



Bachelor of Education

Teaching English

EDBN 1412

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বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়

Teaching English

EDBN 1412

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প্রধান সমন্বয়ক

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Chapter 1 : Improving My English (Blended skill practice)

Every day we need to use English in different situations: meeting people, chatting with friends, shopping, visiting a doctor, for the directions in the street, discussing problems with classmates, describing something, giving commentaries and anchoring programmes or delivering speech etc. Learning a language means having a good command over using English in these situations. This unit will focus on some situations and the necessary expressions used in those situations. They are-

- 1.1 Introducing oneself and others, giving directions
- 1.2 Describing pictures, processes and family trees
- 1.3 Presenting programmes, giving commentaries on (cricket, football, etc.), extempore speech

1.1 Introducing Yourself and Others, Giving Directions

Introducing yourself and others

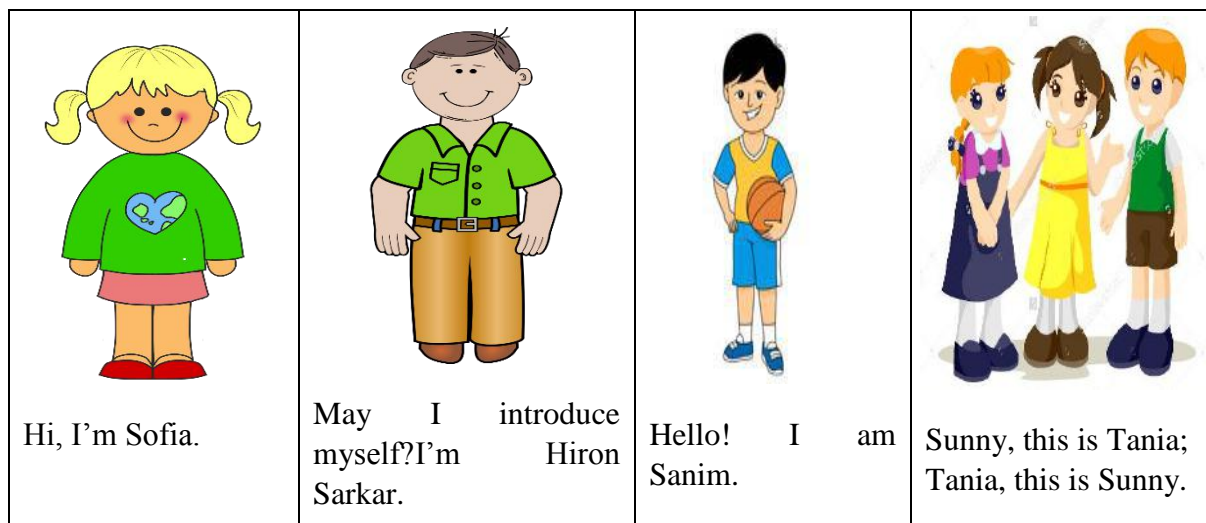


Fig. 1.1 Introducing Yourself and Others(1)

When we meet one another for the first time, we need to introduce ourselves. In different situations there are some specific phrases to introduce someone and others. For example, in a formal situation we can use, "Let me introduce myself. I'm ...", while in a less formal situation we have to use, "Hi. I'm ...", whereas if we have to introduce someone to other people we use, "Let me introduce you to....." etc. Here is a list of essential expressions to introduce yourself and others.

Introducing yourself	Introducing others:	Useful responses
<ul style="list-style-type: none"> • Hello. My name is ... • Hi. I'm... • May I introduce myself? I'm... • Let me introduce myself. I'm ... • I'd like to introduce myself. I'm... • How do you do? (Only on first meeting) My name is... 	<ul style="list-style-type: none"> • I'd like to introduce you to..... • Manik, please meet..... • I'd like you to meet..... • Have you met.....? • Manik let me introduce you to..... • Nazrul, this is Maloti; Maloti, this is Nazrul. 	<ul style="list-style-type: none"> • Nice to meet you. • I'm pleased to meet you. • It's a pleasure to meet you. • Glad to meet you. • How do you do? • Nice to meet you. I'm ... • Pleased to meet you. I'm ... • It's a pleasure to see you. I'm... How do you do?(Only on first meeting)

Fig. 1.2 Introducing Oneself and Others (2)

Some useful expressions

There are some specific suggestions for good standard of speaking.


	<p style="text-align: center;">Some Tips:</p> <ul style="list-style-type: none"> ➤ Speak clearly and confidently ➤ Your voice should be clear and bold ➤ Eye contact ➤ Greet and say your name clearly ➤ Straight posture ➤ Express your feelings while talking
---	--

Fig.1.3 Some Useful Expressions

Some examples of conversations

Example conversation-1

A: Hi, I'm Smriti.

B: Pleased to meet you! I'm Ima.

Example conversation-2

A: Good morning. I'm Nazmus Saleh.

B: Pleased to meet you. I'm Sankar Sarkar.

A: Good to meet you.

Example conversation-3

A: Sadat, this is Anondo. He's a friend of mine.

B: Hi, Anondo. Nice to meet you."

Anondo:"Good to meet you,Sadat.

Example conversation-4

Diya: This is Farzana. She's my cousin.

Mufi: Hi Farzana. Pleased to meet you.

Farzana: Pleased to meet you too.

Fig. 1.4 Some Examples of Conversation

Things to remember :

- When introducing yourself or other people in a formal situation use full names. (I'm Javed Haider.)
- "**How do you do?**" is not a question, it means "Hello". This is used only on first meeting

Read the following dialogue about introducing yourself with others

Suppose you are Salim and you want to talk with a person (Protik Barua) whom you don't know. Now make a dialogue between you and Protik.

Salim: Hello! May I introduce myself? I'm Salim.

Protik Barua Hi, I am Tonmoy Chowdhury. Are you waiting for the train?

Salim: Oh, yes. Where do you come from?

Protik Barua I'm from Rajshahi.

Salim: Have you come here for a visit?

Protik Barua Oh, no. I'm working for an NGO here. I have to travel many places for doing my works and I enjoy it a lot.

Salim: How do you feel here, at Panchagarh?

Protik Barua I feel great because people here are very friendly and cooperative and the natural scenery is great.

- Salim: What about your city?
- Protik Barua: Oh, sure! My city is also beautiful.
- Salim: Well, my train has come. It's nice to meet you. Bye!
- Protik Barua: Nice to meet you, too. Bye.
- Task 1 Work with a classmate. Prepare a dialogue introducing yourself to each other.
- Task 2 Suppose you and your friend meet a foreigner in your village; she has come to Bangladesh for the first time. Now prepare a dialogue introducing you and your friend to her. The dialogue should have at least 100 words.

Asking for and giving direction

Read the following dialogue between Rony and Akhi. Have you ever been in such a situation?

Rony: Excuse me, could you tell me how I can get to the bus station?

Akhi: Yes, no problem. Keep walking straight ahead, then after you pass the supermarket you have to turn left. Then take the first right turn and it's across the bus station. You cannot miss it!

Rony: Thank you so much! I am a newcomer here, so I don't know how to get to that place yet.

Akhi: Oh, I am happy to help you! Sometimes it's really tough to find an address here; the city is so vast!

Rony: So just to have a double check, keeping walking straight ahead till I pass the supermarket, I have to turn left and take the first right. Then it's across the bus station. Is that correct?

Akhi: Yes, that is correct.

Rony: Well, thanks for helping me. I must go and catch my bus, hopefully I haven't missed it!

Akhi: OK, bye.

When we are in a new country and at a new place we need to ask for a direction to get to a destination; sometimes we need to give directions too. Here are some essential phrases and vocabularies for asking for and giving directions.

- How do I get to ...?
- What's the best way to ...?
- Where is ...?
- Excuse me, could you please tell me where is?
- Go straight on (until you come to ...).
- Turn back./Go back.
- Turn left/right (into ...-street)
- Take the first/second road on the left/right
- It's on the left/right.
- straight on
- opposite
- near
- next to
- Go along ...
- Cross ...
- between
- at the end (of)
- on/at the corner
- behind
- in front of
- (just) around the corner
- traffic lights
- crossroads junction
- signpost

Some signs to understand the directions

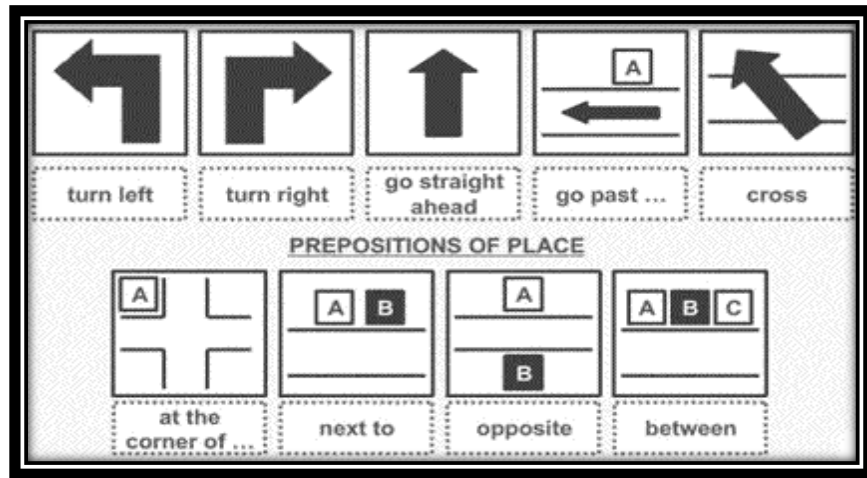


Fig. 1.5 Giving Directions

In the fig 1.5, you can see some signs to use when we give and take directions to some place: for example, how to go to left and right of a street or how to get to the corner of the road.

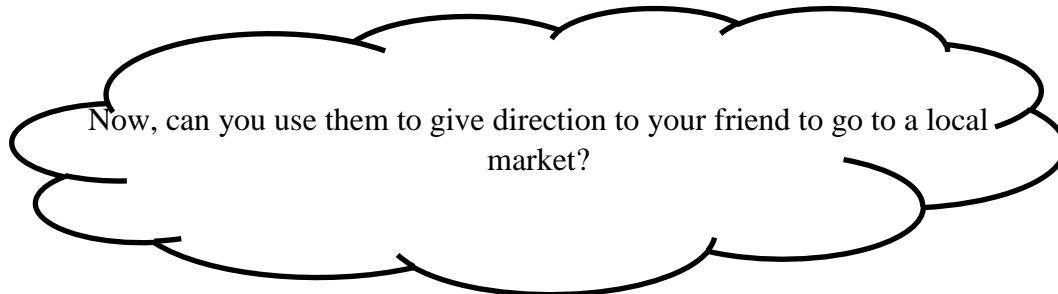


Fig. 1.6 Direction Task

Task1: Can you read a map? Carefully observe the map below. Get into groups of four students and practise dialogues to ask for and give directions among yourselves.

Example :

A: Excuse me. Can you please tell me, how can I get to the?

B: Yes, I can help you. At first take Rani Bilashmani Road and then turnand pass the.....

(In this way you will follow the map)

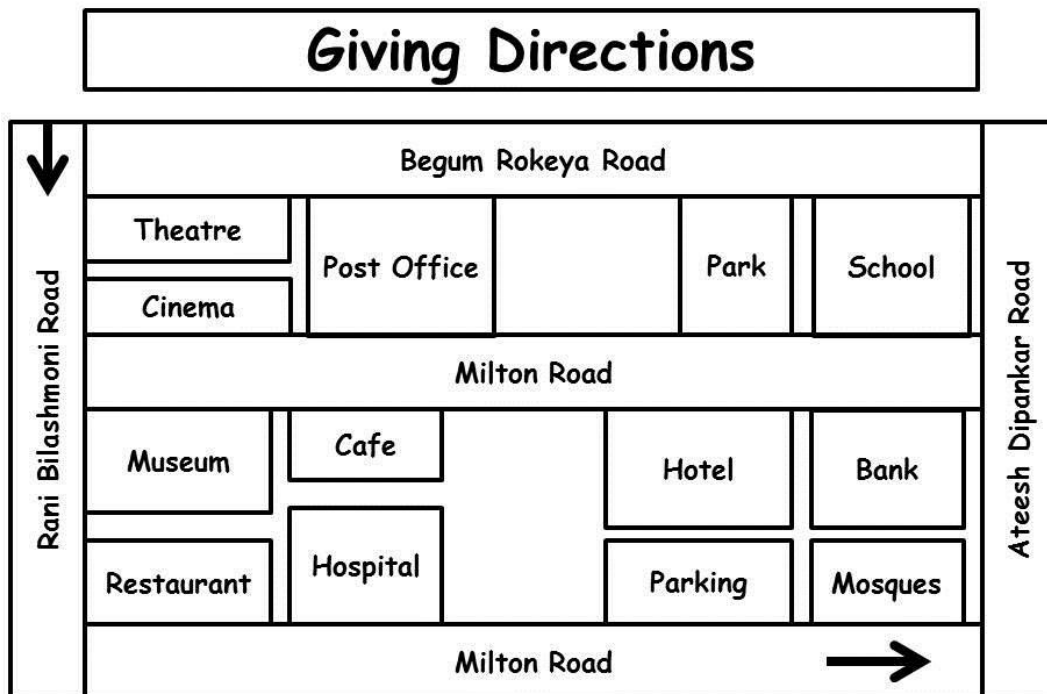


Fig. 1.7 Giving Directions

Task 1 :

Develop a dialogue with your partner on asking for and giving directions to the local children park.

Task 2 :

Take a map of your city and make round marks around the important landmarks of your city. Then give directions on how to reach those places from your institution.

1.2 Describing Pictures, Processes and Family Trees

What is a description?

A description is a detailed spoken or written account of the certain or significant aspects, characteristics, or features of a person, an object, or an event or a subject matter.

Describing a picture



Fig. 1.8 Jungle Picture

Make six sentences that describe the picture above.

1.....

2.....

3.....

4.....

5.....

6.....

In a picture there may be some people or there may be the people doing activities. To describe a picture, you look at it carefully and focus on the picture first. Be as precise as you can. Use present continuous verbs to describe what is happening. If there is a person or people in the photo, you will need to describe their appearance. When you describe a picture try to follow the techniques below.

a) At first describe what the picture is (i.e. poster paper, a photograph etc.). For example

- The photo/picture shows ...
- It was taken by/in ...
- It's a black-and-white/coloured photo
- a painting, a drawing, an advertisement, the cover of a book, a map, a scene from a film, a chart / a graph

b) Where the things are in the picture and in which position

- In the foreground/background you can see ...
- In the foreground/background there is ...
- In the middle/centre there are ...
- At the top/At the bottom there is ...
- On the left/right there are ...
- Behind/In front of ... you can see ...
- Between ... there is ...

Position grid

• On the top left-hand corner	• At the top	• Right-hand corner
• On the left-hand side	In the middle • at the centre	On the right-hand side •
In the bottom left-hand corner •	At the bottom •	In the bottom right hand corner •

Fig. 1.9 Position Grid

c) Who is doing what?

It is the time to describe the activities of the persons in the picture. You must use present continuous tense in your description. For example, the farmer in the picture is cutting paddy in the field.

Sometimes you have to use some guess words if you are not certain what is happening in the picture. For instance,

- I think / suppose/guess it is
- May be/Perhaps...
- I cannot quite make it out, but ...
- Probably/Perhaps
- It can/could/might (not) be....

d) What do you think about the picture?

- It seems as if ...
- The man/ lady/ person seems to ...
- Maybe ...
- I think ...
- ... might be a symbol of ...
- The atmosphere is peaceful/depressing ...
- I (don't) like the picture because ...
- I expect/ I imagine it is...
- It/he must be...

Now, look at the picture Fig.1.10 carefully and describe the picture mentioning the following features.

√the background

√number of persons and their appearance

√their activities

√your opinions

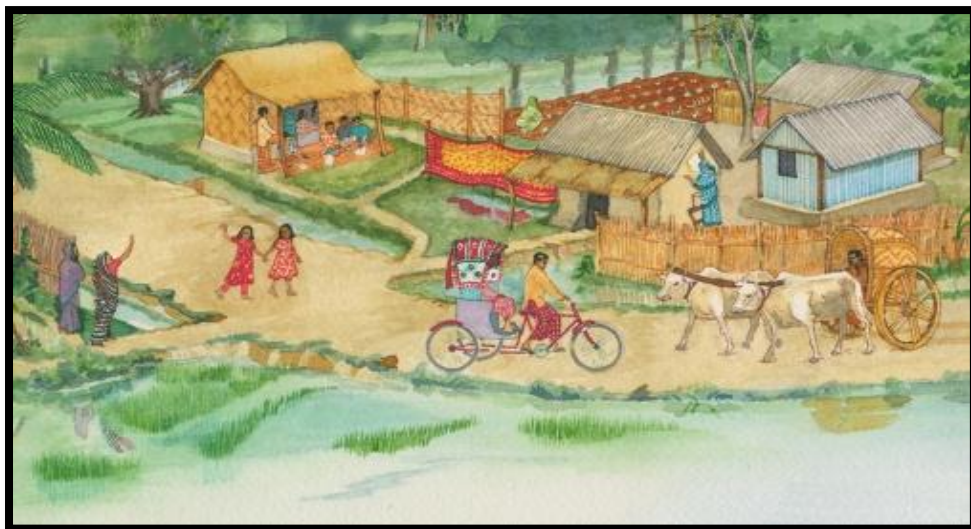
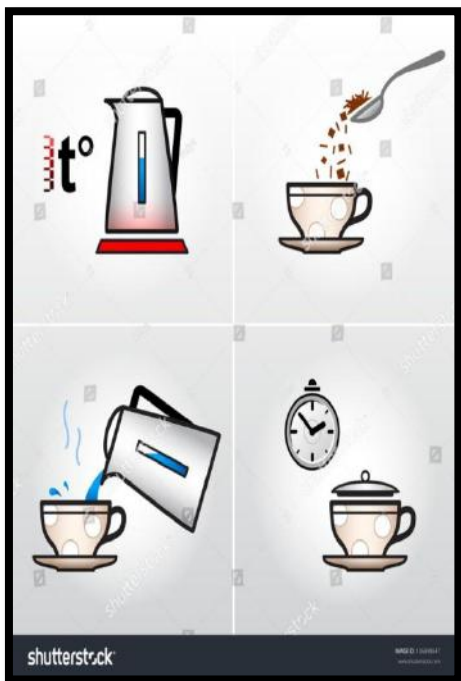


Fig 1.10 Describing Pictures

Describing a process

Describing a process means speaking or writing about how something is made or how something happens. For example, how to cook something or how photosynthesis happens.

Look at the picture and read the paragraph below.



Tea is a great drink. It removes our fatigue and refreshes us. But many of us do not know how to make a cup of tea. To make a cup of tea is not a hard matter. **First**, you have to take one and a half cup of water into a kettle. **Then**, you have to put the kettle over a stove and heat it until the water is boiled. **Next**, put two teaspoonfull of pulverized tea leaves into the hot water. Let the tea in the kettle stand for a few minutes for the tea to brew. **After that**, take the kettle aside from the stove when the water has turned into red colour. **Finally**, you have to pour the liquor into the cup through a strainer. You can mix some sugar and milk with the liquor if you want milk tea and stir it

Fig. 1.11 Describing a Process

Necessary expressions to describe a process :

I. Beginning	II. Continuing	III. Ending
a. To start with b. To begin with c. First d. The first thing to do is..... e. First of all	a. And... b. Then... c. And then... d. Next ... e. After this f. Following this.... g. When h. Once i. While ...	a. Finally b. Lastly c. To finish d. At last

Fig. 1.12 Expressions

Task1 : Complete the following exercise. Use the expressions written in fig. 1.12.


<p>I like lemonade very much and make it regularly at home.- -----, I get six lemons to make lemonade. ----- -----,I cut the lemons in half and squeeze out the juice. I pour the juice, through a strainer to take out seeds-- -----,I add about a half cup of sugar to a cup of water to dissolve the sugar-----, I mix lemon juice, sugar and some more cups of water.----- -----, I add a lot of ice to make it cold. It is delicious!</p>	
--	---

Fig. 1.13 Describing a Process(2)

Task 2 : The following is a diagram on paper recycling process. Write a detailed description of how paper is recycled.



Fig. 1.14 Process of Recycling Paper

Describing a family tree

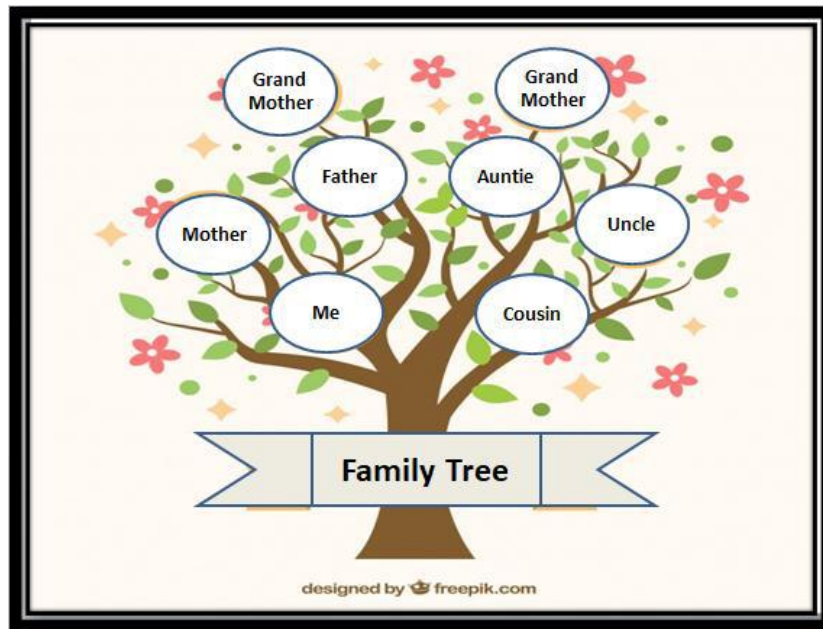


Fig. 1.15 Family Tree

What is a family tree?

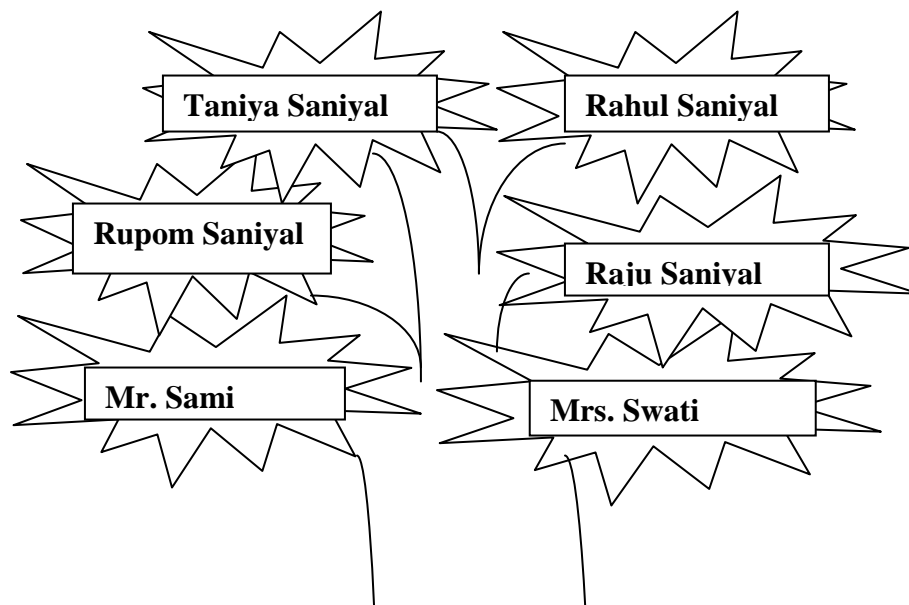
According to **Collins Dictionary**, a family tree is a chart that shows all the people in a family over many generations and their relationship to one another. To describe a family tree we need to understand family relationship. First, let us discover who is who in the family and their relationships with other members in the family.

Types of family

- **Immediate Family:** your closest relatives = mother, father, son, daughter, brother, sister, husband and wife.
- **Nuclear family** = mother, father and children
- **Extended family** = mother, father, children, along with their grandparents, uncle, aunts etc.
- ❖ Children of your aunts or uncles are your **first cousins**. (In English, the word cousin is used, whether the cousin is female or male.)
- ❖ Your female cousin is your mother or father's **niece**,
- ❖ A male cousin is the **nephew** of your mother and father.

- **Single-parent / one-parent family** - a family which only has one parent (because the parents are divorced, or because one of the parents has died).
- **Close-knit family** - a family where the members have close relationships with each other: "They are a close-knit family."
- **Blood relative** - a relative connected to you by "blood" rather than through marriage: "She's not a blood relative, but we're still very close."

Let us try to follow the family tree and read the description of the family of Raju Saniyal :



Hi, I'm Raju Saniyal. There are 6 people in my family. I have two brothers and one sister. I am the second oldest of my brothers and sister. My Dad Mr. Sami Saniyal works every day from 8 am to 8 pm in his office. His job is to manage an IT firm. My mom Mrs. Swati Saniyal doesn't work outside the home. She is the home manager. She raises the kids and cooks every day. My oldest brother, Rupom Saniyal is 23 years old. He works in a local shopping mall. My younger brother, Rahul, is 18 years old. Every day he goes to school and sometimes he goes to work. He also helps my parents when he has free time. He had diploma from high school and now he is enrolled in a University. My parents are proud of him very much. Last but not the least, my sister, Taniya is 11 years old and a cute girl. She is in class five. I think she is a very smart girl. I love my family members very much.

Fig. 1.16 Description of Family Tree

Ask your friend questions about his family and draw his family tree in the box (Fig. 1.17) :

For example :

- What is your father's name?
- What's your mother's name?
- Do you have any brothers and sisters?
- What are their names?
- Are they married?
- What are the names of their children?"

MY FRIEND'S FAMILY TREE

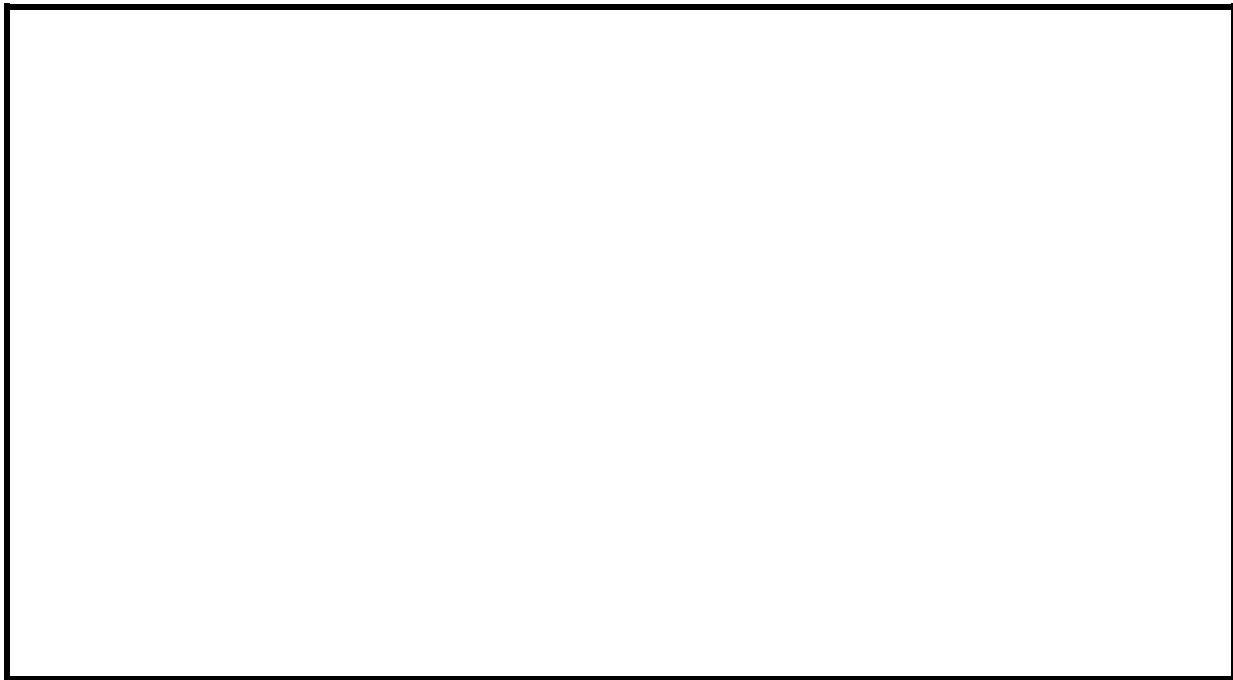


Fig. 1.17 Drawing Family Tree

Sample questions

1. Draw your family tree and your friend will ask you some questions to learn more about your family members and vice versa.

1.3. Presenting Programmes, Commentaries and Extempore Speech

In our social life sometimes we have to do some public speaking. For example, programme anchoring / presenting, delivering speech or giving sport commentaries. To become a great speaker in these contexts some set format of expressions or vocabulary is necessary to master.

Presenting Programmes



Fig 1.18: Presenting Programmes

Presenting or anchoring programmes is not an easy task. Anchors are the controlling power on the stage and running the function. The anchors need to be prepared well with enough rehearsal before the programme. And they need to know about all the skills and tricks to keep the audience entertained and amused. As a matter of fact, the most significant part of organising a function is to have a good script.

Presenting programmes may range from anchoring a cultural function to a seminar. There are different manners of anchoring a programme in different situations. But usually it has a common structure. Before further discussion, let us read carefully the written script of an annual function of a school.

Sample presentation script for an annual function in a school

Good evening!

Ladies and gentlemen, we are finally here, on behalf of the chairman, principal, vice principal, management, (*the name of the academy*) staff and students, I take this grand opportunity to welcome our eminent programme inaugurator, respected chief guest (the name of the chief guest). We have also among us other eminent personalities (*the names of other guests*), we have our honorable trustees, we have a galaxy of individuals and dignitaries with us today to grace this auspicious occasion where (*the name of the academy*) celebrates its (*the name of function*). So can we hear claps for the team of (*name of the academy*)?

.... (*the name of Academy*) believes that today's education is tomorrow's future of the child. We intend children to inherit the skill and personalities suitable for our culture; and, at the same time, we want to make them globally competitive without burdening their brave innocent minds.

After spending a lot of time thinking about that beautiful shimmering image of the school, the stunning successful inspiration flaunts that the (*the name of the academy*) group is now one of the largest communities of the schools delivering best-educated communication through their services to the children and, therefore, the society.

Ladies and gentlemen, thank you for your presence here, and remember your encouragement is what will make your children cheerful. So please make sure parents, you keep cheering all the children after every programme.

Now, with the permission from the hon'ble principal we will begin our journey. The auspicious journey starts with the recitations from the Holy Quran, the Holy Geeta, the Holy Tripitok and the Holy Bible respectively by our students.

The holy Quran will be recited by (*The name of the student*)

The holy Geeta will be recited by (*The name of the student*)

The holy Tripitok will be recited by ... (*The name of the student*)

The holy Bible will be recited by ... (*The name of the student*)

(After the recitation from the holy books)

So our programme starts with the auspicious notes from the holy books; now to proceed further:

All the members of (*the name of the academy*) are requested to be on the stage for the school anthem. I ask all the members of ... (*the name of the academy*) to be on the stage for the school anthem and as a mark of respect, I request all of you to stand up in the honor of anthem, please.

(After the anthem)

Thank you. Ladies and gentlemen, we are all like a big family, our staff, teachers, and every member of (*the name of the academy*) works together to be compassionate, enthusiastic and make an excellent contribution to your children and get them on their toes.

Thank you so much.

To move further, may I now request the principal to scout and felicitate our programme inaugurator ... (*the name*), may I now have a loud round of applause for them.

(After the felicitation with shield/flowers) May I now request the vice principal to scout and felicitate our honorable chief guest ... (*the name of the chief guest*)? Please give him/her a big hand to be present on the stage. Let the clap be a little louder.

(After the felicitation with shield/flowers) May I now request our Assistant Director Mr. Ms. ... (*the name here*) to scout and felicitate ... (*the name of any eminent guest*)? Can we have a big round of applause for him/her, please?

(After the felicitation with shield/flowers, to introduce welcome speech) May I now request Mr. / Ms. ... (*the name here*) to say a few words, please Sir/ Ms. I request you to be present on the stage and share your precious words?

(After the speech) Thank you, Sir. We are equally honored to have you with us today here.

May I now request Mr./Ms. ... (*the chief guest*) to say a few words?

Thank you, Sir for sharing your inspiring words.

(After the speech)

May I now request our honorable Principal, the most senior and most precious one of our family to felicitate and may I hear the thunder for him/her.

(After the felicitation of the eminent guest and personality) I now give the floor upon the principal (*insert the name of the head*) to please take the vote. Please ladies and gentleman a big round of applause for the shining star of (add the name of school)

#Speech of the Principal

(After the speech of the Principal)

Thank you, Sir/ Madam, for sharing your precious words.

Students' performance

(To call the students to come on the stage for a chorus song)

Ladies and gentleman, the programme inaugurators have organised many beautiful montage and exhibitions which will be performed by our magnificent students. Now to alter your impression I would like to call the students from (*insert the class*) to come on the stage and show their talent. Please, may I hear the thunder for them!

(After the performance)

Just wonderful! Their song reminds us of the martyrs who have sacrificed their lives for the sake of an independent country.

(To call the students to come on the stage for a group dance)

Now this is the time to call the students to make the atmosphere charming and beautiful. Please give them a big hand to perform here and alter your impression.

(After the performance)

Indeed, it was a great performance by the students.

Now we have the students from ... (*the class*) right in front of you to perform for you.

(After the performance)

That was a great performance and I was thrilled by that performance.

To felicitate the position holders, I would like to call ... (*the name*) on the stage. Please give him/her a big hand to be present here and present the appreciation awards to our diligent students.

Closing

To rock the stage I would like to call the students to perform and show their talent to you. Please, a big round of applause for them.

(After the closing performance)

Thank you. You are a wonderful audience and we hope that we have been a good host equally. Once again thanks to the hard work that all the team members have done: teachers, students, organisers and every team member to make this possible and what you witnessed was really their efforts and hard work. Hope to see you again with your kind and enthusiastic presence.

Good Night!

You must have observed that this presentation script has a structure. It has got-

Opening

Grabbing the attention of the audience and greeting everyone including the guests, speakers and the audience

Inaugural session

- a) Specifically acknowledge and welcome any important guests and thank them for coming.
- b) Give your credentials and introduce your function

Formal opening

With the recitations from the holy books (optional), b) national anthem, c) delivering speech:

- i) Welcome Speech; ii) Special guest/s; iii) Chief Guest (iv) Chairperson

Student performance / Discussion meeting

Giving away awards and felicitations

Speech President of the meeting

Closing

- a) Closing speech (optional); b) Formal closing remarks c) Vote of thanks

It is very safe to follow this structure for presentation, in any meeting or even in seminar with minimum reconstruction.

Some techniques to open and close any cultural/ annual / meeting /prize awarding functions

Mostly we have to anchor or present the programmes mentioned above. To make a strong impression over the audience is instrumental for the anchor, so we can use some techniques to start and to close the programmes.

Some Attractive Openings for Presentation

Ask an open-ended question

You can start a presentation by asking an open-ended question. This question creates many a mystery; it opens a knowledge gape and makes the audience wonder about how you will close it. Do not ask a Yes or No question, for instance I didn't ask "Can flowers and garlands make people happy?" Instead use an open-ended question to create a knowledge gape that you later close in your presentation.

Start with a story

You can effectively start a presentation with a story or an anecdote that illustrates the key point of your presentation because people really pay attention whenever someone begins to tell a story.

A bold statement

You can start your presentation or speech with a bold statement. Most of the good speakers start their presentation with bold statements and they reflect confidence.

Imagine something

Tell your audience to imagine something. Tell them to think of a situation, pretend to be somewhere, or imagine someone, for instance, imagine that you are in a garden filled with hundreds of butterflies and waiting to fly with them. Almost instantly, the imagination open makes your audience a part of your presentation. They are actively engaging with the content of your speech.

A quote or a fact

You can start with hard evidence, usually in the form of a quote or documented fact. If you decide to start with a quote, make sure to mention the context and author for the credibility of your presentation.

A striking closings for presentation

Striking story

Most of the people, in the conclusion, come with the story told in the introduction, which can be a great technique.

Call to action

If you end with a call to action, it must be short, clear and well phrased. Some people end their speech with the title, which is also a great technique.

Memorable quotes

Another way to end a speech is to say any good quotation. If you end with a quotation, it must be relevant and specific. Your quotation will be more effective if it's personal, or if it comes from a person well known to your audience.

Sample questions

1. Among the opening techniques which one do you prefer and why? Elaborate.
2. Make a short script for a presenter of a discussion meeting on the eve of International Mother Language Day in a college.

Sports commentary

When a sports commentator gives a running commentary on a game in real time that is a sports commentary. Usually it happens during a live broadcasting of a game, e.g. football, cricket etc. We experience action of the moment and the magic of emotion at the same time from the description of an excellent sports commentator. Among the sports, cricket is one of most popular games in the present world. Here we will share something from cricket world. Let's read two examples of cricket commentary-

1. Ball to ball commentary of 11th over from South Africa vs. Bangladesh 1st ODI Bangladesh-tour (15-10-2017)

11.1
1
Shakib Al Hasan to Amla, 1 run, full on middle stump, pushed down to long-on
11.2
0
Shakib Al Hasan to de Kock, no run, back of a length on off stump. Looks to go back and punch into the covers, only manages an inside-edge that rolls towards midwicket
11.3
1
Shakib Al Hasan to de Kock, 1 run, fuller now, driven down to long-on
11.4
1
Shakib Al Hasan to Amla, 1 run, full on the pads, clipped to deep square leg
11.5
1
Shakib Al Hasan to de Kock, 1 run, down the track and Shakib bowls it flatter and quicker, angling into the batsman, who shows a full face to pick up a single to long-on
11.6
2
Shakib Al Hasan to Amla, 2 runs, back of a length, angling into off stump. Let's it come on and dabs gently to the right of backward point. He sprints in, picks up, and throws to the bowler's end, but they complete the single easily, and there's no one backing up so they also pick up an overthrow.

Fig. 1.19 Sports Commentary

When Adam Gilchrist dived to take a blinder at Perth, it was the comment from famous cricket commentator Harsha Bhogle.



Fig. 1.20 Cricket Commentary

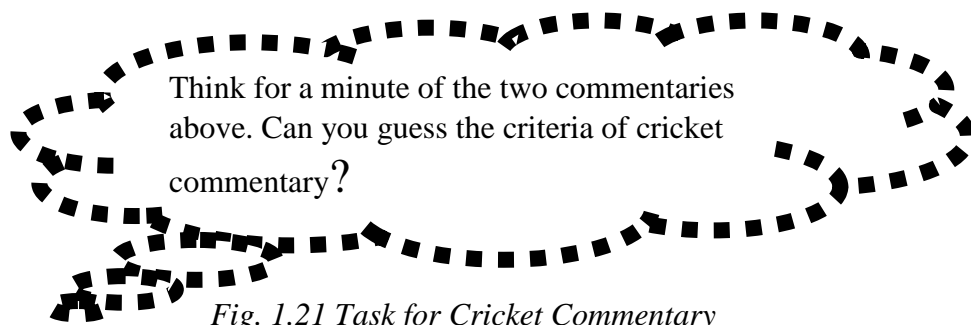


Fig. 1.21 Task for Cricket Commentary

Some Cricket vocabulary to know

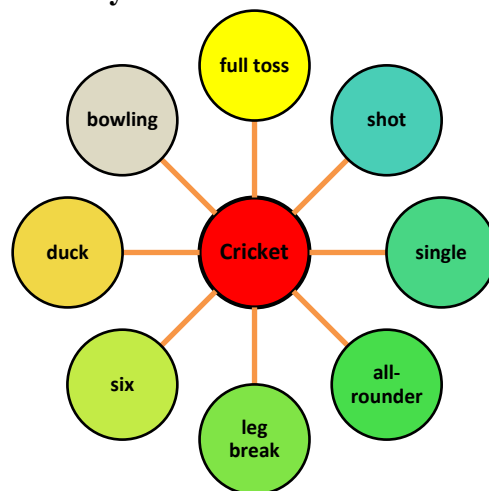


Fig 1.22 Cricket Vocabularies

Tips to be an efficient cricket commentator:

- ✓ A commentator needs a good voice, with clear enunciation and good diction.
- ✓ S/he must have in-depth knowledge on the game.
- ✓ This position demands a combination of ready wit and intelligence.
- ✓ You must repeat exactly what the viewer can see.
- ✓ Add your adjectives or appreciative noises to the remarks you have made. These adjectives or noises can be added as prefixes or suffixes to your description.
- ✓ Create an image in the mind of the audience appealing to their five senses so they can relate themselves with the game..
- ✓ To make the commentary more compelling, use storytelling techniques that focus on the strategic and psychological aspects of play.

Some interesting expressions from the commentator

- To praise a very good shot: Shot! Top shot!
- If you wish to say that the batsman has hit the ball hard: He used the bat as a bludgeon
- If the batsman hits a ball for six: It's gone like a tracer bullet! And that's six!
- An odd expression used when any fielder gets under a catch: Straight down the fielder's throat!
- Congratulations for bowler: He's bowling a good line and length!
- A soft expression used to comment on an agonizing loss for one of the sides: Cricket is the winner!

Kick off



Fig.1.23 Football Match

Task 1:

Now, sit together in pairs and make lists of at least 07 football vocabularies for the class. A pair must be ready to explain a word in their list, if necessary.

Task 2:

Write five sentences on a football commentary using the vocabulary you have learnt.

Extempore speech



Fig. 1.24 Extempore Speech

In school/college, it is quite a common thing to deliver an extempore speech. Extempore speech is created then and there. It is an event of saying words and phrases in a short span of time where you will be showing the confidence and the capacity to think, articulate, and project yourself. Some organisers give a minute or two to the speakers to organise their thoughts before speaking.

Aims of Extempore Speech

- Extempore speech enables the student to think out of the box.
- It is a great platform to develop communication skills and time management.
- It pushes one to conceive and generate ideas without any preparation.
- It makes them address and analyse the issue on the spot.
- It improves logical thinking and reasoning ability in a learner.

Preparing for Extempore Speech

- ✓ Know what to speak before delivering the speech. Ponder over the topic for some time and prepare the flow of delivery.
- ✓ Do not start fast, as you are likely to end much earlier than the given time.
- ✓ Confidence, along with knowledge, always helps, even in abstract topics where you are tested on presence of mind, spontaneity and analytical skills.
- ✓ Don't get emotional about the topic; don't deviate from the topic and talk about irrelevant stuff.
- ✓ In case of controversial topics you may choose to explore both sides.
- ✓ However, one has to be careful about the time constraints while taking this stand.

Sample questions

1. Arrange for a short span extempore speech programme with five topics with your partner.
2. Make a group of 5/6 students. 2 of them will be judges, 1 of them will be timekeeper and 2/3 will be contestants. Read the following topics quickly and deliver speech respectively on two topics. You will get two minutes at the starting for preparation.
 - If I had a million dollars to give away
 - A trip to remember
 - My favorite day of the year
 - If I could design a school
 - Why books are important
 - Three surprising facts about me
 - How to plan a party
 - A job I'd love to have
 - A day in my life
 - If I could travel through time
 - My favorite book
 - An important lesson I've learned
 - Three things I'd change if I ruled the world
 - Why sports are important

Chapter 2 : English as a Lingua Franca

English is the most popular language among languages spoken by the people in the world. This language is chosen by the native speakers of different languages to communicate among them. Historically, the English dominated many parts of the world. As it was the language of the colonial administration, inhabitants also considered this language important to learn for their necessity. Besides, with the introduction of the formal education system by the British Government, English language education opened a door to the foreign language learners. Now English is considered as a 'Lingua Franca'. Non-English speaking people around the world are communicating in English either as foreign speakers or as second language speakers. English became the language of the global affairs. 'Varieties of English' is a burning issue among the language users. This chapter deals with-

2.1. Definition and Characteristics of Language

2.2. Importance of English Language and its Varieties

2.3. Developing Language

2.1 Definition and Characteristics of Language

Language is a unique behaviour of human being. Only a human being can communicate ideas, feelings, desire, and emotions through language. However, language is not a simple behaviour; rather it is a complex behaviour; as a human being uses sound or voice, facial expressions, physical organs, written signs and symbols to communicate. The combination of all these behaviour is language. It is not easy to understand the language by this comment, because all these means cannot be enough for a successful communication always. Many words may not be enough to express the real message, where single word is enough to communicate the whole matter. Various philosophers, psychiatrists, and linguistics are involved to study the nature of language and many of them have tried to define language according to their observations.

