

Teaching English- 2

Course Code: EDBN 2523

Bachelor of Education (BEd) Program Module- 4 & 5

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BEd Program

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Preface

The phenomena of knowledge and skill never stand still, so there has always been a hunt for innovations and dynamism. To meet with these challenges Bangladesh Open University (BOU), since its inception has been playing a significant role in the field of education by providing distance education to the people who are deprived of or who can not afford formal education system. It is evident that this has been a major shift from the age old face to face teaching learning system. Among all the programs of Open University, teacher education program is the most acclaimed and appreciated one while it has a huge number of consumers. For this reason the materials used in this program are required to be rewritten to match up with the latest knowledge and skills. To keep pace with the changes that have been happening in the field of education, the education materials have, therefore, been reviewed, revised, and rewritten.

This was done under the Teaching Quality Improvement is Secondary Education Project (TQI-SEP) which started working in 2005 with the aim of developing the quality of the teachers in various subjects. As part of this, Teaching English material has been developed to suit the revised curriculum introducing participatory approach in distance learning mode. The main focus of this material is on the teaching practices.

The School of Education and TQI-SEP worked hard to make a quality difference. All the credits go to TQI-SEP for developing and implementing the new program, which is really commendable.

It is expected that this program will be able to produce a bunch a quality and skilled teachers in Bangladesh which will definitely change the teacher education scenario in near future.

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Session 1

Teaching Listening 4

Introduction

This session will give you the idea of planning and conducting a listening lesson. It will also help you to use the secondary English textbook (Eft) listening lessons in your class efficiently. Moreover, you will get the idea of reflecting on your own presentation.

Objectives

At the end of this session you will be able to-

- plan a listening lesson
- present a listening lesson
- reflect on your presentation



Section A:

You have got the idea that a listening lesson usually contains three stages:

- Pre-listening
- While listening
- Post-listening

Now let us see where these listening lessons are in the Eft texts

a.	Eft	6	Unit 2	Lesson 7
b.	Eft	6	Unit 5	Lesson 9
c.	Eft	7	Unit 1	Lesson 15
d.	Eft	7	Unit 1	Lesson 21
e.	Eft	7	Unit 3	Lesson 9
f.	Eft	8	Unit 2	Lesson 6

Pre listening stage contains set the scene and Guiding Question. You will also find that in most of the lessons the guiding questions and follow tasks are already given in Eft. What you have to be careful about is to ensure the setting of the scene do lessons. So you have to go through the text first and plan the scene very carefully.



Activity-1:

Choose a lesson from the list and prepare the scene setting tasks for the lesson. Then prepare the whole lesson plan. The guiding question and follow up tasks are provided in the lesson.



Section B: Setting the Scene

When you have finished the plan then check your scene setting stage with the following:

Unit /Lesson	Scene Setting
EfT 6 Unit 2 Lesson 7	Talk about your family members. How many brothers and sisters do you have? What are your parents' jobs?
EfT 6 Unit 5 Lesson 9	Talk about your daily routine. What time do you get up? What do you have for breakfast? Mr. Alam works in a shop. What do you think is his daily routine?
EfT 7 Unit 1 Lesson 21	Can you remember what happened in the first story? Why did the foxes go to the meeting? What kind of animal is a fox?
EfT 7 Unit 1 Lesson 15	Where are the best places to visit in Bangladesh?
EfT 7 Unit 3 Lesson 9	What do you know about Australia? Have you ever seen it on TV? What are the most famous cities? Do you remember Eewanna? Where did she write from?
EfT 8 Unit 2 Lesson 6	Can you remember what the ant did during the summer? Did Mr. Grasshopper work hard or sleep? What kind of animals are the ant and the grasshopper in the story?



Section C: Microteaching

At this stage probably you can have some preparation for microteaching. You may take help from your friends or colleagues. While you present the lesson ask your friend/colleague to observe your lesson. Ask your friend or colleague to use the following observation checklist given in page 10.



Section D: Reflection

Now you can reflect on your own presentation. The following questions will provide you guideline for reflection:

Thinking questions for observers

- Did the lesson go according to plan?
- What were you happy with?
- What would you change next time?

At this stage you can ask your friend to consider how effectively you could present your lesson and get feedback. Your observer should follow the Sandwich feedback model.

Thinking questions for observers

What was effective about the lesson?

What is your comment on the scene setting?

Can you suggest ways to improve the lesson next time?

Teaching listening 4

Worksheet 1

Observation Criteria for lesson

As you ask your friend to watch the lesson, tell him to take notes on the following criteria.

Question	Answer
Did the teacher establish a relaxed learning atmosphere?	
Did the teacher set the scene for the activity? What scene-setting tasks were used?	
Did the teacher read clearly?	
Did the teacher allow the Ss to discuss the answers in pair?	
Did the teacher allow sufficient time to ensure that students could think about and discuss the answers to the questions?	
Did the teacher provide Ss with clear instructions for each of the tasks?	

Session 2

Teaching Speaking 5

Introduction

This session will introduce you with some sub-skills of teaching speaking before you go for microteaching. So it will only focus on certain sections of EfT class 9/10 to practice section A.

Objectives

At the end of this session you will be able to practice some of the key elements of Teaching Speaking 1—4



Section A

While you take your preparation for microteaching think about the following which you have already learned-

- The role of pair work in speaking activities
- Controlled and free speaking
- The use of pictures in EfT
- Devising extra questions for use with pictures
- What and when to correct



Section B: Preparation

When you take preparation for any microteaching, take an EfT and find out the lessons where there are opportunities for speaking activities. After that think about the following points and prepare a lesson plan.

How to introduce the topic of the lesson?

How to set the scene?

What questions will you ask?

What problems may you face?

Section C: Teaching the lesson

Now teach the lesson and ask your colleague or friend to observe your lesson and give you feedback.



Activity

Take an EfT 7 Try to identify the sections for speaking activities and fill in the table:

EfT	Unit	Lesson

Session 3

Teaching Reading 4

Introduction

This session will give you the idea of exploring strategies for guessing the meaning of unknown words while reading a text. It will also help you to consider strategies of writing follow-up questions and apply these strategies while planning a lesson.

Objectives

At the end of this session you will be able to-

- explore strategies for guessing the meaning of unknown words
- consider strategies of writing follow-up questions
- apply the strategies while planning a lesson



Section A: Guessing the meaning of words

At this stage try to remember the session on Teaching Reading 3: the three stages of reading, special focus on pre-reading activities and while-reading tasks. Before you go for post-reading activities you have to be careful about following things that though you select some vocabulary for pre-teaching, there may still be unknown words in the text for students during the reading activities. Some of the students may feel frustrated for this reason and their reading may be affected. At this situation what you can do to help your Ss is to ask them to guess the meaning of the unknown words from the context. Let us have a look at the following worksheet which will help you to take appropriate strategy for guessing meaning from the context.

Worksheet 1

Part 1: Guessing the meaning of unknown words

Look at the following sentences. They contain some nonsense words (in bold). Can you guess what they mean? You can take help of a friend.

- a. Is a student in **flimp 6**
- b. I Belal passed my exam today so I am feeling very **hombly!**
- c. I want to be a teacher so that I can work in a **bruffle**
- d. Tomorrow I will go fishing in the pond with my **tipton**
- e. When the policeman saw the thief, he began to **yoggle** after him
- f. Thanks for the flowers! They're very **vode!**
- g. The man **flibbed** down the street on his bicycle.
- h. There are many fresh **kebs in the market.**



Part 2: Developing Post-reading Activities

Now let us see how you can practise your strategy of developing guessing the meaning of unknown words. Read the following story and try to answer the questions below. The words in bold are nonsense words-don't worry if you don't understand them!

Long ago in a **bosten** lived an **opel**. He was big and **blong**, and his skin was as **flite** as **mung**. The **flite opel** had a mother who he **glimped** more than anything else in the **traket**, more than himself, more than **reak murries**. The **flite opel's** mother was **klone**, but **klone** or not, is not a mother a mother?The **flite opel** took good care of her. He found a nice **vabe** for her

Questions:

- a. Where did the opel live?
- b. What kind of opel was he?
- c. Did the flite opel glimpse his mother?
- d. How much did he glimpse his mother?
- e. What was the problem with his mother?
- f. What did he find for her?

If possible, now discuss the following questions with your friend

- 1. How much of the text did you understand?
- 2. Were you able to answer the questions?
- 3. What sort of questions are they?
- 4. What is the problem, in your opinion, with these questions?

Worksheet 2

Part 2: Post-reading questions

Now take EfT Grade 7 Unit 1 Lesson 3. Read the text then answer the questions below:

1. What was Samira reading?
2. Do you keep a diary? What do people write in diaries?
3. True or false: Samira was sitting under an orange tree.
4. Do you like mangoes?
5. Complete the sentence: Samira showed Karima -----
6. Can you describe Samira?
7. Which one is true? Lucy comes from a) America b) Australia c) England
8. Have you ever seen Sydney on TV?
9. What kind of buildings are there in Sydney?
10. Would you like to live in Sydney?



Activity

As you complete answering the questions, now think of the differences between the odd numbered questions(1,3,5,7,9) and the even numbered questions (2,4,6,8,10).

Which questions are more difficult for you and why?

Which questions are more interesting to answer? Why?

Part 2: Activity

Read the following story imagine that you are going to teach this story as a reading lesson in Grade 9-10, what sort of activities could you do before, while and after reading?

Deep in the middle of an old, quiet forest, there was a large abandoned house. One afternoon, the sun was shining and the light entered the dusty main room of the house. There was no-one around-the residents had left many years ago, and now there was no sound but the rustling of the wind.

A small family of mice was taking a walk in the forest. When they saw the house, they were delighted! The baby mice ran into the big room and started to play games, and the mother began to feel tired. She was happy because she knew her babies were safe. Slowly, her eyes closed and she drifted to sleep.

Secondary Teachers Training

The baby mice continued with happy games. They specially enjoyed playing foot ball with some old cheese they found in the corner. But suddenly, a black shadow fell across them. They froze. Right next to them was a huge black cat! It had entered quietly and was looking at them very hungrily. 'No need to go looking for lunch today', it thought. 'It's right here in front of me.'

The baby mice froze, and began to cry. They thought their end had come. Their cries woke up their mother, who looked up, and understood the situation immediately. In a flash, she ran across the room, looked the cat straight in the eye, and said "Woof woof", just like a big dog! The cat was terrified and immediately ran out of door.

With a happy sigh of relief, the mother mouse gathered her babies together. With a smile, she said, "Now my dear children that is why you should learn a foreign language!"

Session 3: Teaching Reading 4

Key Learning Point

In teaching reading the main purpose of the teacher is to help learners understand the text. Reading has been defined as a process whereby one looks at a text and tries to understand what has been written. But it does not mean that a foreign language learner needs to understand every word in a sentence. After reading the text the reader must arrive at understanding the text without looking at every word or sentences and be able to interpret this.

Guessing is important part in reading. Teachers should encourage students to guess the meaning of unknown words. In reading lessons the teacher should not teach all the new words: only the key words, asking the students to guess the meaning of the others. The teacher can help students to guess the meaning of new words in the while-reading stage. S/he can suggest the following strategies in guessing i.e. which Part of Speech is it? (noun, adjective etc)

Context? (the words around the new word, which may help find its meaning)

Knowledge of the world (enabling us to make reasonable assumptions).

The purpose of post reading is intended to help learners consolidate and reflect upon what has been read and to relate the text to their own knowledge and interests. At this stage the teacher elicits the answers of the while reading questions to check that general meaning of the text has been understood. Then s/he asks students to study the text in more detail to answer some more comprehension questions. The teacher should be very careful about asking questions for post-reading work. S/he should try to avoid asking questions which can be answered by lifting some words or sentences directly from the text without understanding it properly. Such questions do not really help students.

In EfT we do not see this type of questions but the questions which are set, need students to think in order to interpret the text. Even if the textbook contains good comprehension questions but the teacher can ask his/her own comprehension questions first. Then the set questions in the text could be answered afterwards.



Discussion Questions:

What are the things that you should keep in mind while organising post reading activities? Discuss with your friend.

Session 4

Teaching Writing 4

Introduction

This session will introduce you to reflect on the experience of correcting errors. It will also help you to analyse new approaches to correct written texts and to identify alternative ways of evaluating and grading Ss' written work.

Objectives

At the end of this lesson you will be able to-

- reflect on the experience of correcting errors
- analyse new approaches of correcting written texts
- identify alternative ways of evaluating and grading written work

Section A: Past experience of correcting

Now you can think for 5 minutes about your previous experience of correcting students' written work. Try to think about answers to the following questions:

- Why should we correct our students' written work?
- How should we correct it?

Correcting students' written work is necessary because students need to know about their mistakes. Besides students require help from their teachers in developing their language skills.

This is a good opportunity to help with students' individual mistakes. It is a validation of the work they have done. Previously teachers were used to the familiar way of correcting papers i.e. crossing out mistakes and providing the correct answer. There are some other alternatives of correction that you can use in correcting your students' written work.

Section B

Correction techniques

Now go to **worksheet 1** which has a typical student text and think how you are going to correct the mistakes in the text. Then go through

worksheet 2 and see the examples to be sure that the meaning of each symbol is clear. The system has challenges; students may find it difficult at first to correct their own mistakes, even though they are given the clues of symbols. But it is worth in the sense that students will be working on their own written work and learn from their mistakes. In this way the students will get used to it.

Section C: Practising correction

Now you will try to correct the text given in **Work sheet 1** using the symbols. At first carefully identify the errors and then choose the appropriate symbol to mark each error and write down the symbol neatly in the margin. For examples the symbol for missing word is (^). You should insert the symbol where the word is missing. As you complete your correction, you can go to **Worksheet 3** which has possible answers. Now you can compare your answers with the worksheet. You can practise this technique with your students. To do this you need to ensure that students understand the meaning of symbols.

Section D: Evaluation techniques

Suppose you have to grade the piece of writing out of 10. But you do not know how to do that. Judgments usually vary from person to person because we all have subjective judgments and standards about writing. Some attach more importance to the quality of self expression; some are more focused on grammar. You should know that there is a way of marking or grading to make it more uniform and systematic. Let us have a look how to do that. Each of the items listed in the following table carry 5 marks i.e. total 20 marks. You have to provide marks on each item separately then divide the total by 2.

Content	
Grammar	
Vocabulary	
Spelling	

In this way there will be less variety and it will allow us to be a bit more systematic, and less likely to give very subjective marks, and more likely to be fair.

Session 4: Teaching Writing 4
Worksheet 1

A typical Class 9 student composition

It was a month of chaitra. The day was very hot. There was scorching ~~arroun~~ sun around. There was no water anywhere. The farmers taking rest under the tree.

In the meantime a crow grew thirsty. He flew here and there for water. But he found no watter. After some time he found a jar. He g became very glad and went to the jar to drink water. But the water was bottom of the jar. His bill could not reach there. It was very tired for him. The crow saw some stone near the jar. He droped the stones into the jar. Then the water came to the brim. He drink water. And flew away with a joyfull mon.

Session 4: Teaching Writing 4
Worksheet 2

Correction symbols

SYMBOL	MEANING	EXAMPLE
Sp	Incorrect Spelling	... SP <i>I rec<u>i</u>ev<u>e</u>d your letter today</i>
WO	Wrong word order	WO <i>We know <u>well this city</u></i>
WW	Wrong word	WW <i>The ship left the <u>station</u> and sailed away</i>
WF	Wrong form (agreement, singular/plural)	WF <i>My brother <u>play</u> the guitar</i>
T	Tense	T <i>I <u>go</u> to the market yesterday</i>
λ	Something has been left out	<i>My father <u>is doctor</u></i> λ
∅	This word/phrase is unnecessary	∅ <i>I It was very <u>much</u> difficult</i>
?	S The meaning is not clear here	<i>The view from here is very <u>comfortable</u></i> _ ?
✓✓	Good word/phrase or sentence!	<i>The view was <u>breathtaking</u></i> ✓✓



Possible answers:

Worksheet 3

Corrected version

WW It was a month of chaitria. The day was very
✓✓ hot. There [^] was scorching ~~arroun~~ sun
around. There was no water anywhere. The
farmers taking rest under the tree.

In the meantime a crow ^{WW} grew thirsty. He flew
[^] here and there for ~~.....~~. But he found ^{sp} no
watter. After some time he found a jar. He ~~g~~
^{sp} became very glad and went to the jar to
drink water. But the water is bottom of the
jar. His bill could not reach there. It was very
^T tired for him. The crow [^] saw some stone near
the jar. He dropped ^{WW} the [^] stones into the jar.
^{WF} Then the water ca came to the brim. He
^{sp} drink water. And flew away with a joyfull
mon.?

T

^ WW

SP

Session 4: Teaching Writing 4

Key Learning Points

Correcting the written work of the students is a difficult task. Traditionally our teachers underline or cross out the mistakes of the written work and then sometimes write the correct form. In this way the students don't get a chance to think about their mistakes and to solve their own problems. It's better for teacher to identify the mistakes of the written work using some symbols at the margin and thus the teacher can allow the students correct their own mistakes, based on the help provided by the symbols. Clearly the teacher should be available to help the students at that moment, but only after they have tried for themselves, as most students can usually correct their own work with the help of the symbols.

The teacher should ensure that the students know the meaning of the symbols being used to indicate the mistakes. Their meanings are given below with their meaning with examples:

Correction Symbols

Symbol	Meaning	Example
Sp	Incorrect Spelling	Sp I recie <u>ve</u> d your letter today
WO	Wrong Word Order	WO We know <u>well</u> this city
WW	Wrong Word	WW The ship left the <u>station</u> and sailed away
WF	Wrong Form (agreement, singular/plural)	WF My brother <u>play</u> the guitar
T	Tense	T I <u>go</u> to the market yesterday
^	Something has been left out	My father is <u>do</u> ctor ^
∅	This word/phrase is unnecessary	∅ It was very <u>much</u> difficult
?	The meaning is not clear here	The view from here is very <u>comfortable</u> ?
√√	Good word/phrase or sentence	The view was <u>breathtaking</u> √√

Activity

1. How can you correct the written work of the students? Write the correction symbols with their meaning and example in new sentences.

Session 5

Teaching Grammar 1

Introduction

This session will provide you the opportunity to explore your own level of grammatical competency and helps you to develop your positive attitudes towards teaching communicative grammar. Besides it will also help you to identify grammar teaching points in Eft. You will also be introduced to strategies for presenting new structures in class.

Objectives

At the end of this session you will be able to-

- explore your own level of grammar
- develop an awareness of communicative grammar teaching
- identify grammar teaching points in Eft
- use strategies for presenting new structures in class.



Section A: Quick Grammar Quiz

As you are going to identify your awareness of grammar, go through worksheet 1 and try to correct the mistakes on the sheet. If you feel confident enough to correct the mistakes and find the task very simple then it will be enough for your awareness to teach grammar lesson.

Worksheet-1

Look at the following sentences taken from Eft. In each there is a bold word or set of words. The questions that follow each sentence refer to these **bold words**. Think and write the answers to each question. Then compare your answers with answers given in the end of the session.

Sentence	Questions
1. Helen bought a TV and a radio but the radio didn't work.	What are these words called? What is the difference between the two?
2. You may be right	What do we call this kind of verb?
3. I have been to India	What tense is this? Why is it used here
4. We both work hard all day	What part of speech is this?

Sentence	Questions
	Why is it used here?
5. There are many secrets to good health	What part of speech is this?
6. Many clothes are made in Bangladesh	What grammatical form is this? When is it used?
7. Helal was in the kitchen this morning	What is the name of this tense? When is it used?
8. This month Mina is staying with Hera	Which tense is this? How is it different from the simple present?

This kind of awareness is very essential for a teaching career. To enhance your grammatical competency you can take help of a good grammar book like Practical English Usage (OUP) by Michael Swan. This book is very useful for understanding grammar issues.



Activity

Correct the following sentences:

1. You have come here yesterday.
2. He just missed the bus.
3. She often does mistakes in writing.
4. They are planning to organize a party.



Section B: Attitudes to teaching grammar

Many teachers are in the opinion that there is no grammar point in the EfT. Actually they do not understand the way in which the grammar points are presented in the EfT. For this reason they are resistant to the book; they say that there is no grammar in the book at all. At this stage let us have a look at worksheet 2 which contains statements about the teaching of grammar. Do the activity as directed in worksheet-2.

Worksheet 2

Attitudes to teaching grammar

Look at the following ten statements. In the columns on the right, state whether you agree or disagree.

Statement	I agree	I disagree
1. There is no grammar in English for Today		
2. In learning a language, grammar must be learned first		
3. Grammar should be taught in isolation before tackling reading or speaking skills		
4. The best way to learn grammar is to memorise the rules		
5. Grammar must be taught in context		
6. It is possible to communicate in a language even with bad grammar		
7. If students get more practice at speaking and other skills, their grammar can improve		
8. Every grammar mistake must be corrected		
9. Making grammar mistakes means the student has not been studying enough		
10. Even though your grammar might be good, you can still be an ineffective user of English.		

After finishing the activity compare your answers with the answers given in the end of the session.



Section C: Exploring the grammar in EfT

You have probably noticed that the lesson topics in EfT books usually don't seem to contain any grammar items. This is because the titles of the topics are not about grammar items. Students learn grammar through:

- i) activities which can briefly focus on grammar, such as presentation of a new grammar pattern by the teacher and
- ii) activities which help **practice** the grammar along with other skills such as speaking or writing. As a teacher it is your responsibility to practise grammar points with your students.

You can take help from the TG to find out the grammar lessons in the Eft.

Let us take a TG class 6. Look at page 53. Now read the page and get the answers of the following questions-

- What can you see at the top of the page?
- What three categories of language learning can the aims be divided into?
- What is the grammar point being taught in this lesson? Then check your answers with the possible answers.

Let us see the following unit/lesson from TG class 6. and pick up the grammar teaching points and complete the table given below.

	Unit/Lesson	Grammar Structure
	3/10	Future tense with 'will'
	5/2	Present simple for habitual actions
	6/3	Prepositional phrases and adverbial phrases

Take an Eft8

Find out five lessons which contains grammar points Mention the name of the grammar points.



Section D: Presenting grammar structures in Eft

You know that usually grammar items are taught in paper II. But there are also grammar points in paper I. The difference is that in paper I we do not teach grammar with 'labels' such as 'simple present' or 'past continuous'. These labels are 'shortcuts' which make it easier to talk about grammar and explain mistakes. If Ss know the names (labels) of grammar structures, they'll be more able to look up (in future), areas which they find

difficult, and for self study. Not only that the use of structure labels will show Ss and guardians that each lesson has its grammar focus.

Now turn to EfT 6, unit 4 and lesson 4. Identify three examples of the past continuous tense from section B of the lesson. If you are unsure then you can look at the substitution table in the lesson.

