

Second part- English: Pedagogical Knowledge

Contents and Sub-content

Unit 1: English as an International language

Lesson 1: English: Bangladesh and global context

Unit 2: Primary English Curriculum

Lesson 2: Components of Primary English Curriculum

Unit 3: Learning Style and Effective Teaching

Lesson 1 Language acquisition and Language learning

Lesson 2 Communicative Language Teaching (CLT)

Lesson 3 Practice of Classroom language

*** Clinic Session: Reflection on Teaching Practice**

(i) Use and application of CLT: Principles of IPT for analyzing the primary English textbooks.

(ii) Reinforce learning using language games

(iii) Reinforce learning using rhymes and songs

*** Clinic Session: Reflection on Teaching Practice**

Unit 4: Lesson Planning

Lesson 1 Framework (components) of IPT based Lesson plan relating to EfT content

Lesson 2 Lesson planning using IPT format with demonstration

Lesson 3 Preparing lesson plan for microteaching

*** Clinic Session: Reflection on Teaching Practice**

Unit 5: Listening Skill (1 session)-

Lesson 1 Introduction to listening skills

Lesson 2 Stages, strategies and techniques of teaching listening skills (Pre, while & Post)

Lesson 3 Listening tasks in EfT (Class 1 to 5)

*** Clinic Session: Reflection on Teaching Practice**

Unit 6: Speaking Skill

- Lesson 1** Speaking: Controlled and free speaking practice
- Lesson 2** Speaking tasks in EfT
- Lesson 3** Problems Bangladeshi speakers face in speaking English

Unit 7: Reading Skill

- Lesson 1** Reading aloud and silent reading
- Lesson 2** Reading: tasks and stages in teaching
- Lesson 3** Teaching Vocabulary

*** Clinic Session: Reflection on Teaching Practice**

Unit 8: Writing Skill

- Lesson 1** Mechanics of writing
- Lesson 2** Copying words, sentences, controlled, guided and free writing
- Lesson 3** Process writing

Unit 9: Teaching Grammar

- Lesson 1** Teaching grammar in context

Unit 10: Improving Pronunciation

- Lesson 1** Organ of Speech and English sounds with phonemic chart
- Lesson 2** Pronunciation: Stress and intonation

Unit 11: ICT Applications in Teaching-Learning English

- Lesson 1** Using ICT based resources for teaching English

*** Clinic Session: Reflection on Teaching Practice**

Unit 12: Micro-teaching

- Lesson 1** Micro teaching: A way of professional development
- Lesson 2** Micro teaching: A way of professional development
- Lesson 3** Micro teaching: A way of professional development

Unit 13: Lesson Plan Practice

- Lesson 1** Preparing a lesson plan focusing on 4 skills (class 3, 4 and 5)

Unit 1: English as an International Language

Lesson 1 English: Bangladesh and Global Context

Introduction

The aim of this lesson is to provide a clear understanding of the global status of English used for communication. In particular, the lesson focuses on many names of English for communication such as English as an International Language (EIL), English as a Global Language (EGL), English as a lingua Franca (ELF), World English (WE). In addition, the lesson deals with how English is taught as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign Language (EFL). As such the global status of English will provide critical insights to teachers about teaching and learning English in both local and international contexts.

Learning outcomes

After completing the session students will be able to:

- speak about the status of English used in global communication
- describe how English is taught globally
- explain the importance of English for people in Bangladesh

Activity: A Warmer

10 min

Activity A:

Ask questions, and find people in the room who have done or do the following activities: Remember the rule: You cannot ask a colleague more than one question! Move around the room.

1. Have you ever visited to an English speaking country?
2. Have you ever visited a website written in English?
3. Do you listen to the radio in English?
4. Do you ever read the newspaper in English?
5. Do you have a relative who lives in an English speaking count (e.g. Australia)?
6. Do you write a diary or take notes in English?
7. Do you ever speak in English?

Activity B: True-False about the status of English for global communication 10 min

Read the following statements about English. Some of them are true while some of them are false. Discuss the statements within group. Which ones are true? Which ones are false? If false, discuss the true answer.

Activity B:			
	Statements	T	F
1	Chinese is the world's most widely spoken language.		
2	English is the only international language in the world.		
3	English is a language which has many names.		
4	English has multiple varieties		
5	An international language cannot be bound to any one culture.		
6	Only tourists speak an international language.		
7	English can be used as a lingua franca – a common language for communication		
8	English is an international language, not a global language.		
9	If people cannot communicate by using a common language, they tend to use body language.		
10	English is used only in an English speaking country like the USA, the UK.		

Activity C: Read and answer questions 35 min**Activity C**

In the world of English language teaching (ELT) or English language education (ELE), the status of English varies for demographic and socio-political reasons. English is distinguished as a Native Language (ENL), English as a second language (ESL) and English as a Foreign Language (EFL). English is taught as a native language where English is the main language of the majority of the population. The most prominent geographical areas of ENL are: Australia, Canada, England (UK), the Irish Republic, Liberia, New Zealand, Northern Ireland (UK), Scotland (UK), South Africa, Wales (UK), and the United State.

English is taught as a second language in countries where English is not the primary language but is an important and an official language and also were colonies of any of the English speaking countries. Bangladesh, Botswana, Cameroon, Cyprus, Fiji, Ghana, Hong Kong, India, Kenya, Malaysia, Nigeria, Panama, Pakistan, Papua New Guinea, the Philippines, Sierra Leone, Singapore, Sri Lanka, Tanzania, Uganda, Zambia, Zimbabwe are prominent ESL territories. Although according to Kachru's three concentric circles (Inner, Outer and Expanding), Bangladesh is supposed to be a member of Outer Circle. However, due to socio-political reasons, the status of English in Bangladesh is EFL.

English is taught as a foreign language where English is not used much in the daily life of people, but English is learned at schools. In such countries, there is limited scope to use English out of the classroom. In Japan, China, Indonesia and the Middle East countries - English is treated as a foreign language.

Questions:

1. Where English is taught as native language? s
2. What is the difference between the status of English as a second language and foreign language?
3. What is the status of English in Bangladesh? Why?

Activity D: Importance of English

20 min

Here are some reasons why people in Bangladesh study English. Read each reason, and discuss in your group how important it is. Write (1) if you think it isn't important, write (2) if you think it's quite important, and write (3) if you think it's very important.

Activity D:	
People in Bangladesh study English...	Importance
• to read English newspapers, books and magazines	
• for higher study in Bangladesh – most textbooks are in English	
• to watch English films and TV programmes	
• to get jobs in Bangladesh – for example, in government service or with an NGO	
• to work abroad	
• to do research – most textbooks are in English	
• to understand English literature	
• to travel to other countries	

• because they enjoy learning languages	
• to use the internet and e-mail	
• to do international business	
• to communicate with foreigners and tourists in Bangladesh	
• to pass examinations	
• to study abroad	

Activity E: Reflection

10 min

Think about the following questions:

- a) What is the global status of English for global communication?
- b) Why did you learn English?
- c) Why do you think it is important for people in Bangladesh to learn English?
- d) Why do you think it is important for primary-aged children to learn English?

Additional Information

English is the most frequently used language for communication with people from different countries. When we consider English as a means of communication, it can be addressed by different names such as international language, global language, and lingua franca. Each name has different features. In defining an international language, Smith (1976) contends that a language which is used to communicate with people from different nations is called an international language. McKay (2003) notes that in global sense of EIL, the primary function of English language is to 'enable speakers to share with others their ideas and culture' (p. 12). Jenkins (2012) defines EFL as a means of communication as a common language of choice, among speakers who come from different linguacultural (language and cultural) circumstances.

To be a global language, a language needs to achieve a global status. According to David Crystal (2003), when English is a global language, it can be given official status of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the education system. In addition, a language can be made a priority in a country's foreign language teaching, even though this language may have no official status.

Bolton (2004) interpreted the expression 'World Englishes' in three possible meanings. Firstly, World Englishes is functionally an 'umbrella label' term that covers all varieties of English worldwide. Secondly, in a narrow sense, World Englishes refers to 'new Englishes' like Asian English, African English. Thirdly, it refers to 'the wide-ranging approach to the study of the English language worldwide.

Today 1.75 billion people speak English at a useful level (Neeley, 2012). Among them there are 400 million native speakers (Crystal, 2003, p.67), 600 million speak English as

a second language, and 600 million speak English as a foreign language. More than 80% of communication in English is held between non-native speakers of English (Crystal, 2003). Similarly, Graddol (2006) projects that in the next 10–15 years, the number of English speakers is likely to reach a peak of around 2 billion.

Unit 2: Primary English Curriculum

Components of Primary English Curriculum

Introduction

In this lesson, students learned about the importance of English for people in Bangladesh, and in the primary classroom. Bangladesh recognizes English as a compulsory subject in Classes 1-5. Students will learn more about the principles behind the Primary English Curriculum and the *English for Today* books.

Learning outcomes

After completing the session students will be able to:

- describe the objectives of the English Primary Curriculum.
- explain some of the principles behind CLT in the primary curriculum.
- explain some of the principles behind *English for Today* text books

Activity A: Warmer Golpo Dadu says

05 min

Activity B: English Primary Curriculum

20 min

Read the objectives of the English Primary Curriculum for Bangladesh. Discuss with your partner's

Objectives

The purpose of teaching English in Classes I-V is to enable the students to communicate in the language at a simple level in a natural and spontaneous way. The main objectives of teaching English in Classes I-V are to enable students to:

1. Understand simple commands/instructions/requests in English and carry them out.
2. Speak and understand simple English according to their age level.
3. Read and comprehend textbooks according to their age group and level.
4. Write letters, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.

Activity C: The Principles behind CLT in the Primary Curriculum

40 min

On the basis of Communicative Language Teaching (CLT) principles, NCTB provided some general instructions on using EfT books. Read the instructions given below to comprehend the importance English language. Share with your partner about your opinion.

Activity B:

নির্দেশনা:

আমাদের শিক্ষা-ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা চর্চার মাধ্যমে ক্রমান্বয়ে ওই ভাষার চারটি দক্ষতা অর্থাৎ শুনে বুঝতে, বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে

আমাদের মনে রাখতে হবে শিক্ষার্থীরা সেই ভাষাটিই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সবসময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যিক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের জন্য এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু অভিব্যক্তি যেমন greetings, farewells, commands and instructions ইত্যাদির ব্যবহার ইংরেজি ভাষায় শ্রেণিকক্ষে নিয়মিত সম্পন্ন করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার চর্চার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথপোকথন ও অন্যান্য বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথম জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লেখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English for Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে রহঃবৎধপঃ করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pair work, group work, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা তা নিজের অজান্তেই বুঝতে

The current approach of English Language Teaching (ELT) all over the world is communicative (The Communicative Language Teaching or CLT). Very recently, the academicians of Bangladeshi ELT context with the backing of the Government has founded CLT in the general education .CLT requires interactive classroom activities with the integration of the four language skills of reading, writing, listening and speaking. One of the most recognized lists is Brown's five features to characterize the Communicative Language Teaching.

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom. (cited in Brown 1994a :78)

Practitioners have claimed that the five features of CLT is important for learner's who are intending to learn English for academic purpose as well as its use in real life for communication.

The paragraph below is from the introduction of the EfT. Read the paragraph and make notes for the following questions:

1. Which principles of CLT can you see here?

The primary curriculum has been revised in the light of the National Education Policy 2010 which emphasizes learning English as an international language for communicating locally and globally. The 'The English for Today' textbooks have been developed to help students attain competence in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given on listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real life situations, but would also inculcate humanistic values in them as well as broaden their mental horizon. Grammar points and planned activities to develop students' competence in all four language skills have been presented within context in a systematic and graded way.

Which other principles of language learning can you see here?

Now read the primary curriculum and fill in the table that follows:

Curriculum

The term curriculum means the sets of aims and specific objectives to be achieved by learners; the knowledge, understanding, skills and attitudes learners must develop; possible strategies and activities for successful teaching, learning and evaluation processes for assessing students' performance. These various components are guided by certain principles which recognize the importance of providing a balance between the needs and interests of individuals and requirements of society and economy.

Terminal Competencies

On the basis of aims and objectives of the curriculum, subject wise terminal competencies are selected which a learner will achieve through this 5-year education program. These will help students to acquire and use the basic skills of English as a foreign language it is expected that the competencies of knowledge, skills and attitude of the students would be reflected on their reading, writing, listening and speaking skills. So the terminal competencies of English are grouped into listening, writing, speaking and reading.

Listening

1. to recognize basic English sound differences, stress and intonation.
2. to understand simple commands, instructions and requests and carry them out.
3. to understand simple questions and statements.
4. to listen to, understand and enjoy simple rhymes, poems and stories.

Speaking

1. to use English sounds, stress and intonation appropriately .
2. to exchange greetings and farewells and to make introductions.
3. to ask and answer questions .
4. to recite rhymes and poems.
5. to say the names of the days of the week and the months, and to tell the time.
6. to talk about simple things and actions.
7. to give instructions, commands and to make requests.
8. to take part in conversations on topics related to students' daily life

Reading

1. to read aloud texts with proper pronunciation, stress and intonation.
2. to recognize and read both cardinal and ordinal numbers.
3. to read the names of the days of the week, the months and the time.
4. to read aloud poems with proper stress and intonation.
5. to read silently with understanding paragraphs, stories and other text materials.
6. to read instructions and carry them out.
7. to recognize punctuation marks and read accordingly.

Writing

1. to write non-cursive and cursive letters both capital and small.
2. to write cardinal and ordinal numbers.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. to write figures for words and words for figures.
5. to use punctuation marks.
6. to use capital letters.
7. to write the names of the days of the week and the months, and to write the time.
8. to write words, phrases and sentences correctly.
9. to take dictation.
10. to write short and simple compositions.

11. to write simple personal letters.
12. to fill in simple forms.

Teachers will work in 5 groups. Each group work on a class, like group one class one and so on. In group discuss and fill the following chart

Write the name of the class that you are working on.					
	Questions	Listening	Speaking	Reading	Writing
a	How many terminal competencies of Listening, speaking, reading and writing skill will be practiced by the learners in class?				
b	Which terminal competencies will not be practiced in class? Put tick mark in the appropriate box.				

Here are some of the principles behind the Primary English Curriculum and *English for Today*.

- Using language to communicate
- Practice of the four skills (listening, speaking, reading, and writing)
- Activities are meaningful
- Activities are enjoyable
- Topics and themes relate to real life
- Topics inculcate human values and broaden horizons
- Grammar is presented in context
- Language and skills are graded (REF. Resource Paper of curriculum dissemination training on English by NCTB)

You need a copy of *English for Today*, Class 3 EfT for this activity. In your groups, find examples of activities which demonstrate the following principles.

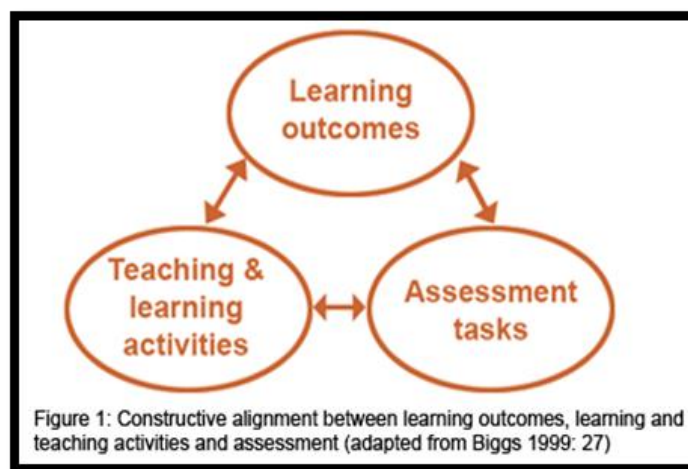
1. Find an activity which helps students to practice listening.
2. Find an activity which helps students to practice speaking.
3. Find an activity which helps students to practice reading.
4. Find an activity which helps students to practice writing.
5. Find an example of a meaningful activity (an activity where students have a reason to communicate)
6. Find an example of an activity which is enjoyable.
7. Find a topic which relates to real life.
8. Find an example of a topic which inculcates human values and broadens horizons.
9. Find an example of grammar presented in context.
10. Explain how the language and skills are graded.

Note that all of these principles are not behind every exercise. Different exercises will demonstrate different principles.

Activity D: Assessment in English class at Primary level

20 min

Primary education is competency based. For all subjects there are selective competencies. Learning outcomes are designed on the basis of those competencies. In English class all teaching learning activities should be based on learning outcomes. Formative and summative assessment also needs to be based on learning outcomes. So before starting class, teachers should select learning outcomes from the Curriculum. Then teachers should select teaching learning and assessment activities from *EfTs*. If there are no activities related to learning outcomes in *EfTs*, the teacher should design activities.



Activity E: Assess yourself

05 min

1. Think about children learning Bangla and English. What is different? Write down two differences.
2. What does CLT mean? Write down three principles of CLT in the primary classroom.
3. Write down one objective of the Primary English Curriculum.
4. How do the *English for Today* text books help students to learn English? Write down three things.
5. What are the components of Primary English Curriculum?

Now check your answers with your partner.

Unit 3: Learning Style and Effective Teaching

Lesson 1: Language acquisition and Language learning

Introduction

Language Acquisition is the manner of learning a language through interest. It provides the student with the practical knowledge of the language. Similarly, language learning focuses on providing theoretical knowledge of a language. Language is the primary form of communication that humans use. However, language is not something that is taught to children. A child will pick up his/her native language just by being around other people, mainly their families. This is called language acquisition. The child acquires the language without any conscious thought.

Language learning, on the other hand, is a structured learning of a language. This is the process that most people follow when trying to learn another language. Here the student is made to study lists of vocabulary, as well as sentence structure and grammar. This is the most common method used in schools and language learning centers.

Learning outcomes

After completing the session students will be able to:

- differentiate between acquisition and learning
- describe the difference between first language acquisition and second language learning.
- describe similarities between first language and second language learning

Activity A: Warmer

05 min

Think about how you learned Bangla as your mother tongue. Now think about how you learned English. Do you find any differences in learning Bangla and English languages? What are the differences you identify? Note them down and discuss with your partner.

Activity B: How children learn languages

10 min

Here are some statements about how children learn Bangla. Think about children who learn English in primary schools in Bangladesh. Is this the same? Discuss with your partner.

1. Children spend a long time only listening to Bangla (up to a year). They begin speaking Bangla by making sounds, then saying words, then putting words together to make sentences. They learn to read and write much later.
2. Children hear Bangla around them all of the time (at home, on TV, in the street).
3. Children are very **motivated** to learn Bangla. They need things, they want information, and they want to be friends with people.
4. Parents don't usually teach grammar to their children. Children 'work out' the rules slowly as they learn the language. Children **imitate**, but they are very creative too.

Activity C: Differences between learning and acquisition.**35 min**

Read the following features of learning and acquisition and work with your partner to identify which features are suitable for learning/acquisition of mother tongue (e.g. Bangla) and foreign Language (i.e. English.)

Acquisition vs Learning		
	Learning	Acquisition
	Artificial	Natural
	Technical	Personal
	Priority on the written language	Priority on the spoken language
	Theory (language analysis)	Practice (language in use)
	Deductive teaching (rule driven; top-down)	Inductive coaching (rule discovery; bottom-up)
	Preset syllables	Improvised activities
	Activities ABOUT the language	Activities IN the language
	Focus on form	Focus on communication
	Produces knowledge	Produces an ability

Activity D: First language and second language acquisition**20 min**

Read the following statements in the table and identify which features are suitable for first language (L1) acquisition, and second language (L2) learning and which are suitable for both.