What is language?

To reach to an acceptable definition of language, we should go through different definitions of language given by different studies done by various specialists. The earliest definition as we have found is the definition of Aristotle. According to **Aristotle**, language is the combination of articulated voice or speech. It is produced by human beings to exchange any experiences, ideas and emotions.

There are many more definitions of language given by different writers. Some of the definitions are presented here chronologically.

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” (Edward Sapir 1921)

According to Leonard Bloomfield (1933) language is the totality of utterances used in a speech community.

"A language is a system of arbitrary vocal symbols by means of which a social group cooperates." (Bloch and Trager, 1942)

“From now on I will consider a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." (Noam Chomsky, 1957)

"Language is behaviour which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language. . . . Such body parts are controlled by none other than the brain for their functions." (Fred C.C. Peng, 2005)

"We can define language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences." (Bruce Goldstein, 2008)

"A language consists of symbols that convey meaning, plus rules for combining those symbols, that can be used to generate an infinite variety of messages." (Wyane Weiten 2007)

"We can define language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences." (E. Bruce Goldstein 2008)

According to Encyclopedia Britannica, language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate.

The definitions given above highlight some common points about language. Language is the medium of communication, combination of sounds and symbols, an arbitrary set of words and sentences, oral and written, a system used by a particular speech community of the human being, controlled by natural brain functions. Therefore, Language is an arbitrary system of articulated sounds and symbols naturally generated by human beings, out of complex brain function, to communicate with each other either orally or written form in the real life situations.

Characteristics of language

Language is one of the different human behaviour. This is not like the animal communication. It is not making some sounds only. It has several features. Studying the features linguistics determined some characteristics or properties of language. These characteristics or properties separate the human communication from that of animals. The properties are universal for the human being. Charles. F. Hockett (1960), a linguistic

anthropologist determined a number of characteristics which are called by him as the universal design features of language. According to Hockett there are 15 features possessed by any basic human language. Hockett differed with Chomsky, another linguistic theorist, that language is a biological quality innately learned. To him language is also a social behavioural phenomenon.

If we examine the definitions mentioned above we will find language possesses numbers of characteristics. Language is arbitrary, productive, creative, symbolic, systematic, vocal, social, non-instinctive and conventional which are described below-

Language is arbitrary

Language is arbitrary because there is no reason behind the use of any word to mean anything or any other language usage e.g. sentence, structure, pronunciation, spelling, etc. river in English, 'nodi' in Bangla, 'nadi' in Hindi, 'rivier' in French. All these words mean the same thing but name, spelling or pronunciation is different, why? There is no reasonable answer; it is only for the arbitrary nature of language. Although the source of the language is same later it changes into different ways arbitrarily. Therefore, there are so many languages in the world.

Language is productive

Language has productivity and creativity. The structural elements of human language can produce new utterances through different combinations. These utterances are not familiar to the language users. Yet, they can understand and communicate between themselves. Language proceeds and changes its way like a river. It also follows the necessity of the human groups.

Language is symbolic

Language is the combination of some sounds and symbols. These sounds and symbols represent some objects, events or meanings. These are selected arbitrarily and accepted conventionally. Different human groups have selected the sounds and symbols in their language without any specific causes. But these sounds and symbols mean sense when they are used with correct interpretations. The language is the correct interpretations of the sounds and symbols.

Language is systematic

The sounds and symbols in language are systematic. They are arranged in a system. There is phonological system which is related with phoneme, the unit of sound, and pronunciation. There is grammatical system related with vocabulary and sentence, their constructions and uses.

Language is vocal

Language is primarily vocal. Human being produces sounds through physiological articulatory mechanism. Human beings first utter vocal sounds. Writing comes later, writing or letters are the graphic a representation of the sounds of the language. Speaking is the primary skill and writing is the secondary skill of the language learning.

Language is social

Language is a social behaviour. This is a set of conventional communicative signals used by the human beings to communicate in the real life situation. This is the behaviour of the particular society. To learn or to be fluent in any language we need the social support. The human being can speak the language of the society where he/she lives. The child who grew up in the place alienated from the human society, he/she cannot talk in human language. He/she cannot communicate through language. Without having the opportunity of interactions one cannot be able to learn language. Language is a social tradition. Language belongs to the society which is the means of nurturing the culture of a particular society.

Language is non-instinctive and conventional

Language is not an immediate event. It is not a matter of creation following certain formula. Language is a continuous process of evolution and convention. It is transmitted from generation to generation. Language can change; language can die like other human institutions. If any language is not used currently by the particular group of people then it will die gradually. Languages grow in the human communities and expand by their everyday uses. By these features language is therefore a convention in a particular human society. Language is non-instinctive as it is acquired by human beings. Language is not an inherited ability. One has to acquire it through his/her innate ability. Animals cannot communicate among them through language. They do not have that ability to acquire language, they are guided by instinct. A human child has the ability by which he/she can acquire any language; he/she only needs favourable environment and efforts. That's why language is non-instinctive.

Status of a language

Though there are innumerable numbers of languages in the world, they can be categorised depending on their status in a country or in a community. The different statuses are described below.

First Language

First language is the child's mother tongue or the native language. The human child begins learning language with the first language by hearing from his/her nearest environment. First language builds the human foundation of language structure and style. As Bangalis Bangla is our first language.

Foreign Language

Any language that is not spoken in a country of any person and which is regarded as the language of another country is called the foreign language. The language learner learns in a foreign environment, for foreign purpose is also a foreign language. For example, English language is one of the foreign languages in our country. French, Arabic or Spanish are also foreign languages for the Bangladeshis.

Second Language

Any language learned after first language is the second language. This language is not the learner's native language. Learning second language may be supported by the environment. It may be learned through acquisition. If someone has a chance to learn any language in any foreign country then he has the opportunity of acquisition. To stay there he has the necessity to learn that language. It can also be learned in someone's own country. For example, the Bangla speaking people of India also learn English as they need it for communication with the people from other parts of the country. In this case English is their second language.

2.2 Importance of English Language and its Varieties

Importance

English is one of the most popular languages of the world. The highest number of people in the world speak English. People more than 100 countries speak English. In addition, in many other countries English is spoken as the second language. English is the most popular means of communication around the world. So, almost wherever we travel or stay in the world we can communicate in English.

English may not be spoken as everyday language by many countries of the world, yet English is the official language in many countries. There is an estimation of about 400 million people using it as native language and about 2 billion use English regularly (Wikipedia).

Global business is dominated by English language. The language of business and communication is English. One must know English if he/she wants to enter into the global work force. Research shows that the maximum cross border business are dominated by English language. Therefore, learning English can really work as the change factor in one's life.

Many of the world's top movies, books, science and fashion journals and magazines are published in English. So, to know English means to be able to have access into the world of famous entertainment and cultural understanding. Learning English can open the opportunity of earning knowledge.

Almost half of the contents available in internet are in English. Therefore, learning English can open the incredible world of information which is not possible otherwise.

One has to learn English to get admission in higher education and to get any job at home and abroad. Thus learning English can open the door of various opportunities. Considering all the importance of English, it is clear that though the English are no more the rulers of the world now; the present world is ruled by English.

English in the globe and its varieties

English is no more of the English only; this is now the international language. Historically, once almost two third of the world were under the British Empire. Therefore, English language became common among the inhabitants of those countries. They learn English either as second language or as foreign language. English has become the language of globalization, **Lingua Franca**. They are contributing various ways to English language. When the people of different countries speak or write English, the first language interference is found there. Thus, we see there are different kinds of English available in practice. Even English of the English in different parts of the world are not the same. For example the settlers in North America speak English differently from the British English. The from people Indian subcontinent speak English with different accent and pattern.

Examples of Indian English:

1. Repeat again, please.
2. Did you cut the tickets for the film, yet?
3. He/she's my cousin brother/sister.

The examples are grammatically incorrect; but influenced by the first language. But these varieties of English do not hamper the communication.

Grammar follows language; but, language flows spontaneously. Language borrows and adds from other languages, it can be reformed or transformed. These reformation or transformations are sometimes natural, sometimes planned by the concerned authority. Language lives in use, if it is not used in everyday life, it will die gradually. Due to the popularity of English language many minority languages are at the risk of losing existence. Many of them died of linguistic imperialism. English is being enriched by practice. The English as well as the non-English users are contributing to the development of this international language. Thus English language lives even on varieties.

English in Bangladesh

English is studied as a compulsory subject in Bangladesh education system. From the primary to the secondary and higher secondary level English language is studied with the first language Bangla. The status of English in Bangladesh is the foreign language. Bangladesh is a monolingual country. Students learn English to communicate in foreign people for education purposes. In university education, English language is also studied as a basic as well as advance level subject.

2.3 Developing Language

Language is a non-instinctive human behaviour. Although it is a unique human behaviour, yet it has to acquire through scientific and social processes. Human being has to acquire it. From the very childhood a human being starts learning a language. The process and efforts of learning language is, therefore, the process of developing a language.

Infants cannot speak; but they send messages to their near ones by crying, babbling, cooing and using vocal and non-vocal signals. They receive more messages from surroundings. Within one year they start imitating others' words and start to communicate. By 18 months they can utter combinations of words.

Children develop first language through acquisition. The silent period of the children is not inactive. That is the time of acquisition. Children pick languages from the environment during the silent period. Children, growing up in second language environment, learn the second language through acquisition; because, environment is favourable here to pick language. In the case of a foreign language, one has to learn with conscious efforts.

One can develop a language through acquisition and learning. Children develop first language and second language through acquisition. The experiences of first language acquisition are transferable to the second language acquisition. These experiences are also applicable in foreign language learning. Therefore, it is crucial to understand the principles of first language acquisition to build up the understanding of the second language acquisition and the foreign language learning.

Language acquisition vs. language learning

A human child develops language by acquisition. After birth he or she listens to a language from the surroundings. In the first language environment children have various opportunities to pick a language. Even in their silent period they constantly pick their respective mother tongue. They become familiar with sounds, structures, words, style, pronunciations, etc. and gradually they start speaking. By speaking they are rewarded by the family and the society. It is possible to be able to communicate in second language by acquisition. In favourable environment, second language can be learned through acquisition. But in the unfavourable foreign condition, acquisition is not possible. Foreign condition means where the target language is not used in everyday activities. In such a condition foreign language learners have to learn the language by conscious efforts. This is called language learning. In language learning condition a learner has to face various challenges. He or she needs to practise the target language through various conscious efforts. This condition is also challenging for the teachers. The classroom practice has a vital role to help learners to practise English as a foreign language. There is a little chance of acquisition from the real life. However, foreign language acquisition is also possible by creating real life situations in a classroom.

Exploring classroom languages

In English as a foreign language (EFL) condition, for developing four basic skills, the role of classroom practice is very important. The kind of language practised in the classroom is also a matter of interest in language education. In teaching-learning activities, interactions are usual phenomenon. Interactions take place between teacher and student; and student and student. To be able to communicate in English, the learners' interactions with teachers and in peer groups are necessary. To facilitate the interactions various pair works, group works, and other language activities are usually conducted in the classroom. Some of the features of classroom language are mentioned here.

Teacher talking time (TTT)

Teacher talks are a regular function in the classroom. Different researches show that this teacher talking time is usually 70%- 80% of the total class period. How much TTT should be standard for English language classes is a serious issue in fact. In a language class teacher talking time should be very low in compared to learners talking time.

IRF

Teacher-student interactions are the main activities happen in a classroom. They usually exchange between themselves. The exchanges have been studied and found that there is a basic pattern of the interactions between the teacher and the students, which is called as IRF- Initiation by the teacher; student Responds and Teacher Follows up. The following teacher-student exchange is an example of the basic pattern of the classroom interactions usually takes place in all the classrooms around the world-

Teacher initiates, 'What is the plural form of leaf?'

Student responds 'leaves'

Teacher follows up 'leaves, excellent!'

Transitional marks

There are some marks in the classroom language or discourse such as right, now, ok, so, well which are used to mark transitions or changes from one part of a lesson or one activity to another. Teachers and learners in their interactions use these transitional marks.

Display questions

Teacher asks students question about something which is known to the teacher. For example, how many fingers do you have in your hands? The function of this question is to make display by the learners of what they know about something. Here the language learning facilitates learners to practise the target language with a familiar topic.

Echo

Repetitions happen to take places in the classroom language. Sometimes it happens when learner repeats to what other learner says, for the benefit of other learners. Sometimes they repeat to what teacher has already said. Echo may help to continue the interactions.

Elicitations

Teacher asks questions to get responses from students.

Classroom idiolects

This is a teacher's individual way of talking in the class. When a teacher talks in his/her unique way which makes difference with others is idiolect. In the classroom situation a teacher may found talking in his/her way or style.

Classroom talking

Another important feature for the EFL teachers is the classroom talking. The EFL teachers are usually non-native speakers of English. Besides, communication has different contexts and genre. Classroom talking in any language is also a unique context and genre. Teachers around the world are found using some language functions to give instructions. Teachers in the EFL condition usually have to face challenges to use English instructions while talking in the classroom. For example, when taking attendance, teacher may ask, 'anybody else/ anybody left?' before closing the register. The EFL teachers may have to practise some classroom instructions. They often search for words or languages to use in classroom to instruct. Here is a list of classroom instructions. This is collected from British Council EDGE (English and Digital for Girls' Education) Club materials. The practice-teachers of EFL can learn and practise the following instructional languages.

Language for greeting

Hello! How are you?

Good afternoon everybody! How are you all?

Hello Friends! How's everyone today?

Hi, everybody! How is life?

Hello my dear friends! Are you all okay?

Hello Friends! How is everything going?

How about you, Masuma?	Did you have a nice weekend?
Is everything okay?	What did you do?
Where is Parul?	What did you do at the weekend?
Is she absent today?	What did you do yesterday?
Hello Monjur, welcome back in our class.	Where did you go?
Are you feeling well now?	What did you see?
Are you feeling better now?	What did you do?

Instructions for playing games/singing song

Would you like to play a game?
Do you want to play a game?
Now we are going to play a game.
Shall I play the song?
Let's clap!
Everybody clap!
Let's sing together!
Now you are going to sing.
Would you like to play the game yourselves?
Okay, I am giving you the ball.
Now throw the ball to your friend.
Listen to the question again.
Can you say it again?
Can you do it again?
Be careful!

How to encourage/ appreciate

Very good!	That's right.
Very nice!	That's correct.
Well done!	You are right.
Excellent!	You did very well!
Good idea!	That was nice!
Good try! / Good effort	That was very good, say it again.
Good guess!	Your team is the winner!

Some more instruction

Okay, now let's work in pairs/groups.
Let's do the activity in pairs/groups.
Okay, we're going to work in groups.
Now we are going to work in pairs/groups.
Now we will practise in pairs/groups.
Make three groups please.
Can you make four groups, please?
Three/four people in each group.
Is everybody in a group?
Now discuss in your groups.
Now work with your partner.
Talk to your partner.
Share with your partner.
Turn to the person next to you.
The person next to you is your partner.
You can help each other.

Giving instructions for group work/pair work

Can you tell me?	Would you like to play a game?
Who can tell me?	Are you ready to play it?
How old is he/she?	What am I doing?
What's this?	Can you repeat that?
What's that?	Can anybody guess?
Can you say it again?	What do you think?
Can everybody hear?	What will happen next?
Have you got the answer?	Are you ready?
Do you understand?	Can you show me?
Is everybody Okay?	Who can show me?
Is that clear?	What can you see?
What does it mean?	Can you see the picture?
Who wants to ask me?	Who wants to give me the answer?

Sample questions

Broad questions

1. Language is a social behaviour - Explain.
2. Discuss the importance of English a language.
3. Discuss the characteristics of language.
4. How do teacher-students interactions happen in the English language classroom?

Short questions

1. What is language?
2. How does a human being learn a language?
3. What is a first language?
4. What is a foreign language?
5. What is a second language?
6. What is the status of English in Bangladesh?
7. What is acquisition?
8. What is the difference between acquisition and language learning?
9. How does a teacher play role in the classroom to teach English?
10. Why is English considered as a Lingua Franca?

Chapter 3 : English in the Secondary Curriculum

English has attained great importance in the global world. Bangladesh also recognises the importance of learning English for its future generations and has attributed the subject a distinctive role in its secondary curriculum. This chapter will throw light on-

- 3.1 The new English curriculum-curriculum expectations, objectives and terminal competencies
- 3.2 Content and materials
- 3.3 Weight, allocation of time, and assessment of students' learning

3.1 The new English Curriculum- Curriculum Expectations and Objectives

The new English curriculum

Curriculum is one of the most important elements for teaching and learning. It lies at the centre of any Education system and gives a framework as guidance to concerned personnel like teachers, policy makers, education administrators, textbook writers for supporting teaching and learning. This is a complete set of instructions that contain information about who, why, what, when and how to teach. It shows the ways of assessing their learning as well. A curriculum indicates the aims and objectives of education, attainable learning outcomes, subjects and their contents, guidelines for teaching-learning activities and the other necessary instructions. Curriculum is the preplan for implementing education programmes and works as the basis of developing textbooks and other teaching materials as well as conducting teaching-learning activities.

The New English curriculum of the secondary level of Bangladesh was published in the year 2012. This curriculum was developed on the basis of the National Education Policy 2010. The new Education Policy emphasises on transforming learners into skilled person to perform effectively in their workplace. English has become an inevitable part of communication in some way or the other in any workplaces. For example, the corporate environment cannot go even one day without English. Learners may also find some job abroad where they will need to use English. According to that requirement, the National Curriculum, 2012 has planned the teaching and learning at the secondary level in such a way so that learners can have full opportunity to practise English. This curriculum of Bangladesh has made English language learning compulsory for all learners with a view to transforming them into competent users of English.

Curriculum expectations

National curriculum is prepared following the education policy and the contents for any subject are selected according to the expectations of the curriculum. The national education policy of Bangladesh asserts that our students should be made competent according to the future job needs at home and abroad. Learners are expected to be competent in the sector of trade, commerce, medical assistance, higher education and access to information. Moreover, as a response to worldwide call for sustainable development goal, education system of Bangladesh requires to be appropriate to make learners overcome all the barriers and be well established anywhere in the world in their future life.

Though English subject has been made compulsory along with some other subjects, type of content of English is not the same as the other subjects that are taught. In a content based subject, learners are expected to conceive contents. Unlike other content based subjects like Science, Bangladesh and Global Studies, English is a skill based subject where language skills are practised with a view to transforming learners into competent users of English.

The national expectations from the teaching English in Bangladesh in the secondary level are to make its learners able to communicate in different situations. They are expected to understand when they listen to any speech or any conversation, speak about a topic, person, picture, give speech in front of audience, converse with other speakers competently, read different types of texts, for example, newspaper, story books, novels, letters, applications, write CV, e-mails, compositions on any topic etc. As such, outlooks of the national curriculum are that it will provide proper guidance to teachers to ensure these skills from learners.

Traditionally, the English teachers of Bangladesh had been using Grammar translation method for a long time. The National Curriculum, 1995 approved Communicative Language Teaching (CLT) as the Approach to be followed in the secondary level language teaching. The current National Curriculum, 2010 reapproves CLT to be followed in English teaching with the aim that

- students will learn by doing,
- grammar will be taught implicitly where the ‘structural and functional aspects’ will be presented systematically and in carefully graded manner.
- grammar and vocabulary are to be presented in real life context.
- though there are some same grammar points in the syllabus of different grades, these are to be presented covering varied range of situations.
- some new vocabulary will be taught and some already learnt vocabulary will be repeated.

- use of audio-visual materials has been strongly recommended in teaching learning.
- systematic language practice, pronunciation, stress and intonation have been endorsed.
- teachers are expected to be competent in all four language skills so as to teach learners confidently.
- the curriculum emphasises on minimising the teacher student ratio along which is a leading factor for successful learners' interactions, monitoring and evaluation of their achievements.

Objectives

The new national curriculum reckons the significance of English skill to survive and be well-established in the modern world. The objectives, therefore, have been set in such a way so that they support the learners to be well-equipped in four language skills. The objectives mentioned in the curriculum are-

- to guide students develop competence in all four language skills, i.e. listening, speaking, reading, writing.
- to help students to use the competence for effective communication in real life situations.
- to help students acquire appropriate language and communicative competence for the next level of education.
- to support them gain accuracy.
- to facilitate learners to be skilled human resources by using English language appropriately. (The National Curriculum, 2012)

Aiming at attaining these objectives it is planned that the learners will be supported to demonstrate the following learning outcomes where learners will be able to-

- follow instructions, commands, requests, announcements, etc. and act accordingly.
- recognise and use English sounds, stress and intonation appropriately.
- understand and enjoy stories, poems and other texts.
- interact through short talks and simple dialogue, conversations and discussions.
- read aloud texts with proper pronunciation, stress and intonation.
- understand written instructions and text through silent reading.
- use dictionary and understand the table of content of a book.
- write answers to questions, short compositions (paragraph, essays, letters, etc.) and simple CVs.
- use proper punctuation marks. (The National Curriculum, 2012)

3.2. Content and materials

Contents for teaching English

Learning a language means acquiring communicative competence in four language skills- listening, speaking, reading and writing. In this respect, English is a skill based subject. Teaching English aims at enabling students to communicate successfully through listening with understanding, speaking and writing to express feelings, opinion, ideas etc. and reading with proper comprehension. These four skills also have some sub skills. For example, the sub skills of speaking are talking about pictures, sharing information, taking part in conversation, arguments etc. Attaining proficiency means being able to use all those sub-skills.

The contents for secondary curriculum

The content of secondary level has been selected in such a way so that they can make learners achieve proficiency in all the sub skills of the main four language skills. Here, the two following contents for grade 6 and grade 9-10 from our national curriculum are presented to have a better understanding of the sub skills.

Contents for grade 6 in curriculum

Skills	Themes	Language Points
Listening	<ul style="list-style-type: none"> Written instructions in text book/ black board, recipe/ how to make things e.g. kite, festival banner, etc..... and requests <p>-Sample classroom language should be provided in Teacher's Book)</p> <p>-‘Listen and Do’ activities /games</p>	<p>- imperatives:</p> <p>can, could, would</p> <p>simple present</p>
	<ul style="list-style-type: none"> Stories from famous people's lives, entertaining stories, fables. poems on nature, animals etc.; simple dialogues 	<p>Verb to be (present, past), positive, negative, and questions), simple past, present continuous, simple present, past continuous,</p> <p>use of There is/are; There is/There was; It is/It was</p>

Skills	Themes	Language Points
	<ul style="list-style-type: none"> Minimal pair in sentences Words showing stress marks on syllables Same sentences having stress on different words expressing different meanings 	<ul style="list-style-type: none"> sound practice stress intonation
	<ul style="list-style-type: none"> pronunciation practice: words with following sounds /əʊ/, /aʊ/, /ai /, /əi/, /tʃ/, /s/, /z/, /ʒ/, /f/, /v/, Words showing stress marks. Same sentences having stress on different words expressing different meanings simple dialogues/ role play stress intonation 	Wh-questions, Yes/No questions, Statements (positive and negative), exclamations,
Speaking	<ul style="list-style-type: none"> Descriptions of people/places/objects, likes/dislikes, hobby, sports, etc. on text book materials and similar related topics, exchange of information about family, school, class, weather, events, etc. 	<ul style="list-style-type: none"> simple present, present continuous, Simple past, past continuous, adjectives, articles, expressions of feelings and emotions Wh- questions, how, yes – no questions, quantity words: some, much, many
	<ul style="list-style-type: none"> participate in short dialogues and conversations on familiar topics festivals, events, shopping, asking for direction, planning a holiday/ journey etc. Social English: congratulations, sympathy 	<ul style="list-style-type: none"> to + verb ; Present simple, present continuous, past simple, future with will and going to; use of could, would Present simple , present perfect, past simple and exclamations

Skills	Themes	Language Points
Reading	<ul style="list-style-type: none"> • Stories, fables, poems, letters, some authentic texts, e.g. announcements, newspaper headings and reports, etc. information about health and hygiene • passages about community people 	<ul style="list-style-type: none"> • Tenses: present, past, future with will and going to • Modals: may, must, can, can't, should, etc. • linking words
	<ul style="list-style-type: none"> • Instructions from text and for tests. • Passages on National days/events e.g. Liberation war , 21st February, about community people, ICT, important/interesting places, • biographies, stories (interesting and retold), poems to foster positive values, etc. 	<ul style="list-style-type: none"> • imperatives, contractions, positive, negative, simple present, simple future • Tenses: present, past, nouns , adjectives, • ly-adverbs, basic prepositions (on, in, at, upon, behind, above, by, from, for, to, beside), • linking words (and, but, yet,etc.)
Writing	<ul style="list-style-type: none"> • contexts/situations for making questions and giving answers • paragraphs on important personalities/ places/ national festivals/sports/ animals/ birds/flowers/ food/ leisure activities/ • letters on journey/ visit/ a story /family events/ national events 	<ul style="list-style-type: none"> • Wh-questions, how, yes – no questions with be verbs and other verbs, adverbs of frequency • Tenses: present, past, to+verb, verb+ing, adjectives, prepositions, • linking words (and, or, but, so, firstly, secondly, etc.) • Tenses: present, past, future
	<ul style="list-style-type: none"> • mini passages with different kinds of sentences having different punctuation marks 	<ul style="list-style-type: none"> • punctuation marks

Contents for grade 9-10 in curriculum

Skills	Themes	Language Points
Speaking and writing skills	asking about and describing people, their appearances, abilities, cultures, traditions, and national identities; asking about and describing home village/town/city etc.	Determiners: all nearly all, most, many, a lot of, some, not many, a few, and few; statements and short answers; yes/no, and wh-questions; adverbs; tenses: present simple, present continuous, present perfect, past simple, simple future; passives; use of used to, was born
Listening and Speaking skills	asking for and giving directions of a place, describing a map, location, etc; asking for and responding to help; giving and understanding announcements in the bus/railway stations, airports or any other places	Imperatives, questions, modals: would you, could you, may I; passives; prepositions of place; countable and uncountable nouns
Speaking and Writing skills	talking about present and past events, and festivals; giving opinions about present and past experiences	Determiners: All, nearly all, most, many, a lot of, some, not many, a few, and few; tenses: present simple, past simple, future simple; future with going to; yes/no and wh-questions, statements, and short answers with regular and irregular verbs; degree of comparison; adverb of frequency; time expressions; discourse markers; sentence connectors
Listening and Speaking skills	asking and telling about problems, pleasures, likes and dislikes; seeking and giving suggestion	Present and past simple; use of used to; passives; modals; complex and compound sentences; relative pronouns; conditionals (1st and second); use of You could, You had better, You would rather, Why don't you... etc.; use of I think, I believe, I maintain, This is my opinion that, I consider etc.

Skills	Themes	Language Points
Speaking and Writing skills	Asking and answering questions about personal information such as date and place of birth, family and family members, job, routines and exercise, abilities, habits, preferences; making statements	Use of was born and used to; passives; adjectives and adverbs; time expressions; wh-questions to ask about physical appearance, age, dress, hair style, personality etc.; questions and statements in simple present; simple past; direct and indirect speeches; gerund; participle;
Listening and Speaking skills	narrating something, making plans; giving suggestions, opinions; putting arguments in logical sequence	negative statements; adjectives; modals; simple future, use of let us; tag questions; cohesive devices: hence, therefore, so, however, in spite of, instead of, first, second, third, next, finally, etc.; conditionals
Speaking and Writing skills	asking and talking about modern inventions and achievements; predicting	Auxiliary verbs; social expressions such as hang on, hurry up, wow, held up in something, etc. ; present and past simple, past simple vs. past perfect; questions and negatives; conditionals; infinitive; expressions of feelings or emotions
Reading and Writing skills	reading about and listening to potentials of media and e-communications; making effective e-communications through social networks and mobile technology	Tenses: present simple, present continuous, present perfect, past simple; articles, quantity: some / any; there + be (present and past)
Listening and Speaking skills	recognizing and using sounds, stress, and intonation	

Skills	Themes	Language Points
Listening and Speaking	listening to and making announcements, and advertisements for specific information; asking about and narrating problems; taking and giving interviews	tenses; adjectives; adverbs and adverbials; some and any, many and much; a few and few; Wh questions, statements (positive and negative); conditionals; etc.
Reading, Writing, Speaking, Listening skill	Asking about and describing past events; narrating a story; writing about personal experiences /social beliefs; reading for pleasure and comprehension; enhancing reading habit; listening and identifying main points, scanning, skimming, inferencing, analysing, interpreting, evaluating, summarising; predicting and guessing about future course of action, asking about and sharing future plan	Tenses: statements; questions; exclamations; adverbials; direct and indirect speech; passives; complex and compound sentences, punctuations
Reading, Speaking, Writing Skills	reading about how to do something, giving instruction to do something, narrating how something has been done; comparing and contrasting;	Imperatives, passives, modals, countable and uncountable nouns; adjectives; time expressions; adverbial of duration; infinitive; degrees
Reading and writing	presenting oneself and one's own ideas; giving and asking for information, writing letters to problem pages in newspapers; making complaints	
Reading, Listening	recognizing and using word references and study skills	
Reading and Speaking Skills	identifying locations; comprehending and explaining; arguing; justifying/defending opinions	imperatives, statements, cohesive devices, sentence connectors

If we look into the curriculum, we will see that the curriculum has emphasised on practising a language in the four areas - listening, speaking, reading and writing. As there many sub-skills associated with the language skills, the National Curriculum, 2012 has tried to address these sub-skills as well. For example, the sub-skills related to speaking are - being able to pronounce words with correct pronunciation and stress, sentences with proper intonation, talking about pictures, continue conversation on any topic, presenting own argument, giving suggestions, opinions, talking about present and past events, and festivals, using different words according to different context etc. These sub-skills have been carefully organised in the curriculum of different grades depending on their difficulty levels and learners' ability. Textbooks are designed according to these skills and sub-skills.

Language learning materials for secondary level

Teaching materials are the resources that help a teacher to deliver instructions to reach the target. A language teacher cannot teach with nothing. He or she requires a range of tools to draw upon in order to conduct session and support student learning. These materials play a great role in conducting student centred sessions and engaging learners in different ways.

English for Today and grammar books as language learning materials

In Bangladesh, National Curriculum and Textbook Board is authorised to design and publish textbooks for secondary level. As an outcome of that responsibility, NCTB has published English for Today's for paper-1; and grammar and composition books for paper-2. These books are designed according to the instructions given in the secondary curriculum. These books are quality language learning materials. The characteristics of these materials are discussed hereunder.

Use of integrated skills and its arrangements

The secondary language textbooks aim at developing the four language skills, enrich learners with vocabulary and make them produce grammatically correct sentences. With a view to achieving these targets, each lesson has been designed with integrated language skills, some new vocabularies, some language functions and selected grammar points.

In real life situation, no language skill is used in isolation. Whenever someone speaks, it is most obvious that there will be someone else to listen to him or her. Any writer's writing is read by at least another reader. Each skill-learning helps the development of another skill. So, language skills have been presented in integrated way in each lesson of the language textbooks. The order of the skills premeditated in each lesson is from primary to secondary skills so that learners can have enough input at the beginning through primary skills to be confident while dealing with secondary skills at the middle and the end of the lesson. Moreover, each lesson starts with a warm up activity that helps teacher to set the scene for the main activity- reading, listening or writing and helps learners to have some preconceived ideas and vocabulary about the topic.

Vocabulary

Learning vocabulary is an important part of language learning. It is so powerful that even with some grammatical mistakes learner can communicate meaning by using correct vocabulary. As such, it is important for a learner to be able to use proper words in proper places. Aiming at making learners competent with vocabulary, some words have been selected for each grade which the learners of that grade have not learnt at the previous grades. These words have been allotted to different lessons of that grade. The new words are presented through various contexts in different lessons. Teachers are expected to present the vocabulary in different ways. There are enough exercises included for the vocabulary practice.

In context presentation of grammar

It is important to present grammar in context. Even we can understand from acquisition of our mother tongue that correct grammar is learnt from different situational use of that grammar point. The English for Today and the grammar books also present grammar in context so that learners can have better application of that grammar. For example, types of sentences can be presented through a dialogue from real life which will present all types of sentences like affirmative, negative, interrogative, imperative, optative.

Illustrations in English for Today books

Pictures, charts, tables etc. are called elastration which is an extremely important element for a language material. Without it a lesson becomes dull to learners. Elastrators also work as teaching aids in conducting different activities which otherwise would have been very difficult to accomplish or would need extra materials. Elastrator presented in English for Todays helps to clarify the topic. The pictures have been designed to provide learners some visual inputs when the lesson becomes difficult for them to understand. Some activities also are built on pictures, for example, talking about pictures in pairs.

Teachers' Curriculum Guide (TCG)

Though English for Todays are very good language learning materials, a teacher may not have clear idea about how to use these books for teaching in secondary levels. With the vision of enabling teachers to use these materials, NCTB has published some books called 'Teachers' Curriculum Guide' for each grade.

Teachers' Curriculum Guide (TCG) is a supporting book for teachers. This book was published in the year 2017. After publication, NCTB has also conducted training for secondary level teachers so that they can have proper guidance about the National Curriculum.

Importance of TCG

Teachers have the great responsibility of educating learners in a proper way and make them worthy citizens of the nation and the global world. They often are not previously much oriented about proper teaching method and the use of teaching materials. TCG supports teachers in different issues like overall instructions, subject based instructions, lesson plans, learners and teacher's self-evaluation rubrics on the indicators of active participation and problem solving skills. The different parts of TCGs and their importance for a teacher are stated hereunder.

Overall instructions

The very first lesson of TCG gives some general instructions that are written in Bangla and same in all subject TCGs. This part starts with instructions for teachers in performing professional responsibilities. It gives detail idea about the requirements for conducting a lesson properly. Moreover, from reading the next part, a teacher may form idea about the National Education Policy, National Curriculum 2012, aims and objectives of teaching in secondary level, use of teaching aids and ICT, learning and its domains, theory of constructivism which will help them the basics of teaching and learning in Bangladesh. This part additionally gives clues about questioning skill, group work, classwork, homework, issues to consider in teaching learning. Since evaluation is a decisive part in teaching and learning, TCG enlightens teachers with instructions on how to assess different domains of learning through continuous and summative assessment.

Subject-based instructions

This part contributes to the learning of a teacher about the position of English as a subject in curriculum, its aims and objectives, how to practise and assess language skills, how to use lesson plans etc. As initial teacher training is not mandatory in Bangladesh, often novice teachers do not receive any support about what to teach, how to teach and how to assess; pass several years in teaching without having any training. TCG is a kind of orientation for them as it gives brief idea in these areas.

Sample lesson plans

The next part carries examples of some lesson plans for different lessons of the English for Today book. These are the structured presentations of teaching-learning activities, their specific objectives, assessment for learning and required teaching aids etc. A teacher receives proper orientation about conducting a lesson and preparing the lesson plans which are not there in English for Today.

The appendix

The appendix includes the rubrics on indicators of active participation and problem solving skills of learners and also teacher's self-evaluation rubrics. A teacher can easily use these in his or her teaching to assess students learning and his or her teaching. This enables the teacher to work for the improvement of both the parties.

3.3 Weight, allocation of time, and assessment of students' learning

Weight age and timing

Considering the world wide acceptance of English, the language has been given the status of a compulsory subject in all the curriculums since the birth of Bangladesh. However, the weight age and the allocated time vary in different grades. The following chart shows the distribution.

Marks in Exam (1 st paper+2 nd paper)	Distribution of time (Number of classes)			Duration of each period (Minutes)
	weekly	terminal	Annual	
Grade 6-7				
150 (100+50)	5	87	174	45-60
Grade 8				
100	5	87	174	45-60
Grade 9-10				
200(100+100)	5	80	160	45-60
Grade 11-12				
200	Weekly class	1 st year	2 nd year	60
Paper 1: 100	3(1 st year)	84	56	
	2 (2 nd year)			
Paper 2: 100	3(1 st year)	84	56	
	2 (2 nd year)			

Table: Allocation of marks, number of classes and time for English

The duration of each class will be 60 minutes if it is the first period, otherwise, it will be 50 minutes. In a two shifts' school, each period will be 45 minutes.

Assessment

Assessment is an integral part of teaching and learning. Content and methodology are to be properly aligned with assessment. For assessing language skills of students, class work, continuous assessment and terminal/ public exams will be used and the tools will be prepared by teacher or centrally. At the time of preparing tools, teachers have to keep learning domains in mind.

There have been some changes in the new curriculum in respect of the previous curriculum in respect of marking criteria. Previously there were 100 marks for each grade of secondary level for grammar. Total Mark for English for JSC (Junior Secondary Certificate Examination) has been reduced to total of 100 (35 Comprehension + 25 Grammar+ 40 Writing). The new curriculum has reduced the mark to 20 for the grades 6 to 10. The following grid shows the allocation of marks in assessment in different areas.

Grade 6-8				Grade 9-10				Grade 11-12			
Paper 1		Paper 2		Paper 1		Paper 2		Paper 1		Paper 2	
Listening	10	Grammar	30	Listening	10	Grammar	45	Listening	10	Grammar	45
Speaking	10	Composition	20	Speaking	10	Composition	55	Speaking	10	Composition	55
Reading	40			Reading	40			Reading	40		
Writing	40			Writing	40			Writing	40		

Table 3.2 Distribution of marks in different skills

There are clear instructions in curriculum about the marking strategy. There will be two types of assessments- **formative and summative**. The summative exams are mainly pen and paper tests which is conducted at the end of certain period. Terminal, final and SSC examination are examples of summative assessments. Formative assessment will be called as **continuous assessment (CA)**. This assessment is to be done following two aspects:

- a) Continuous assessment of subject specific knowledge and psychomotor factors
- b) Continuous assessment of affective factors

For the former type of continuous assessment, 20% marks are allotted for English like the other subjects. It has been proposed that this 20% marks will be given based on listening and speaking from the internal assessment in grade 10. CA marks distribution has been advised to be done in the following way for grade 6-8.

Class work					
Listening	10	}	30	}	
Speaking	10				
Reading	10				
Homework					
3 Written	– 3X5 =	15			}
Class test					
2 Written	– 2X5 =		10		
1 Listening and Speaking = 1X5 = 5					

Marking for formative/ Continuous Assessment (CA) for grade 6-8

Here it can be conceived that class work, homework and class tests are the three ways of assessing students continuously from grade 6-10. Listening, speaking and reading skills will be assessed where each will be carrying 10 marks making a total of 30 marks. The language skills and grammar are to be assessed based on the following criteria. Three best home works on writing skill will be assessed each on 5 marks making a sum of 15. Two written class tests will be evaluated out of 10 each carrying 5 marks. One listening and speaking test will be marked out of 5. Class work, homework and class test will contribute in a total of 60 marks. Total marks obtained out of 60 will be divided by 3 to get the marks obtained out of 20. This mark will be the number obtained by a student in continuous assessment. The highest number of homework given for English per week per paper will be three.

What to assess and the test items for them

Assessment must be properly balanced with content and teaching method. What was taught should be assessed. But, the test items may be different for different skills. For example, the answers of the test items for listening should be shorter from those of reading as learners get little time to write down answers. As such, test items like true/false, MCQ, gap filling are used for assessing listening.

Listening and its test items

Students’ ability to understand English with acceptable pronunciation is the element to be assessed for listening skill. This assessment will be done depending on sound, stress, intonation in student-student, student-teacher and student-technology interaction. True/False, MCQ, gap filling, listing will be used as items.

Speaking test items

Students' oral ability to produce acceptable English will be assessed through student-student, student-teacher and student-technology interaction. Role play, acting out, dialogues, conversations, debates, describing, narrating are be used as test items.

Reading test items

Students' ability to comprehend texts and other authentic materials along with demonstration of higher order thinking are to be assessed. MCQ, answering questions (open ended and close ended questions), gap filling with and/or without clues, matching, substitution tables, information transfer, flow chart, rearranging, summarising are the test items for reading.

Writing test items

Assessment of students' ability to write correct English of proper level in expressing ideas, thoughts feelings, emotions will be done. Asking and answering questions, completion of sentences and stories, dialogue, formal/ informal letters, e-mails, CV, application, paragraph, poster, story, report writing will be used for assessment.

Grammar test items

Gap filling, cloze test, substitution table, right form of verbs, use of articles, changing sentences, completing sentences, tag questions, prefixes and suffixes are the test items for grammar. These may vary according to different grades.

Sample questions

Broad questions

2. Describe how you will assess your students formatively in the subject English.
3. Do you support the status given to English in our national curriculum? Present your opinion with logic.
4. What are the expectations of the National Curriculum from the English teachers about teaching and learning? How can a teacher address those expectations?
5. How will you evaluate the English for Todays as language learning materials?
6. What supports can TCG provide you as a teacher?

Short questions

1. What do you understand by integrated skill practice?
2. What does 'grammar presentation in context' mean?
3. What is the marking system for continuous assessment at the secondary level?

Chapter 4 : Methods of Teaching English as a Foreign Language

Language is one of the most important attributes of human being. Though language learning is a natural process, many linguists and psychologists have tried to analyse the process. They have contributed to language acquisition by working out some theories that give importance to different elements for language acquisition like learners' distinctive ability, learners' environment, interaction with others and learners' engagement in social settings. This chapter discusses the basic issues of language learning. It puts light on-

4.1 Theories of language learning/acquisition

4.2 Different methods and approaches to language teaching

4.3 Communicative Language Teaching

4.1 Theories of Language Learning/Acquisition

Theories presented by different linguists or psychologists are to be explained under different categories. The behaviour formation and learners' innate ability have been used to explain learners' language learning by the behaviourists. Some cognitive psychologists have generated theories which emphasise the way mind perceives, retains, organises and retrieves information. Most recently, the socio-cultural theory has analysed second language learning in a broader social context. A brief description of all the theories is presented in the following part.

A. Behaviourism

For a certain period in the history of language learning (1940 to 1970), behaviourism had been a very influential theory. Behaviourists claimed that language learning, like other types of learning, is a matter of behaviour formation. They have explained learning in terms of imitation, practice, reinforcement and habit formation. This idea influenced the emergence of audio-lingual method where memorisation, mimicry, learning dialogues and sentences by heart, etc. are used as techniques. It was assumed that in case of second language the habits formed in first language will interfere. The behaviourism theory includes one hypothesis called **Contrastive Analysis Hypothesis (CAH)** that says if the vocabulary and structures of the first and the second language or foreign language are similar, the first language will promote the learning of the second. Otherwise, the first will create difficulty in learning the second language. For example, Hindi will be much easier for a Bengali speaking person than English as there is enough similarity in vocabulary in both the languages. Similarly, learning Bangla will be much easier for a Korean than an English (subject + verb + object) speaking person as the word orders in sentences in Bangla and Korean language are similar (subject + object + verb) which is different in case of Bangla and English.

The Innatist Viewpoint

Noam Chomsky, who was a very persuasive figure in language teaching, showed how language is acquired and how it is stored in mind. He stated that the innate knowledge of principles of universal grammar helps to learn language during critical period (the actual age of first language development) of their language learning. This hypothesis is named as **Critical Period Hypothesis (CPH)**. This brought about a revolution in the existing ideas of language learning. He gave the idea that all languages existing in the world are basically innate and all of them follow some universal principles. He stated that learners are biologically set for language learning like all other learning and the development occurs biologically. He argues that environment only does a basic contribution. Though Chomsky's perspective was not directed to second language acquisition, some linguists have opined that it gives the best perspective to analyse second language acquisition. They believe that there is something more than learning merely by input which learners use in both the cases of first and second language.

Stephen Krashen's Monitor Model (1982)

This model was highly influenced by Chomsky's theory of language learning. It was primarily pronounced in 1970 when linguists almost lost faith on explanation of behaviourism. His model consists of five hypotheses.

Acquisition-learning hypothesis

Krashen drew a clear contrast between acquisition and learning. He stated that we acquire language when we are exposed to second language as naturally as we are exposed to first language. Learning takes place when we are exposed to forms and rules of a target language.

Monitor hypothesis

When a learner acquires a language, the system makes the learner utter sentences and use the language. Learning system works as monitor or editor to correct mistakes and it requires enough time.

Natural order hypothesis

In acquisition of second language, not necessarily the easiest things will be learnt at first. For example, subject verb agreement is very common, but even the advance learners make mistakes in using them correctly.

Input hypothesis

Learner cannot acquire too many things together. Acquisition takes place when the given input ($i + 1$) is intelligible and one step beyond (+1) than the already acquired level (i) of words, grammatical structure, aspects of pronunciation.

The affective filter hypothesis

Even if enough comprehensible input is there, the expected language level cannot be achieved for some elements working as barriers. These barriers may be feelings, motives, needs, attitudes, and emotional states. Krashen's affective filter hypothesis states that these barriers make inputs unavailable for learners.