If Ss do not realise what grammar point of the lesson is useless, it is made explicit to them – they may merely read the text for understanding instead. Now look at worksheet-3

Worksheet 3

Presenting a structure in class

Now let us have a look at the following worksheet and try to answer the questions below.

Name of grammar point: Past Continuous

Examples:

Hasan, Sabina and Arif were eating supper

Their mother was serving rice

Anwar Hussain was enjoying the meal

Form: subject + was/wasn't were/weren't + -ing

Purpose/meaning:

An action happening over an extended period in the past

- 1) What are the four sections of this board display?
- 2) What is the function of each section?
- 3) Does it show the tense clearly in context?
- 4) Should this sort of explanation of the grammar be given when a new tense is first presented or after some time?
- 5) What should the students now do with this information?

Session 5: Teaching Grammar 1

Key Learning Points

Grammar is a set of some rules which are intended to describe the characteristics of a particular language. It explains and analyses the language. Some people think that students should know the language rules before learning the language skills. They also have the misconception that our secondary English textbook (EfT) does not have any grammar.

Actually grammar is a part of language but it doesn't dominate the language. Learning a language means using the language effectively. To use the language a learner should acquire the four basic skills of a language. So only learning grammar is not enough in learning a language. For instance, if we look at children learning their mother tongue, they never learn the grammar rules at first. Without learning the grammar rules they can use the language well. There are many speakers who can not read and write. But they are good speakers without having the knowledge of grammar. Grammar is of course be helpful using the language accurately or to be an expert in a language.

At present the **English for Today** book is a complete text for teaching English at secondary schools. This book includes the four skills i.e. listening, speaking, reading and writing and grammar rules and vocabulary suitable for that level or stage. In EfT the grammar is contextualized. In truth, the grammar could be marked more clearly to help teachers, but it is wrong to say it doesn't exist in the book. There are some sections/activities in each lesson of EfT. Each section/activity is based on a skill as well as grammar.

Teaching grammar traditionally and teaching grammar contextually are not the same. In the traditional method, the teacher describes the rules of grammar and then s/he gives some examples. This is the deductive method. In this system there is the risk of memorization and the learning seems to be isolated and artificial. Before teaching any lessons from EfT teacher should identify the grammar items from that lesson. For this s/he can get help from TG. While teaching any skills from the lesson if the teacher focuses students' attention on a particular structure with its meaning then student will learn grammar through practising the skills. Then the learner can consider grammar as helpful in communication rather than as something entirely separate. Teaching grammar may be summed up as follows-

- Give example at first
- Write the form

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- Clarify the purpose or meaning
- Give students opportunities to practice

We have to remember that this procedure should be applied both for teaching grammar in EfT and the grammars in English Second Paper. In the next session we shall look into more about presenting techniques and practice activities.



Discussion Questions:

1. What is grammar? Why is it necessary to learn grammar?
2. “There is no grammar in EfT”- Do you agree with this statement? Give reasons for your answer.



Possible answers of worksheet 1:

1. Indefinite and definite articles. Definite articles refer to previously introduced ideas, but indefinite articles introduce new ideas	<i>What are these words called? What is the difference between the two?</i>
2. A modal verb	<i>What do we call this kind of verb?</i>
3 The present perfect, used to indicate an action in the past related to the present, without needing to state <i>when</i> it happened.	<i>What tense is this? Why is it used here?</i>
4. An adverb – used to qualify a verb	<i>What part of speech is this? Why is it used here?</i>
5. An adjective	<i>What part of speech is this</i>
6. The passive. Used to describe something where the action is more important than the doer.	<i>What grammatical form is this. When is it used?</i>
7. Simple past tense – used to describe completed actions in the past.	<i>What is the name of this tense? When is it used?</i>
8. The present continuous – used to show a temporary action happening around now.	<i>Which tense is this? How is it different from the simple present?</i>
9. An imperative sentence	<i>What do we call this kind of sentence?</i>
10. Future (with ‘going to’). Often used for plans, or things considered <i>before</i> the time of speaking	<i>What tense is this? When is it used?</i>



Possible answers of worksheet 2:

1. There is no grammar in English for Today	There is plenty! In fact every unit, as we shall see in this session, has a grammatical.
2. In learning a language, grammar must be learned first	Not necessarily-compare the example of a child learning its mother tongue
3. Grammar should be taught in isolation before tackling reading or speaking skills	This doesn't help students. Generations of students have learned the grammar but still been unable to function in the language on an everyday level.
4. The best way to learn grammar is to memorise the rules	Memorising is only one part of learning grammar-and can't guarantee success. We need practice as well as knowledge
5. Grammar must be taught in context	Yes, so that its use is obvious and the language is seen as a whole, not a mechanical system. EfT does this in introducing grammar points in texts and stories, helping students see how the grammar is used.
6. It is possible to communicate in a language even with bad grammar.	Yes, although of course we prefer if we can communicate with good grammar! Nevertheless, many foreign workers can communicate.
7. If students get more practice at speaking and other skills, their grammar can improve	<i>Definitely - we get better at all aspects of the language through practice.</i>
8. Every grammar mistake must be corrected	<i>No – this can discourage students</i>
9. Making grammar mistakes means the student has not been studying enough	<i>No, it can also mean that it takes time to be able to use as well as know grammar.</i>
10. Even though your grammar might be good, you can still be an ineffective user of English.	<i>E.g. there are many grammar experts who still have difficulty communicating. You also need confidence, speaking skills, vocabulary etc– all of which comes through practice!</i>



Possible answers of worksheet 3:

a) What are the four sections of this board display?

Name of the grammar (the label), Examples, Structure (the form) and Meaning (purpose)

b) What is the function of each section?

The examples show the context,
the name is the 'shortcut' referred to earlier,
the form allows Ss to create new sentences using the same pattern, and
the 'meaning' shows them when to use this structure

c) Does it show the tense clearly in context?

Yes, the examples do this. The context here is a meal yesterday.

d) Should this sort of explanation of the grammar be given when a new tense is first presented or after some time?

Ideally as it's being presented for the first time, for maximum clarity

e) What should the Ss now do with this information?

They should write it in their exercise books and use it as a basis for future practice.

Conclude by summarizing the main points of the lesson.



Section C:

Possible answers

- The Aims of the Lesson
- skills, grammar structures and vocabulary
- The past continuous.

Session 6

Teaching Grammar 2

Introduction:

This session will introduce you to a range of techniques for presenting grammar and provides opportunities to experience and reflect on grammar practice activities in EfT. In addition to that it will also help you to plan and discuss grammar presentation.

Objectives

At the end of this session you will be able to-

- use a range of techniques for presenting grammar
- reflect on grammar practice activities in EfT
- plan and discuss grammar presentation



Section A: Ways of showing meaning

At this stage you can go through **Worksheet 1** which contains the four techniques of presenting the meaning of grammar.

Worksheet 1

Ways of showing meaning

The worksheet contains the techniques of presenting comparison of adjectives. Read the questions and try to answer them.

- a) Which technique is the most interesting? Why?
- b) Which technique is the easiest? Why?
- c) Which technique is the most useful? Why?

Technique- 1

The teacher talked about two buildings in the town. (The post office is bigger than the bank.)

Technique- 2

The teacher drew two lines on the board. (Line A is longer than Line B.)

Technique- 3

The teacher showed her/his two fingers and compared them.(Middle finger is taller than pointing finger.)

Technique- 4

The teacher drew pictures of two persons on the board and compared them. (Hasan is taller than Hashem)

After finishing the activity check your answers with possible answers.

While going through the techniques you will see that meaning is important in teaching grammar. As a teacher you can act or mime to clarify the meaning. You should remember one thing that teaching grammar also requires engaging and motivating students. Now you think how you will clarify the meaning of the following structure with example 'too + adjective + to verb'. Then draw the board diagram following the board diagram given in Teaching Grammar-1. Then compare your answer with the answer given in the end of the session.



Section B: Grammar Practice Activities in EfT

You can take help from the TG to find out the grammatical structures in EfT lessons. First you have to locate the grammar points and think about its structure and its use, and then you can present the grammar clearly to your students, so that the students have a take home record in their exercise books. So, in a grammar lesson you have to follow the following stages:

- Identify
- Highlight
- Present
- Practise



Activity: Find out the grammatical activities in the following lessons of EfT

EfT Grade 6 SB	Kind of Activity
a) Unit 2 Lesson 8 Section B	
b) Unit 3 Lesson 6 Section B	
c) Unit 4 Lesson 8 Section B	



Section C: Grammar presentation techniques

There are varieties of techniques for presentation of grammar points in the class. Different teachers follow different techniques. There is no best or less interesting technique because it depends mainly on the personal preference of the teacher. The following techniques will help you to clarify the meaning.

- a) Practising and presenting
- b) Using reading text
- c) Using a chart
- d) Using regalia
- e) Eliciting



Activity: What are the techniques will you use to present ‘modal’ verbs from any lesson in EfT grade 7 from?

Now read the worksheet- 2 and try to say the names of the techniques how these are used to clarify the meaning of grammar points.

Worksheet 2

Presentation techniques

Which technique corresponds to each of the boxes given below:

1.
 The teacher uses a text which contains a lot of present perfect tenses. He/she makes a worksheet where some of the present perfect tenses are omitted. The students read the text and try to fill in the gaps. Then the teacher asks for the answers, and asks the students why the present perfect tense is used. He /she gradually elicits (or explains, if necessary) the use and the form of the present perfect tense.

2.
 The teacher puts some objects on a desk: her watch, some books, cup of tea, chalk, duster, and some objects from the students. She then asks the students to close their eyes for few seconds, then quickly move some objects. She asks the class “what have I moved?” And tries to elicit the examples of present perfect tense. For example, you have moved the blue books, you have moved the watch. She writes the example sentences given by the students on the board.

3.
 The teacher writes the names of five people she knows on the board. She tells the class about each of the five people, using a present perfect tense with just for each one, for example, My son has just started school or my friend Rashed has just gone to India on holiday. She writes the sentences on the board and explains that if we use just and the present perfect tense, and we don't say exactly when, it means that something has happened in the very recent past.
 Then she asks her students to write down the names of five people they know. The students then try to use the present perfect tense to write about the five people.

4.
 The teacher writes some sentences of present perfect tense with mistakes in some of the sentences. The teacher asks the students to guess in groups which of the following sentences are grammatically correct or incorrect.

- a) The children has brought pencils to the lesson.
- b) The boy have understood Miss Shahana's speech.
- c) Mehidi have begun school a bit late.
- d) The children have just start today.

Then the teacher elicits the answers and explains where has or have is used.

5.

The teacher draws the following chart on the board:

Name	Chitta-gong	Raj-shahi	Bari-sal	Dha-ka	Khu-lna
Hakim		√		√	
Shaila				√	√

She asks different students in the class, have you been to Dhaka? Or Have you been to Khulna?, completing the table by ticking(v) the appropriate boxes as the students give their answers. Then she asks the class what questions she was asking. Then she writes the questions on the board and gives short explanations of the form of the present perfect tense and its question form. She rubs the ticks off the board. Students then copy the empty table into their notebooks, leaving space for five names and ticks. They then ask each other the question Have you been to....? And tick the appropriate boxes in their table.

6.....

The teacher tells her class what she has done this morning: I have had my breakfast. I have said goodbye to my children. I have drunk two cups of coffee. She writes on the board, What have you done this morning? and asks individual students this question, gradually getting the present perfect tense from the students. If they make mistakes, she corrects them gently.

Session 6: Teaching Grammar 2

Key Learning Points

Teaching grammar should be engaging and motivating. So a context should be provided to bring the grammar to life. Then, the meaning of structure or grammar point should be clarified to them. Teacher can clarify the meaning using different techniques i.e. acting, miming, using real situation etc. and then involve students in *practising* grammar points through different activities e.g. Gap filling, Substitution table, and controlled speaking practice, as well as asking and answering questions etc.

Teachers have to be very careful in presenting grammar. While choosing the activities s/he should keep in mind that by which activity students can practise different skills as they can use them contextually according to their needs.



Discussion question:

- Why do you think that teaching grammar should be engaging and motivating?



Possible answers worksheet 1:

- Techniques 1 and 3 are the most interesting, as they are personalized and involve real-life experience.
- Techniques 2 and 4 are probably the easiest, but also the least memorable.
- Techniques 1 and 3 being more memorable, are arguably the most useful too. Engaging students' interest certainly helps the learning process.



Possible answers of section B:

EfT Grade 6 SB

- a) Unit 2 Lesson 8 Section B
- b) Unit 3 Lesson 6 Section B
- c) Unit 4 Lesson 8 Section B questions

Kink of activity

- Gap fill
- Substitution table
- Asking and answering



Possible answers of the activity given in section B:

Grammar point: Adverb of degree modifying Adjective

Examples:

Examples 1: The ceiling is too high to touch

Examples 2: The table is too heavy to lift

Examples 3: I am too weak to walk.

Form: too + adjective + to + verb

Meaning: The ceiling is very high that we can not touch it easily.

(**Visual technique:** Teacher tried to touch the ceiling. One of the students can be asked to touch the ceiling to understand the situation the meaning of other sentences can be demonstrated as well.)



Answers:

1C, 2E, 3B, 4D, 5A, 6F

Session 7

Teaching Grammar 3

Introduction

This session will give you idea about analyzing a grammar lesson. It will also help you to plan and discuss grammar presentation.

Objectives

At the end of this lesson you will be able to-

- analyze a grammar lesson
- prepare a lesson plan on grammar
- discuss grammar presentation



Section A: Analyzing a grammar lesson

You have learned that in presenting a grammar lesson communicatively, sentences are required to be contextualized. You can elicit the meaning from the students. Besides, you can use the following activities:

- a)
 - (K) Writing sentences from pictures and charts
 - (L) Substitution table
 - (M) Asking and answering questions.
- b)
 - i. Writing sentences- Writing skills
 - ii. Substitution table- Listening ,Writing and Speaking skills
 - iii. Asking and answering questions- writing and speaking skills

Now let us have a look at the **Worksheet 1- Grammar Lesson Plan** and the resources that can be used for the plan.

You have to remember that if the grammar book of English second paper is not written

Communicatively then you can make the lesson communicative. In that case you can take help from the EfT

Worksheet 1

Grammar Lesson Plan (Sample)

Name of school:	Class: ix
Teacher's name:	Subject: English 2nd Paper
Roll no:	Title of the lesson: May/Might for Present and Future possibility
Session:	Time:40 mines Date:
Total no. of students: Boys Girls	

Objectives

By the end of the lesson learners will have-

- practised May/Might in conversation
- used this form in writing sentences
- used the vocabulary: Pessimist and Optimist.

Possible problem: Timing of lesson

Extra teaching aids: Charts, pictures and listening text

Warm-Up: (Time: 3mins)

Set the scene by asking Ss to discuss the following questions in pairs:

a) Do you usually believe good things will happen in future? Why or why not?

Introduce today's lesson title: May/Might for Present and Future possibility



Procedure:

Section A. (Time: 7mins)

1. Present the words pessimist and optimist, giving examples
2. Ask Ss to study the examples in the 1st box on the chart-1
3. Ask SS to discuss in pairs the meaning of the sentences.
4. Elicit from them the meaning of the sentences.



Section B (Time: 10 mins)

5. Give more examples of Affirmative and Negative Statements, Yes/No Questions and information questions and answers through chart-1.
6. Explain the meaning that May/might are used to express possibility in the future.
8. Clarify rules of using may/might



Section C (Time: 5mins)

9. Read a conversation to the students and ask them to listen and put a tick (✓) mark in the right boxes when speaker uses may, might or no modal. (To do this they have to draw a table in their exercise books like chart- 3)
10. Check answers with the whole class.



Section D (Time: 10mins)

11. Show the pictures and ask them “What is going to happen in each situation?”
12. Ask Ss to write at least three sentences for each picture expressing possibility.
13. Ss check their answer in pairs
14. Check answers with the whole class.
15. Ss to work with their partners taking turn asking and answering questions. They have to use both Yes/No questions and information questions following the substitution tables given in chart-1.

e.g. A. Is it going to rain tonight?

C. Who’s that man?

B. It might.
father.

D. He might be Raju’s
father.

16. Monitor and give feedback while they work.

Closing: (Time: 5mins)

17. Summarise the lesson.
18. Set the homework: Imagine you are moving to a new city. Write a paragraph about what might or might not happen.

From the above lesson plan you try to give answers to the following questions:

- a) How did the teacher clarify the meaning of the grammar point?
- b) How many practice activities were involved within the lesson? What were they?
- c) Which skills were practised in each activity? After doing the activity you check your answers.

Teaching aids/resources related to the lesson

CHART- 1

1. {A. Where's Lina? {B. I don't know she may be in the library.	2. {A. Who's that man? {B. He might be Raju's father.	3. {A. Are you going to Italy? {B. I am not sure, I may go.	4. {A. We need to be in class by 9:00 {B. The bus might not be on time. It's often late.
---	--	--	---

Affirmative Statements				Negative Statements				
Sub-ject	May/Might	Base form of verb		Subject	May/Might	Not	Base form of verb	
I	may/might	finish	today.	I	may/might	not	finish	today.
You				You				
He				He				
She				She				
It				It				
We				We				
you				you				
They	They							

Yes/No Question			
Will	Sub-ject		Base form of verb
Will	You		call?

Short Answers					
Subject	May/Might		Subject	May/ Might	Not
I	may. might.		I	may might	not.

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Be	Subject	going to	Base form of verb	Subject	May/Might	Subject	May/Might	Not
Are	they	going to	call?	They	may. might.	They	may might	not

Information Questions			Answer
WH-WORD (Subject)	Might	Base form of verb	
What		happen?	He might not graduate.
Who	might	come?	Lina's aunt.

CHART- 2

- *May* and *might* are modal verbs. Modal verbs are auxiliary verbs .We use modals to add meaning to a main verb.
- Like all modals, *may* and *might* come before the base form of verb. They also have the same form with all subjects.
- *May* and *might* often have the same meaning. we use both to express present or future possibility
- Contractions with *may* or *might* are not used. *We mayn't go. (incorrect)
- We do not usually use *may* or *might* in Yes/No questions about the future. We use will or going to instead.

CHART- 3

Listening text for teacher’s use

Listen to the conversation. Does the speaker use may, might, or no modal? Put tick mark in the right column.

1. Hurry up Irene! We might miss our flight.
 2. Don’t worry! We have plenty of time
 3. Well, there may be a line for check in.
 4. It only takes 30 minutes to get to the airport. Our flight doesn’t leave for five hours.
 5. I don’t want to rush later on. I may not remember everything.
 6. You have a lot of staff. Did you weight your suitcases? They might be too heavy.
 7. No problem. They are fine. In fact, this one is light.
 8. Ok, so let’s pack them in car. The big suitcase might not fit so easily.
- (Extracted from Grammar Sense 1 by Susan Kesner Bland)

	May	Might	No modal
1			
2			
3			
4			
5			
6			
7			
8			

Pictures

Teacher can collect pictures from magazines/newspaper related to the lesson.

Session 7: Teaching Grammar 3

Key Learning Points

Language users should know the grammar or structures of the language because knowledge of the grammar rules allows them to produce an infinitive number of sentences. As grammar is the skeleton of language so they should have knowledge about vocabulary too and how they operate and change. So in teaching grammar or structures teacher should be very careful and teach them through contextualization rather than in isolation. If grammar and its rules are taught as discrete items then student will memorize the rules and learn grammar as a separate element rather than part of a language.

While teaching a complete grammar lesson teacher should follow the same steps that they have followed in teaching grammar from EfT:

- Give examples at first
- Write the form
- Clarify the purpose or meaning
- Give students opportunities to practice

Meaning is important in teaching grammar. The teacher can use different techniques to clarify meaning. It can be clarified also while giving examples through contextualisation. Teaching grammar from EfT is easier for the teacher rather than teaching grammar from English 2nd paper. In EfT structures and activities are set contextually.

The teacher should be conscious in teaching them, also making use of the TG also. But to teach grammar communicatively for English second paper s/he should be more careful about presenting the grammatical items. Because most of the grammar books of the secondary level are not written in communicative ways. In that case the teacher should be innovative in presenting the grammar lesson contextually. S/he can get help from EfT to set different activities through which students would get enough

opportunities to practise different language skills. Then learner can consider grammar as helpful in communicating meaning rather than as a separate element. And if students learn the grammar rules in the context, their learning is more likely to last longer.



Discussion question

How can you make a grammar lesson interesting to the students and thus make it permanent to them?

References:

- Bland, Susan Kesner: Pavlic, Cheryl (2004). Grammar Sense1: Oxford University Press
- Murphy, Raymond (1992). English Grammar in Use: Cambridge University Press

Session 7: Teaching Grammar 3

Directed Study task: Teaching grammar communicatively

Introduction: This session gives you the idea of overcoming the challenges in teaching grammar communicatively.

Objective: At the end of this session you will be able to make a grammar lesson plan on Eft lesson.

Organisation and Approach:

What you have to do is to go through the Worksheet 1 (A Grammar Lesson Plan sample) from the session, "Teaching grammar 3" and write down the key components and think what kind of help you need to make a lesson plan.

Session 8

Classroom Management 2

Introduction

This session will give you the idea of identifying the challenges you may face while teaching a large class. It will also help you to identify the strategies of successful large class management. Besides, you will have chances to explore ways of involving all students in a class and to explore techniques for organizing pair work.

Objectives

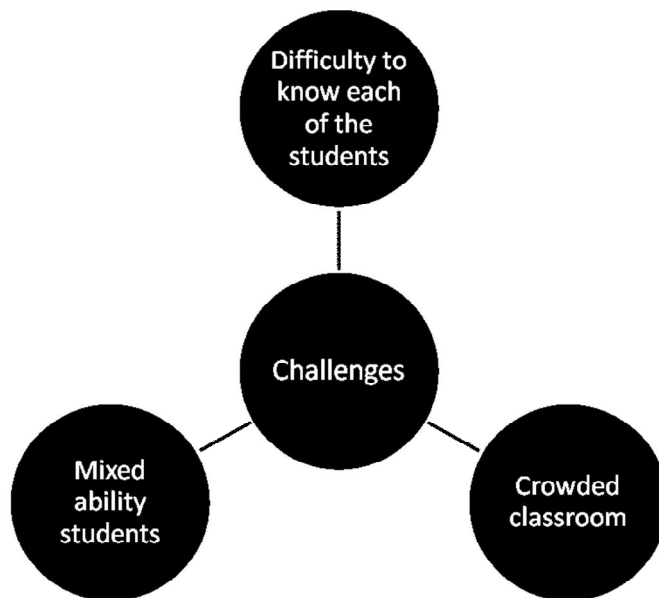
At the end of the session you will be able to-

- identify the challenges of teaching a large class
- identify strategies of managing a large class successfully
- explore ways of involving all students in a class
- explore techniques for organising pair work.



Section A: Challenges of large classes

Now let us have a look at the diagram below:



These are some of the challenges we do face in teaching a large class. In a large class it becomes difficult to maintain discipline. Moreover, there is shortage of resources in our country. So we need to learn appropriate methods for handling large classes.

