore: SEAMEO-RELC.
- Harmer, J. (2001) *The Practice of English Language Teaching*. Harlow: Pearson Educational.
- Hughes, A. (2003) *Testing for Language Teachers*. Cambridge: CUP.
- Hyland, K. (2003) *Second Language Writing*. Cambridge: CUP.
- Lightbown, P. and N. Spada (1999). *How Languages are Learned*. Oxford: OUP.
- Nation, P. (2002) *Managing Vocabulary Learning*. Singapore: SEAMEO-RELC.
- Phillips, S. (1993) *Young Learners*. Oxford: OUP.
- Richards, J.C. (2001) *Curriculum Development in Language Teaching*. Cambridge: CUP.
- Richards, J.C. (2005) *Communicative Language Teaching Today*. Singapore: RELC.
- Swan, M. (2005) *Practical English Usage*. Oxford: OUP.
- Thornbury, S. (2005) *Grammar*. Oxford: OUP.
- Ur, P. (1996) *A Course in Language Teaching*. Cambridge: CUP.

Course assignments and grading policy

Your Instructor will explain how this course will be assessed at the start of the course. It is suggested that coursework count for at least 50 per cent of the final grade. In addition to coursework, there will be mid-semester and end-of-semester examinations.

About the planning guide

Teaching English is a three-credit course consisting of six units taught over 16 weeks with three one-hour, face-to-face sessions per week, making a total of 48 sessions. The planning guide gives an outline of the content of each unit.

The planning guide also provides detailed plans for a selection of sessions in each unit. Where no detailed plan is provided, activities are suggested.

The lesson plans should be seen as examples of how the content can be taught for each unit. For the other sessions, suggestions are included, but no detailed lesson plans are given. The lesson plans are omitted to allow faculty members to create their own plans and activities to suit the needs of their students. In planning these sessions, Instructors should try to be as creative and innovative as possible in developing a teaching methodology that promotes positive and enjoyable learning.

The classroom should foster interactive learning experiences, and a lecture-based, teacher-centred methodology will *not* give Student Teachers the kind of practical experience they need to become competent, knowledgeable, self-aware, and enthusiastic English teachers. As a result, for the sample activities given in the guide, the Instructor and Student Teachers should work through the tasks and exercises together. Student Teachers need to experience the activities themselves in order to understand them from a child's point of view and to be able to assess the value and relevance of each activity.

Instructors should also incorporate regular practice-teaching sessions into the course to teach the four language skills (listening, reading, speaking, and writing), grammar, vocabulary, and testing because they are helpful in developing Student Teachers' practical teaching skills.

UNIT



INTRODUCTION TO
SECOND-LANGUAGE
ACQUISITION

Week 1

- Introduction to the course
- Introduction to Unit 1 and initial activity exploring Student Teachers' views of how languages are learned
- What do people need to know to speak a second language well?
- Four influential ESL approaches
- The grammar-translation method and its limitations
- Behaviourism and the audio-lingual method
- The natural approach

Week 2

- The interactionist approach
- Practical teaching activities using the interactionist approach
- Criticism of the interactionist approach
- A quiz to review the four approaches to second-language acquisition
- Implications of the post-method era
- Factors affecting second-language learning: investigating learner differences and learning styles
- What is communicative language teaching?
- A sample practical teaching activity based on the communicative language teaching approach

Unit description

Faced with a wide range of theoretical views and a host of different ideas regarding how best to teach second languages, language teachers need to be able to evaluate the potential effectiveness of the teaching and learning approaches they encounter and to judge which will be most useful for their students.

This unit begins by introducing the overall course. It then gives a brief overview of the approaches that have been most influential in recent second-language acquisition practice and informs Student Teachers of the benefits and drawbacks of each approach. The unit will also discuss learner language and learner errors. It will moreover help Student Teachers become more aware of key factors affecting second-language learning, such as motivation, age, and aptitude.

You may choose to distribute all the materials in the course guide to Student Teachers and work through the activities with them, or you may choose to select only the materials you find helpful and to supplement these with your own ideas, exercises, and activities. The unit's main objective is for Student Teachers to gain a clear *theoretical* and *practical* understanding of the main approaches to second-language acquisition that have been influential in English language teaching in recent years.

Unit outcomes

After completing this unit, Student Teachers should be able to:

- describe, compare, and contrast the four approaches to second-language teaching that have been influential in English language teaching in recent years
- use this knowledge to decide which approaches will be most suitable for their students
- explain key factors affecting the success of second-language learning, such as motivation, age, and aptitude.

References and further reading

Allwright, R. and K. Bailey (1991) *Focus on the Language Classroom*. Cambridge: CUP.

Cotterall, S. and H. Reinders (2004) *Learner Strategies: A Guide for Teachers*. Singapore: RELC.

Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: OUP.

Graham, C. (1986) *Small Talk: More Jazz Chants*. New York: OUP.

Krashen, S. (2003) *Explorations in Language Acquisition and Use*. Portsmouth, NH: Heinemann. Stephen Krashen's website is

➤ www.sdkrashen.com.

It contains many useful articles and is free of charge to everyone.

Lightbown, P. and N. Spada (1999) *How Languages are Learned*. Oxford: OUP.

Phillips, S. (1993) *Young Learners*. Oxford: OUP.

Richards, J. and T. Rogers. (2001) *Approaches and Methods in Language Teaching*. Cambridge: CUP.

Richards, J. (2005) *Communicative Language Teaching Today*. Singapore: RELC.

Yule, G. (1996) *The Study of Language*. Cambridge: CUP.

Unit 1: Example session plans

Week 1, Session 1: Introduction to the course



Activity 1: Introduction to *Teaching English* (10 minutes)

Describe the course to Student Teachers. Share the following information:

This three-credit course has been designed to enable them to teach English in elementary grades using an interactive, communicative approach to children aged 6 to 13.

The course will be taught over 16 weeks with three face-to-face sessions per week, making a total of 48 sessions.

The course aims to be comprehensive in its coverage and depth so that, upon its completion, Student Teachers will have gained both a theoretical understanding of the basic principles of second-language acquisition and the practical knowledge of how to apply these principles effectively in the language classroom.

The course focuses on ways to teach young learners the four language skills—listening, reading, speaking, and writing—to enable them to reach a basic level of communicative competence in both spoken and written English. In addition to learning how to teach and integrate the four skills in an interactive, learner-centred manner, Student Teachers will gain an understanding of how grammar lessons and vocabulary acquisition can be incorporated into a communicative teaching approach. Finally, they will learn how to design and develop their own teaching materials and activities and how to assess and test their students' language proficiency and progress.

The course is broken down into six units, with one assignment at the end of each unit.

Share the following learning outcomes for the course with the Student Teachers.

Student Teachers will be able to:

- explain in basic terms how second languages are acquired and demonstrate a working knowledge of the grammar-translation method, the audio-lingualism method, the natural approach, and communicative language teaching²
- teach listening, reading, speaking, and writing skills to young learners using an interactive, communicative approach
- design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence
- assess their students' language performance and progress using their own self-designed assessment procedures
- help learners develop basic grammatical competence and vocabulary in English using a learner-centred, communicative teaching approach
- explain differences between teaching and testing when they are designing their own classroom materials and activities.

²Many adults and children in Pakistan speak several languages—not just a second language. The term "second language" is used in the course guide to refer to any language that is not the mother tongue.

Activity 2: Thinking about how we learn a second language (10 minutes)

Explain to Student Teachers that to study second-language acquisition is to assess how people learn second languages and the theories linguists have developed to account for this phenomenon. Before discussing some of the most influential theories of second-language acquisition in recent years, ask them to read through the statements on Handout 1 and indicate whether they agree or disagree. Explain that there are no right or wrong answers, but they might find the questions useful in helping to examine their own opinions about how second languages are learned. After completing the questionnaire, they should compare their answers with those of their colleagues and the Instructor.

Activity 3: What do people need to know to speak a second language well? (5 minutes)

Divide Student Teachers into small discussion groups. Ask them to discuss the following question: what is required to speak a second language well? They should look at the list of items in Handout 2 during the discussion and choose which of the items are essential for speaking a second language well.

Activity 4: How do people acquire a second language? (20 minutes)

Explain that in this unit, Student Teachers will be introduced to four different approaches to teaching second languages that have been widely used across the world over the past 40 years. They will be asked to examine each approach carefully and to identify which they think would be most suitable for young learners of English in Pakistan.

Introduce the first method, the *grammar-translation method*, in a short lecture.

Explain that the grammar-translation method was introduced in the 19th century to teach students how to read and write in a second language, or to help them speak the language in everyday situations.

Share the example of a grammar-translation approach to teaching introductory Spanish in the lesson plan in Handout 3. Invite Student Teachers to read through the lesson plan with a partner. This will take between 10 and 15 minutes.

Activity 5: Limitations of the grammar-translation method (10 minutes)

Ask Student Teachers: 'Now that we know the theory of how to form and use the definite article in Spanish, can we use these isolated words to make a conversation?' They will probably say we cannot.

Explain that with the grammar-translation method, we learn facts *about* the language, but not how to use it to take part in conversations with other speakers. This is probably the method's main weakness. In contrast, a communicative approach to Spanish would probably start by introducing expressions such as the following within a spoken dialogue:

Hola. — Hello.

¿Cómo estás? — How are you?

Muy bien, gracias. — Fine, thank you.

¿Cuál es tu nombre? — What is your name?

Mi nombre es Fatima. — My name is Fatima.

Whole-class wrap-up discussion (5 minutes)

Discuss the following questions with Student Teachers:

- 1) Why do you think the grammar-translation method of teaching English has been so popular in Pakistani schools?
- 2) Do you think this method has been effective? Why or why not?

Student handout 1 (Week 1, Session 1)



Agree/disagree

- 1) We learn a second language mainly through imitation and repetition.
 AGREE _____ DISAGREE _____

- 2) People with high IQs are generally good language learners.
 AGREE _____ DISAGREE _____

- 3) People learn to do new things (including learning to speak new languages) by interacting with other people.
 AGREE _____ DISAGREE _____

- 4) Human beings and animals both learn new behaviours through positive reinforcement (receiving some reward, such as praise or food, for carrying out the behaviour).
 AGREE _____ DISAGREE _____

- 5) When babies are born, their minds are empty or blank. Language learning takes place through listening to and imitating parents and other adults.
 AGREE _____ DISAGREE _____

- 6) When babies are born, their minds are already biologically programmed to acquire the grammar of any language they are exposed to.
 AGREE _____ DISAGREE _____

- 7) The most important factor in the successful acquisition of a second language is: (Please rank in order of importance from 1 to 6.)

The teacher	_____
The teaching method used	_____
The learner's intelligence	_____
The learner's motivation to learn	_____
The learner's age	_____
The amount of time available for instruction	_____

Student handout 2 (Week 1, Session 1)

What is required to speak a second language well?



- a) Knowing how to pronounce words clearly _____
- b) Having a native speaker's accent _____
- c) Having a large vocabulary _____
- d) Knowing lots of grammatical rules _____
- e) Having a good memory _____
- f) Being able to understand what other speakers are saying to you _____
- g) Being aware of a wide range of idioms, or common expressions _____
- h) Knowing how to communicate with other people in the second language _____
- i) Being very outgoing and sociable _____
- j) Being able to speak fluently, without making any mistakes _____
- k) Knowing how to tell jokes in the second language _____
- l) Other (_____)

Student handout 3 (Week 1, Session 1)

A lesson using the grammar-translation method



Lesson objective: To teach the forms and use of the definite article in Spanish to English speakers. The definite article ‘the’ has four forms in Spanish:

el — the

la — the

los — the

las — the

Lesson plan

All nouns in Spanish are either masculine or feminine. In front of masculine nouns in the singular, use *el* as the definite article. With feminine nouns in the singular, use *la*.

el libro — the book

la camisa — the shirt

el muchacho — the boy

la muchacha — the girl

Note that many masculine nouns end in *-o*, while many feminine nouns end in *-a*.

el soldado — the soldier

la mesa — the table

el zapato — the shoe

la puerta — the door

el brazo — the arm

la cama — the bed

For the plural form of nouns in Spanish, add *-s*. The definite article that precedes plural masculine nouns is *los*.

los libros — the books

los muchachos — the boys

The definite article that precedes plural feminine nouns is *las*.

las camisas — the shirts

las muchachas — the girls

Ask Student Teachers:

'If *el zapato* is "the shoe", how would you say "the shoes"?' _____

Ask them:

'If *la mesa* is "the table", how would you say "the tables"?' _____

Ask them to translate the following words into English.

- | | | | |
|-----------------------|-----------------------|--------------------------|-------|
| 1) <i>el zapato</i> | _____ the shoe _____ | 7) <i>el soldado</i> | _____ |
| 2) <i>los zapatos</i> | _____ the shoes _____ | 8) <i>la puerta</i> | _____ |
| 3) <i>la mesa</i> | _____ | 9) <i>los muchachos</i> | _____ |
| 4) <i>las mesas</i> | _____ | 10) <i>las muchachas</i> | _____ |
| 5) <i>las puertas</i> | _____ | 11) <i>las camas</i> | _____ |
| 6) <i>los brazos</i> | _____ | 12) <i>el brazo</i> | _____ |



Week 1, Session 2: The audio-lingual method

Activity 1: Interactive lecture about the audio-lingual method

This whole session will be a lecture. Plan for an interactive lecture with opportunities for Student Teachers to discuss questions and concepts using methods such as think, pair, share or using strategies used in other courses, such as KWL (What do I Know, what do I Want to know, what have I Learned?). They can also try the jazz chants at the end of the lecture.

Divide the lecture into four parts:

- What is behaviourism (or the audio-lingual method)?
- Advantages of the behaviourist or audio-lingual approach to second-language acquisition
- Criticism of the behaviourist or audio-lingual approach to second-language acquisition
- An example of a practical classroom exercise based on the behaviourist or audio-lingual approach

Lecture content on the behaviourist/ audio-lingual method

In historical second-language teaching, behaviourism was associated with the view that we acquire a language by imitating a set of patterns and repeating them until they become fixed in our memory. This view of language teaching became known as the audio-lingual method. Audio-lingual language courses designed on behaviourist principles had the following features:

- This method held that in teaching, we should move progressively from simple to complex structures. For example, we should teach 'Faiza became a nurse' before 'Faiza would have become a nurse if she had passed her exams'.
- The audio-lingual method suggested that in the classroom, you should not use students' first language, but that you should use the target language only.
- Substitution drills were seen as a useful way of reinforcing structural patterns. Students listened to and practiced drills from tapes in a language laboratory (a classroom equipped with tape recorders or computers where people can practice listening to and speaking second or foreign languages). The following is a typical substitution drill used in the audio-lingual approach:

Tape: I often go to the cinema.

Student: I often go to the cinema.

Tape: Mariam...

Student: Mariam often goes to the cinema.

Tape: Mariam and Asma...

Student: Mariam and Asma often go to the cinema.

Tape: ...to the beach.

Student: Mariam and Asma often go to the beach.

Tape:	My brother ...
Student:	My brother often goes to the beach.
Tape:	...to the sports centre.
Student:	My brother often goes to the sports centre.

Lecture content on advantages of the behaviourist or audio-lingual approach to second-language acquisition

In grammar-translation language classrooms, the student has little opportunity to hear or speak authentic sentences in the second language. The audio-lingual approach, however, offers each student many hours of practice in listening to, imitating, and repeating a wide range of key structures in the second language.

The audio-lingual approach emphasizes listening and speaking rather than reading and writing. As many students wish to learn to speak the second language rather than to write it, the audio-lingual approach is more relevant to these learners' needs.

Practicing language patterns along with other students in the classroom or in the language laboratory (rather than singling learners out and asking them to speak in front of the whole class) may give learners more confidence to try to practice and use the language.

If students have access to a tape recorder, CD player, or computer, they are able to practice the audio-lingual material on their own and can therefore acquire new language structures independently without the constant presence and support of a teacher.