Creative-construction theory

Though this theory was proposed in 1970, it has a powerful implication on modern language teaching approaches. It says that language learning is not merely reproducing the input. It is a creative process which is not at all related with learners' background. Mistakes in learning are considered as evidences of learning rather than considering it as failure.

Skill learning theory

Here skills are considered as combined sets of conducts which are acquired through practice. It suggests that hierarchy of skills constitute of complex uses of language. Skills are at first intentionally managed and absorbed by the learner, e.g. while presenting a story before others by a learner for the first time, he or she takes enough preparation and manages to present. This is called **controlled processing**. Gradually, through practice, the skill becomes automatic. The learner then can easily narrate a story. Language learning needs the development from controlled to automatic processing.

B. Psychological theories: Cognitivist views

Some psychological theories have taken the floor since 1990 to explain language development process. These consider the general theories of learning to be also applicable for language learning. These theories have drawn a parallel between mind and computer in storing, assimilating and repossessing information. A few of the theories have been discussed in the following part.

Information Processing Model

The speakers of information processing model, like Jean Piaget (1951/1946), saw language acquisition as construction of knowledge which rarely provide automatic supports to speaking and understanding. Some linguists considered it important for a learner to pay attention to any form of language he wants to conceive or produce. Thus he processes cognitive resources; however, there is a limitation of the ability to pay attention. The ability at the initial stage of language learning usually is the highest. Gradually, it becomes easier to process because of the experience and practice. Eventually, the learner withdraws the extent of attention and gradually the process becomes automatic. The proficient user can process information with much more ease than a beginner.

This model suggests that there is a limit to the amount of attention paid at one time. While learners of a language pay all their attentions to processing the meaning of individual words, skillful users give the supreme attention to complete meaning of a text or conversation. There lies the reason why our students require more time to comprehend any text and why different students need different amount of time. The speakers of this model also say that in any kind of learning, learners start with a **declarative knowledge** which gradually transforms into **procedural knowledge** through practice. When learners become fluent, they may even forget about the declarative knowledge they used at the beginning.

Some sudden changes in learners' language behaviour can be explained by **restructuring** or **reprocessing** as learners may suddenly demonstrate bursts of progress. For example, learners may abruptly have mastery over present, past and past participle form of language.

Connectionism

Connectionist emphasise on the role of environment. They argue that learners progressively construct their knowledge of language depending on their experience of the exposure of the language before them. Listening repeatedly to linguistic features in specific context, they build up a relation between them. For example, they may observe the use of 'will' while talking about future again and again and they start using 'will' for future tense. Nick Ellis and his contemporary connectionists have also asserted that language is partially conceived in chunks rather than single words. For example, the phrases are learnt when the words in it are repeatedly heard together.

C. The Sociocultural Perspective

Unlike psychological theories that view thinking and speaking as related but two independent elements, sociocultural theories view speaking and thinking as tightly interlaced together and dependent on each other. Productive skills like speaking and writing facilitate thinking. Lev Vygotsky (1978) observed that language develops mainly from social communication. People internalize what others say to them or what they say to others. Learning takes place when learner interacts with an interlocutor within his or her zone of proximal development (ZPD) and demonstrate higher level of performance with the support from the interlocutor. Here learner works with the interlocutor in collaboration to co-construct knowledge. Interaction facilitates learner's cognitive process by creating opportunities for the learner to access the input he or she needs to conceive. Sociocultural theory asserts that during social interactions, knowledge is internalised and learners recognise and gain control over their cognitive process. For example, when a language learner speaks with another speaker, they work as interlocutors for each other to support understanding how to speak in different situations using the target language.

Implications of the Learning Theories

Efforts for learners' language learning processes have been analysed differently with different viewpoints. Though the linguists are different in their opinions, these theories give enough insight into understanding learners' learning process. It is important for a teacher to understand the theories so that they can analyse any situation regarding their learners' learning.

Teachers also need to plan activities for teaching language and if a teacher has sound knowledge on how learners learn, he or she can easily plan accordingly. For example, if a teacher knows how children learn through social interactions, he or she can include participatory activities in his or her planning. Moreover, the knowledge of contribution of environment in learning process also helps to design proper environment for learners.

4.2 Different Methods and Approaches to Language Teaching

Foreign language learning procedure was not a widely discussed issue even at the beginning of the last century. With the growing communication among the people around the world, there was a mounting need to learn languages other than mother tongue in the early twentieth century. Migration of a large number of people to different parts of the world and the globalization of education in the mid-twentieth century created crying need for new effective language teaching methods. The repeated and quick changes in language learning approaches and methods occurred due to this increased call for being users of second language and foreign language.

The language teaching in the world has got a centuries-long history. However, the scientific effort in language teaching laid its foundation in the earliest decades of twentieth century. The linguists in the early twentieth century first tried to develop some principles and procedures in language teaching. Then language learning was connected to psychology considering language learning as a behavioural science. Different approaches and methods initiated and practised during the twentieth century have been presented in this section. But, before that, it is important to know what are called approach, method and technique.

Approaches, methods and techniques

The following definitions of approaches, methods and techniques are derived from Anthony (1963:63-67 as mentioned in Richards and Rodgers, 2014) -

“An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.” Approach is the level where assumptions and beliefs about language and language learning are specified.

Method is an overall plan for orderly presentation of language and based upon a specific approach. At methodological level, theory is put into practice; and decisions are taken about skills and content to be taught and their order.

Technique is the implementation state conducted in classroom that includes particular trick, strategy and contrivance to achieve the objectives. Techniques describe the classroom procedure and maintain consistency with method and approach.

Different methods/ approaches of language teaching

Language teaching has been given ample importance since the beginning of the twentieth century because of which there has been the emergence of several language teaching methods and approaches in this arena. Some of these methods and approaches are discussed hereunder.

Grammar Translation Method

History

The history of grammar translation method is very old, though English is mostly used lingua franca in the current world. About five centuries ago it was Latin which held the same position. It was the language Latin which the education system of that time would promote. Learners were expected to have good command over classical Latin which was used in literature. It was then used to be taught using grammar translation method. Analysis of grammar and rhetoric were used to teach Latin from 17th to 19th century. The language was learnt through rote learning of grammatical rules and translation from first language to target language. With the growing importance of English in education, commerce, tourism, religion and government purpose, Latin was replaced by English and consequently the then existing method was used to teach English. At the beginning of 20th century Grammar Translation Method was the most widely used method in language teaching though it loses its popularity at the mid-century.

Principles of Grammar Translation Method

Centuries old Grammar translation method has some distinctive characteristics. Those characteristics were followed for a long time in language teaching. These characteristics have been depicted below.

- The goal of language learning in grammar-translation method is the ability to understand the texts.
- Mother tongue is used as the medium of instructions
- Grammar is presented deductively. At first rules are presented then some examples are given and practised.

- Translation from first language to target language is practised to have command over different types of sentences.
- Reading and writing are mostly emphasised here and the other two skills - listening and speaking are neglected here.
- It increases dependence on rote learning to remember grammatical rules and sentences.
- Situational language is not used.
- Teacher's correction is the only way for improving language skill.
- Mastering grammatical rules is given importance here.
- Vocabulary is learnt through bilingual translation.
- Too much translation is exercised.

Though grammar translation method survived for long and in some aspect is being used in some parts of the world till now, it failed to address the need for all the four skills. Even in our country, in spite of using the method in teaching years after years our learners failed to attain proficiency in communicating using all four skills. So the linguists all over the world started to find some way out. They had a constant pressure as the foreign language learning practice of that time required some method for assuring natural learning.

Direct Method

Direct method is also called the natural method as the naturalistic principles of language learning were first reflected in Direct Method.

History

When this failure was very prominent and understood by the early twentieth century linguists, they started quest for a natural language teaching method which will follow the process of first language acquisition. They thought that language should be learnt directly without the interference of mother tongue. Interference of mother tongue can be replaced by conveying meaning directly through demonstration and action. They also emphasised on speaking with enough importance in pronunciation. This method then took the name of Direct Method. It was officially approved by France and Germany without any delay and consequently was widely known in USA and the other parts of the world.

Principles of Direct Method

In practice this method perceived the following principles-

- Target language was directly used for classroom instructions.
- Everyday vocabulary and sentences are taught initially, and grammar, reading and writing are taught at a later phase.
- Speaking and listening were also taught.

- It is a teacher-centred method.
- Grammar is presented inductively. Examples are presented at first in grammar teaching, gradually learners explore the rules.
- Pronunciation and grammar was emphasised.
- Meanings of vocabulary were presented through demonstration, pictures, real objects etc. Abstract meanings were presented by explanation.

Structural approach

In this approach, learners are taught to master the forms of sentences and vocabulary. Target language is used in classroom through drilling of different types of sentence.

History

British linguists thought of structural approach between 1920 and 1930. At the beginning of the time some very well-known linguists like Harold Palmer and A. S. Hornby attempted a more scientific oral approach than Direct Method. As a result, more organised language content was developed through selection of important vocabulary and grammar structures; and gradation of those structures from easier to difficult.

Principle of structural approach

- Language is considered as a combination of carefully graded structures.
- Different structures are practised by drilling intending to teach language through behaviour formation.
- It is a student-centred method.
- Speech is the basis of learning all four language skills.
- Grammar is taught informally.
- Meaningful situations are created by teacher by using teaching aids.
- Reading and writing are introduced after learners have good foundation over lexis and grammar.

The Audio-lingual method

This method was initiated to teach learners listening and speaking skills within a short span of time. It aims at attaining proficiency in listening and speaking rather than reading and writing. Here language is taught by organised consideration to pronunciation and rigorous oral drilling. This method derived its view from structural linguists and emerged as a reaction to the traditional grammar.

History

The Second World War had a great impact on language teaching all over the world. When US Government needed to send a large number of officials (both army and civilians) all over the world, these people needed to know German, French, Italian, Malay and other languages. Consequently, as per the instructions of the Government, 55 US universities initiated a course called Army Specialized Training Programme (ASTP). The target of this course was to attain oral proficiency in varieties of languages. The native speakers of the target language were engaged to present phrases, vocabulary and sentences before learners to imitate and a linguist used to administer the procedure. Though the linguists did not know the target language, with their supervision this method soon achieved success. However, this method did not deal that much with reading and writing skill. Students studying in US universities from different parts of the world were employed as native speakers and linguists all over America became busy in language teaching.

Principles of audio-lingual method

- Speaking and listening are emphasised in this method.
- It is based on behaviourist theory. Correct use would be reinforced through appreciation while mistakes would receive negative feedback.
- Reading and writing skill are taken care of; however, not as it emphasises on listening and speaking.
- Different visual aids are used to convey meaning.
- Language is considered as a procedure of mechanical habit formation through pattern practice, drilling and memorisation. Good behaviour is formed by correct responses.
- Language is learned effectively if the oral form is presented before the written form.
- Dialogue is the main feature of language teaching.
- Use of mother tongue is not given enough importance.
- All the skills are treated separately, not in integrated manner.
- It is a teacher-centred method.

Communicative Language Teaching

History

Due to the change in thoughts of American linguists as an influence of Noam Chomsky, who opined that language is not only a matter of mechanical habit formation, there are many mental and experiential faculties associated with it, the audio-lingual paradigm started to decline. Also some instances of learners' failure to communicate outside the class and their feedback on the procedure to be uninteresting and indecisive, Audio-lingual method had to face gradual weakening. It was the demand worldwide at that time for more effective approaches to deliver foreign language skills and competencies.

With the changing status of English in the modern world, there was a mounting demand of English efficient workforce to access the economic and the other sectors like education, technology. There was an understanding that existing education policy, curriculum and approaches had failed to accommodate the expectations. Linguists then started thinking about a situational language teaching for supporting communication ability in target language. Thus Communicative Language Teaching came into existence originated in UK being.

Principles of communicative language teaching

- Communicative language teaching (CLT) creates real life situations to teach a language.
- It uses the everyday language rather than rhetorical language.
- Emphasis is given to all four language skills’.
- Communication ability is developed.
- Grammar is presented inductively and in context.
- Fluency is emphasised rather than accuracy.
- It is a learner-centred approach.
- Teacher works as facilitator.
- Teacher talking time (TTT) is very low.
- Makes the meaningful use of language.

Content and language integrated learning (CLIL)

In Content and Language Integrated Learning (CLIL) content is taught through a second language or foreign language. Content-based subject like Science, Social Science, Commerce, can be taught through target language. But it needs the expertise of both language teacher and content teacher. As such, content teacher and language teacher together plan a lesson.

History

CLIL was officially proposed in European Commission’s policy (EC, 1976) to use more than one language in teaching in schools. CLIL emerged from a non-native English environment where English is expected to be used as lingua franca.

Principles of CLIL

- Language is used to learn content as well as communication.
- The topic decides what type of language is to be learnt by it.
- It develops cognitive and social skills at the same time.
- Teacher scaffolds students learning where students experience things step by step and understand.
- Language and content teacher need to work together to design a lesson.
- A situation is provided where learners learn language in a sub-conscious mind. They learn through discussion, writing, expression, exploring and sharing.
- Visual aids like mind mapping, word clouds, graphs are used.
- The tasks are Little bit complicated to design for a teacher.

As CLIL is a new idea, often there are some reluctance is found to use it. Moreover, there is lack of competent user to use it as the teachers need to know clearly how to teach both language and content together or how to work together with a content specialist for planning session. Existing teachers have too much work loads and shortage of materials. So, it is crucial to train up more teachers in CLIL or CBLT and to prepare material for CLIL all over the world.

Task Based Language Teaching (TBLT)

TBLT is also a much recent method. Task lies at the centre of language planning and instructions. Here learners are given functional tasks that involve learners mainly in meaning exchange and using real world language. The tasks are to be non-linguistic. These types of tasks can be making a list, preparing a bill, doing a survey etc.

TBLT is quite opposite to the long-existing PPP (**Present-Practice-Production**) approach as it is free from language control. Rather than practising one language item, it rather uses all of the learners existing language resources. Learners have a more varied exposure to language through varieties of activities. In this procedure, learners have the exposure of a large number of lexical phrases, collocations, patterns and forms. Learners communicate much in this procedure. Needs create the path for language explored and it is not pre-decided. It is an enjoyable and motivating method.

History

The research done on Second Language Acquisition (SLA) extracted the information that a specific task based lesson reflects the cognitive learning process. Engaging learners in different tasks provides better real life context for language learning. The earliest application of TBLT was Malaysian Communicative Syllabus (1975) and the Bangalore project.

Principles of TBLT

The principles of TBLT are-

- Activities and tasks emphasise on communication and meaning.
- This is a process based approach rather than being a product based approach like PPP.
- Purposeful and communicative language learning through interactions in different activities and tasks.
- Activities are selected depending on the requirements in real life and classroom pedagogical purposefulness.
- These activities and tasks are sequenced from easier to more difficult ones.
- The difficulty level of an activity depends on learners' previous experience, the complexity level of the task, required language for the task, and how much support is available.

4.3 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is the approach that gained the quickest popularity almost all over the world. Being initiated in United Kingdom in early seventies, it became popular all over the world including America, Europe and Malaysia within very short span of time as it addressed the communicative needs of language learning. Bangladesh has designated this approach for teaching English through the national curriculum.

CLT in Bangladesh

Communicative Language Teaching was first introduced in Bangladesh in textbooks from grade six to eight by OSSTTEB in the year 1990. This project published textbooks written following CLT. This approach was introduced in the curriculum in the year 1995 and was used in textbooks from 1996. The National Education Policy, 2010 has once more put emphasis on CLT which formed the basis of English Curriculum, 2012. The English for Today books of the national curriculum have been designed following CLT. Since, teachers are expected to teach English using CLT, they need to have clear conception about it.

Principles of CLT

CLT, as its name suggests, prioritises communication using four skills. It aims at making learners able to communicate competently. It believes that language and communication are interdependent which means that language must serve the purpose of communication. CLT emphasises on meaningful communication through organised attention to functional as well as structural features of a language. Some also recognise it as a procedure where learners participate in group work and pair work using existing language resources and learn by doing.

Canale and Swain (1980, as mentioned in Richards & Rodgers, 2014) have identified **four dimensions** of communicative competence- **grammatical competence**, **sociolinguistic competence** (understanding the context), **discourse competence** (interpretation of messages in a discourse) and **strategic competence** (strategies to initiate, continue, terminate, repair and readdress communication). This means that in order to be competent in communication, learners need to achieve proficiency in grammar and be strategic how to start, continue, end up, repair and go back to certain part of communication. This also includes understanding of the different social contexts and discourses.

In CLT, learners learn through communicative activities. Of course, the communication is supposed to be meaningful to the learner creating will create opportunities for learning. The activities of CLT follow certain principles which have been mentioned below.

- The focus of language learning activities is real life communication.
- Four skills, listening, speaking, reading and writing, are presented in activities in integrated way how they appear in real life.
- Grammar is presented in inductive way and learners are expected to explore the rules.
- Learners are engaged in activities or tasks with their existing knowledge and then learn further by doing.
- Learners' communicative competence is nurtured for development and mistakes are considered as the building up of that competence.
- Opportunities are created for both fluency and accuracy; however, fluency is expected before accuracy.

Underlying theories of CLT

CLT emphasises on the language that is used in different sociocultural contexts. Moreover, it is learner centred approach and experience based learning. Vygotsky's social constructivism has been reflected in CLT. Here, learning is facilitated through scaffolding by the teacher and fellow learners which help to reach the level of zone of proximal development (ZPD). Learners are engaged in skill practice in a created environment along with teacher and fellow learners; and perform beyond their actual level of performance.

It is also based on Halliday's functional theory which includes the following seven functions of a language-

- i) The **instrumental function**: using language to manage things
- ii) The **regulatory function**: employing language to control other's behaviour
- iii) The **interpersonal function**: have interactions with others using language
- iv) The **personal function**: express feelings through language
- v) The **heuristic function**: learn and discover using language
- vi) The **imaginative function**: creating a world of imagination through language
- vii) The **representational function**: communicate information through language

CLT approach is also founded on **skill learning theory** which says learners travel the course from **controlled** skill practice to **automatic** skill ability in any kind of skill learning. CLT believes in the procedure and employs the practice where learners are engaged in different sub-skills practices in created situations and gradually those sub-skills become automatic in the learner's production.

CLT avoids repeated corrections and this idea is based on **creative construction hypothesis**. Mistakes are considered as steps towards learning. In this approach, for example, language teachers do not always correct mistakes while a learner is involved in speaking. It is believed that speaking leads to fluency where correcting mistakes may hinder that production.

Some examples of activities in CLT

Varieties of communicative activities are planned in CLT depending on different skills. Individual work, pair work and group activities are planned to create opportunities for learners for better language practice. Some common activities have been presented below-

Opinion sharing activities

This activity is conducted sometimes in groups or in pairs where learners share their opinions on any specific issue. Sometimes they are asked to rearrange a list according to the priority and share the reasons for prioritising different elements with others.

Information transfer activities

In this activity, learners are given a piece of text to read from where they elicit information and present it in a different form. For example, learners may be given a text to read from where they will elicit information and present in a given table.

Role play

Here learners are given different roles in an imaginary situation and they act out according to the given instructions.

Task completion activities

Classroom tasks, which have opportunities for language practice, like games, reading maps, solving puzzles, planning for a programme are assigned to the learners and they complete the tasks.

Jig-saw

Different parts of a whole task are allotted to different groups and each group performs their duties. At the end, learners learn from each other and form a complete idea about the issue. For example, a reading text can be divided into some parts according to the total number of groups and each part is given a name like A, B, C, Each group is given a separate part to read and discuss; and then new groups are formed taking one member from each group. Now, every member in the new group will explain to others what he or she learnt from his or her part of reading. Thus everyone forms idea about the text. At the end, teacher elicits answers from participants to check their understanding.

Collecting information

Learners collect information through survey, interview, case study etc. where they use their existing verbal resources. At the end, they present their data before the class.

Oral practice

Repetition of dialogues, sentence by whole class, half-class, groups, individuals and engaging them to use these in their everyday issues are done in CLT.

Teachers' role in CLT

Teachers' role in CLT is much more different from teachers' role in our traditional classes. Unlike traditional teachers, he does not play the role of a model. Here teacher has to play the role of a facilitator who creates opportunities of language practice for learners and conduct those activities by giving instructions, monitoring and managing the answers. The teacher analyses the language needs of learners depending on their level of English, ability, targets etc. Accordingly, he or she designs the tasks, create resources for the activities, motivates learners for those activities and provides required support to learners. He or she also acts as a counselor by paraphrasing, confirming and giving feedback. However, teachers' talking time (TTT) to the whole class should be very low in compared to learners' talking time.

Learners' role in CLT

Learner is the centre of attention in CLT. All sessions are conducted with learner centred activities where learners are engaged in skill practice. Learners themselves listen, speak, read and write and teachers work as facilitator. Learners are given clear instructions so that they can perform the task more confidently.

Instructional materials in CLT

Materials play an important role in CLT. They are used to support the activities and it is considered as key element to promote learning. A wide variety of materials are used to facilitate different activities. Usually four types of material are used in CLT which are described below.

Text-based materials

Different textbooks designed for language learning comes under this category. These books include reading materials, activities, instructions for writing etc. English for Todays for secondary level are examples of this kind of material.

Task-based materials

Different materials can be prepared depending on different tasks like games, role plays, simulations, task-based activities. Examples of this kind of material may be cue cards, VIPP cards, picture cards, dialogue cards, written assigned task etc.

Real objects

Any kind of authentic and real life material can be used in CLT for language practice. For instance, a bag full of things available around us can be used for impromptu activities, where learners will pick up things and talk about them for two minutes.

Technology-supported materials

In CLT different artificial situation is created in classrooms for authentic communication through the use of materials. Technology is used to create opportunities for authentic input using texts, images, videos, audios etc. Digital contents can be used to conduct sessions with the help of a computer and a multimedia projector. Interactive activities are conducted with the help of technology. Document camera, digital camera, smart phone can enhance the enjoyment of learning. Chat rooms, discussion boards, teleconferencing can also be used to create some real opportunities, for example, learners can have real interaction with a native speaker through teleconferencing.

The evolvement of CLT was a paradigm shift from traditional to modern language teaching. CLT was much more humanistic approach than its previous methods. It has been widely accepted all over the world and has demonstrated success. Though some more methods like CLIL (Content and Language Integrated Learning) or TBLT (Task-based Language Teaching) have evolved, they actually are some modifications of CLT. As it has been given the highest emphasis in language teaching, every teacher must have a clear idea about it and use it in his or her classroom practice.

Sample questions

Broad questions

1. Which of these methods and approaches do you consider effective? Show reasons behind your choice comparing it to other methods and approaches.
2. Write in brief which differences do you find between the traditional English teaching in Bangladesh and CLT?
3. Describe how sociocultural theory develops your understanding about your students' learning.
4. Why does a teacher need to know about learning theories?

Short question

1. How did direct method replace the centuries old Grammar Translation method?
2. Write how content can be used for language learning in the view of Content Based Language Teaching.
3. Which language functions do CLT emphasise?
4. How does CLT reflect ZPD?

Chapter 5 : Planning a Lesson

A lesson creates opportunities for a learner for new and desired knowledge, skill and attitude. The achievement of learning outcomes depends on how a lesson is conducted by a teacher. A standard plan is a prerequisite for a good lesson. This chapter gives a detail overview of different issues related to lesson plan-

5.1 Lesson plan and its features

5.2 Planning and implementing an effective lesson plan

5.1 Lesson Plan and its Features

Lesson plan carries ample importance in the professionalism of a teacher. Every teacher must have clear idea about it.

Definition

Planning for a lesson means a pre-thought design of a lesson which a teacher intends to follow at the time he or she conducts any lesson. Jim Scrivener has identified it as a thinking skill (Scrivener, 2011). Often this is not possible for a teacher to remember everything which he or she plans. For this reason it is important to keep a written form of the plan. This kind of written plan is called a lesson plan.

Importance of planning a lesson

Proper planning is a prerequisite for any kind of success. As such good planning of a lesson ensures the high quality. Sometimes teachers are of different opinions about lesson planning on whether it is important to plan or leave everything to chance for ensuring creativity. The reason for proper planning are mentioned hereunder-

- Lesson planning makes a teacher aware of the expectations of national curriculum. If a probationary teacher wants to prepare an effective lesson plan, he or she has to go through national curriculum which helps him or her to have better idea about teaching and lesson planning.
- Preplanning helps a teacher to have good knowledge over content of the lesson. If a teacher can have sound knowledge over the content, there is little chance to face content related problems in teaching and answering learners' queries.
- Teacher should be aware of the learning outcomes and objectives of a lesson. Often they are not mentioned in textbooks. A weak planning without understanding learning outcome and objectives or no planning may result into poor achievement of students.
- Planning makes a teacher more confident in teaching. If a teacher lacks confidence, students also become confused in learning.

- Planning demonstrate the professional qualities of a teacher.
- A teacher needs to have sufficient preparation of using extra resources in teaching. These resources may be teaching aids like pictures, digital content, online resources, posters, markers which should be different for different lessons. An earlier planning can ensure the collection and preparation of resources.
- A teacher should plan lesson to bring varieties to lessons. Unplanned session can be monotonous as they lack different games, materials etc.
- Teacher can maintain proper sequence by lesson planning. As activities are mentioned sequentially in lesson plan, a teacher follows the sequence and the plan supports the teacher till the end of the lesson.
- At the time of planning teacher can take preparation about possible problems and take measures to handle any challenge.
- During planning, a teacher carefully selects suitable tasks and techniques so that every expected learning outcome becomes achievable. Different kinds of tasks are designed for different types of skills or sub-skills in language learning.
- More efficient teachers can share it with a novice teacher so that she or he can have a better guidance on teaching.
- Lesson plan is a kind of documentation which helps the head teacher to observe a session in monitoring how efficiently the teacher is conducting sessions.
- Lesson plan is a good support for the mentors or peer observers to understand the objectives and techniques etc.

Some misconceptions about lesson planning

There are some different attitudes to planning among teachers. These often confuse new teachers and they fail to understand the right requirements. Some queries because of these conceptions are-

- **We cannot look at a lesson plan when a class is running:** Often trainee teachers ask the question if they can take a glance at the time of conducting class; as they are somehow misguided sometime. The answer to this question is 'yes'. Lesson is planned and written as a support for a teacher. The teacher may forget sequence or the next task and he or she can have a look at the lesson plan. However, repeated attention to lesson plan may demotivate learners.
- **Writing lesson plan waste of time:** Written form of lesson plan is important for different reasons like keeping records, good supervision, supporting teachers during sessions etc. Too much load of preparing these lessons can be shared by group of teachers by distributing the whole responsibility among themselves. Once it is prepared, teachers can share among them and use the same lesson plans in the following years with little corrections if needed.

- **Written lesson plans make teaching mechanical:** Some time lessons without planning may become lively, creative and a real fun. But, it is not that likely to happen. When it is the case of foreign language learning where the teacher himself or herself not fully competent, preparing a lesson plan reduces all risks.
- **A lesson plan must be long:** A lesson plan actually should not be too long. Two pages long lesson plan in printed form is enough, otherwise, they will be laborious, tiresome and difficult to follow. For new teachers it can be little longer so that they can have proper understanding and guidance.

It is important for a teacher to form the habit of organising his or her works by planning. Clear conceptions about teaching can be formed through the effort for understanding every issue related to teaching.

5.2 Planning and Implementing an Effective Lesson Plan

A lesson plan is an outcome of teacher's deep thinking about learners' development. A truly concerned teacher emphasises on every single delivery of lessons and tries his or her best to make it successful. A teacher's teaching needs to be structured and logical which will demonstrate his or understanding of learners' achievement.

Issues to remember during planning

Since lesson plan is important for learners' achievement, there are several issues which should be taken care of. A conscious consideration of these issues will confirm better planning. Some issues like these are discussed hereunder.

- **Preparation about content:** A clear conception about content is essential for quality teaching. A lesson may have some vocabulary and information which are new to the teacher preparing a plan.
- **Brainstorming the objectives:** Every lesson usually has some specific learning outcomes which are not often explicitly mentioned in the lesson. Teacher needs to understand the expected learning outcomes from the topic and activities. Even sometimes it is important to be clear about these outcomes in order to plan for some extra activities. Teacher can take help from curriculum where the objectives of every session have been clearly stated.
- Learning outcomes are to be written using the action verbs which ensure the measurement of achievement of learning outcomes. For example: 'By the end of the lesson learners will be able to describe scenery'. Here the word 'describe' is an action verb by which learners' ability can be measured.
- **Include an accurate warm up:** Beginning of a lesson is required to be attractive to learners as it draws their attention to the topic of the lesson. Suitable activities related to topic can be included as warm up. These kinds of activities can be some games, speaking activities, listing activities etc.

- **Finding suitable techniques and tasks:** Appropriate activities according to learning outcomes are vital to apt planning of a lesson. Interesting and learner centred activities are to be designed so that learners can learn by doing, for example, true/false games, debate, report writing, poster presentation etc. Activities including controversial discussions and physical movement often energise learners.
- **Bringing variations:** Each lesson should be unique to learners so that they do not become monotonous. Even varieties can be brought in one lesson. For example, often there are some new words in each lesson, if these words are presented using varieties of techniques like showing pictures, real object, demonstration, giving example then learners will feel interest and stay away from monotony.
- **Plan for required resources:** Resources are another essential element for a successful session. Teaching aids support in easy understanding of content. Earlier planning helps to manage required resources.
- **Planning the sequence:** Maintaining coherent sequence in a lesson is crucial. As there are four language skills, it is important to sequence activities in proper order considering which skill and activity should be practised and when. It is also advised to select harder tasks earlier as learners usually have more stamina at the beginning of a lesson. Moreover, as it is tough to calm down students, it is better to sequence quieter activities earlier than lively ones.
- **Think of the transition:** The changeover time from one activity to another is important. A smooth transition should be managed so that learners can find relationship between the two activities and do not feel out of water suddenly.
- **Teacher and student talking time:** Proper ratio of student-teacher talking time should be designed during planning. Since it is about learners' language development, enough opportunities for their language practice is to be designed other than teachers' lecture. Considerable amount of opportunities for pair interaction, group discussion, choral responses and whole class interaction should be confirmed.
- **Considering the scheduled time:** Lesson should be accurately balanced with scheduled time. If a lesson is too long, it can be extended to two sessions or some parts of the second session. Every activity should have a slated time so that the lesson can be completed in due schedule.
- **Planning for Collaboration:** Often the lessons include some hidden objectives also like incorporating some values, supporting each other in learning, demonstrating empathy for co-learners. Suitable activities and instructions should be included to promote these qualities in learners.
- **Anticipate possible problems:** At the time of planning lessons teachers need to be aware of some unforeseen problems that learners might have with the lesson. By this anticipation teachers can be prepared for possible solution.
- **Planning for some extra activities:** Lesson may sometime turn boring or may finish earlier. So, teachers need to plan for some extra activities or games.

- **Being inclusive in planning:** Every learner is special with some special needs. Some may finish task earlier, some may struggle with some difficulty in performing task. So, teachers need to plan according to their different abilities. Those who need little more time to perform a task or some extra support should be given as required.
- **Planning for good opening and summing up:** Lessons should be started with general greetings with the whole class and end up with a kind of rounding-off process with some positive notes. Teacher may mention at the beginning what skill practices learners are going to do today and end with a kind of appreciation what they have successfully achieved.
- **Planning for use of technology:** If a teacher wants to conduct session using online or offline resources, he or she must take proper preparation beforehand, for example, creating or downloading digital contents, managing internet.
- **Planning for assessment:** It is essential to have some assessment task planned suitable for measurement of achieved learning outcomes.
- **Designing homework:** Students are often overburdened with too much homework. Homework for English can be given only thrice a week (National Curriculum, 2012). Varieties should be brought in types of homework so that students do not feel bored by repetitious kind of homework. Different types of homework may be paragraphs with drawings, research work on some familiar issues, completing worksheets, learning poems etc.

Templates of a lesson plan

Lesson plan is essential to be well-structured. It has been termed as a map (Harmer, 2012). There are different formats of lesson plans. Teachers can follow any structured one. However, it is essential to include some common elements like-

- Lesson introduction
- Learning outcomes
- Teaching aids
- Possible problems
- Warm up
- Activities
- Time allocation
- Sum up etc.

Lesson Plan 1 : Eft (NCTB followed format)

Different institutions may follow different formats. National Curriculum and Textbook Board (NCTB) has produced Teachers' Curriculum Guide. There are clear instructions for a teacher about organised sessions in there guides which also suggests a lesson plan format. The following is the format by NCTB which is presented here in a little modified form.

Class 6 Lesson 1: Going to a new school Period 1 Sections A & A1
50 mins

Learning outcomes:	Teaching Learning Activities	Assessment for learning	Learning-Teaching Aids
1. talk about people, places and familiar objects	<p>Warmer (10 mins)</p> <p>1. Elicit response to the following questions from Ss (nominate learners and prompt if necessary): e.g.</p> <ul style="list-style-type: none"> - X, where are you from? - Is it a village, a town or a city? - If you leave this place and go to another village, town or city, what would you have to do? - What things about you would a school in the new place want to know: <ul style="list-style-type: none"> • name • age • colour of eyes and hair • height • hobbies/ interests/ favourite activities <p>2. Announce the title of the lesson</p>	Ask Ss the differences between a village and a town or a city.	Power point slides/ pictures of a typical village, a town and a city.
2. read and demonstrate understanding texts	<p>Section A (20 mins)</p> <p>3. Ask Ss to read instructions and say what they are supposed to do. If necessary, explain.</p>	1. Ask the meaning of words/ phrases e.g. <i>brown, collecting</i>	Power point slides or pictures of: a <i>brown</i>

	<p>4. Ask Ss to read sentences in the box silently and individually.</p> <p>5. Ask ss to check their understanding by discussing in pairs.</p> <p>6. Call upon nominated ss to read out the sentences and explain the content.</p> <p>7. Get ss to explain words/phrases e.g. <i>brown, collecting stamps, comic books, soft drinks</i>. You may explain if Ss fail.</p>	<p><i>stamps, comic books, soft drinks.</i></p> <p>2. Ask ss to read out sentences from the box and explain content.</p>	<p>object, a page of <i>collected stamps</i>, a page from a <i>comic book</i>, a <i>soft drink</i> (with a cross mark on it).</p>
3. write short paragraphs	<p>Section A1 (20 mins)</p> <p>8. Ask Ss to read instructions for A1 and say what they are supposed to do.</p> <p>9. Get Ss to work individually and complete the sentences by filling in the blanks about themselves.</p> <p>10. Tell Ss to get into groups of four and read out to each other their completed sentences.</p> <p>11. Ask students to write a paragraph about themselves following sequence in Section A1, without using sentence numbering.</p> <p>12. Ask at least one S from each group to read out paragraphs about themselves.</p>	<p>Collect writings of Ss about themselves, read them and give oral/written feedback about their performance.</p>	<p>Section A1 of textbook.</p>
Self-reflection	<p>1. What were the objectives of the lesson?</p> <p>2. Were the objectives fulfilled?</p> <p>3. If not, how could you do better next time?</p>		

Here we can see that this plan include different column, clear warm up, activity wise teaching aids, self-reflection. If a teacher thinks of his or her lesson after it is over and works for development, it will ensure better session in future.

Lesson Plan 2: From EFT

Another largely used format is also presented here.

Teacher's Name:	Class: Eight (8)
Roll no: Session:	Subject: English
Date:	Unit: 5 Lesson: 4
Duration: 40 minutes	Title: A man who loves trees

Learning Outcomes: By the end of the lesson learners will be able to:

- a) talk about pictures (Speaking skills).
- b) read a text and find out answers (reading skill).
- c) use vocabulary: profession, sapling, passion, gigantic, mission.

Extra teaching aids: A sapling, a water bottle, poster with two pictures of two places- a green village and a desert, a chart of true/ false statements with answers covered with white papers.

Possible problems: The text is a long one. As all exercises cannot be finished in time, the rest will be covered the next day.

Warm up

Time: 3 minutes

1. Set the scene by asking the following questions showing a tree.
 - a) What is that (pointing through a window)?
 - b) Do you like trees?

Then declare the lesson title, “**A man who loves trees**” by saying, today we are going to read about a person who loves trees”.

Procedure (Teaching learning activities)

Section A

Time: 7 minutes

2. Draw students’ attention to the chart of two pictures.
3. Write the following questions on board-
 - a) Which of these places do you like to live? Why?

4. Demonstrate the activity by asking two students to ask and answer each other coming at the front of the class.
5. Divide the whole class into pairs and ask students to ask these questions to each other.
6. Monitor the class.
7. Elicit the answers.
8. Conclude the activity by telling about the need for planting more trees.

Vocabulary presentation

10 minutes

9. Present the vocabulary using the four steps:

- Write the word on board
- Clarify the meaning
- Say the word clearly and ask students to repeat after teacher
- Show students the contextual use of the word in sentences.
Profession (Give example): I like the profession of doctors.
Sapling (showing realia): I have to plant many saplings.

To water plant (Act out with realia). I water my plants regularly.

Passion (love) I have passion for cricket.

Mission (Target) My mission is to help the poor.

Section B

Time: 18 minutes

10. Ask students to read the true/ false questions in section B.
11. Then ask them to read the text in section A and check whether the statements are true/ false.
12. Elicit the answers.

Closing

Time: 02 minutes

13. Summarise the lesson and ask students if they have any questions.
14. Set home work: "Benefits of different trees around your house."

Clean the board and say goodbye to the students before leaving the classroom.

Lesson Plan 3: Grammar

A sample of grammar lesson plan is given for teachers' convenience.

Teacher's Name:	Class: Six (6)
Roll no.:	Session:
Date:	Subject: English 2nd paper
Duration: 40 minutes	Lesson: Grammar
	Title: Adjective (part 1)

Learning Outcomes: By the end of the lesson learners will be able to:

- a) say what an adjective is.
- b) identify adjectives in sentences.
- c) explain positions of adjectives in sentences.
- d) make sentences using adjectives.

Extra teaching aids: a ball, a Power Point presentation on adjectives.

Possible problems: If there is time, I will play games.

Warm up

Time: 2 minutes

1. Set the scene by praising students using some sentences with adjectives like
 - a) How are you good boys/ girls?
 - b) I know you all are very active.

Procedure (Teaching learning activities)

Section A: What adjective is

Time: 10 minutes

2. Show the passage about Mr. Haque to students. Ask them to read the passage.
3. Draw students' attention to the underlined words.
4. Ask one student to come to the front of the class and read the passage aloud.
5. Ask them "What do these words (happy, intelligent, bright, gentle, polite, rich, and arrogant) convey in a sentence?"

6. Tell them that they describe, qualify and glorify nouns or pronouns (Mr. Haque, his wife, the students, their parents, the children, they) etc. Tell them these words are called adjectives.

Section B: More examples

Time:10 minutes

7. Tell students “Let’s see some more adjectives”.

8. Show them some slides of different adjectives (smart, beautiful, smiling, intelligent, arrogant, helpful, supportive, etc.) with picture.

9. Ask student to repeat those adjectives with you.

10. Ask them to make sentences using those adjectives.

11. Elicit answers.

SectionC: Game

Time: 8 minutes

12. Tell students that now they are going to play a game.

13. Inform them about the game. Tell them that they have to take the ball, tell his/ her name and one adjective like this “My name is Mimi and I am cute”. Then they have to throw the ball to another student and say, “What about you?” The other student will then catch the ball and tell his/ her name and one adjective in the same way.

14. Demonstrate by telling your (teacher) name and one adjective about you. Throw the ball to a student and continue the game.

15. Thank students after the game is finished.

Section D

Time: 8 minutes

16. Show the slide about positions of adjectives in different sentences.

17. Elicit their positions: before noun, after noun etc.

18. Write one noun and one adjective on the board like ‘baby’ and ‘smiling’.

19. Ask students to make three sentences with these two words following the sentences on the slide.

20. Elicit the answers from the students.

Closing

Time: 02 minutes

21. Summarise the lesson. Praise them using some adjectives.

22. Set home work: “Write 5 sentences using different adjectives.”

Clean the board and say goodbye to the students before leaving the classroom.

Sample questions

Broad questions

1. Write in detail how will you consider different issues while preparing a lesson plan?
2. Write elaborately how you will motivate your junior colleague who has just joined to write lesson plan?
3. What are the different parts of a lesson plan and how do they support a teacher?

Short questions

1. Explain the rules of writing a lesson plan.
2. How can you choose different activities depending on the objectives of a grammar lesson?
3. How can the National Curriculum help in lesson planning?

Chapter 6

Teaching English Language Skills

English is one of the most popular languages in the world. A people throughout the world prefer English as their medium of communication after the first language. Many of the countries selected English as their official language, where many of them selected the language as the compulsory foreign language to be taught and learned. The present chapter deals with the issues related to teaching English language as a skill based subject. The lessons are-

6.1 Developing language skills

6.2 Teaching listening skills

6.3 Practising listening inclassroom

6.4 Teaching speaking skills

6.5 Practising speaking inclassroom

6.6 Teaching reading skills

6.7 Practising reading in classroom

6.8 Teaching writing skills

6.9 Practising writing in classroom

6.1 Developing Language Skills

Language is a tool. The more languages one can learn the more he/she can be equipped. English is one of the most popular languages of the world. So, the people around the world prefer learning English as their second language or a foreign language beside mother language.

English is a skill based subject. Learning English does not mean only knowing some features of the language. Linguists all over the world have now agreed at one point that language learning should target at developing communicative ability of learners. Achieving communicating ability in any language means being able to listen and understand the language, speak the language, read materials in that language to get information and write to communicate messages in that language. Therefore, for successful communication, one has to develop four basic language skills - listening skill, speaking skill, reading skill, and writing skill. Like swimming and cycling, language skills are also to be acquired through practice.

Differences among skills

Among the four basic language skills listening and reading skills are the receptive skills. Through listening and reading the learners or users receive information. During communication people receive information through watching and listening to others. Then people respond to the stimulus through speaking and writing.

Receptive skill

We receive information through reading also. We read written materials to get information. Therefore, listening and reading skills are described as the **Receptive skills**. We respond to the information we receive (through listening and reading) by speaking and writing.

Productive skill

To speak and to write we have to produce sounds, words, sentences, physical gestures and many other communication skills for successful interactions. Therefore, speaking and writing skills are described as **Productive skills**.

Primary skill

Listening and speaking skills are the **Primary language skills** for communication because human being starts communication by listening and speaking. By listening one can develop speaking skills.

Secondary skill

To read and write one has to be familiar with the signs and symbols which are created by the human being as the later expertise. This is a secondary effort followed by primary skills. Therefore, reading and writing skills are called the **Secondary language skills** of communication.

Learning a language by learning skills

First language is acquired by the learners at the very early stage of life. An infant starts to pick up the language soon after its birth. He listens to every single sound and gradually tries to understand the meanings they convey. Gradually he or she tries to say some words. If they make any mistake they receive feedback from listener's response. Thus a child starts learning primary skills at the beginning of learning. Later on he or she start to read letters, words and sentences that he or she tries to produce again through writing. To acquire the first language skills the learners get the supports from the environment.

After completing the first language acquisition, the learner has to face the experiences of second language or foreign language learning. The second language can be learned both in the native and the foreign condition. The native condition means the favourable environment. Learning English language in an English speaking country is considered as favourable environment. When a foreign speaker learns English in a favourable environment, the learner has the opportunity of acquisition. On the other hand, learning English in foreign environment is not favourable to a foreign language learner. The learner has to learn consciously. In both cases the first language experiences play important role. This is called the first language interference. Learning experiences are transferable. Any learning experience can be used in another learning context. The role of transferring learning from one context to another is very important in the field of education. (Perkins & Salomon, 1992) Child transfers one language learning experience to another language learning context.

The first language acquisition is a natural process through which a child acquires some skills. Researches all over the world show that if the second language or foreign language learning is conducted creating real life situations, the learning become more successful. With a view to doing that the second and the foreign language teaching have adopted some methods and strategies to guide more effective language learning.

Learning English in Bangladesh

English is the most widely accepted foreign language in Bangladesh. This is a compulsory subject to be studied in secondary education in Bangladesh. Students learn English in Bangladesh as a foreign language. Communicative language teaching (CLT) approach is followed in teaching and learning English at secondary level. The students have to practise four basic language skills- listening, speaking, reading and writing. Teacher's proper knowledge and skill about getting learners practise the language skills are essential. The strategies of developing the four basic language skills have been discussed in the following part.

6.2 Teaching Listening Skills

Listening is a primary skill for communication. To develop English language skills English language teachers have to help the learners. There are various techniques and activities to practise listening skill based on different theories and experiments.