Activity:

List some other problems we do face in conducting large classes.



Section B Challenges we face in a large classroom

Go through the worksheet on the possible challenges we face in a large classroom and decide whether you agree with this or not.

Worksheet 1

Challenges of large class management

Read the following statements. Decide if you agree or disagree with each one. Tick (✓) the relevant box. Do not worry if you are not sure— just try to make a decision.

		I agree	I disagree
1	It is impossible for students to learn English in a large class.		
2	I don't have enough time in my classes to give all my students a chance to practice speaking individually		
3	Pair work takes too much time in the class.		
4	I can't have pairs in my classroom because the desks are fixed to the floor.		
5	Putting students into pairs means there will be too much noise in the classroom		
6	Pair work sounds good, but I don't know what I should do while the students are speaking together.		
7	My students simply won't talk if I put them in pairs		



Activity:

Suppose you are going to teach a class of 50 students. How are you going to give them speaking practice?



Section C: Managing a large class

There are techniques of managing a large class. So we have to know the techniques. We have to select the appropriate method first, and then we should take care of the mixed ability students. Besides, we have to make the students work in pairs so that each of the students may be involved in the class activities. As a teacher you should rotate the students, move around the class, and check to see that all the students are engaged.



Activity:

Plan a seating arrangement of a class of 55 students.

Section D: Benefits of pair work

Now let us have a look at the benefits of pair work. This is an opportunity to practice skills. This is better for shy students. Weaker students can learn from stronger ones. Pairwork saves time. In addition to that students can feel encouraged when they are not the centre of attention. It can bring variety to the class, increases the opportunities for speaking in the class. It promotes student centred learning.



Activity:

List at least 5 advantages of pair work.

Now go through the statements in the following table that gives ideas in favour of pair work.

It is impossible for students to learn English in a large class.

It's possible if we use pair work. Most classes around the world are large but people learn somehow when there is good teaching.

I don't have enough time in my classes to give all my students a chance to practice speaking individually

This is the best argument for introducing pair work in large classes because there is not enough time for the teacher to give attention to all students individually. Therefore students need the opportunity to practice with each other so that everyone can develop and improve their speaking ability at the same time.

Pairwork takes too much time in the class.

Once you have put students into pairs a few times they will soon know what to do. Practice makes perfect!

I can't have pairs in my classroom because the desks are fixed to the floor.

Even if the furniture is fixed, the students aren't. Besides, pairs can be formed from students sitting at the same bench

Putting students into pairs means there will be too much noise in the classroom

Noise isn't necessarily a bad thing - especially if it's productive noise- it's inevitable in a language classroom. Perhaps teachers should talk to their colleagues next door and explain what is happening.

Pair work sounds good, but I don't know what I should do while the students are speaking together.

The teacher can monitor by moving around the class and helping and listening to Ss.

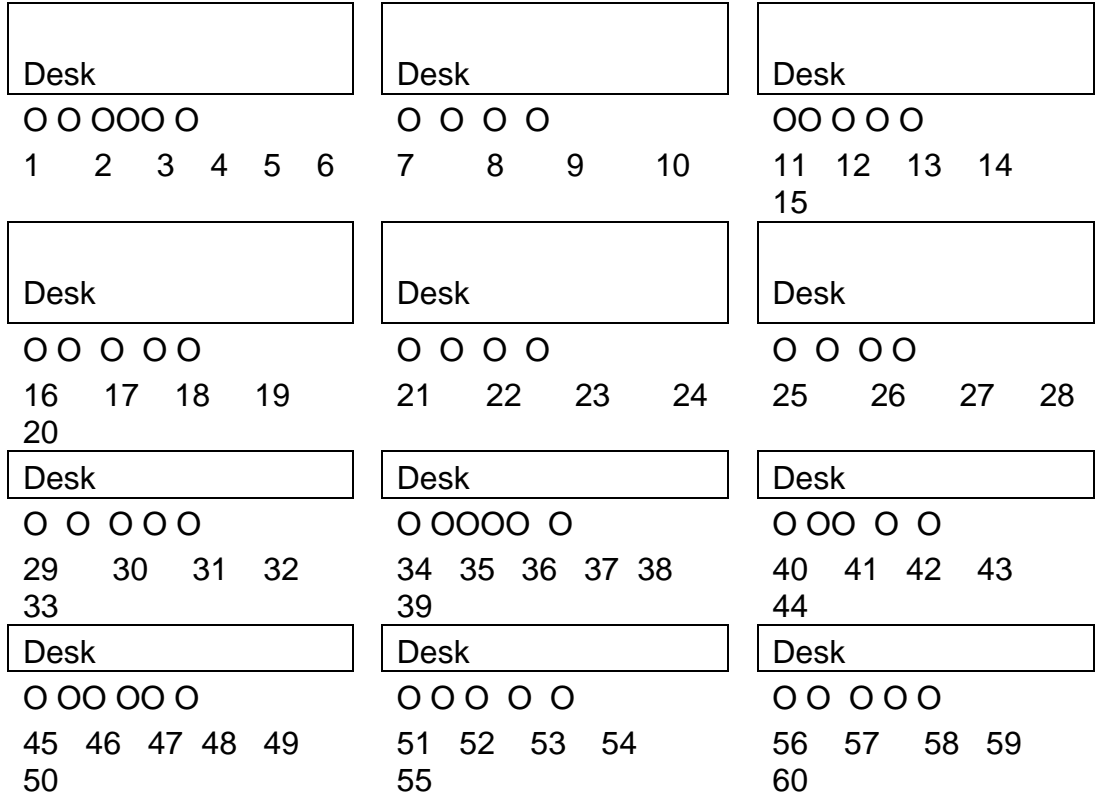
My students simply won't talk if I put them in pairs

Perhaps they aren't used to it. Think back to what we said about introducing new methods in the session on Learner Training. It takes time, patience and perseverance.



Section E: Strategies for putting students into pairs

Now look at the picture of students' seating arrangement



Activity:

- Think of the plan and find out how could you put these students into pairs?
- How could you now put them into fresh pairs?

Session 8: Classroom Management 2

Key learning points

The common scenario in our schools is a large classroom. In our secondary schools there are 70 to 80 students in a classroom. It is a challenge for the teacher to handle such a large size of classroom. The teacher faces many challenges with a large class. The challenges may be as follows:

- a. Difficulty of getting to know each student
- b. Discipline
- c. Mixed ability amongst students
- d. Resources
- e. Environment: crowded classroom
- f. Difficulty of involving each student.

Though it is difficult to handle a large class effectively, a teacher can involve all the students in the classroom activities through **pair work**. Pair work has some benefits. These are as follows:

- a. It gives all students an opportunity to practise skills
- b. It's better for shy students
- c. Weak students can learn from stronger ones.
- d. It saves time
- e. Students can feel encouraged when they are not the centre of attention
- f. It can bring variety to the class- not just the teacher talking
- g. It increases the scope for speaking in the class
- h. It promotes student-centred learning.

Discussion questions:

1. Discuss the challenges of large class
2. What are the benefits of pair work? Explain.

Session 8, Section D

Possible Answers

Benefits of pair work

1. Saves time
2. Removes shyness of Ss
3. Ss feel encouraged
4. Weak Ss can learn from strong Ss
5. Opportunity to practice skills

Session 9

Classroom Management 3

Introduction

This session will give you idea about the key issues and strategies in classroom management. It will also help you to identify the features of a good classroom environment and strategies for learning students' names. Moreover, it helps you to raise awareness of gender issues and revise what you have learnt about classroom management.

Objectives

At the end of this session you will be able to-

- identify the features of a good classroom environment
- identify strategies for learning students' names
- raise awareness of gender issues
- revise what you have learnt about classroom management.



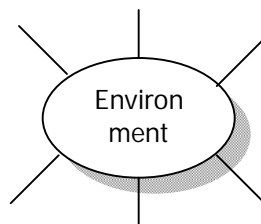
Section A: Classroom environment

Let us have a look at the following statements which give you idea about an ideal classroom environment

- Friendly atmosphere created by the teacher
- A teacher who looks as if he/she is enjoying the work
- A teacher who smiles and encourages the students
- A teacher who is fair and yet manages to control the class
- A teacher who enjoys the subject
- Variety of methods and approaches
- No threatening or bullying
- Indirect error correction
- Posters on the wall
- Good monitoring by the teacher
- Good boardwork
- A nice airy, lighted room
- Proper arrangement of benches
- Enough space



Activity: Fill up the following picture providing ideas that are related to environment of the classroom.



Section B: Learning students' names

Learning students' names is important because the teacher can develop a relationship with individual relationship with each individual, students feel valued and important. If teacher knows the names of all the students, it becomes easier for the teacher to control the class and to ask questions and elicit answers from individual student. Memorising all the students' names is difficult though you can use some simple techniques: asking students to use name cards, making seat plans, memorizing the first letter of the name, thinking of physical appearance, using names instead of numbers encouraging students to say their own names while answering any question.



Activity:

Mention 2 benefits of pair work



Section C: Gender issues in the classroom

You know that gender issues have been identified as one of the barriers of successful class management. So let us see how we can tackle the issues. It is often experienced that there is a gender imbalance in the teachers' approach in the classroom. This may be due to wider cultural values, but these are holding our country as well as our female students back. For this reason we should rethink the ways of approaching both boys and girls and question the disadvantage of the girls through our attitudes. However, there are a number of strategies to balance the gender perspective in the class:

- Eliciting answers from both groups
- Spending equal time monitoring both groups
- Showing positive pictures of female roles in the society
- Using gender neutral language in the class

- Paying respect to the female students' contributions
- Encouraging female students to feel more confident through offering positive responses.



Activity:

List 5 issues that usually our students face in their school.

Session 9: Classroom Management 3

Worksheet 1

Classroom Management Case Studies: 2

Read the following case studies and try to find out answers to the questions that follow.

Learning Names

Ms Lila teaches a large class of 80 students. She considers it important to learn and remember the names of each and every student. She thinks that if she calls them by names it will be easy for her to manage the class, and control the students. It will also help her to develop a warm relationship with her students, as she remembers with fondness those of her own teachers who took an interest in her.

In the first week, therefore, she asks her students to wear name cards. She also makes a plan on a sheet of paper showing where each student sits. Sometimes she tries to remember them by the first letters of their names, or to recall their names and their physical appearance together. When she calls the register, she looks at each student to fix their faces in her mind, using their names instead of their roll numbers. Finally, in the first week of the year she encourages each student to say their name every time they answer a question.

- Do you agree it's important to learn your students' names? Why?*
- Which techniques does Ms Laila use?*
- Do you think these techniques are worth using? Why?*
- Do you think you will be able to do the same with your class?*

Gender Issues

Mr Rahman is a teacher in a co-educational secondary school. He has a reputation as a good teacher, and uses pair work and teaching aids such as regalia and pictures in his class. But all his pictures contain men. He introduces pair work into his class, but never puts boys and girls together. He asks questions to the boys most of the time because he thinks they are stronger than the girls and better at English. He has learnt the names of the boys but he only knows the names of a few of the girls. He always says 'he' rather than 'he or she' when giving examples.

When there is something to be written on the board, he calls the boys forward, and during monitoring, he pays far more attention to the boys. Furthermore, when speaking to the class, he looks more at the boys than at the girls. When asked about this by a colleague, he explains that this is because the boys show more enthusiasm in his class.

One day, in answering a question, Feroza, one of the female students, says that she wants to be a police officer in the future. On hearing this, the whole class, including Mr Rahman, burst into laughter. Mr Rahman agreed with the boys that this was an impossible dream. Feroza looks down and doesn't say much more that day.

- a. *What is the problem here?*
- b. *What is the reason for this problem in your opinion?*
- c. *What advice would you give to Mr Rahman, and why?*
- d. *What can you do to make sure female students are equally involved?*

Session 9: Classroom Management 3

Key Learning Points

A good classroom environment is a precondition for a successful lesson and can be divided into two main categories: physical and learning environment. In the context of Bangladesh there are many things regarding physical environment that cannot be changed such as size of the class or fixed benches etc. But a teacher can still overcome most of the obstacles and create a congenial learning environment.

The teacher is the key person in the classroom who can manage the teaching and learning environment with his/her personality. The teacher's behaviour has a great effect on students' learning. A good teacher reflects on his/her everyday classroom practices. S/he is aware about students' feelings and their learning ability. The more conscious s/he is the more effectively she can teach them.

If certain students answer teacher's questions more regularly than others who have the right answers may feel neglected. Students have in-built feelings of anxiety. They may not feel encouraged to respond for fear of making mistakes. They do not like to be bullied or threatened. The classroom is a place where students feel highly vulnerable. The teacher should be fair and consistent in his/her behaviour. S/he should address them in a pleasant manner and correct their mistakes gently or indirectly. Students like teachers who smile and are encouraging to the students, and teachers who look as if they are enjoying the class and who make the classroom environment as friendly and supportive as possible. Students develop trust in these teachers who are kind and respectful, making classroom language learning much easier and more successful: they know that their behaviour will be supportive all times.

A good teacher always tries to make the lesson interesting using a variety of methods and techniques. S/he uses different types of teaching aids, and works on the blackboard neatly. S/he organises the seating arrangement and classroom according to his/her needs. As the course progresses students soon come to know the kinds of classroom activities i.e. pair work, group work, role play, chorus work etc. They can easily interpret teacher's instructions, gestures and facial expressions. Thus they manage the students and learning process.

Two issues that can help or hinder the classroom atmosphere are learning students' names and gender matters. Teachers should develop a good relationship with each individual student so learning students' names is important. If teachers call students by their names they feel valued and

more important. It is easier for the teacher to elicit answers from individual students and control the class. Teachers can use some strategies to memorise student's names. They are as follows:

S/he can

- ask students to use name cards,
- ask students to take their seat according to the seat plan,
- memorise the first letters of names,
- think of physical appearances with their names,
- call students by their names instead of their roll numbers,
- encourage students to say their own name when answering.

Teachers can use one or more techniques to memorise and call students' names that help them to manage the teaching and learning process.

In Bangladesh girls and women are lagging behind. The teacher should be very careful about a gender-sensitive approach in teaching. S/he should not do anything that would help students form negative attitudes towards girls. We should remember that both female and male have equal contribution in the society. This attitude should be implanted into the students' mind. A number of strategies s/he can follow for gender sensitive approach. They are given below:

- Elicit answers from both girls and boys
- Pay equal attention to both groups
- Show positive examples of female roles
- Use gender sensitive language
- Respect the contribution of female students

Encourage girl students to feel confident through offering positive response.

A good teacher is he who encourages students in their class to remain in a state of alertness and uses different strategies to make the lesson interesting. Such a teacher constantly thinks of creative new ways of managing the teaching learning process and makes learning effective.

Discussion Question:



1. How can teachers create a learner-friendly atmosphere in the teaching/learning process?
2. Why is it important for a teacher know students' names?

3. How can you as a teacher show a gender sensitive approach in the classroom?



Session 9

Section B

Possible Answers

1. Friendly atmosphere
2. Smiling teacher
3. Variety of methods
4. Good TA
5. Good board work
6. Nice room
7. Proper light
8. Enough space



Section C

Possible Answers

1. Eliciting answers from both boys and girls
2. Equal monitoring for both boys and girls
3. Calling by name of both boys and girls
4. Paying respect to female students
5. Helping female students

Session- 10

Classroom Resources 2

Introduction:

Textbook is the main classroom resource. Teaching–learning activities will be successful if a teacher can use it effectively. Teacher’s guide is another classroom resource or instructional material that provides help for the teachers to use the textbook effectively. All good English textbooks have Teacher’s Guide (TG). So this is another important resource that a teacher should always consult for better teaching aiming at fostering different skills from students.

This session will tell you how you can get help from a Teacher’s Guide. You need a copy of EfT and a Teacher’s Guide of class 6 to study this session.

Objectives

By the end of the lesson you will be able to-

- explore the function and role of the teachers’ guide
- familiarize with the layout of the teachers’ guide
- consider challenges connected with the teachers’ guide



Section A: Introduction to the Teachers’ Guide

Let us read the introduction of TG and then read the 1st chapter of TG Unit 1, lesson 1. Then read the unit 1 lesson 1 of EfT class 6 and complete the following with at least one point.

- A Teacher's Guide is helpful because.....
- Inside a Teacher's Guide we can find.....



Section B: What kind of help does the TG provide?

Let us read TG of class 6 again and examine the following lessons from:

- Unit 3, Lesson 4
- Unit 9, Lesson 6
- Unit 5, Lesson 6.

Now put tick marks whether you agree or disagree with the answers of the following:

Does the TG tell you....

a) the aims of the lesson?	yes/no
b) what grammatical structure is to be taught?	yes/no
c) what new vocabulary is to be introduced?	yes/no
d) the main stages of the lesson?	yes/no
e) how to teach the lesson?	yes/no
f) the suggested answers to the exercises?	yes/no

After this activity check your answers with the answers given in back of the session.



Section C: Explore more about TG

Let us find out the answers of the more questions from Class 6 Teachers' Guide. Then we will be familiarized with the lay out of the Teacher's Guide.

The questions are given below.

- 1) What can you find on Page 147? Why is it useful?
- 2) Which lesson of Unit 1 aims to practise negative and question forms of the verb *to be* in the present simple?
- 3) On which pages can you find sample examination questions?
- 4) In the Introduction to the Teachers' Guide, which skill is concerned with *skimming*, *scanning* and *inferring meaning from context*?
- 5) Which Unit has the most lessons?
- 6) What is the homework for Unit 4 Lesson 3?
- 7) On which pages can you find the Introduction to the Teachers' Guide?
- 8) What special materials do you need to bring for Unit 7 Lesson 12?
- 9) Look at Page iv. What do the abbreviations 'S', 'T', 'SS' and 'BB' mean?
- 10) What skill is practised in the last lesson of the book?



Section D: Challenges connected with the TG

Although we have explored the obvious benefits to the guide but many teachers do not use them. The reasons may be the following

- Some teachers may not have heard of the TG
- Teachers may not have access if there is only one copy
- Some teachers may consider themselves too experienced to take the help of the TG

Secondary Teachers Training

- They may not understand the Methods used in the guide and therefore teach EfT in a traditional way

Now think strategies to deal with the problems and write them

Conclusion:

A good teacher prepares a lesson at least a day before teaching, not 5 minutes before walking into class. Teacher's guide is helpful for taking proper preparation for the lessons. Now look at the list again and decide whether you have changed your mind or not for using Teacher's Guide.

Inside a teacher's guide a teacher can find the following things:

- aims and objectives
- ways to teach
- teaching vocabulary
- teaching grammar/structure
- answers to the questions asked in the EfT
- suggestions for making the lesson more interesting
- scripts for listening passages
- ideas for homework
- tape scripts (if there is an accompanying cassette)
- ideas for visual aids
- extra examples for different activities
- ideas and guidance for tests

Session 10
Classroom Resources 2
Key Learning Points

The new textbook "English for Today (EFT)" has been developed on the basis of CLT. The book contains a variety of activities for students' practice in the four skills. Our teachers should know how to use different techniques to conduct those activities in the classroom. The Teacher's Guide (TG) can help our teachers in this regard. It has been developed to provide step-by-step guidelines for the teachers.

The TG informs a teacher of what s/he is going to do step by step and what his/her students are expected to do during a lesson. So, the TG helps a teacher to plan his/her lesson, to understand the subject matter/theme and the language i.e. vocabulary and structures of the lesson and to show how his/her students will carry out the various skill-practice activities in the lesson. However, the TG is only there to suggest how to teach a particular lesson. A teacher can use any point, any technique suggested in the TG, but s/he can also adapt it or use his/her own approach or technique appropriate for the ability level of his/her students and for the teaching situation in which s/he has to work. Hence, the TG is only a guide and never prescriptive.

Though the TG plays an important role in planning a lesson, many of our teachers do not know about it or they may not have access to it. Some teachers may consider themselves too experienced to make use of the TG or they may not understand or agree with the methods used in the guide and therefore teach EFT in a traditional way.

To overcome the situation, teachers should be trained first. Training can change their traditional attitudes enough to follow the techniques prescribed in the curriculum. They can take initiative to motivate other teachers to follow CLT by inviting them to observe their classes, share their lesson plans with other colleagues or conduct teachers meetings to plan together.

In case of non-availability of TG, teachers may photocopy it. Remember, if teachers realize -- it is an essential resource for a teacher, they will collect, preserve and use it somehow.

Assessment of your learning

1. "Teachers guide is an essential resource for teachers"-Explain.
2. How will you motivate your colleagues to use TG?



Possible answers of section B: What kind of help does the TG provide?

Does the TG tell you about....

- a) **aims** A, B, C: Yes
The aims are always included at the top of each lesson plan
- b) **grammatical structure** B (prepositions), C: Yes / A: No
Sometimes it is not summarised, if the focus is on skills practice
- c) **new vocabulary** A, Yes / B: No
Not always given, but usually. However the guide can't anticipate every word that might come up. New vocabulary is written in italics for easy reference
- d) **main stages** A, B, C: Yes
Stages are always given. They correspond to the sections in the SS' book.
- e) **how to teach** A, B, C :Yes
The TG gives hints and suggestions about what the teacher can do.
- f) **suggested answers** A, B, C: Yes
The TG provides answers to the activities in the SS' book. Answers are written in italics for easy reference

Answers of Section C: Explore more about TG

1) What can you find on Page 147? Why is it useful?

Word list. To check meanings of words quickly.

2) Which lesson of Unit 1 aims to practise negative and question forms of the verb *to be* in the present simple? Lesson 4

3) On which pages can you find sample examination questions? p161 to p215

4) In the Introduction to the Teachers' Guide, which skill is concerned with <i>skimming</i>, <i>scanning</i> and <i>inferring meaning from context</i>? Reading
5) Which Unit has the most lessons? Unit 7
6) What is the homework task for Unit 4 Lesson 3? Write one sentence for each picture.
7) On which pages can you find the Introduction to the Teachers' Guide? page i.
What special materials do you need to bring for Unit 7 Lesson 12? Newspapers
9) Look at Page iv. What do the abbreviations 'S', 'SS' 'T', and 'BB' mean? Student, Students, Teacher, Blackboard.
10) What skill is practised in the last lesson of the book? Reading



Possible answers of Section D: Challenges connected with the TG

- Make photocopies of the guide at a local photocopy shop
- Help colleagues understand the Methods through sharing ideas, seminars, and teachers meetings.
- Invite colleagues to observe your class
- Offer to observe their class and help with the teaching methods.
- Share your lesson plans with other teachers
- Conduct teachers' meetings to plan together

Session 10: Classroom Resources 2

Directed Study task: How TG will help a teacher to write a lesson plan

Aim: To explore the TG's role in writing lesson plan

Organisation and Approach:

Select and read EfT lesson and find that lesson in TG. You have to identify the main components of TG and identify its role in making lesson plan.

