MODULE 1   MAJOR APPROACHES AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE: TEACHING THE FOUR LANGUAGE SKILLS

Unit 1:   The Grammar-Translation Method and the Direct Method
Unit 2:   The Audio-Lingual Method, the Situational Method and the Communicative Method
Unit 3:   Teaching English Sounds
Unit 4:   Teaching Listening Skills
Unit 5:   Teaching Speaking Skills
Unit 6:   Teaching Reading Skills
Unit 7:   Teaching Writing Skills

UNIT 1   THE GRAMMAR-TRANSLATION METHOD AND THE DIRECT METHOD

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1   Status of English Language in Nigeria
        3.2   First Language and Second Language
             3.2.1   Distinction between First Language Acquisition and Second Language Learning Process
        3.3   Major Approaches and Methods of Teaching English as a Second Language
             3.3.1   The Grammar-Translation Method
             3.3.2   The Direct Method
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Readings

1.0   INTRODUCTION

Teaching English as a second language is very demanding especially if the teacher is not a native speaker of the language. This task can however be made a pleasurable experience for the teacher if she is exposed to the concepts associated with its teaching. In order to equip you for this task therefore, this unit sets out to give you a brief on the status of English language in Nigeria as well as teach you important concepts and terms used in the field of language teaching and how you can apply these in teaching English as a second language. Concepts we will be discussing here include theories, approaches, methods and

techniques as used in the field of language teaching. We will also be discussing two of the major language teaching methods, namely, the Grammar-Translation and Direct methods.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- discuss the status of English language in Nigeria;
- give the full meanings of these terms and distinguish one from another– L_1, L_2, FL, ESL;
- define theories, methods, approaches and techniques as used in language teaching and learning;
- name the major language teaching methods;
- describe the characteristics of the Grammar-Translation Method and the Direct Method; and
- employ Grammar – Translation Method and Direct Method.

3.0   MAIN CONTENT

3.1   Status of English Language in Nigeria

Since the introduction of English in Nigeria by the British Colonial Government, the use of this language has spread beyond the conduct of government and commerce purposes to include social, educational, personal and interpersonal affairs. Two reasons account for this spread. First, was the global significance of English as an international language and the second was the multilingual situation in Nigeria where there are about 400 linguistically distinct Nigerian languages. Not even the so called three main Nigerian languages, Igbo, Hausa and Yoruba, can play the roles that the English language is playing in Nigeria. Because of its roles in the various facets of communication in Nigeria, English is considered a second language (ESL) in Nigeria as against French which is considered a foreign language (FL). Given the significant position of English in Nigeria and its impact on the lives of Nigerians nationally and internationally, its teaching and learning must be conducted with utmost diligence. EDU 220: English Methods, is one of the courses designed to teach you how to teach the English language to your students to enable them use it for various communicative purposes.

Below are some purposes that English serves in Nigeria and some important factors you must bear in mind to effectively teach it to Nigerian students.

1. Political/Government Purposes

English is Nigeria's official language, that is, the lingua franca. This is because it is the language used by the Government in conducting its affairs, whether at federal, state and even at the local government levels. It is the language of administration, the judiciary and politics. It is the language that unites and integrates the various ethnic groups into the entity called Nigeria.

2. Economic Purposes

The English language is used for economic purposes, for instance, for business negotiations, for buying and selling, within and outside Nigeria.

3. Educational Purposes

English is the medium of instruction in most Nigerian schools even at the primary school level. Teachers teach through English and learners learn through English. Tests and examinations whether in elementary, secondary schools or University are conducted in English. Examinations by public examining bodies such as WAEC, NECO and JAMB are conducted in English.

4. Social Purposes

Social communication and interaction, at personal and interpersonal bases are largely done through English. This is especially the case in most urban cities in Nigeria. Entertainment, information dissemination by the mass media, such as radio, television and newspapers, are through English.

In summary, we can definitely say that the English language is the lingua franca of Nigeria considering the above purposes that it serves. Given this situation therefore, you as a teacher of English must endeavour to teach your students well enough for them to be able to use English for the various purposes it serves.