Resource Book Activity D				
SL	Features	L1	L2	L1 & L2
1.	An instinct, triggered by birth.	x		
2	Very rapid.	x		
3	A personal choice, requires motivation.		x	
4	Natural.	x		
5	Never as good as a native speaker, though good competence can be achieved.		x	
6	learners need comprehensible input and opportunities to learn language in context.			x
7	a learner's proficiency can vary across situations.			x
8	the learner uses context clues, prior knowledge, and interaction to comprehend language.			x
9	knowledge is gained by conscious study on the part of the learner.		x	

10	acquired without too much input from learner's surroundings.	x		
11	children spend several years listening to language.	x		
12	learners always attain native proficiency, unless they have a disability that affects language learning.	x		
13	age is an important factors affecting proficiency.			x
14	Almost everyone acquires.	x		
15	learners have fewer opportunities to learn language authentically.		x	

Activity E: Language teaching, language acquisition and learning 15 min

Read the following text and discuss with your partner. When you discuss consider the following questions:

a) What would be the role of a language teacher when s/he teaches English as a second/foreign language; b) What aspects s/he needs to consider? c) Will the language teacher play the same role or a different role while s/he teaches English or Bangla?

There is an important distinction made by linguists between language acquisition and language learning. To understand the nature of L1 acquisition, researchers have tried to explain how children progress from "no language" to their mother tongue. In L2 acquisition, however, the process is more complicated as learners already have knowledge of their L1. Language learning to take place depends on various factors such as social, psychological, affective, and physical factors, which means that the language teacher has to account for these factors as much as possible.

While L1 and L2 acquisition reveal some similarities, they also show differences. The teacher should understand that the phenomena in L1 and L2 acquisition are interacting, none of them being solely explanatory. The above similarities and differences between first and second language acquisition (see in activity 4) provide the language teachers with information to aid them in their profession. This information can help the teacher in designing classroom activities, designing the syllabus, choosing an appropriate method, understanding the learning processes of his/her students, and guiding his/her students in the language learn.

Activity F: Reflection 05 min

Answer the following questions:

a) What is learning? b) What is acquisition? c) How do you differentiate between language acquisition and language learning? d) Do you think the differences between language acquisition and language learning is watertight? e). Are there any similarities between language learning and language acquisition? f) How is first language acquisition different from second language acquisition?

Lesson 2: Communicative Language Teaching (CLT)

Introduction

Communicative Language Teaching (CLT) is an approach which provides opportunity to the learners to communicate in the target language. The use of functional aspects of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approach such as dramas, role plays and games, make learning enjoyable.

Learning outcomes

After completing the session students will be able to:

- Say the aims of CLT in the classroom
- Describe the principles of CLT
- Discuss how the teacher can play her/his role to implement CLT in the classroom

Activity A: Warmer

05 min

Think about how you learned English when you were students in primary schools. Now look at the table below and identify learning activities that you were asked to follow when you learned English in the classrooms. Put tick mark in the right column.

SL	Activities	Followed	Not followed
1	Teachers taught me English using Bangla		
2	Fluency was emphasised more than accuracy		
3	Teachers asked me to translate sentences from English into Bangla, and from Bangla into English		
4	I learned English through interaction with others		
5	I learned many grammar rules		
6	I spoke to my class partners in English		
7	My teacher gave me instructions in English		
8	I practise English by listening to audio recordings		
9	I learned English working in pair or in group		
10	Accuracy was emphasised more than fluency		
11	Speaking and listening skills were not emphasised in classroom activities		
12	I memorised lists of words		
13	Concrete vocabulary was taught through demonstration, objects, and pictures		

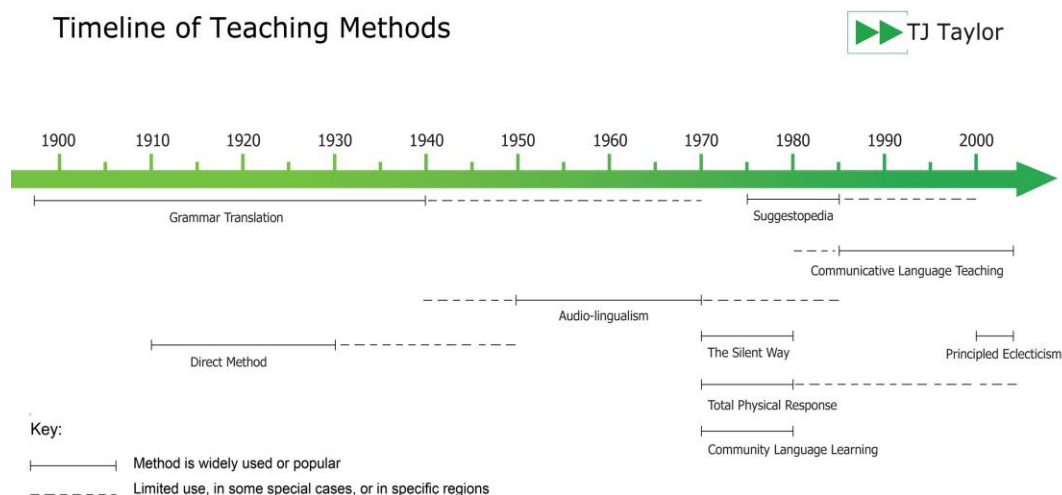
Activity B: English teaching-learning practice in Primary schools

25 min

Look at the table above again and identify activities that you follow in your classes when you teach English. If you wish, you may add more activities that you follow in your English classes. Now identify activities which are communicative, in your opinion. Share with your partners and compare.

Activity C: Methods of English language teaching**20 min**

Look at the timeline of teaching methods and discuss with a partner what kind of methods or techniques you have experienced as a learner of (a) foreign language(s). Which ones worked best for you, and which ones did not work well, or not at all? Why?

**Activity D: Principles of Communicative Language Teaching****15 min**

Read the definition and principles of Communicative Language Teaching (CLT) and share with your partner: a) role of teachers and students b) teaching-learning activities to implement CLT in the classroom.

CLT is an approach to language teaching methodology that emphasizes authenticity, interaction, student-centred learning, task based activities, and communication for the real world, meaningful purposes.” Brown (2007)

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006, p2)

SL	Principles
1	Goal of CL T is to develop communicative competence.
2	Learners learn a language by using it to communicate.
3	Fluency is an important dimension of communication.
4	Different language skills are integrated.
5	Learning happens through interaction and trial and error.
6	Learner's own personal experiences important contributing elements to classroom learning.
7	Links classroom language learning with language activities outside the classroom.
8	Materials need to be authentic to reflect real-life situations and demands.
9	Need to maximize the use of the target language.
10	Promote cooperative and collaborative Learning.

Activity E: Role of Teachers in CLT

15 min

Table: CLT principles

Now read about some of the principles of CLT. Match each principle with things that teachers should do in the primary classroom.

	Principles of CLT		English teachers should:
1	Children use language to communicate	2	include activities with a purpose: for example, understanding an instruction; asking questions to find out information; reading a story to find out what happens to a character; writing a letter to a friend
3	Children need to practise listening, speaking, reading and writing.	4	include activities which help children to understand how the language works.
5	Language practice should be meaningful. Children should have a purpose for listening, speaking, reading and writing. These are called the four skills.	6	include activities in the classroom which help students to practise listening, speaking, reading and writing.
7	Children need to imitate and practise language, but they also need to be creative.	8	include activities in the classroom which encourage students to communicate.
9	Children 'work out' grammar rules.	10	include activities where children repeat words and phrases, and also activities where children play with words and phrases.

Activity F: CLT in textbooks**10 min**

The paragraph below is from the introduction of the English for Today books. Read the paragraph and make notes for the following question:

Which principles of CLT can you see here?

CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitates learning, and the role of teachers and learners in the classroom, communicative competencies means:

Knowing how to use language for a range of different purposes and functions;

Knowing how to vary our use of language according to the setting and the participants

Knowing when to use formal and informal speech;

Knowing when to use language appropriately for written as opposed to spoken communication;

Knowing how to produce and understand different types of texts;

Knowing how to maintain communication despite having limitation in one's language knowledge

Reflection

- a) What do you understand by CLT? b) What is the aim of CLT? c) How can teacher play a role to implement CLT? d) What teaching-learning activities are aligned with CLT?

Additional information

Communicative Language Teaching (CLT) is usually characterized as a broad approach to teaching, rather than as a teaching method. This approach has emerged as a response to the Audio-Lingual Method. This approach is underpinned by 'communicative competence' which can loosely be defined as the ability of the learners to apply knowledge of a language with adequate proficiency to communicate. Communicative competence is seen as a combination of grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence comprises knowledge of vocabulary, rules of words and sentence formation, meaning of words and sentences, pronunciation and spelling. Sociolinguistic competence involves the appropriateness of language use and grammatical forms in different sociolinguistic contexts, depending on different socio-cultural factors such as roles, status, and gender of interlocutors, their purposes, and topics of discussion, tasks, norms and conventions of interaction. In discourse competence, 'cohesion' in form and 'coherence' in meaning is important to achieve unity of a text. Strategic competence is the ability to express oneself in the face of difficulties or limited language knowledge. The aim of CLT is to develop communicative competence. Some of the most frequently used classroom activities in

communicative language teaching are: Role-play, Interviews, Information Gap, Games, Language Exchanges, Surveys, Pair Work.

Lesson 3: Practice of Classroom Language

Introduction

In Unit 1, students learned about the role of English in Bangladesh and the primary classroom, and they learned about the principles behind the English Primary Curriculum and the *English for Today* Class books. In this unit, students will learn about *how* to use the *English for Today* books in the classroom. They will learn about how to plan a communicative lesson based on the Class books, and they will have the opportunity to practise teaching in small groups. But first, students will learn more about how to make each lesson in the primary classroom more communicative.

Learning outcomes

After completing the session students will be able to:

- describe the necessity of classroom language
- use classroom language

Activity A: Warmer

05 min

Look at the picture and share with your partner.



Activity B: Watch the video

05 min

Watch this video and write down the classroom language used by teachers and students. Now share in pairs.

Link of the video: <https://www.youtube.com/watch?v=OqaL1YP0pNM>

C: Starting the lesson

20 min

When you start your lesson, what classroom language do you use? Make a list and compare with the following:

Good morning,
Good afternoon
Hello (everyone)
Who is absent/away today?
Let's start!

Activity D: During the lesson**10 min**

Now work in a pair and make a list of classroom language used during lessons. Some examples are given here. Then share with another pair.

Open your book at page (10)
Turn to page (10)
Look at exercise 1 on page (10)

Activity E: Praise, encouragement, thanks and apology**15 min**

Now work in groups and write the following classroom language in the right column.

Thank you; sorry, I am late; good; fantastic; that's much better, I am sorry, I don't understand; Lovely; It's all right, don't worry; good try; try again;

Praise	encouragement	thanks	apology
well done	getting better	thanks	sorry

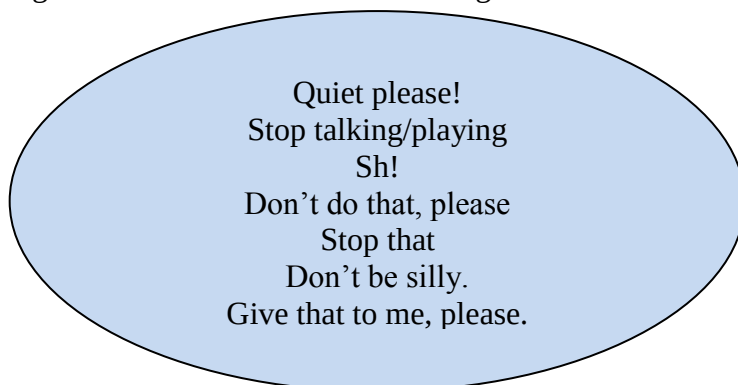
Activity F: General classroom language**10 min**

Now practice the following classroom language:

Come in
Go back to your place/desk/seat
Stand up (everyone)
Sit down
Hands up/down
Quick
Open/close the door/window/book/eyes, please
Turn on/off the lights
Wait
Just a minute
I cannot hear you.
Pay attention to...
Put/raise your hand
Get into pair or group
Don't show your partner
Who is your partner?
Sit back-to-back
Change your partner
Come and stand here
How do you spell this?
Say it after me.

Activity G: Classroom language for classroom management**10 min**

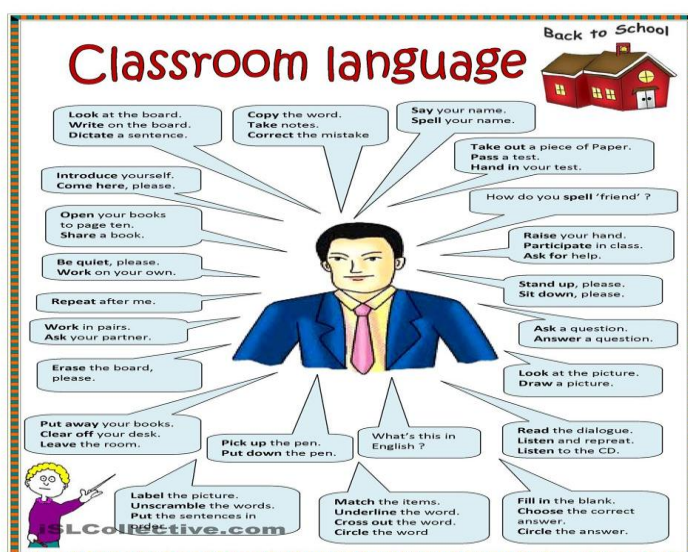
Think and share with your partner about the classroom language that you practice in classroom management. Then match with following.

**Activity H: Ending the lesson****05 min**

Look at the following classroom language and share with your partner which classroom language you prefer to use.

**Reflection**

what do you mean by classroom language? b) What classroom language do you consider new to you? c) Did you face challenges with classroom language? if yes, share with whole class.

Additional materials

Clinic session i: Use and Application of CLT

Principles of IPT for analyzing the primary English textbooks.

Introductions

Language is a medium of communication. The teacher needs to plan his/her lesson focusing on communicative purpose of language learning. To achieve this objective, the teacher should present the lesson in various joyful ways and provide ample opportunities for interactive practices. Focusing this, our EFT books are designed using IPT (Input, Practice and Task) framework which helps students to use language in a meaningful communication.

Learning outcomes

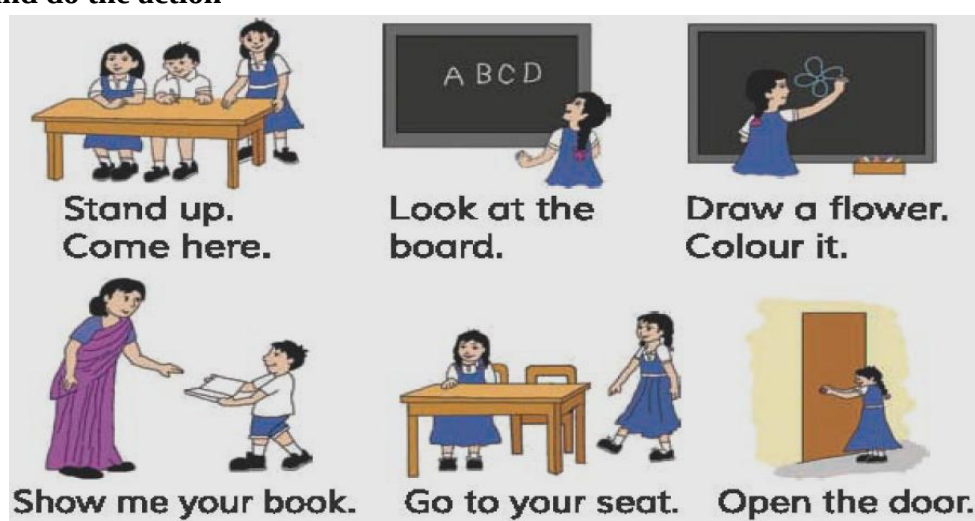
After completing the session students will be able to:

- explain Input, Practice and Task
- identify Input, Practice and Task (IPT) in English textbooks.

Activity A: Warm up

10 min

Say and do the action



Activity Bi: Explaining input, practice and task

50 min

Discuss and answer the questions in groups. Write the answers in the following 2 lists.

1. Activities, which you as a teacher usually do in your classes.
2. Activities that your students do.

List A: Activities, which you as a teacher usually do in your classes.	List B: Activities that your students do.
• Showing picture. • Teacher's reading. • •	• Student's reading aloud. • Ask and answer. • •

2. Answer the questions.

- What do you call the activities on List (a)?

- What do you call the activities on List (b)?

Keys:

Activities on List A the (teacher's activities) are called input

Activities on List B the (student's activities) are called practice and tasks

Now read the resource paper and make bullet points for input practice and task.

(Discuss with your partners if necessary)

Input, Practice and Task

Input: Input is something given to the learners by the teacher which is the basis of a lesson. It may be written (unit of a lesson, text) or spoken (a story, a dialogue, a song). It can be any part of a lesson unit, a picture, text, title, chart, diagram, map or an idea of the teacher not taken from the textbook. It is closely related to the learning outcomes of the lesson because all practice is based on it. It is usually used to give information's related to learning outcomes.

Practice: Practice means student activities either with the help of the teacher or other students. These are based on the input. The practice activities lead the students to a better understanding of the input. This can be practising language points (grammar) or checking understanding of information from the input.

Activities for practice may be supplied by the teacher or taken directly from the textbook. Example of practice activities are: look and say, listen and do, gap filling, answering questions, chain drills, making sentences from substitution tables and so on.

There are three different types of practice activity. Some activities lead students to a better understanding of the content of the input. Other activities help students to develop psychomotor skills such as handwriting and pronunciation.

There are also activities, which focus on helping students to learn and practice language points which help them to complete the tasks.

Task: Task is also student activities in which students create or produce something new with the language they have learnt. The task needs to be input related but not identical to the input. Tasks are interactive because they require students/student teachers to talk and listen to each other. Tasks are communicative because students/student teachers also discuss topics for a reason. Tasks are also creative for the students/student teachers because they allow them to express their own ideas and use their experience to discuss problems. Tasks often involve problem-solving or information gap activities. For example: listing, ranking, brainstorming, analysis of lessons, matching, poster making, etc.

Activity Bii: Identify Input, practice and Task (IPT) in EfT**25 min**

1. In groups analyze Unit 3 and 4 of EfT book 3 in terms of Input, Practice and Task. Write answers in the following table. Write only A, B and C in the respective box. Give the reason for your choice.

Input	Practice	Task
Key		
Input	Practice	Task
A	B	C

2. Take part in plenary discussion for more understanding. Come to a sensible decision with the help of participants' opinions and your judgments.

Activity C: Assess yourself**05 min**

Select a lesson from *EfT* book and identify input, practice and task.
Now check your answers with your partner.

Clinic Session ii: Reinforcing learning using language games

Introduction

Young learners like games very much. When language games are played in the classroom, they think they are playing, not teachers are teaching them. Thus the young learners should be attracted towards school. Here teachers can play an important role following a routine work for practicing game. In this lesson, the benefits of games will be focused; in addition how games enhance language learning will be discussed.

Learning outcomes

After completing the session students will be able to:

- explain the benefits of using language games
- narrate the guidelines of using language game in the classroom
- download and use language games for teaching language effectively

Activity A: Benefits of using language games

50 min

Read the following benefits of using language games in English class. Decide whether these benefits are achievable in primary or secondary or both levels (Tick [✓] the right column).

Sl no	Benefits of language games	In Primary classes	In Secondary classes	Both in primary and secondary classes
1	Games add interest to what students might not find very interesting			
2	Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place.			
3	The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction			
4	The variety and intensity that games offer may lower anxiety and encourage shyer learners to take part, especially when games are played in small groups.			
5	Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.			
6	Games are a welcome break from the usual			

	routine of the language class.			
7	Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.			
8	Games provide language practice in the various skills- speaking, writing, listening and reading.			
9	Games encourage students to interact and communicate.			
10	Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.			
11	Games can provide stimuli to add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.			
12	Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.			
13	Through playing games, even shy students can participate positively.			
14	As a revision activity, games help learners recall material in a pleasant, entertaining way.			
15	Even if games result in noise and entertain students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.			