Procedure:

- a. Read Worksheet 2 (A good lesson plan sample) from the session, 'Lesson Planning-2' and write down the key components. Select what kind of help do you need to make a lesson plan?
- b. Now read the same lesson in TG and find out the key items that are depicted here.
- c. Interpret how these guidelines help you to fulfill your needs.
- d. Spot down the problems that you face understanding the guidelines.
- e. Write a report explaining the TG's role in preparing a lesson plan within 200 words.

Requirements

Hand in your report to your teacher educator.

Date to be handed in

This should be submitted after a week from this session.

Session 11

Classroom Resources 3

Introduction:

Black board or chalkboard is the simplest but most important teaching aid. Teaching learning activities mostly depend on effective use of the blackboard.

This session will focus on the effective use of blackboard and some other teaching aids.

Objectives

After reading the lesson you will be able to-

- consider the purpose of the blackboard within a lesson
- explore common errors in blackboard use
- identify strategies in effective board organisation
- explore the uses of other resources and visual aids in teaching



Section A: Blackboards: What are they for?

Think about the answers of the following questions and write them

a) What are the different uses of the blackboard?

b) Why is it so important?



Section B: Case study: Ineffective use of the BB

The blackboard is a vital teaching tool. And yet many teachers make ineffective use of the board. Read the following case study, which shows a case study of such ineffective use. In it the teacher makes several basic mistakes in blackboard use. Identify at least five ways in which Ms Rehana needs to improve her handling of board work. Then turn Ms Rehana's mistakes into guidelines for good board work. You have to write these in the space below the case study.

Blackboard Case Study

It's a bright Wednesday morning when Ms Rehana enters the class—today she is teaching Class 7. It's a lesson from EfT about a ghost story, and she is enthusiastic about helping her students read the story.

There is some writing on the board from the previous maths lesson, so Ms Rehana uses the empty spaces. She has chosen to pre-teach three words: *ghost*, *suddenly* and *frightened*. She writes them in the spaces available on the board. She uses cursive script, and is very proud of her large handwriting. The words quickly fill the space. She looks at the board from the front of the class and is satisfied.

When she has written the third word, she drills all three quickly and then erases them. Some of the students have copied the words, but others haven't. She then writes up two out of three questions, such as '*When did Laila see the ghost?*' but finds that there is not enough space for the third. She erases the first in order to include question 3. Again, some students begin to copy the questions into their exercise books, whereas others are not sure whether to begin doing so. One student at the back begins, but has no time. Ms Rehana doesn't notice this. His work contains many mis-spelled words where he has copied badly from the board

As the students begin to read silently, she erases everything. One of the students then asks about a difficult word, (*'pale'*) which Ms Rehana writes up in the top left corner of the board. She writes the definition a bit below it. Later, when presenting the word (*'to run away'*) she draws a picture to illustrate it in the top right corner, after the date.

At the end of the class, she wants to set homework from EfT. She writes this in the middle of the board, in a small space. She makes her writing smaller in order to fit the instructions into the space.

Guidelines for effective board use

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

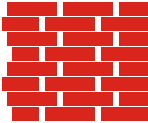
After completing the activity compare your answer with the answers given in the end of the session.

Section C: Blackboard Organisation



Let us explore in more detail the idea of organising and planning our blackboard so as to maximise clarity for the students. Look at the following board. It is badly organised. Identify the different categories of information recorded here. Then try to record the same information on the empty board below – in a more organised way.

Blackboard Organisation

Homework Unit 6 Lesson 2 Section C		Sabina's father X Sabina's father ✓
Class 7 EFT Unit 6 Lesson 2	Write the answers to the questions in your exercise books	
February 10 th 2009		Where is Sabina's village?
Title: Sabina's village	Where does Sabina live? How many people are there in the village?	water pump fertilizer
Homework Unit 6 Lesson 2 Section C	 A brick wall	Simple Present Tense She lives in a village I live in a village She doesn't live in a town Agriculture: working on the land

Blackboard



After organizing the board compares it with the answer given in the back.



Section D: Other teaching aids

Now think of what the other resources are that teachers usually can use in classroom and make a list and write the benefits of these and the guidelines for using them. Then compare your answers with answers given in the back.

Conclusion:

To make class effective teacher should best use the resources as s/he can. It is worthy to mention that the biggest resources in the class room are the people. Both teacher and students have experience of the world, imagination, ideas and memories, which can be used in class.

Session 11
Classroom Resources 3
Key learning points

Some resources are essential for teaching and learning. Among them the blackboard, textbooks and the teacher' guides are the most important. As we cannot imagine a classroom without teacher and students, so a classroom without a blackboard/ whiteboard cannot be imagined. Throughout the whole world, this is the most common resource in schools, and is the trusted friend of a teacher. Therefore, the teacher should know the proper use of the board and then s/he can use it in an enormous number of ways.

The blackboard is used for different reasons. Not only to give information about class, date and time, but also to support students' understanding the teacher uses it. Actually the teacher uses this according to her/his own needs within the lesson. S/he can give any information, draw pictures and write vocabulary, structures, questions, homework etc on the black board.

The blackboard is the central focal point that attracts the attention of all students. Teacher gives information that students write in their exercise books. They look at it and get proper guidance throughout the whole lesson. Actually, this is the clearest way of presenting information to the large number of students. Therefore, this is an essential resource in the classroom.

The teacher should be very careful about the effective use of blackboard. If s/he follows techniques given below then s/he will be able use it properly. The techniques are:

- Always start the class with an empty board except for the information about the class.
- Writing on the BB should be neat and clear. Avoid large and sprawling handwriting. Check the board sometimes from the back of the class to see whether or not it is clear.
- Give students clear instructions as to whether and when they should write down what you write on board.
- Make sure all the students are writing together or not writing if you do not want them to copy your words.
- Monitor the students while they are copying, both to check whether all have finished and check their spelling.
- Allow enough time for students to copy down if required before erasing your writings.

- Don't spend too much time writing on the BB. Otherwise, students will get bored. Keep talking to the students. Ask what you are drawing or they think you will draw next.
- While drawing on BB avoid unnecessary details. Try to draw simple or stick figures or symbols that are accepted and meaningful.
- Organise your BB so that different categories of information i.e. vocabulary, grammar, homework etc occupy regular places, each with its own title.
- Plan your board before the lesson so that you present the information clearly.
- Differentiate between areas of the board, which are consistent throughout the lesson and from lesson to lesson (e.g. vocabulary and grammar and areas, which are temporary and can be erased once you have finished an activity, guiding questions etc).
- With the best use of blackboard a teacher can present a micro world to the students.

There are other resources that a teacher can use to make teaching learning effective. They are pictures, flashcards, realia, puppets, students and the teacher herself/himself etc. Actually, visual aids can help reinforce the meaning of the word make learning interesting and lively.

The biggest resources are the people in the class. Teacher and students have experience of the world, imagination, ideas and memories that can be used in the class. Teacher can demonstrate an action by using gesture, miming or facial expression.

The teacher can bring real things into the classroom. S/he can also use the objects in the classroom or outside objects, which can be seen from the classroom.

Charts and pictures are also good resources. The teacher can draw pictures or s/he can use textbook pictures or cut it from newspapers, magazines etc.

Flash cards are simple pieces of card on which there may be simple drawings or words or phrases. These are used as prompts for oral work.

Puppets can be simple—two potatoes on a stick, or faces drawn on your thumbs can be used effectively to show two characters

Proper use of classroom resources makes teaching learning effective and long-lasting. Therefore, the teacher should know and apply the best use of all the resources in the classroom.

Assessment of your learning

1. Why is blackboard considered as the essential resource in the classroom?
2. How do you use the following things in your teaching and what would be your purposes?
flashcards, pictures, realia, charts and puppets,



Possible answers of section A: Section A: Blackboards: What are they for?

a)

- To give information about the class, date, time
- To present any kind of written information clearly for the learners
- To present vocabulary
- To present grammar
- To write guiding questions for listening or reading texts
- To set the homework.

b)

- It's the most common teaching resource across the world.
- It's a central focal point, attracting the attention of all students
- It's the principal basis for what students write in their exercise books
- It's the clearest way of presenting information to large number of students
- Students look at it throughout the lesson and expect to find guidance.



Possible answers of section B: Case study

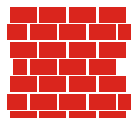
- Always start the class with an empty board (except for the information on class, date, etc., or other vital information for your own lesson).
- Try to print letters in neat handwriting – small but neat is often better than large and sprawling.
- Check your board sometimes from the back of the class, to see whether or not it's clear. You get a different perspective than from the front.
- Give students clear instructions as to whether and when they should write down what you write on the blackboard.
- Make sure either all the students are writing together, or that none of them is writing if you don't want your words copied.
- Monitor your students while they are copying, both to check whether all have finished and to check their spelling.

- Allow enough time for students to copy down (if required) before erasing what you have written.
- Organise your blackboard so that different categories of information (vocabulary, grammar, homework) occupy regular places, each with its own title.
- Plan your board before the lesson so that you present the information clearly.
- Differentiate between areas which are **permanent** throughout the lesson (e.g. vocabulary and grammar) and areas which are **temporary** and can be erased once you have finished an activity (guiding questions etc)'

Note that whether, for example, the homework is written on the left or the right doesn't really matter. The main thing is that it is in a clearly marked and separate area from other kinds of information.



Possible answers of section C: Blackboard Organisation

<p><u>New words</u></p> <p>A water pump Fertilizer</p>  <p>A brick wall</p> <p>Agriculture: A farmer working on the land</p>	<p style="text-align: center;">Title: Sabina's village</p> <hr/> <p><u>Grammar</u> <u>Simple Present Tense</u> She lives in a village I live in a village She doesn't live in a town</p> <hr/> <p><u>Guiding Questions</u> (Write the answers to the questions in your exercise books)</p> <ul style="list-style-type: none"> • Where does Sabina live? • How many people are there in the village? • Where is Sabina's village? <p><u>Answers</u></p> <p>She lives in a village...</p>	<p><u>Class 7</u> <u>EFT Unit 6</u> <u>Lesson 2</u> <u>February 10th 2009</u></p> <hr/> <p><u>General area</u></p> <p>Sabina's father X Sabina's father ✓</p> <hr/> <p><u>Homework</u> <u>Unit 6 Lesson 2</u> <u>Section C</u></p>
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Possible answers of section D: Other teaching aids and guidelines for using them

- Visual aids such as pictures or flashcards
- Realia
- Puppets
- TV/Video (in rare cases)
- Computers (in rare cases)
- Cassettes, CD/ DVD
- Radio

- Visual aids can help reinforce the meaning of words and stories. They should be stored carefully and in a dry place. When showing a picture to the class, ask two students to come and hold it so that you can point to the various aspects of the picture without struggling and holding it yourself!
- Realia can also add reinforcement. Prepare carefully and look at your lesson plan to see what resources you will need to use.
- Puppets can be simple – two potatoes on a stick, but can be used effectively to show two characters speaking in a dialogue for example. Faces can even be drawn on your thumbs to represent two characters.
- Cassettes, CD/ DVD and radio can be used in the classroom to develop students, listening skills.

Session 12

Assessment 1

Introduction:

The purpose of education is to make a man into a person. That means to prepare a person for the society. Man starts to get education from school where s/he gets most of education in his/her own life. So this is important for the teacher to measure how far students have learned. Assessment plays a vital role in teaching-learning process. In this session you will get ideas of assessment that you can use according to your need.

Objectives

By the end of the session you will be able to-

- identify reasons for assessing students
- reflect on your own experience of being assessed
- identify different types of assessment practice
- explore the benefits of formative, continuous and summative assessment

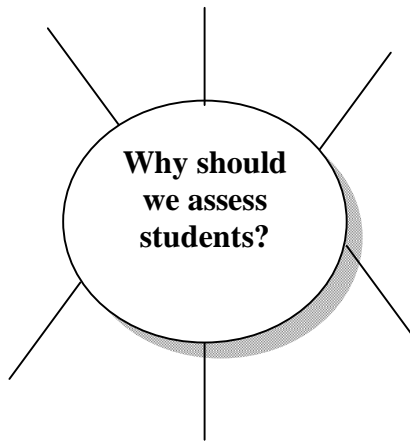


Section A: Reasons for assessing students

Think about the answers of the following questions and write the answers in the given space below.

What is assessment? How do we usually measure our students' progress in Bangladeshi schools?

Again think and complete the spider gram with the reasons for assessing students



After completing the activities compare your answers with the answers given in the back of the session.



Section B: Assessment vs. Testing

Now reflect on your own experience of the way in which you were assessed by your teacher at school and then make a list of **different strategies of assessment.**

When you will finish the work then look at the Assessment Strategies in order to explore more strategies. But you have to remember that a test is a tool for assessment. All tests are formal assessment but not all assessments are formal tests.

Now reflect again on the following things and write.

- Your own reaction to exams and tests at school/college (Did you enjoy exams?)
- Your own performance at exams and tests (Successful?)
- Your own suggestions for making assessment less negative and more beneficial to students.



Section C: Different types of assessment

Read the following three scenarios that describe different types of assessment practice.

- In **Student A's** class, all the marks are awarded for the terminal and final exams. After completing terminal exams, students look at their answer scripts and find out what mistakes they have made, and where their weak points lie. After final exams, they have no chance to look at their scripts.
- **Student B** has regular tests in her class which help her decide what are her strong and weak points as she learns through the year
- In **Student C's** class, there are not only regular tests and exams, but the teacher marks their homework and class work, as well as monitoring their participation, behavior and performance in class. All of these contribute towards the final mark.

If we analyse the scenarios we get the following answers

Student A's class depends on summative assessment

Student B's teacher practices formative assessment

Student C's teacher practises continuous assessment

The definitions of different types of assessment practice are given below.

Formative assessment

This assessment is used to make decisions about further learning and to judge what progress has been made and what still needs to be learned

Continuous assessment

The main aim of this assessment is to monitor students and help them to develop their performance throughout the course. Therefore, it is also a variety of formative assessment.

Summative assessment

This is used after learning has taken place to assess whether the learning has been successful or not. It usually takes the form of an examination.

Section D: Benefits of these 3 assessment types (30 minutes)

Now think about the benefits of each of the 3 assessment types and complete the grid.

Approaches to assessment: benefits to students and teachers

What are the benefits of these three types of assessment?

Formative assessment	
Continuous assessment	
Summative assessment	

After completing the grid compare your own answers with the answers given in the back of the session.

Conclusion:

In this session you got ideas about different types of assessment. You will be looking in more detail at how to implement continuous assessment in the next session.

Session 12
Assessment 1
Key learning points

Assessment is a measure of student's attainment. It is thus a mark, or grade that indicates the achievement of each learner. Assessment is an important part of the learning process. It is important both for teachers and students. The teacher can develop his/her teaching strategy identifying student problems and needs. Students can have a picture of their level of learning and try to enrich their knowledge.

The main reasons for assessing student's are-

- To evaluate the success of our teaching
- To see how much students have learnt
- To identify what our students' need to work on and improve
- To motivate students and encourage them to revise
- To see where our teaching has been unclear
- To inform guardians about their children's progress
- To see how well students can perform certain tasks
- To prepare them for public exams
- To grade our students for school records
- To clarify his/her own ideas as a teacher on what s/he are trying to achieve.

There are three basic types of assessment.

Formative assessment

This assessment is used to make decisions about further learning and to judge what progress has been made and what still needs to be learnt.

Here the teacher can assess each individual student's progress and take necessary action, without it being 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

This type of assessment is student-centred, since it is now accepted that assessment is an integral part of learning process-not simply something that is done to students after learning has been taken over. The main aim of this assessment is to monitor students and help them to develop their performance throughout the course. Therefore, it is also a variety of formative assessment. Continuous assessment rewards other key elements of learning, such as participation and attitude, as well as test achievement. This encourages students to do 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 test, and confers the same benefits as formative assessment.

Summative assessment

This is used after learning has taken place to assess whether the learning has been successful or not. It usually takes the form of an examination. 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 in deciding final results. It helps measure all students against one objective standard.

Assessment of your learning:

1. What are the basic differences among summative, formative and continuous assessment?
2. Which type of assessment is more student cent red and why?

Possible answers of section A: What is assessment and how students' progress is measured in Bangladesh?



Assessment is a measure of student's attainment. It is thus a mark, or grade that indicates the achievement.

Students progress are usually measured

1. While teaching the lesson (listening and observing the students)
 - a. Random class questioning
 - b. Weekly or monthly tests
 - c. Terminal examinations
 - d. Final examinations

Possible answers of section A: Reasons for assessing students

- To evaluate the success of our teaching
- To see how much students have learned
- To identify what our students need to work on and improve
- To motivate students and encourage them to revise
- To see where our teaching has been unclear
- To inform guardians about their children's progress
- To see how well students can perform certain tasks
- To prepare them for public exams
- To grade our students for school records
- To clarify your own ideas as a teacher on what you are trying to achieve.

Section B: Assessment Strategies

Quizzes

Tests

Research Paper

Teacher Observation

Exams

Performance task

Essays

Portfolio

Class discussions

Select responses

Teacher-student conference

Self-assessment

Presentation

Demonstration

Oral questions and answers Learning Log etc.

Note: A test is a tool for assessment. All tests are formal assessment but not all assessments are formal tests.

Section D: Benefits of these 3 assessment types

Approaches to assessment: benefits for students and teachers

<p>Formative assessment</p>	<ul style="list-style-type: none"> ▪ The teacher can assess each individual student's progress and take necessary action, without it being 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.
<p>Continuous assessment</p>	<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.
<p>Summative assessment</p>	<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 in deciding final results ▪ It helps measure all students against one objective standard

Session 13

Assessment 2

Introduction:

In the last session you were introduced with the different types of assessment. Now recall the purposes and benefits of Formative, Continuous and Summative assessments or revisit them. In our country school based assessment is not a new thing, Teachers used this for assessing students but not in an organized way. In this session you will be introduced with the school based assessment.

Objectives

By the end of the session you will be able to-

- explore school based assessment
- explore ways of grading in SBA
- identify SBA learning areas



Section A: School Based Assessment

Now think about the answers of the following questions and write them:

- “How could we get a fairer and more detailed picture of all students’ achievement over a long-term period?”
- How could you implement this type of assessment in your schools?

Assessment practice should meet the target of curriculum. A learner can obtain a good result not being a good student or may not be assessed as a man of creativity or skilled person. Teachers are the right person who can assess students identifying their qualities and skills. **School Based Assessment** is the assessment of students within the school. This type of assessment is to help the learners throughout the course and to assess students in a range of educational abilities, many of which cannot be assessed by means of external written examination. This covers both the assessment by examination and assessment by coursework during teaching. Actually SBA is the combination of formative, continuous and summative assessment of students learning in the course.

Section B: Assessment marks in SBA



SBA needs careful record keeping – much more than if we are recording only exam results. In SBA for each course 30 marks are allotted for course work and 70 marks are allotted for terminal and final examination out of 100 marks. Look at the following terms that six areas are identified for course work. Now try to allocate marks for each section out of a possible total of 100 marks.

- i. Class test or progress test
- ii. Class work / participation
- iii. Home work
- iv. Assignment/Creative work
- v. Communication skill
- vi. Group work

After the activity compare your answers with the answers given in back of the session. A possible example of how to keep such records are shown in.

Worksheet 1.

Teaching English- 2

Session 13
Assessment 2

Worksheet 1

Record keeping for SBA

Course Work: First Term

Subject: English

Students' name	Roll no	1 Class Test				2. Participation		3.Home Work				4.Assignment		5. Presentation/ Communication		6.Group Work		Course Work
		CT 1	CT 2	Total	SBA	Marks	SBA	HW	HW	Total	SBA	Marks	SBA	Marks	SBA	Marks	SBA	Total Marks
		10	10	20	5	36	5	10	10	20	5	15	5	36	5	36	5	30
Mina	1	8	6	14	3.5	32	5	8	8	16	4	12	4	25	4	25	4	25
Abdul	2	7	8	15	4	28	4	7	7	14	3.5	10	3	16	3	16	2	25
Toma	3	5	5	10	2.5	24	3	4	4	8	2	6	2	32	2	32	5	17

Note:

Each of the student's obtained marks of individual part in course work should be converted into 5. If the fraction is 0.5 or more (0.5>) then it should be converted into next whole mark and if the fraction is less than 0.5 (< 0.5) then it should be converted into previous whole mar

Student's Achievement Report:

In writing report of students' achievement in terminal examinations teacher has to combine all the scores that a student obtained in terminal examination out of 70 and obtained in course work out of 30 in each subject.

In each report, there should be a descriptive report of the student's behaviour, and his/her personal and social values, (decided in consultation with other teachers). Total attendances of student with total working days are to be mentioned in the report also.

In the report of third term or final exam the following things are also to be included:

- Student's score in each subject in 1st, 2nd and final examinations out of 210(70x3)
- Student's score in course works of each subject in 1st, 2nd and final examinations out of 90(30x3)
- List of co curricular activities (cultural program, sports etc) in which the student has participated.



Section C: S B A Learning Areas

Some learning outcomes/learning skills are needed to be assessed. SBA involves assessing the achievements of students within the 3 learning areas. The six learning skills are grouped into 3 learning areas. They are as follows:

In SBA the following learning outcomes are to be assessed:

- Intellectual skills
- Problem solving skills
- Personal skills (individual attributes associated with attitude and character development)
- Communication skills
- Cooperative skills (including leadership skills)
- Social skills (social moral and ethical components in decision making)

Learning area	Intellectual skills and problem-solving skills
Learning area	Personal and communication skills
Learning area	Co-operative skills and social values

Your understanding will be clear enough if you read the following text minutely and try to give the answers to the questions that follow.

1. Intellectual Skills:

Intellectual abilities are often expressed by means of Bloom's taxonomy. This taxonomy recognises that there is a hierarchy of thinking skill with the higher thinking skills subsuming the lower. The hierarchy (with the lowest thinking skills given first) is:

- 1) Factual recall or knowledge thinking skill
- 2) Comprehension skill
- 3) Applying the comprehension to an unknown situation (application thinking skill)
- 4) Abilities that are at the highest level-analysis, synthesis and evaluation thinking skills

If an examination or test asks factual recall questions, it only covers the lowest level of Bloom's taxonomy scale. This will not meet most learning outcomes. If assessment questions are at a comprehension level (student are asked to explain), then the thinking also subsume the factual recall thinking. And at the highest thinking level, the thinking involves reasoning skills and subsumes all the lower thinking level of Bloom's taxonomy.

The teacher's tasks are not to see if the students can remember, but guide them to be able to analyse situation, generalise specific observations, or make a judgment. When learning outcomes specify achievement at the highest thinking level, it automatically covers students' thinking at the lower levels.



Activity:

- 1) What are intellectual skills?
- 2) Identify three questions from EfT for class 9 -10 which will assess intellectual ability of students.

