Teaching of English Language (EDU508)
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Lecture 1

Topic 1: Reading Skills - Silent Reading

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

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

Topic 2: Loud Reading

It has more disadvantages than advantages.

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

Topic 3: Skimming

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

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

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Topic 4: Scanning

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

Lecture 2

Topic 5: Close Reading

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

Topic 6: Problems in Close Reading

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

Topic 7: Close Reading (Continued)

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

Lecture 3

Topic 8: Methods of Teaching Reading Skills

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

Topic 9: Methods of Teaching Reading - Predict and Tell

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

Topic 10: Methods of Teaching Reading - Story without an Ending

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

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

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Topic 11: Relevance

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

Topic 12: Methods of Teaching Reading - Headings

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

The primary school children would like to give heading to a topic with one word or two words. For example, if they are talking about the rose they may call it a rose or a flower but for the secondary school children and higher school children, they can do more than that. They can do a two word heading or a three word heading or maybe a sentence. An exercise for that could be that the teacher provides some paragraphs to the students and asks them to give a heading for that. Students should be given more and more opportunities to imagine and to create. Not to be restricted to give certain headings. The teacher should encourage them to give more and more vocabulary to produce more and more headings that they want to give to their paragraphs. However, in the exercise where the teacher wants the students to give a certain heading, in that case those headings should be given to the students. For example if there are five paragraphs the teacher needs to give those five paragraphs along with seven headings. The teacher should give them more than five headings so that they use the relevant five headings and the remaining two are irrelevant. If the students are choosing the irrelevant ones, it means that they are not using the headings correctly. So this is the way to do the restricted headings to the paragraphs. If the teacher is not giving any headings to the students then she should be accepting all types of headings that the students give as long as those headings do have some relevance to the story or paragraph.

Lecture 4

Topic 13: Personal Response

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

Topic 14: Personal Response (Continued)

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

Topic 15: Personal Response - Cohesion

Sometimes, such writings where we have argumentative type of texts or where we have discussions we need to look at the factor of cohesion and coherence. We need to look at the dialogues or the arguments that are being made, whether they do have some cohesion or coherence in the writing. This is mostly done at the higher level. This topic is a little advanced for the primary school children. This is an important part of the reading and writing process and as mentioned earlier it is a bit advanced, thus the teachers need to give clear instructions to students. The students should develop the skill of writing coherently as a personal response to the reading that they have done. This is a productive skill for their writing forms. In order to do good writing it is important to do good reading.

Topic 16: Personal Response - Elision

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

the attention of students towards elision during the reading activity so that the students use elision themselves when the write stories, dialouges etc. Elision is an important language feature.

Lecture 5

Topic 17: Personal Response - Repetition

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

Topic 18: Punctuation

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

Topic 19: Reading for Pleasure

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

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

Topic 20: Reading for Pleasure - Library Resources

Another way to develop reading for pleasure is to use library resources. In case a resourceful library is not available, the teachers can always make a mobile library for their classrooms. They can ask people to contribute to the classroom library and this can be an effective way to develop the habit of reading in children. It can duplicate the library atmosphere. If students are taught to use libraries at a young age, they start to appreciate the atmosphere of the library. The silence in the library is an attraction to human nature. This is a contrast to the classroom atmosphere which tends to be very active. Where as in a library there is more

independence and less teacher interference. Students should be taught that they don"t always have to rely on course books but consult other resources. Extra knowledge marks may be added in examinations. Libraries are not restricted to only schools, public or home libraries are also a great way to achieve benefits of reading.

Topic 21: Poetry

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

Topic 22: Poetry - Pronunciation and Word Stress

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

Word stress is also important because you can change the meaning of sentences. If you stress on a particular word you can change its meaning and tone. A sharp tone can imply rudeness. We are able to explain the meaning of a poem by using the correct stresses. Words should be said in their right context in a poem. Emphasize on the words which need to be emphasized. You can only do that when you know the meaning and context of a word.

Topic 23: Reading Skills

Revision of Reading Unit

Things to look for while reading:

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

Writing is a direct product of reading. Advantages of reading would be reinforced while writing.