Activity B: Some guidelines to follow using language game

30 min

Read the following guidelines for using language games. Discuss the following question with your colleague:

Which one of the following, according to you, is the most important? Why?

- a. Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.
- b. Demonstrations can accompany directions, and directions can be given when needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications can be accepted.
- c. A list of useful phrases, key vocabulary and concepts may need to be explained.
- d. Games already known to students should be used.
- e. Games are used to revise and recycle previously studied content, rather than involving new content.
- f. Groups are heterogeneous in terms of current language proficiency, so that the more proficient members can help others.
- g. Resources, online or print, such as dictionaries and textbooks should be available.

How to choose games

- 1. A game must be more than just fun. A game should involve "friendly" competition.
- 2. A game should keep all of the students involved and interested.
- 3. A game should encourage students to focus on the use of language rather than on the language itself.
- 4. A game should give students a chance to learn, practice, or review specific language, like; vocabulary, structure, pronunciation, etc.

When to use games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Games should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Many people suggest that games can be used at all stages of the lesson, provided that they are suitable and carefully chosen.

Activity C: Using games to reinforce learning

10 min

The following is a list of language games that can be used in teaching English. These help practicing English with fun. Read all the games including the procedure of playing these in the classroom. From the list below, choose any one and demonstrate it with a group of your colleagues (think of them as learners) as if you are using it in the real primary classroom.

Some Games for Primary Level

The following games can be used in the primary English classes:

1. Bingo game: The bingo game is known to be one of the best language games of the world. The simplicity of bingo has made it much more famous than any other games. There are millions of bingo lovers present in the world who love to play a bingo game.

Players: pairs, groups, whole class and even individually.

Materials: Taught letters written on the black board/ cards/poster papers

Procedure (The following bingo is suitable for lower primary students):

Write 5-6 letters on the black board/show letters on cards or poster paper that you have taught already or would like to review.

- a. Tell the students to choose any 3 of them and write them down in their exercise books.
- b. Tell them that you will say letters and if they have written down any one of the letters that you have said, to cross it out. Tell them as soon as they have crossed out all their 3 letters, they tell you by shouting 'bingo'.
- c. Now read out the letters one by one and in any order. Keep a record of what you say in order to be able to check that the students really have heard all their letters.
- d. Declare that student(s) who could cross out first as per instructions win(s) the game.

Variations: The Bingo game can be played with numbers, lexis and sentences

2. Dominoes: This is a matching activity. The teacher gives an equal number of cards (e.g. picturewords) to the students. The students match them depending on whether the letter or number or picture matches. It can be played in pairs or groups. This game is good for practising upper case-lowercase, letter numbers, words, etc.

Players: 2 or groups (any number of players)

Language: I got..... (For example, the word apple/picture of an apple), Sorry, I don't have.... (The word apple/picture of an apple)

Materials: Words and picture cards.

Procedure:

- a. Choose a dealer randomly. The dealer shuffles the cards and deals them out as evenly as possible to all of the players. It's fine for some players to have one card more than other players.
- b. Each player looks at his cards, and does not show them to others.
- c. The player who got a card more than the others or is sitting to the left of the dealer goes first. Play then moves clockwise.
- d. The player who goes first will put one of his/her cards face up.

- e. Then the player of his/her left will put a card matching either with a picture or word by saying 'I have got..... (for example, the word *apple*/picture of an apple). If she/he does not have the card to match then say sorry by saying 'Sorry, I don't have... (The word *apple*/picture of an apple) and the turn goes to the next player and the game will continue.
- f. The player who will be able to match all his/her cards is the winner.

3. Guessing Games

Players: Pairs, groups, whole class and even individually on online.

Language item: Is it an odd/even number? Is it bigger/smaller than....?

Materials: Taught numbers written on the black board/ cards/poster papers

Procedure:

- a. Ask a child to come in front of the class and to think of a number and to write it secretly.
- b. The other(s) ask Yes/No questions. For example- "Is it an odd number?" "Is it an even number?" "Is it bigger than 50?" "Is it smaller than 50?" to guess the number.
- c. The child who has thought the number reply by saying only yes or no
- d. In this way questions and answers will continue until the number is guessed correctly.
- e. When they are able to guess correctly, show the written number.
- f. Then ask another or the students who guessed correctly to come in front and to guess another number.

4. **Kim's game:** This is one kind of recalling game. It can be played in Pairs/groups/whole class

Players: Pairs, groups, whole class.

Materials: Taught vocabulary on the black board/ cards/poster papers

Language item: Which one is covered? Which one is rubbed out?

Procedure:

- a. Writes taught words in random order on the board or show words randomly written on poster paper/cards.
- b. Ask the students to see the words carefully.
- c. Then ask them to close their eyes.
- d. Now cover or rub out one word.
- e. After that ask the students to open their eyes and say which word has covered/gone.
- f. Declare that student winner who said it first.

Variation: This game can be played for practising alphabet, numbers, words, days, Verb-tenses, etc.

5. Spotting mistakes:

Players: Pairs, groups, whole class.

Materials: Short text

Language item: Vocabulary of the text

Procedure:

- a. Ask the students to open the text which you will read.
- b. Read the text and ask the students to listen to as well as go through the text silently.
- c. Ask the students to shout the missed word while you read.
- d. Now read the text and miss some words intentionally.
- e. Declare winner who shouts correctly and very loudly.

Variation: This game can be played for practising alphabet, numbers, name of the days of a week, months of a year, etc.

6. Mime game

Players: Pairs, groups, whole class.

Materials: Short text

Language item: He/she is.....

Procedure:

- a. Ask a volunteer to come in front of the class.
- b. Show him/her an action verb, for example, sing
- c. Tell the other students to watch what he/she does without saying anything and tell you that in full sentence, for example, He/she is singing.
- d. Ask the volunteer to mime and other to write/say the sentence.
- e. The person who is able to say correctly, ask him/her to come and mime.
- f. In this way continue the game with some boys/girls.

7. Preposition game:

a) **Players:** Pairs, groups, whole class.

b) **Materials:** Realia/Picture of a box or chair or table or desk and a thing, for example: a pen

c) **Language item:** Where is the? Is it near/ in, under, over, in front of, on, behind etc?

Procedure:

- a. Show the class a pen that you hide somewhere in the box.
- b. Ask the class to close their eyes.
- c. Then put the pen behind the box.
- d. Now ask them to open their eyes.
- e. Ask the class "Where is the pen?"
- f. To find out it tell the students to use the language, for example, 'is it in the box'?
- g. Say no as it is not.
- h. Encourage the students to ask using the preposition written on the board.
- i. In this way continue the game with not more than 10 action verbs.

8. Noughts and crosses/tic-tac-toe

Players: Pairs, groups, whole class.

Materials: Why-question words grid

Language item: Making correct question sentences with the written question words

Procedure:

- Divide the class into two teams-Team A and Team B or give any name of the team.
- Team A uses the nought (0) and team B uses the cross (x).
- Draw a grid on the board and fill each box with a word or phrase. For example - if you want to practise question words the board might look like this.

What	How	When
When	Why	How
Why	What	Why
Which	Where	Who

- Ask the team in turn to make correct sentences using the words in the box.
- The winner team which has made maximum correct sentence.

Variation: This game is also suitable for practising adverbs (always, often, sometimes, never) preposition, vocabulary etc.

9. Crossword puzzle

Simple crossword puzzles are easy to construct. Teachers can give the clues either in simple phrases or sentences or by using pictures.

Players: individual, Pairs, groups.

Materials: Puzzle sheet

Language item: Recalling words

Procedure:

- Give the following puzzle sheet to each student.
- Ask the students to write letters and make words that represent the picture.
- Ask to take help from the partners.

For example:

	B			
	O			
	O			
	K			

Variation: Crossword puzzle may be easy or difficult depending on the level of the students.

10. Word Square:

In this activity pupils must look for words within the square.

Players: individual, Pairs, groups.

Materials: Word Square sheet

Language item: Recognizing and/or recalling words.

Procedure:

- Give the following puzzle sheet the students.
- Ask the students to pick up as many words from the square as possible.
- Ask to take help from the partners.
- You can give them clues of what type of words they will explore from the puzzle, for example, they will find family words from this square: **father, mother, brother, sister, uncle, aunt, cousin, son.**

	F	C	O	U	S	I	N
E	A	L	N	S	U	J	R
T	T	N	A	U	N	T	E
S	H	P	U	A	C	R	H
I	E	K	M	D	L	P	T
S	R	M	S	T	E	Q	O
M	O	T	H	E	R	E	R
D	S	S	O	N	V	X	B

How to Make a Cross word Puzzle/ word Square:

- Draw as many square boxes as you need.
- Write letters of your earlier selected words/clue letters in the box horizontally, vertically and diagonally.
- Try to cross a few letters in more than one word.
- Then fill the blank squares of your surrounding words with any other letters as you wish.

Note: Word square can be developed for any kind of taught vocabulary, for example: colours, animals, foods etc.

11. Can you remember?

The teacher puts pictures or objects in a box. A child is chosen to pick one out and say, “I have a” A second child is chosen to say “X has a or S/he has a and I have”

12. Hunt the pencil game

One child goes out of the room or covers his/her eyes. Another child places a pencil somewhere in the room. The first child has to find the pencil by asking questions to the other children in the class. This is also a good game for practising nouns and prepositions

Questions may be asked like-

- a. Is the pencil at my front/back/right/left?
- b. Is it under the bench/chair/table?
- c. Is it behind the board?, etc.

13. Complete the picture

- a) The teacher draws part of a picture on the board. The children copy it. The teacher tells the children how to finish the picture. For example - "Put a cat near the tree".
- b) The children work in pairs, one giving instructions to the other, by rotation.

14. Possessives

The teacher prepares 1 bag/envelop with the names of the students in it and 1 bag/envelop with pictures of objects in it. A student takes a piece of paper and uses them to make sentences e.g. This is..(name)'s..(noun).. or This/That is my..... This is his..... . The is hers. The is mine etc. Students score 1 point for each correct sentence. Repeat with 2 more papers.

Downloading and using language games from websites

Following are some of the web address where hundreds of games are available to download:

https://www.youtube.com/results?search_query=language+games

<http://iteslj.org/games/>

<http://www.vocabulary.co.il/>

<https://learnenglish.britishcouncil.org/en/vocabulary-games>

http://www.learninggamesforkids.com/vocabulary_games.html

<http://www.vocabulary.co.il/english-language-games/>

<http://learnenglish.britishcouncil.org/en/games/beat-keeper> ;

.....and many more

Clinic Session iii: Reinforcing learning using rhymes and songs

Introduction

The young learners like songs, rhymes and poems. When they hear rhymes and songs with rhythm and melody, they enjoy those greatly. All learners don't come to school with the same ability. Using rhymes and songs can help learners achieve learning objectives with great pleasure and enthusiasm. This lesson will focus the benefits of rhymes, songs and poems. At the same time, how rhymes and songs can be used in English class will also be addressed in this lesson.

Learning outcomes

After completing the session students will be able to:

- explain the benefits of using rhymes and songs in English class;
- identify the appropriate rhymes and songs to reinforce learning outcomes of EFT lessons; and use rhymes and songs effectively in English class.

Activity A: Benefits of rhymes/songs

45 min

Match the two columns to make meaningful sentences.

SL	A	B
1	Rhymes, songs and poems provide your children with	helps children to remember the words and to develop auditory memory skills.
2	Children, who have difficulty in recognizing words through reading,	sounds make words and that words are fun!
3	The rhythm of songs, poems and rhymes	opportunities to develop an appreciation for rhyme and rhythm, as well as to develop their memory and auditory skills.
4	Listening is an important skill to encourage and it is	paint word pictures and rhymes help to activate that awareness.
5	Poems and verses use words to	and develop an understanding of humour.
6	While you read, sing, play and act out rhymes together, you are conveying to your children that	have a great influence of rhymes and songs to do the task easily.
7	Rhymes also help children to appreciate	you should use them as opportunities to develop vocabulary around these concepts.
8	Since many rhymes also include mathematical concepts, like counting, time, height, measurement, position, volume, weather, temperature etc.,	an important step towards learning to read.

Some guidelines for using songs/rhymes in the classroom

- a. Carefully examine what it is you want your class to learn in the lesson
- b. Think about the language level of your class
- c. How old are your learners?
- d. Are there any specific cultural issues regarding the make-up of your class?
- e. What kind of access do you have to the song?
- f. Miss out rhyming words: encourage children to finish the line.
- g. Change words to make your own personalized rhymes, for example, 'Solomon Grundy had born on Monday' or, 'Rain rain go away, Come again another day.
- h. Devise your own actions for rhymes. Let your child suggest suitable ones which they'll be more likely to remember.
- i. Clap along and establish a steady beat.
- j. Say the wrong words and let your children correct you!

Activity B: Steps for making a song the focus of your class

25 min

The following is the list of six steps to follow while using a rhyme/song in English class:

1. Listen to the song first
2. Ask some questions about the title
3. Listen to the song again, this time with lyrics
4. Focus on a particular verb tense or aspect of grammar
5. Focus on vocabulary, idioms and expressions
6. Round things off with some creativity

Now read the following activities against each step. Write the name of the step as the title in the left column against the activities for each step.

Title	Activity
	This time, you should give learners the chance to read the lyrics to the song. At this point you might do one or more of the following activities: • Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion. • You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen. • You can make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

	Here are a couple of examples of the types of questions you can ask: For 'Head and shoulder' rhyme: • Which one is head/shoulder/knee, etc?' • Can you jump? (better you can mime 'jump') • How can you punch? (You mime 'punch') Alternatively, prior to having listened to the song you can teach a couple of words and give a simple task for the first listening. It is also possible to give three or four words from the song and ask them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening. Creativity is an important part of maintaining motivation but it shouldn't be limited to the teaching approach. Depending on the factors like- age, language level, cultural specifics, etc., you might want to try finishing things off with an activity that stimulates creative thought. However, keep in mind that this strategy may fit with the upper primary students with good English background.
	We've noted that many songs bend the rules of grammar. It's also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Start with questions like these (again, for Queen's classic song '<i>We are the champions</i>'): • What does 'I've paid my dues' mean? • What does 'my share of' mean? • What does 'I've taken my bows' mean? Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it's good to make sure that the meaning is clear.
	That's it – start things off by just listening. It's important to remember that this is supposed to be a fun activity; don't make it too serious or boring. As an alternative, you can show a video clip if you have one – in fact, it is helpful, as it will cater to more learners' needs in terms of learning styles (visual and audible). Ask learners if they've heard it before, and don't overload them with tasks at this point; simply let them enjoy the music.
	Virtually every song centers on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. It is good to start with questions such as: • How many examples can you find of the past simple in the lyrics? • Why did the writer of this song choose this verb tense?

Activity C: Tasks on rhymes/songs

20 min

Rhymes/songs can be exploited in many ways. Some are mentioned below. Read these and choose which one(s) you have tried already and which one(s) you think are challenging. Then share with your partner.

No	Name of the task	Description
1	Gap Filling	This is the most familiar and popular activity, and for that reason is probably overused. However, there are many important things to bear in mind when using them, and there are many different ways to use them. • Have a point, may be it vocabulary or prepositions or whatever. • For lower levels: give the first letter, miss out word endings, give dashes for letters, or give a glossary. • Give vocabulary clues or synonyms for the missing words. • Get students to work in pairs to predict words before you play the tape. • Insert extra words which students then cross out as they listen. Change the words to personalize
2	A-B Activities	Students match beginnings (column A) and ends of lines (column B)
3	Mixed-up Activities	• Generally, have the lines of the song on separate strips of paper. • Students put down strips as they hear them. • Mixed-up lines/verses. Students try to organize in advance (use prompts).
4	Dictation	• Wall dictation • Self-dictation (whole song blanked) Part Dictation
5	Translation	• Children listen to a song/rhyme • Groups translate. • Check with other groups.
6	Composing	• Listen to the song. • Students add verses of their own. • Students finish the line in each verse, and then listen to check. • In groups, students then write their own verse.
7	Writing	• Put random words from the song on the board. Students try and write the "tale of the song." • Students paraphrase the song Cut the song in half. Students predict the other half.

8	Pronunciation	- Minimal pairs- ship/sheep, man/men, pin/bin etc. - Tongue twister- She sells sea-shells on the sea-shore; etc.
9	Vocabulary	- Miming verbs - Dictionary work - Matching
10	Listening	- Give Ss a word list. Ss number words as they hear them. - Sound discrimination, e.g. tempted/tended

Some practical tips and tasks for using songs

Focus it

Start with a focusing activity: anything that will get students thinking about the subject of the song. Let them think about the title of the song, in groups or pairs. Find a picture that relates to the subject of the song and ask students to guess about it.

Highlight it

Put a selection of important words from the song on your board. Tell students to ask each other what the words mean. Then, ask students in groups to write or tell a quick story that uses the words. You can also get students to circle, underline or highlight specific words or word categories.

Stop it

Again, write a selection of words on the board. Students must shout STOP any time they hear one of the new words. You could also stop the song before a word you want them to guess.

Lip sync it

Have students lip sync the rhyme/song. This allows them to become familiar with the words, rhythm, stress and intonation before actually singing the words out loud.

Strip it

Cut the song into strips. Give each student one strip to memorize. Students put the strips in their pockets. They get up and tell each other their part of the song, without looking at their part or showing their part to anyone else. Students then organize themselves in the right order, speak the song and then listen and check. You can also have students put the strips on a table in order.

Question it

Have students ask each other question about the song (about the words, about the topics or about characters in the song). For more advanced students (upper primary classes) you could choose two songs of a similar theme, and split the class into two teams. Have each group listen to their song and draw up a list of (open or True/False) questions. Pair each student with a member of the opposite team and have them take turns asking their questions.

Change it

Change words (adjectives, adverbs, nouns -names, places or feelings), and invent new lyrics for the melody.

Draw it

Get students to draw or collage the song and compare the visualizations in class.

However, the possibilities are endless. Rhymes and songs are fun, and most people enjoy them. Make songs a regular feature in your lessons!

Rhymes/songs for ESL/EFL primary classes (downloaded from <http://www.englishcurrent.com/songs/english-esl-songs-efl/>)

The following is a list of sampled rhymes/songs suitable for different classes. This is just descriptive but not prescriptive. Many more are possible too.

Grade	Song	Source to download
Grade 1	Hello song	Youtube
Grade 1	ABC song	Youtube
Grade 1	Head, Shoulders, Knees & Toes	Youtube
Grade 1	I Can Sing a Rainbow	Youtube
Grade 1	Incy Wincy Spider	Youtube
Grade 1/2	The Wheels on the Bus	Youtube
Grade 1/2	Five Little Monkeys	Youtube
Grade 1/2	If You're Happy and You Know It	Youtube
Grade 1/2	Mickey Mouse Club March	Youtube
Grade 1/2/3	The Hokey Pokey	Youtube
Grade 1/2/3	B-I-N-G-O	Youtube
Grade 2/3	Old MacDonald	Youtube

Grade 2/3	Going to the Zoo	Youtube	
Grade 3/4	The Lion Sleeps Tonight (by The Tokens)	Youtube	
Grade 4/5/6	Sing a Song (by The Carpenters)	Youtube	
Grade 4/5/6	Hello Goodbye (by The Beatles)	Youtube	
Grade 5/6	You Are my Sunshine	Youtube	
Grade 5/6/7	Here Comes the Sun (by The Beatles)	Youtube	
Grade 5/6/7	All Together Now (by The Beatles)	Youtube	
Grade 6/7/8	Friday I'm in Love (by The Cure)	Youtube	
Grade 7/8	On the Road Again (by Willie Nelson)	Youtube	

Downloading rhymes/songs from websites

All kinds of songs and rhymes are available in the website www.youtube.com. Just write the key word of the song/rhyme in the youtube website, press 'enter' key and then many songs/rhymes will appear. Click the song you want to download, it will play, then write 'just before 'y' of 'youtube' on the URL bar, keep cursor at the end of the web link, press 'enter' key.