The listening part of this book contains different features of teaching and learning listening skills, basic principles of teaching listening skills, characteristics of L1 and L2 listening, different stages and some techniques and activities of listening practice.

Listening is the most important language skill. One cannot interact without listening to others. This is important for first language as well as the second language. The effective listener is the effective user of the target language (Lee, 1986). Learners spend most of the time for listening in their classroom activities. Wilt (1950) pointed out that 57.7% of the class time is spent in listening by the learners. However, the most useful skill listening is the

most neglected skill in the teaching- learning activity. Specially, in the foreign language environment the learners are often deprived of listening to the target language. It has been found that the teachers are used to giving instructions in the first language instead of the target language. So, learners do not have enough opportunity to listen in classroom. Thus, the importance of listening to develop foreign language is not considered seriously. Therefore, listening and comprehending the spoken language becomes the challenge to the foreign language learners (Paulston, 1976).

Although listening is recognised as a receptive skill, the listener does not remain inactive during receiving. Listening process contains hearing stream of continuous sounds, recognizing units of sounds, meaning and relationship between the units, perception of physical and psychological features of the utterances, judging the relevance, selection of the relevant item, reacting to the speaker, interpreting the speaker's facial expression etc. (Wheeldon, 1981 as mentioned in Mee, 2001). According to Rivers (1971) **listening process** involves three stages. The stages are as follow:

- i) Sensing rapid, roughly defined impressions,
- ii) identification through segmentation and grouping, applying to the collocation rules of the language,
- iii) Rehearsal and recording which occur simultaneously with the other two stages; whereby material is recorded for long-term storage.

The first stage, as Rivers related, is comparatively passive. The next two stages are active. Thus listening is a cognitive process. Listening involves two basic levels – **recognition and selection**. When a foreign language learner encounters a spoken form then at first it is meaningless sounds to him or her. Then gradually he or she becomes familiar with the sounds, intonation, words and phrases. When the learner recognises the phonological, syntactic and semantic code of language automatically, he reaches the **recognition level**. Next, the learner sifts out the message bearing units for retention and comprehension without conscious attention to individual components. This is the level of **selection**.

The Characteristics of Listening

There are six characteristics of listening determined by Brubridge (1886) which are as follow:

- i. Spoken language is different from written language. Spoken language is not organised, does not consist of complete sentences, full of interruptions, hesitations and repetition and does not necessarily contain a lot of information. Hence students should be exposed to authentic speech instead of artificial dialogue or written speech which is read.
- ii. The listener is usually helped by visual information which facilitates understanding. We can see the speaker and his expressions. Therefore, a lot of visuals (slides, maps, photographs etc.) should be used or native speakers could be invited to class.

- iii. Listeners would have "expectations" about how a conversation might go, what they are going to hear and what their interlocutor is going to say. The implication is that there should be pre-listening activities to prepare students for what they will hear.
- iv. Listeners have contextual knowledge about the speaker and the situation. Thus, pre-listening activities should ensure that students are privy to the contextual knowledge.
- v. People listen for a purpose and they have a specific reason for listening. Hence it is vital that students are asked to listen for something during their While-listening exercises.
- vi. Often spoken language is simply for social interaction and not for exchange of ideas or information. Therefore, students should not be asked to listen for facts all the time. Students should be encouraged to listen for gestures, attitudes and feelings too. [Mac Yin Mee]

Types of Listening

Generally listening is of two types- **listening for specific information** and **listening for gist**. When a listener listens something with interest to have some detailed facts, it is listening for **specific information**. For example, any passenger at the airport listening announcement to follow the flight schedule because it is of his interest. On the other hand, if any one listens to the announcement outside airport as an ordinary person, not a passenger of the air-craft, his listening aims at gist. In real life, we do not listen to everything in details, for specific information. We listen to class lecture by teachers, weather forecast, prices of commodities while shopping, etc. for specific information. Listening to any unimportant conversation among friends or family members aims at having the gist. We usually listen to the TV/ radio, songs, films or plays for the gist.

Characteristics of L1 and L2 listening

The first language is called L1, and the second or the foreign languages are L2. The following are the characteristics of L1 with some examples of the situations-

- Most of the listening in L1 take place face to face (all conversations apart from telephone conversation).
- We have to respond to what we listen to (questions, discussion, instructions).
- We listen for pleasure, for information when listen story, news, class lecture, announcement etc.; that means we always have some purpose of listening.
- Listening is more effective if we have some pre-idea about what we are going to listen, may be some knowledge of topic or context (news reports, personal stories).

- It is not possible to remember everything we listen to (informal conversation within family or friends).
- We use a number of clues simultaneously when we listen to something to help us in understanding, e.g. gestures, facial expressions, the situation (face to face conversations with family and friends).
- Sometimes we have to listen to are long stretches of speech (speeches in social or religious programmes, lectures in college or university classrooms, seminar).
- Most of what we listen in L1 are informal, conversational language (chatting, gossiping).
- We learn to manage different speeds of speech, unfamiliar vocabularies and other problems when we listen (TV or radio programme, lecture).
- We are relaxed and confident about listening to L1 in case of informal situations with family and friends. In the listening process, we hear sounds at first, next process them as words and finally comprehend them as meaningful sentences.

In case of listening to L2 we also have to face the similar experiences. In L1 we have to depend on purpose, prediction, response, feeling relaxed, using clues, etc. The similar conditions should be created in the foreign language listening development situation. The learners need an atmosphere where they feel confident and tasks to help the process.

6.3 Practicing Listening in Classroom

We learn English in Bangladesh as a foreign language. Due to lack of opportunity of practising it our daily life, classroom is the appropriate place where students can practise listening skills. They can practise various listening exercises with the guidance of the teacher. Listening practice has three stages. The stages are– pre-listening stage, while-listening stage and post-listening stage. The three stages have been explained below through examples.

Pre-listening stage

1. Teacher writes the following list of items on board :

Large suitcase	Books	Camera
		Sweater
Small suitcase	Swimsuit	
	Umbrella	medicine
Presents		

2. Ask the students to copy the list
3. Teach any difficult words (e.g. swimsuit)
4. Tell the students to assume that they are going on a trip to London. Ask them to choose and discuss with a partner what they would need to take and why.
5. Elicit answers

While-listening stage

6. Ask students to listen to the passage and tick the things that the man/woman in the passage is going to take. Teacher read the following passage with good, natural intonation and rhythm.

Listening text

I'm not going to take many things with me this time, so I won't need the big suitcase. Let's see. I think we can buy presents for our friends when we get there. They'll have films and music on the plane, but I'd better take something to read. It'll be fairly cold at this time of year so I don't suppose we'll be spending much time outside. I'd better take the umbrella in case it rains. I'll need a thick sweater too if it's going to be cold. I think that's about everything.

7. Students check their answers with a partner.
8. Read the passage again and let students check again in pairs if necessary.
9. Check the answers with the whole group, eliciting what items are going to be taken and ticking them on the board.

Post-listening stage

10. Ask students to fill up the gaps in the following passage with the most suitable words from the list:

A Trip to Dhaka

I won't need to take many things with me this time so I won't need my ----- . As it's only a short flight I won't take ----- I can read a magazine instead. I'd better buy some ----- for my friends when I get there – flowers are always nice. As it's not too cold at the moment I won't need a ----- but I think I'll take my ----- as it's the rainy season and I don't want to get wet.

11. Students check in pairs
12. Check the answers together, in plenary.

[The listening task is selected and collected from CPD Trainers' Guide, TQI, July, 2009]

Sample questions

Broad Questions

1. Describe the language developing process of a child in a foreign language environment.
2. 'The experiences of listening to first language are similar to those of the second language.' Discuss.
3. Is it possible to practise listening in the classroom situation? Write a total planning of an effective listening task for your students.

Short Questions

1. Why should we practise listening for learning a foreign language?
2. What do we listen in English in everyday life?
3. What is a teacher's role in developing listening skills?
4. Mention the stages of listening practice.
5. How can a learner practise listening skills outside classrooms?

6.4 Teaching Speaking

Speaking is the most important language skill to demonstrate language efficiency. Out of four language skills, it has taken a distinct position in language teaching as it directly shows learners motivation and encouragement to use the target language.

Definition of speaking

Speaking is a verbal language skill which shows the ability to communicate using a language. It means to express one's feelings, emotions, thoughts, etc. orally. Speaking is a communicating procedure of creating sense that comprises producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It is a **primary skill** which a learner starts learning before someone goes for any written form of a language. It is sometimes very spontaneous when a learner listens enough of the target language and start to utter the language. This is also a **productive skill** by which a learner demonstrates that he or she has started using the language. Speaking validates the extent of learning the learner has achieved.

Importance of learning speaking English

Speaking skill has got ample importance in learning a target language. It is one of the most important targets to achieve proficiency in using the language. Importance of learning speaking is-

- The current English Curriculum, 2012 has included listening and speaking in assessment. Speaking has been included in continuous assessment. Presumably, this skill is going to be crucial for securing better scores in English subject in secondary and higher secondary level.
- Speaking is an important mode of communication. We express our opinions, moods, judgment and reaction using any language. Therefore, if we want to learn a language, we have to learn how to use that language in different situations. Different languages have got different kinds of manners, tones, expression of speech, for example, while

making a request in Bangla, users do not usually use the Bangla word for ‘please’. However, in English, it is very important to include ‘please’; otherwise it will appear to be very rude. So, only literal translation does not work. It is important to learn how native speakers communicate in different situations.

- A good command over speaking English indicates smartness which in turn helps in all sectors including job. Speaking efficiency raises status which brings accomplishment in every professional area.
- Travelling abroad demands a good level of proficiency in speaking. Starting from the time of facing the immigration till leaving the foreign country everywhere a traveller needs to speak English as it is the most widely used lingua franca all over the world.
- Speaking English is essential for enrollment in higher studies. Obtaining standard scores in IELTS, TOEFL etc. are the pre-requisites of getting admission in renowned universities abroad. Speaking is one of the components any one is tested in for assessing his or her ability to use English. Additionally, it is essential for communication while continuing study there.

The goals of teaching speaking

Though speaking is a single skill, it has got many sub skills and different functions. Usually we speak through conversation, presentation, debate, lectures, responding etc. There are different functions as well which can be termed as sub skills, such as, asking and answering questions, request, invitation, acceptance, polite rejection, answering queries, presenting reason, arguments, greeting and condolences, so and so forth. To learn speaking, it is essential to know the way spoken English language functions in these situations and be able to perform likewise. So, the goals of teaching speaking English at the secondary level are to make the learners efficient in performing in different situations and pronounce comprehensibly.

If we go through the English for Today books of secondary level, we will see that different kinds of speaking activities have been included, for example, giving opinion, describing pictures, giving reasons for liking and disliking etc. Depending on the different objectives for speaking, different speaking activities appear in different lesson.

Fluency and confidence rather than accuracy is targeted for learners for speaking. Often we see there are many people who know much about English, but, they cannot use them, even when they are asked a simple question (Scrivener, 2010). For this reason, we need to ensure learners’ production as much as possible in language practice.

The different types of speaking practice

Though speaking is a very important skill among the language skills, it is most probably the toughest one to make learners use it. At the beginning, learners usually do not feel like using it. But, gradually they get more used to speak in target language. For this reason, selecting activities suitable for their level is very essential. Depending on this idea, the activities used during speaking practice have been divided into two types- **controlled speaking practice** and **free speaking practice**. Details of these types of speaking practices are presented hereunder.

Controlled speaking practice

This type of speaking practice is conducted with the beginners. This mainly includes oral drills of some vocabulary or some specific structures. Some words or sentences are presented before learners and they are asked to repeat them with the teacher at first. Then whole class practices them together. Then they are divided into two groups and the sentences are practised through the interaction between groups. Later, learners are divided into smaller groups or pairs for further practice. Learners work under complete guidance of teacher where learners do not have any scope to use their own vocabulary or structure. The following substitution table can be a good example of controlled speaking practice.

Do you want to	go with me? come to the dinner? buy a pair of shoes? make friend with Raya? have some tea?
Yes, I do. No, I don't.	

Fig. 6.1 Substitution Table

Free speaking practice

This kind of activity is conducted when learners already have achieved some proficiency of speaking. Open ended questions, discussion on a given topic, describing pictures are of this type of activity. In this kind of activities learners have full opportunity to use their own vocabulary or structure.

6.5 Practising Speaking in Classroom

Problems learners usually face at the time of speaking

If we look into the speaking sessions, we will see that there are some common problems what the learners struggle with. These problems are common all over the world for learning any new language.

Low vocabulary stock and grammatical structures

As learners do not have any exposure of English outside the classrooms, they lack required stock of vocabulary and different grammatical structures. As such, they struggle with these things while speaking. Some support on new words or structure before speaking may increase the production.

Nervousness and embarrassment

Speaking is an activity which directly link with listener at the time of production. There is almost no chance to correct mistakes. As such, learners feel shy and they are too much worried about losing face in front of listeners.

Finding what to say

Often learners are confused about what to say when they are asked to say something on some topics or answer open ended questions. Often they do not find any interest and relevance to a topic. So, they are often very reluctant to say anything.

Use of mother tongue

Learners often tend to use mother tongue when they face problem with finding suitable grammar structures or vocabulary. Often when they are expected to use English during group or pair discussion, they share their opinion using mother tongue.

Minimum participation of learners

Sometimes it happens that learners are given the task of discussion in large groups and each individual gets very little chance to speak. Often, even in small groups, some learners dominate, and others do not get opportunity to speak. Standard and comprehensible instructions and selection of group leaders, who will provide equal chance to everyone, can ensure everybody's participation.

Principles of designing speaking tasks

Speaking is a skill which needs careful considerations to ensure the best production by the learners. Enthusiasm, motivation, interests and impulsiveness should be created through the activities designed. It is essential to follow some principles for designing a task and its process.

Engaging every individual

Creating opportunities for every individual to speak is important to improve learners' speaking skill. If this kind of opportunity is created, every learner will have scopes for speaking in different situations. Engaging learners frequently serve the purpose. This does not mean that there will not be any whole class involvement activities. Sometimes, some very interesting activities are conducted with the participation of the whole class. However, it is better to use pair work as much as possible.

Demonstration

Once a speaking task is assigned in pairs or groups, for clear understanding it is supportive to give a demonstration by a group or pair at the beginning so that other learners can have a clear instruction of what they have to do.

Providing preparation time

Learners are often shocked if they are suddenly given a topic and need to talk about it in front of others. Therefore, it is better to provide some preparation time so that they do not feel any pressure.

Teacher talking time

The ratio of teacher talking time (TTT) in respect of learner talking time should be very low. Most occasions should be designed for creating opportunities for students to speak. The language teacher will give instructions and manage or elicit answers at the end. He or she will work as a facilitator to provide scopes for speaking.

Interesting and related topics and cues

Learners often do not find enough interest to talk on a topic if it is not known or related to them. For example, if they are asked to talk about a well-known cricket player of Bangladesh, they will find more interest than if they are asked to talk about a hockey player. Selecting interesting and relevant topics is required to motivate learner for speaking and thereby engage them in conversation. Learners should have enough information to talk about in that topic.

Clear instructions and declaration about mistakes

Learners need to be clear about the activity they are going to take part and this can be done by clear instructions. Moreover, as learners are worried about making mistakes, a good level of motivation is required to make learners speak. It should be ensured that mistakes will not be counted and nobody will respond to any mistakes. They should assure that speaking activity is being practised only to make them fluent in the skill.

Proper monitoring system

A standard monitoring system is mandatory for speaking. Learners are often very reluctant to speak. Moreover they often lean towards using mother tongue during speaking. Therefore, teacher must move in the class at the time of speaking practices. Additionally, a leader can be selected from each group during group work; these leaders will monitor everybody's equal participation in speaking and minimise the use of only L2 while speaking.

Seating arrangement

The seating arrangements in usual classrooms are often found to be too traditional to conduct good group work or pair work. Fixed high and low benches, traditional arrangements of benches often create problems in group work and pair work. U-shaped or horse shoe shaped seating arrangement is best for ensuring access of teacher near students; though, the traditional arrangement can also be properly managed for pair work and group work.

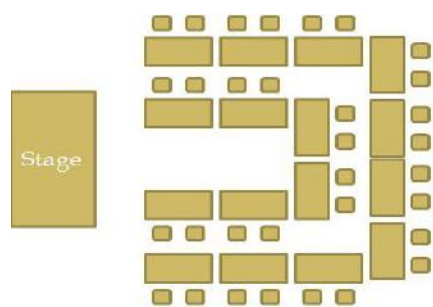


Fig. 6.2 U-shaped Seating Arrangement in Classroom

Learners sitting side by side can make pairs and every odd number row learners can turn back for some time to make group with even number row students. The following figure shows the arrangement groups of learners sitting in different benches during group discussion.

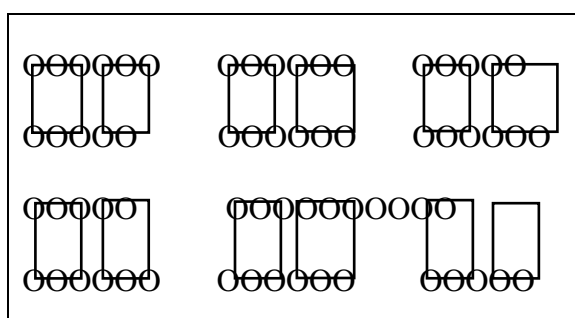


Fig 6.3: Group Arrangement(The round shapes indicate learners and the squares indicate groups)

Task-based activities are more effective than topic based activities

If learners are given a task to perform, they generate more speaking than that of giving a topic to talk about (Ur, 2016). Tasks make learners feel that they are given a responsibility which motivate them to speak more. One example of task based activity in group is prioritizing the elements of a list and giving reason for them.

Use material to generate discussion

Teaching aid is a very effective for accelerating discussion. Collecting and creating pictures, cue cards, things used every day etc. should be used for creating opportunities for speaking.

Correcting errors

Fluency is more emphasised than accuracy in communicative language teaching. Learners' oral production is obstructed if he or she feels that his or her mistakes are being observed and counted. Interrupting natural flow of speaking demotivates learners. It is important to assure learners of a safe environment where they can speak spontaneously. However, while monitoring the teacher can identify some common mistakes and in plenary he or she can mention the mistakes without mentioning who made those mistakes and can provide corrections in general.

Varieties of speaking activities

There are varieties of speaking activities which may engage students differently. Some speaking activities engage whole class, some small groups and some pairs. Examples of speaking activities are mentioned here for teachers' convenience.

Who am I?

This is a speaking activity in participation of whole class. One volunteer from learners sit in the hot seat (a chair kept in front of the class) and assume the name of a celebrity, but, the learner does not inform the name to other learners. He or she pretends to be the celebrity and answers to only 'yes' / 'no' questions from other learners. By asking those questions other learners will find out which celebrity he or she is. For example, the student in hot seat may assume the name of Salma (The cricket player of our nation women cricket team). The learners can ask only ten questions, not more than that. The other learners may ask the following questions to find out who the celebrity is-

Are you male or female?

Are you an actor/ actress?

Are you alive?

Are you a cricket player?

Do you live in Bangladesh?

Are you 'Salma'?

Where is the thing

There is one volunteer from the learners who is sent outside and her pen (or some other things) are hidden somewhere. When she comes back and sits on the hot seat and asks 'yes' 'no' questions like "Is it on the chair?", "is it in my bag?" to find out where the thing is. Other learners can only say 'yes' and 'no'. The learner in hot seat can ask ten questions, not more than that.

Picture description

Learners can be shown a picture by hanging it on wall or displayed with multimedia projector or cards. They are asked to describe a picture to their partners in pair.

Picture differences or things in common

Students are shown two almost same pictures with few differences which have little differences and they are asked to talk about the differences in those two pictures. In the other way, they can also be asked to talk about the similarities.



Fig. 6.4 Picture Differences

Giving reasons

Learners can be given different options to choose one among them and giving reasons for their choice. This activity is done in pairs.

Impromptu

Learners are asked to pick one thing from a bag or basket and describe the thing for two minutes. Learners can be given some time to take preparation at the primary stage. Gradually time can be reduced.

Prompt cards

Learners can be given different prompt cards each one mentioning a point of view on a topic. They are allotted preparation time and then asked to speak on the topic.



Fig. 6.5 Prompt Cards

Presentation

In this task a discussion is assigned to groups and after the discussion they prepare a presentation. A selected leader from each group comes to the front of the class and presents their group task.

Telling stories

Learners are asked to tell stories that they like or they may repeat a story told by a teacher. They also may be given different clues about a story and asked to string things together.

Debate

Here learners are divided into two groups and are given a controversial topic. They are asked to make a debate on that topic. One group will argue for and the other group against the proposition.

Role play

Learners can be attributed some roles in small groups, given some situations, asked to design a role play and present before class.

What happens next

In this activity, pupils are told a story, however, with a pause from time to time and are asked to tell what will happen next. The listeners try to guess and tell it to teacher. Teacher listens, however, does not comment but, asks them to listen further and decide if they are right or wrong. This process is repeated several times and thus speaking opportunities are created.

True and lies

Every learner is asked to write three sentences about them two of which will be right and one will be wrong. He or she will utter these sentences before others and other peer learners will try to guess which one is wrong. Additionally, they have to say why they think that one is wrong. Finally the first learner will declare if they are right or wrong.

Playing devil's advocate

This is played in pairs. One learner will say one thing and the other will deliberately take the opposite stance and argue with the first learner.

6.6 Teaching Reading skill

What is reading?

A simple definition of reading is that it is a process whereby one looks at and understands what the meaning conveyed. The key word here is 'understand' –reading aloud merely without understanding cannot be counted as reading. If a teacher already knows that they can read, asking language learners to read aloud is an activity of very limited value. There are better ways of practising pronunciation.

The definition of reading does not mean that a foreign learner (or indeed any learner) needs to understand everything in a text. Understanding is not an 'all or nothing' process. Reading can often be a struggle even after understanding, especially where language learners are concerned. Part of the teacher's job is, therefore, to develop the ability within the learner strategies that will help him in his struggle.

Again, although reading has been defined as a process whereby one looks at and understands what has been written, the reader does not necessarily need to look at everything in a given piece of writing. The reader is not simply a passive object, fed with letters, words and sentences, but is actively working on the text, and is able to arrive at understanding without looking at every letter and word. Reading research supports the view that the efficient reader generally reads in groups of words, not word by word, far less letter by letter.

What is reading comprehension?

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first

case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary. It is, therefore, essential to take the following elements into consideration.

What do we read?

Here are the main text-types one usually comes across:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, postcards, telegrams, notes
- Newspapers and magazines (headlines, articles, editorials, letters to the editors, stop press, classified ads, weather forecast, radio/TV/theatre programmes)
- Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political and other)
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, travel brochure, catalogues
- Puzzles, problems, rules for games
- Instructions (e.g. warnings), directions (e.g. How to use....), notices, rules and regulations, posters, signs (e.g. road signs), forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets
- Comic scripts, cartoons and caricatures, legends (of maps, pictures)
- Statistics, diagram, flow/pie charts, time-tables, maps
- Telephone directories, dictionaries, phrasebooks; etc.

Why do we read?

It is important to for our learners develop skills and sub-skills of reading for a number of good reasons.

- As English is a foreign language in Bangladesh, our learners do not get the opportunity to listen to the language anywhere outside the English class. Even in the English class, English is not always used. The only English our learners are exposed to is the printed form. They have the English textbooks and can read the English newspapers, magazines and journals. However, not all students have access to the last three items mentioned above. The English textbook should, therefore, reach the learners in its best form, both in content and in presentation or treatment. The students must get into the habit of reading the textbooks and not notebooks for

passing exams. It is mainly through reading that they will be able to improve their English on their own.

- For the great majority of students in Bangladesh, written English is the main access to the language outside the classroom: it is mainly through reading that they will be able to improve their English of their own.
- Students who continue their higher studies need to read English books and journals in the subjects they are studying, especially in scientific and technological subjects such as medicine, Engineering and Computer studies. The ability to read quickly and efficiently in English will be essential for these students, and teachers should be aware of their responsibility to try and develop this ability at secondary level.
- A lot of the messages that move round the world reach people in the printed form. If our learners cannot read those in English, the future of the nation would be at stake.
- Our students who go abroad for higher studies need a lot of reading in the library and through the internet.
- Reading is an important pastime for many people. Reading for pleasure helps someone grasp the fun from reading, and at the same time it widens her/his intellectual world.
- Reading is something related to jobs. Every job entails some amount of reading.
- When a country signs an MOU (Memorandum of Understanding) with another country, it is very important to read it between the lines and to unearth the inner meaning. Failure to read, interpret and analyse the text would lead to a huge loss for the country. It is, therefore, our responsibility to help our learners develop the reading skill.

From the discussion above it seems that there are two main reasons for reading:

- Reading for pleasure, and
- Reading for information (in order to find out something or in order to do something with the information you get).

How do we read?

The main ways of reading are as follows:

- 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,
- Extensive reading: reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.
- Intensive reading: reading shortest texts, to extract specific information. This is more an accuracy activity involving reading for detail.

These different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for.

In real life, our reading purposes constantly vary and therefore, when devising exercises, we should vary the questions and the activities according to the type of text studied and the purpose in reading it. When working on a page of classified ads, for instance, it would be highly artificial to propose exercises requiring the detailed comprehension of every single advertisement. This would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading.

Sub-skills of reading

Reading involves a variety of sub-skills. The main ones are listed below:

- Recognising the script of a language,
- Deducing the meaning and use of unfamiliar lexical items,
- Understanding explicitly stated information,
- Understanding information when not explicitly stated,
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances,
- Understanding the relations within the sentence,
- Understanding the relations between the parts of a text through grammatical cohesion devices,
- Interpreting text by going outside it,
- Recognising indicators in discourse,
- Identifying the main point or important information in a piece of discourse,
- Distinguishing the main idea from supporting details,
- Extracting salient points to summarise (the text, an idea etc.),
- Selective extraction of relevant points from a text,
- Basic reference skills,
- Skimming,
- Scanning to locate specifically required information,
- Transcoding information to diagrammatic display.

In order to develop these skills, several types of exercises can be used. These question-types can have two different functions:

1. To clarify the organisation of the passage

The questions can be about:

- the function of the passage
- the general organisation (e.g. argumentative)
- the rhetorical organisation (e.g. contrast, comparison)
- the cohesive devices (e.g. link words)
- the intra-sentential relations (e.g. derivation, morphology, hyponymy)

2. To clarify the content of the passage.

The questions can be about:

- plain fact (direct reference)
- implied fact (inference)
- deduced meaning (supposition)
- evaluation

Types of reading

There are mainly two types of reading practised in classroom: Reading aloud and silent reading.

Reading aloud

- Reading aloud is useful at the earliest stages of reading, when the students are learning to recognise letters and words. It can help students make the connection between sounds and spelling.
- The students' attention is focused on pronunciation, not on understanding the text; there are many others ways of practising pronunciation. We should not confuse the two separate skills of:
 - a) Reading (a **receptive** skill of processing a text in order to understand t)
 - b) Pronunciation, which is an element of the **productive** skill of **speaking**.
- It is useful in making announcements to inform others.
- Only one student is active at a time in the classroom, others are passive listeners.
- Most people do not read aloud in real life, unless they want to share information with someone else. If you read a newspaper, a novel, or a text you do it silently.
- It is difficult to understand the text and read aloud at the same time. You are concentrating on pronunciation and not on understanding.
- Reading aloud is not easy; many people find it hard to read aloud even in their mother tongue. It does not encourage natural stress and intonation.
- If the teacher intends to help students by reading the text aloud to them, it will be difficult for students to understand.
- While reading in the classroom, students do it slowly; it takes up a lot of class time.

Silent reading

- When our students need to read English in the future (e.g. for studying, reading instructions, reading books), they need to do so *silently*. This is the skill they therefore need to develop.
- During silent reading, the students are concentrating on the passage and thinking about the meaning of what they are reading, even though nothing appears to be happening. Their attention is focused by the **guiding questions**.
- In silent reading, students are able to read at their own speed. Gradually, they will learn to read faster – much faster, in fact, than they are able to read aloud.
- In real life (outside the class) students will have to read everything on their own. Normally, there will be nobody to read aloud for them.
- In reading lessons, students should be given practice in trying to understand a piece of text by reading it **on their own**. This way, everyone has a chance to read.
- While reading silently, if the students do not understand a sentence, they can go back and read it again. If the teacher is reading the text aloud, this is impossible: everyone must follow at the speed set by the teacher. So although teachers may tend to help students by reading the text aloud to them, it can, in fact, make reading more difficult.
- When students are first introduced to silent reading, they often ‘**subvocalise**’, that is, they move their lips, or even say the words quietly, as they read. The teacher should not worry about this, with time and practice, this habit usually stops, as the students become more familiar with reading silently and learn to read more quickly.

From the discussion above, it is clear that silent reading is more important than reading aloud. Therefore, focus should be given on silent reading in the classroom.

However, loud reading may be useful in the following situations:

Teachers can, of course, read a passage from the textbook aloud to the students as a listening activity, but in this case, the students do not follow their books – they have them closed. In a reading lesson, the students should be given practice for trying to understand a piece of text by reading it on their own, not by having it read for them.

In a reading lesson, the teacher can read the text to the class after they have read it on their own silently and answered the guiding questions. The purposes here are mainly-

(a) to show how certain words, especially new words, are pronounced, and

(b) to draw the attention of the whole class to specific difficulties (e.g. the meaning of new words) or special features (e.g. the use of certain structure, or the meaning of reference words, like ‘them’, ‘it’, etc.) which s/he wishes to focus on.

Some other types of reading

Intensive reading

This is the detailed study of a fairly short piece of text for full comprehension. When we use a reading passage in class, we are normally concerned with this type of reading. The students read the passage first to understand the main points (for example, by guiding questions) and then they study it more closely, in order to answer further questions, or to study how a certain structure or expression is used in the passage, or to check, by looking up in a dictionary or asking the teacher, the meaning of unknown words. At lower levels, the teacher may also go through the passage sentence by sentence with them. The result is a thorough, intensive study of the passage.

Extensive reading

This is the kind of reading we do when we are reading longer texts like short stories. We read magazine articles or novels quickly, without stopping to study or analyze the text in detail, e.g. for every unknown word or new structure. In the school English reading programme, extensive reading is associated with supplementary reading books or class readers which are read **outside** the classroom. Its main value is to develop better understanding, fluency and speed, and **pleasure** in reading. Given the fact that reading is the access to English for most of our students, **it is essential that it is an activity which they learn to enjoy**. The requirement of a class reader, therefore, is that the students should **enjoy** reading it.

Skimming

Skimming is reading a text very quickly just for the main ideas. By setting good guiding questions on an extract from the reader, and timing their reading in class (e.g. ‘You have two minutes to read the next page, and find the answers to the two techniques on the board’), the teacher can help the students to develop this useful extensive reading skill.

Scanning

Scanning means reading a text for specific information which the reader wants to find out and ignoring the rest. This is another useful skill, for example, when you need to review a chapter or part of a chapter you read a few days ago, in order to locate some particular piece of information you cannot remember. Like skimming, this skill can be developed through setting guiding questions which focus on the particular facts we are interested in; for example, “Which place did Rita visit after her JSC examination?”

6.7 Practising Reading Skill in Classroom

The following sections highlight the points required for a teacher to teach reading skills in the classroom.

Many techniques are used for presenting reading passage in the classroom. These are as follow-

Setting the scene

a. Purpose of 'setting the scene'

- It helps the students in their reading by giving them some idea of what to expect.
- It increases students' interest and so makes them want to read.

b. Teacher should not say too much when setting the scene, or they will give the story away. This will kill the interest of the students instead of arousing it. Here is an example of bad scene-setting, which gives too much information:

“You will read about Anwar Hussain’s visit to Thailand. He met a farmer who showed him a cheap water pump. Anwar Hussain could use it in Bangladesh.”

c. Many of the reading passages in the 'English for Today' series of textbooks are accompanied by pictures illustrating parts of the story. The teacher should make use of these pictures to help set the scene, e.g. by asking a few questions to the students about them, e.g. “What can you see in the picture?”; “What’s happening?”; “What are the people in the picture doing?”; “Where are they?” etc.

Guiding questions

- a) Guiding questions give the students a reason to read a text, by giving them something to look for as they said.
- b) They help lead students to the main points of text, so that after the first reading they should have some idea of what it is about.

In order to achieve this purpose, guiding questions should be concerned with the **general meaning or with the most important points** of a text, and should not focus on minor details. They should be fairly easy to answer, and not too long.

Dealing with new vocabulary

1. Do we need to present all the new words in a text before the students read it?

An important part of reading is being able to guess what words mean, students should be encouraged to do this. Therefore, we should not present all the new words, but only 'key' words, which are essential for the students to understand if they are to make sense of the text. Other words can be dealt with after reading the text.

2. Here is an example of guessing the meaning of an unknown word from the text:
The boys were bleeping all over the school yard.

What do you think the word 'bleep' means?

It should be possible to guess that:

- it is a verb (from the form);
 - it is an action of some kind (because of all over);
 - it something that children do, e.g. 'running' or 'playing'.
3. The teacher can often introduce one or two of the 'key' words in the passage while s/he is setting the scene. The 'scene' acts as a natural context for presenting the new words, especially if there is a picture in the textbook to help.

To sum up, to introduce a passage for silent reading in the class, the following steps should be followed:

- Step 1: Set the scene and introduce key items of vocabulary.
- Step 2: Give 2 or 3 guiding questions.
- Step 3: Silent reading by students.
- Step 4: Check answers to guiding questions.

Remember that, while the students are reading silently, the teacher should go round quickly from desk to desk making sure that they are reading the text and trying to find the answers to the guiding questions.

Comprehension questions

After the students have understood the general meaning of a reading text, by reading it silently, and finding the answer to the guiding questions, they would then study the next in more detail, usually with the teacher asking questions to check more detailed comprehension and focussing on important new vocabulary. Very often, especially at the lower levels, the teacher would read the text aloud to the students, stopping time to time to ask questions and check vocabulary. This helps to focus the attention of all the students on the same point in the text which the teacher wishes to consider, and also shows them how the words are pronounced. At higher levels, where the texts are longer, it is not necessary to do this. Teacher can present some comprehension questions before the students read the text to find the answers. New words in the text can be focussed on by referring to specific paragraphs and lines in the passage.

The purpose of comprehension questions is to check whether the students have **properly understood** a reading text, **not** whether they reproduce it word for word. Therefore, teachers should try to avoid asking questions which the students can answer by simply '**lifting**' a sentence directly from the text, without showing that they have understood it.

Comprehension questions can be of four types :

Type A: Questions which can be answered simply by taking information from single sentences in the text.

Type B: Questions which can be answered with the information from the text, but which require understanding of connections between sentences.

Type C: Questions which must be answered with information from different parts of the text.

Type D: Questions which cannot be answered with information explicitly mentioned in the text. The students have to infer from the text what the answer is. These are known as '**Inference questions**'.

Remember that Type A questions are the easiest because students can answer these types of questions by just 'lifting' information from the text. On the other hand, Type D questions are most difficult for the students as they have to 'read between the lines' to infer the answers.

However, while setting questions for reading comprehension, the teacher should select a **variety of question** types of different degrees of difficulty. This is **important because**:

- If all the questions are of type A (i.e. they can be answered by direct reference to single sentences in the text), they will be too easy and will fail to check whether the students have fully comprehended the text as a whole.
- In any class, students are individuals and have different abilities. A range of questions, some easy, some more difficult, enables the teacher to match different questions to different individuals according to their abilities. S/he can thus ask type A questions to the weaker students, which will encourage them and increase their confidence if they can answer them correctly, and save the more challenging questions for the more able students in the class.

During practising comprehension questions in the classroom, remember that:

The aim is to check comprehension, not to practise sentence construction. Therefore, the students should only be required to give short answers (the teacher should, of course, listen and check that the short answer is itself correctly formed, but the teacher should not insist on a full sentence if the questions can be answered more naturally without one)

Students should keep their books open, so that they can refer to the text to answer the questions.

Even if the textbook contains good comprehension questions, it is often a good idea for the teacher to ask his or her own questions first; the teacher can be more flexible and modify questions if the students do not understand. The 'set' questions in the book could be answered afterwards in pairs, or the answers written in class or for homework.

Other reading tasks mentioned in the NCTB curriculum 2012

- MCQ
- Gap filling
- Substitution table
- Rearranging
- Summarizing
- Information transfer

As an information transfer task, several types of exercises can be included, as:

- reading text and label a diagram;
- reading a text and noting down the main information in the form of a table or chart;
- reading a text and drawing a picture, or choose a picture, which fits the meaning of the text;
- reading a text and describing someone's journey or voyage, then draw a line on a map, and label it, to show where s/he went; **and so on.**

Note that-

- a) information transfer tasks help to lead the students to the main points of a text, and to organise the information in a clear, logical way;
- b) they do not usually replace asking question: follow-up questions are often necessary to check more detailed comprehension, particularly of new vocabularies in the text. Doing an information transfer task, though, should make the students more interesting in answering the questions and finding out the meaning of unknown words.
- c) information transfer tasks are particularly useful for follow up oral or written work. The students can use their completed diagrams or tables to summarize the main points of the passage, first orally round the class, and then in writing.
- d) not all reading passages can of course be exploited in this way i.e. with an information transfer task. However, when preparing a reading lesson, the teacher should study the passage carefully to see if information in it can be transferred in the form of a table or diagram: most texts which give factual information, for example, lend themselves to this kind of task.

Organising reading activities in classroom

A successful reading activity must have three stages to follow. These three stages and activities in each stage are given below:

Pre-reading stage

Setting the scene and checking necessary vocabulary

The teacher should briefly introduce the topic of the passage and check that they are familiar with essential vocabulary. In this stage, the teacher should introduce the new vocabulary using proper technique.

Explaining the task

The teacher should then explain what the students have to do while they are reading. Students should be given the task here i.e. guiding questions which should be answered during reading.

While reading stage

- Students read the text and write the answer of the questions.
- Teacher facilitates students' understanding of the text and answering the questions.
- Teacher builds students' confidence and helps them develop specific sub-skills.

Post reading stage

- Teacher elicits answers of the questions and provides feedback.
- Teacher sets an activity to personalize the topic (follow up activity).
- Teacher integrates the relevant sub-skills.
- Teacher consolidates the vocabulary learnt in the text.

Follow up activities

After exploiting a reading passage for comprehension work, and checking understanding of any new vocabulary and structures in the text, the teacher can then finish the lesson by moving outside the text and by shifting the focus of activity from receptive skills (i.e. reading and understanding) to more productive work (i.e. speaking and writing). This gives variety to the lesson, and ensures that the text is used as a vehicle for developing all language skills, not just reading.

Different reading tasks

Jigsaw

Usually Jigsaw is designed for large reading test. In this activity, different parts of a text are distributed among different groups of same number of participants. All the group members of the group read the assigned part for their group silently and then discuss among them. After the discussion, each group member of every group is given a number or letter (a,b,c,...e or 1, 2, 3, ..5). Next, rearrangement of groups is done. Learners with the same numbers sit together and form a new group. In the new group each participant will discuss what he or she has read from the previous group. Thus, the whole text will be clear to them though each of them has read only one part.

Post Box Activity

This is an excellent reading task. Learners are given some questions and a text. After they finish reading, they write the answers to the questions on supplied pieces of paper against the questions. Each answer is then separated and put into different boxes for different answers. Learners then get into groups and each group sit with one post box I.e. one question and analyse it. They then interpret the answers of the whole class and present it before the class. It usually takes about 40 to 50 minutes for this activity.

Snow Ball Activity

This can be done after reading activity. Each learner will have a piece of paper. After reading the text once, each learner will write one question on their respective piece of paper. They have to crumple the papers into balls and all standing up will throw it to each other. Next, each of them is to take one paper ball and answer the questions written on it. Time can be given to read the text again and find the answer out. With some variations, this can also be used for practising other skills as well.

Sample questions

Broad questions

1. What is reading comprehension? Why do we read?
2. What type of reading is more important – silent reading, or reading aloud? Give reasons.
3. While teaching reading skill, how will you introduce vocabularies?
4. How many stages does a teacher need to follow in teaching reading skills? Describe these with examples.

Short questions

1. Make a list of sub-skills of reading.
2. What do we read in our daily life?
3. What should a teacher do in 'setting the scene'?
4. Make a list of reading tasks that can be practised in teaching Reading skill.

6.8 Teaching Writing skill

Writing is a primary production skill. It is the best way to communicate with a large number of people even ages after ages. Writing does not mean just to copy an answer from the book to the answer script in the exam hall. However, writing is one's own creation through which s/he can express ideas to others

Importance of writing

Writing is an important skill for the students of secondary level. It is important for our students because:

- The ability of writing fluently in English may be important for some of the students after school, especially if they follow courses of further study. In higher study many important and valuable books in almost all the disciplines are written in English.
- It is an examination skill. Students are assessed by their competence in writing rather than in speaking.
- Written messages stay longer than spoken messages.
- Writing is also important as a channel of learning – it is a way by which we learn a language. Writing down new words or structures helps students to remember them, or to put it another way, it reinforces language that they have learnt orally. And as writing is done more slowly and carefully than speaking, writing helps to focus students' attention on what they are learning.
- Written messages can be read over and over again. There is very little chance of missing information.
- In the classroom, writing activity helps to add variety to the lesson. They can provide relief from the more intensive work of listening, speaking and reading and allow the students to work at their own pace.
- Writing has conquered global distance.

Differences between written and spoken discourse

The following are some of the differences between written and spoken discourse, to which there are many exceptions too:

Permanence

Written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes. Spoken text, in contrast, is fleeting, and moves on real time. The listener – though he or she may occasionally interrupt to request clarification - must, in general, follow what is said at the speed set by the speaker.

Formality/Informality

Written English tends to be more formal than spoken English. For example, short forms of auxiliary verb ‘to be’ (e.g. I’m, I’ve, I’d, There’s, etc.), which are very common in spoken English are generally avoided in writing. Similarly, common colloquial words and expressions, like ‘really’ in the sense of ‘very’ (e.g. ‘It was a really good film’), and ‘O.K.’ (e.g. ‘I’m feeling O.K.’) are less often used in written English. Alternative expressions, e.g. ‘It was a very good/excellent film’, or ‘I am feeling well/all right’ are usually preferred.

Explicitness

The written text is explicit; it has to make clear the context and all references. In speech real-time situation and knowledge shared between speaker and listener means that some information can be assumed and not be made explicit.

Density

The content is presented much more densely in writing. In speech, the information is ‘diluted’ and conveyed through many more words: there are a lot of repetitions, glosses, ‘filters’, producing a text that is noticeably longer and with more redundant passages.

Detachment

The writing of a text is detached in time and space from its reading; the writer normally works alone, and may not be acquainted with his or her readers. Speaking usually takes place in immediate interaction with known listeners, with the availability of immediate feedback.

Organisation

A written text is usually organised and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. A speaker is improvising as he or she speaks: on-going alterations, in the shape of glosses, self-correction and so on produce an apparently disorganised ‘steam-of-consciousness’ kind of discourse. Thus a written text conforms more to conventional rules of grammar, and its vocabulary is more precise and formal.

Slowness of production, speed of reception

Writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while someone reads it aloud to us.

Standard language

Writing normally uses a generally acceptable standard variety of the language, whereas speech may sometimes be in a regional or other limited-context dialect. In some languages (Chinese, for example), the various spoken dialects may even be mutually incomprehensible, while the written language is universally understood.

A learnt skill

Most people acquire the spoken language (at least of their own mother tongue) intuitively, whereas the written form is in most cases deliberately taught and learned.

Sheer amount and importance

Spoken texts are far longer, normally (in the sense that they contain more words), than a representation of the same information in writing; this is largely because of the phenomenon called ‘redundancy’. It might be true to say that most people speak far more than they write. Associated with the point as a third, that speech is more important for survival and effective functioning society than writing is.

Writing as a means or as an end?

Writing as a means

Writing is widely used as a convenient means for engaging with aspects of language other than the writing itself. For example, learners note down new vocabulary; copy out grammar rules, write out answers to reading or reading comprehension questions, do written tests. In these examples, writing is simply used either as a means of getting the students to attend to and practise a particular language point, or – even more frequently – as a convenient method of testing it: providing information as to how well something has been learned in a form which the teacher can then check at his or her leisure.

Writing as an end

Other activities take as their main objective the writing itself. At the ‘micro’ level, they practise specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation); at the ‘macro’ level, the emphasis is on content and organisation: tasks invite learners to express themselves using their own words, state a purpose for writing, and often specify an audience. Examples of such activities are: writing compositions, narrating a story, writing a letter, etc.