Lecture content on criticisms of the behaviourist or audio-lingual approach to second-language acquisition

The audio-lingual approach tends to treat learners as homogeneous rather than creative individuals with different preferences and aptitudes. Behaviourism is sometimes said to produce passive learners who merely respond to stimuli in the form of teacher or audio input. Critics of this method also point out that it does not encourage either the creative use of language or interaction between students. Structures are often learned as set phrases, and as a result, students may not know how to adapt those set phrases to meet their communicative needs outside the classroom.

Another disadvantage is that the repetition and drills used in audio-lingual language classes are completely controlled by the teacher and textbook without reference to the learners' interests or needs. Some language lessons can be effective and long lasting as a result of repetition and memorization, but classes involving drilling and repetition can also be boring, causing learners to forget lessons more easily.

The audio-lingual approach tends to oversimplify human behaviour. Language learning is much more complex than many behaviourists seem to acknowledge.

Lecture content on example of a practical classroom exercise based on the behaviourist or audio-lingual approach

The behaviourist approach to language teaching was popular in the 1960s and 1970s, so we should ask the following question: Does behaviourism have anything to offer language teachers today?

A more modern and more motivating approach to audio-lingual drilling is the use of jazz chants.

Jazz chants

Originally devised by Carolyn Graham in the United States, jazz chants are based on behaviourist principles that have been modified to present a more light-hearted, imaginative view of repetition and memorization. The aim is to practice the real rhythms of English conversation. The following are two examples that have been prepared for the course. Try them out.

A: Hello. What's your name?
 B: Hello. My name's Dean. What's your name?
 A: My name is Tom.
 B: I'm pleased to meet you, Tom.
 A: I'm pleased to meet you, Dean.
 B: Let's have lunch in the school canteen.

A: Do you like ice cream?
 B: Yes, I do.
 A: How about chocolate?
 B: I like that too.
 A: Do you like raw onions?
 B: No, I don't.
 A: Will you eat some tomorrow?
 B: No, I won't.

It is also possible to use the same technique to encourage students to memorize structures used in short verses. The following is an example of a theme-based chant to try.

A chant on superstitions
 Never break a mirror
 Or your luck will disappear
 Cross your fingers; don't spill salt
 When a dog howls, death is near

Don't walk under ladders
 An itchy palm means money
 Your fate is written in the stars
 Don't laugh—fate's not that funny



Week 1, Session 3: The natural approach

This session begins with a lecture on the third of four approaches to learning a second language. Then Student Teachers design a short activity for young children learning English, using the natural approach.

Activity 1: Interactive lecture on the natural approach (30 minutes)

Lecture content about the natural approach

In 1983, Stephen Krashen and Tracy Terrell published *The Natural Approach*, which combined a comprehensive second-language acquisition theory with a curriculum for language classrooms. The natural approach is based on the idea that we acquire a second language not through consciously studying it or repeating its structures again and again, but simply by understanding and processing messages in the second language.

According to the natural approach, how do people acquire a second language?

- We acquire a second language when we understand spoken or written messages in the language. Krashen refers to these messages as ‘comprehensible input’. The language teacher should therefore provide learners with as much comprehensible input as possible in the classroom. Input can be in the form of listening or reading, but it must be pitched at the right difficulty level for students. If it is too difficult, it will not be comprehensible. But if it is too easy, students will not learn anything new.
- Students can acquire the second language only when they feel relaxed and motivated. It is therefore essential to provide interesting and understandable input in an environment in which students feel no stress.
- According to Krashen, language acquisition does not happen when we study and practice grammar rules. Acquisition happens when we understand messages. Spending many hours on grammar exercises and very little time on listening to spoken English is therefore not the best use of classroom time.

Lecture content about criticism of the natural approach

Krashen says that learners will acquire the second language by understanding messages that contain structures ‘a bit beyond’ their current level of competence. The problem for teachers is to determine what this level is for their classes, as students will have different levels of proficiency. How do teachers provide input that is comprehensible to all their students?

Krashen argues that when the learner is anxious or bored, comprehensible input from the teacher will be blocked out by an ‘affective filter’, and the learner will therefore not acquire the language. However, Krashen does not attempt to explain how this happens or provide psychological evidence that an affective filter actually exists in the brain.

Lecture content about practical classroom exercises based on the natural approach

Krashen suggests that teachers should use the following techniques to provide comprehensible input in the classroom:

- ‘Total physical response’: in this activity, the teacher asks students to perform certain actions (such as ‘Put your left hand on your right leg’ and ‘Walk to the board and write your name on it’). Students have to listen carefully to commands and respond physically, but they do not have to say anything.
- Use students’ names and physical characteristics to provide input (such as ‘What’s the name of the student in this group with short, dark hair?’ and ‘Is Ali wearing a Manchester United shirt today?’).
- Use pictures to focus on learning the names of things and to give information about items in a picture. (Explain, for example, ‘In this picture, there are two nurses. One is standing and the other is sitting’.)
- Use students’ personal details to provide language input (such as ‘Which two students in our class play basketball?’ and ‘Who studies both English and geography?’ and ‘Does Asif play the harmonium?’).
- Read stories to students that they are already familiar with in their first language (such as children’s stories, folk tales, or religious stories).
- You could also use texts that contain a mixture of the students’ first language plus the target language. The following example would be for English-speaking learners of Urdu as a second language: ‘On my way to *daftar*, I passed a *dukan* selling *samosei*. I bought *dou samosei* and ate them both before reaching *daftar*. The *samosei* were delicious’.

Activity 2: Designing an activity using the natural approach (30 minutes)

Ask Student Teachers to work in pairs to design a five-minute ‘total physical response’ activity that they could use to teach young children the English verbs *to sit*, *to stand*, *to walk*, *to stop*, *to touch*, *to shake*, and *to smile*.

Invite pairs to share their plans with each other and give feedback. If time allows, invite them to practice-teach their activity.



Week 2, Session 4: The interactionist approach

This session begins with a lecture on the fourth of the four approaches to learning a second language. Then Student Teachers take part in activities based on the interactionist approach.

Activity 1: Interactive lecture (20 minutes)

Use the following content to prepare an interactive lecture about the interactionist approach.

The Russian psychologist Lev Vygotsky believed that language develops entirely from social interaction with other speakers. Vygotsky claimed that every instance of new learning takes place within a ‘zone of proximal development’ for the learner. A ‘zone of proximal development’ refers to the idea that learning can take place only when we are presented with a new task or item of knowledge that is just beyond our present level of understanding. Each zone of proximal development is a stage between what Vygotsky called ‘actual’ development and ‘potential’ development, which means between the present stage of development and the next stage. For Vygotsky, learning is about bridging the gap between actual and potential development through *interaction* with an adult or a more expert peer.

According to the interactionist approach, how do people acquire a second language? We learn a second language by interacting with people who speak that language more proficiently than we do. Since conversational interaction is the key to language acquisition, the teacher must provide many opportunities in the classroom for students to interact with one another and with the teacher. Group work, pair work, and task-based learning therefore have important parts to play in the interactionist approach.

Activity 2: Practical classroom exercises based on the interactionist approach (40 minutes)

Work through as many of the following activities as possible with Student Teachers.

Task-based learning: Solving puzzles in pairs or groups

Divide them into groups and give each group a set of three puzzles. Ask them to work together to find the answers. (The answers are given at the end of the unit.)

- 1) The dog named Jam is heavier than the dog named Jelly. Copper weighs more than Snowy, but less than Pumpkin. Snowy weighs more than Jelly. Pumpkin weighs less than Jam. List the dogs in order of their weights, beginning with the heaviest.

Solution: _____

- 2) Mr Razzak, Mr Khan, and Mr Sikandar work in the same building. One is a banker, one is a lawyer, and one is a dentist—but not necessarily in that order. The dentist, who is Mr Khan's friend, is the youngest of the three. Mr Sikandar is older than the lawyer. Use this information to work out each man's job.

Solution: _____

- 3) A farmer with his wolf, duck, and a bag of corn come to the east bank of a river, and the farmer wishes to cross the river to the west bank with all three of his things. There is a small rowboat at the water's edge, but of course only the farmer can row. The boat can hold only two things (including the rower) at any one time. If the wolf is left alone with the duck, the wolf will eat the duck. If the duck is left alone with the corn, the duck will eat the corn. How can the farmer get across the river so that all four arrive safely on the other side?

Solution: _____

Word games involving interaction (Word-forming game)

The objective of this activity is to let Student Teachers practice generating as many words as possible in a limited time. For example, using the nine letters in the box below, instruct them to try to come up with at least 50 words in five minutes. You may want to set conditions, such as:

- Each letter can be used more than once in the same word
- Polysyllabic words are worth twice as many points
- Students who can create a word using all nine letters get a bonus prize

Word-forming game		
T	Y	L
N	R	O
E	I	C

Possible solutions: *Tin, Ten, Line, Clot, Irony, Cotton, Electric*

Focused group discussions

Ask Student Teachers to discuss whether they think statements such as the following are true or false. Answers are given at the end of the unit.

- 1) The tongue is the fastest part of the body to heal. (True ___ False ___)
- 2) When you sneeze, all bodily functions stop—even your heart. (True ___ False ___)
- 3) There are about one million ants for every human being in the world. (True ___ False ___)
- 4) Babies are born without kneecaps. Kneecaps don't appear until babies are over two years old. (True ___ False ___)
- 5) A quarter of the bones in your body are in your feet. (True ___ False ___)

Activity 3: Criticisms of the interactionist method (5 minutes)

Conclude this session with a brief discussion about the criticisms of the interactionist method. Explain that not all researchers subscribe to the idea that interaction is the primary means by which language proficiency develops. Rod Ellis notes that interaction is not always positive.³ In his research, learners were given an opportunity to interact with native speakers using an interactionist, task-based approach. However, only seven of the 42 learners understood the meaning of the exchange. The other 35 simply listened.

Ellis proposes that sometimes interaction can make the input more complicated or produce amounts of input which overwhelm learners. According to Ellis, this can happen if someone taking part in a conversation uses unfamiliar ways of saying something or gives complex definitions of a word that was not understood. Ellis comes to the conclusion that the role of interaction in language acquisition is a complex one.

Another criticism of the interactionist approach is that pushing students to speak in a second language can produce a high degree of stress among some learners.

Krashen claims there are numerous studies which suggest we can develop extremely high levels of language and literacy competence without any language production. In the research by Ellis mentioned above, it was found that the group that did no speaking at all made more gains in vocabulary development than the group that interacted with a native speaker.

³Ellis, Rod (1997). *Second Language Acquisition*. Oxford Introductions to Language Study. Oxford, New York: Oxford University Press. pp. 47–48



Week 2, Session 5: Review of the four approaches to second-language acquisition

Activity 1: Test your understanding (30 minutes)

Test Student Teachers' understanding of the material covered so far. Share the statements in Handout 4 and ask them to choose either 'true' or 'false' for each statement.

When they have looked at all the statements, discuss each one and their responses. (Answers are given at the end of the unit.)

Activity 2: Group discussion (30 minutes)

Ask Student Teachers to form groups of three. Next, ask them to discuss the following two questions with their group members, and have one of them present their group's views to the class.

- 1) If we want learners to acquire a second language, do you think it is sufficient to provide lots of comprehensible input, as Krashen suggests, or do language learners also need to interact with more competent speakers, as interactionists suggest?
- 2) Do you think your language classroom should be based on Krashen's theory of comprehensible input, or do you think other approaches would be more beneficial for helping your students acquire communicative competence in a second language? What other approaches would you suggest for young learners in Pakistan?

You may wish to share Handout 5 with Student Teachers.

Student handout 4 (Week 2, Session 5)

The four approaches to second-language instruction



Read each statement and decide whether it is true (T) or false (F).

- 1) The audio-lingual approach is based on behaviourist theory.
- 2) According to most behavioural psychologists, language acquisition is like any other kind of learning in that it involves forming habits.
- 3) The audio-lingual approach allows learners to be creative and independent.
- 4) Stephen Krashen believes that if teachers provide interesting, comprehensible input in a second language in a stress-free environment, learners will successfully acquire the second language.
- 5) For Krashen, language teachers should provide input that is slightly above learners' current level of understanding.
- 6) According to Krashen, some stress can be beneficial to language learning.
- 7) Krashen put forward the idea that learning takes place in a 'zone of proximal development'.
- 8) Lev Vygotsky argued that comprehensible input alone is sufficient for any human being to acquire a second language.
- 9) Interactionists believe that asking students to solve tasks together in groups will encourage them to interact with one another and thus improve their second-language acquisition.
- 10) Some people have criticized the interactionist approach because they believe that forcing students to speak in front of the class can increase their stress.

Student handout 5 (Week 2, Session 5)

Four approaches to teaching second languages

S

APPROACH	THEORETICAL BASIS	EMPHASIS	ADVANTAGES	DISADVANTAGES
Grammar-translation method	None	Reading and writing	Easy to teach	Ineffective for developing communicative competence
Audio-lingualism	Behaviourism	Listening and speaking	Provides lots of listening input	May be boring or very teacher-centred and can be hard for learners to apply the material outside the classroom
Natural approach	Krashen's theories	Comprehensible input through listening and reading	Doesn't put pressure on learners to talk right away	Requires a lot of time before results are seen
Interactionist approach	Vygotsky's theories	Listening and speaking	Creates a communicative environment	May be stressful for students because they are required to talk in the second language from the beginning



Week 2, Session 6: The post-method era

Activity 1: Teaching English in the post-method era (10 minutes)

Use the following content to give a short, interactive lecture.

In *Approaches and Methods in Language Teaching* (CUP, 2001), Jack Richards and Theodore Rogers define an ‘approach’ as ‘a set of beliefs and principles that can be used as the basis for teaching a language’ and a ‘method’ as ‘a specific instructional design based on a particular theory of language learning’. While *approaches* are general and allow for individual interpretation, *methods* are more specific and are learned through training, with little scope for individual interpretation. A total physical response, for example, would be considered a method, while the natural approach, which could be taught in a number of different ways by the teacher, would be regarded as an approach.

Over the past 40 years, scholars have proposed many methods and approaches to teaching second languages. Some of these methods had a very short lifespan and soon died out. Others, such as the four outlined above in this unit, have had a much longer life and continue to exert some influence on language teaching today.

For many years, language specialists took part in a search to find ‘the best way to teach English’ and went from one method to another, trying to find the one method that would be effective for all students. This search eventually came to an unsuccessful end, partly because the searchers began to realize that people are different—that human beings learn in different ways and have different learning preferences or styles. Some people, for example, are visual learners, who need pictures and lots of visual text in order to learn effectively. Others are aural learners, who benefit from repeatedly listening to dialogues and stories. Some people learn by studying grammar and memorizing vocabulary lists, while others acquire a second language by sitting down and trying to understand and talk to competent speakers of the language.

In recent years, different learner strategies for second-language acquisition have been widely discussed, and research on learner preferences has shown that no one teaching method can suit all learners. There can therefore be no ‘best way’—no ‘perfect method’ that will work for everybody.

Today, in the so-called post-method era, there has been a new focus on trying to discover what actually goes on in the classroom between teachers and students and on what learners experience during a lesson. Teachers’ perceptions of what they have taught and students’ perceptions of what they have learned are often very different. A clearly written introduction to the study of classroom interaction is Dick Allwright and Kathleen Bailey’s *Focus on the Language Classroom*, written in 1991.

Other researchers have studied individuals considered to be above-average language learners and have tried to find out if these people share certain characteristics which other less successful language learners do not possess.

Activity 2: Characteristics of a successful language learner (10–15 minutes)

Ask Student Teachers what they think the characteristics of a successful language learner might be. Have them look at the list below and indicate their *top three characteristics* of the successful language learner.

The successful language learner is usually:

- 1) Young
- 2) Self-confident
- 3) Highly motivated
- 4) Very sociable and likes to interact with speakers of other languages
- 5) An extrovert
- 6) Not afraid to take risks in speaking the second language
- 7) Intelligent, with a good memory

Ask Student Teachers to discuss their top three choices with their partner to see if they agree.