Topic 24: Reading Skills

Learning Outcomes

By the end of this module students would be able to
- Become friendly with letters and words
- Spell words correctly
- Pronounce the words rightly
- Read paragraphs with reference to the context
- Analyze the text to spot parts of speech
- Collaborate with peers in group tasks

Lecture 6

Topic 25: Writing Skills - Creative Writing Skills

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

Topic 26: Writing Skills - Grammar and Vocabulary

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

Topic 27: Writing Skills - Spelling

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

Lecture 7

Topic 28: Developing Writing Skills

Formal Writing

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

Topic 29: Developing Writing Skills

Informal Writing

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

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

Lecture 8

Topic 30: Types of Text - Narrative

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

Topic 31: Types of Text - Argumentative

It is similar to debates, but debates are oral and argumentative is a written form of debates. It is usually an argument between two people. There is a point taken with two sides on a coin while both sides are trying to prove a point. There is a sequence in the dialogues from both sides. One point is being discussed and then there is a counter argument. Both sides of the argument are to be taken into consideration. Opinion of both or more parties should be included in the dialogue writing. Punctuation is very important in the conversation to make the dialogues clear. Without punctuation the arguments won"t be shown like a dialogue. Some words which are used in spoken language can be used in argumentative writing as well for e.g; "In my opinion", "I think"… Such phrases will make the argument evident. Polite phrases can be used according to the scenario for eg; "thank you for your opinion but…"

Topic 32: Types of Text - Dialogue

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

Topic 33: Types of Text - Exposition

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

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Topic 34: Types of Text - Report

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

Topic 35: Types of Text - Discussion

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

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Lecture 9

Topic 36: Formal Writing - Letter

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

Topic 37: Formal Writing - Salutations

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

Topic 38: Formal Writing - Formal language

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

Lecture 10

Topic 39: Informal Writing - Reflective writing

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

Topic 40: Informal Writing - Diary writing

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

Topic 41: Informal Writing - Building characters

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

Topic 42: Informal Writing - Emails

It is a very common means and used in offices mostly. It is a useful substitute for memos which were used to let the staff know about any order by the higher authority. It can be formal when you have to email a person who is higher in position and age or in a senior office position. An informal way can be as if it is a chain of communication just like a conversation. The thread can continue informally within an online group. It is like responding as if we are talking to a person. Emails have the advantage of replying instantly. You don"t have to seek vocabulary as you can use words of your mother tongue, where as

one cannot take the risk of using other languages in a formal email. Students must be able to identify and compare the differences.

Lecture 11

Topic 43: Formal Informative Writing - Statement of Interest

It provides information that has to be used at a formal place. It is usually used in applications for job or admissions. Teachers should know the structure and format of applications. It should give precise information about applicants. Students should exhibit the statement of interest which means telling why they are interested in the job or admission. Statement of interest is based on the attitude and aptitude of the person. It is an important question in the job interviews, what is the priority reason for you? Along with being precise it should have information that is written formally. Students should learn how to write a statement of interest for a travel expedition or a voluntary case to evaluate their interest. This way they can know about their abilities and skills.

Topic 44: Formal Informative Writing - Application Details

This is in order to give information to the person we are applying to. To write about their skills and previous experiences, students need to be taught to write precisely yet explanatory. Teachers should practice writing applications in the class. Usually word limits are given for subjective answers. Helping words should be provided to students to guide them. Subjective answers can show the aims of the students. Teachers should use samples of application for the ease of students but the confidentiality should be maintained.

Topic 45: Formal Informative Writing - Profile Writing

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

Topic 46: Formal Informative Writing - Curriculum Vitae or Resume

It is formal informative writing, as it is about providing facts based on reality. You have to inform the person about yourself, about facts that are always going to stay with you, like name, date of birth, nationality, religion etc. Layout of the CV is very important be it for higher education or job. It should be organized, starting with educational qualifications with the dates. You should specify if it is a degree, course or certification. The name of the institute must also be mentioned. Whether it was full time or part time should also be mentioned. You should stick with the format, whichever you are using. Divide your qualification in columns. It should be in chronological order. You should also mention extra-curricular activities; volunteer and charity work come under this.

Lecture 12

Topic 47: Learning Outcomes

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

Lecture 13

Topic 48: Speaking Skills - Favorable Classroom Environment

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

Topic 49: Speaking Skills

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

Topic 50: Speaking Skills - Language Games

Speaking skills are best learnt by fun. It is a natural instinct for people to speak comfortably in their own language. But in order to learn a foreign language, it is a good way to not to force people but use comedy and fun. When there is no stress on the brain, it is accepted freely. More words are picked by the learners in a game; funny words are very quickly absorbed by young learners. Words used in movies often become clichés and become popular among the mass mostly in a comical manner. Games in a classroom are a subtle way to convey the message. A teacher can find many language games online or in books. If a teacher likes to play games, she would become one of them. Students can enjoy and learn at the same time. Teachers should however maintain discipline in the classroom.