Writing as both means and end

A third kind of activity combines purposeful and original writing with the learning or practice of some other skills or content. For example, a written response to the reading of a controversial newspaper article (combines writing with reading); the writing of anecdotes to illustrate the meaning of idioms (combines writing with vocabulary practice).

6.9 Practising Writing Skills in Classroom

There are three types of writing which range from the tightly controlled, where there is little room for the students to make mistakes, to the more loosely guided. The purpose of these tasks is to help prepare the students to cope with free writing tasks, where they are required to write independently, without guidance from either the textbook or the teacher. Controlled and guided writings are designed for lower grade students; however, these are also practised with higher secondary students as an approach of free writing.

Although control and guidance are important, so is thinking, and a writing exercise, even a tightly controlled one, should require the students to think about what they are writing. You can see below how this balance between control on the one hand, and thinking on the other can be achieved.

Here, the term ‘controlled’ refers to writing exercises where all or most of the language the students have to use in the exercise is provided (e.g. a list of words and phrases), and the students normally have to choose appropriately from the language provided. ‘Guided’ refers to exercises which are less tightly controlled in respect of the language the students use.

Different types of writing exercises

The following are some of the examples of controlled or guided writing activity:

Copying from substitution table

Make six meaning sentences from the table below. Use all the words once, however, verbs in the second column can be used more than once.

Books	is	over our heads.
The sky		made of papers.
Dhaka	are	available in a book fair.
Different types of books		grazing in the field.
Hilsha		the capital of Bangladesh.
The cows		a kind of tasty sea fish.

Gap filling

Fill in the blanks using the verbs from the list below:

Enjoy have sit live be tell love

Once upon a time there was an old man called Anwar Hossain. Hewith his son. Hethree grandchildren. He often with them. He them very much and sometimes he them interesting stories. He a very good story-teller and many children his stories.

Writing from notes

Write a short paragraph about Abraham Lincoln using the following notes:

Abraham Lincoln – born 1809, Kentucky, USA – father, poor farmer – became a lawyer – worked in Illinois – elected President 1860 – President during American civil war – assassinated 1965 – known as ‘The Great Emancipator’ – freed the slaves.

Writing from a table of information

Look at the following table of information about Kohinoor Akter and Yvonne Crew. Then read the paragraph about Kohinoor Akter below:

Name	Kohinoor Akter	Yvonne Crew
Country	Bangladesh	Australia
Home	Mymensingh	Brisbane
Age	42	47
Occupation	teacher	professor
Place of work/study	Bahadurpur High School, Mymensingh	Griffith University, Brisbane
Married	Yes	Yes
family	2 children; 1 daughter – university students, 1 son – reads in a high school Husband – professor in a college	Husband – businessman 2 children –one girl – works as a computer programmer, one boy – student of grade 12

Kohinoor Akter comes from Bangladesh. Her home is in Mymensingh. She is 42 years old and is a teacher. She works as a teacher in Bahadurpur High School,. She is married. He has two children; a daughter – a university students, and a son who reads in a high school. Her husband is a professor in a college.

Now, write a similar paragraph about Yvonne Crew, using the information from the table.

Finally, write a paragraph about yourself and your family.

Reordering a text

Look at the sentences of a paragraph about deep sea animals taken from a passage entitled “The secrets of the sea”. The sentences are in the wrong order. Put them in the right order and then write out the paragraph:

- Some deep sea fishes are blind and have feeler to guide them.
- In the deep sea, where sunlight cannot reach, there is no plant life.
- The dragon fish, for example, can expand its stomach to swallow prey six times larger than itself.
- But most of them produce their own light which illuminates their surroundings and helps them to find food.
- Yet some animals do live there.
- The deep sea animals and fishes that live in this cold, dark world have developed strange forms and habits which help them in their struggle for existence.
- Thus it can make one meal last a long time, food being scarce in the deep sea.

Free writing

Different types of free writing are practised in the classroom; for example:

- Composition writing (e.g. ‘Describing an incident, your experience of visiting to the zoo’)
- Personal letter writing (e.g. To your father/to a friend)
- Formal letter writing (e.g. an application for leave of absence/for a job); etc.

For each type of writing, there are certain conventions which the students need to follow. For example:

- A composition is normally expected to consist of at least three paragraphs, the introduction (one paragraph), the ‘body’ (one or more paragraphs), and the conclusion (one paragraph). A student who follows these conventions will normally perform better in an examination than one who does not, even though the standard of his/her written English may not be better.
- For letter writing, students need to be taught conventions of how to begin and finish letters, especially formal letters, and conventions of lay out, e.g. where to write the address and date. These conventions are easy to teach and easy to learn as well, and will be useful not just for passing an examination but for using in real life (e.g. for those students who will teach English in their future careers).

Composition may be of the following four categories:

- i) Descriptive: e.g. description of a place, family, object etc.
- ii) Narrative: e.g. a story, an account of a personal experience in the past
- iii) Discussion: e.g. a discussion of the advantages and disadvantages of something, with a conclusion at the end
- iv) Instructions: e.g. a list of instructions/directions showing someone what to do or where to go.

The type of composition determines to a large extent the kind of language that will be used. For example:

- A descriptive composition tends to use heavy use of present simple tense forms;
- A narrative composition obviously tends to use past tenses (especially the past simple, and to a lesser extent the past continuous); it often uses time clauses (when....., after....., while.....) as well.
- A discussion needs to make good use of connecting words and phrases (e.g. Moreover, furthermore, On the other hand) to make the points clear.
- A sequence of instructions tend to use Imperative verb forms with connecting words like then, next, after that, finally.

It is, therefore, useful for teachers to be aware of the kind of composition the students are given in their textbooks, so that s/he can help prepare them in the kind of language they will need to use.

Planning classroom writing work

A typical route for classroom work for helping students to write (where the teacher has already selected the topic or title) might involve some or all of the following steps:

Introduce the topic

Get students interested showing visual images; like – pictures/models/charts, discussing some key issues.

Introduce and summarize the main writing task

Make sure students are clear what they have to do. They need to know the genre (magazine article, letter, formal report, etc.), who they are writing for and why.

Brainstorm ideas

As a whole class: use the board to collect as many ideas as possible. Ask students to work to speak and take notes in small groups three or four.

Fast-writing

For many writers, the single most difficult thing is simply to start writing. The blank page sits in front of you, and it becomes very hard even to put down the first word. The longer you fail to write, the harder that first sentence becomes.

Instead, imagine that your students could have a whole page of their own writing to start from; not a final version, but something on which to base their new writing. This is what fast-writing aims to achieve. Even if only a word or a line from this first attempt makes it into the final text, it has served its purpose, like the ignition key on a car, getting the writing started.

Tell the students that they need a few pieces of blank paper. The rules are that when you say 'start', they should:

- start writing about the topic;
- not stop writing;
- not put their pen down at all;
- not worry about spelling, grammar, etc.;
- write 'um, um, um' or 'rubbish' or something else if they can't think of what to write;
- not stop to go back and read what they have written;
- keep writing till you say 'stop' (which will be after five / eight / ten minutes or however long you think is appropriate for your group).

Select and reject ideas

In this step, ask the students to select the suitable ideas for elaboration.

Sort and order ideas

Start to plan a structure of text by arranging ideas.

Decide on specific requirements: style, information, lay out, etc.

How is the text to be laid out, paragraphed, and organised? Are there any special rules (e.g. if it is a letter, report, etc.)? Are there things that must be included or started in a certain way?

Focus on useful models

Help students to study sample(s) of written texts similar to the one they are writing. Focus on content, message, organisation, grammar, phrases, etc.

Plan the text

Categorize or use notes to start organising a possible shape for the text.

Get feedback

At various points, you, other students or groups can read and make helpful comments/suggestions about a text. This help may be on the content and the message, organisation, the language etc.

Prepare draft

Students often benefit from preparing a draft version before the final one. This gives them the chance to get reader reactions and corrections.

Edit

Students carefully go through their own text, check if it says what they want it to, if it reads clearly and smoothly, if its language is correct, etc.

Preparing final text

Based on feedback, students can write a finished text.

Readers!

Rather than simply ‘marking’ a text, get other students to respond to it in some more realistic ways.

Marking writing

After the students have done a written work in the class, the teacher then collects the papers, underlines every mistake with a red pen and writes a mark or grade at the end. This is the kind of traditional response from the teachers, but it may not always be a good idea

Getting back a piece of work with a teacher’s comments and corrections on it can be helpful. It can also be discouraging, especially if there is too much information, if the information is inappropriate or hard to interpret, or if the general tone is negative rather than positive. The red pen particularly has an association with insensitive and discouraging correction and judgement for many people. Some alternatives are given below:

Getting students to look at each other’s work

Asking students to look at each other’s work is a good idea – and they can even ‘mark’ it. However, many learners expect the teacher to look at their work and may feel let down if it is only evaluated by other students. The list below contains several options for teachers to use while giving feedback to students’ written works:

- Use green or blue pen.
- Discuss the marking criteria with the students; agree on a mark or grade.
- Write the correct answers in the margin.
- Use the correction codes in the margin.
- Highlight all errors of one type in one way, another type of errors in another way, and so on; like – underline all errors of verb tense mistakes, circle all spelling mistakes.
- Write nothing; discuss the errors with individual students.
- Only write a comment about the meaning and message of the piece.
- Create a composite essay using good bits and problematic bits from a number of students, supply this to all students (using multimedia projector can make it easy), ask students to discuss and correct, together or in groups or individually. It can be homework too.
- Use errors from a number of different students’ writing to devise an exercise, quiz, game, etc. Or, get students to create the exercise themselves based on their own mistakes (It is, of course, more challenging than simple copying out correct answers).
- Give a dictation based on sentences from the students’ work

Correction codes

Codes can indicate where an error is and what type of error it is. However, they leave the learners to do some work in order to find the corrections for them. This may seem preferable to handing them the correction ‘ready-made’. It is, of course, essential that the students understand your own set of codes. So, it is better to make the codes familiar with the students beforehand. The common correction codes and the meaning they indicate are given in the following table:

Code	Meaning	Example
V/ T	Verb/Tense problem (incorrect tense)	Yesterday I <u>buy</u> a shirt for 500 taka.
SP	Spelling problem / Incorrect spelling	The boy goes to <u>school</u> everyday.
WO	Wrong word order	The girl can <u>well sing</u> .
WW	Wrong word	The plane left Jessore <u>station</u> at 4.30 pm.
WF	Wrong form (e.g. singular/plural)	Many <u>fisherman</u> are catching fish in the sea.
△	Something is missing	The boy wants to <u>be doctor</u> .
θ	Unnecessary	The weather is very <u>much</u> cold today.
√√	Good	To keep good health, we should take physical exercise regularly.
?	Meaning is not clear	The natural beauty of Bangladesh <u>becomes dangerous</u> in the Spring.

Use of the correction codes

Following is an example of a student’s writing where the correction codes are used:

SP Mother Teresa was moved by the presence of the sick and dieing on the streets of
 ww Kolkata. She built the home for the dying destitute and named it ‘Nirmal Hridoy’,
 v meaning ‘Pure Heart’. She and her fellow nuns gather the dying people off the
 streets of Kolkata and brought them to this home. They were lovingly looked after
 WF and cared for. Since then men, woman and children have been taken from the streets
 ? and carried to Nirmol Hridoy. These unloved and uncared for people get an
 opportunity to die in an environment of kindness and love. In their last hours they
 √√ get human and Divine love, and can feel they are also children of God. Those who
 survive, the Missionaries of Charity try to find jobs for them or send them to homes
 wo where they can happily live for some more years in a caring environment. Regarding
 commitment to family, Mother Teresa said, “Maybe in to our own family, we have
 θ somebody, who is feeling lonely, who is feeling sick, who is feeling worried. Are we
 there? Are we willing to give until it hurts in order to be with our families, or do we
 put our interest first? We must remember that love begins home and we must also
 remember that future of humanity passes through the family”.

△

Corrected version of the text

Mother Teresa was moved by the presence of the sick and dying on the streets of Kolkata. She founded the home for the dying destitute and named it 'Nirmal Hriday', meaning 'Pure Heart'. She and her fellow nuns gathered the dying people off the streets of Kolkata and brought them to this home. They were lovingly looked after and cared for. Since then men, women and children have been taken from the streets and carried to Nirmol Hriday. These unloved and uncared for people get an opportunity to die in an environment of kindness and love. In their last hours they get human and Divine love, and can feel they are also children of God. Those who survive, the Missionaries of Charity try to find jobs for them or send them to homes where they can live happily for some more years in a caring environment. Regarding commitment to family, Mother Teresa said, "Maybe in our own family, we have somebody, who is feeling lonely, who is feeling sick, who is feeling worried. Are we there? Are we willing to give until it hurts in order to be with our families, or do we put our interest first? We must remember that love begins at home and we must also remember that future of humanity passes through the family"

(EFT class 9 and 10; U 7 L 6)

Sample questions

Broad questions

1. Mention the differences between written and spoken discourse.
2. How many types of writing can you practise in the classroom? Describe briefly.

Short questions

1. Make a list of writing activity that can be used in the class.
2. Describe the importance of planning for free writing.

Chapter 7 : Teaching Grammar and Vocabulary

Grammar and vocabulary both are of ample importance in language teaching. A teacher is to be methodical while teaching these two elements to a learner. This chapter will throw some light on-

7.1 Issues related to teaching grammar

7.2 Teaching Grammar in Context

7.3 Teaching and Expanding Vocabulary

7.1 Issues related to teaching grammar

What is grammar?

In the simplest form, grammar can be defined as the right words or parts of speech put together in right positions to form correct sentences. For example, if we say ‘She is an excellent dancer’ other than saying ‘She excellent an dancer is’, it will be grammatical.

Grammar is applicable to units less than a sentence, for phrases, like ‘an eminent poet’, as we follow correct order in this case also.

Grammar is also linked with a word itself. There are compound words or words with prefix and suffixes. A base word, along with another word or prefixes and suffixes, form some different words. Even different parts of speech can be transformed from one type to another. All these are maintained by grammar.

Importance of Grammar

Grammar is essential for language learning. It helps to produce words and sentences in correct form or order. Those who learn grammar find it easy to acquire the rest of the language. Grammar organises language into categories and tidies up the language. It gives learners the explanations for every specific language use. However, if we think about our mother tongue, we can understand that acquisition of grammar is also possible without learning rules.

A child is born without any preconception of his or her mother tongue. He or she is exposed to a lot of language through the conversations around him or her. Gradually he or she picks up the language and with some trial and error becomes able to produce grammatically correct sentences. He or she is successful in acquisition of grammar, without being able to explain rules. Ability to explain rules may be essential for a language teacher; hence, it is not essential for a language user.

From the above discussion we can say that, grammar is essential, but learning rules may not be that much essential for everyone.

Formal Grammar and Informal Grammar

Formal grammar means certain types of sentences, phrases, vocabulary used in formal situations. This kind of formal situation may be talking to a person in superior position in job, college principal or teacher etc. Example: Rafi was much convinced by the counseling by our boss.

Informal grammar indicates sentences, phrases and vocabulary which are used in informal situations like, while talking to friends, family members, and close relatives. Example: I don't want to pay attention to those silly things.

Approaches to teaching Grammar

Explicit and Implicit Grammar

Grammar can be presented in text books and in classrooms both explicitly or implicitly. **Explicit** grammar means teaching grammar directly and separately. This type of grammar books explain grammatical rules, give some example and then engage learners in practice. The traditional grammar books follow presenting grammar explicitly.

Though grammar means following rules, yet teaching grammar does not always mean teaching rules. Grammar can also be taught in context along with other linguistic points. Here grammar is presented first through text where specific grammatical structures or phrases remain **implicit**. Learners read the text, form some idea about the structures and their uses and then practise it with some farther exercises.

Deductive and Inductive Grammar

Deductive grammar means the procedure of presenting grammatical rules at first to learners, and then giving examples which is then followed by practice by learners. Here, learners are first exposed to rules which is more emphasised than examples. Deductive grammar offers learners clear explanations of structure and its use that can be explained quickly.

Inductive grammar presents lots of examples, first, in context. Learners are not explained rules by the teacher and they gradually explore rules from examples. Teacher then engages learners in producing similar types of sentences or phrases. Here learners are actively involved in the process of discovering the language and developing their own learning strategy. Unlike traditional grammar books, our English for Today's and the current grammar books for secondary levels present grammar inductively.

What aspects of grammar should be presented to learners?

At the time of presenting a structure, the following aspects are required to be presented before learners.

The form

The form is a significant element for a grammar point. It includes the parts of speech, past or past participle form (with -ed or not, e.g., listened), associated words (*cut off*), word order (structure), spelling, pronunciation etc. However, it is to be decided that how many forms are to present according to the grade.

The meaning

Any word, phrase or sentence has its own function or meaning. Sometimes, one structure performs more than one function. For example, past tense can be used to talk about past event, sometimes it is used to report what someone has said. For example,

Bina attended the meeting on time. (Talking about past)

Riju said that he was not willing to come. (reporting what someone said)

The use

The use will explain in how and when the grammar is used, in which contexts, specially by whom, is it a part of formal or informal grammar, is this grammar being used in some restricted purpose. For example,

Would you like to invite Ritesh to the party? (Giving suggestion)

Would you mind joining us for dinner? (invitation)

7.2 Teaching Grammar in Context

Grammar is reflected in its application in real life communication. Along with the form or structure, the function it performs is also important. The proper application of any grammar structure or form is easily conceivable when it is presented in a full text rather than by isolated sentences. Moreover, a full text can demonstrate several examples of the same grammar type. Learners can easily understand its form, function it performs and different situations it is applied in (e.g. affirmative or negative sentences). For this reason, in the modern grammar books, examples of grammar points are presented through full texts with interconnected sentences. This is called grammar presentation in context.

Grammar in secondary textbooks

Teaching grammar is much emphasised in our secondary classrooms. To address this important topic, proper methodical consideration is crucial. A flexible and friendly teaching approach is to be applied so as to make learners free from grammar phobia. Following effective approach and proper use of our secondary textbooks are essential for successful grammar teaching in secondary level.

Grammar teaching has been very traditional in secondary level though communicative language teaching was introduced in our country for more than a decade ago. The grammar books have been, so far, very traditional with explicit explanations and deductive presentations. In the year 2017, NCTB published English Grammar and Composition books for all grades of secondary level where grammar has been presented implicitly and with inductive presentations. In these books, grammar points have been presented in contexts (through dialogues, passages, letters etc.) which are usually followed by exploration of rules from the examples. These can make grammar easily conceivable to learners. Rules have been explained as less as possible, as memorising rules delays the production. Sufficient amount of drilling can reduce Ss' fear for grammatical rules. Acquisition, rather than conscious learning has been emphasised in these books. Teachers need to be aware of these issues and teach grammar to secondary students following communicative approach rather than the traditional grammar teaching method.

Grammar practice through English for Today

Traditionally there has been a misconception among teachers that grammar can only be taught separately, not through English for Today. The present English for Today terminates that idea as we see that different grammar points are presented and practised through some activities. Some examples of these grammar points are wh-questions, prefixes and suffixes, verbs etc. So, it is apparent that English for today also plays an important role in improving grammatical efficiency along with practising four language skills.

How learners can learn grammar in classroom

The following is a table adapted from Scrivener (2011) where the writer clarifies the requirements for learning grammar and how those can be addressed in classroom.

To learn grammar, learners need to:	What we need to do for that in classroom
<ul style="list-style-type: none"> • be exposed to a lot of language while reading / listening 	<ul style="list-style-type: none"> • include lots of reading and listening activities. These should include realistic texts a little above the apparent current language level of learners so that learners are exposed to a lot of comprehensible new language.
<ul style="list-style-type: none"> • observe specific grammar items when they are being used in texts (e.g. in stories, in conversation) 	<ul style="list-style-type: none"> • provide texts, exercises and techniques that help learners notice specific items. Texts, specifically written for learners (eg containing multiple examples of a target item) may be particularly important.
<ul style="list-style-type: none"> • understand form, meaning and use of an item. <p>Form refers to how the parts of speech fit together, endings etc.</p> <p>Use refers to the typical situations, conversations, contexts in which it might be used</p>	<ul style="list-style-type: none"> • be informed about form, meaning and use of language • let learners concentrate on meaning and use by means of exercises, explanations, drills, games, questions etc.
<ul style="list-style-type: none"> • try things out in a nonviolent atmosphere free of other linguistic influences. • have opportunities to practise new language, to make learners used to speaking new items. 	<ul style="list-style-type: none"> • create enough opportunities to practise, speak and write, with inspiration and feedback
<ul style="list-style-type: none"> • make use of the new language when speaking and writing to communicate in various contexts. 	<ul style="list-style-type: none"> • design speaking and writing task that make learners use all the language they know
<ul style="list-style-type: none"> • remember items. 	<ul style="list-style-type: none"> • Observe with attention to how learners record items; • revisit previously taught items again and again.

The steps for teaching grammar in classroom

Maintaining proper procedure in grammar teaching leads to clear understanding of the grammar points and successful production of sentences. Some steps can be maintained to serve the purpose.

Step 1: Presenting examples (Reading task for students)

Teacher : Nirjhor, you seem to be a bit in tension. What happened to you?

Nirjhor : Sir, I may not be present in the class tomorrow as have to go to hospital with my mother in the morning.

Teacher: Oh, I see.

Nirjhor : It may take several hours at the hospital and I may be late for school. I am worried that I may miss some important lessons tomorrow.

Teacher: Then, what do you want to do?

Nirjhor : May I have the permission to attend school late?

Teacher: Yes, I think Principal madam may give you that permission. Just submit an application today for that.

Step 2: Declaring Grammar Point

Modal verbs 'May' (writing on board)

Step 3: Form/ structure

Elicit the structure or form by asking questions. Learners will explore. This is called guided discovery.

I may be late for school.

Subject + may + verb + object

Step 4: Purpose/ function

Something that possibly will happen

Step 5: Practice

Teacher may present some picture cards and ask learners to make sentences with 'may' using those situations.

Step 6: Elicitation and Feedback

Teacher will ask learners to present what they have written and provide feedback.

An efficient language teacher needs to follow the aforementioned steps while presenting any grammar point. It is applicable both for English for Today grammar points (paper 1) or English Grammar and Composition grammar (paper 2) lessons. A full lesson plan following these steps is presented hereunder for convenience of teachers.

A sample grammar lesson plan from grade 6

Grade 6

Unit 3: Article

Period 1

50 mins

Learning outcomes:	Teaching Learning Activities	Assessment for learning	Learning-Teaching Aids
1. explore article from reading a text	<p>Warmer (10 mins)</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and then the bold words in the passage from English Grammar and Composition book. 2. Elicit response to the following question - What name can we give to this type of words? 3. . Announce the title of the lesson 'Article'. 	Ss will read the text and identify articles.	Power point slides/ pictures of a bedroom/ textbook picture
2. read a text and explore	<p>Section A Guided Discovery (20 mins) -</p> <ol style="list-style-type: none"> 4. Show the text from English Grammar and Composition book in power Point and in book and ask learners to read the passage. 5. Ask learners the following questions: <ul style="list-style-type: none"> -What do these bold words do? What do they qualify? - What do they talk about? - Where do they sit? 6. Ask learners to write the articles along with their following words on their copies, e.g. a bed, a rocking chair, a sofa, an excellent painting. The right side-table, the left corner etc. <ul style="list-style-type: none"> - Where is 'a' used and where 'an'? - Where does 'the' sit? <p>Engage learners to explore the rules on their own.</p>	1. Learners will explore the positions, uses and specific use of a, an; and the.	Power point slides
3. use article in sentences	<p>Section B(10 mins)</p> <ol style="list-style-type: none"> 7. Ask Ss to read instructions for B and say what they are supposed to do. 8. Get Ss to work individually and read the passage and fill in the blanks with a, an or the. 9. Elicit answer. 	Elicit answers from Ss orally.	Section B of textbook.
4. make their own statements using article	<p>Section C (10 mins)</p> <ol style="list-style-type: none"> 10. Ask Ss to read the instruction in exercise C. Tell them that there are some words given in the boxes. 11. Get Ss into pairs. 12. Ask them to read the example sentence and tell them that they have to make some more sentences using the given sentences. 13. Monitor and give support if needed. 14. Elicit and provide feedback. 	Ask Ss to read their own statement and give oral feedback about their performance.	Section C of textbook.
Self-reflection	<ol style="list-style-type: none"> 1. What were the objectives of the lesson? 2. Were the objectives fulfilled? 3. If not, how could you do better next time? 		

Different techniques for presenting grammar

Though often teachers spend more time in giving input for a grammar point, drilling or practise is more effective to spend considerable time on. Rather than explaining rules more in the input stage, different types of drills can be designed to have better grammar practice.

Substitution table

Substitution table is an effective task for grammar presentation and practice. New grammar point is exhibited through this table very easily. Teacher at first presents it before students, utters the sentences and get sentences repeated by the whole class. After that, he or she divides class into two groups and conduct practise among these groups and at last it is practised in pairs. An example of substitution table is shown hereunder.

Would you mind	taking a cup of tea?
	going to the party with me?
	writing an email to her?
	going to the grocery shop?
Agreement	Disagreement
No, of course not. Not at all.	No, of course not. But, I have very important appointment now. Not at all. But,.....

Transformation drill

In this drill, learners make their own sentences following the model given by teacher. Teacher at first presents one or two examples of sentences. Learners then transform that sentence into that type of more sentences one by one. An example may be-

Teacher: *Susan is supposed to go to Rajshahi.*

Ataur is supposed to get the job.

Student 1: *Mita is supposed to be first in the class.*

Student 2: *Asish is supposed to buy the book.*

Student 3: *Daniel is supposed to hire the car.*

Student 4: *You are supposed to sing with him.*

Student 5: *I am supposed to be the heroine of the play.*

Using pictures



Fig. 7.1 Teaching Grammar Using Pictures

Teacher can use pictures which can be presented through cards, or PowerPoint slides for grammar practice. Learners are demonstrated a specific type of sentences, shown a picture and asked to make same type of sentences using the situation in the picture. For example, the picture above can be shown to learners and asked a question “What is the rickshaw-van puller doing?” They may answer on their own or with the support from teacher, “He is taking rest.” Teacher may write the question on the blackboard and go for guided discovery of the structure. Then he or she will get student into pairs and engage them to ask and answer more wh-questions in pairs.

Using real life situation

Teacher may also use classroom situations or other situations outside classroom to present grammar.

Teacher: (Showing the ceiling of the room)

The ceiling is very high. Can you touch the ceiling?

Learners: *No, the ceiling is very high.*

Teacher: *The ceiling is too high to touch. Please repeat after me.*

Learners: *The ceiling is too high to touch.*

(Teacher writes the sentence on the board. Support through guided discovery of the structure.)

Teacher: *Now make 5 sentences using the structure.*

Drawing pictures

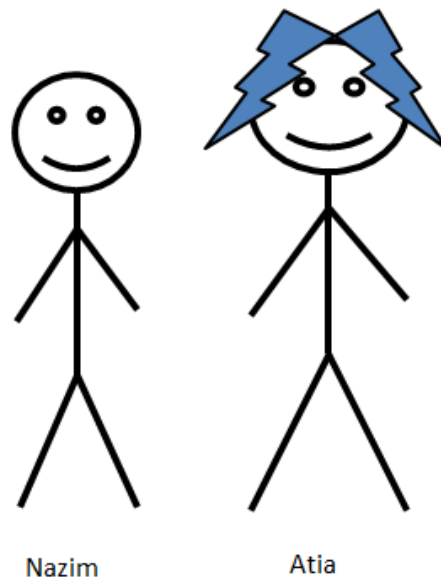


Fig 7.2 Presenting Grammar by Drawing Pictures

This is also another interesting technique of grammar presentation. Teacher may draw the pictures of a boy and a girl and name them ‘Nazim’ and ‘Atia’. Atia’s picture will be little taller than Nazim’s. Pictures do not need necessarily to be perfect ones. Teacher will then write on board, “Atia is taller than Nazim” and also gave some more examples from the context. Teacher will then declare the grammar point ‘Comparative degree’ and guide learners to discover the structure. Then teacher will write some comparative degree adjectives (wiser, larger, sharper etc.) on blackboard and ask learners to make some comparative sentences.

7.3 Teaching and Expanding Vocabulary

Definition

Penny Ur has defined vocabulary as ‘the words we teach in the foreign language’ (Ur, 2016). According to Jim Scrivener, “Vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly-linked two- or three-word combinations (e.g. stock marker, compact disc, sky blue, go off) (Scrivener, 2011)”.

So, we can say that the stock of words and compound words that we target to learn or need to learn while learning a new language is called vocabulary.

Importance of learning vocabulary

Vocabulary is a very important element for proper oral communication. Starting from listening skill to writing skill, it plays a great role to convey meaning. We may say that it is more powerful than grammar. If a speaker knows enough words he or she will be able to communicate with the listener. Even with grammatical mistakes, someone can be successful in communication if he or she uses the right words. For example, if someone says, “I last week go trip Cox’s Bazar, enjoy sea beach, swimming, take photo, like food”, he or she will be able to make others understand the meaning even with wrong grammar. We can say this is the most important element for communication. While teaching English to our learners, we should pay utmost importance to acquisition of vocabulary.

Receptive and Productive vocabulary

A learner is not always able to use all the vocabulary they listen to although they understand the meaning. The vocabulary that a learner can understand and respond to even if he or she cannot use those words while speaking and writing is called receptive vocabulary.

On the contrary, the vocabulary that a learner can use during speaking and writing along with understanding the meaning is called productive vocabulary. A person’s receptive vocabulary is generally much richer than his or her productive vocabulary.

What aspects of vocabulary should we teach?

Before presenting vocabulary a teacher must think if he or she is teaching vocabulary to develop receptive vocabulary or productive vocabulary. At the initial level of language learning receptive vocabulary can be taught, however, at the later levels, teaching of productive vocabulary should be emphasised as the learners are expected to be competent in communication at this stage. Considering these issues, the following aspects of a vocabulary should be taught to learners depending on which level the learner is in.

Pronunciation

Pronunciation is a very important aspect of a word. Due to wrong pronunciation the meaning may change or be unintelligible to the listener. Moreover, having no idea of proper pronunciation, learner may fail to understand information. Teacher must demonstrate clear and correct pronunciation of the word. Teacher must get the word repeated by learners several times in order to have oral practice.

Meaning

Meaning is the most important aspect of a language which must be presented to learners. A teacher may present meanings of different words in different ways. Same word may have different meanings which a teacher has to mention while teaching.

Connotation

Connotation indicates whether a word has positive or negative impact on listener. For example, though the word 'fat' means healthy, yet it casts negative feeling to the listener. Rather the use of the word 'large' is appreciated to describe someone fat. It is very important to make students aware of the connotation of a word. Otherwise, learners may make wrong application of words and the discourse may have negative impact.

Spelling

A learner must know how does the word look like which gives him or her visual effect of the word. Since the spelling is important for reading and writing, it should be presented while presenting a word.

Grammar

Teacher has to present or elicit from learners which part of speech that word is and show its uses in sentences. Teacher may also show the base form of the word and mention the prefix or suffix attached to it at a more advanced level. Irrespective of levels, teacher will ask learners to make some more sentences with the word to get them used to with the word.

Collocation

There are some words better associated with some specific words and this association is called collocation, for example, strong tea or weak tea, strong wind, dead tired, set a price, conduct negotiation, take rest etc. While presenting any word, it is better to mention collocations if there is any.

Different ways of presenting meaning

A lesson is supposed to have several new words to be presented. Presenting meanings of all words in the same way may be monotonous. Moreover, different words may be better understood by presenting the meaning differently. Some techniques of presenting meaning are discussed hereunder.

Realia

Using real objects for showing the meanings of words becomes very effective. Learners can keep that memory for long and the technique is enjoyable too. An example of presenting meaning through realia can be showing a passport to convey the meaning of the word to learners.

Illustrations (Picture)

Any word which has a visual effect can be presented through picture. When the real object is too big or not manageable to bring into classroom, the word for it can be presented with the help of picture. It clarifies the meaning directly and learners can remember it for long. We can show pictures of elephant, mountain, forest etc. to show the meaning.

Definition

Defining a word is another technique for presenting meaning. If we want to clarify meaning of any abstract word that is impossible to clarify with realia or picture, we may define the word. For example, to convey the meaning of 'honesty', we can say 'the quality, which restricts a person from taking others' money or help unlawfully, is called honesty'.

Contextualisation

Some meanings can be taught through contexts. For example, 'All teachers know Rifat as a sincere girl as she attends school timely and brings homework regularly' clarifies the meaning of the word 'sincere'.

Synonym/ antonym

Words can also be presented through synonyms or antonyms. But, teacher has to remember that the words used to clarify meaning should not be more difficult than the main word. For example the word 'elated' 'can' be introduced by synonyms 'happy', 'joyful'; however, doing the other way round will be wrong.

Description

Some words may better be described while presenting its meaning. E.g. the word 'excited' can be described like 'when someone listens to any good news suddenly, he or she gets excited'.

Demonstration

Demonstration means showing through acting, miming or by body language. We can show the meaning of the word 'kick' by kicking a ball or kicking in air.

Examples

Giving example is another way of showing meaning. For example, the word sports can be clarified by saying that ‘football, cricket, basketball, these are examples of sports’.

Translation

This is the last option for presenting the meaning. If it becomes difficult to deliver the meaning of any word by the above mentioned ways, a teacher can take the help of translating it to mother tongue. But, thus should be remembered that this can only be the last option.

Stages of presenting a word

Presentation of words to learners in classroom must follow a certain procedure. Through this procedure, all aspects of a word that a learner needs to know should be presented. The procedure is described hereunder.

Stage 1

At this stage, teacher will write the word on blackboard and whiteboard. This will give learners the idea how does the word look or its spelling.

Stage 2

Teacher will present the proper pronunciation of the word and ask learners to repeat the word before him or her. This is the time when a student gets guidance about the pronunciation of specific words.

Stage 3

Presentation of meaning should be done at this stage by following different techniques. Here learners will form an idea about what meaning does the word convey.

Stage 4

Different lexical points of the word should be presented at this stage, for example, which parts of speech the word is, what the base form of the verb is, if there is any prefix or suffix associated with the word.

Stage 5

Teacher will show the use of the word in sentences and ask learners to make more sentences using the word. This will give learners further guidance about the use of the word and make them practice using it in sentences.

Supporting learners to remember vocabulary

Often it becomes tough for a learner to remember vocabulary. As such, a teacher needs to support learners in remembering the vocabulary. Some ways of doing that is mentioned through the following points.

Making notes

Teacher may ask learners to note down the words they learn along with their meaning and uses so that they can look at it time to time.

Revisiting vocabulary

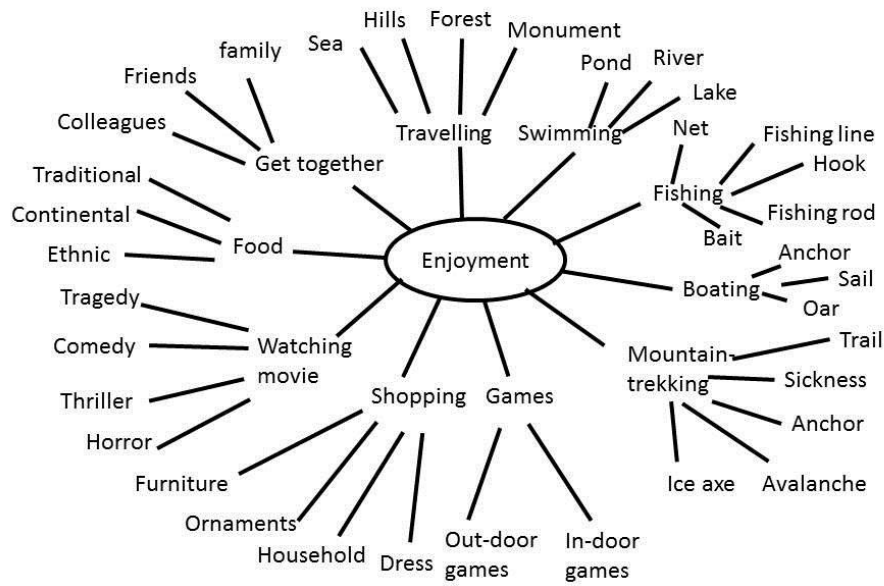
Only teaching words for once will not serve the purpose of learning the vocabulary. Teacher will have to plan for revisiting new words time to time. Revisiting some words together in a separate period may work better.

Practising through writing

Teacher will have to engage learners in writing activities using the new words. Making use of those words will reinforce learning.

Expanding vocabulary

Vocabulary can be expanded in different ways. One technique may be using spider gram. In this technique, learners may be given a word and asked to brainstorm more words related to the given word. Teacher can draw a spider gram with them on white board or black board and ask learners to draw the same on their copies. The following is an example of that type of spider gram.



Spider gram for vocabulary expansion

Another technique of expanding vocabulary may be working on finding out synonyms and antonyms. Teacher can organise different vocabulary games and support students in vocabulary expansion.

Vocabulary is an important issue in language learning. As such, a teacher needs to pay enough attention to learner's vocabulary learning and expansion.

Sample questions

Broad Questions

1. Explain with example in your own words how grammar can be taught in classroom.
2. 'Grammar is not important in CLT'-how far this statement is acceptable? Present logic for and against the statement.
3. Which aspects of grammar do you think should be presented while teaching grammar?

Short Questions

1. Write the steps of presenting 'verb' in classroom.
2. How will you present 'present continuous tense' using pictures?
3. Write a dialogue by which you can present past continuous tense.
4. What are inductive and deductive methods of grammar presentation?
5. How has grammar been presented in our NCTB published English for Today and grammar books?

Chapter 8 : Teaching Pronunciation

This lesson focuses on some introductory issues of English pronunciation. There are three main components of pronunciation: the sounds of the language, or phonology, stress and rhythm and intonation. This chapter focuses on-

8.1 Understanding English language pronunciation

8.2 International Phonetic Alphabet (IPA)

8.3 Stress and intonation

8.4 Some features of pronunciation and transcription

8.1 Understanding English language pronunciation

What is correct pronunciation?

Written English and spoken English are obviously very different things. Writing consists of marks on paper which makes no noise and are taken in by the eye, whereas speaking is organised sound, taken in by the ear. As pronunciation is a part of speaking, it is difficult to communicate if the pronunciation is not correct. However, the question is: what is correct pronunciation?

In one sense, there are as many kinds of English as there are speakers of it; not two people speak exactly alike. We can always hear differences in them and the pronunciation in them varies great deal in different geographical areas. How do we decide what sort of English to use as a model? The answer of this question is not the same for all foreign learners of English. The people of India or West Africa, where there is a tradition of speaking English for general communication purposes, people need to acquire a good variety of pronunciation of this area: such varieties of Indian English or African English and the like are to be respected and used as a model by all those who need their English mainly for the purpose of communication with their fellows in these areas. It would be a mistake in these circumstances to use as a model BBC or anything of the sort.

On the other hand, if we live in an area where there is no traditional use of English and no body of people who speak it for general communication purposes, then we must take as our model some form of native English pronunciation, and which form we choose does not matter. The most sensible thing to do is to take the sort of English which you can hear most often as our model. But whatever you choose to do, remember this: all the different accents of English have a great deal in common, they have far more similarities than differences, so we as not needs worry too much what sort of English we are listening to provided it is English.

However, with the term ‘correct pronunciation’ in this lesson, we would mean the sort of English pronunciation used by educated native speakers in South-east-England, often referred to as Received Pronunciation (RP), that is ‘accepted’ pronunciation.

Importance of correct pronunciation

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. The following sections indicate some negative impacts of poor pronunciation and to provide us with some tips for the improvement.

Negative impression

When we talk to people in the real life, our pronunciation is the first thing they notice during a conversation. In everyday communication, we usually do not have to use many complicated words, so our limited vocabulary is not a big issue since you can use more simple words to express the word that you do not know. In fact, they will notice right away if our pronunciation is good or bad only the first few simple words. If we have a poor pronunciation with very strong foreign accent, they will think of us as a bad English speaker and our good vocabulary and grammar cannot help us.

Misunderstanding

Knowing a lot of vocabularies is meaningless if we cannot pronounce those words correctly and no one can understand the words that we are trying to use. Even worse, pronunciation mistakes can lead to some serious misunderstanding. For example, let's think of the misunderstanding about the signal "sinking" in a video clip on Youtube called "I am sinking." Many people believe that they can communicate in English because they can communicate with their teachers and other students. However, it is not true. The teachers may have been listening to bad English for years so they can understand our poor pronunciation, and our friends are from the same country with us and speak English with the same accent so that they can understand our words easily. The best way is to talk to native English speakers, and if they can understand what we are saying, we have a good pronunciation.

Ineffective communication

We are making it difficult for people who listen to us with your strong foreign accent. It is irritating for other people if they have to keep asking us to repeat, but they still cannot figure out what we are saying. Consequently, if it takes a lot of efforts to understand our English, people will avoid communicating with us as much as they can. In contrast, they will enjoy talking to we when we have a pleasant accent that is easy for them to hear and understand us.

Perceived competence

Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost us a job, a relationship or just be plain frustrating.

Clarity and intelligibility : being understood

Communication, especially in today's international world of school and business, is very important. Our pronunciation mistakes may impede us from being understood and affect our results at school and in business.

Pronunciation helps we acquire English faster

Yes, it is true. The earlier we focus and master the basics of English pronunciation, the faster we'll become fluent. Our ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

Letter vs sound

Letters are the smallest unit of written form of a language. On the other hand, sounds are the smallest unit of oral form of a language. Though there are only 26 letters in English alphabet, there are considerable more sounds: there are 44 distinct sounds in standard British English, and there is only a loose correlation between letters and sounds, that is between the written and spoken forms of the language.

For correct pronunciation, we should keep in mind that letter and sound are not the same. These must never be mixed up. Letters are written; sounds are spoken. It is very useful to have written letters to remind us of corresponding sounds, but this is all they do,; they cannot make us pronounce sounds which we do not already know, they simply remind us. In ordinary English spelling, it is not always easy to know what sounds the letters stand for, for example, in the words *city*, *busy*, *women*, *pretty*, *village*, the letters i, y, u, o, e and a all stand for the same vowel sound, the one which occurs in *sit*. And in *banana*, *bather*, *man*, *many* the letter a stands for five different vowel sounds. The following sections indicate some important differences between letter and sound.

When we use the terms *vowel* and *consonant*, we should be careful about these, because, these terms are used to talk about letters of the alphabet:

Out of 26 letters in English alphabet-

- The letters a, e, i, o, u are said to be vowels
- The other letters of the alphabet (b, c, d, m, t.....etc.) are said to be consonants.

However, the same terms are also used to talk about sounds. Here it will be helpful to think briefly about how we make the sounds of our language.

When we talk, we use our vocal organs – parts of our mouth and throat, such as our lips, teeth, tongue, vocal cords, larynx etc.

- To make a consonant sound, we position some of our vocal organs together or close to each other. For example, our lips come together when we make the first sound in the *pie*.
- To make a vowel sound, we position the vocal organs further apart. The vocal tract is more open. For example, our lips go far away when we make the second sound of the word *pie* (/ai/).

Together, vowel and consonant sounds make up *syllables*. A syllable typically has one vowel sound as its core, and it may have one or more consonants as well. A syllable forms one beat in the rhythm of speech. For example :

These words all have one syllable: *I, tie, print, on, ant*

These words all have two syllables: *inner, target, pillow, expect, lion*.

And these words all have three syllables: *happiness, terrible, amusing, frustration, exhausted*.

In many cases, consonant sounds come at the edge of a syllable. They may come in sequence of two or more, e.g. in *train, lips, strand*, etc.

Now that we have discussed vowel sounds and consonant sounds. Let's see how they relate to letters. We will look at vowels first.

Certainly, each of the letters *a, e, i, o, u* can be used to represent a vowel sound, but there are many more than five vowel sounds in English - 20 in total. In fact, this means there are some complications.

First, we sometimes use two of these letters together to write one vowel sound, e.g. *beach, shout, coin, and loop*. These words each have only one syllable. Compare *lion*, where the two vowel letters spell two vowel sounds, giving two syllables.

A second complication is the 'magic e' that is often found at the end of a word, e.g. in *mate*. This e is not pronounced as a separate vowel – instead, it acts as a useful indicator telling us how to pronounce the vowel before the final consonant. For example, compare *mat* and *mate* – both have one syllable, but with two different vowel sounds.

Third, some of the consonant letters are sometimes used to represent a vowel sound, for example:

- The letter *y* represents a vowel sound in syllable, *party*.
- The letters *w* and *y* help to represent vowel sounds by combining with other letters in *throw, play*

There are other words where *y* and *w* represent consonant sounds, for example:

- *yellow, yes, young*
- *wave, wonderful, wise*.