Ask them why it is useful to know about learners' profiles. Explain that if a teacher knows a particular learner's profile, s/he can adapt lessons to suit that learner's particular abilities. If the teacher doesn't have this information, s/he needs to make his or her teaching activities sufficiently varied to accommodate the diverse learning profiles of a group of learners with different personality traits.

Activity 3: Factors affecting second-language acquisition (20 minutes)

Use the following content to prepare and give an interactive lecture.

People's personality, age, motivation, and aptitude are often thought to be key factors in deciding whether they will be good language learners or not.

Personality

Although it is commonly believed that extroverted learners are more successful than introverted learners, research studies have not always shown this correlation. Inhibition does seem to have a negative effect on risk taking, but because young learners are usually less inhibited than adolescents, they may be more successful language learners.

Other studies have tried to measure the effects of self-esteem, talkativeness, dominance, and other personality traits on language performance, but the effects have not been conclusive. Personality variables may be significant in relation to conversation skills but not in relation to writing skills. This means that personality may have an effect on students' willingness to speak a second language but not on their grammatical accuracy in a written essay.

Age

The relationship between learners' age and their potential for success has been the subject of research and debate for some time. However, it is difficult to compare young learners with older learners in an objective empirical study. Research shows that most very young learners in a second-language kindergarten or playgroup environment:

- Have extended opportunities to hear and use the language (they receive lots of comprehensible input)
- Are given lots of time to listen to the language without having to respond (they are not forced to talk while they play with other children)
- Are praised when they speak (they are not corrected by a teacher).

If, as it seems, the above conditions play a critical role in successful language development for learners at a young age, both schools and teachers should try to encourage the conditions in primary school classrooms.

A study by Mark Patkowski tested the spoken English of 67 immigrants to the United States who had lived there for more than five years. Of the 35 subjects who had begun learning English before the age of 15, 32 scored either 4+ or 5 (5 being the level of an educated native speaker). The majority of the immigrants who had begun learning English after the age of 15 scored around the 3+ level on the test, but there was a wide range of ability in this group. Another research study, by Jacqueline Johnson and Elissa Newport, on 46 Chinese and Korean native speakers at an American university found that those who began learning English before they were 15 (and especially before they were 10) achieved higher scores on a grammaticality test than those who had started learning later in life.⁴

Motivation

Four important types of motivation have been identified:

- **Instrumental motivation:** the learner is motivated by wishing to learn the second language for a functional reason, such as to get a better job or to pass an exam
- **Integrative motivation:** the learner is motivated by an interest in the people or culture that speaks the second language
- **Resultative motivation:** the learner is motivated by having experienced success in learning or having otherwise acquired a second language (people tend to work harder at things they are good at and take less interest in things they feel they cannot do well)
- **Intrinsic motivation:** the learner is motivated by an intrinsic interest in the particular learning tasks and activities of a lesson (motivation may be high for a task which the learner enjoys but low for a less interesting task)

In a classroom setting, cooperative learning activities seem to be more effective than competitive activities at increasing motivation and self-confidence in students because in cooperating with others to achieve something, all students feel that they are an important part of the activity.

⁴Johnson, Jacqueline S. and Newport, Elissa L. (1989). 'Critical Period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of English as a Second Language'. *Cognitive Psychology*, 21, English Language Teaching www.ccsenet.org/elt 224 60-99.

Aptitude

Learning words and structures quickly is the distinguishing feature of language aptitude. Aptitude tests are based on the view that aptitude is composed of four different abilities:

- The ability to identify and memorize new sounds
- The ability to understand the function of words in sentences
- The ability to derive grammatical rules from examples
- The ability to memorize new vocabulary

However, while these four abilities appear to correlate with success in grammar-based approaches, they are probably much less relevant to communication-based approaches.

Activity 4: How good of a language learner are you? (10-15 minutes)

Ask Student Teachers if they think they are good language learners. Next, ask them to look at Handout 6 about learning Swahili, a language spoken in many parts of East Africa. They should try to give the Swahili one-word equivalents of the English sentences listed in the exercise that follows.

Answers are given at the end of the unit. This activity has been adapted from *The Study of Language* by George Yule (1996).

Homework

Share Handout 7. Ask Student Teachers to read about communicative language teaching.

Student handout 6 (Week 2, Session 6)

Learning Swahili

Phrases

Nitakupenda — I will love you

Nitasoma — I will read

Nilisoma — I read (past tense)

Nitaondoka — I will leave

Utasoma — You will read

Alipita — She passed by

Utapita — You will pass by

Wataondoka — They will leave

Exercise

How do you say the following in Swahili?

- a) I loved you
- b) I will pass by
- c) You read (past tense)
- d) She will pass by
- e) You passed by
- f) You left
- g) They will read
- h) They will love you

Faculty resource 7 (Week 2, Session 6)

Communicative language teaching



Communicative language teaching aims to teach *communicative competence* in a second language. In many earlier approaches to language teaching, the goal was to make students grammatically competent—teaching students various forms of a verb in different tenses, how to make questions and negatives, and how to form the passive voice. The result was often that students knew a lot *about* the language but not *how to use it* in daily conversation. They could change a written sentence from the present to the future tense, but they didn't know how to ask for a loaf of bread in a baker's shop.

Communicative competence does involve an awareness of the second language's different grammatical structures, but it also involves knowing how to use the language appropriately to interact with people for a range of purposes. This is the goal of communicative language teaching.

How can we teach communicative competence to young learners?

Since communicative language teaching began in the 1980s, a number of assumptions have developed about how it should be taught. The following list of core assumptions for communicative language teaching has been adapted from *Professional Development for Language Teachers* by Jack Richards and Thomas Farrell (CUP, 2005):

- Learners need to be engaged in interaction and meaningful communication in the classroom.
- Classroom tasks should provide learners with opportunities to notice how the second language is actually used, to expand their language skills, and to take part in genuine interaction with the teacher and other students.
- Meaningful communication comes from students processing materials that are interesting, relevant, and comprehensible. It is therefore up to teachers to find or develop materials that will interest their students.
- Language learning is a gradual process that involves trial and error. Teachers should see student errors as a normal part of the acquisition process but also encourage them to compare their answers with what a more competent speaker would say or write.
- The classroom is a community in which students learn through positive collaboration with others.
- Grammar should not be taught in isolation, but as a part of an interesting, communicative task.
- Activities such as role-playing, information sharing, and problem solving are useful for encouraging students to interact and negotiate meaning with others.
- Teachers should be aware of the individual differences among learners and view these different strengths and weaknesses not as impediments to learning but as resources to be recognized and appreciated.
- Learning should be seen as a lifelong process rather than an initiative undertaken to prepare students for an examination.

An example of a communicative language teaching activity

Almost any activity which encourages learners to become more communicatively competent by interacting with others and which helps learners acquire new language knowledge or skills can be called a communicative language teaching activity. All the activities suggested in Session 4 above, for example, are aimed at encouraging effective communication in the classroom. The following is another suggestion, which is based on an activity designed by Sarah Phillips (*Young Learners*, OUP, 1993).

- A teacher asks children how they are feeling. She asks, 'Is everyone feeling fine, or is someone not feeling well? Why do we sometimes feel unwell? What do we mean by the words "health" and "healthy"?'
- The teacher asks the children, 'What should we do to stay healthy?' The teacher then writes their suggestions on the board:

- | | |
|----------------------|------------------------------------|
| ○ Eat more fruit. | ○ Go to bed early. |
| ○ Get more exercise. | ○ Drink lots of water. |
| ○ Take up a sport. | ○ Brush your teeth twice a day. |
| ○ Eat vegetables. | ○ Don't watch too much television. |
| ○ Drink milk. | |

- Using the ideas on the board, the teacher helps students ask questions, such as: 'Which vegetables do you like?' 'When do you go to bed?' 'Do you eat fruit every day?' The teacher then explains *how often* questions, such as 'How often do you watch TV?' 'How often do you drink milk?' 'How often do you play cricket?' Students practice asking each other these questions and giving answers.
- The teacher gives out a questionnaire to each student. The students complete the questionnaire and then discuss their answers in pairs.
- The teacher puts the students into groups of five or six. Each group then compiles the questionnaire results for all group members. (For example, for question 1, answer A.) Each group then shares their results with the rest of the class.

Health questionnaire for students

How often do you...

- 1) ...exercise?

A) Never	B) Less than two hours a week
C) Five hours a week	D) More than five hours a week
- 2) ...watch TV?

A) Never	B) Less than one hour a day
C) Two hours a day	D) More than two hours a day
- 3) ...eat fresh vegetables and fruit?

A) Never	B) Once a day
C) Twice a day	D) With every meal

- 4) ...brush your teeth?
 A) Never
 B) Once a day
 C) Twice a day
 D) Three times a day
- 5) ...eat cakes and sweets?
 A) Never
 B) Once a day
 C) Twice a day
 D) After every meal

Assignment for Unit 1

Prepare a step-by-step, detailed lesson plan for a 15-minute activity teaching a group of young learners 10 new English words for performing actions (such as *walk*, *run*, *jump*, *sing*, *stop*, *whistle*, *hum*, and *clap*).

Answers to Unit 1 exercises

Week 2, Session 4: Interaction activities

- The order from heaviest to lightest is Jam, Pumpkin, Copper, Snowy, and Jelly.
- Mr Razzak is the dentist. Mr Khan is the lawyer. Mr Sikandar is the banker.
- The farmer takes the duck to the west bank and leaves it there. He then returns to the east bank and puts the wolf in the boat. Once he gets across to the west side, he leaves the wolf there and takes the duck back to the east bank. Leaving the duck there, he picks up the bag of corn and takes it to the west side, leaving it with the wolf. The farmer then rows back to the east bank, collects the duck, and takes it over to the west bank to join the wolf and the bag of corn.

Answers to true/false statements

All five of the statements are *true*.

Language aptitude exercise: How do you say the following in Swahili?

- I loved you — *nilikupenda*
- I will pass by — *nitapita*
- You read (past tense) — *ulisoma*
- She will pass by — *atapita*
- You passed by — *ulipita*
- You left — *uliondoka*
- They will read — *watasoma*
- They will love you — *watakupenda*

UNIT



TEACHING THE
RECEPTIVE SKILLS,
LISTENING, AND READING

Week 3

- What are listening skills?
- Listening as a skill: some listening theories
- How do children learn to listen?
- Some suggestions for classroom listening
- What does real-life listening involve?
- Extensive and intensive listening

Week 4

- Techniques and activities for teaching listening skills communicatively in the classroom
- Pre-listening, while-listening, and post-listening activities
- Designing effective listening materials and activities for the language classroom
- Practical micro-teaching of listening skills in the classroom

Week 5

- What is reading?
- What is the purpose of reading inside and outside the classroom?
- The power of reading
- Reading comprehension skills
- Some suggestions for reading activities
- Factors affecting learning to read in a second language
- The role of the teacher in extensive and intensive reading

Week 6

- Techniques and activities for teaching reading communicatively
- Pre-reading, while-reading, and post-reading activities
- Designing and developing effective reading activities for the language classroom
- Practical micro-teaching of reading skills in the classroom

Unit description

The listening component of this unit will show Student Teachers ways of helping young learners improve their listening skills by offering them a combination of extensive and intensive learning materials. For intensive listening, the teacher needs to be clear about the specific purpose of a listening activity (for example, are the students expected to listen for specific pieces of information, for detailed understanding of the whole text, or for a general gist?).

For extensive listening, the teacher needs to encourage students to choose what they wish to listen to outside the classroom and then ask them to complete a task based on what they have heard (for example, writing their comments in a notebook or on cards). This component will also outline the different types of listening activities that are used in the communicative classroom (including pre-, mid-, and post-listening activities). In addition, it will highlight some of the problems learners face with real-life listening and suggest ways of overcoming these problems.

The reading component of this unit will begin by helping Student Teachers become more aware of what is involved in the reading process in the beginning stages of language acquisition (such as how readers perceive and decode letters in order to read words, gathering meaning from the words in a written text). It will then go on to examine how teachers can help learners develop their reading skills so that they are able to deal with more complex texts and become efficient readers who enjoy reading for pleasure. The unit will also introduce Student Teachers to different types of reading activities that would be suitable for young learners, including how to use pictures and simple classroom tasks to teach reading.

Unit outcomes

By the end of this unit, Student Teachers should be able to:

- describe and recognize differences between receptive and productive skills
- explain what is involved in listening to and reading in a second language
- demonstrate a practical understanding of the kinds of listening and reading texts, exercises, and activities that have been successfully used in the communicative language classroom
- design suitable activities and tasks to develop listening and reading skills in young learners.

Suggestions for Instructors teaching Unit 2

Two example session plans are provided for session 1 (week 3) and session 7 (week 5) in this unit. For the remaining 10 sessions, the following suggestions are provided.

Week 3



Session 1: What are listening skills?

A detailed plan for the first listening session is given in the example plans for this unit.

Session 2: What does real-life listening involve?

- Draw the Student Teachers' attention to the differences between listening and hearing. Instruct them to brainstorm, write their own definitions of the two skills, and then discuss them with the class.
- Instruct them in groups to make a list of real-life listening situations where people listen to others. They may be formal or informal situations.
- Discuss the characteristics of real-life listening situations.
- Discuss the differences between real-life listening in the classroom and contrived textbook comprehension exercises.

Session 3: Extensive and intensive listening

- Expose Student Teachers to different extensive listening and intensive listening tasks using different English language teaching methods. The class then analyses the nature of these listening tasks, identifying whether they are extensive or intensive in nature. Sample listening activities can be downloaded from the following links:
 - 123listening.com free audio exercises
 - <http://www.123listening.com/freeaudio.php>
 - BBC speaking and listening exercises
 - <http://www.bbc.co.uk/skillswise/topic-group/speaking-and-listening>
- After practicing some of the sample listening exercises, discuss with Student Teachers the nature and objective of each activity, whether they require intensive or extensive listening, and how effective each activity would be for young learners.



Week 4

Session 4: Techniques and activities for teaching listening skills communicatively in the classroom

Activity 1: Listen to a song

Pre-listening

- Instruct Student Teachers to brainstorm different types of songs they know (such as pop songs, folk songs, rock songs, or children's nursery songs).
- Ask them to describe their favourite song. Why do they like it?
- Direct them to recall memorable words and expressions from a particular song they like. Write these words on the board.

While-listening

- Let Student Teachers listen to a song. While they listen, encourage them to decide on the tone of the song (is it happy or sad?).
- Provide them with the verses or lines of a song but in mixed up order. Have them listen to the song to rearrange the verses or lines in the correct order.
- Alternatively, direct them to listen and fill in the missing words on a prepared sheet. They should listen at least twice to the recording.

Post-listening

- Focus on the text content.
 - Encourage Student Teachers to discuss what they liked or didn't like about the song.
 - Direct them to sing the song in pairs or groups or as a whole class.
 - Instruct them to write a review of the song as if they were writing for a newspaper.
- Focus on form.
 - Instruct Student Teachers to read the lyrics and identify the verb forms.
 - Direct them to find new words and learn their meanings.
 - Have them note any rhyming words.
 - Encourage them to note useful collocations in the lyrics.

After finishing Activity 2, emphasize that pre-, while-, and post-listening activities are not the only ways to develop learners' second-language listening skills. Note, however, that this method has proven useful in motivating learner interest and in developing listening skills for ESL students around the world.

Session 5: Designing and developing listening activities for the classroom

Direct Student Teachers to work in groups and ask them to design a 10-to-15-minute activity on a particular listening skill to be micro-taught in Session 6.

Session 6: Practical micro-teaching of listening skills

In groups, the Student Teachers present the 10-to-15-minute listening task they prepared in the last session and teach it to their colleagues. Each group teaches the task to the class, and the class then evaluates the strengths and weaknesses of each group's activity and materials.