A new page will appear, press 'download' and then the song/rhyme will be downloaded. You can save it in a drive/folder you desire.

Unit 4: Lesson Planning

Lesson 1: Framework (components) of IPT based lesson plan relating to *EfT* content

Introduction

In this lesson, students learned about how to use *EfT* books. They will analyze a lesson plan for *EfT*, and will develop and evaluate a lesson plan themselves. They will also identify components of IPT based lesson plan. Lesson plan will guide the teachers to complete the lesson following clear instructions and materials. Lesson plan will help the students to achieve the learning outcomes successfully because all the activities in the lesson plan are based on learning outcomes.

Learning outcomes

After completing the session students will be able to:

- Explain the role of a lesson plan for teachers
- Describe some components of a lesson plan
- Write and evaluate a lesson plan for *EfT*.

Activity A: The role of a lesson plan

30 min

In your groups, discuss the following question and make notes: How do lesson plan help teachers?

Lesson planning is a significant element of teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it is essential to classify the learning outcomes for the class. It is important because it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic. Pre-planning helps the teacher to be better equipped in answering questions asked by the students during the lecture. An effective lesson plan has three basic components; aims and objectives of the course, teaching and learning activities and, assessments to check student understanding of the topic.

Activity B and C: The components of lesson plan

50 min

Here is a lesson plan for *EfT*. The components of the lesson plan are in the wrong order. Can you put the stages in the right order?

a. Classroom language	Listen – and say the words. Let's sing a song. Are you ready? Sing slowly! Sing quickly! You say the words. Let's play a game. Oh dear, that's not your nose. What's your nose? Get into groups please! Five students here!
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	Excellent! That's very good! Well done!
b. Learning Outcomes	Students can respond to the phrase: 'Touch your...' Students can point to these parts of the body: head, shoulders, knees, toes, eyes, ears, mouth, nose Students can say: 'Touch your...' Students can say these parts of the body: head, shoulders, knees, toes, eyes, ears, mouth, nose
c. Task	Put students into groups of 5 (5 students in each group). Students take it in turns to play GolpoDadu in their groups. Demonstrate first with one group. Walk around the class and help students if they need it. Encourage students to use words for other parts of the body if they know them.
d. Practices	Tell students that they are going to play a game – Golpo Dadu. When you say 'Golpo Dadu says touch your head', students should touch their head. When you say 'Touch your head', students should NOT touch their head. Play the game with parts of the body (head, shoulders, knees, toes, eyes, ears, mouth, nose) Ask two or three students to come to the front of the class to be Golpo Dadu. They give instructions to the rest of the class: Touch your nose!
e. Lesson title	Class 2, Unit 11, Lesson 1-6
f. Input	Touch head and say 'head'. Children copy action and repeat word. Touch shoulders and say 'shoulders'. Children copy action and repeat word. Touch knees and say 'knees'. Children copy action and repeat word. Touch toes and say 'toes'. Children copy action and repeat word. Repeat several times. Touch eyes and say 'eyes'. Children copy action and repeat word. Touch ears and say 'ears'. Children copy action and repeat word. Touch mouth and say 'mouth'. Children copy action and repeat word. Touch nose and say 'nose'. Children copy action and

	repeat word. Repeat several times. Sing rhyme 'Head, Shoulder, Knees and Toes'. Students sing along, and touch the parts of the body as they sing. Sing song several times, sometimes quickly and sometimes slowly. Gradually stop singing the words – and just do the actions. Students sing the song and say the words while you are silent.
g. What students already know	Students already know how to say 'Touch your...' and 'nose' Students already know how to play Golpo Dadu

There are many different types of lesson plan, and the lesson plan in activity B is just one example. However, it is useful to have a guide so you can use this one for now. The lesson plan in activity B has several components – or parts. In your group discuss the importance of the following components in the lesson plan. What is the role of each part in the lesson plan?

Learning Outcomes

What students already know?

Input

Practice

Task

Activity D: Assess yourself

10 min

Select a lesson from EfT books. Find out learning outcomes. Then identify sections on Input, Practice and Task (IPT).

Now check your answers with your partner.

Lesson 2: Lesson planning using IPT format with demonstration

Introduction

For this unit, the students will prepare a lesson plan for *EfT* books following IPT format and will demonstrate in the class. This will help them to analyze and evaluate a lesson plan themselves. It also develops their professional knowledge and understanding on conducting a class. These practices will help each other to learn from peer and also in developing their reflective thinking.

Learning outcomes

After completing the session students will be able to:

- Write and evaluate a lesson plan for *EfT*.

Activity A1: Recalling the stages of an IPT linked lesson planning 75 min

Discuss in groups the following questions.

What are the stages of an IPT linked lesson planning? What is the role of each part?

The IPT linked lesson planning has three different but clear stages.

The first is the INPUT (or presentation) stage. In this stage the teacher provides the text, model language or vocabulary to the students.

The second part is PRACTICE stage. The students will do different types of activities (controlled, guided and freer) either with the help of their classmates or teachers for better understanding of the input.

The third is the 'TASK' stage. In this stage students get the opportunity to perform activities which could be writing, discussion or making something in order to use their new knowledge and language they have learnt in the previous stages (input, practice) and also the previous lessons or classes. It will help them to build up confidence in using English language for communication.

Activity A2: How to identify the learning outcomes of a lesson?

From your experience answer the following question.

Identifying learning outcomes is very important for planning a lesson because all activities are based on it. The primary teachers depend on their teachers' edition for this. But in that book general learning outcomes are written based on skills, so the teacher has to go through the lesson carefully and consider the new vocabulary, grammar points and skills. She/he has to identify if there are any language items that are revised. Then she/he needs to decide which learning outcomes could be taught in this lesson.

How to set Input, Practice and Task (IPT) activities for a specific lesson?

At first the teacher arranges some activities on the basis of his/her learning outcomes to present the input.

After this the teacher needs to set practice activity to achieve the outcome.

Finally the teacher needs to design a task that helps students to integrate their knowledge and skills. The teacher may not always have a task in every lesson. In this case teacher has to set activities for checking learning as well as to provide students fun.

Activity A3: Prepare a lesson plan for demonstration using the given format.

Class:	Lesson:	Time:
Date: -/-/20--	Unit:	Today's lesson:

Lesson Plan format

Learning Outcome(s): Students will be able to –

-
-

Stages	Activities	Materials	Time
Input	Warm up Showing picture for title & new words Teacher's Reading /Demonstration of activities Instruction for level based activities		
Practice	Level based activity (without teacher's help) Creative work(without teacher's help) One minute reading/oral Drill(with teacher's help) Small Group Work (2groups, each group 6 minutes, with teacher's help)		
Task/CL	Task type activities Help/feedback on student activities/SRM		
Note	<i>Level based Lesson Plan</i> একটি সাময়িক ব্যবস্থা। জানুয়ারি মাসে বেইজলাইন করার পর যদি ভিন্ন ভিন্ন স্তরে শিক্ষার্থী একই শ্রেণিতে পাওয়া যায় তবে শিক্ষকের পরবর্তী দুই বা তিন মাসের জন্য এমন পরিকল্পনা থাকবে যে ওই সময়ের ভেতরে সকল শিক্ষার্থী যেন এই শ্রেণির ন্যূনতম যোগ্যতা অর্জন করতে পারে। এবং এই যোগ্যতা অর্জনের একটি শ্রেণি কৌশল হল স্ফুর্ভিতিক পাঠদান। শিক্ষার্থীরা ন্যূনতম যোগ্যতা অর্জন করার পর শিক্ষার্থীদের সক্রিয় শিখন নিশ্চিত করতে বিভিন্ন চ্যালেঞ্জিং কাজের মাধ্যমে শিক্ষককে শ্রেণি কার্যক্রম পরিচালনা করতে হবে, যা হবে শিশুর চাহিদার সাথে সামঞ্জস্যপূর্ণ ও শ্রেণিভিত্তিক অর্জনোপযোগী যোগ্যতা ও শিখনফলের আলোকে। এক্ষেত্রে সরকার নির্ধারিত (এনসিটিবি অনুমোদিত) যেকোন পদ্ধতিতেই পাঠদান করতে পারেন পৃঃ৩ <i>MT Manual, Nape 2015</i>)		

Activity B: Assess yourself

Select a lesson from EfT books. Find out learning outcomes. Then prepare a lesson plan.

Now check your answers with your partner.

Lesson 3: Preparing lesson plan for microteaching

Introduction

So far in this course, students have learned about the principles behind the English Primary Curriculum and the *English for Today* books. In this Unit, students will explore some ways that can make their classrooms more communicative, and a way that they can use to organize a lesson around English for Today. In this lesson, students will get the chance to put the theory and the plans into practice. They will get an opportunity to teach a small part of their lesson plan to their colleagues. It will help them to learn from each other by collaborative practice. Through this practice, they can enrich themselves by exchanging their ideas with peer and reflecting himself or herself with others. As a result, they will be able to continue their professional development on English teaching.

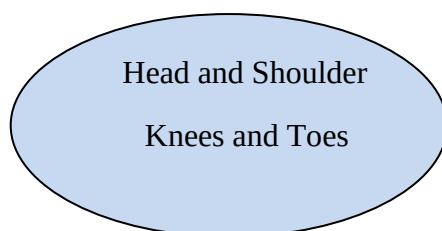
Learning outcomes

After completing the session students will be able to:

- Plan for a microteaching
- Evaluate the microteaching

Activity A: Warmer

05 min



Activity B: Improving your lesson plans

10 min

In group, improve your lesson plan which you prepared in the last lesson.

Activity C: Planning for micro-teaching

15 min

Microteaching is organized practice teaching. The goal is to give DPED students confidence, support, and feedback by letting them try out among friends and colleagues a short slice of / a part of / a section of what they plan to do with their students. After the presentation, review and provide feedback by the experienced teaching consultant.

Now, choose one activity from your lesson plan. Prepare to teach this activity to a small group of colleagues. The activity should last approximately 5 minutes.

Here are some questions to help you prepare:

- Which activity are you going to use? What is/are the learning outcomes of the activity?
- Do you need to give any instructions? Can you give the instructions in English? What phrases will you need? Remember to use as much English as possible.
- Do you need to ask any questions? Can you ask them in English? What phrases will you need?

Activity D: Micro-teaching**40 min**

- Each member of your group will teach for approximately 5 minutes. Decide who will teach first, second, third and so on.
- Each time one member teaches, another member will be an observer. The observer will watch the micro-lesson, and will make notes using the sheet below. The observer must also make sure that the 'teacher' does not take more than 5 minutes.
- Decide who will be the observer first, second, third and so on. Remember that group members can't teach and observe at the same

Observation sheet	
Teacher name: Date: ,	Class, Unit, lesson: Learning outcome(s):
Does the teacher use English most of the time?	
Does the teacher give clear instructions?	
Does the teacher ask clear questions?	
Do all of the students take part in the activity?	
Do all of the students speak English?	
Does the activity meet the learning outcome?	

Activity D: Assess yourself**20 min**

- Read the notes from your observer. Do you agree with their comments?
- Can you use more English when you teach next time? How?
- Did you give clear instructions and ask clear questions?
- Did you include all of the 'students' in the activity? How can you make sure you do this next time when you teach?
What did you do well?
- How can you improve your teaching?

Now check your answers with your partner.

Unit 5 Listening Skill

Lesson1: Introduction to Listening skills

Introduction

So far, students have learned about the importance of **oral** English in the primary classroom. Students have learned that it is important for students to listen to as much English as possible, and to speak as much English as possible. In Unit 4, students will explore the subject of listening further. In this lesson, they will learn more about the importance of listening to English in the primary classroom, how they can increase opportunities for students to learn English, and how they can help their students to listen to English. In lessons 2 and 3, students will learn how they can use **texts** from *English for Today* for listening practice.

Learning outcomes

After completing the session students will be able to:

- tell the importance of English in daily communication
- state characteristics of good listeners
- explain the principles of listening

Activity A: Warmer

05 min

Make a list of what you listen to in English and what you listen to in Bangla. An example is given for you. Then share with your partner and discuss if anything you or s/he has missed.

Listening in Bangla	Listening in English
Bangla News	English news

Activity B: Importance of listening

40 min

In daily life people listen for different purposes. Why do you consider listening to English language is important? Think in pair and share. Examples:

- 1) If I listen to English sounds properly, I can pronounce English words correctly.
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----

Activity C: Characteristics of good listeners**25 min**

There are characteristics of good and inattentive listeners mentioned below. Place those in the right column. First one is done for you.

Characteristics:

1. Concentrate alertly and consciously.
2. Interrupt frequently and jump to conclusions without waiting for the whole message.
3. Only listen for what they like to hear.
4. Identify the central idea of the topic.
5. Get distracted by the details.
6. Identify and relate the supporting ideas or detail of the speaker.
7. Retain the logical sequence of the topic mentally, maintain a running summary of the speakers' points.
8. Make justifiable inferences.
9. Stop listening when the subject matter gets difficult.
10. Let their emotions take over.
11. Make mental notes of agreement and disagreement; ask question for clarification.
12. Is so busy formulating their replies that they do not listen to the speaker?

Good listeners	Inattentive listeners
Concentrate alertly and consciously	Interrupt frequently and jump to conclusions without waiting for the whole message

Activity D: Principles of Listening Skills**20 min**

Here are the principles for teaching listening skills. What you consider most suitable and what least. Use 1 for the principle that you consider most important while 10 for the least important. Then share with your partner.

SL	Principles	Make a rank
1	Focus on process.	
2	Focus of the comprehension of meaning.	
3	Combine listening with other skills.	
4	Integrate listening into course.	
5	Use authentic language and text.	
6	Include both bottom and top down listening.	
7	Teach listening strategies.	

8	Use techniques that are intrinsically motivating.	
9	Consider how student will response.	
10	Include local cultures.	

Reflection

What principles do you practise in the classroom while you teach English? 2) How will you understand your students are effective listeners? 3) How does listening play significant role in learning English.

Lesson 2: Stage, strategies and techniques of teaching listening skills

Introduction

In lesson 1 of this unit students learned about why it is important for students to listen to English in the primary classroom. They learned about how teachers can increase opportunities for students to learn English, and how they can help their students to listen to English. In this lesson, students will look more closely at using **texts** in the classroom for listening purposes. These include dialogues from *English for Today* books, and rhymes.

Learning outcomes

After completing the Session students will be able to:

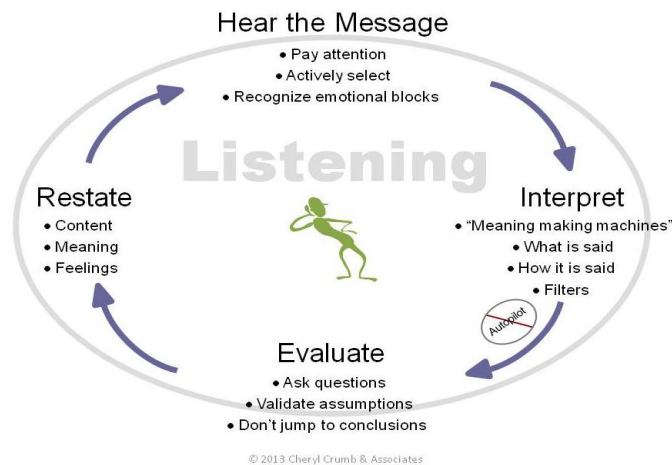
- tell the stages of listening
- explain the strategies of listening
- describe the challenges to listening

A. Warmer

05 min

First think about the following questions about you, and then make pair and share.

1. Do you consider yourself a good listener, why and why not?
2. Do you follow any process (see the diagram below)?
3. What do you usually do before, while and after listening something?



Source: <http://www.ccrumb.com/hello-is-anyone-listening/>

Activity B: Stages

30 min

Listening is described as a process divided into three phases/stages: pre-listening, during listening and after listening. There are different activities/tasks used in the above three phases/stages. Place those activities in the right column.

Pre-listening activities	during listening activities	post/after listening activities

Activity C: Strategies

30 min

Go through the following listening techniques and share with your partners about which techniques your students apply in listening class.

Listening strategies and techniques	put tick or cross mark
Predicting a speaker's purpose by the context of the spoken discourse	
Guessing meaning	
Associating information with one's existing background knowledge	
Looking for key words	
Looking for nonverbal cues	
Take notes	
Respond	
Summarise	
Ask questions if sense is not clear	

Activity D: Listening practice in Bangladesh

10 min

Here is a list of listening activities. Which activities do you practice in English class?

Type of listening activities	Yes	No
Single word Dictation		
Line-by-line dictation		
Full-text dictation		
Listen and answer to questions		
Listen and role play		
listen and fill up the gaps		
Listen and put tick marks		
Listen and sentence completion		
Listen and summary completion		
Listen and sentence matching		
Listen and identify the main idea		
Listen and identify the setting		

Activity E: Challenges to effective listening**10 min**

Imagine the possible challenges to effective listening. Then share with you partners and discuss how to overcome. Two examples of challenges are given below:

Examples:

- Unfamiliar vocabulary
- Accent

Activity F: Reflection**05 min**

Why do you think listening is process? b) What listening techniques are suitable for Bangladeshi students? c) What is the existing situation of listening practice in primary schools?

Lesson 3: Listening task in EfT

Introduction

In this unit DPED students will learn about why is it important for them to listen to English language in the primary classroom. They will learn about how teachers can increase opportunities for students to learn English, and how they can help their students to listen to English. In this lesson students will look more closely at using texts in the classroom for listening purposes. These will include dialogues and rhymes from EfT text books rhymes.

Learning outcomes

After completing the session students will be able to:

- identify listening activities designed in the EfT textbooks
- relate learning competencies with listening tasks
- demonstrate how to practice listening activities in the classroom

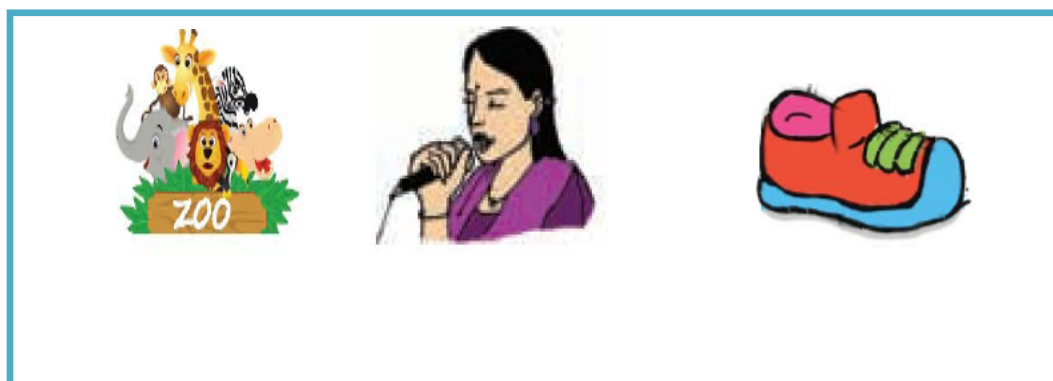
Activity A: Ask participants the following questions 05 min

- a) What listening activities do you find in EfT textbooks?
- b) What learning competencies are focused on these listening tasks?