Topic 51: Speaking Skills - Building Vocabulary

Vocabulary plays an important part, how can we read if we don‟t know what is written. It can be provided by resources. For primary school students, teachers can provide word banks on charts, board, slides etc. For higher level students, you can have a resource corner in the classroom where you can put newspapers, magazines for consulting when students are short of vocabulary. This reduces the burden on the teacher and enables students to work independently. Students develop a sense of responsibility and confidence. Building

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vocabulary also helps students become confident that they don''t lack the ability to use words. Familiar words are better absorbed by the students. It should be a regular affair for the class activities. Teachers can have dictionaries placed in the classroom and inculcate the habit of using them, few times they would need teacher''s help but later they would learn this habit.

Topic 52: Speaking Skills - Pair Work

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

Lecture 14

Topic 53: Speaking Skills - Selecting Topics

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

Topic 54: Speaking Skills - Confidence

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

Topic 55: Speaking Skills - Hesitation

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

Topic 56: Speaking Skills - Introductions

The teacher can ask the students to introduce themselves. She can begin by introducing herself as an example. The students can follow her pattern. This creates a friendly environment in the class in the beginning. Later she can compare if they have learnt how to

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introduce or added anything new in their introduction. Teachers can make students imagine a certain situation or create scenarios. Also she can consult students about what they want to talk about. This would enable them to face any kind of situation. This social skill plays a major role in shaping the future of the students.

Topic 57: Speaking Skills - Know Me

That is a very popular activity; it can be done both in pairs and groups. For primary schools students, they can be divided into pairs. They are supposed to ask each other questions. The teacher can give a topic and students can decide what they have to ask.
This way there will be a link among students. Students can choose to talk about their family, if they wish so. The teacher should be monitoring this activity and should not let one partner dominate the other. She can ask the other one to start a new topic. It should be a learner centered class as in when the speaking skills class is going on the teacher should only be a facilitator.

Lecture 15

Topic 58: Speaking Skills - Phrases

The teacher can provide different phrases for students to use in their conversation. This activity is not possible in primary school as they would not be able to understand the meaning of phrases. Teachers can use phrases from text or lessons students are already familiar with. Students can find meanings of phrases by asking their peers. This activity should be more intrapersonal rather than the teacher intervening all the time. Teacher can take rounds and monitor them while not making her presence felt. She should not look at the faces of students to make them conscious. The students should be dealt with independently. It should be learner centered activity. The teacher can make informal observations of her students and perhaps evaluate them. After ten lessons she can reevaluate them to check their progress.

Topic 59: Speaking Skills - Collocations

They are relevant to higher level students. Teachers should not be doing this activity with primary grades. Collocations are like phrases, with more than one word that goes well with another. The only difference is that collocations are words commonly used together for example; get well. Advertisements use collocations like: buy one get one. People tend to learn these quickly as they are quite catchy. In case of phrases, usually they have a different structure of words. The teacher can divide the class into two groups. She can give slips to each student of first group with one word of the collocation and other word to second group. Students can then try to find the match of the word they have and stand next to their partner when they find the right word.

Topic 60: Speaking Skills - Imperatives

They are commonly used in speaking. They are often used in a classroom like "open the door" these are things to be done at the present moment. They are direct in nature and usually tell people to do something. These are like rules or orders. Students don‟t have to use a lot of vocabulary. Students can be asked to change statements into imperatives. It can be made into a game, instead of writing the definition and looking at examples.

Topic 61: Speaking Skills - Fluency

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

Topic 62: Speaking Skills - Intonation

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

Topic 63: Speaking Skills - Accuracy

Usually when people speak a language they become critical about its accuracy. You need to remember that 100% accuracy with a foreign language is not possible. But teachers can try to be as accurate as possible. This is developed gradually, and teachers need to be very patient. Accuracy in speaking skills is quite a task. Speaking time is important in judging the accuracy of the language. Primary school students may not be well versed in English if they did not have any speaking skills session. Some parents don‟t like to speak English at home but prefer the mother tongue. But in order to master a language, it must be spoken. So parents should try to cooperate. Specified speaking sessions should be included in the classrooms to apply English. Practice must be emphasized at primary level because it becomes natural without any consciousness like their mother tongue.

Lecture 16

Topic 64: Speaking Skills - Fun language

This is a more informal way of learning a language. Teachers should make students aware that fun language can‟t be used on formal occasions. Teachers should however keep in mind the culture of the organization. It can be used on a casual occasion. It lacks salutations and greetings. Fun language can be added in the games played in the class. A teacher can replace words with codes, numbers, letters or gestures or anything she chooses to make any word into a more polite word.