2. Problem Solving Skills

The problem solving skills are taught through investigations. Students undertake investigation by solving practical problems. It involves both intellectual and manipulative skills. Some times these skills are referred to as psychomotor skills.



Activity:

- a. What are problem-solving skills?
- b. Write at least two questions for class 9-10 to assess student' problem solving skills.

3. Personal Skills

The curriculum recognises that the development of the person is an important educational goal. This relates to the development of character (showing initiative, ingenuity, and perseverance) and to the development of attitudes of willingness to participate to learn through the subject. The curriculum also recognises the importance of development in a range of communication skills. Clearly all the personal skills interrelate with the intellectual skills, but just as attitude and achievement differ, so these two domains (intellectual and personal) can be developed and assessed separately.



Activity:

- 1) What are personal skills?
- 2) How personal skills of the students can be assessed?

4. Communication skills

Communication skills go beyond the ability to write coherently, logically with good organisation and presentation skills. Communication skills also cover:

- a) Oral ability
- b) Presentation skills (communicating by voice, expression, action)
- c) Communicating by means of graph, tables and diagrams/ drawings



Activity

- 1) What are communication skills? Why are they important for a language user? Discuss.
- 2) Write two questions which will assess students' oral and written communication skills

5. Cooperative skills

Cooperative skills are assessed through group work. In lessons students are divided into groups and work to share each other and find the solution given by the teacher. Leadership skills can be enhanced through group work as one member takes the lead and guide others. Leadership quality can also refer to the leader ensuring all others in the group are given opportunity to interact. Group work cooperation is particularly valuable in collective reasoning when the group is called upon to make, and justify collective decisions.



Activity

- 1) Why cooperative skills are important for students to acquire?
- 2) How students' cooperative skills can be assessed?

6. Social Skills:

Social values cover fairness, consistency, tolerance of others, gender equity, the rights of others, social responsibility, etc. These are exhibited by the behaviour of students.

Social decision-making, in which students make a decision as a member of a group, team, or class, and then justify it, involves intellectual abilities alongside the exhibiting of social responsibilities. It is not necessarily the decision that is important, but the reasoning put forward to justify the decision.

In trying to make a whole class decision, following decision making within group work (where the decisions within the groups are not the same), there will be a need for students to discuss and persuade others before they can come to a collective decision. SBA allows the development of discussion and persuasion skill.

Activity

- 1) What are social skills? Why is it important for students to develop these?
- 2) How social skills of the students can be assessed?

Conclusion:

SBA plays a vital role in assessing students but teacher must remember that learning outcomes related to each of the components given above will not form a part of every lesson. And some lessons will stress some components far more than others. The teacher has the crucial role in selecting learning outcomes for the individual lesson level and in deciding when sufficient learning has been gained by students to achieve these learning outcomes.

Session 13
Assessment 2
Key Learning Points

School Based Assessment (SBA) is the assessment of students within the school. This type of assessment is to help the learners throughout the course and to assess students in a range of educational abilities, many of which cannot be assessed by means of external written examination. This covers both the assessment by examination and assessment by coursework during teaching. Actually SBA is the combination of formative, continuous and summative assessment of students learning in the course.

SBA was introduced in the year 2006 at the secondary level. Before that teachers used only formative and summative assessment where students' performances were judged through written exams only. There was no opportunity to consider students' other qualities or performance within the course i.e. problem solving skills, oral presentation skill of self reflection, expected behaviour and values etc. **SBA** can give a fairer and more detailed picture of all students' achievements over a long-term period. So careful record keeping is important in **SBA**.

- School Based Assessment for the students of class - x includes the following:
 - i. Course work
 - ii. Personal Development
 - iii. Terminal and final examination

1) Course Work: To assess works what students do throughout the year in classroom and at home to meet the contents and curriculum of different subjects? The fields which are identified for course work of class- x are as follows:

1. Class Test
2. Class work/Class participation/practical work
3. Home work
4. Assignment
5. Oral/written presentation or communication skills
6. Group work

2) Personal/Individual development: To assess students' behaviour, development of personal and social values, participation in co curricular activities etc.

3) Terminal and Final Exam: To assess students' progress in learning in Terminal and Final examinations.

To assess student' learning 30% marks are allocated for course work and students' behaviour or others and 70% marks are allocated for different terminal exams.

- In **SBA** the following learning outcomes are to be assessed
- Intellectual skills
- Problem solving skill
- Personal skills (individual attributes associated with attitude and character development)
- Cooperative skill(including leadership skill)
- Social skills (social moral and ethical components in decision making)

These six learning skills are grouped into 3 learning areas. SBA involves assessing the achievements of students within the 3 learning areas.

Learning area	Intellectual skills and Problem solving skill
Learning area	Personal and communication skills
Learning area	Cooperative skills and social values

Grading and Students' Achievement Report

Terminal Examinations:

In writing report of students' achievement in 1st and 2nd term exams, the teacher has to combine all the scores that a student obtained in terminal exam out of 70 and obtained in course work out of 30 in each subject.

The marks distribution of course work is shown below

	<u>Highest Marks</u>
1 Class Test	5
1. Class work/Class participation/practical work	5
2. Home work	5
3. Assignment	5
4. Oral presentation	5
5. <u>Group work</u>	<u>5</u>
Total marks = 30	

Secondary Teachers Training

In each report, there should be a descriptive report of the student's behaviour, his/her personal and social values that has to be decided by consulting with other teachers. Total attendances of student with total working days are to be mentioned in the report also.

In writing report of students' achievement in third term/final exam teacher has to combine all the scores that a student obtained in terminal examinations.

In the report of third term or final exam the following things are to be included also:

- Students obtained score in each subject in 1st, 2nd and final examinations out of 210(70x3)
- Students obtained score in course works of each subject in 1st, 2nd and final examinations out of 90(30x3)
- List of co curricular activities (cultural program, sports etc) in which student have participated
- Student's attendances with total working days are to be mentioned with it.

Assessment of your learning:

- 1) What are the main components of **SBA**?
- 2) **Why** can **SBA** give a fairer and more detailed picture of student's achievement?

Reference:

Teacher's Guide for School Based assessment (Pilot version,),(December 2003): National Curriculum and Textbook Board, Dhaka



Possible Answers of Section B: Assessment marks in SBA

vii.	Class test or progress test	5
viii.	Class work / participation	5
ix.	Home work	5
x.	Assignment/Creative work	5
xi.	Communication skill	5
xii.	Group work	5

Session 14

Assessment 3

Introduction:

Think about the last session on assessment to identify the basic difference between Assessment and Testing. Then study this session.

Objectives

By the end of the lesson you will be able to-

- explore the main characteristics of a good test
- analyse different categories of test
- identify what should be assessed in English.



Section A: Characteristics of good tests

You are going to read about the four key characteristics of good tests. You will have to give answers that follow.

Characteristics of Good Tests

Text A: Reliability

This is the ability of a test to produce consistent results whatever the conditions. A test should give reliable results for students. For example, if a student takes the same test on two separate occasions, s/he should get the same marks each time. Similarly, if two students of the same level of ability take the test they should get similar marks, whereas if two students of differing abilities take the test, the better student should get higher marks. Reliability is particularly important where different students take different versions of the same test.

Text B: Validity

This is the extent to which a test measures what it is supposed to measure. To achieve this we should be aware of exactly what we want to assess, and ensure that it reflects what we have been studying in the time leading up to the test. Suppose we have been developing the students' speaking skills over the last three weeks, then a written test is not going to be a valid way of assessing progress.

Similarly, if we give our students a listening test, as we have been practising listening in class, we should not focus in our grading on the level of grammatical accuracy in their answers.

We can further identify two sub-categories of this concept. **Content validity** means that the test should cover all the areas to be assessed in suitable proportions. It should not concentrate on one area and should reflect prior learning. **Face validity** refers to the way in which the test is viewed by students and the teacher. If they feel the test is unreasonable because it is irrelevant or too difficult, then it does not have face validity.

Text C: Practicality

A test should not be too time-consuming: it should not be too expensive to produce, nor should it take too long to mark. Finally, it should not need equipment which is not usually available. Tests should be set considering time, physical facilities and expense. Security may also be an issue – the contents and questions of tests should be kept secret at all times prior to the day of each test.

Text D: Accountability

The fourth characteristic is accountability. Teachers should be able to provide learners, parents, institutions and wider society with information about the aims of tests and what progress has been made, also about how the test results reflect students' achievement. Teachers should be able to explain their rationales and how decisions have been made about test content, rather than keeping this information secret.

Questions

- What would be the consequences if a test were not reliable, valid, practical or accountable?
- Why should a teacher know the characteristics of good tests?
- How do the SSC and HSC exams measure up to these criteria?



Section B: Different types of test

You are going to consider different types of test. Read this carefully which gives information about four very common categories of test.

Categories of tests

There are four main categories of test:

- Placement test
- Diagnostic tests
- Achievement tests
- Proficiency tests

Placement tests:

These are designed to **sort students into new teaching groups**. Placement tests are concerned with a student's general ability rather than with specific points of learning. A placement test should evaluate a student's ability in as many different activities as possible. In the case of language learning, it should seek to evaluate all four skills. Covering a wide range gives a better overall picture of a student's ability than a single test. Placement tests are **formative**, as they lead to decisions about future learning.

Diagnostic tests:

These are also **formative**, and are sometimes called *progress tests*. **They check a student's progress in learning particular elements of a course**. A test is typically used after a unit or a lesson or textbook, or even after on particular point. If the test reveals that the student had failed to understand a particular point or part of a point, the teacher can design activities to enable the student to understand the point better.

Achievement tests:

These are **summative** and are sometimes called *attainment tests*. **They assess a student's achievement in learning over a longer period of time**, perhaps a year or an entire course. Achievement tests are intended to show a student's standard in relation to other students at the same stage. The standard may be limited to one class, for the purpose of deciding whether a student is ready to go on to the next class, or it may be national, as with the School Certificate examinations, or even international, as with Cambridge Exams or TOEFL. The important point is that the standard remains the same from one year to another, so that students who achieve a particular mark may be compared with students who achieve the same mark in another year. Achievement tests cover a much wider range of material than diagnostic tests, and therefore need to be longer and more detailed.

Proficiency tests:

These are similar to achievement tests in that they are **summative** and are generally taken **after**, rather than during a course. However where an achievement tests evaluates a students' general ability, a proficiency test evaluates the student's ability for a particular purpose. In the case of language learning, proficiency tests **assess the student's ability to use the language in particular situations**. An example of a proficiency test is the IELTS test used by British universities to assess whether overseas students have reached a level of English which will enable them to complete a course in a British university.

Case Study:

Now read the four case studies below very carefully to recommend which kind of test would be needed in each case. .

Case 1

You are a language teacher. After finishing your lesson, you design a test to check whether your students have understood or not, in order to help them prepare for the next lesson. What type of test do you need?

Case 2

You have completed an honours course in education from the University of Dhaka. Now you want to do your Masters Degree in a foreign university. What type of test do you need to complete to assess your suitability?

Case 3

You are the coordinator of a language course. People come to get admission to your classes. You need to sort your students into different levels, so that the correct course books are chosen for each level and students study with others of similar ability. What type of test do you need?

Case 4

You are the class teacher of Class 9. After teaching one academic year you want to assess your students' level so as to be able to promote and grade them. What type of test do you need

Oral tests and written tests:

In teaching and learning English we need both written tests and oral tests. Think about the advantages and challenges of each of these two kinds of test and complete the grid.

Oral tests and written tests

Oral tests	
Advantage	Challenges

Written tests	
Advantages	Challenges



Section C: What should we assess in English and how?

As a language teacher think about the main areas of language learning which can be assessed and write them. Then compare your answers with the answers given at the back of the session.

- a) What knowledge and skills can we test in language learning?
- b) How do language tests differ from different subjects such as history?
- c) How do tests influence actual classroom practices of teachers and students

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Session 14
Assessment 3
Key learning points

The main aim of language is to communicate with others. As language is a skill-based subject testing needs to assess how successfully learners use English in their everyday lives, whereas history and similar subjects are wholly knowledge-based. So rather than testing merely recall or knowledge of facts, language testing needs to measure students' ability to do things: to communicate in writing and speech, to understand written and spoken text, to express themselves and operate successfully in the target language in their real lives. While constructing a test teacher should be very careful about this.

The main characteristics of a good test are follows:

Reliability

Validity:

Practicality

Accountability

Through tests teachers can assess students' learning. Students can also get an idea of their own progress, and identify the areas in which they need to develop. Through the practice of continuous assessment, teachers can measure students' achievement as the year progresses, and get an idea of how students are developing. In language learning we test grammar, vocabulary and the four skills: Listening, Speaking, Reading and Writing.

There are four main categories of test:

Placement test

Diagnostic tests

Achievement tests

Proficiency tests

Assessment of your learning:

1. "A test may be reliable without being valid but it cannot be valid if it is not reliable" Explain with examples.
2. What are the basic differences between Diagnostic tests and Achievement tests?
3. What guidelines should a teacher follow in constructing a good test?



Possible Answers of Section A: Characteristics of good tests

- If a test is not **reliable**, the results will not give an accurate picture of each student's achievement: they will be meaningless
- If it is not **valid**, then it will not be a true reflection of whether the class has learnt the material successfully.
- If a test is not **practical**, then the marking load would be overwhelming for the teacher
- If a test is not **accountable**, guardians as well as students may feel it is unfair and they may protest.
- A teacher should know how to design tests for assessing students. Knowing the above characteristics should make the teacher more careful and better able to produce effective tests.
- Interesting to see what answers emerge! Many argue that they are not at all valid or reliable, as they bear little relation to what is taught in schools.



Possible answers of section B: Different types of test

1. Diagnostic test
2. Proficiency test
3. Placement test
4. Achievement test



Possible answers of section B: Oral tests and written tests

Oral tests	
Advantages	Challenges
<ul style="list-style-type: none"> ▪ Speaking and listening skills can be assessed ▪ The teacher can assess students' pronunciation ▪ It can develop confidence ▪ The teacher can encourage students during the exam itself ▪ It develops speaking skills 	<ul style="list-style-type: none"> ▪ It cannot be recorded permanently ▪ It can be challenging to mark ▪ Students may become afraid ▪ It gives a limited picture of one skill only
Written tests	
Advantages	Challenges
<ul style="list-style-type: none"> ▪ Answers are more permanent ▪ Students have a chance to think ▪ Easier to mark ▪ Teachers can check answers in their own time ▪ Reading can also be tested in this format ▪ It develops writing skills 	<ul style="list-style-type: none"> ▪ No chance to test oral skills or pronunciation ▪ It is easier to copy or cheat than in an oral exam



Possible answers Section C: What should we assess in English and how?

<p>a) Knowledge: grammar and vocabulary. Skills: the four skills.</p> <p>b) The main aim of language is to communicate with others. As language is a skills-based subject testing needs to assess how successfully learners use English in their everyday lives, whereas history and similar subjects are wholly knowledge-based. So rather than testing merely recall or knowledge of facts, language testing needs to measure students' ability to <i>do</i> things: to communicate in writing and speech, to understand written and spoken test, to express themselves and operate successfully in the target language in their real lives.</p> <p>c) Through tests teachers can assess students' learning. Students can also get an idea of their own progress, and identify the areas in which they need to develop. Through the practice of continuous assessment, teachers can measure students' achievement as the year progresses, and get an idea of how students are developing.</p>

Session 15

Assessment 4

Introduction:

This session will give you clear idea about questions. For better understanding you need SSC questions for English paper II and paper I.

Objectives

By the end of the session you will be able to-

- identify different test items to assess skills, vocabulary and grammar
- familiarise with the format of structured question
- analyse the uses of banding scales
- familiarise with the formats of SSC Papers I and II.



Section A: Test items in English

Think back to your school days and visualise the tests that you had.

- How did your teachers assess your language skills? What test types can you now think of for English?

Now fill in the grid with items you remember or can now think of.

Listening	
Speaking	
Writing	
Reading	
Vocabulary	
Grammar	

Task types in language testing:

Look at the following table of test task types. Read through the questions precede the table and write the answers.

- *What is the difference between the first and second columns in each skill area?*
- *What are the advantages/disadvantages of either approach?*
- *Which of these do you have experience of?*

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Testing Focus	?	?
Listening	Extended question and answer Note-taking	Gapfilling Information transfer Multiple choice True/False Jumbled pictures
Speaking	Role plays Interviews Group discussions Prepared topics Describing pictures Random discussion with examiner	Sentence repetition Responses to set questions
Reading	Comprehension questions Summary writing Note-taking	Information transfer Multiple choice True/False Jumbled sentences Jumbled paragraphs Cloze
Writing	Guided writing (e.g. letter completion) Free writing (essays)	Gapfills Sentence Joining
Grammar	Open-ended sentence completion	Gapfills Transformation exercises Multiple-choice
Vocabulary	Writing example sentences	Crosswords Matching exercises Gapfills Labeling

After this activity check your answers with the answers given at the end of the session



Section B: Structured questions

You are going to read about structured questions/creative questions.

What are Structured Questions?

Structured questions have a number of parts which are designed to be marked totally, or in part, objectively (against a specific marking scheme).

At the SSC level, structured questions usually consist of 3 or 4 parts. The question begins with a scenario, or stem, and then the parts of the question are labeled (a), (b) (c) and if appropriate (d)

The first part of the question is the most straightforward. It is at the lowest skill level (based on Bloom’s taxonomy) tested in the question. The subsequent parts of the question test higher skill, with the last part being most difficult and testing the highest skill appropriate to the question. The marks are awarded according to the difficulty level. It is usual for the question setter to provide the marking scheme.

What are grid, rubric and matrix?

These terms are used to help create and mark good examination questions. Good questions are one, which covers a range of Bloom’s taxonomy.

A grid or MCQ grid is a table showing the intellectual skills tested related to Bloom’s taxonomy.

The grid also indicates the content area. It allows the setter to determine the desired number of test items in each category.

An example of illustrating ten test items in a grid

COGNITIVE SKILLS TESTED	Curriculum Topics Tested						
	1	2	3	4	5	6 etc	Total
Factual recall		Q1	Q5		Q7	Q4	4
Comprehension		Q9	Q2		Q8		3
Application	Q3 Q10						2
Higher ability skill				Q6		1	1
Total	2	2	2	1	2	1	10

A rubric is the marking associated with one part of a structured question. It shows the marking scheme for that part. It indicates the type of responses expected for maximum marks.

The matrix is the marking scheme combining marks associated with the various responses for the whole of a structured question. It is the combination of rubrics for particular question and illustrates the various intellectual skills tested within the question.

An example is given below of part (d) of a structured question which requires responses at higher ability level for a student to obtain full marks (4).

		Detailed answer at each level (not written)	Marks to be awarded
Level 4	Answer correct at the higher ability level		4
Level 3	Answer indicates application of the understanding only		3
Level 2	Answer shows comprehension only		2
Level 1	Answer shows memory of the facts only		1
Level 0	Answer totally incorrect		0



Section C: Banding scales

Students' speaking skills are usually measured through school-based assessment. However, if teachers do test speaking skills, the question arises of how to mark, say, a role-play between two students. One way of making this more systematic is through a **banding scale**. (A table, which gives descriptions of what, must be achieved in order to receive a certain mark). An example of a banding scale for oral exams, where candidates are given a maximum 10 marks are shown below.

Read it carefully to see the distinction between different bands.

You will see that the different clear bands should make it for two assessors to reach similar marks for a given student.

Banding scale for assessing students' speaking skills

Marks	Criteria
10	Speaks fluently. No hesitation. Constructs grammatically correct sentences and phrases. Uses a good range of vocabulary. Good pronunciation. Shows excellent interactional skills.
9	Shows some features of 10 and 8 in approximately equal measure.

Marks	Criteria
8	Speaks quite fluently and with few short pauses. Does not always construct grammatically correct sentences and phrases. Mistakes do not affect meaning. Uses a very good range of vocabulary. Very good pronunciation. Shows good interactional skills.
7	Shows some features of 8 and 6 in approximately equal measure
6	Has some difficulty in speaking. Frequent short pauses. Meaning slightly affected due to grammatically incorrect sentences and inappropriate use of grammar. Adequate range of vocabulary. Pronunciation slightly affects meaning. Show good interactional skills.
5	Shows some features of 6 and 4 in approximately equal measure
4	Has difficulty in speaking. A few long pauses. Meaning affected due to poor grammar and inappropriate use of vocabulary. Pronunciation causes misunderstanding. Satisfactory interactional skills.
3	Shows some features of 4 and 2 in approximately equal measure
2	Frequent long pauses. Meaning seriously affected due to poor grammar inappropriate use of vocabulary and poor pronunciation. Poor interactional skills.
1	Unable to use language – incomprehensible.



Section D: Question formats of Papers I and II

Let us now turn our attention to the SSC exam, and the need to prepare our students effectively for it. Now read the format of both English Papers in this exam and try to identify some of the objective and subjective items in the question formats.

Part One: Format of SSC Paper I

The NCTB syllabus documents for classes 6 – 10 specify the following test types for internal and SSC examinations:

Section 1: Seen comprehension

40 marks

In paper I the passage will be reproduced on the question paper, so it is not simply a test of memory.

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Objectively-marked questions 20

- multiple choice
- true/false
- gap-fill with clues
- information transfer
- substitution tables
- matching words/pictures etc

More free questions 20

- open-ended
- gap-fill without clues
- re-writing in a different form
- summarising

Section 2: Vocabulary

20 marks

- cloze passages with clues 10
- cloze passages without clues 10

Section 3: Guided Writing

40 marks

Students will not be required to memorise composition from any book.
Guided (Paper I)

- producing sentences from substitution tables
- reordering sentences
- answering questions in a paragraph

Part Two: Format of SSC Paper II

The format of examinations as exemplified in the same examination papers should approximate to the guidelines set out below.

Section 1: Grammar

- a) Fill in the gaps (with/without clues) with the correct form of verbs.
- b) Fill in the gaps (with/without clues) with the appropriate prepositions.
- c) Fill in the gaps with articles where necessary
- d) Fill in the gaps (with/without clues) with linking words, phrases and idioms
- e) Changing the form of speech.
- f) Transformation of underlined sentences in a given passage.
- g) Making tag questions from the given sentences
- h) Completing sentence parts (complex sentences)
- i) Cloze test (with/without clues)

Section 2: Composition

- a) Writing a paragraph from a model/answering questions and an information table
- b) Write a short composition about: ceremonies/festivals/visits/ travels/ shopping/experiences/arguments/opinions
- c) Write a dialogue from a given situation
- d) Complete a story/an imaginary situation
- e) Write a report on a situation/event/incident
- f) Write a formal letter/CV

Distribution of marks			
A: Grammar	marks	B: Composition	marks
	40		60
Each type of test item carries 5 marks. Any 8 items out of 9 will be tested in an examination	5x8	Paragraph/report :	10
		Short composition	15
		Completing a story	15
		Writing a summary/dialogue	10
		Formal letter	10

Conclusion:

From the above discussion it can be said that a good teacher should have proper understanding of the curriculum, assessment, test type, test items etc.