Now ask participants to get into 4/5 groups (subject to number of participants). Each group will review a particular EfT (from grade I-V) and find out listening activities and learning competencies focused in EfT books. Participants may take help of English curriculum .Then, each group will present identified listening activities and learning competencies in poster papers.

Activity B: Demonstrating a listening activity (Match sound with words) 45 min

Student will choose a particular listening task from EfT textbook. For an instance, s/he may practise phonetic sounds with equivalent words. Before starting, s/he needs to give an example. Imagine that the student is going to demonstrate the following sounds.



Phonetic symbols	sound	equivalent words
z		zoo
S		singer
sh		shoe

Then supply a handout with pictures and ask participants to circle the pictures that have /s/sound while they will underline the pictures that have /sh/ sound. They will put tick mark to the pictures that have /z/ sound.

N. Circle the pictures that have the sound **s**. Underline the pictures that have the sound **sh**. Do nothing to the pictures that have the sound **z**.



Now ask participants to check in pair if they are able to do the task properly.

Activity C: Demonstrating a listening activity (Listening and filling out gaps) 20 min

To practice 'listening and filling out gaps', students may develop a handout choosing a text/rhyme and omitting some of the words from the text/rhyme. Then, s/he may supply a handout to participants and give them instruction to listen to her/him and fill out the gaps given in the text/rhyme.

Solomon Grundy,
Born on -----,
Named on -----,
Married on -----
Got -----on Thursday,
Died ----- Friday,
Buried on Saturday,
-----f or on Sunday,
That was the -----of Solomon Grundy.

Now tell the answers of the gaps, and participants with check their answers.

Activity D: Student participation

20 min

Ask participants to choose a listening activity from EfT and demonstrate a listening task with necessary preparation. Every participant will demonstrate and other participants will give his/her feedback.

Reflection:

- a) What type of listening tasks do you find in EfT?
- b) Tell some of the competencies of listening mentioned in curriculum.

Unit 6 Speaking Skill

Lesson 1 Speaking: Controlled and free speaking practice

Introduction

In Unit 5, you learned about the importance of listening to English in the primary classroom, and you also learned about ways teachers can increase opportunities for students to listen to English, and how they can use texts in *English for Today* textbook for listening practice. In Unit 6, you will learn about another skill – speaking. In this lesson, you will learn the importance of speaking activities in the primary classroom, and the ways teachers can do this.

Learning outcomes

After completing the session students will be able to:

- reflect on the speaking practice
- explain the importance of speaking activities in primary English books
- describe the stages of **controlled** to **free** speaking practice
- identify some differences between **controlled** and **free** speaking activities

Activity A: Reflection

10 min

Think about the experience you have had on your classroom placement, or your own classroom experience. Which activity can engage students most in speaking? Mark these from 1 (the most engaging) to 5 (the least engaging). Then compare your list with a colleague.

You speak, all students respond.	
You speak, one student responds. Other students listen.	
One student speaks to another student, the second student responds. The rest of the class listens.	
Students speak together in pairs.	
Students speak together in small groups.	

Activity B: Importance of speaking practice in primary school

40 min

Write one importance of teaching speaking skill in primary school. Then jot down all the points together and thus make a big list.

Some of the importance of speaking skills are as follows:

- to speak with foreigners
- to participate in the interview
- English is used in the corporate offices
- for a job in a foreign country
- to be confident before others
- to reply with someone speaking English
- good speaking improves other skills also
- to explain anything clearly in English
- to hold a good position in the work place/society
- for travelling abroad comfortably.

Activity C: Stages of controlled to free speaking activity

20 min

C1: Look at a speaking activity that a teacher has planned to do with her class. The stages of the activity are not in the right order. Put them in a suitable order, numbering them 1 to 5. Start with the stage where the teacher has the most control over what happens. Then in each activity the teacher has a little less control. The final stage of the activity gives the students the most control over what they say.

a. In their notebooks, the students complete the following question: 'Can you	
b. The teacher does a chain drill: one student asks another who asks another, and so on. Students ask a question beginning with 'Can you ...?'	
c. The teacher invites students to ask him/her questions with 'Can you ...?' They can ask any questions they like.	
d. The teacher asks individual students questions with 'Can you ...?'	
e. The students work in pairs and take it in turns to ask/answer the questions using 'Can you...?'	

C2: *You have watched or experienced this activity. Now discuss the following questions with your partner.*

1. Are the stages in the same order?
2. Why is it often a good idea to begin with a lot of control over what the students say, then gradually reduce the amount of control?
3. Why is it good for students sometimes to choose what they say rather than always following instructions?

Activity D: Differences between controlled and free speaking activity 20 min

Look at the table below. There are two different kinds of speaking activity – one is more **controlled** and one is more free. Read the questions in the left-hand column and make notes for each type of speaking activity.

Speaking activity	<i>Controlled</i>	<i>Free</i>
	Student A asks student B: Do you like apples? Student B replies: Yes, I do OR No, I don't. Student B then asks the same question to Student C, and so on. The rest of the class listens.	Students play a guessing game in small groups. The group chooses an animal and writes the name – but student A cannot see the name of the animal. Students give clues about the animal. Student A guesses the names of the animal.
How much speaking does each student do?		
How much help do students have with the language?		
How much choice does each student have?		
How does this activity help learners with speaking?		
What level might this activity be suitable for?		
When does the teacher correct the students if they make mistakes?		

Controlled and free speaking activity

Controlled activities give students repeated practice in accuracy and the form of language, and allow them to make few mistakes. They are mostly used to guide students in using the form of target language. Some examples of controlled activities are copying words or sentences and drills. In drills, students can either repeat some model language as a class (choral drills) or as individuals (individual drills), replace a

key word in given sentences (substitution drills) or use new words to create sentences with a different structure (transformation drills).

On the other hand, free activities allow students to use whatever language they wish in order to complete a task. In free activities, the teacher may not be able to predict what language the students will use, and so can't use these activities to give practice in specific language. These activities focus on fluency, giving students practice in recalling and joining together the language they know and giving them opportunities to try to interact and communicate. Discussions, problem solving activities, sharing or comparing ideas, ranking/ordering or prioritizing etc. are the examples of free speaking activities.

Between controlled and free speaking activities, there are guided/freer activities in which the teacher can predict to some extent what language the students will need to use. These activities provide repeated practice of target language, guiding students to use its form correctly and integrate new language with language students already know. Examples of guided/freer activities are role plays, sentence completion, gap fills, survey, etc.

It is not always possible to categorize activities as controlled, guided or free as it depends on how the teacher uses them. However, we can summarize that controlled activities give students lots of guidance and support in using language accurately, guided activities give a little less guidance and support, and free activities do not give any guidance or support to students in the language they use.

Following is the example of three types of speaking activities:

Controlled speaking activity	Guided (less controlled) speaking activity	Free speaking activity
Tell the following sentences about yourself using <i>can</i> or <i>can't</i> 1. I swim. 2. I speak French. 3. I play the guitar. 4. I use a computer. 5. I run very fast.	Ask questions to the receptionist of a language school to know about their courses. Find out: ...when the courses are ...what the courses are abouthow much they costhow long the courses are.	Tell your friend over telephone how you spent the last summer vacation.

Lesson 2: Speaking tasks in EfT

Introduction

In lesson 1, you have come to know importance of speaking activity in primary school, different types of speaking activities you can practice in the classroom. In this lesson, you will learn about getting students to speak by using individual and choral repetition. You will also learn how you can help students move from repeating words and phrases to making their own sentences.

Learning outcomes

After completing the session students will be able to:

- describe a variety of ways that teachers can include speaking practice in the classroom
- use some techniques for using repetition with primary students
- identify more speaking activities (from EfT)
- explore the stages of a speaking activity and their purpose

Activity A: Matching

15 min

Here are some different **interactions** of the primary classroom. These can all be used for speaking practice. Read each **interaction** (in the left-hand column) and match each one with a speaking activity.

Teacher speaks, all students respond.	Student A asks student B: 'Do you like apples?' Student B answers: 'Yes, I do'. Student B asks student C: 'Do you like mangoes?' and so on. Other students in the class listen. This is also called a chain drill.
Teacher speaks, one student responds.	Students practise a dialogue in pairs. The teacher walks around the room and monitors
One student speaks to another student, the second student responds. The rest of the class listens.	Teacher says an action rhyme (for example, One, Two, Buckle my Shoe) and the students repeat the rhyme.
Students speak together in pairs.	Students play Golpo Dadu in groups. One child in each group gives instructions: 'Touch your nose!' Teacher walks around the room and monitors.
Students speak together in small groups.	Teacher points to a picture in the Class book and asks: 'What's this?' Students raise hands. Teacher chooses one student to respond.

Now think of one more example for each type of speaking practice. Think of activities you have seen so far on this course, or of classroom experience. Remember that it is good for teachers to include all kinds of speaking practice in the primary classroom.

Activity B: Repetition practice

25 min

It is difficult for young children to learn to speak in another language. When students are beginning to speak in English there are ways teachers can help them. One way is to use repetition. Students can repeat:

Words	Phrases	Rhymes
-------	---------	--------

Now you are going to experience some of these. Note some of the ways that the teacher makes the activity more interesting and fun for the students.

Tips for repetition

- Don't ask students to repeat the same thing too many times – they will get bored.
- Use mime or gesture to make repetition more interesting.
- Ask students to repeat in different ways: slowly, quickly, loudly, quietly, in a high voice, in a low voice, like a mouse, in a sad way, in a happy way...
- Bring variations in selecting students to repeat. Sometimes the whole class can repeat sometimes individual students. Make sure you choose different students from around the room – not just from the front of the room.
- Divide the class into groups – groups can say different parts of a dialogue, or different lines of a rhyme or poem.

Activity C: More speaking activities

25 min

It is important to make sure that activities carried out in the primary classroom relate to children's lives, and this is true of speaking activities. Several lessons in *English for Today* include giving information about family members. Now you will watch – or experience - using this topic, asking questions with 'How many ... do you have?' to find out how many brothers and sisters other students have. The kind of activity is more suitable for older primaries. After the video/ demonstration, now discuss the following questions in your group:

1. How did the teacher set up the activity and make sure that everybody understood what to do?
2. How did the teacher make sure the students used the language s/he wanted to practice?
3. Why did the teachers finish the activity by asking some students to report what they learned from other students during the activity?
4. The teacher did not do many corrections of student's mistakes during the activity. Why not?
5. When do you think the teacher will correct the student's mistake?
6. Have you seen or experienced any other speaking activities? Tell the people in your group about them.

Here are some different speaking activities that you can do in the primary classroom:

- Repeating new words and phrases
- Joining in with rhymes, songs and stories – encourage students to repeat key words and phrases
- Reading aloud – students can read some words and phrases aloud
- Memory game – I went to market and I bought...
- Acting out dialogues and stories
- Talking about pictures
- Exchanging personal information
- Debate
- Guessing game – for example, asking questions to guess an animal that you are thinking of.
- Find someone who – students can ask questions about different topics (the video/ demonstration is an example of this activity).
- Role-play – students pretend to be different people and act out scenes, for example, one student can be a shopkeeper, and another can be a customer.

Activity D: Stages/procedures of a speaking activity and their purpose: 25 min

Stages	Activities	Purposes
Pre- speaking stage	vocabulary presentation	To review vocabulary
	introduction of the new structure	To introduce form and show pronunciation
While- speaking stage	class practice of new structure	To give student practice with the new structure
	pair practice of the new structure	To give students further practice in new structure
	Monitoring	To check whether everybody is speaking or not, or if they are having some confusion
Post-speaking stage	Feedback	It is good for correction of mistakes.

Lesson 3: Problems Bangladeshi speakers face in speaking English

Introduction

Speaking is an important productive skill. To improve this skill among the learners, lots of activities can be used in the classrooms. All these activities must be done either in pairs or in groups. However, learner's especially Bangladeshi people face some problems practicing speaking skills in the classroom. This lesson will highlight benefits of pair and group work as well as the challenges Bangladeshi speakers face in speaking English.

Learning outcomes

After completing the session students will be able to:

- list benefits of pair and group work to improve speaking skills
- identify challenges of pair work and group work
- explore the principles of arranging pair work and group work
- analyze the problems Bangladesh speakers face in speaking problems
- facilitate speaking sessions minimizing the challenges

Activity A: Benefits of pair and group works

45 min

Individually, write one benefit of pair work and one of group work of speaking class. Combine all the benefits of both pair and group work separately. Do it first in pairs, then in groups of four, next in groups of eight, and so on. At the end, make a list of the benefits in a poster paper.

Activity B: Features and challenges of pair and group work

15 min

Work in groups of 4/5. Identify some challenges you may face when you practise pair/small group work in speaking class. Now read the list of 'tips' in the table below and match your challenges with any tips that go with to solve them:

1. Outline the benefits of pair work

Make it clear to the students when they are meant to be practicing their accuracy and when they are meant to be working on fluency. Better yet, make the communication task so engaging that students will want to try to contribute something meaningful to the conversation.

2. Encourage clarification-seeking

Teach students some communication strategies such as asking for clarification (*Sorry, did you mean...? Can you explain....please?*) and checking understanding (*Do you see what I mean?*). These phrases can be posted on the wall for students to refer to during communication activities.

3. Let them talk

Students need to learn to solve communication problems on their own – this is part of the learning speaking process. They also need to learn to do it on their own – to build their confidence in their speaking abilities.

4. Monitor but don't interfere

Listen to the conversations and make a note of any important errors or vocabulary issues. Make a note of good use of language, too. At the end of the activity, write the mistakes on the board (without saying who said the sentence!) and get the students to correct. This will be much more memorable to the students than correcting immediately. By giving feedback at the end, students can be more focused on correcting the mistake. Be sure to point out any good language use so that students can also see what they did right!

5. Develop your eaves dropping technique

If you are standing near one pair, listen to another. Do this so that the pair you are nearest doesn't get nervous and stop talking.

6. Answer student questions quickly, then move away

If a student has a question about how to say something, help him or her out, and then move on so that the pair can continue their conversation.

7. Let them know that mistakes are OK

Teach students the importance of trying to say something even if it's not completely accurate. Some students don't want to say anything unless it is correct. This may mean they are accurate, but not able to say much at all. Help them understand the importance of getting their message across. Make sure the classroom is a 'safe' place to try out language and make mistakes.

8. Ask students to reflect on their own performance

After the activity, ask students to make a note of anything they wanted to say but couldn't. At this point you can help them create the phrase they needed. Ask students if they noticed when they made a mistake and if they were able to self-correct at any time. This kind of reflection on performance can help students be more self-aware and independent.

Finally share your ideas with your friend

Activity C: Problems of Bangladeshi speakers face in speaking English 30 min

Read the problems, in the left column, learners face while speaking English in the classroom. The right column has the solution of these problems. Match the solutions with the problems. More than one solution may go with one problem.

problems	solutions
1. Inhibition: Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.	a. Conduct the activity in easy language Simple language makes it easier for students to speak for long without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity so that the learners can use familiar vocabulary and even structure in speaking.
2. Nothing to say: Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.	b. English monitors A monitor can be appointed for each group to remind students speaking their mother tongue to switch back to English. This is more important in a large class where the only teacher cannot keep eyes on every student. This approach also helps grow leadership among the learners.
3. Low or uneven participation: Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.	c. Clear guidelines Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation in a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

4. Mother tongue use: In classes where all, or a number of, the learners share the mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.	d. Interesting topic Choosing a topic according to the interests of the class ensures students' motivation. If a speaking activity is designed on an up-to-date and interesting topic or subject matter, students will be more likely to meet the challenge set for them. It is also possible to choose the topic after discussion with the learners. In this case, learners can enjoy autonomy which ensures learners' motivation and satisfaction.
	e. Group work Group work increases the amount of time available for oral practice and allows more than one student to get benefit from speaking at a time. Working in groups also lowers the inhibitions of shy students who are not comfortable in speaking in front of the whole class.

Some important principles to remember to arrange a pair/group activity for speaking practice:

- Be sure to fully explain the procedure before splitting the class up.
- Always demonstrate yourself with the help of a volunteer exactly what they have to do.
- Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.
- Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.
- Don't forget to have feedback time after pair work so that the children don't feel that they have been wasting time. It's important to share their work as a whole group although this doesn't have to be systematic.
- Set a clear time limit.
- Control who works with who so children aren't always being dominated or dominating others.

Unit 7 Reading Skill

Lesson1: Reading aloud and silent reading

Introductions

Reading is about much more than just recognizing words. In this unit, students learn about ways to help students read and understand whole sentences and longer texts. In this lesson, students are introduced to the concept of reading for different purposes, and to some different approaches to teaching reading in the primary classroom.

Learning outcomes

After completing the session students will be able to:

- Explain that we read different texts for different purposes
- Describe the effectiveness of two different approaches to teaching reading
- List the advantages and disadvantages of reading aloud and silent reading
- Explain the rationale of an alternative approach to teaching reading

Activity A: Your own reading habits

15 min

Types of Reading:	
In the left-hand column below are five ways of reading, and in the right-hand column examples of different types of reading texts. Which way of reading would you use for each type of text?	
1. Searching for specific information	a) a story or poem for pleasure
2. Reading to get the important points	b) a newspaper review of a new film
3. Reading for the one main idea	c) an advertisement for a museum to find which days it's open
4. Reading every word carefully	d) a cooking recipe
5. Reading quickly or carefully, depending on how you feel about what you're reading	e) a legal agreement

Activity B: reading lesson

20 min

Read what two different teachers have to say about their lessons. Which teacher is more effective at helping his or her students to develop reading skills? Which students will understand the text best? Why?

Teacher A:

I have a large group of Class 4 students. The next lesson in *English for Today* has a letter written to a friend. I am going to read the sentences aloud, and the students will follow in their books. Then I am going to ask some of the students to repeat the sentences aloud in front of the class. I think that this is a good way to learn to read– the students will hear me say the words, and then they can read by themselves.

Teacher B:

I have a large group of Class 4 students.
In the previous lesson in *English for Today* there was a text which was a letter to a friend. First of all students in the class talked about what we include in a letter, for example, the date and name and so on. Then I gave students some questions and told them to read the letter silently, and to find the answers. I gave them only two or three minutes. It was a kind of competition. They had fun seeing who could find the answers.

Activity C: pros and cons of reading**20 min****Resource Book: Section C**

Copy the table and answer the following questions in your groups and make notes:

- What are the pros and cons of reading aloud?
- What are the pros and cons of silent reading?
- Why should teachers include silent reading in the classroom?

Pros and cons of reading aloud	Pros and cons of silent reading
--------------------------------	---------------------------------

Activity D: techniques for reading aloud**05 min**

Reading aloud is just one technique that a teacher can use in the classroom. There are other techniques which may be more effective for helping students to understand texts. You are now going to watch- or experience – a different approach. You will need the following text for the activity.

Read aloud the given text and ask the students read aloud too

A balanced diet is necessary for keeping our body healthy. A balanced diet is a diet that contains adequate amounts of all the necessary nutrients in order to keep our body healthy. We should take balanced diet everyday.

All the food belongs to six food groups. In order to get healthy life, we should eat proper amount of food from each of these food groups. We can get all nutrients from variety of foods in each of these food groups. Balanced diet contains adequate amounts of all the necessary nutrients. We can select balanced diet easily from available and reasonable variety of food.

Mentioned in the following activity:



Activity : Selection of available and reasonable balanced diet

What to Do :

1. Make a table like the one shown below.

menus		
breakfast	lunch	dinner

2. Make a list of balanced diet menus in the table based on the pictures of reasonable foods that are available in Bangladesh below.
3. Share your idea with your classmates.