Topic 65: Speaking Skills - Greetings

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

Topic 66: Speaking Skills - Advises/Requests

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

Topic 67: Speaking Skills - Pragmatics

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

Topic 68: Speaking Skills - Interpretation

Interpretation of words is very important as there is no time gap between delivery and reception of speech. Students should be told that there can be many interpretations of the words spoken. Therefore, meanings should be clarified. Speaking is a more sensitive activity than writing as it is more momentarily and there are more chances of misinterpretation. Words have more than one meaning and context; hence teachers should tell students to clear the confusion even if it is with a higher authority. Teachers should be more adaptable in accepting mistakes as we are not native speakers. The actual meaning must be conveyed as words carry more than one meaning.

Topic 69: Speaking Skills -Netiquette – IT Language

The etiquette to use language online, the net language also has some manners. Students are usually speaking that language too. Casual and informal language can be used but there should be restrictions on its use. Since the words are spread to a lot of people, some words should be censored. Some words are not accepted in the society members like senior citizens or children.

Topic 70: Speaking Skills- Descriptions

There are many language games that can be based on description. Primary school students can be asked to describe the things in the classroom. Students love to look around in the class. This way they would be learning a lot. Students can first name the things, then make sentences about their description. This activity is bound to increase observation and vocabulary. They can practice this at home as well. For secondary school, we can modify it. They can talk about a character, a celebrity or any family member. They can use adjectives and learn sentence formation. Students at higher level can also go for an interview. They can then share and reflect about their experiences.

Topic 71: Speaking Skills - Adjectives

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

Topic 72: Speaking Skills - Peer Assessment

It is a good practice to make the students assess their peers. They like to listen to what the other person is saying especially if they are of the same age. They tend to focus more on what they are saying. It is like a chain building activity. The teacher should explain what she needs them to do. Students should be very honest and fair in assessing their peers. This way students will understand how an assessment is done. Students come to realize the accuracy

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of the teacher in assessing them. It is like a reciprocal activity. It has many advantages. Their listening skills are also developed. They can compare their own speaking skills and be motivated to learn from a better example. The teacher may give a criterion for assessment in case there is some problem.

Topic 73: Speaking Skills - Pair work

Pair work can be useful in assessing their skills. Sometimes teacher is concentrating more on marks distribution than on the speaking skills. It is a good idea to divide the class into pairs and they can talk to each other while the teacher can mark them. One to one assessment is not as successful as pair work. The selection of topics should be relevant for their level. Topics should not be close ended. It should be interesting. Students can also have the liberty to choose a topic of their own interest. In order to let the conversation flow, the topic must be interesting enough to facilitate the students to speak.

Topic 74: Reflection

This is another method to assess students in pairs. Teacher invites the pair in front of the class and the criterion of marking is given to the class. Students are not going to doubt that there is bias in the class. The conversation between the pair is a reflection tool for the whole class. The teacher can consolidate the results herself. The audience group can make an assessment speech later. The teacher can give feedback later to make it a balanced reflection. The class will be encouraged to mark each pair‟s use of expression, intonation and pronunciation.

Topic 75: Self-Assessment

This is another practice to asses the speaking skills of the students. This is also a popular practice. Students should be trained to assess themselves; they should be taught that you are the best judge of yourself. They would not need any outside assessment. Language teachers must inculcate this in their students. Students, once they get into the practice, they can do it any time as it will become their second nature. This can be done in higher level as well; they can easily assess themselves and have a meeting with their teacher in tutorials. Instead of the teacher pointing out, it will be coming from them, and there will be no doubt about it. They will themselves identify their problems. For continuous formative assessments this is a very good practice. It would save a lot of teacher‟s time as well. They can compare their performance with their previous one.

Lecture 17

Topic 76: Teacher's Support

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

Topic 77: Learning Outcomes

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

Topic 78: English Language Skills

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

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

Lecture 18

Topic 79: Listening Skills

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

Topic 80: Listening Skills

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

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

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

Lecture 19

Topic 81: Significant Points to Develop Listening Skills

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

Topic 82: Significant Points to Develop Listening Skills - Focus Building Exercise

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

Topic 83: Communication Gaps

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

Topic 84: Essay

Essay is usually a part of the literature syllabus, but students should know how to analyze an essay. An essay is a collection of sentences and paragraphs. The beginning of each paragraph must express the purpose of that paragraph. A new idea must begin in a new paragraph. The linking pf paragraph is also significant to learn. The sentence formation usually has all the parts of speech in it. Students should use different kinds of adjectives. With the use of nouns it is difficult to use different words, e.g. a cupboard will always be a cupboard. It has been seen that students mostly stick to the words "good" and "bad" for adjectives. Teachers should teach students more alternative words. Too much use of the same word would not

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carry an authentic message moreover the examiner would not consider the writer to be a good writer. The teacher should encourage creative skills and rich language. Students should be encouraged to write their own option and imagination. Teachers can give them samples of good essays where there is rich exposure of language. By reading good essays students would be able to write good essays. The essay can have three paragraphs, Students should be careful about word count. Instructions should be clearly written down for students.