Week 5



Session 7: Speaking skills

A detailed plan for the first reading session is given in the example session plans for this unit.

Session 8: Factors affecting learning to read in a second language

Instruct Student Teachers to talk about their reading habits. Ask which type of reading they usually find most interesting and meaningful. What are the factors or guiding principles that help a learner to read with understanding in a second language?

Some of the factors that affect learning to read are:

- The age of the learner
- The nature of the written forms of the first language (for example, does it have an alphabet or not?)
- The learner's own reading experiences in a native language
- The learner's knowledge of the second language
- The learner's social and psychological background
 - It is also important to consider what methodologies have been used to teach literacy skills in the native language, as these may be applicable concepts for learning the second language
 - Reading is unlike listening and speaking, which are innate skills, since reading is learned and should be taught using as many interesting methods and techniques as possible, especially in the early years of learning a second language

Session 9: The role of the teacher in extensive reading and intensive reading

- Discussion: what is intensive reading?
- Discussion: what is extensive reading?
- After helping Student Teachers clearly understand these two concepts, discuss with them their experiences of intensive and extensive reading.



Week 6

Session 10: Techniques and activities for teaching reading communicatively: Pre-reading, while-reading, and post-reading activities

- Work with Student Teachers through a range of reading techniques and activities using different types of texts. See the handout for Session 10 in the material for Student Teachers below.
- Discuss what can be done in class at the pre-reading, while-reading, and post-reading stages of a reading lesson.
- Some reading activities to practice:
 - Matching meaning with the words in a text
 - Predicting different parts of a text (a story can be an interesting text for a prediction exercise)
 - Skimming and scanning activities using a newspaper
 - Sequencing the jumbled parts of a story

Session 11: Designing and developing reading activities for the classroom

Ask Student Teachers to work in groups and design a 10-minute activity based on a particular reading skill to be micro-taught in the next session.

Session 12: Practical teaching of reading skills

Instruct Student Teachers in groups to present the 10-minute reading task they prepared in the last session and teach the task to their colleagues. Have the rest of the class evaluate the strengths and weaknesses of each group's activity and materials. Arrange for Student Teachers to try the activity at school with children.

References and further reading

Anderson, A. and T. Lynch (1988) *Listening*. Oxford: OUP.

Arnold, W. and S. Rixon (2008) 'Materials for Teaching English to Young Learners' in Tomlinson, B. (ed.) *English Language Learning Materials: A Critical Review*. London: Continuum.

Brewster, J, G. Ellis, and D. Girard (2002) *The Primary English Teacher's Guide*. New Edition. England: Pearson Education Limited.

Dawn.com (22 January, 2012) 'Decades of neglect hits walled city'.

Doff, A. (1995) *Teach English*. Cambridge. CUP.

Farrell, T. (2002) *Planning Lessons for a Reading Class*. Singapore: RELC.

Goh, C. (2002) *Teaching Listening Skills*. Singapore: RELC

Nuttall, C. (2005) *Teaching Reading Skills in a Foreign Language*. London: Macmillan.

Parrot, M. (1993) *Tasks for Language Teachers*. Cambridge: CUP.

Unit 2: Example session plans

Week 3, Session 1: What are listening skills?



Activity 1: Introduction (5 minutes)

Explain to Student Teachers that Unit 2 is designed to help them become more knowledgeable about listening and reading skills and how to teach these skills to young learners using a communicative approach. During the unit, Student Teachers will be invited to work through different tasks to develop their theoretical knowledge and their practical teaching skills. The activities are in general communicative, but other approaches and methods have also been included that are relevant to the teaching of English as a second language to young learners.

Activity 2: Warm-up (15 minutes)

Ask Student Teachers to work in pairs to discuss the following two listening situations:

- 1) Think of a time when you listened to a lecture or some breaking news
- 2) Think of a time when a friend shared a problem

Ask them: 'In these two situations, did you listen exactly the same way? How exactly did you listen in each situation? How did you show that you understood what was said?'

Explain that in our native language, we can process and accomplish different listening tasks without any noticeable difficulty. For example, imagine you are walking down a noisy street, talking with some friends and responding to their questions. You listen to your mobile phone ringtone, and you answer your phone. You also listen to a new

song coming from the music shop across the street. All this happens at the same time, and you listen without any apparent comprehension problems. Because this complex activity is so effortless, we tend to take listening in our native language for granted.

However, in a second language, separating unfamiliar speakers' utterances into words, interpreting the meaning of the words, and then preparing a reply in the second language is indeed a complex task for a learner. Another problem that second-language speakers face is that, even if they carefully practice a particular utterance (for example, buying a mobile phone in an English-speaking country) and manage to communicate the phrase to a native speaker, what the learner says might result in a complex response from the other person. The learner's carefully practiced request for a mobile phone may result in an incomprehensible comment from the shop assistant about the type, price, and features of the phone—or even about the weather!

Activity 3: Advance practice (10 minutes)

Ask Student Teachers to read the following statement: *We can try to overcome limited proficiency in speaking a second language by practicing what we intend to say.*

Invite them to share their responses with a partner and to think about the following two questions:

- 1) Are there any listening situations where practice can be effective? What are they?
- 2) What would the difference be between these successful situations and the ones where practice beforehand seems futile?

Explain that, from the above discussion, we can draw the following conclusions about listening:

- Listening skills are as important as speaking skills. We cannot communicate unless the two types of skills are harnessed together.
- Practiced expressions are useless if we are unable to engage in a meaningful discussion with the person we are trying to talk to.
- We listen for a purpose, not just as a means of practicing language skills.
- The practice of listening in the classroom should be a social activity between teacher and students and between students and other students. It should have as its purpose, especially in the early years of language development, developing learner competence, confidence, and motivation.

Activity 4: Social activities to engage learners in purposeful communication (10 minutes)

Ask Student Teachers for examples of social activities that can engage learners in purposeful communication in the language classroom.

Explain and discuss the following content about listening comprehension with Student Teachers.

We need to use listening texts which fully interest listeners and for which listeners try to construct a coherent interpretation. 'Social learning situations provide learners with the chance to develop maximally their cooperative listening, in the sense that the listener is both able and willing to play his part in the reciprocal activity of communication' (*Listening*, Anne Anderson and Tony Lynch, OUP 1989). Some useful social

interaction opportunities that can be introduced into the second-language classroom are role-playing, group discussions, and interpreting or narrating parts of a story.

Traditionally, listening (along with reading) has often been regarded as a passive language skill. However, as suggested above, listening involves more than merely processing language. Scholars have recently challenged this traditional view of listening as a passive, or receptive, skill. They have shown that the role of the listener is in fact active and that meaningful interaction between interlocutors in a conversation plays a crucial part in developing successful listening skills.

Some listening comprehension skills that are commonly practiced in language classrooms are:

- listening for gist: listening to understand the main ideas while ignoring other details
- listening selectively: listening to grasp only selected parts of a text or other information
- making predictions: listening to parts of a story and making predictions about what comes next.

Activity 5: Some suggestions for classroom listening (20 minutes)

With your partner, assess the usefulness of the statements listed below in developing young students' listening skills. Which *two* statements do you think are most helpful? The following text was taken from *The Primary English Teacher's Guide* (Pearson Education Limited, 2002) by Jean Brewster, Gail Ellis, and Denis Girard:

- 'Give the children confidence. We should not expect them to always understand every word and they should know this.'
- 'Explain to the children why they are supposed to listen. Make sure the learners are clear about the reason they are listening, and what the main point or purpose of the activity is.'
- 'Help children develop specific strategies for listening. An important strategy that the teacher should teach is "intelligent guesswork". Pupils are, in fact, used to drawing on their background knowledge to work out something they are not sure of.'
- 'Set specific listening tasks. Try to think of listening in three stages: pre-listening, while-listening, post-listening and have activities for each stage.'
- 'Listening does not have to rely on the availability of a cassette or pre-recorded material. Most listening is teacher talk.'

Homework

Explain that there are many simple instructions that are given on a daily basis in the classroom. Because the instructions are regularly repeated, they can provide very beneficial listening input for students. It is therefore helpful for teachers to give these daily repeated instructions in English (not in Urdu or another native language) because in time, every child will be able to understand them.

Ask Student Teachers to work with a partner. For the situations outlined in Handout 8, ask them to think of as many real classroom instructions as they can to provide learners with useful listening input in English (such as 'Good morning, class' and 'Please answer when I call your name').

Student handout 8 (Week 3, Session 1)

Using the language of classroom routines



Consider the following classroom routines that are real-life listening examples:

- Permission to enter the classroom
- Greetings and social talk
- Taking attendance
- Homework inquiry (if homework was assigned previously)
- New lesson introduction
- Instructions during a lesson. (How many types can you think of?)

The above listening examples take place in all regular classrooms. Both the language teacher and the subject teachers (especially those subjects which are taught in English across the curriculum) need to establish listening norms as daily classroom routines.

Listening takes up as much as 50 per cent of our everyday communication time. It is the main channel of classroom instruction and the most used language skill at work and at home. Language learning should therefore be maximized by using *natural* and *real-life* tasks and activities to develop effective listening skills.

Identify the language frequently used in each of the six routines.



Week 5, Session 7: What are reading skills?

Activity 1: How would you define reading? (10-15 minutes)

Invite Student Teachers to write down their definition of reading. They should then discuss it with a partner. Then ask them to compare their definition with this one:

‘Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation...’ (From *Teaching Reading to English Language Learners: A Reflective Guide* by Thomas Farrell, Corwin Press, 2002).

Share Handout 9 with Student Teachers and invite their reactions to the text.

Activity 2: Brief lecture on reading in and out of the classroom (10 minutes)

Prepare a brief lecture using the following content.

Adrian Doff and Martin Parrot propose that ‘in real life’, the purposes of reading are not the same as those in most classrooms. ‘In real life, we usually have a purpose in reading: There is something we want to know, some information we want to check, some opinion we want to match against our own, etc.’ (*Teach English*, CUP, 1995 and *Tasks for Language Teachers*, CUP, 1993).

Purposeful reading brings better results in developing second-language learners’ reading performance than imposed reading. If we consider the example of reading in our first language or mother tongue outside the classroom, we normally don’t read because we have to. We read because we want to read something. There is, therefore, a clear difference in our attitude towards what we *want* to read as opposed to what we *have* to read.

Examples of the power of reading:

- If young children are allowed by their teacher to choose a picture book, they often enjoy the story so much that they want to tell it to others.
- Older children like to read, understand, and remember the billboards they see on their way to school.
- We read something we are interested in (for example, on music, sport, fashion, films) with much greater enthusiasm than something we have to read (for example, an income tax form or a textbook).
- Children and parents (or other caregivers) take great pleasure from reading a story together. It provides a huge boost to a child’s language development and to the development of pre-reading skills.

Activity 3: Student Teachers’ own reading habits (15 minutes)

Ask Student teachers to think about what they read *outside* the classroom and why. Write the reasons why you want to read these texts (short or long) in the columns below.

Invite Student Teachers to discuss their lists with each other. Are there any popular preferences? Do some Student Teachers have particular interests?

Activity 4: Making sense of nonsense words (10 minutes)

Share Handout 10 with the passage about biryani with Student Teachers.

Ask them to read the words in bold and think of how many of these words they already know and how many they're reading for the first time.

Now ask them to think about the unfamiliar words in the text. Have them try to give a meaning to these words either in their own language or in English. If they know English vocabulary well, have them try and replace the nonsense words with English words they think should be appropriate. Suggested answers are given at the end of the lesson plan.

Ask Student Teachers to answer the following questions:

- 1) What have you learned about reading after going through the passage?
- 2) Did you understand the overall meaning of the text?
- 3) How did you guess the meaning of the unknown words?

Ask Student Teachers if they agree with the following statement by Adrian Doff: 'It is quite possible for the reader to apply real-world knowledge to the given information to understand a text without understanding every single word and it is likely that the meaning of several unknown words can be understood in context' (*Teach English: Trainers Handbook*, CUP, 1995).

While dealing with different genres, a good reader uses inferential skills to make evidence-based guesses. However, it is quite possible for a reader to make illogical inferences. The meaning or the guessing of meaning has to have some logical connection with the text. Reading in a second language is therefore to some extent based on guessing meaning from context. Hence, consulting a dictionary for every unknown word is likely to hinder the development of good reading comprehension skills.

Reading comprehension skills

To improve their reading efficiency and enjoyment, learners need to be taught the following four reading skills:

- **Skimming:** Quickly running one's eyes over a text to get the gist of it
- **Scanning:** Quickly going through a text to find a particular piece of information (such as names, dates, or some other specific information)
- **Predicting:** Anticipating what the text will be about using prior knowledge of the context
- **Sequencing:** Understanding the different parts of a text, how the text is structured and how parts of the text are related and recognizing cohesive devices that writers use

If time allows, invite Student Teachers to complete the skimming and scanning exercise in Handout 11.

Activity 5: Summary (10 minutes)

Explain that the aim of this first reading session was to make Student Teachers more aware of what is involved in the reading process. During the session, they learned that we don't read every text in the same way, that we don't need to understand every word to catch the overall meaning of a text, and that how we read changes according to our purpose in reading.

We also saw that reading a text about a topic we like is much more motivating than being forced to read something we have no interest in. We should therefore give our students passages they can enjoy rather than passages which are uninteresting, irrelevant, or too difficult.

We also learned that teachers need to equip their students with certain reading skills (skimming, scanning, predicting, and sequencing) so that they can read with greater ease, pleasure, and motivation.

In the next sessions of this unit, we will examine how teachers can help learners develop their reading skills so that they can deal with more complex texts and become efficient readers who enjoy reading. The unit will also introduce Student Teachers to different types of reading activities for young learners, including how to use pictures and simple classroom reading tasks.

Student handout 9 (Week 5, Session 7)



What is reading?

Reading is considered a fundamental skill to developing overall proficiency in a second language. Listening, speaking, and writing skills cannot be enhanced without reading. ESL teachers use reading for different purposes. It can be used to teach grammar, vocabulary, critical thinking, or essay writing. It can also be used to show students the pleasure that awaits them in a book or a story. Whatever the purpose of reading, teachers' own passion for reading acts as a powerful tool for cultivating a love of reading in their students.

In some classes, teachers ask students to read aloud, turning what is normally a private, receptive skill into a more public or productive activity. This approach has been criticized by some as unrealistic since we don't read aloud in real life. However, this is not always the case. At times we do read aloud, for example, when we are reading the news, a bedtime story to children, or a menu to others at a restaurant.

We tend to read for different reasons, and consequently we should apply different strategies to what we read. While reading a newspaper, for example, we use a strategy to read headlines and another to find a new job or a flat to rent in the city. Reading a book's index or reading facts in a scientific paper requires different skills, and we need to make learners aware of these different strategies.

In *Teaching Reading Skills in a Foreign Language* (Heinemann Educational Books, 2005) Christine Nuttall writes, 'Whatever your reasons for reading... It is not very likely that you were interested in the pronunciation of what you read, and even less likely that you were interested in the grammatical structures used.' Writers write to convey meaningful messages and information to readers. They want people to understand their purpose in writing, make sense out of their words, and add something new to the text from their own knowledge of the world.

Student handout 10 (Week 5, Session 7)

Nonsense words

S

Biryani

Many Asian cities are **smafy** for their special **norlik** and **sobbity** cuisines. The great city Karachi in Pakistan is known for its **norlik** and **sobbity** cuisines. 'Biryani' is one of the most **smafy** dishes. The main ingredients of biryani are rice and meat cooked with hot **sobbits**. The dish is popular among almost all South Asian countries. It is **bloostered** on different **fongkents** or celebrations. Whether it is a happy or a sad **fongkent**, biryani is the main course meal. There are many restaurants in Karachi that only **blooster** biryani as their specialty. It is **bloostered** with yogurt and salads, which are also mixed with Asian **sobbits**.