In fact, these sounds are not typical consonant sounds – they are somewhat vowel-like consonant sounds because the vocal organs do not come very close together in making them. However, they behave as consonants; they don't form the core of a syllable.

Let's look now at other consonant sounds. These are a few complications here too in the way that letters relate to sounds.

Sometimes two or more consonant letters are used to represent a single consonant sound, e.g.

- th in teeth, sh in shower, ch in chew, tch in match

Consonant doubling is often used to indicate that the preceding vowel is short (rather than the consonant is long), e.g.

- *shaming* (long *a* sound), *shamming* (short *a* sound)
- *doting* (long *o* sound), *dotting* (short *o* sound)

The single *x* represents a sequence of two sounds: a *k* sound and an *s* sound,

e.g. *box* sounds like *boks*

As mentioned in the previous section, 26 English letters can produce 44 sounds. To express these 44 sounds in written form, 44 special symbols are used. These symbols are known as International Phonetic Alphabet (IPA). IPA sounds will be discussed in the next lesson.

8.2 International Phonetic Alphabet (IPA)

We often tend to think about English in terms of the written language, because of its importance in our society and in our education system. However, spoken language is really much more basic to us as human beings:

- We learn to talk with others as very young children, just through social interactions, long before we go to school and make special efforts to learn to read and write.
- In terms of history, spoken languages existed first, and writing was developed later as a way to record spoken language. In fact, many languages in the world today are spoken but have no written form.

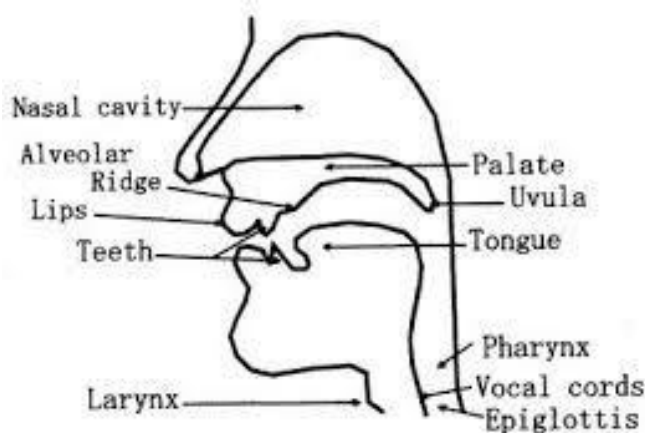
As it is mentioned in the previous lesson that since more than one sound can be represented by a particular letter in English, there are more sounds than letters in English, and this is 44 in total. 44 special symbols are used to represent these sounds and these symbols are known as International Phonetic Alphabet (IPA). Stress that these IPA symbols are used in most English – English dictionaries to indicate the pronunciation of each word.

This lesson focuses on the IPA sounds which are used in the monolingual (English to English) dictionary to denote the pronunciation of individual words in the English language. These sounds are produced in different parts of the vocal organs and accordingly these are named also. At the same time, sounds are named according to the process of articulation i.e. manner of articulation.

Articulators

While speaking, sounds are produced as a result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere; we have a large and complex set of muscles that can produce changes in the shape of the vocal tract. These different parts are called articulators, and the study of them is called articulatory phonetics.

The following figure shows the different parts of the vocal tract which are used for different sounds (Roach, 1992):



Vocal organs

- a. The **pharynx**: The pharynx (plural: pharynges) is the part of the throat that is behind the mouth and nasal cavity and above the esophagus and the larynx. It is about 7 cm long and about 8 cm in men, and its top end, it is divided into two, one part being the back of the mouth and the other being the beginning of the way through the nasal cavity. If you look in your mirror with your mouth open, you can see the back of the larynx.
- b. The **velum** (also known as **soft palate**): As a speech organ, velum is situated in such a position that allows air to pass through the nose and through the mouth. When speaking, velum is raised so that air cannot escape through the nose. The other important thing about the velum is that it is one of the articulators that can be touched by the tongue. When we make the sound *k* and *g*, the tongue is in contact with the lower side of the velum, and we call these **velar** consonants.

- c. **The palate:** The palate forms the roof of the mouth and separates the mouth cavity from the nasal cavity. The palate is divided into two parts: hard palate and soft palate. If we touch our own palate with the tip of our tongue as much as we can, most of it is hard and fixed in position. On the other hand, when our tongue-tip is as far back as it will go away from our teeth, we will feel the palate is soft. The soft palate curves down towards the tongue and becomes narrower as it does until it ends in a point called **uvula**. The **alveolar ridge:** The alveolar ridge is the part of the gums immediately behind the upper front teeth. The alveolar ridge is especially important in English because many of the consonant sounds like /t d n l r s z ʃ ʒtʃdʒ/ are made with the tongue touching or close to the alveolar ridge.
- d. The **tongue:** The tongue is the most important organ of speech it has the greatest variety of movement. It is usual to divide the tongue into different parts, though there are no clear dividing lines within the tongue. However, tongue is divided into different parts like **tip, blade, front, back, root**.
- e. The **teeth:** Two upper front teeth are important to make some English sounds i.e. / θ, ð/. However, lower front teeth are sometimes used to pronounce two English sounds i.e. /s, z/. Sounds made with the tongue touching the front teeth are called **dental**.
- f. The **lips:** The lips play important role in speech. They can be pressed together (when we produce the sounds **p, b**), brought into contact with the teeth (as in **f, v**), or rounded to produce the lip shape for vowels like u:. Sounds in which the lips are in contact with each other are called **bilabial**, while those with lip-to-teeth contact are called **labiodentals**.

Vowels and consonants

Though the words vowel and consonant are very familiar ones, we find that it is not easy to define exactly what they mean. The most common view is that vowel is a voiced sound made without any closure or friction so that there is no restriction to the flow of air from the lungs. The following sections focus on the IPA sounds in English.

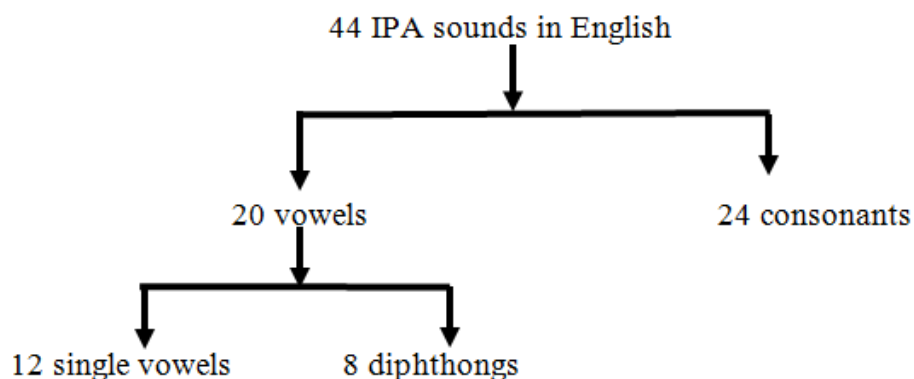


Fig 8.3 Classification of Vowel and Consonant Sounds

12 single vowels

Sl. No.	Vowels	Examples with transcription
1	/i:/ (long)	heel/hi:l/, Seen/si:n/
2	/ɪ/ (short)	hill/hɪl/, sin/sɪn/
3	/e/ (short)	pen/pɛn/, men/mɛn/
4	/æ/ (short)	pan/pæn/, man/mæn/
5	/ɑ:/ (long)	march/mɑ:rtʃ/, heart/hɑ:t/
6	/ɒ/ (short)	pot/pɒt/, hot/hɒt/
7	/ɔ:/ (long)	port/pɔ:t/, halt/hɔ:lt/
8	/ʊ/ (short)	full/fʊl/, foot/fʊt/
9	/u:/ (long)	fool/fu:l/, boot/bu:t/
10	/ʌ/ (short)	but/bʌt/, hut/hʌt/
11	/ɜ:/ (long)	bird/bɜ:d/, heard/hɜ:d/
12	/ə/ (schewa) (short and weak)	about/əbaʊt/, above/əbʌv/

Fig 8.4 Vowel Sounds

Diphthongs

A sound which consists of a movement or **glide** from one vowel to another is known as a diphthong. In terms of length, diphthongs are like the long vowels mentioned in the table above. Perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part. For example, the diphthong **aɪ** (as in the words ‘eye’) consists of the **a** vowel, and only in about the last quarter of the diphthong does the glide to **ɪ** become noticeable. As the glide to **ɪ** happens, the loudness of the sound decreases. As a result, the **ɪ** part is shorter and quieter.

The total number of diphthongs is eight. The easiest way to remember them is in terms of three groups divided as in the following diagram (Roach, 1992):

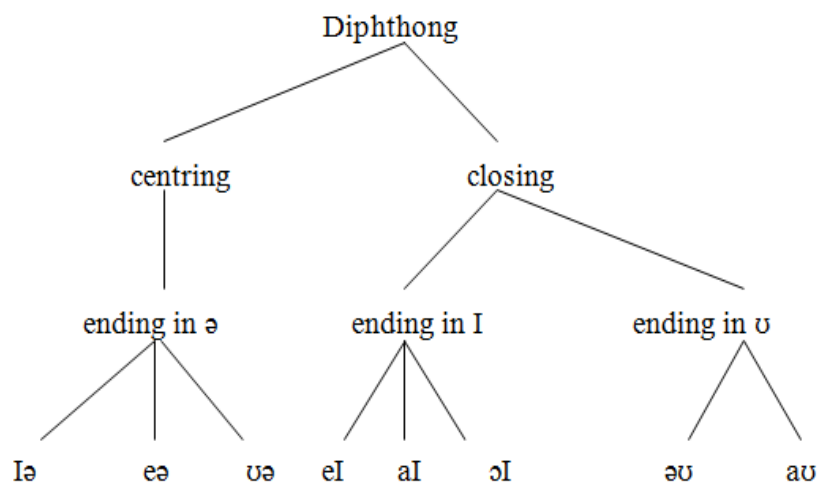


Fig 8.5 Different Diphthongs

Diphthongs

Sl. No.	Diphthongs	Examples with transcription
1	/eɪ/	tail/teɪl/, day/deɪ/
2	/əʊ/	rose/rəʊz/, nose/nəʊz/
3	/aɪ/	time/taɪm/, fine/faɪn/
4	/aʊ/	cow/kaʊ/, how/haʊ/
5	/ɔɪ/	joy/dʒɔɪ/, toy/tɔɪ/
6	/ɪə/	ear/ɪə/, fear/fɪə/
7	/eə/	air/eə/, chair/tʃeə/
8	/ʊə/	tour/tʊə/, poor/pʊə/

Fig 8.6 Examples of Diphthongs Sounds

Consonant sounds

Place of articulation

The chief points of articulation, with special reference to the sounds of English, are the following:

Bilabial: the two lips are the primary articulators (e.g. p, b, m)

Labio-dental: the lower lips articulates with the upper teeth (e.g. f, v)

Dental: The tongue tips and the rims articulate with the upper teeth (e.g. θ, ð)

Alveolar: the blade, or tip and blade, of the tongue articulates with the alveolar ridge (e.g. t, d, l, n, s, z)

Post-alveolar: The tip (and rims) of the tongue articulate with the rear part of the alveolar ridge
Palate-alveolar: The blade or the tip of the blade, of the tongue articulates with the alveolar ridge and there is at the same time a rising of the front of the tongue towards the hard palate (e.g. ʃ, ʒ, tʃ, v)

Palatal: The front of the tongue articulates with the hard palate (e.g. j)

Velar: The back of the tongue articulates with soft palate (e.g. k, g, ŋ)

Uvular: The back of the tongue articulates with the uvula (e.g. r)

Glottal: An obstruction, or a narrowing causing friction but not vibration, between the vocal cords (e.g. h).

Manner of articulation

The obstruction made by the organs may be total, intermittent, partial, or may merely constitute a narrowing sufficient to cause friction. The chief types of articulation, in decreasing degrees of closure, are as follow-

1. Complete closure

Plosive: A complete closure at some point in the vocal tract, behind which the air pressure builds up and can be released explosively (e.g. p, b, t, d, k, g)

Affricate: A complete closure at some point in the mouth, behind which the air pressure builds up; the separation of the organs is slow compared with that of a plosive, so that friction is a characteristic second element of the sound (e.g. tʃ, dʒ)

Nasal: A complete closure at some point in the mouth, but the soft palate being lowered, the air escapes through the nose. These sounds are continuants and, in the voiced form, have no noise component; they are, to this extent, vowel-like (m, n, ŋ)

2. Partial closure

Lateral: A partial closure is made at some point in the mouth, the air stream being allowed to escape on one or both sides of the contact. These sounds may be continuant and non-fricative and therefore, vowel-like (e.g. l)

3. Narrowing

Fricative: Two organs approximate to such an extent that the air stream passes between them with friction (e.g. f, v, θ, ð, s, z, ʃ, ʒ, h)

4. Approximants

Frictionless continuant: The common variety of southern British (r) have neither the closure nor the noise component, characteristic of consonantal articulations; they are, however, frequently variants of consonantal types, as well as having the functional status of consonants and may therefore be included under this heading.

Semi vowel: These are usually included in the consonantal category on functional grounds, but from the point of view of phonetic description, they are more properly treated as vowel glides (e.g. w, j).

Phonetic Table

		Place of articulation								
Manner of Articulation		Bilabial	Labio dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Uvular	Glottal
	Plosive	p, b		d	t, d			k, g		
	Affricate					tʃ, dʒ				
	Nasal	m			n			ŋ		
	Lateral				l					
	Fricative		f, v	θ, ð	s, z	ʃ, ʒ				h
	Frictionless continuant				r					
	Semi vowel	w					j			

Voiced and unvoiced or voiceless sounds

Our vocal cords vibrate when we produce some sounds and these are voiced sounds. The pronunciation of the voiced sounds may be prolonged a little also. But at the time of pronouncing some sounds, our vocal cords don't vibrate and these are unvoiced sounds. In English all the vowels and 15 consonants are voiced sounds whereas only 9 consonants are unvoiced sounds. The unvoiced consonants are: /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, /h/

8.3 Stress and intonation

Stress is the emphasis on a particular word or syllable. Some words or syllables are uttered with greater strength than others. Stress refers to the emphasis or strength on the syllable or words. It is commonly known as accent of a word or syllable with more force than the surrounding words or syllables.

In English, stress is an important feature of pronunciation, unlike Bangla, where stress and intonation are almost absent except in formal language or recitation. In a normal English sentence, certain syllable of a word is stressed and the rest are unstressed, for example; the word **'photograph** where the stress is on the first syllable and the rest syllables are unstressed. Again, in the word, **photography**, the stress is on the second syllable.

Word stress

What are the characteristics of stressed syllable that enable us to identify them?

It is important to understand that there are two different ways of approaching this question, one being to consider what the speaker does in producing stressed syllables and the other being to consider what characteristics of sound make a syllable seem to a listener to be stressed. In other words, we can study stress from the point of view of **production** and of **perception**: the two are obviously closely related, but are not identical.

The **production** of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables. Measuring muscular effort is difficult, but it seems possible. When we produce stressed syllables, the muscles that we use to expel air from the lungs are more active, producing higher sub-glottal pressure. It seems probable that similar things happen with muscles in other parts of our speech apparatus.

In terms of perception, many different sound characteristics are important in making a syllable recognisably stressed. From the perceptual point of view, all stressed syllables have one characteristic in common, and that is **prominence**; stressed syllables are recognised as stressed because they are more **prominent** than unstressed syllables. What makes a syllable prominent? At least four different factors are important to make a syllable prominent:

Loudness

Most people seem to feel that stressed syllables are louder than unstressed; in other words, loudness is a component of prominence. In a sequence of identical syllables (e.g. **ba:ba: ba:ba:**), if one syllable is made louder than the others, it will be heard as stressed.

Length

The length of syllable has an important part to play in prominence. If one of the syllables in our “nonsense word” **ba:ba: ba:ba:** is made longer than the others, there is quite a strong tendency for that syllable to be heard as stressed.

Pitch

Pitch in speech is closely related to the frequency of vibration of the vocal folds and to the musical notion of low and high-pitched notes. It is essentially a perceptual characteristic of speech. If all syllables of our ‘nonsense word’ **ba:ba: ba:ba:** are said with low pitch except for one said with high pitch, the high pitched syllable will be heard as stressed and the others as unstressed.

Quality

A syllable will tend to be prominent if it contains a vowel that is different in **quality** from neighbouring vowels. If we change one of the vowels to i: in our ‘nonsense word’ (e.g. **ba:bi: ba:ba:**), the “odd” syllable **bi:** will tend to be heard as stressed.

There is no simple way of knowing which syllable or syllables in a word are stressed and which are unstressed. Any good dictionary of English can give you this information as stress mark used, where necessary. However, if you stress the wrong syllable, it spoils the shape of the word for an English listener and s/he may have difficulty in recognizing the word. For example, in the sentence ***I could hardly believe my eyes*** not all the words stressed; ‘*I*’, ‘*could*’ and ‘*my*’ are unstressed. What sort of words is stressed, then, and what sort are unstressed? Many writers have said that English word stress is so difficult to predict that it is best to treat stress placement as a property of the individual word, to be learned when the word itself is learned. However, it must be recognised that in most cases when English speakers come across an unfamiliar word, they can pronounce it with the correct stress (there are exceptions to this, of course); in principle, it should be possible to discover what it is that the English speaker knows and to write in the form of rules. The following summary of ideas on stress placement in nouns, verbs and adjectives attempts to present a few rules in the simplest possible form. Nevertheless, practically all the rules have exceptions and readers may feel that the rules are so complex that it would be easier to go back to the idea of learning the stress for each word individually.

In order to decide on stress placement, it is necessary to make use of some or all of the following information (Roach, 1992):

- i) Whether the word is morphologically **simple**, or whether it is **complex** as a result either of containing one or more affixes, or of being a **compound** word.
- ii) The grammatical category to which the word belongs (noun, verb, adjective, etc.).
- iii) The number of syllables in the word.
- iv) The phonological structure of those syllables.

First, all words of more than one syllable are stressed. In some circumstances, English speakers do not stress such words, but it is always possible to stress them and you should do so. Next, words of one syllable are generally not stressed if they are purely grammatical words like pronouns (I, me, you, she, he etc.), prepositions (e.g. to, for, from, by, in etc.), articles (a, an, the). Other words are stressed, for example, full verbs (eat, love, take, try, go etc.), nouns (head, chair, book, pen etc.), adjectives (good, blue, long, cold etc.), adverbs (well, just, quite, not etc.) and the like. In general, it is the picture words which are stressed, the words which give us the picture or provide most of the information.

Two syllabic words

Verbs

The basic rule is that if the second syllable of the verb contains a long vowel or diphthong, or if it ends with more than one consonant, that second syllable is stressed. For example:

Present/prɪ'zent/ record/rɪ'kɔ:d/

If the final syllable contains a short vowel and one (or no) final consonant, the first syllable is stressed. For example:

Maiser/'maɪzə(r)/ heifer/'heɪfə(r)/

A final syllable is also unstressed if it contains diphthong əʊ (for example; bellow/'beləʊ/, borrow/'bɒrəʊ/. Most two syllabic verbs that seem to be exceptions to the above might be interpreted as being morphologically complex or, we could simply list all such verbs as exceptions.

Adjectives

Two syllabic simple adjectives are stressed according to the same rule as mentioned above; for example:

dual/'dju:əl/ divine/dɪ'vaɪn/

lonely/'ləʊnlɪ/ alive/ə'laɪv/

As with most stress rules, there are exceptions, for example; **honest**/'ɒnɪst/, **perfect**/'pɜ:fɪkt/, both of which end with two consonants but are stressed on the first syllable.

Nouns

Nouns require a different rule: if the second syllable contains a short vowel, stress will usually come on the first syllable. Otherwise, it will be on the second syllable. For example:

Flurry/'flʌrɪ/ demand/dɪ'mɑ:nd/

Hamlet/'hæmɪlt/ guitar/gɪ'tɑ:(r)/

Filter/'fɪltə(r)/ debate/dɪ'beɪt/

Other two syllabic words such as adverbs and prepositions seem to behave like verbs and adjectives.

Three-syllabic words

Verbs

If the first syllable contains a short vowel and ends with not more than one consonant, that syllable will be unstressed, and stress will be placed on the preceding syllable. For example:

encounter/ɪŋ'kaʊntə/ determine/dɪ'tɜ:ˈmɪn/

If the final syllable contains a long vowel or diphthong, or ends with more than one consonant, then final syllable will be stressed. For example :

entertain/entə'teɪn/ resurrect/rezə'rekt/

Nouns

Nouns require different rule. Here, if the final syllable contains a short vowel or əʊ, it is unstressed; if the syllable preceding this final syllable contains a long vowel or diphthong, or if it ends with more than one consonant, that middle syllable will be stressed. For example:

mimosa/mɪ'məʊzə/ disaster/dɪ'zɑ:stə/

potato/pə'teɪtəʊ/ synopsis/sɪ'nɒpsɪs/

If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllables are unstressed and the first syllable is stressed. For example:

quantity/'kwɒntɪtɪ/ emperor/'emprə/

cinema/'sɪnəmə/ custody/'kʌstədɪ/

Most of the above rules show stress tending to go on syllables containing a long vowel or diphthong and/or ending with more than one consonant. However, three-syllable simple nouns are different. If the final syllable is of this type, the stress will usually be placed on the first syllable. The last is usually quite prominent so that in some cases it could be said to have secondary stress. For example :

intellect/'ɪntəlekt/ marigold/'mærɪgəʊld/ alkali/'ælkəlaɪ/

Adjectives

Adjectives seem to have the same rule to produce stress patterns such as:

opportune/'ɒpətʃu:n/ insolent/'ɪnsələnt/ derelict/'derelɪkt/

Complex words

Complex words are, broadly, of two major types: words made from a basic stem word with the addition of an **affix**, and **compound** words which are made of two (or, sometimes more) independent words (e.g. 'ice-cream', 'armchair' etc.).

Words made with affixes

Words made with affixes are called affix words. Affixes are of two types in English: **prefixes**, which come before the stem (e.g. prefix 'un' + stem 'pleasant' → 'unpleasant') and **suffixes**, which after the stem (e.g. stem 'good' → 'ness' 'goodness'). Prefix does not have great influence on using stress. There is no prefix of one or two syllables that always carries primary stress. Consequently, the best treatment seems to be to say that stress in words with prefixes is governed by the same rules as those for words without prefixes.

Suffixes

Suffixes carrying primary stress themselves

The primary stress is on the first syllable of the suffix. If the stem consists of more than one syllable, there will be secondary stress on one of the syllables of the stem. This cannot fall on the last syllable of the stem, and is, if necessary, moved to an earlier syllable. For example:

Suffix 'ese' : Japan/ dʒə'pæn/, but Japanese/, dʒə'ni:z/

Suffix 'ee' : refuge/'refju: dʒ /, but refugees/, refju'dʒi: /

Suffix 'esque' : picture/'pɪktʃə/, but picturesque/, pɪktʃə'resk/

Suffixes that do not affect stress placement

'able': fashion/'fæʃn/, fashionable/'fæʃnəbl/

'ful': beauty/'bju:tɪ/, beautiful/'bju:tɪfl/

'ish': fever/'fi:və(r)/, feverish/'fi:vəriʃ/

'ing': interest/'ɪnrəst/, interesting/'ɪnrəstɪŋ/

Suffixes that influence stress in the stem

'graphy' : photo/'fəʊtəʊ/, but photography/fə'tɒgrəfɪ/

'ic' : syllable/'sɪlə/, but syllabic/sɪ'læbɪk/

'ty' : major/'meɪdʒə(r)/, but majority/meɪ'dʒɔrəti/

'ive' : reflex/'ri:fleks/, but reflexive/rɪ'fleksɪv/

Compound words

The most familiar type of compound is the one which combines two nouns, and normally has the stress on the first element, as in:

Cornflakes/'kɔ:nfleks/

Landlord/'lændlɔ:d/

A variety of compound words receive stress instead on the first element. For example, compounds with an adjectival first element and *-ed* morpheme at the end have this pattern:

ill-tempered/il'tempəd/

half-timbered/ha:f't:mbəd/

Compounds in which the first element is a number in some form also tend to have final stress. For example:

three-wheeler/θri:'wi:lə/, second-class/sekənd'kla:s/

Compounds functioning as adverbs are usually final stressed. For example:

north-east/nɔ:θ'i:st/,

down-strem/daʊn'stri:m/

Compounds which function as verbs and have an adverbial first element take final stress. For example:

Back-pedal/bæk'pedl/,

ill-treat/ɪl'tri:t/

So far, as discussed about, stress is everything about word stress i.e. stress on particular syllable of a word. Stress also can be used in sentence level i.e. on some words of a sentence.

Sentence stress

Sentence stress refers to how stress is distributed among the words in a given sentence – in other words, which words are stressed by the speaker, and which are unstressed. Look at the following sentence:

The **room** was **tooexpensive** for **Kamal** to **rent**.

Which words in the above sentence are stressed and which are unstressed?

The words which carry main information in a sentence are stressed – in this example, the stress would thus fall on the words ‘room’, ‘too’, ‘expensive’, ‘Kamal’, and ‘rent’. Generally speaking, ‘content’ words in a sentence like nouns, full verbs, adjectives, adverbs are likely to be stressed, whereas ‘grammatical’ words like articles, prepositions, conjunctions, and auxiliary verbs are unstressed.

Weak form of words

In the sentence “The **room** was **too** expensive for **Kamal** to **rent**”, the words ‘room’, ‘too’, ‘expensive’, ‘Kamal’ and ‘rent’ are stressed (/ðə 'ru:mwəz 'tu: 'ɪkspensɪvə'kə'mɑ:lə'tɒ 'rent/). Notice the pronunciation of the words ‘the’, ‘was’, ‘for’ and ‘to’; all of them have the vowel /ə/. If those words are pronounced alone, they have the pronunciation /ðɪ/, /wɒz/, /fɔ:/, /tu:/; but usually they are pronounced alone and usually they are not stressed, and then the forms with /ə/ are used. We call this the weak form of those words. There are roughly forty such words in English

Almost all the words which have both a strong and weak form belong to a category that may be called **function words** – words that do not have a dictionary meaning in the way that we normally expect nouns, verbs, adjectives and adverbs to have. These function words are words such as auxiliary verbs, prepositions, conjunctions etc., all of which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their weak forms. It is important to remember that there are certain contexts where only the strong form is acceptable and others where the weak form is the normal pronunciation. There are, of course, certain rules where strong form is used. However, some examples of strong and weak forms of words are given below:

Word	Strong form	Weak form	Example
can	/kæn/	/kən/	You <u>can</u> go now.
and	/ænd/	/ən/	Fish <u>and</u> chips.
some	/sʌm/	/səm/	I'd like <u>some</u> sugar.
of	/ɒv/	/əv/	A kilo <u>of</u> flour.
as	/æz/	/əz/	<u>As</u> soon <u>as</u> possible.
at	/æt/	/ət/	Come <u>at</u> once.

Among others, one important rule is that if these words are given special stress for emphasis, e.g. “It’s all right. You can go now”, the strong forms are used. Similarly, if the word occurs at the end of a sentence, the strong form is usually used, e.g.:

Yes, you can//jesju: kæn//

Intonation

Intonation is the rise and fall in pitch of the voice in speech, that is, the way the voice goes and down as we speak.

In many languages, e.g. Thai, Chinese, and many African languages, changes in pitch (or tone) signal differences in the meaning of words. We call such language tone language. English, of course, is not a tone language, and neither is Bangla - the meaning of individual words does not change when we say them in different tones. However, intonation – the rise and fall of the voice – is still important for helping to convey our communicative intentions (e.g. are we asking a question or making a statement?) as well as our attitudes and feelings (e.g. are we surprised, pleased, irritated, grateful etc.?).

To make this clear, let us say ‘Thank you’ in two different ways:

- (i) To express genuine gratitude, e.g. when someone gives you a present:

Thank you. (from high to low pitch)



- (ii) To acknowledge something unimportant, e.g. when receiving change in a shop:


Thank you. (from low to high pitch)



Now let us practise the same with the word ‘No’ in the following two situations:


- (i) As a firm refusal to a request:

Student: Can I go now?
Teacher: No. (from high to low)



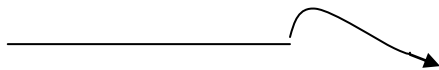
- (ii) As an answer to a question, but showing interest:

A: Have you heard the news?
B: No. (from low to high)



Intonation patterns are quite complex and it is notoriously difficult to make reliable generalizations about their different users. It is thus easier to acquire them naturally by listening and imitation than to try to learn them consciously by describing and analyzing them. For teaching oral English, teachers need to be aware of two basic intonation patterns:

- a) **Falling tone:** The voice falls on the word which is given the main emphasis – this is usually the last stressed word in the sentence. The voice may actually rise when it reaches this word, in order to give it prominence, but then it clearly falls away until the end of the sentence. For example, say the following statement:



Tomorrow I'm going to Chittagong.

The voice rises slightly on the first syllable of 'Chittagong', to give it prominence and then falls sharply over the rest of the word.

This 'coming down' of the voice at the end of the sentence is the falling tone. It is typically used for:

- Statements and announcements (in the example above)
- Wh-questions, e.g. what's your name? Where are you going?
- Command, e.g. Come here.
- Exclamations, e.g. Fantastic! How awful!
- Tag questions function as statements/remarks/comments:

It's a nice day, isn't it? (The speaker here is simply remarking that it is a nice day – s/he is not actually asking a question. So a falling tone is used on the tag).

- b) **Rising tone:** The voice rises on the word which is given the main emphasis – again, this is usually the last stressed word in the sentence. In order to make the rising tone more perceptible to the listener, the pitch of the voice may actually fall at the beginning of this word, and then start rising until the end of it, or until the end if the sentence. For example, say the following question:

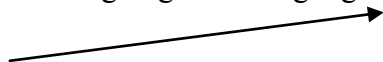
Did you enjoy the film?

The voice may drop to a lower level when it reaches the word ‘film’, but then it begins to rise until it reaches the end of the word.

The rise in the voice at the end of the sentence is the rising tone. It is typically used for:

- Yes/No questions, enquiries, requests, offers etc. (as in the example above)
- Statements functioning as questions:

e.g. You're going to Chittagong tomorrow?



- Expressions of surprise, disbelief:

Really?

You did it?

- Lists of items:

I bought bananas, apples, guavas, mangoes and pineapples.
(Notice that falling tone is used on the last item of the list)

- Tag questions functioning as questions/enquiries:

You're English, aren't you?

(Here the speaker is making a genuine enquiry – s/he is not sure whether the person is English or not, and is asking a real question to find out. So, s/he uses a rising tone on the tag.)

Teaching pronunciation in the classroom

There many techniques for teaching pronunciation in the classroom. However, the following steps can be used for teaching individual sounds:

- Say the sound alone.
- Say the sound in a word.
- Contrast it with other words.
- Write words on the board.
- Explain how to make the sound.
- Demonstrate producing the sound.
- Get students to repeat the sounds in chorus.
- Get individual students to repeat the sound.

Teaching stress and intonation

The easiest way for students to practise stress and intonation is by repetition. If the focus is on pronunciation, ‘traditional repetition drills’, which are often boring for students to do, can be made interesting and challenging; students are not asked simply to repeat a sentence, but to repeat it using a particular stress and intonation pattern. For this to be effective, it is important for teachers to:

- i) Give a good model of the sentence themselves, saying it at normal speed, making a clear difference between stressed and unstressed syllables, and using natural intonation;
- ii) Indicate the stress and intonation clearly, using gestures;
- iii) Make sure that students pay attention to stress and intonation when they repeat the sentence

One way to help students use natural intonation is to practise saying the sentence in **sections**, starting with **end** of the sentence and gradually working backwards to the beginning, e.g., living here/been living here/have you been living here/How long have you been living here? This technique is known as **back-chaining**.

- Give a demonstration to show how back-chaining can be used as part of a repetition drill
- Students repeat starting from the end
- Groups of students repeat the whole sentence, then individual students.

Some tips for improving learners’ pronunciation
<ul style="list-style-type: none">• Imitation of teacher or recorded model of sounds, words and sentences• Recording of learner speech, contrasted with native model• Systematic explanation and instruction (including details of the structure and movement of parts of the mouth)• Imitation drills: repetition sounds, words and sentences• Choral repetition drills• Varied repetition of drills (varied in terms of speed, volume and mood)• Learning and performing dialogues (as with drills, using choral work, and varied speed, volume and mood)• Learning by heart of sentences , rhymes, jingles• Jazz chants• Tongue twisters• Self-correction through listening to recordings of own speech

8.4 : Some features of pronunciation and transcription

Pronunciation of plural nouns

Look at the following plural forms of nouns, made by adding 's' or 'es' at the end of the words.

Cats/kæts/

dogs/dɒgz/

matches/mætʃɪz/

In the three words above, the 's'/'es' endings are pronounced in three different ways, depending on the last sound of the singular form of the noun. For example, in 'cats', the plural marker 's' is pronounced as /s/, in 'dogs', the same plural marker 's' is pronounced as /z/, while in 'matches', it is pronounced as /ɪz/.

What is the reason of variation in pronunciation of the same plural marker in different nouns?

The answer of this question is simple. For most nouns, if the final sound of the singular form is voiceless (For example, /t/ in 'cat'), the voiceless /s/ sound is used for plural ending. Similarly, if the last sound of the noun is voiced (as in /g/ in 'dog'), the voiced /z/ is used. However, if the last sound of the noun is /s/ or /tʃ/ or /dʒ/ or /ʃ/ or /z/, the /ɪz/ ending is used.

Now write the following plural under any one of the three categories according to the pronunciation of their plural ending

Caps, eyes, horses, bells, bats, books, pens, roads, roses, lines, lips, ladies, stitch, judge, newspapers, bushes, girls, shelves, lakes, shirts, boys

/s/

/z/

/ɪz/

Past tense ending

Look at the following regular past tense form of verbs, made by adding the letters ‘d/ed’ at the end of the verbs.

Pass: passed/past/ arrive: arrived/eraɪvd/ add: added/ædɪd/

The ‘d/ed’ ending can pronounced in three different ways, depending on the last sound of the infinitive form of the verb. For example, in ‘passed’, the ‘ed’ ending is pronounced as /t/ sound, in ‘arrived’, it is pronounced as /d/ sound, while in ‘added’, it is pronounced as /ɪd/ sound.

What is the reason of variation in pronunciation of the same plural marker in different nouns?

Here the answer is also very simple. For most verbs, if the last sound of the infinitive form is voiceless (as in pass/pa:s/, the voiceless /t/ sound is used for past form ending. Similarly, if the last sound of the infinitive form is voiced (as in arrive/əraɪv/, the voiced /d/ ending is used. However, if the last sound of the verb is /t/ or /d/ sound (as in add/æd/, the /ɪd/ sound is used.

Now write the following past form of verbs under any one of the three categories according to the pronunciation of their past form ending

Played, walked, watched, melted, rushed, begged, helped, folded, pushed, earned, watered, pulled, raised, guessed, cooked, rubbed, flooded, enjoyed, expelled, glued, refreshed

/t/

/d/

/ɪd/

Transcription

The pronunciation of words in many languages, as distinct from their written form (orthography), has undergone significant change over time. Pronunciation can also vary greatly among dialects of a language. Standard orthography, in many cases makes it difficult to predict pronunciation from spelling. For example, the words *bough* and *through* do not rhyme in English, even though their spellings might suggest they do. This is also true in some other languages in the world.

Therefore, phonetic transcription can provide a function that orthography cannot. It displays a one-to-one relationship between symbols and sounds, unlike traditional writing systems. Phonetic transcription allows us to step outside orthography and examine differences in pronunciation between dialects within a given language, as well as to identify changes in pronunciation that may take place over time.

Transcription is used in the monolingual dictionary (English to English) for indicating the pronunciation of each word. Transcription is given immediately after each word within two slashes, as follows:

Impart/ɪm'pɑ:t/, door/dɔ:(r)/, cognate/'kɒgneɪt/, intellect/'ɪntələkt/

While transcribing a sentence into IPA, double slashes are used at the beginning and at the end of the sentence, whatever type of sentence it may be (assertive or interrogative or exclamatory). For example:

I need some new bookshelves//aɪ ni:d səm nju: bʊkʃelvz//

What are you looking for? wɒt ə(r) ju: lʊkɪŋ fə(r)//

Pronunciation practice using online dictionary

Reasons for using a dictionary

A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- check the plural of a noun or past tense of a verb
- find out other grammatical information about a word
- find the synonym or antonym of a word
- look up the collocations of a word
- check the part of speech of a word
- find out how to say a word
- find out about the register of a word
- find examples of the use of a word in natural language

To be a good dictionary user, however, it is not enough to know what to use the dictionary for. You must also decide which the best dictionary is for any of the purposes listed above. As well as this, you need to be able to find what you are looking for quickly; you need to be sure that you have found what you were looking for; and, most importantly, you need to know **when** to use your dictionary.

Knowing which dictionary to use

Electronic dictionaries are the best choice for ESL students. Most of them contain native-language equivalents and explanations, as well as definitions and example sentences in English. They can speak the English word to you, and they are easy to carry around. However, they are expensive and easy to lose, so put your name on yours!

A cheaper possibility, if you are going to work at the computer, is to use an online dictionary. A very good one for ESL students is the Longman online English, Cambridge online dictionary or Oxford online dictionary.. Alternatively, if you open Google and type, for example, **define: superstitious**, you will get a long list of different definitions of *superstitious*.

A good monolingual dictionary is recommended for students who already have a high standard of English and want to learn about word use.

Finding words quickly

This is a skill that you need to practise. Ask someone to write down 5 words and see how long it takes you to find them. Of course, you will need to know the English alphabet perfectly, so practise this too. Use the guide words at the top of each dictionary page; and keep practising until you can find any word within 10 seconds. You should also practise finding words in your own language in your bilingual dictionary. If you use an electronic dictionary, take some time at home to learn how it works and, again, practise finding words quickly.

Finding the right meaning of an English word

Very often when you look up a new English word, you find that it has more than one meaning. If you are not sure which one is correct, here's what you can do:

- First, check through all the meanings and find the one that makes most sense in the context where you found the word. (Very often, many of the different meanings are similar and this should be enough to give you a good idea what the word means.)
- Second, if you really want to make sure, think what the word is in your own language and look it up in a bilingual dictionary. If one of the English translations is the original word you looked up, then you can be satisfied that you have found the right meaning.

Finding the right spelling

Another problem you may have is when you want to check your spelling but you can't find the word you're looking for. What can you do?

- If you are sure of the first few letters, just look down the page until you find the right spelling. (Again, it is helpful to check the meaning is the one you expect.)
- If you are not sure of the first few letters, try some other possibilities. You know for example that some words that start with an *-n* sound have *k* as their first letter; e.g. *knife*, *knight*. So if you can't find the word under *N*, try looking in the *K* pages.

Sample questions

Broad questions

1. Mention some impacts of poor or bad pronunciation.
2. What are differences between letters and sounds? Explain with examples.
3. Write the names of the articulators with a brief description of all.
4. What are the chief types of articulation according to manner of articulation? Describe briefly.
5. Describe the rules of word stress.
6. As an English teacher, how will you teach pronunciation in the class?
7. Explain the three categories of pronunciation of 'd/ed' ending of verbs (past form of verbs) with examples.
8. Describe the three categories of pronunciation of 's/es' ending of nouns (plural form of nouns) with examples.

Short questions

1. What is correct pronunciation?
2. Why is correct pronunciation important?
3. What is the difference between a letter and a sound?
4. What do you mean by 'articulator'?
5. What is weak form? Make a list of five words (with phonetic transcription) which have both strong and weak forms.
6. What do you understand by stress and intonation?
7. What is transcription? Why is it important to know?
8. How can a dictionary help you learn/improve English?

Chapter 9 : Teaching Language through Literature

Literature is the life of language. Without literature language has no identity. We find language in human conversation to express feelings, ideas, needs, emotions, arguments, and in recalling. We find language in story, poetry, music, article, textbook, letter, dialogues, and speech. These are all the different forms of literature. Literature is the production of language. Learning a language is not possible without studying literature. Through different kind of literature, learners become familiar with the language of different genre and the social and cultural practice of the target language. The use of literature to teach language is a technique in EFL and ESL courses. Literature is used to practise four basic language skills, and language areas- vocabulary, grammar and pronunciation by the foreign language teachers. To teach language through literature has become popular at present. Literature is used as a language teaching tool. This chapter contains discussion about some features of teaching language through literature- teaching poems in secondary education level to practise English as a foreign language; how to make literature class activity based, and planning lessons for teaching poems.

9.1 Teaching poems

9.2 Making literature class activity based

9.1 Teaching Poems

Poem is a form of literature. It is a product of writer's imagination and creativity.

- Various use of language as words, imagery, simile, comparison, metaphor, symbol, allegory, rhyme- scheme, etc. are used to display in poems.
- Poems add varieties in language classroom. Learners get pleasure by reading and reciting poems.
- Reciting poems helps students to remove shyness and to practise correct pronunciation. Considering all these English poems are introduced in EfT, the textbook of the secondary education level.
- In the National Curriculum 2012 it is mentioned about reading poem, 'understand and enjoy stories, poems and other texts' as one of the terminal learning outcomes (English, Classes v-x, pp-37). Poems on nature, animals, poems to foster positive values, etc. are recommended to include in the Paper-1.

Reading and understanding poems make students interested in further study which will drive them to read English written materials. This attitude helps learners to develop vocabulary, structure, grammatical rules, pronunciation, stress and intonation. Reading poems develops learners' imagination and creativity. It also develops values. Teachers should make the students read the poems in their textbook.

But it is found in different observation that either these poems are not read in the classroom studies or they are not studied in the interesting way. Poems or other literature included in the textbook should not be treated like this. We have to read them to practise four basic language skills of English language. The teachers and the students have to read the poems with more importance. The class should be activity based, so that the learners can read and enjoy the poem and understand the theme and the underlying meaning of the poem. The interesting teaching of the poem can make the language class enjoyable and meaningful.

9.2 Making literature class activity based

Literature is used to reinforce language practice in the English language classroom. The class should be activity based. To make the literature class activity based the classroom should be learner-centered, not to be teacher-centered. Students should actively participate in the literature class. Teacher's role is to facilitate the activities. To make the class activity-based teacher has to take preparation. Teacher has to read the literary piece very well before taking class. If the poem or story is not read by the students by themselves then the purpose to enjoy and to motivate will not be served. Therefore, the learners are to be made to read the poem or story. They have to recite the poem loudly. The recitation may be individual or in chorus. Teacher may read the poem at first loudly with correct pronunciation, proper stress and intonation. S/he can take help of technology to let students listen to a professional performer. Then the students practise the recitation with correct pronunciation, proper stress and intonation. With the help of different teaching aids teacher together with the students will explore the outer and deeper meaning of the words and phrases in the poem. Teacher can ask brief questions to make students thinking about the message of the poem. If it is story then teacher also may ask some questions to the students to make them curious to know what happens next in the story. If it is a play thenteacher may make the learners perform the role play. Sometimes there are some grammatical activities in the poems or stories. Those are also being practised as the classroom activities. English for Today is a communicative textbook. There are activities given in the textbook in context. If the teacher and students follow and practise those activities then the classroom will be communicative.

Sample Lesson plan 1

Class : XI

Section:

Subject: English

Chapter: Unit 4; Lesson 2

Learning Outcomes:

Title of the lesson: Love and Friendship

By the end of this lesson the learners will be able to –

1. Read the lyric and answer the questions that follow
2. Make a summary of the lyric
3. Identify the instances of personifications in the poem
4. Say the ideas conveyed by the poet using personification

5. Identify the pattern of rhyming
6. Discuss the general theme of the poem
7. Narrate two short events of true love and friendship
8. Find 5 noun words and 5 adjectival words and make sentences with them

Teaching Aids: Picture of William Shakespeare; Multimedia, etc.