Topic 85: Exercises

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

Lecture 20

Topic 86: Match the Words

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

Topic 87: Defining Characters

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

Topic 88: Look for a Picture

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

Topic 89: Outline of a Short Story

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

Topic 90: Short Story - Scene and Situation

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

Lecture 21

Topic 91: Grammar Use - Present Simple

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

Topic 92: Grammar Use - Past Simple

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

Topic 93: Grammar Use - Continuous Tense

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

Topic 94: Grammar Use - Present Perfect

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

Topic 95: Grammar Use - Past Perfect

It happened in the past and the use of participle e.g., "I had written a letter". Students might ask why we can"t say I wrote a latter. There is a difference in meaning. "Had" specifies that the action was done a long time ago but relevant to the time period we are in now. The meaning and purpose of using past perfect is that the action was carried on. I wrote a letter

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could be many, many years ago. The teacher needs to introduce the participles of the verbs as well. These are available in the grammar books. Teachers can use match the word exercise.

Lecture 22

Topic 96: Grammar Use - Future Tense

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

Topic 97: Grammar Use - Conditionals

These are relevant to future tense. They are taught at an advanced level. Conditionals have a situation of a future, wishing for something, or something that would be done in the future, imagination, regretful action that was not done in the past. There are three types of conditionals, first, second and third. Modals are words like; May, might, could, would, might not. These are for showing things that have not happened but it is wished that they had happened. It shows the intention of the action to take place in future or imagination. Modals are usually available in grammar books.

Topic 98: Grammar Use - First Conditionals

First conditionals are easy to understand. These are things that would be possible to happen. The things that are natural and factual. For example, the water will boil at 100°C. It is different from future tense as it has a condition. It is a scientific fact, it is going to happen but it also has a condition, it will only boil at 100°C otherwise it will not boil. It is a future tense. The teacher can ask the students to underline the words that make the sentence a conditional.

Topic 99: Grammar Use - Second Conditionals

As it is clear, these are on a second level degree. They are based on wishes, for e.g. "if I had money I would buy a house". The condition is if the person had the money. The sentence carries a meaning of wish. Use of if shows the wish. Would is the modal word here. Second conditionals are also used when things are not really possible. Some second conditionals are also put in first conditionals; e.g. "if I had worked hard I would have been successful", because it is not really possible. Usually the facts are in first conditionals, and impossible wishes are in second conditionals. Things that are never going to happen e.g.; if I was a billionaire I would buy the world.

Topic 100: Grammar Use - Third Conditionals

Third conditionals are mostly based on regret. Modal words are also used along with the use of if, e.g. "If I had worked hard I would have scored maximum marks". The condition here is of working hard. Now I cannot work hard, the time has gone. The verb is in past as it is showing regret. If I could have seen my mother she would have blessed me. These regrets

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cannot be undone now, they have already caused harm. The condition is that this action should have been done in past therefore the verb is in past. E.g., "if I would have reached earlier" shows an irreversible regret. To put it simply, it is regret with a condition.

Lecture 23

Topic 101: Survey

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

Topic 102: Planning for Different Groups

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

Topic 103: Planning for Different Groups - Clear Instructions

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

Topic 104: Planning for Different Groups

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

Topic 105: Planning for Different Groups

Needs Analysis

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

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Topic 106: Planning for Different Groups - Visual Learners

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

Topic 107: Planning for Different Groups - Audio Learners

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

Topic 108: Planning for Different Groups - Kinesthetic Learners

Kinesthetic are those learners who like to physically touch things. These learners can be good engineers and architects. If she wants to talk about a car, she can bring a toy car. Students can name the different parts of the car in English. This can be done in primary class. Teacher can have an outdoor activity e.g, she can go into the ground and touch things and name them. They can then write about them. How it felt, what the texture was like. Teacher can easily identify who are kinesthetic learners. One student can be more than one style of learner at the same time. Audio learners can also be kinesthetic learners and so on. Kinesthetic learners don"t like to sit at one place. It may not be a behavioral problem but only a difference in style of learning. Teacher should never discourage this type of students.

Topic 109: Planning for Different Groups - Intrapersonal Learners

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

Topic 110: Planning for Different Groups - Interpersonal Learners

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

Topic 111: Planning for Different Groups - Logical Learners

This is associated with those students who are good at mathematics or logic. Teacher can consult math teacher for identifying these types of learners. One student can be both visual and logical learner. Teacher can use post codes and numbers to cater to the logical learners. A teacher should include all these types of learning styles in her lesson. Most of the classes have a mix of these, some students may have all these learning styles where as some may have only one. Students need something according to their learning style to learn at their own pace.