*Biryani*

Student handout 11 (Week 5, Session 7)

Skimming and scanning

The newspaper article below is about changes that are taking place in the old city of Lahore. *Skim* and *scan* the article below to find answers to these eight questions:

- 1) How many people complained about the problems they are facing?
- 2) Quickly list five major complaints or problems in the area.
- 3) Who has been living for the last three centuries in the walled city?
- 4) How many buildings are enclosed in the area?
- 5) Name any three historical buildings mentioned.
- 6) The reporter writes about
 - a) the entire city of Lahore
 - b) some parts of the city
 - c) an area of the city
 - d) none of the above
- 7) The walled city heritage has been under threat for the last
 - a) 10 years
 - b) 20 years
 - c) many years
 - d) century
- 8) The word 'fortified' means
 - a) encouraged
 - b) surrounded
 - c) rejuvenated
 - d) strengthened

Decades of neglect hits walled city

The walled city of Lahore is under threat from a construction ‘free-for-all’, ruining centuries of heritage as an ambitious restoration project.

Rapid and illegal growth is crowding out the ‘old city’—the section of the eastern hub fortified by a wall during the Mughal era—while its unique carved wood balconies, jutting onto brick lined streets, fall into disrepair.

‘My family has been living here for 300 years, but residential culture is facing the threat of extinction’, one resident told the reporter. ‘New markets and shopping plazas are springing up at a fast pace. The hallmark tranquillity of interior Lahore is no more’, he said.

Another resident called on the government to offer grants or loans so that people can repair their homes and preserve the unique culture and architecture of Lahore.

Shops have sprouted to form ugly scars on the boundary walls. Several dozen small cloth shops and steel workshops have been built around the historic Wazir Khan Mosque and Shahi Hamam (royal bath).

‘As far as building regulations are concerned it is a free-for-all. People are demolishing old houses and constructing multistorey markets, and illegal encroachments are mushrooming’, said another resident.

At least 145,000 people live jam-packed in the area that houses the famed 16th–17th century Lahore Fort and Badshahi Mosque, crowded into just over 2.6 square kilometres.

Sunlight rarely filters through the web of narrow alleys covering the district, where pedestrians are forced to wade through piles of goods and handcarts.

Of the 13 original gates to the walled city, only six remain, and most of those have been turned into shops, their architectural beauty lost and motifs peeled off.

Residents say it is a health hazard, with ambulances and fire engines unable to access many of the 20,000 buildings in the walled city, where around half have been taken over as commercial premises, according to a government survey.

‘People work around the system and flout the laws by paying bribes’, a local government official told the reporter on condition of anonymity, adding that the area has been subjected to ‘decades’ of such neglect.

‘Corruption is rampant in Pakistan as it is in the municipal department and other enforcement agencies’, the official said.

Main hopes for preserving the city are pinned on a provincial government plan that has won the support of development agencies such as the Aga Khan Foundation, the German government and the World Bank, but this plan has stalled.

Under the plan, the old city is to eventually see its famed buildings restored to their former glory and properly looked after, while excessive commercial encroachments would be removed from the streets.

But the project that was initiated five years ago has made little progress so far, despite total funding of at least 860 million Pakistani rupees (\$9.5 million).

Large-scale surveys of the area, its buildings, environment, and economic activity have been carried out, a planning department official said. But residents complain that little else has been done.

One resident from the area said the plan had been bogged down by arguments between shopkeepers and the authorities over the removal of illegal constructions. Punjab's tourism official said a deal was being worked out to move the illegal constructions. 'These shops are going to be moved from here as soon as an agreement between the authorities and traders have been reached', he told the reporter.

Others are seeing ways to preserve the vibrant social life of the district, where street cafes and restaurants serve hot meals round the clock and people flock from all over the city and further afield for a late-night meal.

A new street comprising more than 50 outlets serving traditional cuisine has sprung up between the historic Lahore Fort and Badshahi Mosque. But whether enough can be done to defend a fast-eroding residential culture is unclear.

'There is no organized community movement in the area to resist encroachments', the official said. 'The restoration work is sluggish; there's just a lack of enforcement'.

'People living in these crumbling houses are too poor to even move out of here. Knowing the risks, they are compelled to live in those houses', said a resident.

Assignment for Unit 2

Ask Student Teachers to think of five ways of encouraging children to read more in English. They should explain how they would present these ideas so that they seem attractive and interesting to children. They should also describe in detail how they would implement the five ideas in an exciting new reading programme for your class.

Suggested answers to the nonsense words text:

- 1) famous
- 2) delicious
- 3) spicy
- 4) served
- 5) occasions

UNIT

3

TEACHING THE
PRODUCTIVE SKILLS,
SPEAKING, AND WRITING

Week 7

- What are speaking skills?
- Helping learners to improve their pronunciation through the use of simple exercises and tasks
- How to introduce learners to the sound system of English through the use of varied drills
- Ways of helping learners to improve their pronunciation through practical classroom exercises such as jazz chants, songs, and rhymes
- Teaching basic communication strategies, relating functions to appropriate language forms

Week 8

- Experiencing, designing, and evaluating speaking activities for the communicative language classroom
 - Using songs to encourage speaking
 - Asking and answering simple questions
 - A discussion game, *Shipwrecked!*
 - Using pictures in a speaking exercise
 - Using a story for acting and developing speaking
- Assessing communicative language teaching activities: a questionnaire
- Practical micro-teaching of speaking skills in the classroom and evaluation

Week 9

- Key concepts in teaching second-language writing:
 - controlled writing
 - guided writing
 - genre-based writing
 - the product approach
 - the process approach
- Types of writing tasks that have been used effectively in communicative language teaching
- Practical communicative language teaching writing activities, such as describing a view, writing about a personal experience, and writing a dialogue between two friends

Week 10

- How to help students write better by helping them build language scaffolding
- Giving useful feedback to learners on their writing
- Designing writing materials and activities for the language classroom
- Practical micro-teaching of writing skills by groups in the classroom and evaluation of presentations

Unit description

While speaking is an essential part of most language curricula and part of class activities, speaking is less frequently taught as a specific skill. The aim of this component of the unit is to present Student Teachers with a principled approach to teaching speaking skills so their students can develop a basic level of communicative competence in English. The unit outlines different types of tasks and activities that can be used by the teacher to help young learners develop fluency and accuracy in their speech.

This component of the unit will introduce Student Teachers to the kinds of knowledge and skills involved in writing in a second language. It will also examine some of the approaches to writing that have been used in ESL teaching (controlled writing, guided writing, genre-based writing, the product approach, and the process approach) and outline practical activities and tasks that can be used to help young learners develop their writing skills. As writing is a communicative activity that responds to other people and to other texts, Student Teachers will be shown that writing tasks should be situated within meaningful contexts with relevant purposes.

Unit outcomes

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

- describe and discuss four types of skills for oral communication: phonological, functional, interactional, and discourse organization skills
- describe communication strategies that can be taught to learners to solve communication problems and enhance learners' messages
- help learners communicate more effectively using speaking tasks such as information-gap and problem-solving exercises
- design speaking activities and tasks that will help young learners reach a basic level of spoken communication in English
- explain the differences between speech and writing
- describe processes involved in writing and the balance between form (language accuracy), content (originality of ideas), and organization (clarity of the structure)
- design and develop interesting writing activities that will enhance young learners' writing skills
- give useful feedback to students on their writing.

Suggestions for Instructors teaching Unit 3

Two example session plans are provided for sessions 4 and 5 (week 8) in this unit. For the remaining sessions, the following suggestions are provided.

Week 7



Session 1: What are speaking skills?

- What sub-skills are involved in speaking a second language? How did we acquire them when we learned our first language? How can these skills be acquired in a second language?
- How to introduce learners to the sound system of English (24 consonants and 20 vowels) using varied repetition of drills (varied speed, volume, and mood) and minimal pairs (such as *pin/bin* and *lend/land*)
- Ways of helping learners improve their pronunciation through practical classroom exercises including the use of imitation drills and practicing spoken dialogues

Session 2: Improving pronunciation

Ways of helping learners improve their pronunciation through practical classroom exercises including focusing on connected speech and jazz chants, tongue twisters, and songs.

Session 3: How to reach basic communication strategies

- Relating functions to appropriate language forms, such as giving greetings, asking and answering questions appropriately, making and accepting requests, and asking for and giving permission
- The Instructor can also give out scripts of a humorous skit or very short play to a group of five or six students, and ask the students to prepare and then act out the skit in front of the other groups



Week 8

Session 4: Experiencing, designing, and evaluating speaking activities

This session is focused on experiencing, designing, and evaluating speaking activities for the communicative language classroom and is continued in Session 5.

Student Teachers will take part in five communicative language learning activities which have been designed to develop young learners' speaking skills and extend their range of vocabulary. These activities are included in the example materials for Student Teachers below. They will then evaluate the effectiveness and relevance of each activity.

Learning objectives

The aim of these two sessions is to introduce Student Teachers to the kinds of classroom activities they can use with young learners to develop speaking skills in a communicative way. The activities suggested below are arranged in order of difficulty from easiest to hardest. After taking part in all the activities as if they were young English learners, Student Teachers will evaluate the activities with the Instructor and decide which would be most effective and suitable for their own students. It is important for Student Teachers to experience all the activities as students. The Instructor will not merely talk about the activities, but instead teach them to the Student Teachers as if they were children in class.

Session 5: Experiencing, designing, and evaluating speaking activities (continued)

This session continues on from Session 4. Instructors will teach the activities included in the materials as if Student Teachers were children in class. Upon completing each activity, give each Student Teacher a set of assessment criteria questions to complete, such as those provided in the example materials below. After completing and then assessing all the activities, ask them to discuss their answers with other members of their group or with the whole class.

Session 6: Practice-teaching speaking skills in the classroom

In groups, instruct the Student Teachers to prepare 10-minute speaking tasks. Arrange for them to practice-teach their activities, and then have them evaluate each other's activities.

Week 9



Session 7: Writing key concepts

This will be the first session for teaching writing. Introduce key terms and approaches to teaching second-language writing, such controlled writing, guided writing, genre-based writing, the product approach, and the process approach. Student Teachers should become aware of the advantages and disadvantages of each approach.

Session 8: Types of writing activities

The lecturer should introduce Student Teachers to the types of writing activities that have been used successfully in communicative language teaching, such as writing an instruction sheet for completing a task (like how to make a cup of tea or how to make an omelette) and writing a description of someone you know.

Session 9: Communicative language teaching writing activities

- Describing a view
- Writing about a personal experience
- Writing a dialogue between friends
- Writing a short humorous skit
- Writing a news report of something that happened at school

Week 10



Session 10: Establishing scaffolding and providing feedback

Explain how Student Teachers can help their students by helping them establish language scaffolding (the words, phrases, and grammar they will need for their chosen task). This session also includes information about how to give feedback on writing to students.

Session 11: Designing writing activities

Direct Student Teachers to work in groups and ask them to design a 10-minute activity based on a particular writing topic to be micro-taught in the next session.

Session 12: Practice-teaching writing skills

Instruct Student Teachers in groups to present the 10-minute writing task they prepared in the last session. Have the class evaluate the strengths and weaknesses of each group's activity and materials. Arrange for them to practice-teach the task.

Unit 3: Example session plans



Week 8, Session 4: Experiencing, designing, and evaluating speaking activities for the communicative language classroom

In this and the following session, Student Teachers experience five communicative language activities they might use with children learning English. They then reflect on the activities.

Activity 1: A song (15 minutes)

The aim of this language activity is to teach or review the names of body parts in English. The Instructor sings the song *Head, Shoulders, Knees, and Toes* and the Student Teachers listen. (If you don't know the song, you can make up a tune or put the words to another well-known melody.) As the different parts of the body are mentioned, the Instructor and Student Teachers should touch their corresponding body part with both hands. After listening to the Instructor sing the song two or three times, Student Teachers then sing along with the Instructor. Finally, Student Teachers sing the song by themselves, either all together or in groups of five or six.

Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes

Knees and toes

Head, shoulders, knees, and toes

Knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees, and toes

Knees and toes

Activity 2: Questionnaire (15 minutes)

Divide Student Teachers into pairs and give a short questionnaire to each student. Then direct the Student Teachers in each pair to interview each other and write down the answers. The pairs then change, and the interviewer asks the same questions to a different person. After interviewing three different people, ask five or six of the interviewers to report to the class the answers they have noted from their three interviews. Then lead a class discussion about the most popular colours, animals, foods, and other answers that were given in the survey. The following are some sample questions for the questionnaire. You may omit some of these questions or add other questions if you wish.

- 1) What's your favourite colour? _____
- 2) What's your favourite animal? _____
- 3) What's your favourite fruit? _____
- 4) What's your favourite food? _____
- 5) What's your favourite drink? _____
- 6) What's your favourite sport? _____
- 7) What's your favourite vegetable? _____

Activity 3: Shipwrecked! (20 minutes)

Tell the class:

'A friend of mine named Abdullah was on a ship in the middle of the Arabian Sea. One night, there was a huge explosion, and Abdullah was thrown into the sea. He swam and swam for hours before reaching a small island which had lots of tall coconut trees; a white, sandy beach; and a good supply of fresh water from an underground spring. After three months of living by himself, a navy ship passed by the island. Its crew saw Abdullah waving and picked him up. If you were put on a small desert island for three months, which *three things* would you take to make your stay on the island more comfortable?'

Instruct Student Teachers to think about the three items they would take and to write them down; then divide them into groups and ask them to discuss their three items with other members of their group. The group then decides on the whole group's top three items. Ask a representative from each group to explain to the whole class which items the group has chosen and why.

Week 8, Session 5: Experiencing, designing, and evaluating speaking activities for the communicative language classroom (continued)



Activity 1: Picture stories (20 minutes)

Divide Student Teachers into groups of five or six and give each group a random set of six or seven coloured photographs cut out from a magazine, printed out from the Internet, or taken from advertising leaflets. There should be no clear thematic connection among the pictures. Using all six or seven pictures, direct each group to compose a story in which each picture is involved. Every group then lines up at the front of the class and tells their story to the rest of the class, with each Student Teacher in each group showing one picture and taking part in telling the story. After listening to all the stories, direct the class to discuss which story was best and why.

Activity 2: Finishing a story (20 minutes)

Tell Student Teachers the beginning of a story which has a number of different characters. Then divide them into groups and give each Student Teacher the role of one character in the story. Group members have to interact with one another and act out the story in front of the class based on the introduction to the story you give. The following is an example, adapted from an idea found in Sarah Phillips's *Young Learners* (OUP, 1993). There are four characters in this story: Ali, Zia, Fatimah, and their mother.

The Chocolate Cake

Read aloud to the whole class:

'This is a story about a boy called Ali, his friend Zia, his sister Fatimah, and Ali's and Fatimah's mother. It takes place on Fatimah's tenth birthday. In the morning, her mother made a big, beautiful chocolate cake and put it in the fridge for her birthday party, which was to begin at 5 p.m. At 2 p.m., Ali and Zia came back from playing cricket in the park. They were hot, tired, dirty, and very hungry. Ali went to the fridge to get some water. Upon opening the door, he saw the delicious chocolate cake sitting on the top shelf. He took out the cake, and with a knife cut a small slice for himself and one for Zia. They ate the delicious slices but were still hungry. Ali cut another two slices, and then another two, and then another two. As they were eating, Ali's mother came in. The fridge door was wide open and their mouths were full...'

Discuss with the class what the mother might have said when she saw the boys and what they would have said in reply. How could they justify their actions to her?

Tell the class that Ali's sister, Fatimah, then came into the kitchen. Ask the class what her reaction would probably have been. Once the group members have a clear idea about their roles in the story, have them act out the story in front of the class using their own words. As the groups prepare what to say, go from group to group to help with supplying appropriate words or phrases where necessary. Direct each group to then act out their version of the story in front of the class.

Handout 12 should be given to each group to help them prepare.

Activity 3: Assessing communicative language teaching activities (20–30 minutes)

Explain that Student Teachers have completed and experienced five communicative language teaching activities. Divide students into small groups. Ask them to recall each activity and evaluate it using the set of criteria in Handout 13. When groups have completed the task, conduct a whole-class discussion to share responses and discuss any differences of opinion.