Session 15
Assessment 4
Key learning points

Language is a skill based subject, so tests should assess skills rather than content. Our terminal and final examinations are mainly written. There may be a question as to how to assess students listening and speaking skills but these can be assessed through continuous assessment within SBA. However, if teachers test speaking skills, the question arises of how to mark the tests. One way of making this more systematic is through a banding scale. Good questions should be constructed following Bloom's taxonomy. Test specification grid, rubric and matrix help teachers to construct questions and mark written examination papers objectively. Teacher should be very careful about setting questions or test items.

See the reference and worksheet 1, 2, 3 and 4 which provide important information about assessment.

Assessment of your learning

1. How will you assess students' progress in English?
2. How can you set a standard question paper?

Reference:

Teacher's Guide for School Based assessment (Pilot version),(December 2003): National Curriculum and Textbook Board, Dhaka

Possible Answers of Section A: Task types in language testing

- First column includes subjective, more open-ended questions. The second column contains objective, more closed questions.
- The advantage of Column 1 is that it allows students to use their imagination and express themselves in greater depth. There is no single answer, and different students can answer according to their ability. However, it places demands on the examiner to come up with a suitable marking system, so it is not so practical. In addition to this, different examiners might reach different conclusions and give very different marks.
- The second column is more practical, easier to mark, but less imaginative. It means, however, that different examiners would reach similar conclusions on marking
(Ideally, a combination of both would make a perfect exam.)

Session 16

Language Awareness 1

Introduction:

Language awareness is-

- an ability to **use** the language effectively
- an ability to **analyse** and explain the language
- an awareness of issues concerning **the global use** of English
- an awareness of how the **language is changing and developing**

In this session, you will come across different issues related to language awareness.

Objectives

By the end of the session, you will be able to-

- build a platform for Language Awareness sessions 2-4
- revise basic grammatical items
- raise awareness of practical grammar reference books



Section A: Grammatical exercises

Though in oral communication, fluency is emphasised, for formal writing grammatical accuracy is essential. So to be a good user of a language, one should have a good command over grammar. In our country, students are taught grammar from primary schools. In this section you will revise your grammatical knowledge that you have acquired so far.

Activity: Do the following tasks (from a to j):



a) Nouns: countable and uncountable

Underline the nouns in each sentence. Write C for Countable or NC for non-countable above each noun.

- Transportation is expensive in a big city
- Pollution is not a problem in my village
- Buy a bicycle. Reduce pollution
- Close the curtains please. The room is hot
- You are the last person in the office. Turn off the equipment please.
- Please don't put newspapers in the garbage. Recycle newspapers
- Business is slow now. Don't start a business

Secondary Teachers Training

- h) Education is important. But a good education is expensive.
- i) Eat more fish
- j) A baseball is round and white. Baseball is a popular sport in Japan

b) Nouns as adjectives

Complete the sentences with words from the box:

phone	foot	winter	kitchen	chicken	chocolate	cotton	gold
wood	school						

- a) A _____ coat is good for cold weather
- b) The _____ cake is delicious
- c) Let's eat at the _____ table
- d) The red book is from the _____ library
- e) Where are my _____ earrings?
- f) The _____ clothes are cool
- g) Buy a _____ card and call your parents in London
- h) Please make me some _____ soup
- i) I will buy a _____ ball for my son
- j) He writes with a _____ pencil

c) Verbs: Spotting common errors

Find and correct the errors in these sentences

- a) Does your brother to work?
- b) Rina seldom calling me on the weekends
- c) I eating in the cafeteria every day
- d) The children watch TV right now
- e) What you doing these days?
- f) Hakim remembers seldom his wife's birthday
- g) Does Anita gets good grades?
- h) We are save lots of money
- i) Alam doesn't never take the bus
- j) We no take a long vacation every year.

d) Verb forms: past tenses

Write the correct form of the verbs in brackets

The Hindenburg was a large balloon airship. It (1) _____ (make) its last trip on May 6th, 1937. On that day it (2) _____ (rain), and the wind (3) _____ (blow). At exactly 7.00pm the Hindenburg (4) _____ (begin) to descend. A few seconds later, a fire (5) _____ (start) aboard the airship. At that moment, many photographers (6) _____ (take) pictures, and a reporter (7) _____ (describe) the event. No-one (8) _____ (plan) for this possibility. At first no-one (9) _____ (notice) anything strange. But then smoke poured out: the Hindenburg (10) _____ burn!

e) Articles

Choose the correct article. More than one answer may be possible.

Sentence	A	B	C	D
a) Please buy _____ apples	a	an	-	the
b) Monir loves _____ Bengali music	a	an	-	the
c) It was late, but _____ stores were still open	a	the	-	an
d) Sara loves _____ modern art	a	an	-	the
e) _____ Italian restaurants here are fantastic	an	the	-	a
f) Take _____ taxi to the airport	a	the	-	a
g) They serve _____ delicious food there.	a	an	-	The
h) _____ teacher asked me my name	A	The	-	An
i) Paris _____ an exciting city	a	the	-	an
j) I got _____ information from Rani	a	an	-	the

f) Modal verbs (1)

Complete the sentences. Use could or couldn't to make true sentences.

- a. At five years old, I _____
- b. At the age of ten _____
- a. Ten years ago _____
- b. In my first English class _____
- c. On my first day at school _____
- d. At the end of my first school year _____
- e. Four years ago some of my friends _____
- f. As I was late, I _____
- g. As Mita was free _____
- h. As it was too far, I _____

g) Modal verbs (2)

Form statements/questions with modals of request and permission and write them down. Use the following words. Punctuate your sentences correctly.

- a) take/you/not/the/may/tomorrow/test
- b) park/you/here/can't/your/car
- c) early/you/leave/may/not
- d) may/my/computer/borrow/they
- e) can't/you/talk/him/to/now
- f) you/me/please/help/could
- g) ride/us/can/give/you/a
- h) close/the/you/would/please/door
- i) have/could/time/I/more/please
- j) can/when/call/I/him

h) Gerunds and infinitives

Complete each sentences with a gerund or an infinitive. Use the appropriate form of one of the phrases below or use your own ideas.

- e a vegetarian
- Clean my room
- Jog in the park
- Study for exams
- Borrow money
- Eat read meet
- Shop for clothes
- Take a vacation

- a) I hate_____
- b) I always avoid_____
- c) Next month I expect_____
- d) Last summer I enjoyed_____
- e) As a child I avoided_____
- f) A few months ago I decided_____
- g) I strongly dislike_____
- h) I want to start_____

i) Comparatives and superlatives

Complete each sentence with the correct form of the word in brackets

- a) Dan is a _____ (reliable) worker than Bob
- b) Which snack is _____ (healthy): fruit, chocolate or ice cream?
- c) To me, of running, swimming and eating, eating is _____ (enjoyable)
- d) You can do math's problems _____ (accurately) with a calculator
- e) Linda drives _____ (fast) than I do
- f) English is _____ (common) second language in the world
- g) I love this painting. It's _____ (beautiful) in the museum
- h) Don't go to that restaurant. It's _____ (bad) in town.
- i) Who is _____ (good) student in the class?
- j) Careful! That box is _____ (heavy) than this one.

j) Verb forms: future

Choose the word or phrase to complete each sentence.

- 1) What do you think? _____ tomorrow?
a Does it rain **b** is it going to rain? **c** Is it raining?
- 2) I'm going to leave work early because _____ a doctor's appointment
a I'll have **b** I'm having **c** I have
- 3) Don't worry about your plants. _____ while you're gone.
a I'll water **b** I'm watering? **c** I water
- 4) Use our shampoo for a week and your hair _____ softer.
a going to feel **b** feels **c** will feel
- 5) My friends are going to go to a movie, but I'm _____
a not go **b** not going **c** don't go
- 6) I'm sorry I made such a mess. _____ do it again.
a I'm not **b** I won't **c** I don't
- 7) We're hungry. When _____ ready?
a dinner is **b** dinner going to be **c** will dinner be
- 8) Mr Ali is 65. _____ retire soon.
a He probably **b** He'll probably **c** He's probably

Session 16
Language Awareness 1
Key learning points

Language teachers should be aware about language structure, its usage, changes and development. If a teacher is not concerned about them then it impedes his/her own teaching. As a competent language teacher, s/he should be equipped with updated knowledge.

Grammar plays a key role in the effective use of English. Without the knowledge of grammar i.e. parts of speech, articles, modal verbs, infinitives, gerunds, degrees of comparison, tense etc one can not build in his/her language foundation. Therefore, teachers should be very careful about grammar and its practical usage. Language is always changing so they should be aware of this; otherwise, they will be in the dark about the changes and cannot explain to the students properly. For that reason they need to study modern grammar books that are well known and appreciated. Internet can provide updated information as well.

ASSESSMENT OF YOUR LEARNING:

1. How the knowledge of grammar would help an English language teacher?
2. Why do you think teacher should know about the language changes?



Possible answers:

a) **Nouns: countable and uncountable**

- a) Transportation (UC) is expensive in a big city (C)
- b) Pollution (UC) is not a problem (C) in my village (C)
- c) Buy a bicycle (C). Reduce pollution (UC)
- d) Close the curtains (C) please. The room (C) is hot
- e) You are the last person (C) in the office (C). Turn off the equipment (UC) please.
- f) Please don't put newspapers (C) in the garbage (UC). Recycle newspapers (C)
- g) Business (UC) is slow now. Don't start a business (C)
- h) Education (UC) is important. But a good education (UC) is expensive.
- i) Eat more fish (UC)
- j) A baseball (C) is round and white. Baseball (UC) is a popular *sport* in Japan

b) **Nouns as adjectives**

- a) A winter coat is good for cold weather
- b) The chocolate cake is delicious
- c) Let's eat at the kitchen table
- d) The red book is from the school library
- e) Where are my gold earrings?
- f) The cotton clothes are cool
- g) Buy a phone card and call your parents in London
- h) Please make me some chicken soup
- i) I will buy a football for my son
- j) He writes with a wood pencil

c) **Spotting common errors**

Find and correct the errors in these sentences

- a) Does your brother **work**?
- b) Rina seldom **calls** me on the weekends
- c) I **eat** in the cafeteria every day
- d) The children **are watching** TV right now
- e) What **are** you doing these days?
- f) Hakim **seldom remembers** his wife's birthday
- g) Does Anita **get** good grades?
- h) We are **saving** lots of money
- i) Alam doesn't **ever** take the bus
- j) We **don't** take a long vacation every year.

d) **Verb forms: past tenses**

The Hindenburg was a large balloon airship. It **made** its last trip on May 6th, 1937. On that day it **was raining**, and the wind **was blowing**. At exactly 7.00pm the Hindenburg **began** to descend. A few seconds later, a fire **started** aboard the airship. At that moment, many photographers **were taking pictures**, and a reporter was describing the event. No-one **had planned** for this possibility. At first no-one noticed anything strange. But then smoke poured out: the Hindenburg **was burning!**

e) Articles

a)	Please buy the apples
b)	Monir loves Bengali music
c)	It was late, but the stores were still open
d)	Sara loves modern art
e)	The Italian restaurants here are fantastic
f)	Take the/a taxi to the airport
g)	They serve delicious food there.
h)	The/A teacher asked me my name
i)	Paris an exciting city
j)	I got the information from Rani

f) Modal verbs (1)

No suggested answers here

g) Modal verbs (2)

- a) You may not take the test tomorrow
- b) You can't park your car here / Can't you park your car here?
- c) You may not leave early
- d) They may borrow my computer
- e) You can't talk to him now/ Can't you talk to him now?
- f) Could you please help me?
- g) Can you give us a ride? / You can give us a ride.
- h) Would you please close the door
- i) Could I have more time please?
- j) When can I call him?

h) Gerunds and infinitives

No answers here – but the following grammar:

- a) I hate -ing
- b) I always avoid -ing
- c) Next month I expect to...
- d) Last summer I enjoyed -ing
- e) As a child I avoided -ing
- f) A few months ago I decided to...
- g) I strongly dislike -ing
- h) I want to start to.../ -ing

i) Comparatives and superlatives

- a) Dan is a more reliable worker than Bob
- b) Which snack is the healthiest: fruit, chocolate or ice cream?
- c) To me, of running, swimming and eating, eating is the most enjoyable
- d) You can do math's problems more accurately with a calculator
- e) Linda drives faster than I do
- f) English is the most common second language in the world
- g) I love this painting. It's the most beautiful in the museum
- h) Don't go to that restaurant. It's the worst in town.
- i) Who is the best student in the class?
- j) Careful! That box is heavier than this one.

j) Verb forms: future

- 1) What do you think? Is it going to rain tomorrow?
- 2) I'm going to leave work early because I have a doctor's appointment
- 3) Don't worry about your plants. I'll water them while you're gone.
- 4) Use our shampoo for a week and your hair will feel softer.
- 5) My friends are going to go to a movie, but I'm not going.
- 6) I'm sorry I made such a mess. I won't do it again.
- 7) We're hungry. When will dinner be ready?
- 8) Mr. Ali is 65. He'll probably retire soon.

Session 17

Language Awareness 2

Introduction: (Continuation of Language Awareness 1).

Objectives

By the end of the session you will be able to-

- identify three different categories of language awareness
- explore the characteristics of users, analysts and teachers
- practise analysing language choices in texts
- practise asking and answering language analysis questions

Section A: Three categories of language awareness



Language awareness has three categories. These are: User, analyst and teacher. Most of the people are simply users, some are users and analysts and some are users, analysts and teachers. A user uses the language effectively to communicate, an analyst is able to analyse and identify the grammar and usage of the language and a teacher is such an analyst who can also communicate this to others and help them learn. It means that the analysts are also users of the language and the teachers are both users and analysts.

Activity: Read the three case studies below and decide whether the three people described can be classified as User, Analyst or Teacher (more than one answer is possible each time).

A: Ms Abonti is a secondary school English teacher. She speaks English with her family, including her young daughter who is attending an English-medium school.

She has written two books on English grammar and has a vast knowledge of the language. She uses this very well in class and is able to explain grammatical items clearly to her students. Thanks to her, her students do very well in exams...

B: Mr. Mahmud is a Bangladeshi living in London. He left Sylhet and went to London in 1970. He now works as a coach driver in England. He speaks English to his colleagues, and even to his children, who grew up in England and only speak a little Bangla.

His job as a coach driver means that he sometimes has to give commentaries on London to the tourists in his bus. He learnt to speak

English through years of practice, but never opened a grammar book.

C: Mr Apu completed his Honours in English literature and is now doing a Masters in language studies. He is extremely interested in English grammar and enjoys reading grammar books and commentaries. He is able to speak and write very well.

He particularly likes completing grammar exercises, and thinking about rules and exceptions. Who knows, maybe one day he will write his own book and become known as a famous grammarian?

Please tick (✓) in the correct column(s):

Name	User?	Analyst?	Teacher?
Ms Abonti			
Mr Mahmud			
Mr Apu			



Section B: Analysing language choices

In this section, you will look at the language structure as an analyst. Though the activity is on grammar which is quite familiar to you all, now you will analyse it through a new perspective.



Activity: Read the EfT grade 9/10 text below and then answer the questions that follow:

Unit 5 Lesson 1: Wheels

(Line numbers are given for the questions that follow)

1. *As I was sitting at the front seat of the bus, I saw exactly what happened. A rickshaw*
2. *van overloaded with goods was coming from the opposite direction. The poor puller*
3. *was an old man. Also, there was another person sitting at the back of the van with*
4. *whom the puller was chatting. Our bus was going at a very high speed. The bus*
5. *started a bit late and the driver was eager to make up the time. As our bus reached*
6. *the crossing we saw the van right in the middle of the road. The driver tried to take*
7. *the bus to one side but before he could do that the puller jumped off his seat and the*
8. *van hit the bus with the person sitting at the back....*

9. *Not only the big city roads but the village roads are becoming jam-prone day by day.*
10. *The jams are being caused by a lack of knowledge of traffic rules and poor driving.*
11. *The drivers of the big vehicles such as buses and trucks and the smaller ones like*
12. *Scooters and rickshaws compete with each other on roads. They hardly bother about 13. Road signs.*

Language Awareness: Analysis Questions

- a. Can I say 'As **I am** sitting at the front of the bus? (Line 1) Explain your thinking
- b. Can I say: I saw **exact** what happened? (Line 1) Explain your thinking...
- c. Can I say *the front seat of a bus* (Line 1) why is the definite article used?
- d. Why '**an old man**' and not '**the old man**'? (Line 3)
- e. Is it right to say '**on a very high speed**' here? (Line 4)
- f. Is it possible to say '**to make the time up**' here? (Line 5)
- g. Can I say '*the van hitted the bus*? Explain your thinking...
- h. Why is it wrong to say '*the jams are being **causing***' here? (Line 10)
- i. Why can't we say '*poor **drive***' instead of '*poor **driving***' (Line 10)
- j. Is it possible to say '*they hardly bothered about road signs*' here? (Line 12)



Section C: Preparing Analysing Tasks

You are already familiar with analysing a language using tools prepared by others. In this section you will prepare those tools (questions) through which language can be analysed perfectly.



Activity: Open EfT grade 9/10 (unit 3 lesson 4) and read the two short texts concerning memories of school. Finally write 5 language analyses questions.

Through this activity, you will have been developing the skills of both analysts and teachers: not only the understanding of the language but also the ability to explain it to others in meaningful ways.

Session 17
Language Awareness 2
Key learning points

Language awareness means the awareness of how the language is changing and developing. There are three different categories of language awareness: **User, Analyst** and **teacher**.

Users use the language effectively to communicate. A good language user needs;

- Enough knowledge of the structure of language to communicate intelligibly.
- A level in the four skills which allows for everyday communication.
- A certain level of vocabulary.
- A certain level of pronunciation.

Analysts are able to analyse and identify the grammar and usage of the language. A good analyst needs to be a user. Moreover s/he needs:

- An understanding of how the language works
- An ability to explain in suitable terminology the structures of the language and how they are used
- An understanding of the effects of changing tense, register (formal & informal language) and tone.

Teachers are those analysts who can also communicate this to others and help. A good teacher should be a good user and analyst, Moreover S/he needs:

- The ability to communicate this knowledge to others at an appropriate level.
- The ability to help others who misunderstand.
- The ability to correct mistakes.
- The ability to explain clearly.
- Knowledge of appropriate teaching methods.

One of the abilities we need as analysts and teachers is to be able to explain grammar even when it is quite familiar to us. Without this ability we can neither analyse nor teach language effectively.

Assessment of your knowledge:

1. What are the differences between language user and language teacher?
2. Why should an analyst or a teacher attain the ability to explain grammar?
3. "A good teacher should be a good analyst." Why?



Possible Answers:

Section A:

Answers			
Name	User?	Analyst?	Teacher?
Ms Abonti	√	√	√
Mr Mahmud	√		
Mr Apu	√	√	

Section B:

- a. Can I say 'As I **am** sitting at the front seat of the bus?' (Line 1) Explain your thinking...
No, because the rest of the story is told in past tenses. Here the past continuous (was/were + ing) is necessary. Stories are sometimes told in the present tense, especially in conversation, but this needs to be consistent throughout the text.
- b. Can I say: I saw **exact** what happened? (Line 1) Explain your thinking...
No, as the word 'exactly' qualifies a verb (to see) and therefore must be in adverb form.
- c. Can I say the front seat of **a** bus (Line 1) Why is the definite article used?
No, because we already know that it is a specific bus, the one mentioned earlier in the story
- d. Why '**an** old man' and not '**the** old man'? (Line 3)
For the same reason as in a). This is the man's first entry into the story and so we cannot specify him as 'the man'
- e. Is it right to say '**on** a very high speed' here? (Line 4)
No, as 'at speed' is a fixed phrase requiring this preposition.

- f. Is it possible to say '**to make the time up**' here? (Line 5)
*No, as certain phrasal verbs cannot be separated. E.g. **to get on with someone**, and not **to get with someone on!***
- g. Can I say 'the van **hitted** the bus'? Explain your thinking...
No, as hit is a strong, irregular verb. The -ed ending is only used for regular verbs in the simple past tense.
- h. Why is it wrong to say 'the jams are being **causing**' here? (Line 10)
*The passive form is always made of the verb to be + **past participle**. It is not possible to use a gerund.*
- i. Why can't we say 'poor **drive**' instead of 'poor **driving**' (Line 10)
Here we are using the gerund form. It is not a verb but a verb form used as a noun. So we can say 'poor driving' just as it is possible to say 'poor people' Gerunds are always formed with -ing.
- j. Is it possible to say 'they **hardly bothered** about road signs' here? (Line 12)
No, we are making a general truth about people which is not confined to the past tense. The present simple is used to convey such permanent truths – e.g. mothers always love their children.

Session 18

Language Awareness 3

Introduction: (Continuation of Language Awareness).

Objectives

By the end of this session, you will be able to-

- explore the status of English in a globalised world
- consider the issue of varieties of English
- identify certain characteristics of English usage in Bangladesh



Section A: English in the World

1. English is the most widely used language in the world. English is used in almost all the countries of the world either as L1 or L2. It is the major medium of debate at the world forum. English is the language of higher education, science and technology, trade and commerce, media etc. In this section you will find English as an important medium of world communication. In this section, you are going to continue our three themes of looking at language awareness from the perspectives of:
 - User
 - Analyst
 - Teacher



Activity:

Read the facts below. As you read, what is your reaction? Do you feel positively about these facts or do you also have negative reactions? Which is the most surprising or interesting fact for you?

- **Did you know** that English is the most widespread language in the world and is more widely spoken and written than any other language?
- **Did you know** that over 400 million people use the English vocabulary as a mother tongue, only surpassed in numbers, but not in distribution by speakers of the many varieties of Chinese?
- **Did you know** that over 700 million people, speak English, as a foreign language?
- **Did you know** that of all the world's languages (over 2,700) English is arguably the richest in vocabulary; and that the Oxford English Dictionary lists about 500,000 words, and a further half-million technical and scientific terms remain uncatalogued?
- **Did you know** that three-quarters of the world's mail and emails are in English?
- **Did you know** that the main language used throughout the world on the internet is English?
- **Did you know** that more than half of the world's technical and scientific periodicals are in English?
- **Did you know** that English is the medium for 80% of the information stored in the world's computers?
- **Did you know** that English is the language of international navigation and aviation
- **Did you know** that 5 of the largest broadcasting companies in the world (CBS, NBC, ABC, BBC and CBC) transmit in English, reaching hundreds of millions of people all over the world?



Section B: Varieties of English

Though the English Language originated from England, now it has many varieties in the world. Any variety is acceptable if it has intelligibility as like as the Standard English Language which is known as standard variety.



Activity:

Do you agree or disagree? Write a tick (√), a cross (X) or a question mark (?) if you are not sure.