Topic 112: Planning for Different Groups - Linguistic Learners

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

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Lecture 25

Topic 113: Make your own Resources

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

Topic 114: Print Resources - Use of Materials

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

Topic 115: Print Resources - Newspapers

Print resources have a lot of presence of newspapers. They are easily available. Current newspapers can be used for discussion purposes at higher level. A pyramid discussion can be done; one pair can give new information to another pair. In the end we have all the information in a pyramid form. A final discussion can take place among all the pairs. Then they can write down the gist of the article. Primary students can be asked to pick three lettered words. They can paste them on the board. It would boost their confidence. Teacher can use headlines to replace others words. It can be fun learning. In some cases newspaper cuttings can be used.

Topic 116: Print Resources - Magazines

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

Lecture 26

Topic 117: Print Resources - Reading Maps

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

Topic 118: Print Resources - Charts/Leaflets

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

Topic 119: Online Resources

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

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Topic 120: Resources - How to Read Instructions

Students need to know how to read instructions. Knowledge must be applicable. Students should be in a habit of reading instructions. Teacher needs to collect a variety of forms of instructions. Food packages like teabags, cornflakes etc are useful materials for this purpose. Students can bring the packaging and read it to the class. This can be done at a basic level. Something as simple as "stir well" can be a good example. Instructions are also given on medicines. They are very important as they can cause serious harm if not followed properly.

Topic 121: Lesson Delivery - Record a Good Lesson

Teachers need not be conscious as it is a live activity so there is room for mistakes. Teachers may record a lesson that went well. The observers sometimes ask how was the lesson as they think teachers are the best judge of their own skills. Teachers can find what was good in it. It is good to focus on what went right, as it encourages us. Teachers can compare other teacher"s lessons with their own and learn from others. They can discuss with an experienced person and evaluate their own lesson delivery.

Topic 122: Lesson Delivery - Team Teach

Team teach means you can have an assistant teacher in your class. Both of you can work together and supplement each other. It is going to benefit both the players. Classroom management can be much better in this way. One teacher can handle individual tasks and other teacher can manage the overall class. Junior school teachers can team teach with senior school teachers to learn their techniques. It is a matter of team playing, learning from each other"s experiences and also to appreciate each other"s efforts. A change in the classroom environment is a good way to motivate the students especially those who are shy. Later the teacher can do a survey to assess if the students enjoyed the team teach.

Topic 123: Lesson Delivery - Use of PowerPoint

Teachers can use PowerPoint to enhance learning. Something new always attracts the students. It is an additional means of learning. Pictures, video clips and sounds can also be used. Teachers can assess the student"s understanding by asking short questions about the video clips. Teachers should show the slides again and again as reinforcement is a very important factor of learning. Reliance on IT is a new way to learn. Students should be taught to not just depend on books.

Topic 124: Lesson Delivery - Use of Cards

Write your points on a card when you are delivering a lesson. Sometimes teachers tend to forget what they had to say. It is absolutely okay to consult a card in that case. Colored pens can be used to make differences of noun, verb etc. Having notes on a paper is difficult as they can sometimes stick together or fly away. Use a bigger font on a card. Teachers can show a card to the students to help them spell it. Teachers can give red, yellow and green

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cards to students to assess herself. If they understand the lesson the can show green card. If they didn‟t, they can raise the red card. Yellow card would mean somewhat understood.

Topic 125: Lesson Delivery - Eye Contact

Eye contact with audience is also very important whether it is a presentation or a lesson. Students become alert and attentive if the teacher has eye contact with them. Teachers should have eye contact with everybody otherwise it would create a bias and consciousness. No eye contact can lead to students being upset or losing interest. In primary school it is an important way to evaluate the attention of the student. The teacher needs to know what her students are doing. Eye contact should be equally divided. Too much eye contact can make the student nervous or conscious.

Lecture 28

Topic 126   Lesson Delivery - Short and Precise

Time management is important. Short sentences should be used as students might get entangled in longer sentences. Teachers can divide sentences in two sentences as well. She can use pauses between sentences. Short sentences are easy to understand and remember. She can divide sentences into short questions. Students need not use replicas of what the teacher is saying.

Topic 127: Lesson Delivery

Summary

Making a summary at the end of a lesson is important. She can use feedback from her students by brainstorming activity. Teacher can ask the students to write the summary themselves. Then she can write them on the board. This would encourage a learner-dependent class. By that summary she can evaluate if the lesson is well understood. A gap filling activity can also be used. Few words can lead to completion of sentences. Students are contributing to the wrap up of the lesson, and reproducing what they have listened to.