Student handout 12 (Week 8, Session 5)

Finishing a story



On seeing the boys with the cake in their mouths, the mother said:

Ali said:

Zia said:

Mother said:

Just then, Fatimah came into the kitchen.

Fatimah said:

The boys said:

Fatimah said:

Their mother said:

Fatimah said:

The boys said:

Mother said:

Student handout 13 (Week 8, Session 5)

Assessment criteria questionnaire

For each activity, complete the following questionnaire.

- 1) What is the teaching objective of the activity?
- 2) Is the teaching objective clear?
(Very clear___ Clear___ Unclear___)
- 3) Is the difficulty level too high for children?
(Yes___ No___)
- 4) Are the instructions clear for the teacher?
(Very clear___ Clear___ Unclear___)
- 5) Are the instructions clear for children?
(Very clear___ Clear___ Unclear___)
- 6) Is the activity interesting for children?
(Yes___ No___)
- 7) Does the activity encourage interaction and communication?
(Yes___ No___)
- 8) Is the activity culturally appropriate?
(Yes___ No___)
- 9) Do you think this activity would be effective for young learners?
(Very effective___ Effective___ Ineffective___)

Assignment for Unit 3

Ask Student Teachers to design a lesson plan for a 40-minute lesson in which they teach a group of young learners how to introduce themselves and how to say something about their family, friends, and hobbies. They should state the techniques they will use (such as pair work, group work, or drilling) to help students introduce themselves confidently and effectively to the whole class.

UNIT



TEACHING GRAMMAR
COMMUNICATIVELY

Week 11

- Review of basic concepts in grammar: tense; subject-verb agreement; formation of interrogative and negative verb forms; subject-verb-object (SVO) word order; and simple, compound, and complex sentences
- Student Teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the grammatical forms required for the structures outlined above
- The Instructor gives Student Teachers some tips on how to edit their work to avoid errors
- The role of grammar teaching in the second-language acquisition process: evaluating different approaches to grammar teaching taken by course book writers

Week 12

- What is a communicative approach to teaching grammar?
- Teaching techniques and activities to support communicative grammar learning
- Designing and evaluating communicative grammar materials for the language classroom
- Student Teachers prepare their own activities for teaching grammar
- Student Teachers practice-teach the activities they have prepared

Unit description

The role of grammar in language teaching has been subjected to a number of significant changes in English language teaching in recent years. Once the star player on the team of ESL techniques in the days of the grammar-translation method and audio-lingualism, grammar was unceremoniously moved to the sidelines during the early days of communicative language teaching. Nowadays, however, with the perceived need to develop both accuracy and fluency in students' English language skills, grammar has returned to the field to play its part once again—albeit in a somewhat different role because the emphasis is now on using grammar in context rather than on working with separate, unrelated sentences.

This unit is intended to show Student Teachers how they can teach grammar in a creative, entertaining, and communicative manner to help learners improve both their fluency and accuracy in speech and writing. The unit begins by reviewing some basic grammatical structures in English (such as subject-verb agreement and the formation of questions and negatives) so that Student Teachers have a clear understanding of how to form and use these structures accurately before they go on to teach this basic grammar to their young students. The unit then suggests ways of presenting grammar in a fun, enjoyable, and meaningful way to children.

Unit outcomes

By the end of this unit, Student Teachers should:

- understand the role of grammar in the second-language acquisition process
- possess a practical understanding of basic grammatical concepts such as tense; subject-verb agreement; the formation of interrogative and negative verb forms; SVO word order; and simple, compound, and complex sentences in order to teach these structures to young learners
- know how to design enjoyable, communicative grammar activities which will help young learners to use English accurately and fluently at a basic level
- be aware of how to help learners edit their work to avoid basic grammatical errors using a simple checklist.

Suggestions for Instructors teaching Unit 4 (Weeks 11–12)

One example session plan is provided for session 4 (week 12) in this unit. For the remaining sessions, the following suggestions are provided.



Week 11

Session 1: Review of basic grammar

- A practical review of some basic concepts in grammar, such as tense; subject-verb agreement; the formation of interrogative and negative verb forms; SVO word order; and simple, compound, and complex sentences
- Student Teachers review these concepts with the Instructor and then work through spoken and written exercises on them

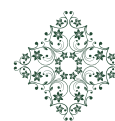
Session 2: Editing to avoid errors

Student Teachers continue to work through practical exercises and activities to ensure they are familiar with the correct form and function of the basic grammatical concepts introduced in Session 1. Give them some tips on editing their own work to avoid errors and show them how to help their young learners edit to avoid grammatical errors.

Session 3: The place of grammar teaching in the second-language acquisition process

Introduce Student Teachers to the changing role of grammar teaching in ESL—from when grammar translation was the dominant theory and grammar was the central focus of teaching to the early days of communicative language teaching, when grammar teaching was discouraged, up to today, when language teachers try to make learners more conscious of the correct forms while at the same time giving them lots of comprehensible input and communicative activities. Instructors could take sample materials from a number of ESL textbooks and show Student Teachers some of the different approaches to grammar that have been taken by textbook authors historically. Student Teachers could then evaluate the relevance and effectiveness of each approach in the Pakistani context.

Week 12



Session 4: A communicative approach to teaching grammar

A detailed session plan is given in the example materials for Student Teachers below. Again, teach sample lessons to the class so that they can experience the lesson from their learners' point of view.

Session 5: Designing materials for teaching grammar

In groups, instruct Student Teachers to prepare their own activities and materials for teaching a particular grammar point (such as adverbs, prepositions, past tense forms, or conditional sentences) to be presented in the next session.

Session 6: Practice-teaching

Direct each group to present the activities they prepared in the previous session to the rest of the class. Arrange for Student Teachers to practice-teach and evaluate the activities they designed.

Unit 4: Example session plans



Week 12, Session 4: A communicative approach to teaching grammar

In this session, Student Teachers review ideas relating to the acquisition of second-language grammar discussed in Unit 1 and learn why a communicative, meaning-based approach to teaching grammar has replaced historical methods of teaching grammatical rules and repeating structured drills. They will become familiar with meaning-based approaches to teaching grammar by working through exercises with the Instructor. They will then be shown how to evaluate the usefulness and relevance of communicative activities aimed at developing learners' use of grammar.

Activity 1: What is a communicative approach to teaching grammar? (20–30 minutes)

Use the following content to offer an interactive lecture.

Each time we speak or write a sentence, we use grammar to combine words in a meaningful way: 'We what all said he thinking were' is meaningless, but 'He said what we were all thinking' is not meaningless.

Speakers need to know how to combine words together appropriately, or in other words, they need to know how grammar is used. Native speakers are not consciously aware of the grammatical rules of their native language, but they unconsciously know how to use grammar appropriately to communicate what they want to say or write.

As Student Teachers learned in Unit 1, an early method of teaching second languages was the *grammar-translation method*, in which language learners were given some grammar rules (such as how to form the past tense) in their native language and then given practice exercises to apply the rules. This method was found not to be very successful because while it provided the learner with lots of information about the second language, it didn't teach the learner how to use the second language to interact with other speakers.

The *audio-lingual method*, by contrast, gave learners lots of opportunities to listen to and repeat drills in the second language, but it didn't show them how the drills could be adapted for authentic, interactive communication. As a result, learners received lots of input, but the input was rarely placed within a genuine social context, so the drills were not very helpful for teaching language learners how to interact with other people in the second language.

Consider an example of a typical drill for a jazz chant:

A: You speak English very well.
 B: Oh no, not really.
 A: Yes you do, you really do.
 B: No, I don't, not really.
 A: Yes, you do, you really do.
 B: No, I don't. I know I don't.
 A: You speak English very well.
 B: No, I don't, not really.

While this drill is certainly an example of spoken English, it may be difficult for students who memorize the drill to use the words in a real context with other English speakers outside the classroom. The audio-lingual approach doesn't show learners how to apply their lessons in ordinary social contexts.

Because of the relative failure of the grammar-translation and audio-lingual methods to help learners communicate fluently in the second language, language specialists decided to look for an approach based on language functions and strategies (such as how to greet people, how to ask and answer questions, how to apologize, and how to persuade) rather than focusing on teaching grammar. The perceived goal of the communicative approach was to make learners *communicatively competent* so that they could use the language fluently and comfortably for a range of different purposes.

After more than a decade of communicative language teaching, researchers found that, while learners who had gone through the new approach became more fluent in speaking the second language than grammar-based learners, they made lots of grammatical mistakes in both speech and writing. As a result, in communicative language teaching today, there is a movement to try to make learners both fluent and accurate in their use of the second language.

Grammar is not taught in isolation as it used to be. Instead, it is often contextualized as an important component of a communicative task. Through this approach, students carry out a communicative task and then, together with their teacher, reflect on the linguistic features of the task and assess the grammatical accuracy of their own performance.

The following is an example of a task in the communicative approach to teaching grammar:

The teacher says to students, 'If you had 10 million rupees, what would you do?'

The students think about what they would do with this money and discuss their ideas with a partner. The teacher then writes down a selection of the students' ideas on the board and asks the class to assess which suggestions are the most interesting or the most unusual. After discussing the meaning of the students' ideas, the teacher then helps the class become more conscious of the grammatical structure of conditional sentences:

If I *had* 10 million rupees, I *would buy*...

If I *went* to Egypt, I *would visit* the pyramids.

If I *saw* you with Shahrukh Khan, I *would wave*.

Through the modern communicative approach, learners' increased awareness about how to form conditional sentences appropriately comes from their own responses to a communicative task, not from the grammar lessons on conditional sentences that were popular teaching methods in the past.

Another example of a task that increases grammatical understanding is to put students into groups of five or six and give each group 14 pieces of paper, seven of which have noun phrases written on them and seven of which have verb phrases written on them.

For example:

<i>Noun phrases</i>	<i>Verb phrases</i>
My friend	understand
Those students	run
The girls	is not working
My pen	travel
The phone	have not arrived
The children	writes
My mother	were not helping us

Each group makes as many appropriate sentences as possible, placing any one of the noun phrases in front of any one of the verb phrases and adding additional information.

For example:

My friend is not working today.
My friend writes emails every day.
Those students run along the jogging track.
Those students understand many things.
Those students travel to school by bus.
My pen writes very well.
My pen is not working.

The group that produces the largest number of correct sentences wins. As the Instructor, you will judge the accuracy of each sentence and show the class that sentences such as 'My mother have not arrived' and 'Those students is not working' are incorrect because they break the subject-verb agreement rule.

In the above two tasks, encouraging students to express in English what they would do if they had 10 million rupees and showing them how actors and actions can be combined to express meaningful ideas is the overall communicative aim. However, at

the same time, the students are being made aware of the importance of the correct grammatical forms for expressing meaning. The communicative approach therefore emphasizes the importance of grammar while also focusing on actual dialogue.

Activity 2: Example communicative grammar lesson (30 minutes)

Explain to Student Teachers that you are going to take them through some communicative grammar exercises. As they go through them, they should be thinking about the strong and weak points of each activity. Be clear about when you are starting and finishing each activity.

Teaching adjectives

Ask Student Teachers to look at the words printed in bold in the following sentences:

Joey, the **big, fat, ugly** crocodile, was lying just below the surface of the **muddy** water in a **hot, humid** swamp. He was **hungry**. Joey had **strong** and **muscular** jaws, but there had not been a **single** chance to use them for three **whole** days. Joey was **hungry**, but he knew that if he wanted to eat, he had to be **patient**. He watched and waited silently...

Explain that the words printed in bold above are all *adjectives* and that adjectives are used to describe a *noun* (a person, animal, or thing). Adjectives appear either *before* the noun or *after* the noun and the verb *to be*. Share the following examples.

Before the noun:

A **big, fat, ugly** crocodile | the **muddy** water | **strong** and **muscular** jaws
 three adjectives noun adjective noun adjective adjective noun

After the noun and the verb *to be* (including conjugated forms of *to be*, such as *am, are, is, was, been,* and *were*):

Joey was **hungry** | the crocodile had to be **patient** | Joey is **smart**
 noun adjective noun adjective noun adjective

Exercise 1

Share the passage below with Student Teachers and ask them to circle all the adjectives.

My monster is very cute. It is friendly and kind to others as long as it is not hungry. When it is hungry, it will eat anything it sees, so that's when you have to be careful. My monster has five rows of small sharp teeth and three big blue eyes. It has four furry arms and two strong legs. If you like, the next time I visit Pakistan, I will introduce you to my cute, lovable little monster.

Ask Student Teachers: 'How many adjectives did you circle?' (They should have circled 15 adjectives.)

Exercise 2

Introduce Elvis Young to Student Teachers. Elvis is a pop singer. He describes himself using *five* different adjectives:

I'm *short, energetic, shy, kind* to animals, and *mad* about coconut ice cream.

Ask Student Teachers to write down five adjectives that accurately describe themselves and five adjectives that accurately describe one of their classmates. Invite them to share their lists. How accurate was their description of their partner?

Exercise 3

Ask Student Teachers to think of an ending to the story above about Joey, the crocodile. How does he manage to find something to eat? Ask them to discuss possible endings with their partner and then share their story with the rest of the class.

Exercise 4

Ask Student Teachers to explain to their partner what an adjective is, using the six adjectives in the two sentences below in their explanation.

Joey is a big, fat crocodile. He lives in a hot, muddy swamp, and today he is very hungry and thirsty.

Exercise 5

Ask Student Teachers to discuss with their partner whether they think the following four statements are *true* or *false*.

- 1) Adjectives describe verbs.
- 2) In the phrase 'an interesting movie', the word 'interesting' is an adjective describing the noun 'movie'.
- 3) In the sentence 'This apple is very crunchy', both 'apple' and 'crunchy' are adjectives.
- 4) In the sentence 'Shahid Afridi scored a brilliant century against Australia', 'brilliant' is an adjective describing the noun 'century'.

Homework

Ask Student Teachers to write a reflection on the lesson on adjectives that they just experienced. **What were the positive or good features of the lesson?** How might the lesson be improved? What would they do if, after Exercise 2, they realized that most of the class did not understand adjectives?

Assignment for Unit 4

Ask Student Teachers to develop a useful grammar awareness activity that could be developed out of the following communicative task:

The teacher brings a toy animal or puppet to school and hides it in the classroom before the students arrive. The teacher tells the students that the animal is hiding and that they must ask questions to find out where it is (for example, 'Is it in the cupboard?').

UNIT



TEACHING VOCABULARY
EFFECTIVELY

Week 13

- Functional words versus lexical words
- High-frequency versus low-frequency words
- Discussion of which English words young learners need to know to be able to speak and write at a basic level and how these items should be presented to learners
- Student Teachers search the web to choose 50 words they would like to teach to their students and discuss in class how and why the 50 words were selected
- Making vocabulary a useful part of a language course: when and how should vocabulary be taught to English learners?

Week 14

- Practical activities for teaching and reviewing vocabulary
- Evaluating vocabulary activities
- Student Teachers prepare 15-minute vocabulary-teaching activities in groups
- Student Teachers micro-teach in groups the activities prepared in the previous session

Unit description

Despite its importance in both speech and writing, vocabulary has often been a neglected component of language teaching. This neglect is partly because teachers have had little training in how to teach new lexical items to their students in interesting ways. In order to know a word, learners need to understand its meaning, pronunciation, spelling, and contextual use. The teacher needs to know how best to introduce vocabulary items and how to design effective activities that will help learners remember the item's meaning and use in speech and writing.

This unit aims to show Student Teachers how vocabulary can be divided into function words and lexical words and into high-frequency words and low-frequency words. It also attempts to inspire them with some practical ideas for designing suitable activities and tasks for teaching vocabulary.

Unit outcomes

By the end of this unit, Student Teachers should:

- understand what a learner needs in order to understand and use a new word
- know the differences between functional and lexical words and high-frequency and low-frequency words
- be able to measure their students' current level of vocabulary knowledge
- know how to design and develop effective materials and activities for teaching vocabulary to young learners.