Discuss the following questions in groups:

1. Why did the teacher ask the students how many meals are mentioned in the chart? What skill does this practise?
2. Why did the teacher ask the students to find food words in the text? What skill does this practise?
3. Why did the teacher ask the students to listen and point? What skills do this practise?
4. Why did the teacher also ask the students to take it in turns to choose and read out a sentence?
5. Why did the teacher then ask the students to repeat the activity in pairs and threes?
6. Using the reading text in this way was more interesting and enjoyable for the students than just reading it aloud. Why is this important?

Section E

Do you ever read in English? What do you read? What do you think about reading aloud and reading silently? What do you think about the approach that you saw or experienced?

Lesson 2: Reading: Task and stages in teaching

Introduction

In lesson 1 of Unit 8 students were introduced to the concept of reading different texts for different purposes, and also to some different approaches to teaching reading in the primary classroom. In this lesson, students will look more closely at using longer texts from *English for Today* in the classroom (texts from Class 3, 4 and 5). They will consider three different stages to using a text: introducing a text (sometimes called the **pre-reading** stage); reading a text (sometimes called the **while-reading** stage); and after reading a text (sometimes called the **post-reading** stage). Students will also have the opportunity to assess their understanding of the different stages of a reading lesson.

Learning outcomes

After completing the session students will be able to:

- Explain some reasons for introducing reading texts (the **pre-reading** stage)
- Explain some reasons for providing **while-reading** activities
- Explain some reasons for providing after reading activities (the **post-reading** stage)
- Give some examples of activities appropriate for each stage of a reading lesson

Activity A: Warmer

05 min

In pairs read the story of Saikat's family in class V unit 3 lessons 1-2 and talk about the picture.

Activity B: Introducing a text

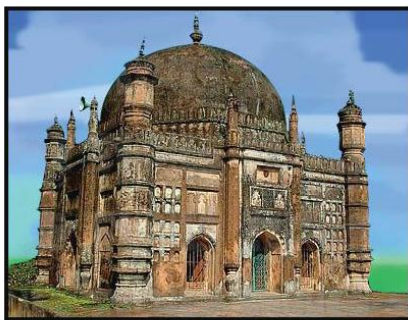
20 min

In Unit 5, lesson 2 you learned about the need to introduce texts that students are going to listen to. We can say the same thing about reading texts. It can be quite difficult to read in another language, and we can help students to read a text in English if we introduce them to the text first.

Look at this text from *English for Today*, Class 5. It is long, and it is quite difficult, with some complex structures and vocabulary. Imagine that you have to teach this text in your lesson. What could you do to introduce this text to your students? Think about some of the techniques you learned in unit 5 about using texts for listening. Make notes of your ideas.

A. Read about Mamun's home district.

My home district is Kishoreganj. It is about 145 kilometres from Dhaka. It is a district headquarters. The district has 8 municipalities, 13 upazilas, 108 unions and 1745 villages. The name Kishoreganj comes from the name of an old landlord known as Brojakishore Pramanik or Nandakishore Pramanik. The area of Kishoreganj municipality is about 10 square kilometres. The river Narasunda flows through the town.



Shah Muhammad Mosque

Kishoreganj is a small town, but there are many important places in and around it. The largest Eid fairgrounds, called Solakia Eid Ground and the well-known Government Gurudayal College are in the town. People from many districts come to this place to celebrate Eid. The Pagla

Mosque is also in my home district. Outside the town, you can visit the fort of Isah Khan at Jangal Bari. You can also see the Shah Muhammad Mosque at Egaroshindhur. Near the Fuleshwari River, you can see the Shiva Temple of Chandrabati.



Upendrakishore
Roy Chowdhury



Zainul Abedin



Syed Nazrul Islam

Kishoreganj is also the home district of some famous people. Chandrabati, the first woman poet of Bangla literature, was born here. Two writers of children's literature, Upendrakishore Roy Chowdhury and Sukumar Roy are also from here. The great painter Zainul Abedin comes from Kishoreganj, too. Syed Nazrul Islam, the first acting President of Bangladesh, is also from here. I love my home district!

B. Pairwork. Ask and answer the questions.

- 1 What's the name of Mamun's home district?
- 2 How far is it from Dhaka?
- 3 How did it get its name?
- 4 What is the name of the river in the town?
- 5 What are two things you can see in the town?
- 6 Who are two famous people from this town?

C. Groupwork. Make a list of the important places in Kishoreganj. Which place do you think is the most interesting? Why? Discuss with your groupmates.

Activity C: Reading a text

30 min

Task 1: You have watched (or experienced) a technique a teacher can use with texts. Practise the technique in your groups with the text about Kishoreganj (Activity B).

Task 2: Read the following text and fill the gaps.

English for Today often has longer texts for students to read. It is important to prepare students for the texts before they read them. This is sometimes called the 1. _____ stage of a lesson.

Once students are prepared, they can begin reading the text. This is sometimes called the 2 _____ stage of a lesson. It is important to make sure that students have a 3 _____ for reading a text.

Teachers should provide students with something to do while they are reading. Some examples of activities that students can do while they are reading are:

Finding 4. _____ or structures in the text (for example, naming the river)

Listening to words or

5. _____ and finding them in the text listening to

somebody reading the text and finding ss

6. _____ Finding

7. _____ to questions

Read the text and then answer the following questions:

While-reading activities help students to understand a text. In *English for Today*, there are also often activities for students to do *after* reading a text. This is sometimes called the **post-reading** stage of a lesson. These activities are useful because:

- They can help teachers and students check understanding of the text
- They can help students understand the text further
- They can give students a chance to practise the language from the text
- They can provide opportunities for students to practise other skills apart from reading (for example, speaking and/or writing)
- They can help students relate the topic of the text to their own lives

Look at the **post-reading** activities for the text about Kishoreganj from *English for Today*, Class 5 below. What kinds of activities are they? What is the purpose of these activities?

Look at copies of *English for Today* Class 3-5. Find some examples of **post-reading** activities and make notes.

Assess yourself

Complete the following table without looking at your notes from this lesson. Then look at your notes to check your answers.

Stages of a lesson	Example activities	Some reasons for the stage of the lesson
Introducing a text (pre-reading)		
Reading a text (while reading)		
After reading a text (post-reading)		

Lesson 3: Teaching vocabulary

Introduction

So far in Unit 7, students have learned about different types of reading, approaches to teaching reading in the primary classroom, and also the stages of a reading lesson (**pre-reading**; **while-reading** and **post-reading**). Students have considered these approaches in relation to the longer texts of *English for Today*, particularly Class 3-5. Many of these longer texts will feature words that students have not previously learned. In this lesson, students will learn some techniques for dealing with texts that have a lot of unknown vocabulary. They will also learn how to help their students to learn some different strategies for learning and remembering vocabulary.

Learning outcomes

After completing the session students will be able to:

- explain the need for pre-teaching vocabulary before a text
- help students cope with new vocabulary and phrases within a text
- help students expand, record and remember vocabulary

Activity A: Warmer

05 min

Start with a Bingo game.

Activity B: Dealing with vocabulary in texts

30 min

Task 1: Look at the following words and phrases. With your partner, decide how you would teach each word to a group of Class 3 students. Your notes from Unit 33, Lesson 1-2 will be very useful here.

frogs
near the pond
happy
play (verb)
find

Task 2: Discuss the following questions with your group.

The words and phrases that you just practised teaching are from a story in *English for Today*, class 3. It can be sometimes a good idea to teach vocabulary to your students before they read a text (remember that this is called pre-teaching vocabulary).

1. Why do you read a text (remember that this is called pre-teaching vocabulary).

Activity C: English for Today text analysis**30 min**

Work in small groups. One group member is your reporter. Follow these instructions:

1. Choose a longer text from Class 3, 4 or 5.
2. Write a list of the words or phrases in the text that students may not know.
 - *Which of these could you pre-teach?*
 - *Which of these words or phrases could students guess or find out for themselves?*
 - *Some words or phrases are probably not important for students to understand the meaning of the text. Can you find some examples?*
 - *Which words and phrases are useful for students to learn and remember?*

Activity D: Expanding, recording and remembering vocabulary**30 min**

Write notes for the following questions:

1. How do you learn new English vocabulary? How do you remember and record new words?
2. Think about the experiences at your school placement. How do the students remember and record new words?

Activity E: Action Research**05 min**

You may be interested in carrying out some action research around the topic of reading.

Observe: The next time you are at your school placement note how the teacher uses texts in the classroom.

- Does the teacher read aloud, or does he/she encourage silent reading? Does the teacher include three clear stages (pre-reading; while-reading; post-reading)?
- Does the teacher pre-teach vocabulary? How does the teacher help students deal with the vocabulary in texts?

Your turn: If it is possible, try using a text with some students. Try some of the techniques from this lesson.

Unit 8: Writing Skills

Lesson 1: Mechanics of writing

Introduction

Writing is one of the two productive skills. Learning to write begins with learning to scribble. The motor skills involved in writing will develop over time. Most likely child will read or recognize letters before they can actually write them. Once they are doing that they will move on to writing letters.

Learning Outcomes

After completing the session students will be able to:

- to describe the mechanics of writing.
- to use these mechanics to teach alphabet writing.

Activity A: Warm up free writing

05 min

Practice some pre-writing task

Activity B: Describing the mechanics of writing

45 min

Read the following text and make a list of mechanics of writing.

Mechanics of writing:

a) Learning to control the pencil:

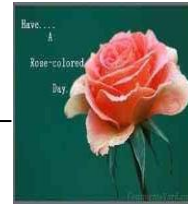
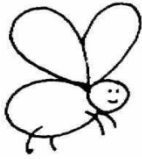
Before teachers begin to teach students to write the letters of the alphabet, it is important that they learn to control their pencil or pen or crayon correctly, particularly if they have never written before.

If possible, students should start to write in their exercise books with a pencil or crayon because it is easier to write with than a pen. They can begin to use a pen when they are able to form the letters correctly. But even before they use a pencil, they can begin to make patterns with a small stick in the sand outside the classroom. It is not wise to force the left hander to hold the pencil/pen/crayon in right hand.

Help the students to control their writing movements in the following way:

- Show them how to hold the stick or pencil correctly (see below).
- Show them how to write from left to right by drawing two pictures, one on each side of the blackboard, for example- a bee on the left side of the board and a flower on the right side. Teachers can then draw a line between the two starting from the left. Explain, in mother tongue if necessary, that the bee goes to the flower.

- Tell students to draw lines in the same way from left to right. If they can draw the bee and the flower and the other objects, let them do so.

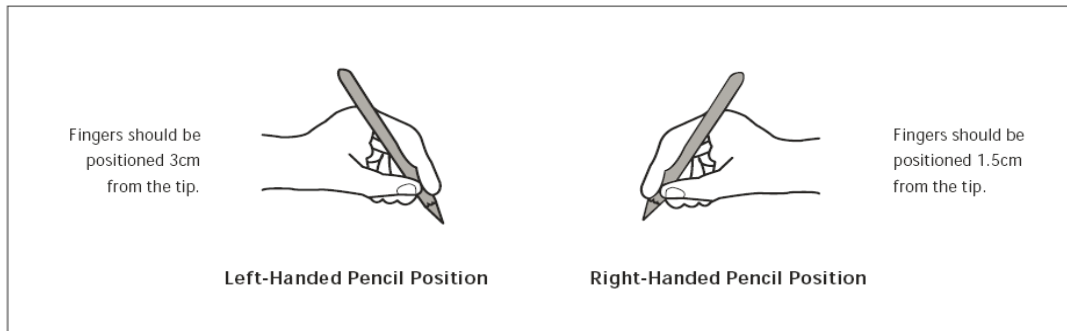


b) Holding the pencil correctly:

Teachers should show their students how to hold their pencils correctly so that they have good control over their writing.

- Tell them to hold their pencil between their first finger and thumb. It should rest on the knuckle of the second finger.
- Tell students to hold the pencil about an inch (2cm) up.
- Tell them to place the paper on the desk at a slight angle to make writing easier.





c) Drawing patterns:

According to Don Neal Thurber letters (both lower and upper case) are composed of only 4 single strokes: They are-

Vertical lines |

Horizontal lines —

Diagonal lines \ /

semicircles ()

Circles and ○

Before letting students write the actual letters of the alphabet, it is useful to let them draw strokes on the paper or board, in order to learn to control the movement of the pencil or pen or crayon and to practise moving it smoothly.

The following drawing patterns will help the learners to form especially lower case letters. The learners, therefore, need to provide sufficient time to copy the patterns.

d) Introducing letter writing:

Introducing the letters based on the hand and finger movements used to form the letters is particularly helpful for learners with poor fine motor skills. After providing the ample opportunity to practise the above strokes and drawing patterns repeatedly, teacher should show to form the upper case and then lowercase and lastly number as below.

SL no.	Strokes used in forming letters	Uppercase	Lowercase	Number
1	The letters formed only by vertical stroke are	<u>I</u>	i, j, and l	
2	The characters (letters) formed only by diagonal strokes are	<u>V</u> , <u>W</u> , and <u>X</u> .	v, w, and x	
3	The letters which have both vertical and horizontal strokes are	<u>E</u> , <u>F</u> , <u>H</u> , <u>L</u> and <u>T</u> .	f, t, and r	
4	The characters having both vertical and diagonal strokes only are	<u>K</u> , <u>M</u> , <u>N</u> and <u>Y</u>	K and y	7
5	The characters having horizontal and diagonal strokes only are	<u>A</u> , and <u>Z</u>	z	
6	The simplest of characters formed by circular and semicircular strokes are	<u>C</u> and <u>O</u> .	c, e and o	0, 3, 6, 8, 9
7	The letters having vertical and semicircular strokes are	P	a, b, d, p and q	
8	They are only a C and O with a tail on.	<u>G</u> and <u>Q</u> .	-	
9	The characters formed with the combination of vertical and curve strokes are	<u>B</u> , <u>D</u> , <u>J</u> , <u>P</u> , and <u>U</u> .	m, n, u and h	
10	Think of the first part as a C and the last part as backwards C.	<u>S</u> .	s	

11	Semicircular and curve stroke are in	-	g	
12	It's a P with a leg on.	<u>R</u>	-	
13	The numbers formed by vertical, horizontal, diagonal strokes are			1, 4
14	The numbers having vertical, horizontal and curve strokes are			2 5

Letter formation

The formation of letters involves starting and finishing places, direction of movement and number of strokes per letter. The following features should be kept in mind before teaching letter formation.

Size

Letter shapes should be proportionate. Within letters, the heads, bodies and tails should be of equal proportion. This means letters will maintain relativity in both width and height to each other.

Slope

A slight slope to the right is the outcome of a well- developed cursive technique for learners who are using a relaxed finger–hand–arm movement. Slope should be consistent for each individual. However, a variation of 5 to 15 degrees in the slope to the left or right of vertical is acceptable between individuals.

Spacing

Consistent spacing enhances the legibility and appearance of handwriting. Spacing within words, between words, between lines of writing, and the use of blank space on the page should be highlighted to learners.

Alignment

The visual pattern of words becomes more consistent when hooks, links, descending letters and ascending letters are positioned accurately in relation to each other.

Cursive style

The correct stroke sequence for each letter should be learned in order to develop a legible, consistent cursive style. The differences between the beginners' alphabet and cursive formation are apparent in the letter f and in the exits of a d h i k l m n o r t u v and w.

When cursive formation is being taught, two points should be considered:

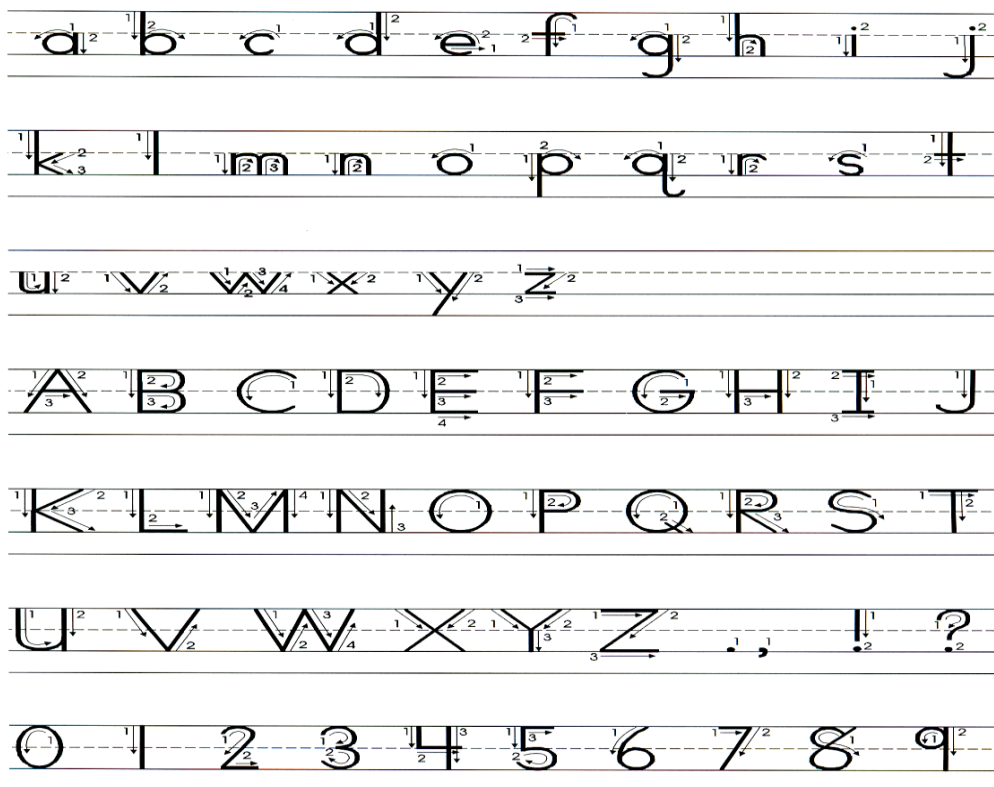
- special attention will be required for letters with exits
- more attention will be required in the spacing of letters.

Direction

Teachers can use the directions during forming letters such as “down”, “up”, “round”, “under”, “over” and “across”. For example, as they write the letter “W”, teachers can say - “down and up and down and up”, for the letter ‘b’ say “down and round” and for ‘g’ “round and down and under” and so on.

- Tell students to write the letter in the air with their finger, or let them use a stick to form the letter in the sand outside.
- When teachers have shown students how to write the letter, say the sound of the letter (not the name of the letter) several times and tell students to repeat the sound after the teachers.
- Tell students to write several rows of the letter.
- Go round the class to make sure they are doing this correctly. If not, help them to form the letters correctly.
- Then draw four lines on the blackboard and tell students to draw lines in the same way in their exercise books (khatas). Note the size of the lowercase letters.

How can a teacher teach forming letters?





Find activities for teaching mechanics of writing from the *EFT* books. Work in group, then present it to the plenary session.

Activity C: Using mechanics to teach alphabet

30 min

Group work: in group; prepare a lesson note for teaching letter writing using mechanics of writing from *EFT* lesson. Then demonstrate it to the whole class.

Activity D: Self assessment

10 min

Assess yourself

Make a list of activities for mechanics of writing from *EFT* books class 1-3.

Now check your answers with your partner.

Lesson 2: Copying words, sentences, controlled, guided and free writing

Introduction

In this lesson, students learned about teaching students how to start writing. They learned how they could help students to practice writing letters and words. They also will learn about helping students to write longer sentences and paragraphs. They will learn about different kinds of writing activities teachers can include in the classroom, how they can support students with writing, and how they can correct and assess writing.

Learning outcomes

After completing the session students will be able to:

- Explain controlled and free writing activities with examples.
- Describe the characteristics of controlled and free writing activity.
- Use a number of different controlled writing activities in the primary classroom.