Time 60 mins	Stages of the LP	Teaching- learning activities		Additional information
60 mins	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<ul style="list-style-type: none"> ➤ Exchange of greetings ➤ Warm up: <ol style="list-style-type: none"> i. divide the learners in to pairs ii. ask to discuss about the benefits of better human relationship iii. Ask learners to write a page about benefits of better human relationship. iv. ask to read aloud the page ➤ Declar today's lesson and introduce the learning outcomes. ➤ Read the lyric in correct pronunciation with proper stress and intonation ➤ Ask and answer the questions(pair work) ➤ Elicit answers ➤ Write the summary on poster paper and present(group work) ➤ Explain the device Personification with example: calling moon as maternal uncle. 	<ul style="list-style-type: none"> -Listen -To be interested -participate -thinking and discussing (individual and group) -writing -loud reading to make others listening - Recitation end enjoying - question-answer -cooperation and collaboration -listening -reading and identifying Listen and participation -Participation -Participation -Reading and writing -participation 	

	6.	➤ Ask learners to identify some use of personification in the lyric		
	7.	➤ Discuss the ideas conveyed by the poet through personifications		
	8.	➤ Recite the song loudly again and find the rhyming pattern		
		➤ Discuss the general theme by the teacher and the learners		
		➤ Ask students to find 5 nouns and 5 adjectival words from the poem and make sentences with them.		
		➤ Pair checking under teacher's supervision		
		➤ Home work: write two short events describing true love and friendship	-Reading and writing	

Sample Lesson plan- 2

Class: XI

Section:

Subject: English

Chapter: Unit 7; Lesson 4

Learning Outcomes:
Child

Title of the lesson: Amerigo, a street

By the end of this lesson the learners will be able to –

- talk about a picture.
- read a story and answer the questions that follow.
- make a list of differences (similarities and dissimilarities).
- write a paragraph on similarities and dissimilarities between two different situations.
- practise direct and indirect speech.
- summarise a story and give a title for it.

Teaching aids: pictures, poster, multimedia, etc.

Time 60 mins	Stages of the LP	Teaching- learning activities		Additional information
60 mins	1.	<ul style="list-style-type: none"> ➤ Exchange of greetings ➤ Warm up: <ol style="list-style-type: none"> i. divide the learners in to small groups ii. ask students to look at the pictures and discuss the questions in groups 	<ul style="list-style-type: none"> -Listen -To be interested -participate -thinking and discussing (small groups) -Listen -Silent reading- 	
	2.	<ul style="list-style-type: none"> ➤ Declare today's lesson and introduce the learning outcomes. 	<ul style="list-style-type: none"> participate -participate -participate 	
	3.	<ul style="list-style-type: none"> ➤ Tell students to read the story of Amerigo silently 	-	
	4.	<ul style="list-style-type: none"> ➤ Ask and answer the questions(pair work) 	- writing	
	5.	<ul style="list-style-type: none"> ➤ Elicit answers ➤ Tell students to make a list of differences between their lives and Amerigo's life 	-writing	
	6.	<ul style="list-style-type: none"> ➤ Write a paragraph on similarities and dissimilarities between the student and a street child ➤ Practise the direct speech and indirect speech in context. ➤ Ask students to summarize the story of Amerigo in 150 words and to give a title of that. 	<ul style="list-style-type: none"> practise grammar point -Reading and writing 	
		<ul style="list-style-type: none"> ➤ Home work: 	-Reading and writing	

Sample questions

Broad question

1. 'To teach language is impossible without literature'- discuss in details.
2. How can you make the English language class communicative with the help of literature? Explain.
3. How do teach poem? Make a lesson plan on any one poem from the English For Today, Classes XI-XII and Alim.

Short questions

1. 'Language should be taught in context'-what is context here?
2. Make a list of literature that we read in English.
3. Why should we teach poems in language classes?
4. How can we make teaching poem activity based?
5. What is the purpose of teaching poems according to National Curriculum 2012?

Chapter 10 : Assessment

Assessment is the vital part of teaching-learning activities. Through assessment teaching-learning process proceed step by step. Whatever we learn in our life somehow the learning is measured formally or informally. To improve learning it is needed to be assessed. To grade or recognize learning it is needed to be assessed. Teaching-learning system is an institution. To develop this institution assessment is needed. The present chapter is about assessment. This chapter on assessment contains-

- 10.1 Assessment and its Types
- 10.2 Identifying and Preparing test items
- 10.3 Assessing listening and speaking
- 10.4 Alternative assessment strategy

10.1 Assessment and its Types

‘In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.’ (The Glossary of Education Reform, edglossary.org 2015)

Assessment is a measure of student’s attainment. It is thus a mark, or grade that indicates the achievement. Assessment is the combination of methods, techniques, attitudes, observations and feedback. Both the teaching and learning are assessed. Students’ progress and the effectiveness of teaching methods are assessed to take further measures. Students’ progress are measured while teaching the lesson (listening and observing the students), through random questioning in class, by weekly and monthly tests, terminal examinations and final examinations.

Assessment is primarily of three types. The types are 1) Formative assessment, 2) Continuous assessment, and 3) Summative assessment.

Formative assessment

Formative assessment occurs after short term of learning to guide students for further learning. During the teaching-learning procedure teacher assess students through various formal and informal tests. Through these test and observation teacher identifies the strength and weakness of the learners and takes immediate measures to improve the learning of the students. These remedial feedbacks help students to further study. Formative assessment helps students to form. Class test, weekly test, terminal exams, surprise test, etc. are the examples of formative assessment.

Continuous Assessment

Here students’ academic performance, participation, behaviour etc. are monitor throughout the year. It is also a variety of formative assessment.

Summative Assessment

This occurs at the end of a particular course to offer final achievement. In fact this is a course completion examination. Learners are assessed after the learning has taken place whether the learning has been successful or not. The final examination in school, S.S.C or H.S.C. is summative assessment.

The benefits of the three types of assessment

Formative Assessment	<ul style="list-style-type: none"> • The teacher can assess each individual student’s progress and take necessary action, without it too late. • Students can identify and work on their own problems • Students get feedback from their teacher at an appropriate time for them to implement change. • Formative assessment motivates students as it gives them a sense of direction, rather than just telling them what they have, or have not, achieved.
Continuous Assessment	<ul style="list-style-type: none"> • Continuous assessment rewards other key elements of learning, such as participation and attitude, as well as test achievement. This encourages students to give their best throughout the term, not only at exam time. • It gives a fairer picture of achievement – some students do badly at exams despite being strong in term time. Conversely, other students may be idle in class but able to perform well in exams. Continuous assessment reduces this inequality of achievement. • It may also involve weekly and monthly tests, and confers the same benefits as formative assessment.
Summative Assessment	<ul style="list-style-type: none"> • Summative assessment is easier to administer than the two other approaches. • It gives a snapshot of all the students’ achievements relative to each other. • It can be useful deciding final results. • It helps measure all students against one objective standard.

[CPD, Training Secondary English, Learners’ Materials, TQI, July, 2009]

To assess the learners in the educational institutions different tests are given by the teachers. The tests are of different types. Tests are oral and written. The oral and written tests are generally of four types. They are: 1) Diagnostic test, 2) Proficiency test, 3) Placement test, and 4) Achievement test.

Diagnostic Test

When teachers want to determine the strength and weakness of the students then they use diagnostic tests. To identify the needs of the learners diagnostic tests are given. It helps the teachers and the students to take remedial steps. This test identifies students' performance in particular subject, how much knowledge and skill they acquired, how much they need to acquire. This test can be given during learning any knowledge or skills. It is also given before starting any course to know how much they already know and from where they need to start again.

Proficiency Test

Through this test the skill and expertise in particular subject is measured. The learners' level of English language can be measured in proficiency test. IELTS, TOFEL are some language proficiency test. This kind of test is not used in classroom purpose. This test is used to measure proficiency at the end of the particular course on specific subject or skill. It has similarity with achievement test.

Placement Test

This is a test to determine the place of the learner in particular learning area. If somebody wants admit in an English language course then it is necessary to determine his level. According to his level the place of admission will be selected. Admission test of school and of different educational and training institutions are the placement tests.

Achievement Test

This test measures learners' ability in particular topic or level of education. To measure how far the learner has achieved from a course is the purpose of this test. If someone has completed four units of a textbook then a test can be taken to measure his/her achievement from the study. It is similar to the course completion examination.

All the tests discussed above are used to measure students' achievement, progress and performance in developing language. These tests can be oral and written. Tests are the tools of assessment. Tests are always formal but assessments are not formal always.

What should be assessed in English?

English is a practice based subject. We learn English to use in real life situation. There are four basic language skills in English. If anybody wants to communicate in English he has to develop four basic language skills; listening, speaking, reading and writing. In English class students study and practise the four basic language skills in context. So the progress in four skills should be measured. The ability to communicate in English using four skills should be assessed in English. The assessment should be in listening, speaking, reading and writing. To assess listening we should use the tools of listening test. To assess speaking there should be oral test. To use four skills for effective communication the learners need vocabulary and structure or grammar. So, progress in English vocabulary and grammar should be measured.

10.2 Identifying and Preparing Test Items

Identifying and preparing test items is a very important task in the assessment process. To assess students formally teachers have to organise test. While organising test the teacher has to consider the grade or level of the learners or testis (what is the level of the testis?); curriculum; syllabus; test items; marks distribution, and evaluation technique etc. in the curriculum 2012 it is said that learning will be assessed by class work, continuous assessment, terminal and public exams. The assessment tools will be prepared by the teachers or by the central authority. The tools should be prepared based on all the learning domains. According to the National Curriculum 2012, the four basic language skills are to be assessed in the secondary level of education in Bangladesh.

Listening and speaking are the primary skills of communication. These are neglected in the classroom practice although the textbook English for Today (EfT) contains the activities based on the four basic language skills. To encourage the practice of listening and speaking it is decided in the curriculum to assess these two skills. Learners' ability to listen and understand English with 'acceptable pronunciation' (2012) is assessed through student-student, teacher-student, and student- technology interaction. The test items will be true/false, MCQ, gap filling, listening. There will be assessment of the ability to speak English with understandable pronunciation of the students. Test items will be, role play, acting out dialogues, conversations, debates, describing pictures, places, objects or living beings, and narrating events. The ability of Reading texts and authentic materials for comprehension and higher order thinking by the students are assessed. The test items are MCQ, answering questions (open ended and close ended questions), gap filling with and/ or without clues, matching, substitution tables, information transfer, flow chart, rearranging, and summarizing. Students' ability of writing correct English to express ideas, thoughts, feelings, emotions etc. to the appropriate level are assessed according to the curriculum. The test items are asking and answering, completion, dialogue, post card, formal and informal letters, emails, CV, applications, paragraph, poster, story, and report writing.

Distributions of marks for English for grade 8 (secondary level):

Total marks	100
Listening	10
Speaking	10
Reading	40 (text material: 30, Supplementary materials: 10)
Writing	40

Speaking and listening skills are to be assessed through continuous assessment by the class teachers. Marks are added later with learner's final grade in the summative assessment. Reading and writing skills are assessed in the public exams through paper and pencil tests on the remaining 80 marks.

Distribution of marks for JSC :

Total marks	100
Comprehension	35
Grammar	25
Composition	40

Grammar Test Items:

- Gap filling activities with and without clues
- Cloze test with and without clues
- Substitution table
- Right forms of verbs
- Use of articles
- Changing sentences (change of voice, narrative style, sentence patterns, and degree)
- Completing sentences
- Tag questions
- Use of suffixes and prefixes

[Question setters will prepare the test items. Items should not be copied from textbook or any other help books. All the items should be included in the question and each question item will be of 5marks. Test items must have context, isolated sentences without context cannot be used as question item.]

Composition test items :

- informal letters/ emails
- Formal letters/ emails
- CV writing
- Completing stories
- Short paragraphs
- Dialogue writing
- Analyzing graphs and charts

Composition (200-250 words) based on personal experiences, everyday problems, events and incidents

Sample Questions of English Paper-1
SSC Sample Question-01 Subject Code : 107
Class-IX-X, Subject – English First Paper

Time: 3. 00 Hours

Full Marks:-100

[N.B. The figures in the margin indicate full marks]

Section A: Reading Test (50 Marks)

Read the passage carefully and answer the questions 1 & 2.

Countries of the world rely heavily on petroleum, coal and natural gas for their energy sources. There are two major types of energy sources: renewable and non-renewable. Hydro-carbon or fossil fuels are non-renewable sources of energy. Reliance on them poses real big problems. First, fossil fuels such as oil, coal, gas, etc., are finite energy resources and the world eventually will run out of them. Secondly, they will become too expensive in the coming decades and too damaging for the environment to repair. Thirdly, fossil fuels have direct polluting impacts on earth's environment causing global warming. In contrast, renewable energy sources such as, wind and solar energy are constantly and naturally replenished and never run out. Most renewable energy comes either directly or indirectly from the sun. Sunlight or solar energy can be used for heating and lighting homes, for generating electricity and for other commercial and industrial uses. The sun's heat drives the wind and this wind energy can be captured with wind turbines to product electricity. Then the wind and the sun's heat cause water to evaporate. When this water vapour turns into rain or snow and flows downhill into rivers or streams, its energy can be captured as hydroelectric energy. Along with the rain and snow, sunlight causes plants to grow. Plants produce biomass which again can be turned into fuels such as fire wood, alcohol, etc identified as bio-energy. Scientists have identified Hydrogen as another form of renewable energy source, is the most abundant element in nature. But it does not exist separately as a gas.

It is always combined with other elements, such as with oxygen to make water. Hydrogen, separated from another element, can be burned as a fuel to produce electricity. Our Earth's interior contains molten lava with tremendous heat. This heat inside the Earth produces steam and hot water which can be tapped as geothermal energy to product electricity, for heating homes, etc. Ocean energy comes from several sources. Ocean's force of tide and wave can used to produce energy. The surface of the ocean gets more heat from the sun than the ocean depths. This temperature difference can be used as energy source too.

1. Choose the best answer from the alternatives. 1× 7=7

- (a) Which of the following has the closest meaning of the word '**reliance**' in line-3?
(i) existence (ii) dependence (iii) competence (iv) prevalence
- (b) The phrase "**run out**" means—
(i) start (ii) begin (iii) exhaust (iv) recharge
- (c) Wind and sun's heat jointly result in—
(i) distillation (ii) replenishment (iii) evaporation (iv) decantation
- (d) Which of the following is opposite in meaning to the word '**replenish**' in line-8?
(i) alternate (ii) empty (iii) adjoin (iv) recollect
- (e) Renewable energy can be —.
(i) damaging (ii) destructive (iii) harmful (iv) filled again
- (f) Why do fossil fuels have impact on earth's environment?
(i) Because they make the environment warm
(ii) Because they are too expensive
(iii) Because they pollute the world
(iv) Because they too damaging to repair the world

- (g) Which of the following statement is true?
(i) Hydrocarbon is a source of Hydroelectricity
(ii) Fossil fuels are responsible for climate change
(iii) Exploration of fuels is the wisest device
(iv) Alternative power generating devices are to be discouraged

2. Give short answer to the following questions.

2 × 5=10

- (a) What do you mean by renewable energy sources?
(b) How will the fossil fuels be in near future and what will they do to the environment?
(c) What are the major differences between renewable and non-renewable energy sources?
(d) Do you think we should cut down our uses of non-renewable fuels? Why? Why not?
(e) "Hydro-carbon or fossil fuels are non-renewable sources of energy." Explain in 2/3 sentences.

3. Read the following text and fill in each gap with a suitable word based on the information of the text.

1 × 5=5

"Today there are many jobs where you need English. This is because the world has become smaller. Vast distances are shortened by speedy transport. We can talk to a person thousands of kilometres away on the phone or the Internet. So we can communicate with the whole world easily. English has made this communication easier. There are many countries in the world with many languages, but to communicate with them, you cannot speak all the languages. So you need a common language that you can use with more or less all the people in the world. English is that common language. You can talk to a Chinese toy maker, a French artist, an Arab ambassador or a Korean builder in one language — English. English for us in Bangladesh is all the more important. As we have seen earlier, we are too many people in a small country. So if you learn English, you have the best opportunity to find a good job, both within and outside the country. And that is good news for millions of our unemployed youths." "But Miss, we learn English for 12 or 14 years, yet we do not find good jobs," says Rumi. She then tells the class about what happened to her brother. "Could you please tell us why?" Rumi asks. "This is a very important question, Rumi. We should learn how to use English both orally and in writing for doing things as needed in our work, such as communicating with others at personal, social, national and international levels. But unfortunately, at the moment we are learning English mainly for our exams," continues Miss Choudhury. "Remember, English can greatly help you become skilled workforce." "But where and how can we learn this kind of English, Miss?" asks Ratan. Ms.Choudhury says, "We can learn this communicative English both in and outside the classroom. Side by side with your textbook, the radio, television, newspapers, magazines, computers and other supplementary materials will greatly help you. And during our classroom activities, we'll see how we can learn this English."

English is a common language through which you can (a) — your ideas and views (b) — people all over the world. English is very essential in (c) — of Bangladesh. We should try our level best to (d) — this language with a view to having a good job within and (e) — the country.

4. Read the passage on Jerry. Complete the following table with information from the passage.

1×5=5

His name was Jerry; he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same — independence? No, the word that comes to me is "integrity". It is embedded on courage, but it is more than brave. It is honest, but it is more than honesty.

The axe-handle broke one day. Jerry said, the orphanage woodshop would repair it. I brought money to pay for the job and he refused it. "I'll pay for it," he said. "I brought the axe down careless." "But no one hits accurately every time," I told him. "The fault was in the handle."

It was only then that he would take the money. He was standing back of his own carelessness. He was a freewill agent and he chose to do careful work; and if he failed, he took the responsibility without subterfuge.

And he did for me the unnecessary thing, the gracious thing that we find done only by the great of heart. Things no training can teach, for they are done on the instant, with no predicated experience. He found a cubbyhole beside the fireplace that I had not noticed. There, of his own accord, he put wood, so that I might always have dry fire material ready in case of sudden wet weather. A stone was loose in the rough walk to the cabin. He dug a deeper hole and steadied it, although he came himself by a shortcut over the bank. I found that when I tried to return his thoughtfulness with such things as candy and apples, he was wordless. "Thank you" was, perhaps, an expression for which he had no use, "for his courtesy was instinctive. He only looked at the gift and at me, and a curtain lifted, so that I saw deeper into the clear well of his eyes; and gratitude was there, and affection, soft over the firm granite of his character.

Jerry					
Traits of his character	He is brave and honest and he has natural (i)-----to do something for others.				
His assignment	To help the writer.				
Who/What	Event/Activity	When	Where	How	Specialty
Jerry	lived	since he had been four	(ii)-----		brave and honest
The axe handle	(iii)-----		the orphanage	(iv)-----	
The author	wanted to pay the money				(v)-----

5. Write a summary of the above passage in your own words. 10

6. Match the parts of sentences given in column 'A','B' and 'C' to write five complete sentences. 1×5=5

Column A	Column B	Column C
(a) In the past, there was a tradition among the people	(i) and can be a good mother also	(i) and are admitted into schools, colleges and universities
(b) Even they could not move freely	(ii) and they are trying to be self-dependent	(ii) to educate her children
(c) This idea has gradually changed	(iii) that women should remain within the boundary of their houses	(iii) on account of social prejudices
(d) Now, they have come out of their cocoons	(iv) as well as they are encouraged to study	(iv) and they should do only household work
(c) So, an educated woman can help her family economically	(v) and could not take part in any voluntary work	(v) by joining various types of professions

7. Put the following parts of the story in correct order to make the whole story. Only the corresponding numbers of the sentences need to be written. 1×8=8

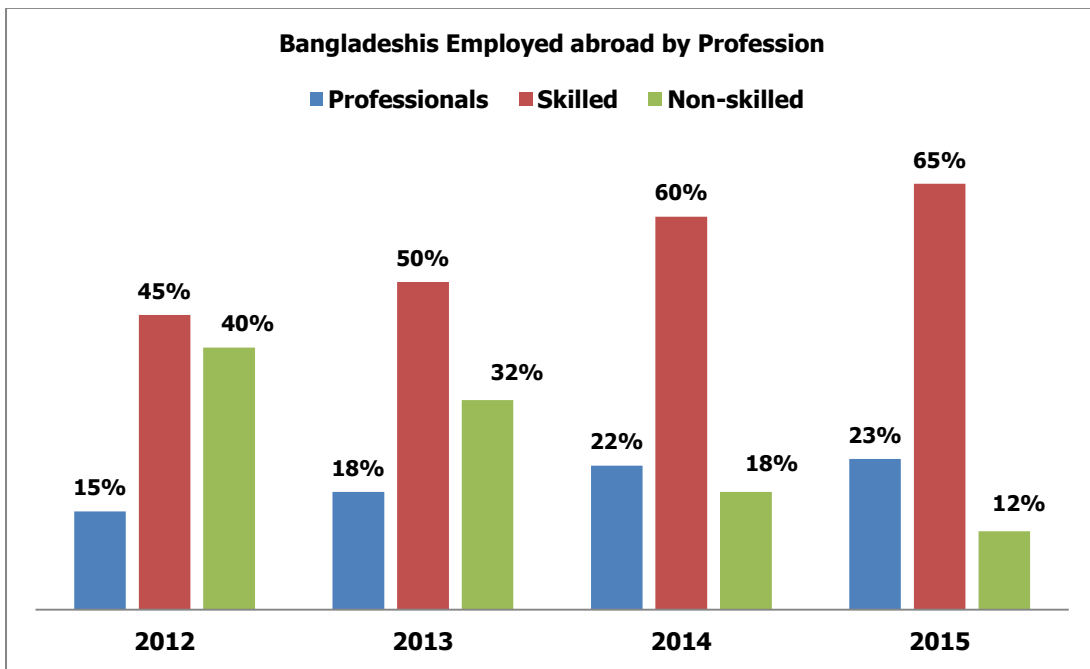
- (a) His family used to cultivate tobacco in their estates and George Washington took over these estates at the age of twenty.
- (b) In 1773 the unpleasant incident known as Boston Tea Party took place between the American and the Britain wherein 13 colonies joined into a Congress.
- (c) Peace Treaty was signed between America and Britain in 1778 and George Washington returned to his home of Virginia to live happily.
- (d) He soon made a good name for himself as a brilliant officer.
- (e) In 1752 France and Britain started war and George Washington joined the English forces.
- (f) George Washington, the first President of America, was born in 1732 in Virginia.
- (g) In 1789 George Washington became the first President of the United States of America.
- (h) In 1775 some English troops were attacked and a war broke out and in 1776 the colonies formally declared themselves independent.

Section B: Writing Test (50 Marks)

- 8. Answer the following questions to write a paragraph on 'Tree Plantation'. 10**
- (a) What benefits does a tree provide us?
 - (b) What consequence does the world face if there is no tree?
 - (c) What is the effect of having less forest?
 - (d) What should we do to save the world?
 - (e) How can we make the world greener, cleaner and safer?
 - (f) What role do people play in protecting trees and increasing forests?

- 9. Read the beginning of a story. Write ten new sentences to complete the story. 10**
- Once a crow snatched a piece of meat from a farmer's child and flew to a tree. A fox was going under that tree. The fox saw the piece of meat in the beak of the crow-----
-----.

- 10. The graph below shows the number of the Bangladeshis employed abroad by profession. Describe the graph in 150 words. You should effectively highlight the information given in the graph. 10**



- 11. Suppose, you are Monir/ Monira living at Sonapur, Chandpur and a student of Nurpur High School. Your friend, Nazim/Nazma is a rural student living at Kaptai, Rangamati. He/she wants to know about the co-curricular activities of your school. Now, write a letter to your friend describing the co-curricular activities of your school. 10**
- 12. Suppose, you are Tamim and Asif is your friend. You both are concerned about the ensuing SSC Examination. Now, write a dialogue between you and your friend about your preparation for the examination. 10**

Sample Questions of English Paper-2
SSC Sample Question-02

Class-IX- X, Subject – English Second Paper

Subject Code: - 108
Full Marks:-100

Time: 3.00 Hours

[N.B. The figures in the margin indicate full marks]

Part A : Grammar (60 Marks)

- 1. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. You may need to use one word more than once. 5×10=5**

economic less good of available the on effective inform

In the present world, advertisement is the most (a)___ and recognized means of making people know about the products and (b) ___ of a company. With (c) ___ introduction of open market (d)___, production system has become very competitive. But only producing quality (e)___ is not the last things to do. Unless people know about the products, goods will not sell (f) – its own merit. Advertisement will serve that purpose (g) ___informing people of the quality, price and (h)___of goods or products concerned. Even effective advertisement will motivate people to buy goods of even (i)___quality. So, advertisement has got both persuasive and (j)___quality.

- 2. Fill in the blanks with suitable words. 5×10=5**

A society's culture is made (a)___of all its ideas and ways of behaving. Language, music, ideas (b)___ what is good and bad, ways (c)___ working and playing and the tools and other objects made and used (d) ___ people in the society—all these are part of (e) ___society's culture. As usual a person's repeated action is (f)___good way to find out the (g)___of the person, studying the behaviour and patterns of (h) ___entire society is a way to learn the culture of that society. Patterns of behaviour and action vary (i) ___one to another. These differences are referred (j)___ as cultural differences.

- 3. Make five sentences using parts of sentences from each column of the table below. 1×5=5**

A student	cherish	to work hard to materialize one's desire
Almost all of us	having	a particular ambition
One	may	a desire to achieve something
Ambition	means	a particular ambition needs to study hard
One's ambition	needs	be materialized and sometimes hindered

- 4. Complete the following text with right forms of the verbs given in the box. .5×10=5**

organise	take	deny	fight	gain
defeat	be	respect	win	join

A freedom fighter (a) ___in all lands and in all times, because he (b) ___for a noble cause which (c) ___the freedom of the motherland. Freedom is the birthright of a man, but sometimes this right (d)___to a nation by foreign rulers. As a result, armed conflicts (e)___place between the freedom loving people and the occupation forces. Sometimes the war continues for years and if

the people are (f)___and determined then freedom fighters (g) ___and the country (h) ___ independence. The people of Bangladesh (i) ___in the glorious War of Independence in 1971 and (j)___Pakistani army.

5. Change the narrative style of the following text. 5

Rosamond said to her mother, "What is it, Mum? I didn't want this black thing and the terrible smell." Mother said, "I don't know, my dear." Rosamond again said to her mother, "But what shall I do with it?" Mother said, "I can't tell." "Okay, Mum, I must pour it out and fill the jar with fresh water."

6. Change the sentences according to the directions. 1×10=10

- (a) The students studying regularly can expect a good result. (complex sentence)
- (b) But most of our students are inattentive to their studies. (negative sentence without changing the original meaning)
- (c) They waste their valuable time idly. (passive voice)
- (d) Wasting time is harmful for them. (interrogative sentence)
- (e) By repeating this activity, they make a poor result. (complex sentence)
- (f) Who loves them then? (assertive sentence)
- (g) They are treated badly even by their family members. (active voice)
- (h) If a student fails in the examination, he suffers from inferiority complex. (simple sentence)
- (i) No other student in the class is as bad as a failed student. (superlative degree)
- (j) So a student should be aware of studying regularly and attentively so that he can do well in the examination. (simple sentence)

7. Complete the following sentences. 1×5=5

- (a) We should say 'no' to corruption because___.
- (b) Corrupted persons are not only dishonest but also___.
- (c) Now it is high time___.
- (d) We should work together if___.
- (e) But we are so self-centered___.

8. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis. 5×10=5

English is used as a common language for global (a)___(communicate). As it is used in more than sixty countries (b) ___ (office), it is regarded as an (c)___(national) language. As an (d) ___ (dependent) nation, we have to maintain our political, commercial and (e)___(culture) relations with the rest of the world through English. Thereby, English (f)___(wide) the opportunity to deal with globalised world. It promotes international (g)___ (relation) and(h)___(brother). For being a (i)___ (globe) citizen, there is no alternative of English. A good command of English is very essential to get a good job with better salary. In short, English is a must for (j)___(flourish) in life.

9. Add tag questions to the following sentences.

1×5=5

- (a) Each and everybody wants to succeed in life, ____?
- (b) But it is not an easy task, ____?
- (c) A man should work hard to get success in life, ____?
- (d) He must not be lazy and poorly motivated in his action, ____?
- (d) Rather he will be committed and dedicated to his goal of life, ____?

10. Complete the passage using suitable connectors.

1×5=5

Every citizen has some duties and responsibilities for his nation. (a) ____ most of the people are careless in this respect. People of this country have achieved national identity at the cost of a great sacrifice (b) ____ is still evaluated nationally. (c) ____ some selfish people never want to give them recognition. (d) ____ we all should do some benevolent activities (e) ____ we will be guilty to the nation.

11. Use capitals and punctuation marks where necessary in the following text.

5

once i asked a sweet little girl what is your mother's name she replied cleverly i know my mothers name but i wont tell you that i said what a clever girl you are i dont tell my mothers name to anybody whom i dont know she spoke with an air of confidence

Part B : Composition (40 Marks)

12. Suppose, you are Samia/Samin and you have passed B.Sc Hon's in Chemistry. You have seen a vacancy for the post of a Medical Representative in a renowned company. Now, write a CV with a cover letter for the post. Your CV should not exceed one page.

8

13. Suppose, you are Habib/Habiba of Bakultala High School, Chittagong. You need financial help to bear your educational expenses. Now, write an application to the Headmaster of your school for financial help from the Poor Fund of the school.

10

14. Now-a-days, traffic jam is a common affair in the big cities and towns. It is one of the major problems of modern time. Now, write a paragraph in 250 words on "Traffic jam."

10

15. Tree is one of the most important elements of our environment. It is impossible to think an environment without tree. The importance of tree plantation can't be ignored any more. So tree plantation is a burning question indeed. Now, write a composition on "Tree Plantation."

12

[Collected]

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10.3 Assessing listening and speaking

Among the four basic language skills listening and speaking skills are the primary skills. Without developing listening and speaking effective communication is not possible. One cannot be confident in communicating English language without acquiring listening and speaking skills. It is not possible even to be confident in reading and writing without practising these two skills. However, these two skills are not assessed in the assessment of the education system of Bangladesh. The assessment in public examination throughout country among thousands of students is not practical at this moment, because, we don't have enough preparation to start such a great job immediately. However, it is possible to assess students through continuous assessment by the class teachers. For listening and speaking practice followed by class test, terminal exams and co- curricular activities 20 marks are allotted. Students' performances are to be measured through formative and continuous assessment. The scores will be preserved and added to the result of the final examination.

There are various listening and speaking activities in the textbook English for Today. But those activities are not practised by the teachers and students in their classroom. These activities are neglected due to the excuses of no assessment in public or internal exam, any technological support, lack of interest of the students and the teachers even. Now the assessment of listening and speaking skills are introduced in the internal exams. Teachers are being trained to use technology by the training on preparing digital content. Schools are supported by the government with multimedia. Recently there is an order from the Ministry of education to the English teachers to speak English in the English language classroom. English should be the medium of instructions in all the levels of education for the teachers of English.

Teacher may give instructions in English in the classroom and observe whether students can follow them. Teacher may allow students to listen stories, any texts, poems, music or play, weather forecast, announcements etc. planned previously for listening practice. Then the students will do some exercises followed by listening. Teacher will check the answers applying techniques like pair checking and others. There are various listening activities in the EFT, from where teacher can have some guidelines.

When teacher elicit answers orally from students, he should encourage them to speak in English. There will be many other oral exercises in the classroom when students can practice speaking English. For example, role play, pair work, describing pictures, events, narrating past events, group discussion, and debate, reading dialogues, recitation and simple conversation. During these activities teacher can assess students speaking skills through formative and continuous assessment. The tests can be given through formal and informal examinations. Marks will be preserved to add with the result of the final examination. Thus regular practice and assessment can help students to develop listening and speaking skills.

Teachers should be aware of not to discourage learners by correcting any kind of mistakes during practice. It will hamper their fluency. The mistakes should be corrected later in general, not particular always.

Banding scales

When teachers assess students' speaking skills, it is usually school based. To assess teacher should know how to mark them because marking is the part of evaluation. If teachers have the ideas about marking speaking skills then the assessment will be more reliable. Teacher can compare the skills between the examinees as well as to assess the level of learner particular. Teachers can see the banding scale. Banding scale is an internationally recognized standard to measure speaking ability in English. This is a table where there is a description of what one should achieve to get certain mark. IELTS is an internationally recognized examination to assess English language skills. To measure speaking skills the following band scale of British Council can be followed :

Band Score	English Level	Description	Key Points
9	Expert User	Has complete command in the English language; accurate, appropriate, highly flexible, fluent with full understanding. www.ieltsliz.com	(1) accurate (2) full understanding
8	Very Good User	Has complete command with only rare errors (which are unsystematic) or inappropriate words. Deals with complex situations well but has rare errors in complex situations but can deal with detailed argumentation.	(1) rare errors (2) uses complex language well
7	Good User	Has good command of English but also has occasional inaccuracies, misunderstandings or inappropriate words. Can use complex language quite well and understands detailed argumentation quite well.	(1) only occasional errors (2) uses complex language quite well in most situations
6	Competent User	Has effective command of English but also has some errors, inappropriate words and misunderstandings in some situations. Can use complex language quite well but best in familiar situations.	(1) some errors (2) use some complex language which is best in familiar situations
5	Modest User	Has partial command of English and can deal with overall meaning. Make frequent errors. Has better English in common situations. Does not deal with complex language well.	(1) frequent errors (2) has difficulties with complex language

Characteristics of good tests

A good test should have the following characteristics:

Reliability

Reliability is the consistency of the result. A test should always give reliable result for students whatever the condition is. If two students are of same level of same ability then they should get the same score, whereas students of different ability should get different score. Better student should get better score. Similarly if a student takes same test in different time in different occasion, each time s/he should get the same marks.

Validity

A test should measure whatever it is supposed to measure. To confirm the validity a teacher should know what s/he wants to assess. At the same time s/he should be aware of the topics which are studied or practised to be assessed. For assessing speaking skills giving written test will not be valid. Similarly, listening skill should not be measured by grammatical accuracy.

Validity is of two kinds. 1) Content validity and 2) Face validity.

Content validity

A test should cover whole syllabus in suitable proportions. It should not concentrate in any one or two areas only and should not include something which is not in syllabus.

Face validity

It refers to the way how the test is viewed by the students. If the test is too hard to complete within the fixed time, or too easy to complete much before the fixed time, do not have the face validity. Again if they feel the test is unreasonable, because it is irrelevant or too difficult, then it does not have face validity.

Practicality

The test should be designed as if it can be administered. It should not be time consuming, too costly, or impractical. The question setter should consider time, physical facilities and financial condition while preparing tests. Security and secrecy are also to be considered.

Accountability

The teachers should have preparations to explain the aims and rationales of the test given, to the learners, parents, institutions, and wider society. Teachers should describe the progress and how the test results reflect students' achievement to the stake holders.

The test that consists of the characteristics described above is a good test.

10.4 Alternative Assessment Strategy

The term assessment is very important task in the teaching-learning system. Proper assessment can judge the learners' real achievement and his level in particular subject. Students are measured and the results are given usually by the central authority like the school/ college, Board of Education and Ministry of Education, etc. But at present the teaching-learning activities are suggested to be student centered instead of being teacher centered. Therefore, the necessity of measuring learners' performance also is suggested to be done by the classroom teachers. Public examinations have been proved to be unsuccessful to assess the individual talent us. They are also unable to assess the social and human qualities of the learners, their values, collaborative skills and innate qualities. Paper- pencil tests are not enough to measure a learner as a complete human being. Therefore, assessment process is needed to be diversified. Besides, there is a necessity to invent the alternative assessment strategies. Teachers have to be innovative to think about new alternative strategies to measure students' manifold performance. Alternative assessment strategies encourage students to learn and to take preparation to present their achievement instead of being afraid of monotonous paper-pencil examination. The assessment can be an enjoyable experience to both the teachers and the students by introducing the numbers of alternative assessment strategies by the classroom teachers. The concept, alternative assessment strategies has become popular day by day among the education stake holders because the concern of these is to measure learners' progress in particular subject of learning instead of measuring his/her strength or weakness.

Teacher can ask students to be divided into groups and distributes individual topic to each group. The group members will discuss the topic in English one after another. Teacher will move around the class and take notes of the speaking progress. Thus the teacher can assess students' speaking ability.

Students can participate in role play. Before final presentation they can practise dialogues and acting. Then on the final day in front of the guests they can perform the play. Teacher will assess the performance, speaking and pronunciation of the performers. Students can draw or make something following instructions by listening in English. Students can also participate in debate organized by teacher in the class. Teacher can measure them from four criteria- fluency, vocabulary, pronunciation and grammar. The marks distribution for each criterion is decided previously.

The Alternative assessment strategy is the production of teacher's innovative planning. Teacher can also go for some additional assessment types, like self-assessment, peer assessment which are much in discussion these days. Learners can be provided a rubric where there will be some criteria for assessment and students will assess themselves according to the criteria. It will be helpful for them to understand the benchmarks of having better scores. They can also be assessed by their peers where the peers will mention the reasons behind the given scores.

Sample questions

Broad Questions

1. Discuss the kinds of assessment.
2. Discuss the merits and demerits of oral and written tests.
3. How do you assess students' development in speaking and listening?
4. What is a banding scale?
5. 'Assessment has an important role in teaching-learning activities'- explain in details.

Short questions :

1. What is assessment?
2. What is the difference between assessment and test?
3. What is the difference between the formative assessment and continuous assessment?
4. What should be assessed in English language?
5. What is 'test item'?
6. What is diagnostic test?
7. When do you need placement test?
8. What are the characteristics of good test?
9. How do you judge the face validity of an English language test?
10. What do you measure in a listening test?

Chapter 11: Preparing and using CAL and other materials, internet-based resources

The elaboration of ICT is information and communication technology. The term refers to the technologies that can be used to provide information, establish communication and perform certain tasks. It includes the internet, wireless networks, cell phones, and other communication mediums. ICT is now being used in almost all sectors of development including education in Bangladesh.

ICT in Education means using different technologies for teaching and learning. With the advancement of science, there has been a change in the mode of teaching and learning. The technological innovation has brought the communication revolution and rapid development of technological applications in teaching and learning. The modern world demands advancement of technology in education as today's learners will be taking the charge of the future world. Education needs to be up to date enough to make them accomplished of taking that responsibility.

Use of ICT is gradually being more and more acknowledged as a medium of teaching and learning. Different technological resources are being used to enhance teaching and learning inside and outside the classroom. Some of these technologies are computer, multimedia projectors, internet, document camera, online resources, interactive smart board, smart phones. Research all over the world has shown that ICT can lead to better teaching and learning.

This chapter puts light on the following issues regarding ICT in education-

11.1. Using ICT resources in language classroom

11.2. Digital content: preparation and use and exploring online resources

11.1 Using ICT resources in language classroom

Today's learners are twenty first century learners. They are the digital natives as they have experienced advancement of technology since their birth. Certainly, their expectations are little different from the previous century learners. These learners' knowledge is often found to be much more advanced than even their teachers.

Twenty first century teachers need to have much advanced knowledge and application skill of ICT. There has been a strong demand for up to date knowledge of learners due to Sustainable Development Goal (SDG). These learners need to make capable of establishing themselves wherever in the world they go. To settle them in the tomorrow's more modern world, teachers need to be adapted to up-to-date technology as well as capable of demonstrating the use of technology in Education. Moreover, modern world is the world of rapid communication. Teachers need to show students how to be autonomous learners and compete with their counterparts from other countries.

With the advancement of technology, the third world countries are lagging much behind than the first world countries. The technology has made much more advancement in the education system of the developed countries. Every school there has managed the best possible ICT equipment to facilitate teachers in teaching students in classroom. Many kinds of technology that they use in classroom have improved and enhanced teaching and learning.

Teacher can adopt different ways of motivating students by engaging them in creating and using learning materials like data based on specific research topics, PowerPoint presentations and on-line dictionaries. Teachers need to know how ICT can be used as a provision for-

- diverse classroom activities,
- group, pair and individual assignments;
- enforcing student-centred learning,
- addressing the need of each individual;
- developing learners' personal opinion,
- making them able to express it in varieties of topical issues.

Varied uses of some technologies are now being used in education. Though some of these are still to be popular in Bangladesh, this is very important for teachers to have idea about these resources as they are the technologies for educating the twentieth century learners. Some examples of these technologies are-

- computer, laptop and notebooks
- multimedia projectors
- internet
- interactive smart board, document camera, digital camera, video recorder
- PowerPoint, prezi and other presentation software
- different software
- iPods, music players and podcast
- social media through shared learning: Blogs, Wikis, Facebook, Twitter,
- Virtual Learning Environments (VLE), for example. Moodle, MOOC, Muktopaath,
- virtual environment/

Scopes for using ICT tools for language classroom

Language teaching has got large scopes to use ICT in classroom and outside. Starting from the journey of a beginner to the level of an autonomous learner in language learning, ICT can play a better role. It promotes language teaching and learning by bringing enjoyment and varieties. Often it is also apprehended that ICT will replace the teacher somewhere in future.

The nature of language learning and the roles assigned to language teaching have changed in response to technological progress. In this area open-access resources, online courses, virtual classrooms and social networks based on information and communication technology (ICT) are being increasingly used to give learners entree to information, accelerate interaction and

communication, and increase digital literacy skills. Using ICT images can easily be used for improving the retentive memory of students, complex instructions can easily be explained and proper comprehension of learners can be ensured, interactive and enjoyable classes can be created that improve learners' attendance and concentration. Taylor (1980) stated that computer can play the role of tutor, tutee and tool. Technology can support language learning in various ways. More specifically, we can say that, in English language teaching and learning, ICT can be used for-

- creating text.
- accessing information on different issues including language.
- giving exposure to the target language.
- skill practice.
- bringing varieties.
- communicating and interacting with other learners.
- entertainment (reading/ listening for enjoyment).
- submitting and publishing assigned tasks of learners.
- creating learners' community.
- editing written work.

It is now an accepted truth that use of technology enhances language learning. Previously, the concept of using technology would only acknowledge the use of computer as it would call it computer assisted language learning (CALL). Now, there is a move from this CALL to technology enhanced language learning(TELL).

ICT support in language classroom

Technology supports language learning by providing better comprehensible input. Some examples of technology use for language learning are presented hereunder.

Images

There is a great number of royalty free images, clip art, GIF images etc. available on line to support in making sessions enjoyable. These images work as better motivation of learners in language learning.

Videos

There are lots of videos and shows online which can be shown to the learners and engage them in speaking and writing about them. This practice will bring varieties to activities and learners will enjoy learning. Input from those videos will make them more confident in writing.

PowerPoint

It is a content created digitally with the help of texts, images, videos, audio file to aid learning in the best way possible. Varieties of presentation and practices like listening, reading can be conducted with the help of a digital content.

Language drill

Creative, enjoyable and sequenced drilling of vocabulary, grammar can be designed using ICT.

Assignment support

Learners' interests can grow by giving them assignment task so that they can collect information from online sources. One of this type of assignment can be telling or writing an interesting story or on current issues.

Interactive whiteboard

Multimedia projectors and interactive whiteboard (IWB) can be used for making a session enjoyable. With the help of a special pen, different types of navigations to different sites like Google, You tube, can be done with the help of internet. Pictures and videos can be easily shown on it. Materials can be saved here to show learners later.

Wikis and blogs

Through wikis and blogs text can be uploaded, edited and commented. These help in interactive online communication. Discussions can be done among learners on different issues.

E-books

Electronic books are available in plenty in internet. These books can supply enough comprehension materials. Teachers and learners can download story books, novels for their learning.

Language practice using technology

Listening practice

Online videos and audio resources can be a good source for listening practice. Listening for information, listening for details, listening for inference, listening for gist, listening to conversations or dialogues can be practised with online materials. For example, you tube can be used as a source for listening materials. One that type of video or audio can be story telling materials. Learners can listen to them and answer some questions from teacher. Moreover, voice recorder, mobile phone, mp3 player, telephony tools (Skype) can also be used for creating opportunities for listening practice. Learners can be motivated to have self-access to Voice of America (www.voa.gov) or British Broadcasting Centre BBC (www.bbc.co.uk/worldservice/) and listen to different programmes. A teacher can also plan to present these audio files in classroom for listening comprehension. He or she can also use the website www.realenglish.tn.fr to show learners how the native speakers speak as this website presents more than 850 videotaped interviews.

Speaking practice

Oral communication does not necessarily happen face to face. In the modern world people are using video and audio conferencing from distant places. Some examples of this kind of technology are skype, WhatsApp, Viber etc. Teacher can plan for online conversation between learners or even with a native speaker. Storytelling software can guide learners in telling stories. Teachers can make learners listen to storytelling audio or video recordings and ask them to repeat these stories or tell some other stories following the same techniques. Learners can also be given a topic, asked to talk about it and submit the recorded copy online. Learners can record online interviews as well. Teacher can assess learners' speaking ability from the audio files.

Reading practice

Reading from interesting online resources support language learning. The sub-skills of reading– skimming, scanning, activating schema, inferencing and reading for gist, can easily be practised using online reading texts. Different activities like loud reading, reading for comprehension, reading for information, extensive reading, intensive reading, comparing reading texts, identifying different text types, reading for pleasure, reading for summarising can be done using online resources.