Suggestions for Instructors teaching Unit 5

One example session plan is provided for session 4 (week 14) in this unit. For the remaining sessions, the following suggestions are provided.

Week 13



Session 1: Key terms

Introduce Student Teachers to the differences between the following:

- Function words (such as 'but', 'if', 'the', and 'because') versus lexical words (such as 'run', 'car', 'red', and 'slowly')
- High-frequency words versus low-frequency words (see the chart below)

The 100 most frequently used words in English				
1) the	21) at	41) there	61) some	81) my
2) of	22) be	42) use	62) her	82) than
3) and	23) this	43) an	63) would	83) first
4) a	24) have	44) each	64) make	84) water
5) to	25) from	45) which	65) like	85) been
6) in	26) or	46) she	66) him	86) call
7) is	27) one	47) do	67) into	87) who
8) you	28) had	48) how	68) time	88) oil
9) that	29) by	49) their	69) has	89) its
10) it	30) word	50) if	70) look	90) now
11) he	31) but	51) will	71) two	91) find
12) was	32) not	52) up	72) more	92) long
13) for	33) what	53) other	73) write	93) down
14) on	34) all	54) about	74) go	94) day
15) are	35) were	55) out	75) see	95) did
16) as	36) we	56) many	76) number	96) get
17) with	37) when	57) then	77) no	97) come
18) his	38) your	58) them	78) way	98) made
19) they	39) can	59) these	79) could	99) may
20) I	40) said	60) so	80) people	100) part

Adapted from *The Reading Teachers Book of Lists*, Third Edition by Edward Bernard Fry, Jacqueline E. Kress, and Dona Lee Fountoukidis.

Note that the first 25 words in this list make up about one-third of all printed material in English and that all 100 words make up about one-half of all written material.

Discuss with Student Teachers which English words young learners will need to know. How do teachers decide on which vocabulary words they teach? How do teachers present these words so that learners will remember them and use them?

Session 2: Selecting the right words to teach

Present a list of the most common nouns, verbs, and adjectives to Student Teachers. Consult the table below, showing the top 12 words for each word class in terms of frequency:

Nouns	Verbs	Adjectives
1) time	1) be	1) good
2) person	2) have	2) new
3) year	3) do	3) first
4) way	4) say	4) last
5) day	5) get	5) long
6) thing	6) make	6) great
7) man	7) go	7) little
8) world	8) know	8) own
9) life	9) take	9) other
10) hand	10) see	10) old
11) part	11) come	11) right
12) child	12) think	12) big

Adapted from Wikipedia's 'Most common words in English'

➤ http://en.wikipedia.org/wiki/Most_common_words_in_English

Ask Student Teachers to conduct their own Web searches and select 50 English words they would like to teach their students. Discussion can follow in class on their reasons for choosing these 50 words as their top words to teach young learners.

Session 3: Making teaching vocabulary part of a language course

Discuss how to make vocabulary teaching a useful part of an English language course. You could ask Student Teachers questions like:

- Should there be special lessons for vocabulary, or should vocabulary be taught during other lessons as new words occur?
- How many words do you expect to teach during a course?
- Which methods did you use yourself when you acquired new English words?
- Can you think of any shortcuts to learning vocabulary?

Week 14



Session 4: Evaluating vocabulary activities

A detailed plan is given in the example materials for Student Teachers below. During this session, Instructors will teach three activities for learning vocabulary to Student Teachers as if they were young learners. By the end of the session, Student Teachers will know how to evaluate the usefulness and relevance of a vocabulary-learning activity and have some insight into how to design their own vocabulary lessons.

Session 5: Designing materials for teaching vocabulary

Instruct Student Teachers to prepare in groups their own 15-minute activities with materials for teaching 12 new vocabulary words (four nouns, four verbs, and four adjectives) for presentation in the next session.

Session 6: Practice-teaching

Arrange for Student Teachers to practice-teach their vocabulary-teaching activities prepared in the previous session, evaluate the strengths of each activity and suggest how the lesson could be made more effective.

Unit 5: Example session plans



Week 14, Session 4: Evaluating vocabulary activities

This session introduces some practical activities for teaching new words and reviewing familiar words and then Student Teachers evaluate them.

Activity 1: Introduction (5 minutes)

Use the following information to introduce the session.

In *Young Learners*, Sarah Phillips (OUP, 1993) notes that vocabulary is often best learned when a word's meaning is clearly demonstrated through a picture, an action, or a real object. Using this approach, students are encouraged to use the word actively themselves as part of a natural communicative context.

An example of an exercise using this communicative approach would be when a teacher brings apples, oranges, bananas, grapes, and mangoes to a class to teach children the names of fruits in English. After the children have practiced saying the words and relating each name to the appropriate fruit, the teacher can set up a fruit stall in the class where the children 'buy' and 'sell' these items. In this way, the children are given an opportunity to use the new vocabulary words naturally, and they get a chance to fix the new words in their memory.

Explain that Student Teachers will now try several activities have been adapted from Phillips's work and then they will evaluate them.

Activity 2: Using flash cards (10 minutes)

Collect magazines with lots of coloured pictures, cut out 10 or 12 pictures of items relatable to students, and stick them onto thin cards (with one picture on each card). Then write the name of the item on the back of the card. Take the cards to class, and show them to the children one at a time. While showing each card, say the name of the object and instruct Student Teachers to repeat it, both as a group and individually.

After showing five or six pictures to the class in this way, return your attention to the first card you displayed. Hold up the first card again, and ask the class if anyone can remember the name of the object it depicts. You should review all the cards in this way with the Student Teachers, encouraging them to try to recall each word. This technique encourages children to play an active part in remembering and speaking rather than just passively imitating their teacher.

Flash cards can also be used to teach and review verbs (such as *to walk*, *to smile*, *to clap*, *to jump*, *to hop*, *to eat*, and *to swim*). For the next step of the activity, you will have prepared another set of flash cards, each with a different verb written on it. Now give a card to each child with one verb written on it. Then instruct Student Teachers to act out their verbs in front of the class. Direct those who are not currently presenting to guess which verb is written on the performing Student Teacher's card based on the performed actions.

Activity 3: Odd one out (15 minutes)

Read out sets of words and instruct Student Teachers to copy the words down on paper. In each set of words, include one word that doesn't fit with the rest of the words. The following is a set of words as an example:

monkey, crocodile, butterfly, tiger

In this example, *butterfly* is the odd one out because it can fly.

In addition to classifying the words in a set based on their meaning, it is also possible to classify words based on similar sounds or on similar word classes. Consider the following examples:

- pet, *pot*, get, met (all share the same vowel sound except for *pot*)
- speak, go, think, *singer* (*singer* is a noun, while the other words are verbs)

After working through some easy word sets, you can introduce more complex groups of words in which the odd word out is less obvious. Consider the following example set:

car, horse, plane, table

From this set of words, Student Teachers could choose as the odd word out *horse* (since it is the only animal), *table* (since all the other words refer to things that can be used for travelling), *plane* (since it is the only word that refers to something that can fly), or *car* (since all the other words have five letters). As long as they justify their choices, you should accept their answers.

Activity 4: Happy families (10 minutes)

Give out a worksheet upon which 15 to 20 words relating to four or five different families or themes are written. Direct the Student Teachers in groups to sort out which words belong together. The following is an example:

brother thin baker toe sister mother arm butcher short
tall father fat carpenter leg neck driver hand nurse

After the Student Teachers complete the worksheet, instruct each group to produce their own sets of mixed-family words and to pass them to another group to sort. Once everyone has finished, ask each group to explain to the rest of the class how they arranged their word sets.

Activity 5: Evaluating vocabulary activities (10 minutes)

Ask Student Teachers think about and discuss the three activities they have just completed. How do they feel about them? To evaluate their usefulness, they can consult the same type of evaluation questionnaire given for evaluating speaking activities in Unit 3.

Assessment criteria questionnaire

- 1) What is the teaching objective of the activity?
- 2) Is the teaching objective clear?
(Very clear___ Clear___ Unclear___)
- 3) Is the difficulty level too high for children?
(Yes___ No___)
- 4) Are the instructions clear for the teacher?
(Very clear___ Clear___ Unclear___)
- 5) Are the instructions clear for children?
(Very clear___ Clear___ Unclear___)
- 6) Is the activity interesting for the children?
(Yes___ No___)
- 7) Does the activity encourage interaction and communication?
(Yes___ No___)
- 8) Is the activity culturally appropriate?
(Yes___ No___)
- 9) Do you think this activity would be effective for young learners?
(Very effective___ Effective___ Ineffective___)

Note that Activities 2 and 4 above are limited in that they test what children know rather than provide new input (unlike the new vocabulary words presented in Activity 1). There is nothing wrong with reviewing what has been taught from time to time, but teachers should be careful not to give testing exercises too frequently, and they should avoid mistakenly thinking that they are teaching rather than testing.

Assignment for Unit 5

One way to teach vocabulary is to choose a theme (such as hobbies, family life, food, drink, animals, plants, the home, school, sport, and music) and teach vocabulary words related to the chosen theme. For this assignment, select a theme that you think would be interesting to young learners, and design a lesson plan for a 40-minute lesson in which you teach 20 vocabulary words related to your chosen theme. In your lesson plan, state the methods you would use to present, teach, and review the 20 vocabulary words.

UNIT



ASSESSING STUDENTS'
LANGUAGE SKILLS

Week 15

- Some basic principles and key concepts in assessment
- Basic principles for assessing children's language learning
- Why do we test students?
- Tips and special considerations for testing young learners
- Conflicts between classroom learning and classroom testing and ways of reducing these conflicts
- Strategies for marking language tests and giving feedback
- Designing language tests for young learners

Week 16

- Samples of tests that can be used to assess young learners
- In groups, Student Teachers prepare their own materials for testing one of the four language skills (listening, reading, speaking, and writing) for a 15-minute presentation
- Micro-teaching in groups and evaluation of testing materials by the class

Unit description

The aim of early English language teaching is the development of positive attitudes towards learning the language and towards the people who speak it, so we might ask the question 'Will language testing at an early age lead to a decline in the learner's motivation to study the language?' We can justify testing at this age by arguing that we want to be sure our teaching programme is suitable for learners and that formal assessment is a way to ensure a level of quality.

This unit introduces the Student Teachers to some key concepts in assessment theory and to some practical ways of testing the language skills of young learners. It also outlines the kinds of tests they can develop themselves to measure how successfully their course learning objectives have been achieved.

Unit outcomes

By the end of this unit, Student Teachers should be able to:

- discuss and explain key concepts in assessment, such as formative versus summative assessment and criterion-referenced versus norm-referenced assessment
- describe effective methods of assessing student performance in the four language skills: listening, reading, speaking, and writing
- design and develop some simple but reliable language tests for young learners.

Suggestions for Instructors teaching Unit 6 (Weeks 15 and 16)

Two example session plans are provided for session 2 and 3 (week 15) in this unit. For the remaining sessions, the following suggestions are provided.

Week 15



Session 1: Basic principles of testing

Discuss some basic principles in assessing children's language learning (such as the principle that a test should be appropriate for the age of the children, in line with the aims of the course, and in line with the teaching methods used in the course). Introduce Student Teachers to some key concepts in language testing: formative versus summative assessment, criterion-referenced versus norm-referenced assessment, validity (does the test measure what it claims to?), reliability (would the test produce the same results if it were taken by the same pupils on different days?), and backwash (the effect tests have on what we decide to teach).

Session 2: Language testing: Implications for young learners

A detailed plan is given in the example materials for Student Teachers below. By the end of this session, they will have an understanding of:

- The use, value, and effects of language testing
- The special considerations that need to be applied when testing young language learners, including strategies of giving feedback and methods of scoring oral and written assessment
- The possible conflicts between classroom learning and classroom testing and how to try to reduce these conflicts.

Session 3: Marking and giving feedback

A detailed plan is given in the example materials for Student Teachers below. By the end of this session, they will:

- Be familiar with different methods of marking a language test and giving feedback
- Understand different strategies of testing the language proficiency of young learners
- Know how to evaluate a language test for young learners
- Be ready to design their own language tests using one of the sample types.



Week 16

Session 4: Evaluating language tests

A detailed plan is given in the example materials for Student Teachers below.

Session 5: Developing materials for testing

In groups, direct Student Teachers to prepare their own materials for a 15-minute test on one of the four language skills (listening, reading, speaking, and writing) to their students. Each group prepares a separate test.

Session 6: Presenting Tests

Instruct each group to present the test they have prepared to the rest of the class. After every group has presented, evaluate the strengths of each test and suggest how the tests could be improved.

References and further reading

Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: CUP.

Caruthers, L. (accessed 28 January, 2012) *Classroom Interactions and Achievement*.

➤ www.mcrel.org/PDF/Noteworthy/Learners_Learning_Schooling.

Hughes, A. (2003) *Testing for Language Teachers*. Cambridge: CUP.

Phillips, S. (1993) *Young Learners*. Oxford: OUP.

Unit 6: Example session plans



Week 15, Session 2: Language testing: Implications for young learners

Activity 1: Why do we test students? (15 minutes)

As English teachers, one of our aims is to develop in young students a positive attitude towards language learning in general and towards the English language in particular. Giving children inappropriate, complex, and stress-triggering tests is likely to have a negative impact on their learning and their attitude towards English. It is therefore important for us to be consciously aware of:

- why we are giving the test
- what we wish to learn from the results
- the effects the test will have on children
- how to test second languages in a non-threatening manner.

Discuss as a whole class:

- 1) Why is it useful to test young learners?
- 2) What can we learn from analyzing the results of a language test?
- 3) Name three ways of testing that young learners would not find stressful.

Activity 2: Tips for testing young learners (20 minutes)

Use the following content to prepare and offer a short lecture.

In *Testing for Language Teachers* (CUP 2003), Arthur Hughes makes four recommendations for testing young learners:

- 1) Testing should be seen as an *integral part* of learning; what we teach and what we test should be closely tied together and follow the same learning objectives.
- 2) Give prompt feedback to children. There should be very little time between taking the test and receiving feedback from the teacher. If there is a long delay, by the time the feedback reaches the children, the test questions and answers will be long forgotten.
- 3) Be positive in giving feedback. Praise children for their correct answers in addition to pointing out their errors.
- 4) Self-assessment should be made part of the teaching. If used intelligently, self-assessment can help learners become more independent and take more responsibility for their own learning. Hughes (2003) suggests giving out a questionnaire to learners after any test so that they can self-evaluate their performance. The results will be of interest to both the learner and the teacher.

The following are some sample questions:

	Yes	Mostly	No
a) Did you understand what to do?	_____	_____	_____
b) Did you have enough time?	_____	_____	_____
c) Did you answer all the questions?	_____	_____	_____
d) Did you do the tasks well?	_____	_____	_____
e) Did you enjoy the tasks?	_____	_____	_____

When testing young learners, Hughes points out that we should:

- Make the test short and easy to follow
- Use a format that the students are familiar with
- Include colours and pictures to make the test more attractive
- Be clear about what we are testing and avoid evaluating mixed skills together in one test component
- Create conditions that allow children to perform at their best: they need to understand exactly what they are expected to do, and it is a good idea to give relatively easy tasks at the beginning of the test to instil confidence in the young test takers.

Conclude the lecture by asking Student Teachers: ‘What other special considerations should we make for young learners who are being tested? Work in pairs or groups and make a note of your suggestions’.

Activity 3: Conflicts between classroom learning and classroom testing (10 minutes)

Use the following content to prepare and offer a short lecture.