Activity A: Controlled and free writing activities

15 min

As you know, the English Primary Curriculum in Bangladesh focuses on four language skills: listening, speaking, reading and writing. For the writing skill, the Curriculum lists the following **competencies**:

1. to write non-cursive and cursive letters both capital and small.
2. to write cardinal and ordinal numbers.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. to write figures for words and words for figures.
5. to use punctuation marks.
6. to use capital letters.
7. to write the names of the days of the week and the months, and to write the time.
8. to write words, phrases and sentences correctly.
9. to take dictation.
10. to write short and simple compositions.
11. to write simple personal letters.
12. to fill in simple forms.

Controlled and guided writing activities have the following characteristics:

- Students have a lot of support with the language.
- The language is controlled by the teacher. Students have no choice in controlled writings but have a little choice in guided one.
- The focus of the activity is on accuracy.
- Mistakes should be corrected.

Characteristics of free writing

1. **Free writing** activities have the following characteristics:

- Students have less support with the language.
- Some language may be controlled by the teacher. Students have some – or a lot of choice over the language that they use.
- The focus of the activity is on fluency, creativity, and the message of the text.

2. It is important to include a variety of writing activities in the primary classroom:

- One of the main objectives of the English Primary Curriculum is to enable students to write the alphabet, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.
- Children need to practise controlled, guided and free writing accurately and fluently.
- If children have lots of practice of different kinds of writing activities, they will develop skills in writing, and this will help them with exams and in their future lives.
- It is a good idea to give students some choice when they are writing. Creative writing is more motivating and meaningful.

3. Teachers might have the following problems:

- Students may not have many ideas for writing the paragraph.
- Students may not have enough language (for example, vocabulary) for writing the paragraph.
- There are many students in the class. It is difficult to help all of the students.
- Students will probably make many mistakes in this kind of writing.

There are many students in the class. It is difficult to correct and grade all of the paragraphs.

Read the following questions in group and find out what are the characteristics of free writing?

In *English for Today*, there are examples of **controlled, guided** writing activities and also **free** writing activities. Look at the example of a **free** writing activity from Class 3, and then answer the questions below.

1. What are the characteristics of **free** writing practice? Think about what you know about **free** speaking activities. They have some of the same characteristics.
2. English for Today has both **controlled guided** and **free** writing activities. Why is it important to include **controlled, guided** and **free** writing activities in the primary classroom?
3. Look again at the example of a **free** writing activity from Class 3 above. Imagine that you are teaching this lesson to Class 3. What problems do you think you might have? Think about any experience

Activity C: More controlled writing activities

40 min

The activity that you just saw or experienced is called a **gap-fill** activity. It can be a good way to get students practicing writing in a controlled way. You will find more **controlled** writing activities below. In pairs, choose an activity and prepare to teach it using language from an *English for Today* book, when you are ready, try out your activity with other students.

Jumbled sentences

Write sentences on the board jumbled up, for example: croaks a frog.

Students must write the sentence in the correct order.

Correction: Elicit correct sentences. Students correct own work. Teacher checks some students' work.

Sentence memory

Write a sentence on the board from *English for Today*, for example: The girl is dancing.

Give students some time to memorise the sentence, then rub out some of the words.

Students write the sentence in their books.

Correction: Write the missing words on the board. Students correct own work. Teacher checks some students' work.

True sentences

Write some sentences on the board. Some are true, and some are false. . For example, the teacher could write sentences about the classroom: Three books are on the teacher's desk. There are thirty two boys in the room.

Students must copy the true sentences only.

Correction: Elicit the true sentences. Students correct own work. Teacher checks some students' work.

Complete the question

Write the first part of a question on the board, for example:

What time do you _____? Do you like _____? Can you _____?

Activity D: Supporting free writing in the primary classroom 10 min

In Activity C, you identified some of the challenges of including **free** writing activities in the primary classroom. Look at the table below. In the left-hand column are some of the challenges.

1. Add any other challenges that you thought of to the list.
2. Think of some possible solutions for these challenges, and make notes in the right-hand column.

Challenges	Possible Solutions
1. Students may not have many ideas for free writing.	
2. Students may not have enough language (for example, vocabulary) for free writing.	
3. It is difficult to help all of the students	
4. It is difficult to help all of the students	
5. It is difficult to correct and grade all of the written work.	

Lesson 3: Process writing

Introduction

Process writing is very important for developing writing skills, organizing ideas and developing accuracy in writing. In this lesson, student teachers will learn steps of process writing and using them in primary classroom.

Learning Outcomes

After completing the session students will be able to:

- Explain the process writing.
- Using the steps of process writing in primary classroom.

Activity A: Warm-up

10 min

Ask the students to write their names and their class in English

Activity B: Explain the process writing

30 min

Read this text about learning to write, and note some key words and phrases about process writing. Compare your answer with your partner.

Learning to write is like learning to read. Both follow a sequential process. Writing requires and combines more basic skills than any other subject area. Taking into account the developmental stages of children, educators teach writing through a series of steps that build on a child's learning experiences. Children are usually eager and willing to scribble their ideas on paper. Even at early developmental stages, they are becoming writers. Parents and other caregivers encourage the excitement of writing in their child by being interested and involved with the writing process their child uses in school. The writing process begins in the early grades by exposing students to a variety of quality books read aloud. Children see and hear the ways that authors use language to create and tell a story. Children use the books they hear and read as models for their own writing. Educators often teach writing to the whole class at one time. As children watch and listen, the teacher models the writing lesson and encourages the children to add their ideas as well. Sometimes writing instructions may occur in small groups with a teacher or teaching assistant. Small group instructions help children who may need extra attention develop strategies needed to become independent writers. Most teachers in grades use a writing process. This process involves several steps to guide children from the beginning of

writing to creating a finished piece. Teachers use these steps to provide structure and continuity in all forms of writing.

Success in writing greatly depends on a child's attitude, motivation, and engagement. Teacher can help children think carefully about each step of their writing by guiding them through the process writing repeatedly throughout the year and across various content areas.

Activity C: Using the steps of process writing in primary classroom 40 min

Here are the steps of process writing. Can you put them in the right order? Check your answer with your partner.

The Steps

Final Draft - Children produce a copy of their writing in full page with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

First/Rough Draft - Children put their ideas on the right half of a piece of paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

Generating ideas - Children make mind maps or brainstorm to generate ideas for writing. They can do this individually, in pairs or in groups. They should decide what words and phrases they need to use; and who the audience of the piece of writing is (e.g. a pen friend, readers of a newspaper, etc),

Editing - Children work with the teacher and/or peers to correct mistakes in grammar and spelling.

Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication!

Second draft- The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. Still they write on the right half and keep the left hand blank for teachers' feedback. The teacher gives feedback at this stage by asking questions, too.

Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other to understand the story by asking who,

what, when, where, why, and how questions on the left half of the paper. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

Parent's involvement in the writing process

The writing process provides children with a model that is sequential and consistent.

Children of all ages and levels benefit from the structure of the writing process. Parents need to be familiar with the writing process that their child uses in school.

Parents are in a wonderful position to provide experiences that translate into meaningful writing by doing the following:

- Provide a print-rich environment at home.
- Read to your child from various genres.
- Involve your child in daily writing by having him/her make lists for the store, label photos, or write letters and thank-you notes.

These activities can make long-lasting impressions on your child. By modeling writing in the home, parents signal to their children that good writing skills are important.

Activity D: Assess yourself

ss10 min

Select a topic from EfT books, write down the steps for writing on the topics (for example: My Family).

Now check your answers with your partner.

Unit- 9 Teaching Grammar

Lesson 1: Teaching Grammar in Context

Introduction

In this lesson, students will learn about teaching grammar to primary-aged children. First, students will explore beliefs about learning and teaching grammar, and then students will learn about the stages of teaching grammar in the primary classroom using *English for Today*. Students will watch – or experience – and practise some different activities for helping students in the primary classroom to learn new language structures.

Learning outcomes

After completing the lesson students will be able to:

- Describe the effectiveness of different approaches to teaching grammar to primary students.
- Describe the stages of teaching grammar
- Help students learn new language structures

Activity A: Beliefs about teaching grammar

30 min

Read what three different teachers think about teaching grammar to primary-aged children. Which teacher do you think is the most effective at helping their students to use new **structures**? **Why?**

Teacher A:

Young children don't understand grammar rules so I never teach grammar to my students. I just ignore it. I think that they will use **structures** if they hear them often enough – after all, that's what happens when children learn.

Teacher B:

Think it's really important for students to learn grammar properly. I always teach grammar to my students. I write grammar rules on the board and then I ask students to copy them and to repeat the rules. Most of my students memorize the rules, and they can say them when I

Teacher C:

I know that young children find it difficult to understand grammar rules, so I don't give students rules to copy. But I think it's important for students to practise new **structures**. When I teach grammar, we practise new **structures** in the class, and students practise them in pairs. Older students also write the new

Activity B: The stages of teaching grammar**25 min**

Teacher C (from Activity A) is teaching Class 2, Unit 7, and Lesson 1-3. She decides to use this lesson to teach the structures: Are you 8 years old? Yes, I'm /No, I 'm not. Here are the activities from her lesson plan – but they are in the wrong order. Read them, and put them in the right order.

Point to the class and ask one student: Are you 7 years old? If student shakes their head, help student to say: No, I 'm not. Ask all students to repeat the phrase: No, I 'm not.
Organise students into pairs. Students take it in turns to ask each other questions using the question on the board Are you 7 years old?
Point to the question and ask one student: Are you 7 years old? If student nods, help student to say: Yes, I'm. Ask all students to repeat the phrase: Yes, I'm.
Ask two students to stand up. Tell the first student to ask the other: Are you 8 years old? The second student should answer: Yes, I'm OR No, I'm not. Tell the first student to sit down, and ask a third student to stand up. Tell the second student to ask the third student: Are you 8 years old? The third student should answer: Yes, I'm OR No, I'm not. Tell the second student to sit down, and ask a fourth student to stand up. Repeat with five or six students
This technique is called a chain drill.

Activity C: The stages of teaching grammar**15 min**

The stages in **Activity B** are a useful way to teach new **structures** in the primary classroom. Students get a lot of opportunities to hear and say the new **structures**, and they practise them in a meaningful way. Students can respond truthfully about whether it is Yes, I'm OR No, I'm not.

Now you are going to watch – or experience – another example. s

Questions for after video or demonstration

1. Think about the video you just watched – or the activities you just experienced. Does the teacher follow the same stages? Are they in the same order?
2. Does the teacher add any extra activities? Which ones? Why?
3. Do you think teachers can use these stages and activities to teach other **structures**?

Introducing new language could be an interesting topic for you to explore. Next time you are on your school placement, observe a lesson and note the following.

- How is a new language taught?
- Which techniques for teaching vocabulary are more effective?
- Do the stages of teaching grammar seem useful?
- Do children seem to understand and use grammar rules?

Unit 10 Improving Pronunciation

Lesson 1: Organs of speech and English sounds with phonemic chart

Introduction

In this lesson, students will learn about an important part of speaking – pronunciation. They will be acquainted with different parts of organs of speech. They will also be familiarized with English sounds with phonemic chart.

Learning outcomes:

After completing the session students will be able to:

- Identify different parts of organs of speech
- learn phonemic name of organs of speech
- Pronounce Consonant sounds from the phonemic chart.
- Pronounce Vowel sounds from the phonemic chart.

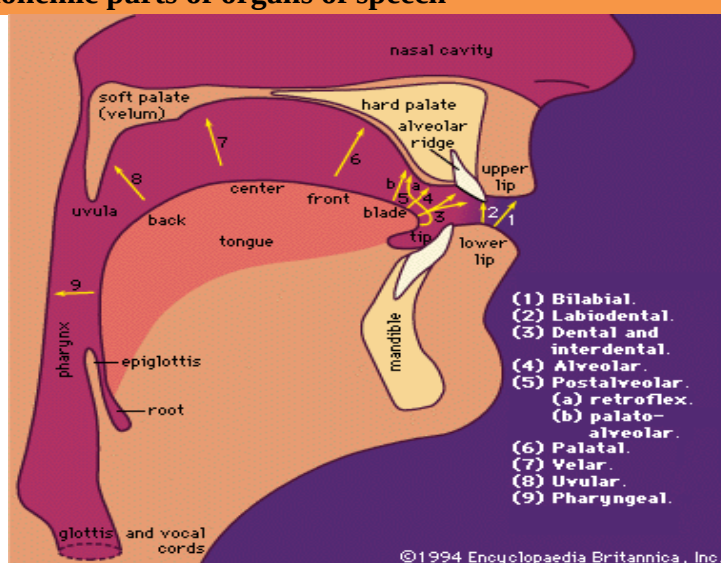
Activity A: Organs of speech

10 min

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

Activity B: Phonemic parts of organs of speech

20 min



Instruction:

Instructor will point out every organ of speech and describe the function of that particular organ.

Practice:

Instructor will ask students to get into pairs with the right/left elbow partner. One of the students will point out the organ of speech and the other partner will say the name of the organ.

Activity B: Phonemic name of organs of speech Phonemic Names 15 min

Common Name	Phonemic Name
a. Lip	Labial
b. Two-lips	Bi-labial
c. Teeth	Dental
d. Lip and teeth	Labio-dental
e. Teeth ridge	Alveolar (ridge)
f. Palate and teeth ridge	Palato-alveolar
g. Hard palate	Palatal
h. Soft palate	Velar
i. Glottis	Glottal
j. Nose	Nasal

Activity C: Consonant sounds with phonemic chart 25 min

	labial		labio-dental		interdental		alveolar		palatal		velar		glottal	
stops	p	b					t	d			k	g		
fricatives			f	v	θ	ð	s	z	ʃ	ʒ			h	
affricates									tʃ	dʒ				
nasals		m						n				ŋ		
liquids lateral retroflex								l r						
glides		w								j				

Most consonant sounds are recorded between vowels, to make them easier to distinguish.

Consonant words

Vowels

Diphthongs

voiceless

voiced

Activity D: Vowel sounds with phonemic chart
20 min
Vowel Chart

	Front	Central	Back
High Tense	i (beat)		u (boot)
Lax	ɪ (bit)		ʊ (book)
Mid Tense	e (bait)	ʌ (but)	o (boat)
Lax	ɛ (bet)	ə (about)	ɔ (paw)*
Low	æ (bat)		ɑ (pot)

*(not in all dialects)

Lesson 2: Pronunciation: stress and intonation

Introduction

In this lesson, students will learn about an important part of speaking – pronunciation. Students will see and experience examples of using lessons and activities from *English for Today* for pronunciation practice.

Learning outcomes

After completing the session students will be able to:

- Give some examples of how teachers can include pronunciation practice in the primary classroom
- Use pronunciation lessons and activities from *English for Today* to practise sounds, **stress**, **intonation** and **rhythm**
- Prepare pronunciation activities for the primary classroom

Activity A: Speaking English in the primary classroom

10 min

Pronunciation is an important part of speaking, somebody may speak English **fluently** and **accurately**, but if his or her pronunciation is very poor, then people can't understand what he or she is saying.

Here are some ways that teachers can help students improve their pronunciation. Think about your experience on school placement, or any other classroom experience. Can you add any others to the list?

- When you introduce new words and phrases, make sure students hear a clear example of the word or phrase. Make sure students get opportunities to practise saying new words and phrases. Get students to repeat dialogues – as a whole group, in large groups and in pairs. Teach students to join in rhymes, songs and poems
- Listen to students when they do pair work and make a note of any pronunciation mistakes, then discuss these with the class after the activity. Use the pronunciation lessons in *English for Today*

Activity B: Sounds**15 min**

English for Today Class books have several activities and lessons that focus on pronunciation or that can be used for pronunciation practice. Some of these focus **on sounds**. You are now going to experience an activity to practise sounds. The activity is based on an exercise from Class 3, Unit 13, and Lesson 1-3.

Your instructor will say some words. Listen to each word and decide if the word has the sound of the 'a' in 'hat' /a/ or the sound of the e in 'hen' /e/. Write the word in the correct column.

Afterwards, check your answers, and practise saying the words.

hat	hen

Activity C: Stress**15 min**

Pronunciation is not just about sounds. Speakers of English also **stress** certain **syllables** in words, and certain words in sentences. This means they emphasise the **syllable** or the word. Here is an activity which helps students to practise word **stress**. The activity is based on class 4 Unit 30 lesson 1-3.

*Here are the months of the year. Listen to your instructor and underline the syllable that is stressed. **Stress** the parts of the words that are in **blue colour**. Afterwards, check your answers, and practise saying the words.*

C. Say the names of the months. Stress the parts of the words that are in blue colour.

January	February	March	April
May	June	July	August
September	October	November	December

60

2018

Activity D: Intonation and Rhymes**15 min**

Students need to know how individual words sound in English, but of course when we speak, we don't just use individual words. Student also needs to practice saying sentences, so that they can practice **intonation** – which means the voice going up or down- and rhythm.

Task 1. Here is an activity from class 4 unit 22 lessons 1-4. This activity helps students to practice **intonation**.

Activity D: Pronunciation activity**25 min****Language Focus****B. Using our voices**

When we talk, our voice may go up (↗) or down (↘). When we ask questions, our voice also rises or falls. For questions beginning with **What, When, Where, Why, Who** and **How**, our voice goes down. In statements, our voice goes down, too.

C. Pairwork. Ask and answer the questions. Make sure your voice goes down.

- 1 What's your name? (↘)
- 2 Where do you live? (↘)
- 3 How old are you? (↘)
- 4 What's your favourite food? (↘)
- 5 What's your favourite colour? (↘)

44

2018

Language Focus

A. Using our voices

For questions that can be answered with **yes or no**, our voice usually goes up. When we answer these questions our voice goes down.

Do you like lentils? (↗)	Yes, I do. (↘)
Are you from Chittagong? (↗)	No, I'm not. (↘)

B. Pairwork. Ask and answer the questions. Make sure your voice goes up or down.

- | | |
|-----------------------|--------------------------|
| 1 Is your name Ruma? | 2 Do you have a brother? |
| 3 Are you in Class 5? | 4 Do you like flowers? |
| 5 Can you swim? | 6 Can you fly? |

Task 2: Here is a rhyme from Class 1, Unit 27 Lesson 1-3. Rhymes are good for helping students to practise many aspects of pronunciation, especially **rhythm**. Listen to your instructor and repeat clapping with the **rhythm**.

A. Listen and say.



put on



shoe



stick



pick up

B. Rhyme. Look, listen and say.



1, 2,
Put on your shoe.

3, 4,
Close the door.



5, 6,
Pick up sticks.

7, 8,
Lay them straight.



9, 10,
Draw a hen.



C. Say and do.

54

2018

In your group, make ONE pronunciation activity which helps students practice sounds, stress, intonation or rhythm, the activity must be suitable for primary students. You can use language and rhymes from English for Today.

Sounds: Think of two sounds that are difficult for Bangla speakers (for example [p] and [f]). Choose some words with the sounds and prepare an activity like the one you did in Section B.

Stress: Write down some words from English for Today (any Class). Underline the stress. Prepare an activity like the one you did in Section C.

Intonation: Write down some questions and answers (refer to Class 4, unit 22 lesson 1-4), and add arrows to mark rising/falling intonation. Prepare an activity like the one you did in Section D.

Rhythm: Choose a rhyme from any English for Today Class book, or choose another English rhyme that you know. Practise saying rhymes and clap with the rhythm. Get ready to teach the rhyme.

Assess yourself

Think about the following questions:

How is your own English pronunciation?

Are there any areas of your own pronunciation that you would like to improve? What are they?

How can you do this?

Unit 11: ICT: Application in Teaching-Learning English

Lesson 1 Using ICT based resources for teaching English

Introduction

New technology, often in educational context means information and communication technologies (ICT), offer huge potential in language teaching and learning. Now-a-days, the use of technology in language learning has become a commonplace. However, technologies are not themselves instructors; rather, they are instructional tools to enhance the language learning. The effective use of any tool in language learning requires the thoughtful application of second language pedagogy. This session focuses on the use of ICT resources for teaching and learning English as a second or foreign language.