Because the majority of communication in English worldwide is between non-native speakers, British or American or Australian models are no longer relevant.	
Only native speakers should teach English, as they speak 'correct English'	

English is a hybrid language (originating from many different sources) which is currently absorbing many new influences. As such it can never have a correct or authorised version	
Non-native forms of English (for example ‘Indian English, Singaporean English’) are just as valid as native forms of English	
As English is now an international language, it belongs to everyone, not just to a small country in the north-west corner of Europe.	
There are clear standards of correctness and appropriateness for the use of English and we should do our best to maintain these.	
Changes such as the dropping of apostrophes or the abandonment of the subjunctive (<i>If I was president...</i>) are inevitable and should be accepted.	
Young people in Britain are sounding more American every year. This is a great pity and ought to be challenged.	



Sections C: English Usage in Bangladesh

You have come to know from section B that language is changing and organic and can not be preserved in unchanging form, no matter how much we would wish it. However, Bangladeshi English has some interesting features of its own, which may be ascribed to two main categories:

- It falls within the broad category of Indian English and shares some of the features of English spoken by its larger neighbour. These include accent, historical vocabulary such as ‘*tiffin*’ and a variety of preserved forms, often with a more formal feel than contemporary UK English (especially, for example, in written correspondence which was first introduced and taught in the British period)
- Since 1971, Bangladesh has not been an ESL country, unlike India, and so in certain respect English has no longer been an everyday language. To an extent it has been deprived of the oxygen of daily usage and this has impacted on its use.



Activity: Look at the following two dialogues. Find out the distinctive features of the two dialogues.

Example A

A: Please, Sir, I need help!

B: What’s the problem?

A: I have been set upon by *miscreants*!
B: My dear fellow let me take you to your *residence*.
A: Thank you so much. What a terrible week it's been for me. So much *botheration*. My mother *expired* only yesterday!
B: Alas! *Please don't mind*. What is your *good name*, Sir?
A: Mohammed Jamal Uddin.
B: And your *designation*?
A: I'm a *service-holder*...

Example B:

A: Excuse me! Please help me!
B: What's the problem?
A: I've been *robbed/mugged*!
B: My God! Let me take you *home*.
A: Thank you so much. What a terrible week it's been for me. So much *trouble*. My mother *passed away* only yesterday!
B: Oh no! *Hope you don't mind my asking*, but what's your name?
A: Mohammed Jamal Uddin.
B: And *what do you do*?
A: I'm a *civil servant*...

Session 18
Language Awareness 3
Key Learning Points

The importance of English as an international language is an established phenomenon. It is the most widely used language (over 400 million people use as mother tongue and over 700 million people use as foreign language) in the world today. It is one of the five official languages of the United Nations and the major medium of debate at the world forum. In the modern age information technology is a vital mode of communication world wide, through the computer and the Internet. The language of the computer is English.

English is the language of science and technology. More than half of the world's technical and scientific periodicals are in English. It is the medium for 80% of the information stored in the world's computers. Whenever an idea develops anywhere in the world it is immediately communicated to other parts of the world through English. It is the language of international navigation and aviation. One is thus able to have access to the latest idea on any branch of knowledge through English then through any other medium or language.

English is a bridge between nations. Countries of the world have accepted English as a common medium for communication with each other. Radio and TV stations around the world broadcast regular programs in English. All international conferences on science, arts, culture, trade and commerce, and banking are conducted in English.

Assessment of your learning:

- Discuss the importance of English as an international language.



Probable answer to the sections:

Section A: (No exact answer. Depends on individual differences)

Section B:

- English is now an international language, which no longer belongs to the UK or the US or any other native-speaking country.
- It belongs to any community and is a tool for communication rather than a holy object to be preserved untouched.
- The idea of only native speakers teaching English is now widely discredited. The vast majority of teachers worldwide are non-native speakers and do excellent jobs in helping their students learn.
- Varieties of English are widely-used, and are here to stay, however conservative linguistic thinkers view them.

- e. Though the news media usually adopt standard forms, they use a variety of accents.
- f. Less formal programmes and channels such as MTV are disseminating a more dynamic, Americanised, internationalised form of English which is being picked up by young listeners and viewers across the world. (Vocabulary such as 'cool' for example)
- g. As we will discuss in Language Awareness 4, ideas of correctness and 'standards' are held in every context, but are often powerless to change the natural organic and dynamic progression of language.
- h. Nevertheless, language is a very emotive issue and many people in a variety of countries; (including both Bangladesh and the UK) often express strong feelings of dislike towards any change or 'drop in standards'.

Section C: Answer may vary from person to person. Anyway, the following points may be highlighted:

- a. To a user of international English, the first dialogue may be:
 - slightly old-fashioned ('Alas!' 'Miscreants', 'Expired': These words are no longer widely used.)
 - difficult to understand (service-holder, designation: terms used in Indian English)
 - odd-sounding (expressions translated from Bengali such as 'please don't mind')
- b. To Bangladeshi users, the first dialogue may sound more familiar and indeed more correct, and is therefore more likely to be positively viewed.
- c. The first dialogue would be understood only with a certain degree of difficulty outside of the subcontinent.
- d. However, these forms are both accepted and indeed expected in Bangladesh. Speaking to a government official, for example, necessitates a certain degree of formality. In such situations, to use more informal English would be seen as highly inappropriate and might lead, for example, to requests being refused. This too may change over time. Written forms are rapidly being democratised by email, as we will see in Language Awareness 4.
- e. It is clearly a case therefore of choosing appropriate language for appropriate contexts. This is known as **code-switching**. Two Nigerians speaking in their local variety of English can communicate easily together, but may need to *switch* to a more standard form (or 'code') to converse with an outsider. The main

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aim thus becomes **INTELLIGIBILITY**. This has little to do with accent. All countries speak English with different accents and in the vast majority of cases get by with little difficulty.

- f. In order to switch codes effectively, speakers need to know:
 - that there are two codes
 - which expressions belong to which codes
 - in which contexts to use which codes
- g. We therefore need to be aware of code-switching and our students also need to be aware of which codes to use and in which contexts.
- h. At the same time, we need to be aware of changes the language around us, and that our students may also have heard new usages- especially given increased access to the internet and to satellite TV. Both formal and informal codes are themselves subject to change over time.

Session 19

Language Awareness 4

Introduction: (Continuation of Language awareness 3)

Objectives

By the end of the session, you will be able to-

- consider the factors that make languages change and develop.
- identify common foreign language borrowings in English.
- explore reactions to some of these changes
- consider whether there are standards of 'correctness' which can be maintained in the face of organic change.



Section A: Language Change

Although the language of the classics in English literature may be beautiful and worth studying for its artistic merit, the extracts show clearly that it can not become the basis for actual language improvement, as it is often both outdated and literary as well as sometimes obscure. Yet this idea persists and is strongly held by many professors and teachers in Bangladesh.

Activity: Do you agree with the statement?

“I want my students to speak only the best English so I encourage them to read only the classics of English literature”.

Now, look at the following extracts from Dickens and Swift, and comment on the quotation above

<p>1. I've tried a long time, and 't'nt got better. But thou'st right; 't might mak folk talk even of thee.</p> <p>2. The robbery at the bank had not languished before, and did not cease to occupy a front place in the attention of the Principal of the establishment now. Charles Dickens, <i>Hard Times</i></p>	<p>3. If a Struldbrugg happens to marry one of his own kinds, the marriage is dissolved of course by the courtesy of the kingdom as soon as the younger of the two comes to be fourscore. Jonathan Swift, <i>Gulliver's Travels</i></p>
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Section B: The influence of other languages

English is a rich language, no doubt. Like other languages in the world, the English receives many vocabularies from many other languages. Also many words come from technology, social change and international politics. In this section, you will find how English is influenced by other languages.

Activity: Match the borrowed common English word in the column on the left with its language of origin:

<i>Umbrella</i>	Polynesian languages
<i>Boutique</i>	Spanish
<i>Kindergarten</i>	Italian
<i>Pyjamas</i>	Arabic
<i>Telephone</i>	French
<i>Taboo</i>	Greek
<i>Siesta</i>	Japanese
<i>Algebra</i>	Hindi
<i>Tsunami</i>	German

Can you think of any borrowed words in common use in Bangla?

Technology, Society, Politics.

In each of the following sentences, there is a word/usage which was very common (or not used in the same way) twenty or more years ago. Identify and explain it:

1. OK, I'll text you later once I find out.
2. The insurgents have attacked American forces and are gaining ground.
3. The couple applied for a quickie divorce.
4. CU L8R
5. There are organisations in Britain who deal with asylum seekers
6. I googled your company and found your website.
7. How R U doing? Write soon. Rgds. John
8. The spokesperson came out of the building to meet the press.
9. Many people claimed that Princess Diana's death was the fault of the paparazzi.

Thinking questions:

- Where do these words/usages come from?
- Who invents them?
- How do you feel about these words/usages?
- What is your reaction to words like '*insurgents*'? Do they have any positive or negative connotations? Whose words are they? Whose views do they reflect? What is the difference, in your mind, between an 'insurgent' and a 'freedom fighter'?
- Should a teacher try to keep up with these new words? Why?
- Are similar changes occurring in Bangla? How do people react? What kinds of people have what reactions?

Section C: Ideas of correctness

The structure of a language does not remain same always. A wrong use of language may be treated as right after some days. Again, some variations are visible today between written English and spoken English. In this section, you will experience these issues of English which will help you to look at the language deeply as an analyst as well as a teacher.

Activity: Do the following two tasks:

Part One: Change: to accept or not to accept?

Look at the letter below

Proper English

What a pity it is that a member of your editorial staff devised the headline that he did to caption the letter from Mr Bert Thomas (Herald, 5 January 3). I refer, of course, to 'No hassle on Sundays', in which a ghastly Americanism was substituted for the adequately descriptive word 'bother'.

I am saddened to see that your otherwise excellent newspaper is thus subscribing to the erosion of proper English.

Donald W. Major
(*Plymouth Evening Herald*,
9 January 1992).

What is your reaction to the views expressed by Mr Major? write some points.

Here we return to the debate of whether we can prevent language from changing. As we have seen, it is difficult to prevent the natural organic process of language change.

Part Two: Written and Spoken Change

Thinking question

Are we prepared to be as accepting in our appraisal of written language as we are of spoken?

Look at the sentences that follow. What is your reaction to them?. What would you do if your students spoke or wrote these forms?

- a. "How are you?" "I'm good"
- b. I never did nothing, honest!
- c. If I was you, I wouldn't of done that.
- d. I'm really loving this weather
- e. I enjoy eating rice and pea's.
- f. We was on holiday last week
- g. Did you used to go to the cinema when you were a child?
- h. There were less people than I expected.

Session 19
Language Awareness 4
Key Learning Points

Language Change:

There are some factors related to language change. These are mentioned below:

1. The disappearance of old forms. (e.g. English in Chaucer's time had inflections (verb and noun endings) to show subject, plurals etc. Words like *women* and *children* are a legacy from these times. But many of the verb endings were not strictly necessary as we pronounce to denote subject. People tend to search for the easiest route! Hence, over time, they disappeared. The only remaining verb inflection in the present tense is the third person's'.
2. Foreign language influence
3. Development of new technologies
4. Changes in communications
5. Social change giving rise to new expressions
6. Political change

Influence of languages:

A language is always influenced by other languages because languages, like fashions, change always. With the passing of time, old words may take on new spelling, new pronunciation or sometimes new meaning; words may even die out completely. Again, new concepts about life and nature, scientific inventions and technological progress may give birth to new words. In addition, languages may often borrow and absorb words from other contact languages, keeping or changing completely or partially the original meaning, spelling or pronunciation of the borrowed words. This process of change is true of all languages, and goes on endlessly.

For example, English has borrowed the following words from the languages at the right hand side:

<u>Word</u>	<u>Borrowed from</u>
Umbrella	Italian
Boutique	French
Kindergarten	German
Pyjamas	Hindi
Telephone	Greek

Taboo	Polynesian languages
Siesta	Spanish
Algebra	Arabic
Tsunami	Japanese

Changes in spoken and written English:

There are many changes between written and spoken English. A sentence may not be correct in written but it is used in speaking as usual. It happens mostly with the native speakers. Some examples are given below:

1. *"How are you?" "I am good"*

It is very common now amongst young people. Nothing grammatically wrong here- it's just a change in usage.

2. *I never did nothing, honestly speaking!*

Technically it is incorrect but common in certain dialects of spoken English e.g. Black English. It's not acceptable in written English at the moment. But in future, it may be.

3. *If I was you, I wouldn't of done that.*

Using 'of' here instead of 'have' is seen in written communication with confusion. But it's not acceptable in formal English.

4. *I really love this weather.*

It's increasingly common, despite being unusual in its use of the continuous form of a stative verb. Probably it is acceptable in written English too.

5. *We was on holiday last week.*

It's very common in non-standard spoken English but unacceptable in writing.

6. *Did you used to go to the cinema when you were a child?*

It's common now in spoken English and sometimes in written English too

7. *There were less people than I expected.*

The confusion with 'fewer' is extremely common. 'Fewer' even sounds a little over-formal now. Probably 'Less' is acceptable in written as well as spoken English. 'Fewer' will disappear over time.

Finally, we need to be aware of what is happening out there so that we do not become isolated in a bubble, clinging on to what we once knew to be true!

Assessment of your learning:

1. What do you understand by language change? What makes a language change?
2. Do you think a language is influenced? How?
3. What are the different changes we can observe in spoken and written English? Discuss.



Probable answer:

Section A:

(in no particular order)

- The disappearance of old forms in favour of simpler forms. (Note how English in Chaucer's time had inflections (verb and noun endings) to show subject, plurals etc. Words like *Women* and *Children* are a legacy from these times. But many of the verb endings were not strictly necessary as we use pronouns to denote subject. People tend to search for the easiest route! Hence, over time, they disappeared. The only remaining verb inflection in the present tense is the third person's'.
- Foreign language influence
- Development of new technologies.
- Changes in communications (email etc) influencing the language.
- Social change giving rise to new expressions
- Political change

We will see examples of all of these in the next section of the session.

Section B:

<i>Umbrella</i>	Italian
<i>Boutique</i>	French
<i>Kindergarten</i>	German
<i>Pyjamas</i>	Hindi
<i>Telephone</i>	Greek
<i>Taboo</i>	Polynesian languages
<i>Siesta</i>	Spanish
<i>Algebra</i>	Arabic
<i>Tsunami</i>	Japanese

Technology, Society, Politics.

1. *text* – from mobile phone language
2. *insurgents*: a word much used in Iraq by the ‘Coalition Forces’ to describe armed resistance
3. *quickest divorce*: a term used to describe a divorce which can be quickly obtained without a lengthy legal process.
4. *CU L8R*: from mobile phone language
5. *asylum seekers*: people fleeing torture and instability in their home countries – a growing phenomenon
6. *googled*: new verb from the most popular search website
7. *RU doing. Rgds*: New, informal language in the era of mobiles and email.
8. *Spokesperson*: rather than *spokesman*. More gender-sensitive.
9. *Paparazzi*: a word used to describe journalists looking for photographs of celebrities in a very media-conscious age.

Answer of thinking questions: Answers vary person to person. But the following points may be emerged:

- As suggested earlier, these words come from technology, social change and international politics.
- They are often invented by big business, social commentators, the media and governments with strong agendas.
- Language is very closely linked to power. In conflicts such as the Iraq/US war, control of the media affords the respective government’s enormous power. By using and repeating the word ‘insurgent’ on CNN and on the BBC, it becomes commonly accepted (in countries sympathetic to the US cause). Thus the word itself comes to shape our view of the conflict as we are repeatedly exposed to it on TV. It can be difficult to maintain a critical and independent view given the persistence of the media.
- A teacher at school level in Bangladesh is unlikely to need many of these words, although as language teachers we should perhaps be interested in all developments and new changes in the language.
- In Bangladesh there are also new words and changes

Section C:

Part one:

We may be accepting of language change in spoken and even in informal written forms (email etc). But what is our view in terms of formal writing? Perhaps it is safer, given the centrality of exams, to err on the side of caution when dealing with written forms, and focus on a more standard approach. In English-speaking countries, the same tension exists between conservative and pluralist attitudes, although all would probably agree that a job application, for example would have a much better chance of success if it was written in formal and 'correct' English.

Part two:

- a. "How are you?" "I'm good"
Very common now amongst young people. Nothing grammatically wrong—it's just a change in usage
- b. I never did nothing, honest!
Technically 'incorrect', but common in certain dialects of spoken English, e.g. Black English. Not acceptable in written English at the moment. In the future, who knows?
- c. If I was you, I wouldn't of done that.
Same as in sentence .3. Seems to be a confusion based on similarity to 'have', but is often seen in written communication. Not acceptable in formal English.
- d. I'm really loving this weather
Increasingly common, despite being unusual in its use of the continuous form of a stative verb. MacDonald's has a slogan based on this usage, which should make it even more common in coming years! Probably acceptable now in written English.
- e. I enjoy eating rice and pea's.
Technically incorrect of course, but many people have problems with apostrophes, and this may well affect whether they are retained in everyday English, or whether they disappear over the coming decades
- f. We was on holiday last week
Very common in non-standard spoken English. Unacceptable in writing.
- g. Did you used to go to the cinema when you were a child?
*Again, many people are unsure of this. Technically: 'Did you use to...'
Probably acceptable though in written English given the widespread confusion!*
- h. There were less people than I expected.
The confusion with 'fewer' is extremely common. 'Fewer' even sounds a little over-formal now. Probably acceptable in writing as well as in spoken English. Fewer (with countable nouns) will disappear over time.

Session 20

About Language Learning

Introduction:

Language is a universal form of human behaviour. Except the people with certain physical or mental disorder, all other can learn and use language. It is universal simply because all human beings need to communicate their thoughts, ideas, opinions, and feelings etc. with the other human beings. The language they use must be capable of communicating the highly complex nature of human mental processes. Language is, therefore, complex itself.

Objectives

By the end of this session, you will be able to-

- consider the positive aspects of language learning
- identify what it means to *know* a language
- discuss what factors motivate students in the classroom



Section A: Positive Learning Experiences

As language learning is a habit formation, it can not be learnt from the teacher only. Language learning first starts from the family, then the society as well as the school plays an important role to develop language learning properly.



Activity: Answer the following questions from your past experience as you can remember:

a) What/Who helped you to learn English in school?

.....
.....
.....

b) What made your learning successful?

.....
.....
.....

c) What language practice did you do outside the classroom?

.....
.....
.....



Section B: What does learning a language mean?

English is compulsorily taught in our country from class one to degree level. During this long period, learners learn many things about English but they can use English a little. Learning a language and using a language

are not the same. There are many people who have vast knowledge about English but they are not good enough in using English. On the other hand, many people have a little knowledge about English but they are good enough in using English.

Now look at the following two questions and try to answer:

- a) What do you know about English structure/grammar rules etc (language knowledge)?

.....

- b) What can you use in English e.g. speaking, reading etc. (language skills)?

.....



Section C: How to motivate students to learn English?

Attitudes to language learning are shaped by past experiences. Those with positive memories will be more motivated than those with negative ones. It should be the main aim of every teacher to create a positive experience for the students so that their motivation is high and they can succeed.

However, there are two types of motivation which help the students to learn English. These are:

- a) External motivation (passing exam or getting a better job): This motivation is caused by outside factors.
- b) Internal motivation: (identifying positively with English speaking culture): This is something which comes from inside the learner, regardless of external factors.



Activity:

Study the following statements and decide which **10** are the most important for motivating students. Put a tick in the column on the right next to the statements you feel are important.

Statements	Tick
a) Use student-friendly methods	
b) Allow the class to work at their own pace	

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c) Have a sense of humour	
d) Know the subject well	
e) Have a good friendly rapport (relationship) with the students	
f) Speak clearly and read aloud well	
g) Be authoritative: maintain discipline, keep students under control	
h) Set regular tests	
i) Make their lessons interesting and enjoyable	
j) Be able to adapt to a variety of roles (manager/helper/adviser)	
k) Be fair to all students	
l) Encourage students to take responsibility for their learning	
m) Clearly explain grammatical forms, new words and pronunciation	
n) Get all students to participate	
o) Organise a variety of learning activities	
p) Show interest in students' opinions, experiences and make use of them	
q) Make the aims and objectives of the lesson clear	
r) Set challenging but manageable tasks to make students feel they are successful in their learning	
s) Organise the class to work in groups as well as all together	
t) Use a <i>variety</i> of methods to make the subject interesting	

Session 20
About Language Learning
Key Learning Points

People learn another language for different reasons. So why do people learn English in Bangladesh? Is it because they want to appreciate the literature or literary style of English? It may be one reason. There are a number of different reasons for learning English. Actually Bangladesh is a monolingual country so the people need to learn an international language like English in order to speak to people from other countries, to do business, to do diplomatic jobs, for higher studies etc. So English is introduced as a compulsory subject on the school curriculum. That is the main reason of learning English in Bangladesh.

There are different views about language learning. Some people think learning a language means acquiring grammatical rules, structures and vocabulary of the language. Other people think language learning means ability to speak, listen, read and write in order to express themselves and infer meaning from speech or text and react spontaneously to what they see or hear. Actually the key point of language learning is the ability to function with the language properly. To communicate with others and to handle the language one should have knowledge of the language structures, grammatical rules, vocabulary, social context and four basic language skills i.e. listening , speaking, reading and writing.

Language teachers often say that students who really want to learn will succeed whatever the circumstances in which they study. In the classroom certain motivated students do significantly better than their peers. So motivation is the biggest single factor that affects language learning.

‘Motivation’ is some kind of drive or interest that encourages somebody to achieve a goal. There are distinctions between short-term goals and long term-goals. Long-term goals may be to get a better job, to run a business or for higher studies etc. On the other hand short term goals may be to pass in the exam, to respond in the classroom, to read English books and journals etc. Motivation that students have can be divided into two main categories: Extrinsic motivation and Intrinsic motivation.

Extrinsic Motivation: This motivation is caused by outside factors which are also called as “push factors”. For example to pass in the exam and to get a better job student learn English. Some external factors are responsible for this type of motivation. Students can be attracted by the culture of the target language, community or the status and use of that language in the world community. Students may be influenced by their parents, relatives, peers etc.

Intrinsic Motivation: This is something which comes from inside the learners, regardless of external factors which are also known as “pull factors”. Positive attitude towards English speaking culture is one example of these factors. This is teacher’s responsibility to create pull factor among his or her students. Then they will learn English from their own will and interest. The teacher, method and

classroom are the main factors that affect intrinsic motivation. Teacher's personality and rapport with the students are important here. Learners like those teachers who make funs and provide interesting and motivating classes by using different techniques. A good teacher treats all the students same specially the weaker one. The method that a teacher would select should be participatory, interesting and motivating. If students find the method boring then they will become de motivated. Physical conditions have great effect on learning. So teacher should try to make his/ her classroom as pleasant as possible. Even if the conditions are bad it may be possible to improve the atmosphere with posters students' work, etc on the walls. Lastly we can say that a language teacher should have knowledge of techniques to inspire confidence in his/her students. In learning and teaching a language motivation is an important factor. Teacher should be very careful about students view and their learning experience in a positive light. This is the teacher's responsibility to motivate students and create positive attitude towards the language and be supportive and encouraging to the students rather than critical and destructive. Then language learning will be effective.