Writing practice

Writing in social networks like Facebook, blogs, and wikis have made this skill practice almost obvious to learners. Models of good writings like CVs, emails, stories can be presented to learners and they can be asked to write that type of text for someone else or about something else. Learners can make their blogs and upload their writings for sharing with others. It will help them to create their voice, communicate with social audience and practise their writing before their writing community. In this blog, teacher can check their writing at a suitable time and provide short feedback. Teacher can collect learners' writings in electronic portfolio. It reduces the use of paper to support 'Go Green' initiative and teacher can check them anywhere without carrying hard copies. The soft copies of assignments can also be edited using tools available in computer.

Vocabulary practice

Vocabulary can be presented through power point slides by showing pictures, examples, English to English word meaning, example sentences etc. Using online resources like dictionaries for meaning, synonym, and antonym can provide better information about words. Online word games, puzzles quizzes and word clouds etc. can make learning amusing.

Grammar practice

Technology can create lots of opportunities for presenting grammar using animations. Grammar points like tenses, parts of speech are better conceivable if presented through technological applications. For example, an animated picture of rising sun or a police supporting a passerby to cross a road can be used to show examples present continuous tense. Websites like www.english-hilfen.de/en/exercises_list/alle_grammar.htm, <http://grammar.ccc.comment.edu/grammar/index.htm>, ESLflow: www.eslflow.com.index.htm, British Council Learn English websites: <http://learnenglish.britishcouncil.orf/en/> and <http://learnenglishkids.britishcouncil.orf/en/> can help in grammar practice.

Pronunciation practice

Different online dictionaries present the pronunciations of words. Learners can listen to these pronunciations, repeat after them and thus learn the native pronunciations of words. They can be asked to record their own pronunciation and find the difference between the two to correct their own pronunciation. Different websites (like www.pronunciationpower.com, text to speech websites) can also support learners for correct articulations and can be used for both self-access and classroom teaching.

Some demerits of using technology in language teaching

Though technology is the most effective equipment for giving learners proper guide for language learning, it has got some drawbacks also. Too much use of presentation software should not minimise learners' interaction. Mechanical repetition of the same PowerPoint years after years and with different levels may make the class lifeless. Sources of internet materials should be authentic so that no wrong information goes to learners. Teacher must be competent in using ICT in classroom.

Though in Bangladesh, it is just theoretically possible to provide every individual learners access to internet, classrooms need to be made digital so that learners can have access to internet there. In order to make best use of the possibility of ICT in language teaching, it is vital to be used in a pedagogically sound way that corresponds to the individual needs of the learners. Introducing and supporting the use of ICT in a sustainable way and using a range of pedagogical approaches can promote lifelong learning. Teachers' role will be that of a facilitator and guide so that learners gradually take the charge of their own language learning.

11.2 Digital Content: Preparation, use and exploring online resources

Digital content: Preparation and use

In order to prepare digital content, we need to know how to make PowerPoint slides. At first we will open a PowerPoint file by clicking right button on the drive or folder where you want to create it.

Click right button → New → Microsoft PowerPoint → click on slide to start

At first we have to select the layout that we want for the first slide. On the top of the slide, there are menu bar and task bar from where we can choose what we want to do. From the Home option we can change the size, colour, style of fonts, shapes or borders. We can insert textbox and write on it, enter pictures, shapes, charts, smart arts.

We may also attribute animation on shapes or texts. Pictures can be edited by cropping, adding frames or shaping.

After finishing the PowerPoint, a teacher can run and show it to the learners with the help of a multimedia projector and a computer or laptop. The teacher is to be competent in using computer and projector. Connecting computer with projector is a skill he requires to achieve. Successful achievement of this skill will engage the teacher in using PowerPoint presentation in classroom.

Exploring Online Resources

World Wide Web (WWW) has made different online language resources available to teachers and learners. Both the groups need to have awareness about the materials available in ether. The knowledge and skill on these materials will make a teacher confident even in the much advanced world. ICT is the mandatory tool for the successful teachers of the twenty first century.

Some Online Resources

Lots of language resources are available online. Some of them are purely language learning materials, some are guides to support teachers, some are available books and some are online courses for teachers. Some of these kinds of online resources are introduced hereunder.

Name of the site: Shikhhok Batayon

URL: <https://www.teachers.gov.bd/>

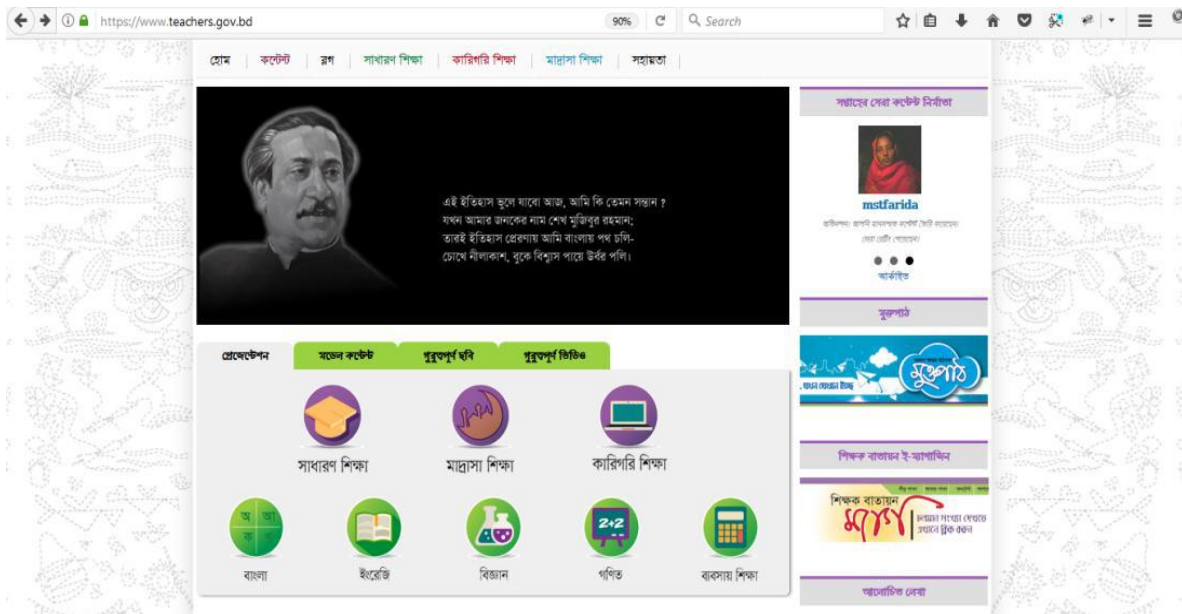


Fig. 11.1 Shikhhok Batayon

About the website

This is a Bangladeshi website for the teachers of general education, madrasa education and technical education. This site is rich with subject wise digital contents (Power Point presentations), pictures, videos etc. Teachers from different parts of the country upload these materials to share with other teachers. Anyone can see these materials, however, in order to download, one needs to have membership.

The membership is free, but there is a systematic process. The person willing to be member must be sent a link of form by any of the admins of the website. After completion and submission of the form, someone from the admins will have to accept the application and only then the teacher can be member. It is worth mentioning that only teachers can be members of this website.

Name of the site: NCTB e-books

URL: www.nctb.gov.bd



Fig. 11.2 NCTB

About the website

National Curriculum and Textbook Board (NCTB) website supports with the Education Policy National Curriculum, 2012 electronic versions of the secondary textbooks, instructions about assessment, instructions for question setters etc. It is very important for a teacher to stay updated with this information. Teachers can easily download e-books and use them while teaching as this is a common problem that students often do not bring books. These e-books also can be used anywhere anytime.

Name of the site: Muktopaath

URL: http://www.muktopaath.gov.bd

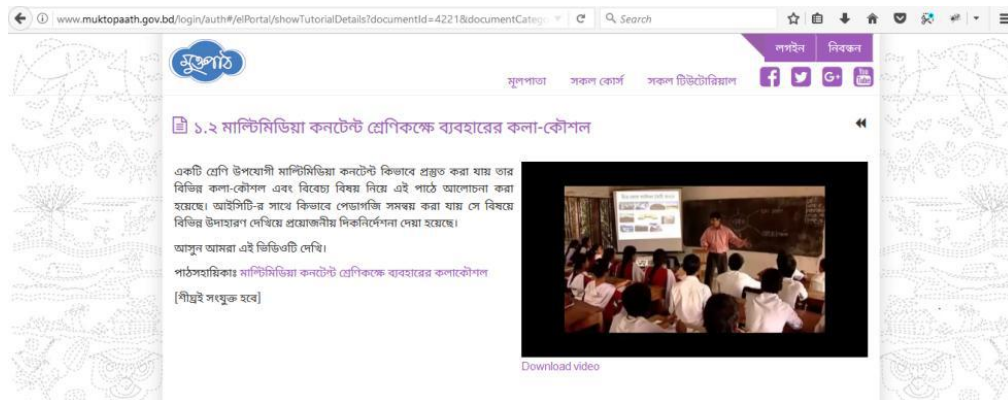


Fig. 11.3 Muktopaath

About the website

The website made by A2i (Access to Information) is an informal learning platform where anyone can learn from the offered online video courses. Muktopaath offers online courses for different professionals. They have both online and offline versions so that learners may be benefitted by using even without internet. Practising teachers and would be teachers can easily learn preparation of digital content from the videos presented there.

Name of the site: British Council Learn English

URL: <http://learnenglish.britishcouncil.org/en/>

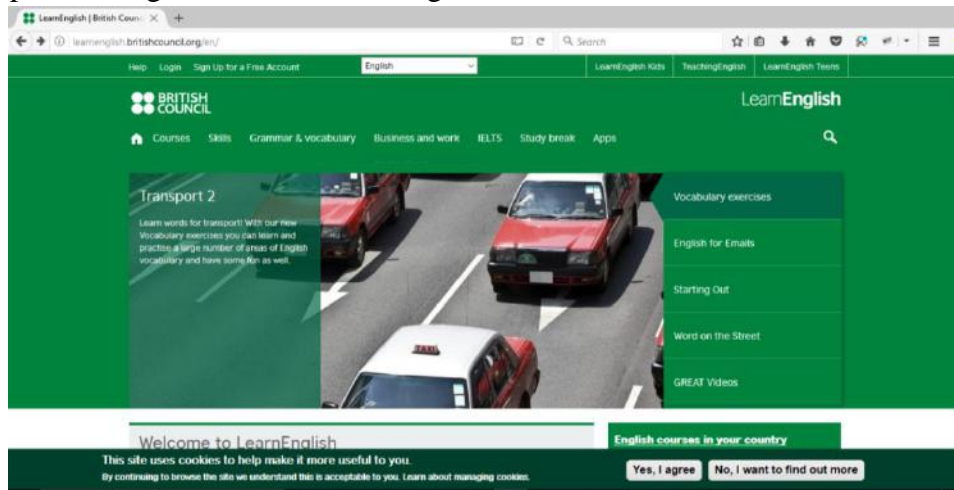


Fig. 11.4 British Council

British Council Learning English website supports English learners and teachers all over the world. This site is completely free for teachers and learners. This site is full of interactive language materials. The home page of the site is shown above where we can see three buttons on the upper right hand corner- Learn English Kids, Teaching English and LearnEnglish Teens.

If we click on LearnEnglish Kids button or LearnEnglish Teens button, they will lead us to audio songs, language games, reading materials, flash cards, colour pictures for vocabulary, grammar and four skill practices. This is designed to support self-learners for learning as well as the teachers for conducting enjoyable and effective sessions.



Fig. 11.5 British Council (2)

Teaching English supports teachers with teaching materials of different levels, online courses on teacher training, magazines, publications, webinars, teachers’ blogs etc. A dynamic teacher is certain to browse and utilize these resources.

Name of the site: BRAC CAL (computer aided learning) materials

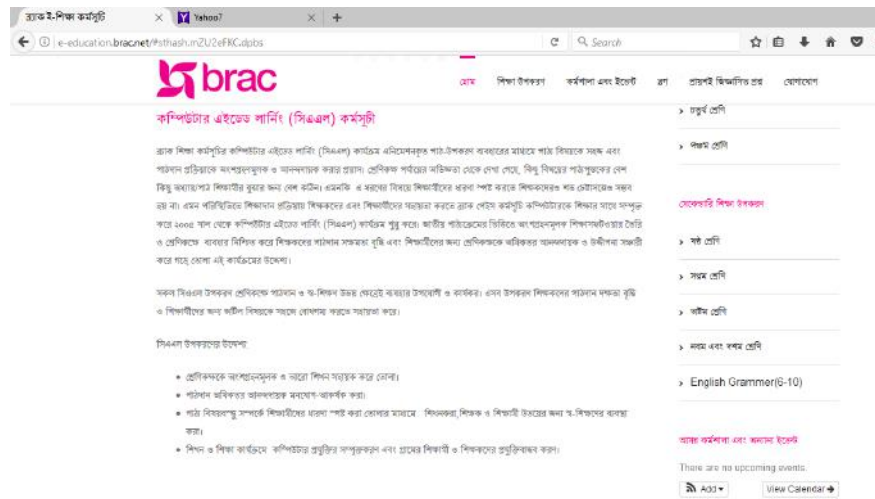


Fig. 11.6 BRAC (1)

URL: <http://e-education.brac.net>

About the website

This website aims at developing teachers’ teaching skill and making difficult topic from grade 6 to 10 easily intelligible to learners. It supports teachers with well-designed flash materials on both English for Today and grammar lessons. These lessons are interactive and supported with pronunciation, answers etc. These are designed in such a way so that teachers can use them in classroom as well as self-learning materials.



Fig. 11.7 BRAC (2)

About the website

Name of the site: English in Action materials

URL:<https://www.eiabd.com/>

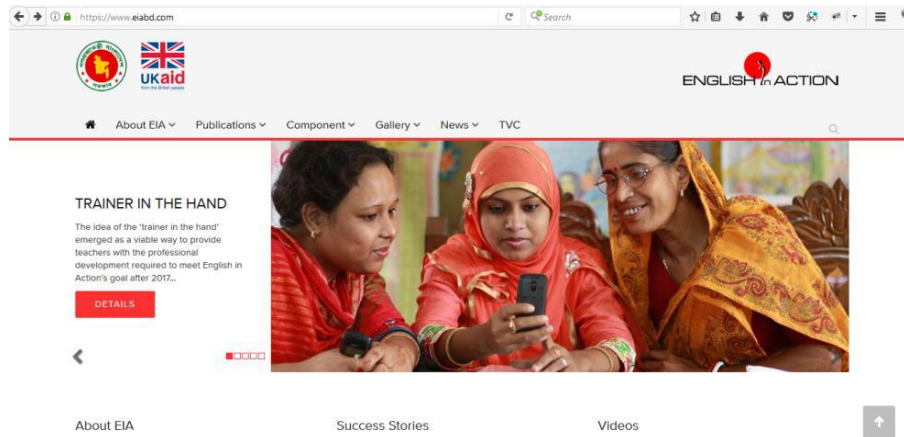


Fig. 11.8 English in Action

English in Action has earned much name and fame all over the world for its roles in developing teachers' language skills as well as teaching skills. Their success stories have been depicted in this website. Teachers have the opportunity to gather information about the project EIA that worked for English from this website. Different research publications have also been shared here along with their contribution in primary and secondary education which can enrich teacher with the knowledge of the education world. This project also has some offline audio and materials which teachers may collect from government teachers' training college teacher educators or someone related to EIA.

Name of the site: Microsoft Educator Community

url:<https://education.microsoft.com/>

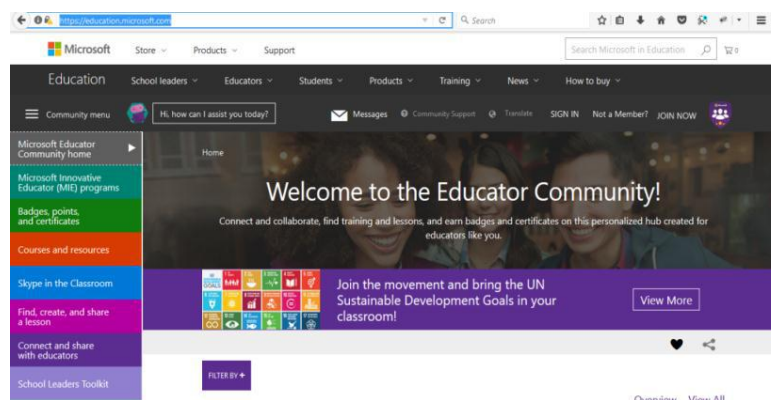


Fig. 11.9 Microsoft

About the website

This website gives an educator supports to conduct successful sessions with ICT. They offer face to face or online courses, blogs, opportunity for sharing ideas, information for school leaders for improvement etc.

Other websites

In addition to these webpages there are many websites for teaching supports, courses and software available. For example, MOOC is a helpful online support for teachers and learners. If we search 'MOOC' in Google, we will find many websites of universities who offer online courses. Anyone can enroll in these courses and study from home. They also provide certificate at the end of the course, though these courses do not carry the same weightage as the face to face courses.

Broad questions

1. Write elaborately how you can enrich yourself using information and communication technology.

Short Questions

1. What types of supports has the project English in action given to the teachers of Bangladesh?
2. How can you use Shikkhok Batayon to aid your teaching?

Chapter 12 : Continuous Professional Development for Language Teachers

Sheer time on the job does not ensure fruitful experience and professional development. Successful teachers are those who continue to develop throughout their professional lives: the completion of a pre-service course and initial qualification are only the beginning. A pre-service training should not only enable you to start teaching with competence and confidence: it should also give you the tools and understanding for further development. A teacher needs to apply many strategies for his/her professional development. These strategies include personal effort to external support. This session focuses on different factors related to teachers' professional development. The major points are as follow-

12.1 Introduction to Continuous Professional Development (CPD)

12.2 Action research

12.1 Introduction to Continuous Professional Development (CPD)

Why is Continuous Professional Development (CPD) important for teachers?

Well-crafted and well-delivered CPD is important because it delivers successive benefits at every level of profession. However, some specific importances of CPD are as follow:

- Continuous professional development (CPD) is necessary for survival as well as for progress; as it is, in many institutions, a basic requirement for the job,
- It's always possible to become a better teacher- no one ever reaches perfection!
- Development of students' learning mostly depend on the development of teachers,
- Learning to be a teacher doesn't end in graduating,
- It enables teachers to become up-to-date with the modern innovations in the field of teaching and learning,
- Teaching is an art you develop over many years!
- New ideas can help revive your teaching and therefore benefit your students,
- It helps teachers to be promoted to higher position,
- CPD can help to develop teacher's own language skills,
- Your efforts can motivate your colleagues!
- You need to keep fresh in your attitude to your job, to avoid becoming a fossil!
- Any job needs stimulus in order to remain updated,
- CPD makes a teacher confident and satisfied.

What do English teachers need to develop?

As English is a skill based subject, an English teacher needs to improve both of his/her subject knowledge (SK) and pedagogical knowledge (PK). Subject knowledge includes:

- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Vocabulary
- Pronunciation
- Grammar

On the other hand, pedagogical knowledge includes:

- General learning theories,
- Theories of language acquisition and language learning,
- Curriculum and syllabus,
- Approaches/strategies of teaching four skills i.e. listening, speaking, reading and writing,
- Presenting vocabulary and grammar,
- Teaching pronunciation,
- Managing classroom,
- Lesson planning,
- Assessment,
- Preparing and using materials,
- Demonstration, micro teaching and simulation,
- Using technology; etc.

CPD strategies

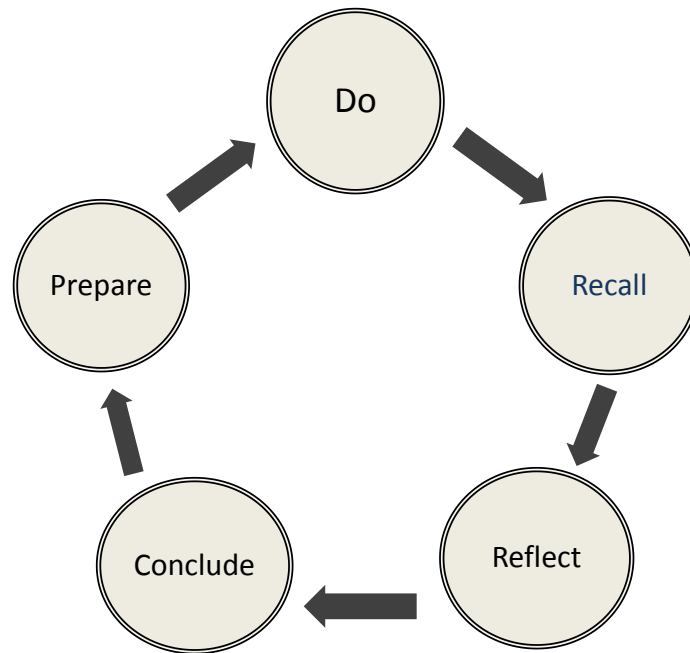
No single means or ways can ensure teachers' professional development. Some important strategies that can help teachers towards professional development are mentioned below:

Studying your own teaching

The first and most important basis for professional development is '**studying your own teaching**' which includes feedback, reflection and action research. This is also known as '**learning teaching**'.

Learning teaching is a desire to move forward, to keep learning from what happens. It involves feedback from others and from ourselves about what happened. It involves reflection on what happened, together with an excitement about trying a slightly different option next time. Learning teaching is an aware and active use of the experiential learning

cycle in one's life and work. Learning teaching is a belief that creativity, understanding, experience and character continue growing throughout one's life. Learning teaching cycle is given below:



12.1. Learning Teaching Cycle

Recalling the lesson

Recalling the lesson means to remember what the teacher did in her/his last session. It helps the teacher to think ins and outs of the lesson for further development in future. Following are some of the tasks that can be done for recalling a lesson:

- List a number of things you did during the lesson.
- List a number of things that the students did during the lesson.
- Note down any comments or feedback that students gave you during the lesson.
- Note any important personal interaction between you and students during the lesson,
- Summarize the main stages of the lesson as you can remember.
- What was the balance of ‘teacher doing things’ compared with ‘students doing things’ in the lesson?
- List something that happened approximately as you planned them.
- List something that happened differently from your plan,.
- Recall one moment in the lesson when you had a clear decision to make between one option and another. What were the options you chose and rejected?

Reflecting on the lesson

Reflection is very helpful for self-development. After conducting the session, we can think over how things went, noting both the things which went well and those which were problematic. We might do this alone, for example, by writing our ideas on a sheet of paper. Even better would be to discuss the lesson with a colleague who can offer advice and suggestions. This kind of reflection involves thinking about how we can improve the lesson the next time we do it.

It may also include thinking about the people in the class: ourselves and our students. We may think about our relationships: are we treating boys and girls equally? Do we have favourite students, or, are we equal in our attitudes everyone in the class? Are we happy with the relationships we have? Are the objectives/learning outcomes of the session achieved?

However, while reflecting on your lesson, consider the following points:

- Note several things that you are proud of about the lesson.
- What was the most satisfactory point of the lesson for you? Why did it feel you good?
- Can you answer the same questions from the students' point of view?
- Name several specific points in the lesson where you feel the students were learning something.
- At what points could you have been clearer?
- Which part of the lesson involved the students most successfully?
- Where were the main challenges for the students?
- Where was time not used efficiently?
- At what point did you feel most awkward or uncomfortable?
- Did you achieve what you wanted to achieve?
- Did the students achieve what you hoped they would achieve?

Drawing conclusions: making plans for future

After recalling and reflection on the lesson, the teacher then draws conclusion which mainly includes the following points for further preparation:

- If you taught the lesson again, what would you do the same?
- If you taught the lesson again, what would you do differently?
- What have you learnt about your planning?
- What have you learnt about your teaching procedures and techniques?
- What have you learnt about your students?
- What have you learnt about yourself?
- What have you learnt about learning?
- List some intentions or 'action plans' for your future teaching.
- Write a brief description of yourself as a teacher seen from a student's view point. What is liked to be taught by you?

Some more important and well-known strategies of CPD are as follows:

- Attending formal educational courses
- Getting feedback on teaching (feedback from colleagues and feedback from students)
- Lesson self-assessment (getting feedback from you!)
- Keeping a diary
- Consulting experts of education
- Discussion/sharing with colleagues (sharing both problems and success)
- In-house staff meeting
- Studying/practising language skills (Self-study)
- Browsing internet
- Taking advantages of principle's feedback
- Watching videos on YouTube related to educational/classroom activities
- Lesson planning with colleagues
- Attending seminars/conferences and in-service courses
- Participating in discussion groups with colleagues in school
- Observing colleagues and being observed
- Cluster groups
- Materials writing / preparing resources
- Using social networks (Twitter, Facebook, and others) in exchanging viewpoints and experiences
- English corner
- Classroom research
- Action research (*discussed in the next lesson*)

Observation

Observation is a common feature of teacher development and is a part of many in-service teacher training programs. It provides perhaps the most useful help a learning teacher can get. However, there are five types of classroom observation in terms of teacher development. These are:

Training

As a part of training programme, trainers observe you to identify your current level of skills and your needs. Training observations are typically on 'someone' else's agenda, i.e. that you are being observed and assessed as a part of a programme or syllabus to achieve a certain set of specified goals.

Developmental

This contrasts with training, in that ‘development’ suggests your own agenda is paramount (rather than that of a course requirement or a trainer). In a developmental observation, you would typically specify yourself what would be most useful to have feedback on.

Assessment

To assess you and your teaching against set criteria of quality or standard, acceptability, appropriacy, etc. An assessment may be part of a course (with grades, levels, points, etc.) or it may be an internal or external component.

Data collection

Sometimes schools or teachers or others may want to objectively investigate some aspects of classroom situation. Often such observation may be based on making quantitative studies (i.e. how often how much, etc.) of what goes on. Such observations are often done by peers, rather than by trainers or members of the school hierarchy.

Peer observation

Peer observation is when a colleague comes in to watch your lesson (or part of a lesson). The aim is for both participants to learn something. You are not expecting your colleague to give you ‘trainer-like’ feedback, but there can probably be an exciting exchange of ideas, discussion about different ways of working, comparison of views, etc.

English corner

This idea can be very effective in developing your (or, your students’) language skills. It is a place where people can meet to speak English without hesitation, on topics on their choice. It may be in the library, in a free room, in one corner of the playground, or even simply under a big tree! English teachers can start it initially. They can invite other colleagues to join and spend some time practising English. A debate may be arranged, or a question and answer session. Anyone can discuss any topic they want; the purpose is simply to develop confidence and enjoy using the language. A session may last from 30 minutes to one or one and a half hour.

Keeping a reflective diary

You can note down your teaching experience here which is very useful in helping you reflect. In it you could write events from the classroom, thoughts on your lessons and ideas about future plans and reflections on your own students. Over time you could look back and see what was important to you at different times. It need not be long composition every day or even every week; just a collection of paragraphs for your own reflections. It could be kept private or shared with a colleague. You could record plans and promises to yourself for the future. Finally, it could also be used for keeping quotations from books or articles you read.

Collaborative lesson planning

Two teachers working together in the same institution can easily cooperate on planning next week's lessons. This would enable us to share ideas, discuss difficulties, and of course prepare materials. The lesson plans can be kept short and concise, and can be stored or filed so that they can be re-used the following year. Planning together increases the number of ideas, and also makes your work load lighter!

Sharing/discussing with colleagues

You can have regular discussions with colleagues at your institution. Perhaps informally in the staffroom, but also formally, at agreed times. You can decide in advance what to talk about, or simply discuss experiences from that week's teaching. You can discuss good or bad lessons, students who have done well or caused problems, problems with EfT and the TG, or simply share ideas for ways to teach a lesson. You can also use this time to give feedback after observation.

Writing materials / Preparing resources

Every lesson needs aids to make it more interesting: sometimes realia, but sometimes pictures or posters. If teachers can prepare these together, they can draw on each other's abilities and reduce the workload. These resources then can be stored in the staffroom and re-used at a later date. Resources also include lesson plans of course, so past plans can also be filed and used by other teachers in coming years, or when one staff member is absent and another has to take his/her class.

Cluster groups

Teachers from schools close to each other can make a discussion group for CPD. This type of group is called a cluster group as there is a small cluster of teachers involved. One of the teachers of this group can play the role of a convenor. The convenor will arrange fortnightly or monthly meetings with the group members, at an agreed time.

When the group meets, they can set their agenda. They may wish to share teaching experiences, lesson plans, anecdotes about problem students, teaching challenges, and so on. If there are any difficulties, they can be solved together, and if anyone has their own ideas, they can share them with others. In this way, all members of a cluster can get benefit from each member's experience.

Self-study skills

Reading

If your circumstances do not allow you to attend formal courses of study, this does not mean that you cannot advance your own learning beyond that afforded by interaction with people within your own institution. The main source of such further learning is simply reading.

Most institutions have an academic library where you can probably start. When choosing what to read, it is a good idea first to ask colleagues what books they have found interesting and useful. Another source of ideas is simply a 'browse' through the relevant sections of a library or bookshop until you find a book or journal that attracts you.

Journals are an excellent and convenient source of reading materials: their articles are relatively short and easier to cope with than a full book, and recent issues will have up-to-date news and ideas; also the book reviews and the bibliographies that are attached to most articles will give ideas for further reading.

Independent readers should have some skills to study. The study skills are as follows:

- Critical thinking,
- Effective learning strategies,
- Exam skills (revision strategies and memorization techniques),
- Note-taking,
- Reading and researching skills - basic and advanced,
- Writing skills - literature reviews, essays, reports,
- Drafting, editing and proof-reading skills,
- Designing and delivering presentations,
- Group working skills,
- Communication skills,
- Time management,
- SQ3R.

The SQ3R method as a study skill

The SQ3R method has been proven as an important way to sharpen study skills. SQ3R stands for Survey, Question, Read, Recite, and Review. It is a good slogan to commit to memory to carry out an effective study strategy.

- **Survey** - get the best overall picture of what you're going to study **before** you study it in any detail. It's like looking at a road map before going on a trip. If you don't know the territory, studying a map is the best way to begin.
- **Question** - ask questions for learning. The important things to learn are usually answers to questions. Questions should lead to emphasis on the **what, why, how, when, who** and **where** of study content. Ask yourself questions as you read or study. As you answer them, you will help to make sense of the material and remember it more easily because the process will make an impression on you. Those things that make impressions are more meaningful, and therefore, more easily remembered. Don't be afraid to write your questions in the margins of textbooks, on lecture notes, or wherever it makes sense.

- **Read** - Reading is NOT just running your eyes over a textbook. When you read, read actively. Read to answer questions you have asked yourself or questions the instructor or author has asked. Always be alert to bold or italicized print. The authors intend that this material receive special emphasis. Also, when you read, be sure to read everything, including tables, graphs and illustrations. Often time tables, graphs and illustrations can convey an idea more powerfully than written text.
- **Recite** - When you recite, you stop reading periodically to recall what you have read. Try to recall main headings, important ideas of concepts presented in bold or italicized type, and what graphs, charts or illustrations indicate. Try to develop an overall concept of what you have read in your own words and thoughts. Try to connect things you have just read to things you already know. When you do this periodically, the chances are you will remember much more and be able to recall material for papers, essays and objective tests.
- **Review** - A review is a survey of what you have covered. It is a review of what you are supposed to accomplish, not what you are going to do. Re-reading is an important part of the review process. Re-read with the idea that you are measuring what you have gained from the process. During review, it's a good time to go over notes you have taken to help clarify points you may have missed or don't understand. The best time to review is when you have just finished studying something. Don't wait until just before an examination to begin the review process. Before an examination, do a final review. If you manage your time, the final review can be thought of as a "fine-tuning" of your knowledge of the material.

12.2 Action Research

For me, Action Research is really a quest for life, to understand life and to create what I call living knowledge – knowledge which is valid for the people with whom I work and for me. (Anne Burns)

Action research is the combination and interaction of two modes of activity – *action* and *research*. The *action* is located within the ongoing social processes of particular societal contexts, whether they may be classrooms, schools, or whole organisations, and typically involves developments and interventions into those processes to bring about improvement and change. The *research* is located within the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes. The driving purpose for the action research process is to bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation.

The action research process itself has been characterized as a spiral or cycle of movements between action and research. As the researcher plans and undertakes actions to enhance the current situation, s/he also deliberately observes and documents what happens as a result of these actions. Often, the results of changes are unpredictable and reveal new or unexpected avenues for further action, which is then observed and documented further. Although more complex and extended descriptions of the steps in action research have been proposed, the most widely known model is that of Kemmis and Mc Taggart as follows:

- develop a plan of critically informed action to improve what is already happening;
- act to implement the plan;
- observe the effects of the critically informed action in the context in which it occurs; and
- reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Somekh (2006) mentions six core principles that encapsulate the essential concept of action research. These are:

1. Action research integrates research and action in a series of flexible cycles involving holistic rather than separate steps: the collection of data about the topic of investigation; analysis and interpretation of that data; the planning and introduction of action strategies to bring about positive changes through further data collection, analysis and interpretation ... and so forth to other flexible cycles until a decision is taken to intervene in this process in order to publish its outcomes to date.
2. Action research is conducted by a collaborative partnership of participants and researchers whose roles and relationships are sufficiently fluid to maximize mutual support and sufficiently differentiated to allow individuals to make appropriate contributions given existing constraints.
3. Action research involves the development of knowledge and understanding of a unique kind. The focus on change and development in a natural social situation, such as classrooms, and the involvement of participant-researchers who are 'insiders' to that situation, gives access to the kinds of knowledge and understanding that are not accessible to traditional researchers from the outside.
4. Action research involves a high level of reflexivity and sensitivity to the self in mediating the whole research process.
5. Action research involves exploratory engagement with a wide range of existing knowledge drawn from field of study, in order to test its explanatory power and practical usefulness.
6. Action research engenders powerful learning for participants through combining research with reflection on practice.

Later on the cycle of action research is simplified as follows :

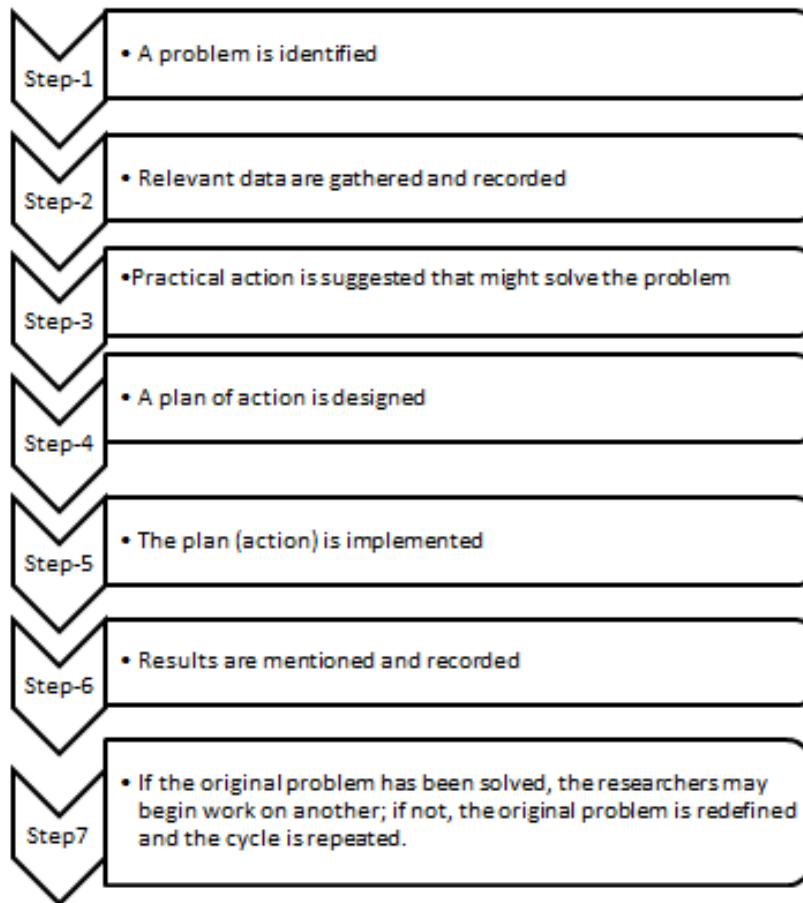


Fig. 12.2 Action Research (Ur 2011, p. 329)

Another model of action research introduced by Kurt Lewin is commonly used world-wide. The model is as follows:

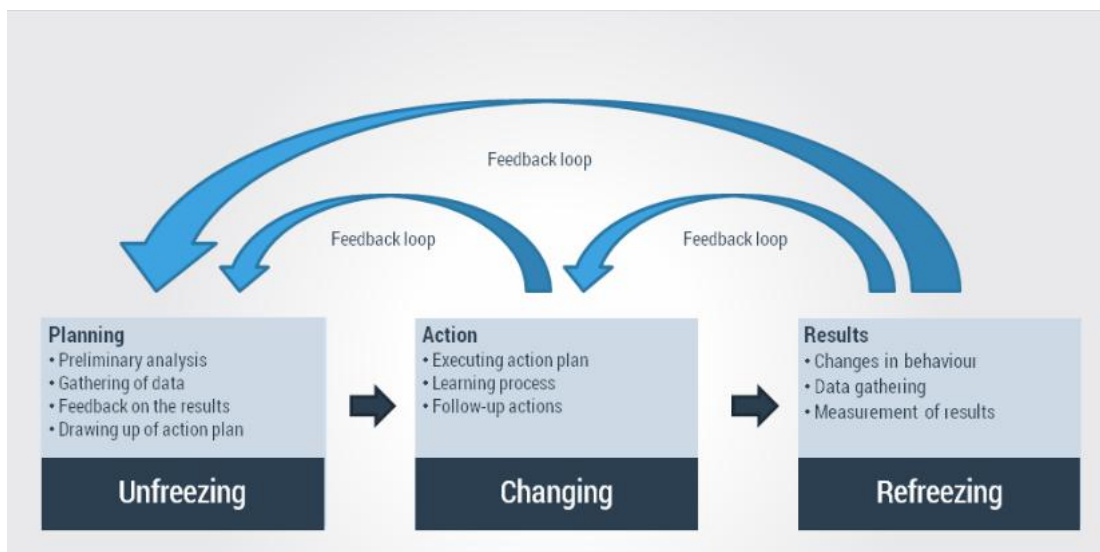


Fig. 11.3 Action Research: Lewin model

Action research in second language teacher education

Action research on the part of language teachers has been seen as a way to bridge the gulf between researchers and teachers and to encourage teachers to adopt an investigative stance towards their own classroom practices. Taking these concepts further, many researchers advocate a collaborative approach where research is done by combinations of researchers and teachers (also with the possible involvement of students, parents, and administrators) as a more effective and mutually supportive way to achieve desired outcomes. Action research is considered today as the most important and effective means of teachers' professional development.

Currently, the adoption of action research in second language teacher education programmes can be seen as falling into three major categories:

- a) required components in formal undergraduate or postgraduate courses;
- b) collaborative teacher-researcher projects within educational organisations / programs;
- c) individual projects by classroom teachers / teacher educators.

Of these, the first and third appear to be the most prevalent. In the first category, teachers typically undertake small-scale projects that result in term papers and class presentations, although increasingly action research dissertations are being presented at doctoral level. The rationale for including action research projects by the teacher educators conducting these courses relates to their perceptions of a need in teacher preparation programs for closer attention to enacting pedagogy, providing for future life-long learning, raising awareness of the relevance of research for teachers and enhancing research skills.

The second category typically comes from a view of action research as a way to involve teachers in wide-scale institutional curriculum change and continuing professional renewal. Such programs are likely to emanate from government grants or educational funding provided so that researchers and teachers can work together.

In addition to these two kinds, a third category of action research is conducted by individual teachers and teacher educators. It is likely that much of this type of action research remains localised and unpublished and so access to it is limited. Nevertheless, there is now a small but growing body of published work that can be drawn upon by other teachers. Collections of accounts of action research by individual teachers have appeared in recent years. Apart from publishing by individuals, action research publications are also to be found in a variety of journals, particularly those that focus on language teaching and classroom-based research. *Language Teaching Research*, for example, now includes a regular section entitled, "Practitioner research."

Purpose of action research for second language teachers

Among the ways that action research has been oriented towards various purposes of teacher education in the second language teaching field are the following :

- to address and find solutions to particular problems in a specific teaching or learning situation;
- to underpin and investigate curriculum innovation and to understand the processes that occur as part of educational change;
- to provide a vehicle for reducing gaps between academic research findings and practical classroom applications;
- to facilitate the professional development of reflective teachers;
- to acquaint teachers with research skills and to enhance their knowledge of conducting research;
- to enhance the development of teachers' personal practical theories;
- to develop more analytical ways of thinking about their teaching;
- to generate more in-depth ways of reflection on teaching practices;
- to develop confidence in their ability to conduct research;
- to articulate their personal professional knowledge as a legitimate aspect of their practice;
- to develop deeper notions of learner-centred environment through closer consultation with learners;
- to be more willing to integrate learner participation and learner decisions into their practice;
- to gain greater appreciation of the knowledge, skills and learning preferences learners bring to classrooms.

Action Research as a catalyst for continuing professional development

Recent empirical studies and other publications argue that action research has 'transformative' power, in that it changes teachers' professional lives in many ways. Apart from the impact on teaching practice, student learning and materials or syllabus development, participating in the action research programme has a sustainable effect on the teacher's personal-professional development and career progression.

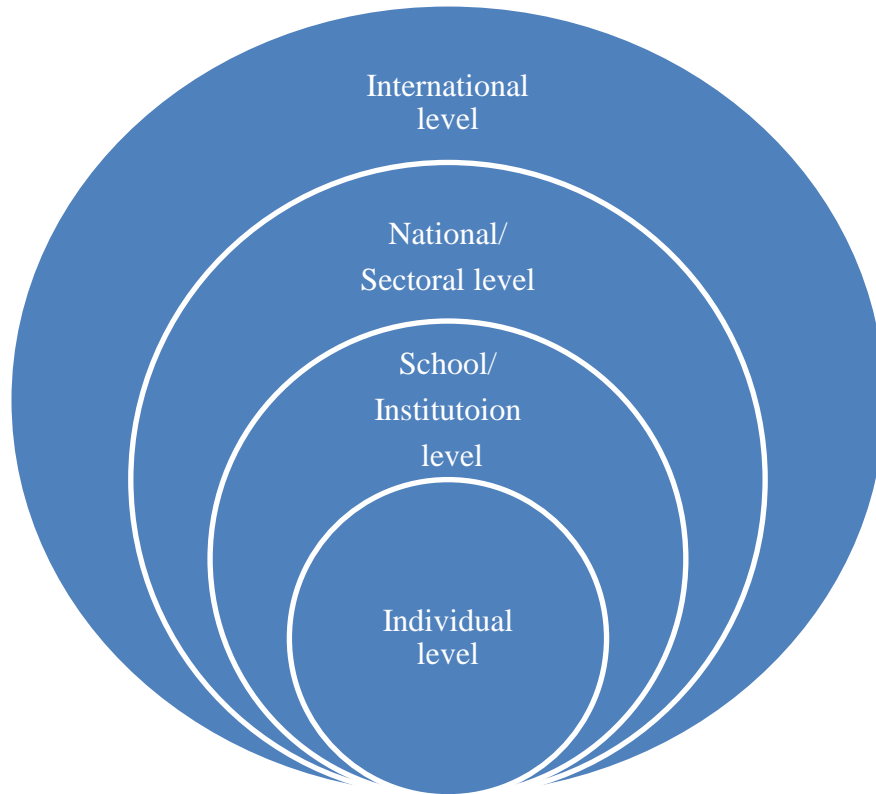


Fig 2.4 Action research as a catalyst for continuing professional development for teachers

Benefits of action research for language teachers

There is some evidence from both researchers and teachers that action research is generally well received as an effective form of professional development by teachers who conduct it. The impact of action research includes assisting teachers to become:

- more *conscious of ‘problematizing’* an existing action or practice and more conscious of who is problematizing it and why we are problematizing it;
- more *explicit about “naming” the problem*, and more self-conscious about raising an unanswered question and focusing an effort to answer it;
- more *planned and deliberate* about commencing a process of inquiry and involving others who could or should be involved in that inquiry;
- more *systematic and rigorous* in our efforts to get answers;

- more *carefully documenting and recording action* and what people think about it and in more detail and in ways which are accessible to other relevant parties;
- more *intensive* and *comprehensive* in our study, waiting much longer before we ‘jump’ to a conclusion;
- more *self-sceptical* in checking our hunches;
- attempting to develop *deeper understanding* and *more useful* and *more powerful theory* about the matters we are researching in order to produce new knowledge which can inform improved action or practice; and
- *changing our actions* as part of the research process, and then further researching these changed actions.

Sample questions

Broad questions

1. Make a list of strategies for CPD.
2. What is action research? Explain Lewin model of Action research.

Short questions

1. What is CPD? Mention three importance of CPD.
2. How can a reflective diary help teachers towards professional development?

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