Learning outcomes

After completing the lesson students will be able to:

- use English vocabulary to talk about technology
- describe how a teacher can use technology in and outside the classroom
- access useful websites for teaching and learning English (if internet access is available)
- describe how technology can be used in the classroom and for teachers' professional development
- reflect on the possibilities of future educational technology in Bangladesh

Activity A: Using technology

10 min

Think about the following questions and then comment about yourself.

- How do you feel about technology? Do you feel nervous like teacher A? Or do you love technology?
- Have you ever used a mobile phone in the classroom? If yes, what did you teach with the mobile phone?
- Do you use internet? Have you ever used it to practise English?
- How can internet help for teachers for professional development?
- Have you ever used social networking sites like facebook?
- Do you write a blog?
- Have you ever used any other technology with students – for example, a radio, video, etc.? How?

Activity B: Defining terms**15 min**

Here are some words related to technology. Do you know what they mean?
Discuss them with your partner and make notes, or draw pictures.

Monitor	
Mouse	
Screen	
Laptop	
MP3 player	
Tablet	
Cell phone	
SMS	
Multimedia	
Wireless	
Social networking	
Blog	

Activity C: Teacher's view**10 min**

Many teachers use technology in their daily lives as well as in the classroom.
Read the comments from some primary English teachers. Do you feel the same as any
of the following teachers?

A. I don't really like technology. I'm always nervous about using a computer,
and I've just got a mobile phone. I don't use it very much though –
I'm not sure how to use it!

B. I am a fan of the internet. Actually, I am on facebook, and I also write a blog
about my hobby. Perhaps I could write a blog about teaching English...

C. We've got some computers at school in a computer room. I'm not sure how to
use these with the children – there are not very many computers, and sometimes
there isn't any electricity.

D. I love my mobile phone! I use it to talk to family and friends all of the time,
and I take lots of photos. Sometimes I show the photos on my phone to my
students.

They really like to see them. I also use it to improve my own English – I record
myself speaking in English and listen to it.

E. I go to a cyber café in my town, and I use the internet all the time. I have found a lot of useful websites to help me learn English. There are also lots of sites with ideas for teaching English and they are very useful.

Activity D: Case study

30 min

Here are four case studies of teachers using technology. Read the relevant case study (for example, if you are Number 1, read case study 1). As you read make notes and think about the following:

- Do you know of any other examples like this?
- Is this something that you could do? How?

Case study 1: Social networking on the internet

Teachers who have studied together on training courses can use social networking sites – like facebook - to stay in contact. They can continue to share their experience and help each other develop when they are far away from each other, even in remote places.

Ananya is a teacher facilitator for the *English in Action* programme. She teaches full time and she also leads professional development activities with groups of teachers. She uses the *English in Action* Teacher Facilitators page on facebook for all kinds of reasons: to find out project news and dates of meetings; to find out about new materials; to send encouragement to other teacher facilitators; to share good and bad experiences; to talk about problems and share suggestions. Other people involved in the project also use the site: central administration; core trainers and UK specialists.

Case study 2: BELTA website

BELTA is the Bangladesh English Language Teachers' Association. BELTA has around 2000 members, who are all teachers in primary, secondary, tertiary and various private institutions all over the country.

Saleha is a primary school teacher and she is a member of BELTA. As phone calls are expensive, and the postal service is often unreliable, she uses the BELTA website to keep in touch, and to keep up-to-date with BELTA activities. On the website, she can find out important news about what's happening in English teaching in Bangladesh, and there are usually plenty of photos to remind her that it's a lively community. The site has links to BELTA's publications, such as the newsletter, which can be downloaded directly from the site, and Saleha can find information about training courses which BELTA organises with other organisations. There are also links to the regional chapters around the country. The website is especially busy during the few months before BELTA's conference. The site gives all the necessary information for people who want to give a presentation or simply to apply to attend. Saleha is hoping that she will be able to go to the next conference. The website address is: <http://www.belta-bd.org>

Case study 3: Mobile devices in the classroom

Many teachers are now starting to find that mobile phones can be very useful and not only for telephoning and sending messages. Even very simple and cheap mobile phones can store a lot of audio material that teachers can play directly in lesson so that their students can get to hear a lot more English and practise their listening skills. Even when there is no electricity in the school, the teacher can plug the mobile into a portable rechargeable speaker and all the students can then hear it even in large classes. These devices are getting better and cheaper all the time.

Rahim is a teacher with the *English in Action* programme. As part of the project, he has a mobile phone with recordings of the dialogues and texts from the *English for Today* text books. He finds that the recordings really help to make his lessons lively and enjoyable, especially the songs and rhymes with catchy tunes. Many of his students really enjoy them and love to sing in class. Rahim also uses his phone to take photos of things that will interest his students and help them to practise English. For example, he took a photo of his son into class. He described the photo to his students who drew a picture. Then he showed the picture to his students in groups to compare their drawing with the picture. Students practised a lot of English in this activity, and they really enjoyed seeing the photo of Rahim's son.

Case study 4: Trainer in the pocket

A simple, cheap mobile phone can now help teachers to develop in their profession. Teachers can download short video clips of other teachers working with real classes of students in typical schools. Many teachers find that it's much easier and takes less time to see teaching activities on a video rather than read about them in books. Projects like *English in Action* now provide cards for mobile phones containing a lot of materials like this so that teachers can look at them whenever they want and wherever they are. Soon materials like this will be made widely available as free 'open education resources (OER)' and anyone with a mobile phone will be able to use them

Arif uses his mobile phone to improve his own English language skills. He often records himself speaking English, and then listens to it to see where he can improve his speaking skills. He also receives mini lessons on his phone. He dialed 3006 (he is in Bangladesh) and got lessons from the BBC Janala programme. This programme is not just for teachers, and the other members of his family use the lessons too. The website address of BBC Janala is: <http://www.bbcjanala.com>.

Activity E: Technology in future

25 min

Here are some predictions for future technology (from the *NMC Horizon 2012* report). Look at the list and answer the following questions:

- Do you think this is true of Bangladesh?
- How do you think this could be important for primary school teachers and students in Bangladesh?

- The world of work is increasingly global and collaborative.
- People expect to work, learn, socialize and play whenever and wherever they want to.
- The internet is becoming a global, MOBILE network.
- Technology has increasingly more capacity, with a rapid growth in videos and other rich media.
- Authority is losing its importance, and people increasingly look for open content created by people like themselves.
- Notions such as privacy and ownership are increasingly becoming more complex.
- Certain parts of the world are developing new ways of getting large numbers of people to access information and education, for example, China, India and Africa.
- The internet is making us change the way we think about learning and education.
- Learning is becoming increasingly informal.

Some useful technologies used in teaching and learning

Below are some of the ways that technology can help developing language skills are discussed below:

Instant language lab: Making an effective language laboratory is very easy. We need computers with some cheap headphones that have an attached microphone. Some audio recording software's, which are inexpensive and even free, can be used to make recordings for students to listen to (eg. stories, dictation etc.). Students can use it to record their own voice too.

Mobile phones: In terms of language teaching and learning, common features of mobile phones now include Internet access, voice-messaging, SMS text-messaging, cameras, and even video-recording. In language learning, all of these features enable communicative language practice, access to authentic content, and task completion. The use of telephones in distance language learning is a unique to m-learning. It can help in vocabulary practice, quizzes, word and phrase translations, and access to live talking tutors. Live tutoring is effective with mobile phones, but poor audio quality can often affect comprehension adversely.

Online notice boards or walls: It is a wall equivalent to a notice board in the class. It is typically a website with a single page that anyone can add a message to. It's like sticking a post-it note or scrap of paper on a board. It's a great collaborative tool. Popular uses of online notice board include collecting birthday greetings for a friend, brainstorming ideas or getting feedback on an idea etc.

Video conferencing: It is not very hard to create an online webcam link now a days. Any student or teacher can link up with another school in another place or country for reports, discussions and shared tasks. Videoconferencing uses telecommunications of audio and video to bring people at different sites together for a common lesson. This can be as simple as a conversation between two people in private offices or involve several sites with more than one person in large rooms at

different sites. Besides the audio and visual transmission of meeting activities, video conferencing can be used to share documents, computer-displayed information and whiteboards.

PDAs: Using PDAs, students can repeatedly practice saying unfamiliar words typed into the machine, they can take written notes about new words and phrases learned from the machine; they can type full words into the machine and quickly learn to recognize word stems; they can see words in context according to the lexical approach, and they can quickly improve their spelling. PDAs offer numerous other uses including internet and **wireless** access, and therefore file-sharing between teachers and students and amongst students themselves. Data is also easily backed up on personal computers. Further, at present, a standard feature of these devices is handwriting and voice recognition.

Blogs: A **blog** is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or videos. Entries are commonly displayed in reverse-chronological order. Most blogs are interactive, allowing visitors to leave comments and even messages. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art, photographs, videos, music, and audio (podcasting). Micro blogging is another type of blogging, featuring very short posts.

iPods: iPod can be used for listening and recording purposes as well as for responding to verbal quizzes, submit audio assignments, record audio journals, and receive oral feedback from their instructor. It can also be used to listen to authentic materials such as news, songs, and poems, and to the instructor's vocabulary. The iPod has also introduced a new form of media known as podcasting, which is a combination of iPod and broadcasting. Subscribers to such podcasts automatically receive updates. Once downloaded the audio content can be transferred to a media player automatically. Recently, podcasting is widely utilized in language learning, both to access authentic content and to record it. **English in Action (EiA)** a British aided project in Bangladesh is using iPods for teaching English effectively.

Wiki: A wiki is a website that allows the creation and editing of any number of interlinked web pages via a web browser using a simplified markup language or a text editor. Wikis are typically powered by wiki software and are often used collaboratively by multiple users. The software can also be used for personal note taking. Wikis serve different purposes. Some permit control over different functions. For example, editing rights may permit changing, adding or removing materials.

Others may permit access without enforcing any changes. Many sites offer free wikis – but they are frequently used as a part of a wider website or Virtual Learning Environment.

Some useful websites for teaching and learning English

If you have access to the internet, have a look at the following websites:

Some websites that can help you improve your own English and teach English to primary students:

1. Shikkhok Batayon (শিক্ষকবাতায়ন): <https://www.teachers.gov.bd> This website contains hundreds of resources on primary English including lesson plan, digital content etc. Any teacher can download it, adapt (if necessary) and use it in the classroom. There is also opportunity of uploading resources in this website.
2. BELTA (Bangladesh English Language Teachers Association): <http://www.belta-bd.org/>
3. British Council/BBC website with lots of articles and ideas for teachers of English: <http://www.teachingenglish.org.uk/>
4. A British Council/BBC website for teachers of English to primary students: <http://www.teachingenglish.org.uk/language-assistant/primary-tips>
5. A website for English Language Teachers: <http://www.onestopenglish.com/>
6. http://www.tes.co.uk/article.aspx?storyCode=6081830&s_cid=RESads_TTVvi_deos
7. BBC Janala – an English language learning programme for learners in Bangladesh: <http://www.bbcjanala.com/>
8. BBC World Service – Resources for adult learners of English: <http://www.bbc.co.uk/worldservice/learningenglish/>
9. British Council website for primary-aged children who are learning English: <http://learnenglishkids.britishcouncil.org/en/>
10. British Council website for teenagers who are learning English: <http://learnenglishteens.britishcouncil.org/>
11. www.iatefl.org, a website for English teachers worldwide
12. www.youtube.org
13. www.youtube.org
14. And many more.

Unit 12: Micro- Teaching

Lesson 1: Microteaching: a way of professional development

Observe the lesson presented by the student teacher and give feedback using observation checklist. After feedback prepare the lesson plan again improving the feed backed areas. Then share it in the peer group.

Observation sheet

Teacher name:		
Date:		
Class:	Unit:	lesson:
Learning outcome(s): 1. 2.		
Does the teacher use English most of the time?		
Does the teacher give clear instructions?		
Does the teacher ask clear questions?		
Do all of the students take part in the activity?		
Do all of the students speak English?		
Does the activity meet the learning outcome?		
How does the teacher assess students activity?		
What does the teacher do well?		
Do you have any suggestions for the teacher?		

Lesson 2: Microteaching: a way of professional development

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What does the teacher do well?		
Do you have any suggestions for the teacher?		

Lesson 3: Microteaching: a way of professional development

Observe the lesson presented by the student teacher and give feedback using observation checklist. After feedback prepare the lesson plan again improving the feed backed areas. Then share it in the peer group.

Observation sheet

Teacher name:		
Date:		
Class:	Unit:	lesson:
Learning outcome(s): 1. 2.		
Does the teacher use English most of the time?		
Does the teacher give clear instructions?		
Does the teacher ask clear questions?		
Do all of the students take part in the activity?		
Do all of the students speak English?		
Does the activity meet the learning outcome?		
What does the teacher do well?		
Do you have any suggestions for the teacher?		

Unit 13: Lesson Plan Practice

Lesson 1: Lesson plan focusing on listening and speaking skills

Introduction

In this course, you have come to know that the main purpose of teaching English to students is to help them acquire four English language skills i.e. listening, speaking, reading and writing. Most often, more than one skill are taught in the same lesson. This lesson will help you experience of teaching listening and speaking skills in lower primary class.

Learning outcome

After completing the lesson students will be able to:

- identify the stages of an English lesson
- gain skills of teaching listening and speaking skills in the lower primary class

Activity A: Watching the video/demonstration

70 min

Lesson	Class 2, Unit 13, lesson 2: Days of the week
Learning outcomes	5.1.1 Say the names of the days of the week.
Students already know	Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday
Classroom language	Good morning. How are you? Open your book at page 26 What can you see here? How many pictures are there? Who is s/he? Listen to me. Listen and repeat. Make pairs. Ask you partner/friend. Thank you.
Introducing the lesson	Ask the students in Bangla ‘What day is it today?’ Ask again to some particular students who are introvert (feel shy to speak) Ask students to open the book at page 26. Ask students what picture they can see. They may answer ‘boy’, ‘girl’, ‘teacher’ etc. Tell students that they are going to listen and say

	about the days of the week. Write the seven days on the board. Tell the Bangla meaning of the days.
Listening practice	Read the seven days of the week and ask the students to repeat after you. Read the sentences loudly but slowly. Ask the students to follow their books and repeat the sentences as choral drill after you: How many days are there in a week? Ans: 7/There are 7 days in a week What day is it today? Ans: its Sunday. Make sure students can understand the meaning of 'week', 'today', 'how many'. You can tell them Bangla meaning of the words and phrases. Now tell a particular student to repeat the sentences after you. Read the sentences above and notice whether that very student can pronounce the words/sentences accurately. Help her/him, where necessary. Now tell all the students that you will ask the questions and they will read the answers. Explain the meaning of the questions and answers in Bangla. Notice whether every student can answer the questions. Now ask the questions to an individual student. Ask all other students to notice how this student answers your questions Next, ask the questions to another student. In this way, go on asking questions to several students.
Speaking practice	Divide the class into two groups: group A and group B Ask group A to ask the questions and group B to answer. Ensure all students participate. Then ask group B to ask the questions and group A to answer. Ensure that everyone understands the questions and answers, and participate. Now get the students into pairs.

Speaking practice	In each pair, name a student 'A' and the other 'B' Invite one pair to come at the front. Ask 'A' to ask the questions and 'B' to answer the questions. Help the pair to ask and answer the questions. Now ask all the 'A's to ask the questions and all the 'B's to answer the questions. Monitor and help so that all the students participate in speaking. Then ask to change the role i.e. 'B' will ask questions and 'A' will answer. Now tell the students which day is today, e.g. today is Wednesday. Tell them that they will ask and answer the questions again, but this time they will give real answer (Give the instruction in Bangla). Again, first all 'A's will ask questions and all 'B's will answer. Then they will change role. Monitor and help the students.
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Activity B: Reflection

20 min

After watching the video/demonstration, discuss the following questions:

- How many skills have the learners (or, you) practiced in this lesson? What are they?
- What, according to you, are the main challenges of teaching listening and speaking skills in lower primary class (class 1 and 2)? How can you minimize/solve these challenges?
- How much are you confident for teaching listening and speaking skills in the lower primary classes?

Lesson 2: Preparing a lesson plan focusing on four skills

Introduction

In this course, you have learnt about many aspects of English language teaching, and have focused particularly on the four skills: listening, speaking, reading and writing. Of course, in lessons, these skills are not usually taught separately. It is likely that students will practice more than one skill in each class. In this lesson, you will plan a lesson which **integrates** the four skills.

Learning outcomes

After completing the lesson student will be able to:

- explain what is meant by the term ‘**integrated skills**’
- prepare and evaluate a lesson plan on integrated skills from ‘*English for Today*’

Activity A: Integrated skills

30 min

Activity A: Integrated skills

In this course you have learned about many aspects of English language teaching. You have learned about four language skills: listening, speaking, reading and writing. These skills are not usually taught separately. Look at an example of what may happen when students learn a phrase such as ‘What is he/she doing?’. Students may:

- *Listen* to the question and examples of answers
- Practise *saying* the question and answers
- *Ask* the question in pairs, and *listen* to their partner’s answers
- *Write* the question and *write* answer

Here, the students practise *listening*, *speaking* and *writing*. Three skills are **integrated** into the lesson.

Question: Think about some activities that you have seen and experienced in this course.

Which skills are **integrated** into the activity? Note them down.

Now you are going to watch or experience a lesson which integrates all the four skills. As you watch or experience the lesson, think about the skills that the students (or you) are practising. You will need this page from **English for Today** class 5, Unit 3 lesson 1-2 for the video or demonstration.

Unit 3

Saikat's family

Lessons 1-2

A. Talk about the picture.



B. Listen and read.

Saikat Islam lives with his parents in a flat in Bogra. His father Mr. Rashidul Islam is a banker. But in his free time Mr. Islam writes stories and listens to music. Saikat's mother is Mrs. Monwara Islam. She is a housewife. In her free time she enjoys sewing. She makes dresses. She often gets orders from her friends and neighbours.

Saikat is in Class 5. He is a good student. He wants to improve his English, so he watches cartoons on TV every day. He also reads English books. He likes books about animals, especially tigers and lions.

C. Pairwork. Ask and answer the questions.

- 1 What is Saikat's father's name?
- 2 What is Saikat's mother's name?
- 3 What do his parents do in their free time?
- 4 What does Saikat do in his free time?
- 5 What kind of books does Saikat like?

10

(**Note:** Practise speaking skill for section A, listening and reading skills for section B, and writing skill for section C [when the students write the answer of the questions])

After the video/demonstration

Discuss the following questions with your partner and make notes of your answers:

- a. Did the students (or you) practice listening? When? How?
- b. Did the students (or you) practice speaking? When? How?
- c. Did the students (or you) practise reading? When? How?
- d. Did the students (or you) practise writing? When? How?

Activity C: Peer assessment

Assess your colleagues

Look at the other group's lesson plan and answer the following questions:

- Are the **learning outcomes** included?
- Has **classroom language** been included? Is it simple enough for students to understand?
- Does the lesson plan clearly include opportunities for students to practise THREE or FOUR different skills? Which skills? How?
- Does the lesson plan include any opportunities for assessing students?
- Look at the **learning outcomes** again. Do you think the activities and tasks in this lesson help students to meet the **learning outcomes**?
- Is it possible to carry out all parts of this lesson with a large class? Do you have any suggestions for ways to improve the lesson plan?

Activity D: Developing a lesson plan on integrated skills

30 min

Choose a lesson from primary EfT book which has all the four skills to practise. Prepare a plan on that lesson and share with your colleagues in the class.