Lecture 29

Topic 128: Helpful Tips

Body Language

Body language should be helpful and cooperative. It should show willingness. Sometimes students feel that the body language is tense as if she is annoyed by her students. Teachers should not let any negativity filter into their students. Body language should be welcoming, encouraging, happy and motivating. The students would replicate the body language and behaviour. Learning will be collaborative in this way.

Topic 129: Helpful Tips

Pleasant Behaviour

No matter the conditions of the classroom, teachers should be pleasant in manner. But we cannot change them by being unpleasant. The only way we can change the environment, is by our behaviour. If the teacher adds to the unhappiness it will transfer in her students. Students need to develop feelings of respect towards the teacher and authorities. Unpleasant behaviour in upsetting situations won‟t help in solving the problem.

Topic 130: Helpful Tips

This is an extremely helpful way to know how well the learning took place. Students can discuss all that they have learnt. Students can work in pairs and produce two questions and answer among each other. Students can give feedback to each other. Teachers can also have short questions at the end of the lesson. She can also give it as homework for reinforcement. These questions would be a sort of revision for them. The next day she can review the questions. She can change the format of the questions. She can revise the vocabulary used in previous class. The class can be divided into groups and the leader can ask questions from the group.

Lecture 30

Topic 131: Assessment - Portfolios

Teachers can ask students to make portfolios at the end of the lesson. For primary students, it can be a scrapbook of what they have learnt. It is a good way to keep a record of what they are learning. Secondary students can keep journals to maintain learning record. Teachers can assess what level of learning they have done. She can ask them to divide their portfolios into examples of vocabulary, grammar, visual learning, etc. Challenging students might not need help in making their portfolios. They can help those who need help. It is a good way to revise and reinforce the lessons. It can be a sort of a self evaluation as well. External visitors and examiners can also review the portfolios of the students.

Topic 132: Lesson Planning

While planning a lesson the most important thing the teachers need to look at is the aims that she is having in her mind for the lesson; that is the student learning aim for the teacher. What does she think the student needs to aim at in order to learn about that topic which she is introducing to the class. There has to be a very realistic aim for the students to make the learning authentic; the realistic aims can be achieved whereas if the teacher is looking for an unrealistic aim that means that will not be achievable. So, in other words the student learning aims have to be realistic and achievable.

Secondly, the aims should be measurable. The teacher should be able to measure the success of the aim. For example, the primary school children should recognize the words and the sounds of the letters, this aim is achievable as well as measureable, because by the end of the lesson, the teacher would be able to assess the recognition and sounds of the letters. Similarly, the teachers learning aim should also be included in the lesson, e.g, the teacher learning aim is that while doing the lesson delivery, the teacher should be able to assess what she needs to develop upon and further work on and add in the lesson to improve it; in other words, how she can teach in a better way e.g, in a secondary school class the teacher aims that the pronunciation of the class should have 100% perfection. This is not a realistic aim. In order to have a realistic aim she may say that the pronunciation of the class should be higher than the current pronunciation level. The teacher should thus keep in mind the learning aims of the students as well as her own aims i.e. she should have a certain level of teaching.

Topic 133: Lesson Planning

The teacher while planning her lesson has to keep targets in her mind. The targets again need to be realistic and achievable. The targets must be kept in mind according to the level of students. Also if it is a mixed ability group, the teacher has to set different targets for different groups of learning. For example, the time management factor is a target for the teacher. To do an activity in a particular time can differ with the high level students and with the lower levels students. If there is a mixed ability group in the class, some students who are high-level learners and challengers can probably finish an essay in 10 minutes whereas there

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can be some students in the class who would finish the same activity in 20 minutes so, the time management for all the abilities in the class has to be kept in mind when a teacher is planning a lesson.

The time management factor has to be improved gradually as a practice among the students. The teacher needs to sort of monitor what is the time being taken to do an activity and how much time is taken by the high level learners, the average level learners and the low level learners but keeping in mind the ratio; if the ratio is, for example, for high learners it is 10 for average it is 15 and for low it is 20 the teacher needs to keep in mind that this has to be improved at all levels for example while doing the lesson she should make sure that those who finished their activity in 10 should try to finish it in 9 minutes those who finish in 15 should try to finish it in 12 minutes and those who do it at 20 should try to finish at somewhere between 17or18. So, time management factor has to be put in the lesson plan while keeping in mind that this has to be improved by managing time as well. Now there are ways to manage time that is to give instructions to the students to provide them with resources and to make their learning easy so that they can complete the tasks given in the time given. Also the teacher can rehearse the lesson and assess for herself how much time is taken to do a certain activity if she is writing an essay herself taking 8 minutes then she should expect the students to be taking at least 10 minutes because she is herself at a higher level than the students. Similarly, she can also do the practice of rehearsing the same in other classes and then finding out the average time taken to do an activity so she has to be completely in the process of researching and rehearsing, in order to see how much time is practically taken to complete an activity and then improve on that factor.