Assessment of your learning

1. What do you understand by learning a language?
2. As a teacher how will you motivate your students in your English class?



Probable answer:

Section A:

- *What/who helped you to learn English in school?*
A good teacher/the textbook/friends/exams/
- *What made your learning successful?*
Success creates success!/encouragement from the teacher/good marks/interest in the language
- *What language practice did you do **outside** the classroom that helped you to learn better?*
Listened to programmes on TV or radio/read books or magazines/homework

Section B:

- We *know* about: language structure such as tenses, parts of speech, vocabulary, sentence and paragraph cohesion, the history of the language and its development its literature such as poetry, novels and plays
- We are *able to*: speak, listen, read and write in the language express opinions, thoughts, experiences, imaginative ideas infer meaning from speech and text react spontaneously to what we see and hear

Section C:

There are no suggested answers to this task as the responses will be highly personal. However, **all** the statements are actually important for motivating students.

Session 21

Learner Training

Introduction:

To introduce a new approach, it is not enough to train the teacher only, but also the learners should be trained. It means that a new method/technique can't be used overnight. The learners should be made gradually accustomed to learning with a new approach. In this session, you will come across some issues related to using new approaches for teaching and learning English.

Objectives

By the end of the session, you will be able to-

- explore what can happen when learners are unused to new methods
- reflect on the initial experience of learning with new methods
- identify what features of communicative Methods might be new to students
- identify ways of helping students become accustomed to new methods
- explore the need for teacher-learner dialogue



Section A: Introducing a new approach

The teacher should start a new approach carefully; otherwise, learners may be confused or sometimes may react strongly. This section deals with such a case study.



Activity: Read the following story and answer the following questions:

Mizan, a B.Ed trainee, was conducting his first class on TP at a local government boys' high school. He had learnt many things on his course so far and was eager to try them all out. In particular he wanted to do a lot of pair work and group work with his students, as he knew these were central ideas in CLT.

When he entered the class on his first day the boys seemed eager enough to work hard. They chorused 'Good morning' with a great deal of energy and sat down in their seats. Mizan asked them how they were, and they answered loudly again, some of them smiling. Mizan was optimistic that the class would turn out very well. He had his picture ready for the story from EfT, and his plan had clear stages, with some vocabulary, some drilling and some activities from the book.

He showed his picture, and the students leaned forward to look at it. He

asked some basic questions about what they could see, but the students seemed a bit shy. Perhaps they were weaker than he thought? Only one or two hands were raised. The other boys sat rather passively in silence. He didn't know that their usual teacher punished mistakes quite strictly, and over time they had become afraid to answer spontaneously. He asked one of the boys in the front bench, and the answer was correct.

Next Mizan introduced some vocabulary from the story. He wrote the words on the board, but no-one seemed to copy them down. Then he asked the boys to repeat the words after him, but there was silence! Why this, Mizan was asked himself? He urged the boys to repeat together, and this time there was a better response, although they neither started nor finished together, and the effect was a bit untidy.

Then, having read the passage, he asked the boys to work together to answer the guiding questions. There was silence. Mizan was puzzled. "Didn't you read the passage?" he asked. Some boys nodded and said 'Yes, sir', others looked embarrassed. So he asked them to work in pairs again. Once more there was silence. Some boys mumbled, but no-one looked at each other, and one or two boys were definitely day-dreaming, looking out of the window or writing on their desks.

Mizan was a bit disturbed by all this. He abandoned the pair work activity and moved on to the gap filling questions. He gave the boys some time to read the questions and write the answers in their exercise books, again helping each other. But many of them had no book, and sat without doing anything. This wasn't what he had planned! What had gone wrong with his pair work intentions? Out of the corner of his eye, he noticed two boys prodding each other with their pens. He spoke sharply to them and they stopped for a while

When he left the class, he felt disappointed. Perhaps these methods were not suitable? He didn't know what to do and felt very confused...

Questions:

a) What problems did Mizan experience? Why?

.....
.....

b) Did you find anything like this in your own TP?

.....
.....

c) What advice would you give to Mizan?

.....
.....

Section B: Reflection on your learning:



This section is about the reflection of your first B.Ed tutorial session you had with your teacher on B.Ed English.

Activity: Try to remember and answer the following questions:

a) What were your initial feelings when you were asked to work in groups and discuss together?

b)

.....
.....
.....
.....

c) What are your feelings now?

.....
.....
.....
.....

d) What helped you make the transition from initial to current feelings?

.....
.....
.....
.....



Section C: The new and the old:

We can expect our students to get used to new approaches over time, and to understand them. Students in every country are usually very flexible! But before we reach that point, it is essential to start explaining from the beginning, as many of our activities suggested on this course are also new for our students.

Activity: Now look at the table below. There are written a list of typical classroom activities. Imagine you are on the first day of TP with a new class. If you think your students have experienced these activities before, and so they are 'old', write an 'O' in the column on the right. If you think they are new to your students, who have not experienced them before, write an 'N' in the column.



Activity	N/O?
Answering the teacher's questions	
Speaking in pairs	
Listening to English throughout the lesson	
Talking about the picture in their books	
Reading aloud	
Listening to the teacher talking	
Copying down what the teacher writes on the board	
Silent reading	
The teacher monitoring and moving around the class	
The teacher using their names	
Being asked questions when sitting in the middle or back rows	
Discussing guiding questions in pairs	
Warm-up activities	
Checking the answers to questions in pairs	
Looking at pictures and other visual aids	
Using EfT regularly	
Copying down vocabulary into their books	
Repeating words or sentences chorally. (Drilling)	



Section D: Medium of instruction

In the transition period of introducing new approaches to the traditional ones, instruction is probably best done in Bangla. Students are not good enough in classes 6 to 8 to be able to follow this kind of discussion, and it is essential they understand.



Activity: The following is an introduction a trainee teacher said to her new students on the first day of TP. She didn't say these things in English, however, but in Bangla, as she wanted the students to understand very clearly. Read the introduction and answer the question that follows:

My dear Students

Hello, my name is Shahana, and I'm going to be teaching you this week. Now there are a few things I want to say before we begin...

English is an important language in the world. In fact it's an international language. It's different from other subjects you have here in the school, as it needs a lot of **practice**. If I talk all the time, and you don't practise, you'll never learn to use English well. So many times in the next couple of weeks I'm going to ask you to speak, and to try to make your own sentences. But as you know, there are many of you and I want you all to practise, not just the people in the front row. This means that we have to work in pairs. Now look at your partner, and smile. Yes, that's right - you two, and you two, and you two. All of you. If you are sitting alone, I will ask you to move next to someone.

So we'll work in pairs often to save time, but also because it will give you all a chance to practise. As you speak I will be walking around the room to listen and to help you. Don't be afraid if I come near - I just want to help. And after each activity, I will ask people from all parts of the class to repeat their answers. This is so that everyone can hear and we can all check clearly.

One more thing - when I ask you to repeat a new word or a sentence after me, I want you to all say it together, which means starting and finishing at the same time, OK? Let's try that now. Say after me, 'Good morning!' Watch my hands, and start when I give the signal. Let's try that again...

Now, when you see me writing on the board, don't copy it immediately into your books. I will tell you clearly when to write, and when to look at the board. And make sure you copy everything carefully. Perhaps your partner will be able to help check.

OK, that's all for now. I may explain more things as we go along. But I want us all to work together. English is an exciting subject, and we can enjoy learning, but only if we work together.

I'm speaking in Bangla now of course, but usually I will be speaking English, so it's very important that you listen carefully to what I say. If you have a problem, please tell me, and I can help.

(In English) *Now, take out your books...*

Question:

How will this Bangla introduction help learners to be co-operative in classroom participation?

Session 21
Learner Training
Key learning points

It is not very easy to introduce innovations in teaching-learning methods. Learners develop a particular pattern of learning for a long time. They are not always mentally ready to take on new techniques and methods. To make them ready to work with the new methods, they need training by which they can understand and realize the importance and necessity of the new way of delivering lessons.

The communicative approach is a new concept in which students have the opportunity to participate in different activities. Group work, pair work, role play, picture interpretation etc. are the main ways by which they can involve themselves to share their ideas. But our students are used to GT method where teacher plays the vital role explaining rules of grammar and translation.

At the very beginning of introducing CLT in the classroom, students may be probably a bit surprised as they are unfamiliar with the idea of discussing in pairs or groups. As they are used to lectures, they expect these from their teacher.

But students in every country are usually very flexible. If they realize the necessity of the new approaches, they will get used to them over time.

If they are experienced in CLT, they will be more confident and more familiar with the idea of discussing in pairs and groups and expect to participate in different activities. For this they should know what to do and why.

At the beginning of introducing new approaches, a teacher-learner dialogue can help them to realize the reason for the change. This dialogue should be done in mother tongue to make sure they understand it clearly. The main advantages of teacher learner dialogue are;

- It helps Ss understand what they have to do.
- It helps them understand why
- People learn better when they feel secure and know these two things.
- It helps Ss learn about learning, and become more confident.
- It avoids later problems as it helps students get used to new ways fast.
- It will make teachers activities more successful.
- It sets up patterns and routines which can facilitate classroom management.

Secondary Teachers Training

At the beginning students might find it strange when a teacher talks them about learning and they may not understand at first and may be afraid of what is new and unfamiliar, but overtime it will become familiar and they feel ease and comfort in the new way of learning.

Assessment of your learning:

- Why is it difficult to introduce new methods in teaching learning? How can you overcome the challenge?
- How does teacher-learner dialogue help a probationary teacher?



Probable answer:

Section A:

- a. The problems are:
 - lack of participation in pairwork
 - reluctance to answer questions
 - general reluctance to do the tasks

Because the methods are unfamiliar and not what they are used to. **Not only** because they are 'weak'.

- b. No suggested answer – listen to the Ppts' experiences
- c. He should talk to them about his way of teaching– explaining his methods and the purpose of each task. Then he should be patient as they get used to it and persevere, rather than giving up after one negative experience!

Section B:

- a)
 - Probably a bit surprised.
 - Unfamiliar with the idea of discussing in pairs
 - Expecting a lecture
 - Not sure what to do.
- b)
 - Probably more confident
 - More familiar with the idea of discussing in pairs
 - Expecting to participate
 - More familiar with trainer/trainee roles what to do.
- c)
 - You explained to us at the beginning why we were doing things
 - We got used to it over time, and are now familiar with the approach.
 - We understand the methods more now as we have experienced them for ourselves.

Section C:

Activity	N/O?
Answering the teacher's questions	O
Speaking in pairs	N
Listening to English throughout the lesson	N
Talking about the picture in their books	N
Reading aloud	O
Listening to the teacher talking	O
Copying down what the teacher writes on the board	O
Silent reading	N
The teacher monitoring and moving around the class	N
The teacher using their names	O
Being asked questions when sitting in the middle or back rows	N
Discussing guiding questions in pairs	N
Warm-up activities	N
Checking the answers to questions in pairs	N
Looking at pictures and other visual aids	N
Using the textbook regularly	O
Copying down vocabulary into their books	O
Repeating words or sentences chorally. (Drilling)	O

Section D: (Answer varies but arguments in favour of Bangla will emerge.)

Session 22

Continuing Professional Development (CPD) 1

Introduction:

Every profession needs training for professional development. Also a teacher acquires new knowledge, skills and attitudes from training. But it doesn't mean that development process stops when the training ends. Rather the teacher should continue the process of development, and this session will focus on how a teacher can continue her/his professional development.

Objectives

By the end of the session, you will be able to-

- explore the need for CPD
- identify and explore different strategies for CPD
- analyse the feasibility of these strategies
- plan for CPD.



Section A: Improvement of continuing professional development (CPD)

In a socio economic condition like ours, it is not possible to provide training frequently to the teachers. But you need to be up-to-date with the latest knowledge and skills of your profession.



Activity: Dear learners think and try to answer the question.

"Why is continuing professional development important for teachers?"

Section B: CPD strategies

There are many ways for CPD. In this section you will come across some ways through which you can develop professionally.

Activity: Read the following strategies of CPD:

Reflection

To enhance our self-development, we can practise reflection. After taking the class, 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 down 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 to everyone in the class? Are we happy with the relationships we have?

Cluster Groups

Teachers from different schools which are close to each other can make a discussion group for CPD. This kind of group is called a 'Cluster Group' as there are 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 own agenda. They may wish to share teaching experiences, lesson plans, anecdotes about problem students, teaching challenges. 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 benefit from each other's experience.

Observing colleagues

One excellent way to develop professionally is by watching our colleagues at work in the classroom. From them we can learn both what to do and, occasionally, what not to do. Observation is best when you speak together before the lesson, and discuss the aims of the lesson and its content. Both parties may agree on what the observer will look for. It is also essential to meet after the lesson to share your reactions. As we will see later, there are some important guidelines for these discussions. If they are held in a relaxed, positive and spirit, both observer and observee¹ can benefit from the experience.

English Corner

English Corner is a simple idea from China which 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 of 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. Teachers of the English Dept can organise it initially. They can invite colleagues and students to come 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! English Corner can last anything from 30 minutes to 1 hour.

¹ The person being observed is known as the 'observee'

Keeping a Reflective Diary

Keeping a diary of your teaching experience can be very useful in helping you reflect. In it you could write events from the classroom, thoughts on your lessons, 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 does not need to be a long composition every day or even every week: just a collection of paragraphs for your own reflection. 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 school can easily co-operate 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 workload lighter!

Discussions with colleagues

You can have regular discussions with colleagues at your school. 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. It can be done in English or in Bangla: professional development doesn't have to be very hard work!

Preparing resources

Every lesson needs teaching 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 can then be stored in the staffroom and re-used at a later date. Resources also includes 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.

Now choose any two strategies as you think the best from the above list and give some reasons why you think so.

Session 22
Continuing Professional Development 1
Key Learning Points

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Session 23

Continuing Professional Development (CPD) 2

Introduction: (Continuation of Continuing Professional Development 1)

Objectives

By the end of the session, you will be able to-

- raise awareness of the role of observation within CPD
- explore the qualities of a good observer
- analyse a checklist for observation
- provide an opportunity for practising feedback



Section A: Observation

Observing others and being observed is an important strategy for CPD. A teacher can learn many things through others and at the same time s/he can be modified.



Activity: Try to answer the following questions

- a) What is observation?
- b) Have you ever been observed before? Who observed you? What happened?
- c) Some people don't like being observed. Why do you think this is?
- d) Is it helpful for teachers to observe their colleagues? Why/Why not?
- e) How do you feel about observation as part of your training?
- f) Why do you observe others?



Section B: Qualities of a good observer

An observer doesn't simply see the activities of the teacher in the class but s/he notes down all the strengths and weaknesses and also becomes clear about all the queries.



Activity: Now look at the following statements about 'observer'. Do you agree or disagree with the statement? Put tick (✓) mark.

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Statement:	Agree	Disagree
<p>A good observer.....</p> <ol style="list-style-type: none"> 1) Informs the teacher before the lesson 2) Stays in one place during the lesson 3) Makes the teacher feel relaxed- the teacher will teach much better if he/ she feels relaxed. 4) Talks to the teacher after class about the lesson 5) Doesn't interrupt the teacher 6) Looks at the lesson plan before the lesson 7) Talks about the good sides of the lesson but also what things can be improved for the future 8) Has a friendly smiling face 9) Does not openly criticise but offers suggestions 10) Tries to sit at the back 11) Thanks the teacher for the lesson 		



Section C: Observation Checklist

To perform the observation task smoothly, the observer must follow an observation checklist.



Teaching English- 2

Activity: The following are a list of observation checklist. Read the activities of a teacher and give your comment at the right column:

Teacher activity	Comments
The teacher introduced the lesson clearly.	
The lesson was well-prepared.	
The teacher's instructions were clear.	
The teacher made the lesson interesting and interactive	
The teacher used every opportunity to give the students speaking practice	
The teacher gently corrected Ss' errors.	
The teacher followed good teaching principles in teaching grammar, vocabulary or the four skills	
The teacher asked <u>a number</u> of Ss to answer.	
The teacher's voice was clear.	
The teacher used the blackboard neatly.	
The teacher encouraged the Ss.	
The teacher concluded the lesson neatly	

Session 23
Continuing Professional Development 2
Key Learning Points

Observation is one of the best ways by which a teacher can develop his/her skills. Observation is where a teacher and his/her class are watched by a colleague, a Head, an Inspector etc. for the purpose of evaluation or professional development. Teachers have probably been observed by School Inspectors, Heads and maybe DEOs or TPOs. They present lessons, probably for the purpose of assessment. We can observe teachers for a number of reasons- to assess them, to learn from them, to help them improve their teaching.

Often teachers feel nervous about observation. They feel they are being judged and criticized. They want to give a good 'performance' and worry if it is not as good as it could be. They see observation as a means of assessment rather than professional development. The classroom can be a lonely place and teachers can benefit from seeing each other work. They can get ideas for their own teaching and help each other with common professional problems. If they can be supportive and helpful rather than purely critical then observation can be a positive experience.

A good observer does the following things-

- Informs the teacher before the lesson.
- Stays in one place during the lesson.
- Makes the teacher feel relaxed.
- Looks at the lesson plan before the lesson.
- Talks about the good sides of the lesson and what can be improved in future.
- Has a friendly attitude.
- Does not openly criticize but offers constructive suggestions.
- Thanks the teacher for the lesson.

An observation checklist is essential to observe a class for giving feedback. It reflects the positive sides as well as the things those can be improved. A good observer should prepare a checklist by which he / she can observe the class. A well prepared checklist can help to fulfil the goals of professional development.

The feedback stage after an observation is crucial. This is when both observer and observees can make valuable use of the experience. It needs careful handling. One approach to this task which can minimize the potential stress is through what is often called Sandwich model. In this model feedback is given in three stages.

These are:

Positive: Focus initially on the positive points.

Constructive: Focus on a few key points. Discuss what they could do differently.

Positive: Round off with constructive targets for future development.

Some golden rules on giving feedback:

1. Set the person at ease.
2. Allow him/ her to reflect first.
3. Focus on what went well.
4. Try to keep to your criteria.
5. Try to ask question rather than making statements.
6. Set achievable and agreed targets.
7. Be sensitive and aware of your observer's feelings, and know when to stop making constructive comments.

Observation is one of the best ways by which a teacher can develop his/her skills. Observation is where a teacher and his/her class are watched by a colleague, a Head, an Inspector etc. for the purpose of evaluation or professional development. Teachers have probably been observed by School Inspectors, Heads and maybe DEOs or TPOs. They present lessons, probably for the purpose of assessment. We can observe teachers for a number of reasons - to assess them, to learn from them, to help them improve their teaching.

Secondary Teachers Training

Often teachers feel nervous about observation. They feel they are being judged and criticized. They want to give a good 'performance' and worry if it is not as good as it could be. They see observation as a means of assessment rather than professional development. The classroom can be a lonely place and teachers can benefit from seeing each other work. They can get ideas for their own teaching and help each other with common professional problems. If they can be supportive and helpful rather than purely critical then observation can be a positive experience.

A good observer does the following functions:

- Informs the teacher before the lesson.
- Stays in one place during the lesson.
- Makes the teacher feel relaxed.
- Looks at the lesson plan before the lesson.
- Talks about the good sides of the lesson and what can be improved in future.
- Has a friendly attitude.
- Does not openly criticize but offers constructive suggestions.
- Thanks the teacher for the lesson.

An observation checklist is essential to observe a class for giving feedback. It reflects the positive sides as well as the things those can be improved. A good observer should prepare a checklist by which he / she can observe the class. A well prepared checklist can help to fulfill the goals of professional development.

The feedback stage after an observation is crucial. This is when both the observer and the observed can make valuable use of the experience. It needs careful handling. One approach to this task which can minimize the potential stress is through what is often called Sandwich model. In this model feedback is given in three stages.

These are:

Positive: Focus initially on the positive points.

Constructive: Focus on a few key points. Discuss what they could do differently.

Positive: Round off with constructive targets for future development.

Some golden rules on giving feedback:

1. Set the person at ease.
2. Allow him/ her to reflect first.
3. Focus on what went well.
4. Try to keep to your criteria.
5. Try to ask question rather than making statements.
6. Set achievable and agreed targets.
7. Be sensitive and aware of your observer's feelings, and know when to stop making constructive comments.

Assessment of your learning

1. How can you continue your professional development?
2. Describe the qualities of a good observer.
3. How can observation be a means of teachers' professional development?
4. "A good observer is a friend, philosopher and guide" – Do you agree? Why?
5. While observing a class, why is an observation checklist necessary? Discuss.



Possible answers

Section A:

- a) Observation is where a teacher and his/her class are watched by a colleague, a Head, an Inspector etc. for the purpose of evaluation or professional development.
- b) (Answer may vary) Teachers have probably been observed by School Inspectors, Heads and maybe DEOs or TPOs. They present lessons, probably for the purpose of assessment.
- c) Often teachers feel nervous about observation. They feel they are being judged and criticized: they want to give a good 'performance' and worry if it is not as good as it could be. They see observation as a means of assessment rather than professional development.
- d) Yes, it is helpful. The classroom can be a lonely place and teachers can benefit from seeing each other work. They can get ideas for their own teaching and help each other with common professional problems. If they can be supportive and helpful rather than being purely critical then observation can be a positive experience.
- e) Hopefully they will say that they feel happy about it. If not, it is important to stress that observation as part of this training is not for assessment purposes but to help and encourage teachers to improve. Both the observations that the trainers do, and the observations the teachers carry out amongst themselves will be positive and supportive.
- f) We can observe teachers for a number of reasons: 3
 - to assess them,
 - to learn from them,
 - to help them improve their teaching

Section B: (Answer varies from person to person)

Section C: (Answer varies from person to person)

Session 24 Microteaching

The trainer will invite the trainees in the microteaching session to make them fit for teaching practice. The trainer can use the following checklist:

Microteaching Observer's Checklist

Date:

Team Members:

EfT Lesson and Unit:

Teacher activity	Comments
The teacher introduced the lesson clearly.	
The lesson was well-prepared.	
The teacher's instructions were clear.	
The teacher made the lesson interesting and interactive	
The teacher used every opportunity to give the students speaking practice	
The teacher gently corrected Ss' errors.	
The teacher followed good teaching principles in teaching grammar, vocabulary or the four skills	
The teacher asked <u>a number</u> of Ss to answer.	
The teacher's voice was clear.	
The teacher used the blackboard neatly.	
The teacher encouraged the Ss.	
The teacher concluded the lesson neatly	