In *Teaching Languages to Young Learners* (CUP 2001), Lynne Cameron notes that there is often a significant disconnect between what goes on in a young learner's classroom during English lessons and the way language tests are conducted. She points out the frequent conflicts found between the following pairs:

- The learning aims of the course versus what is assessed in a course test
- The discourse-level activities of the classroom (such as songs, stories, and dialogues) versus single-sentence, grammar-based questions in tests
- The interactive environment of the classroom versus the non-interactive, solo experience of taking a test
- The less rigid academic demands of classroom exercises versus the higher level of difficulty of a test
- The emphasis on oral skills in the classroom versus the focus on reading and writing in a test

Conclude by discussing the following question with Student Teachers: based on their experience as a student and teacher, what other conflicts do they think occur between what goes on in the English language classroom and what goes on in a course test?

Activity 4: How can we reduce these conflicts in testing? (5 minutes)

Explain that the main cause of conflict in classroom testing is the difference between what goes on during a classroom lesson (which is a relaxed, flexible, interactive, cooperative, oral-based, and fun experience) and what goes on during a test (which is a solitary, writing-based, serious, rigid, and stressful experience). Before designing a test, we need to identify the learning objectives of our course and make sure our test matches these objectives.

Cameron (2001) suggests that the teacher should consider questions such as the following *before* designing a language test:

- Which aspects of the language do I want to assess?
- Why do I want to assess these areas?
- How does the test relate to the learning experiences of the children?
- How can I make sure that the test is valid, reliable, and fair?
- How will the results of this assessment inform and improve my future teaching and planning?
- What will the impact be on students' motivation to learn English?

After teachers have designed the test, they should look at it again, bearing in mind the six questions above in order to ensure that the test actually assesses what they want to assess in the most effective way.

Activity 5: Teacher expectations and learner performance in tests (for self-study)

Assign the reading in Handout 14 for after-class reading.

Student handout 14 (Week 15, Session 2)

Classroom Interactions and Achievement



The following text has been adapted from *Classroom Interactions and Achievement* by Loyce Caruthers (Mid-Atlantic Research for Education and Learning 2005).

Expectations are assumptions or inferences that teachers make about the academic achievement of their students. The powerful influence of expectations in our lives was demonstrated by Robert Rosenthal and Lenore Jacobson (*Pygmalion in the Classroom: Teachers Expectation and Pupils' Intellectual Development*, Irvington Publishers, 1992). In their research, they manipulated teacher expectations of student achievement to see whether these expectations would be fulfilled. During this research, teachers were informed by the school principal that randomly selected students had been identified as 'intellectual late bloomers' (even though it wasn't true).

In many cases, the teachers' behaviour towards these students changed significantly. The teachers began to see the students in a more favourable light and treated them more positively than before. The research showed that the change in expectations had a positive effect on the selected students' performance, both in the classroom and on achievement tests. The results of this research were explained in terms of the powerful effects of teacher expectations, which were shown to be something of a self-fulfilling prophecy.

The work of Rosenthal and Jacobson created controversy and interest in how teachers form expectations and how these expectations are communicated to students. Despite some criticism of their study, it has been well documented that teacher expectations are communicated to students during teacher-student interactions.

In 1987, researchers Thomas Good and Jere Brophy studied the ways teachers communicate their expectations to high achievers and low achievers. Their classroom observations revealed that teachers treat low achievers differently than they treat high achievers. The following teacher behaviours indicate differences toward students perceived to be *low achievers*:

- Providing low achievers with general, often insincere praise
- Providing them with less feedback
- Demanding less effort of them
- Interrupting low achievers more often
- Seating them farther away from the teacher
- Paying less attention to them
- Calling on them to respond less often
- Waiting less time for them to respond to questions
- Criticizing them more often for failure
- Smiling at them less and giving them fewer nonverbal indications of support

Be prepared to discuss the following questions in the next session:

- 1) What were the teachers in the research study told about a selected number of students in their class?
- 2) How did the teachers react to this information?
- 3) What was the effect on the academic performance of these selected students?
- 4) Do the results from the research study surprise you? If so, in what ways?
- 5) Do you agree that teachers don't treat all students in the same way? If so, why is this?
- 6) How can teachers avoid treating some students more positively than they treat others?

Week 15, Session 3: Designing language tests for young learners



Begin the session with Student Teacher's responses to questions about the reading you shared at the end of the previous session.

Activity 1: Ways of marking language tests (35 minutes)

Prepare and offer an interactive lecture based on the following content.

Explain that one of the advantages of using objective tests, such as multiple choice, cloze, true or false, and matching words in two columns (see below), is that scoring doesn't require any subjective judgment on the part of the marker. Every answer is either correct or incorrect.

Matching words (an example with adjectives)

Gigantic	Chilly
Sad	Slim
Thin	Huge
Cold	Unhappy

However, if we are assessing a piece of writing or a child's oral description or presentation, a certain amount of subjectivity is inevitable in scoring the child's written or spoken work. To reduce subjectivity, testing specialists have introduced holistic scoring, which allows the marker to give an overall impression of a piece of spoken or written work using a fixed, fairly limited scale of descriptors.

Distribute Handout 15 to Student Teachers. Explain that the sample descriptors are based on a holistic scoring system from 0 (no attempt to complete a task) to 5 (the complete realization of a task). The marks out of 5 can be multiplied if the aim is to produce a total score out of 10, 20, 100 or whichever total possible score is desired for the speaking or writing components of a test. Using these descriptors within a holistic system, a marker should not take more than a few minutes to evaluate each script or recording.

Instruct Student Teachers to discuss the advantages and disadvantages of holistic marking with a partner and then with the rest of the class.

Activity 2: Giving feedback to students after a test or assignment (10 minutes)

Invite Student Teachers to consider the following three ways of giving feedback. Which type of feedback would a child find most helpful? Which would a child find least helpful? Why?

Teacher 1	Teacher 2	Teacher 3
Try harder!!	Good job.	I couldn't stop laughing about that thief who lost all his money— nice touch!
Work on spelling.	I see some improvement here. B+.	You knew how to spell 'apparently'— well done.
Did you proofread this?	Nice try.	You got all your past tense verb forms correct. Good for you!

Teacher 1: This teacher gives no positive comments. The comments are vague and negative throughout. The teacher is giving the child almost no help or encouragement here.

Teacher 2: This teacher is positive but very vague. The child may feel encouraged but is not provided with a clear idea about how to improve.

Teacher 3: This teacher is positive and specific and has established a friendly relationship with the child. However, the teacher might also have pointed out some specific language areas which need improvement.

Student handout 15 (Week 15, Session 3)

Holistic marking sample scale



HOLISTIC MARKING SAMPLE SCALE	
5	Complete realization of the task. Fluent and natural English with minimal errors. Appropriate style and organization with excellent use of vocabulary and grammar.
4	Generally effective realization of the task with clear organization but some non-basic errors in style and grammar.
3	Simple but accurate realization of the task, but with some errors of style, organization, and grammar. The writer's ideas are clearly communicated to the listener or reader despite these errors.
2	Limited realization of the task such that ideas are communicated fairly well but with serious errors of grammar, organization, and style.
1	Inadequate realization of the task. Largely ineffective communication of ideas. Serious errors in grammar, organization, and style. Very limited choice of vocabulary.
0	Virtually no attempt made to complete the task.



Week 16, Session 4: Evaluating language tests

Activity 1: Evaluating a language test (60 minutes)

Ask Student Teachers to read the sample tests adapted from Sarah Phillips (*Young Learners*, OUP, 1993) and Arthur Hughes (*Testing for Language Teachers*, CUP, 2003) provided in Handout 16.

Working in pairs, they should consider each test and then rate it using the criteria below (and in the handout).

- 1) Does the test have a clear aim?
Yes__ No__ Not sure__
- 2) Are the instructions clear?
Yes__ No__ Not sure__
- 3) Would the test be easy to administer?
Yes__ No__ Not sure__
- 4) Would the test be suitable for young learners?
Yes__ No__ Not sure__
- 5) Would the test be interesting for young learners?
Yes__ No__ Not sure__
- 6) Would the teacher learn something useful from the results?
Yes__ No__ Not sure__

When Student Teachers have completed the task, ask pairs to share their rating with another pair and then wrap up the activity with a whole-class discussion.






Student handout 16 (Week 16, Session 4)

Sample tests

S

1) Gap filling 1

Look at the pictures and write the appropriate word in the gap next to each picture.

This is my  _____. She sleeps in a  _____ in our  _____ and eats  _____. During the day, she likes to sleep on the  _____ in the sitting room.

2) Gap filling 2

Look at the words in brackets in the text below. Write a word which is opposite in meaning to each bracketed word.

My friend Nabeel always gets up (*late*) early. He likes to have a (*cold*) _____ cup of tea and a (*hard*) _____-boiled egg for breakfast. He lives (*far from*) _____ my house, and we (*never*) _____ go to school together.

3) Object naming with a picture

Give each child the same picture (for example, a picture of a room with a number of different objects in it). Under the picture, give the names of five objects in the room. Instruct children to draw a line between the name and the object in the picture.

4) Object recognition with a picture

Give children three pictures for each question (for example, a picture of a coat, cat, and car—words with similar sounds). Read aloud a prepared sentence pertaining to one picture. For example: 'Yesterday I saw a beautiful black *cat* in the street'. Instruct the children to circle the correct picture pertaining to the sentence.

5) Activity naming with a picture

Give each child the same picture in which different people are doing different activities. Below the picture, provide a list of five or six names. Read aloud a prepared sentence pertaining to the picture. For example: 'The boy with the cricket bat in his hand is named Amin, and he is talking to his friend Samir'. Then direct children to draw a line between each person in the picture and the name given below.

6) Drawing a picture based on spoken instructions

Read aloud instructions for drawing a picture. Instruct the children to listen to the instructions and draw a picture based on what they hear.

The following is a simple example:

- Draw three big fish swimming in the water.
- Colour the fish in the middle red and the other two yellow.
- Draw a boy swimming above the three fish. Colour his swimsuit blue.

The following is a more complex example:

- Draw a large square in the centre of your paper.
- This square is a house. Draw a door at the bottom of the square in the middle.
- Write a number at the top of the door.
- Draw a door handle on the right side of the door.
- Draw a round window to the left of the door.
- Draw some green curtains at the window.

7) Listening to a story and completing multiple-choice questions

Give out a question sheet with a series of numbered multiple-choice answers.

The following is an example of a selection of multiple-choice answers:

- a) At six o'clock
- b) At six thirty
- c) At seven o'clock
- d) At seven thirty

Read aloud prepared questions for each set of answers.

The following is an example of a question to accompany the above answers:

‘Last night I went to bed late, so when my alarm clock rang at six thirty this morning, I didn’t want to get up at all. I stayed in bed until seven and then took a quick shower...’

Then instruct children to circle the appropriate letter on the answer sheet.

8) Testing speaking skills

Speaking tests can be very stressful for any learner, so the tester should try to create a relaxed atmosphere. Test one child at a time for a period of five minutes, asking the same questions to every child. It is a good idea to start with a casual warm-up that will not be graded. In the case of very young children, the tester could produce a soft toy and ask the child some questions about it (such as ‘What colour are its eyes?’) as a warm-up.

After the warm-up, the tester can choose the actual test questions. The following are some examples:

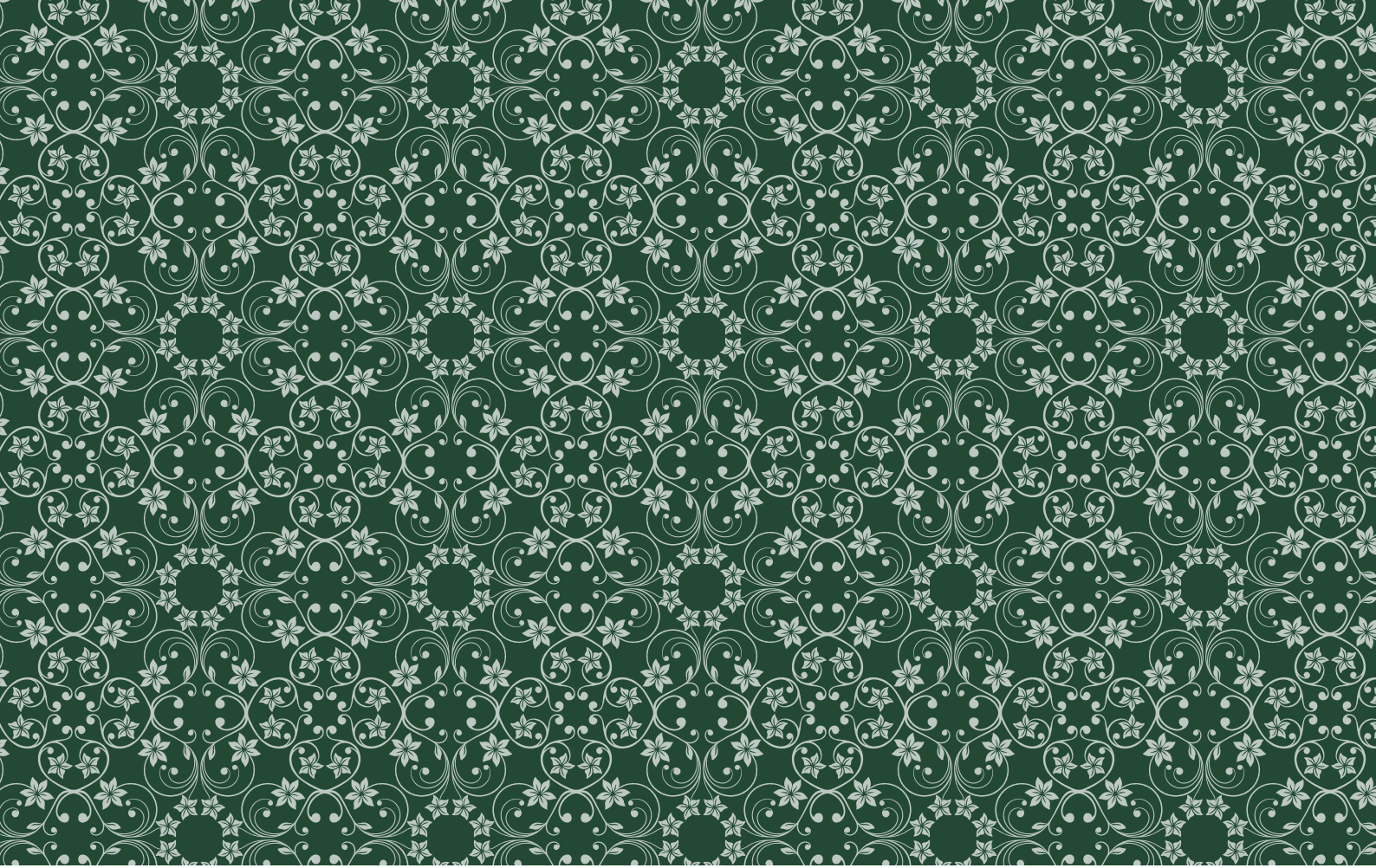
- Give the learner a picture. Ask questions about the picture, such as ‘What is the girl in the pink dress doing?’ Instruct the learner to respond to the questions.
- Show the learner two very similar pictures and ask the child to spot and explain five differences between the two pictures.
- Show the learner four pictures, one of which doesn’t fit with the others. Instruct the child to explain why one picture is the odd one out. For example, there could be pictures of a banana, an apple, an orange, and a potato. In this case, the potato would be the odd one out.
- Ask the learner simple questions about family members or favourite foods, sports, TV programmes, or hobbies.

To score a speaking test, you can award one mark for each correct answer, or for longer spoken responses, you can use the holistic scoring guide outlined in Session 2 of this unit.

Assignment for Unit 6

Ask Student Teachers to choose one test type from the seven examples given above and instruct them to do the following:

Design a 10-item test based on the chosen example for a specific age group. Identify your purpose in giving the test and what information you would expect to learn from the test results. Bring your test to the next session (Session 4 of Unit 6) and try it out with a partner by having your partner take the test. After completing the trial of your test with your partner, make any necessary changes to improve your test during the rest of the session, and ask your partner for comments on the changes. When you feel happy with your completed test, submit it to your Instructor for feedback.



Higher Education Commission