It should not be considered that if people are taking 10 minutes than they should always take 10 minutes. Gradually, the speed of writing, learning or doing an activity would definitely improve if it is a good lesson therefore the teacher needs to manage time in a way that the activity is completed but it is not completed in a hurried way. Even that is going to give the lesson a poor taste. So, in order to manage it well it has to be again realistic time management. The teacher needs to keep in mind what are the activities, how long would the students take to complete the activities and how much explanation they need in order to complete the activity.

Topic 134: Targets

Differentiated teaching should also be the main target of the lesson planning. We all know when we go to buy shoes in the market the same size cannot fit all of us even if we are at the same height and the same age. We need to have our own size so; the shopkeeper has to keep in mind that one size cannot fit everyone. He has to have different sizes maybe there would be a difference of just a factor of 0.5 or one by two but maybe he has to cater to the size that is comfortable for us.

Similarly, one size does not fit all the learners; some learners need more explanation some lenders can understand with clues and hints some learners would need more than explanation they would probably need examples so in a lesson plan a good teacher would have a least 3 columns for differentiated teaching she would have a column for teaching the high level students and think about the ways how the high level students would not get

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bored in the class and she would give them a task which is very easy for them it has been noticed that sometimes the brilliant students are the brightest students in the class they complain that they were bored in the class and their parents also get worried that when the students are good students and good learners then why are they getting booed in the class the reason for that is that they do not have enough challenging material in class, the teacher does not cater for the differentiated teaching in the classroom. She does not prepare the challenging tasks for the students who can do more than the rest of the class.

Topic 135: Targets

For example if it is a topic about having healthy activities, the challengers are the most challenging group, they can be asked to go and do a survey and interview some healthy people of different ages and then talk about their healthy habits. They can all work in the group, for example, if the teacher has five challenging or high-level learners in the class , she can put them in one group. They can then analyze, probably by making a graph, showing it graphically, what things or what habits they are having in order to have a healthy life and then draw a conclusion and then present it whereas the average students in the class can read about some healthy eating habits with the teacher. They may need some explanation of the paragraph that there reading about healthy eating habits. So the teacher may explain with the help of the dictionary or with the help of the resources. The teacher may ask them short question-and-answer to make it clear whether the students have understood what healthy eating habits are whereas the lower students in the class can just do an activity which is true and false about healthy eating habits. So the teacher can always pick some sentences to make them understand what healthy eating habits are.

Topic 136: Targets

Learning outcomes should also be targeted by the teacher, the teacher should know that by the end of the lesson what should be the learning outcomes the students need to come to a conclusion in their learning outcome and they have to be learning at a different level. If there is a mixed ability group in the class, the teacher should be prepared for differentiated learning and teaching.

The teacher may have a learning outcome that she by the end of this lesson would be able to make the learners to learn their lesson. Especially, in a situation where she notices that there is a lack of spirit and team work in the class. So, maybe this could be one of her learning outcomes. She should target this learning outcome according to the needs of that particular class, for example; she notices that there are some students dominating the other students and they are not playing in the team as all individuals should be at an equal level. This could be one of the learning outcomes of the students for this type of class that teacher is going to monitor and manage the learning session in such a way that the students treat each other fairly and everybody participates in the activity. It might be a challenging task for the teacher to do that because the students who are able to dominate and are in a habit of dominating the other classmates would not be easily corrected in their behavior so she has to take care of both the sides those who are being dominated and those who are dominating so learning outcomes can also result in building up a team spirit in the class for everybody being very

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friendly to one another for everyone helping each other sharing and caring but at the same time not showing an attitude or behavior of bullying each other or dominating each other.

Also, there can be a learning outcome which would be a challenge for the teacher and it may take some lessons to reach that particular learning outcome and there is no harm in it and the teacher need not to worry about it. The basic thing is that she has to target a realistic learning outcome the one that can be the result of learning, therefore even if it takes more than one lesson or more than one day to achieve their learning outcome it has to be done with commitment and consistency in order to achieve that particular learning outcome sometimes the learning outcome of the student becomes very delayed and it results in taking more than 6 months but there is no harm in it as long as the teacher is consistent and committed.