SELF-ASSESSMENT EXERCISE 1

1. Does English really serve the above purposes in Nigeria? Support your answer with live examples of instances and situations where this is evidenced.
2. As a teacher of English, how can you help your students use English to access information from the Mass media?

3.2 First language (L_1) and Second language(L_2)

In the introductory part of this subsection, we noted that English is a second language in Nigeria. What then is a first language and how does it differ from a second language? A person's first language or L_1, also called her mother tongue, is the language she acquires from infancy, while her second language or L_2 is the language she learns after acquiring her L_1. Note that, while **L_1 is acquired L_2 is**

learnt. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding a language and through using a language for meaningful communication. Learning by contrast refers to a process in which conscious rules about a language are developed. Formal teaching is necessary for learning to occur, and conscious correction of errors leads to the development of learned rules. (See Krashen, S., and T. Terrell, 1983)

For most Nigerians, their native language is their mother tongue and their L_1 while English is their L_2. As we noted above, the process of learning each of these differs. We need to discuss this difference more in order to better equip you for your job as a teacher of English.

3.2.1 Distinction between First Language Acquisition Process and Second Language Learning Process

As we mentioned earlier on, a first language is acquired from infancy. This means that the language is not learnt by the individual in a teaching / learning situation. Rather, the person from infancy picks up the language orally as she listens and speaks with members of her family and community. There is no systematically planned effort by her to learn it or by members of her family and community to teach her the language. She simply naturally assimilates the language just as she assimilates other aspects of her community or ethnic culture. Words/vocabulary, phrases and sentences are effortlessly learnt by the child while interacting with members of her community. On the other hand, a second language, in most cases, is learnt in a structured formal school setting. For more on first language acquisition and second language learning, read Krashen (1981).

As a prospective teacher of English in Nigeria, you must be familiar with the differences between the processes of acquiring first language and learning a second language. Your B.A. Ed. Programme is preparing you to teach at the Junior Secondary School (JSS) and Senior Secondary School (SSS) levels. Students at these two levels have already acquired their L_1 at infancy with all the linguistic habits formed. In order to successfully teach these students English, you need to learn the following basic factors that affect L_2 learning.

i.   Sociolinguistic Factors

Your students are no longer infants but grown-up boys and girls. As infants, most of them acquired their first languages effortlessly. Their languages were spoken all around them in meaningful real life situations. As they listened to others speak, they responded by speaking to others. It is not going to be exactly the same in a L_2 situation where students are from varied cultural and linguistic backgrounds. Each already has set ways of speaking his/her first language. This situation places some demands on you requiring your creating enabling learning environments where

your students will have ample opportunities to listen to others speak English as well as speak English to others. You will learn in this course how you are going to create such enabling learning environment.

ii.   Psycholinguistic Factors

Students at J.S.S. and S.S.S. levels have developed attitudes, beliefs and ways of saying and doing things in their first languages that may interfere with their learning English, as an L_2. You should as a teacher find ways of helping these students develop positive attitudes and interest in the English language. You should motivate them to learn English by teaching them, using interesting learning materials, strategies and activities.

SELF-ASSESSMENT EXERCISE 2

1.   Distinguish between L_1 and L_2 acquisition process with appropriate illustrations.
2.   What are some of the factors you must consider in order to make learning English easy for your students?

3.3   Major Approaches and Methods of Teaching English as a Second Language

Language teaching has witnessed the development of an array of teaching methods. However, for the purpose of this course, we are going to focus on five major ones, namely, the Grammar-translation method, the Direct method, the Situational method, the Audio-lingual method and the Communicative method.
In formal school settings, languages- like every other subject such as Mathematics, Social Studies, etc. are taught using one method or another or a combination of methods. Language teaching methods are developed based on theories of learning from the field of Psychology and theories of the nature of language from the field of linguistics. These theories determine the direction or approach a language teacher adopts in preparing and presenting what language content to teach students and how to test what has been taught. A given approach for instance will direct the teacher on the elements of language to select to teach, the strategies and techniques to employ for teaching and testing what has been selected. In this sub- section of this unit, we are going to discuss the major language teaching approaches and methods, their theoretical bases, and the techniques and strategies associated with them. But before we go into this, we will briefly define the key terms mentioned above.

- Theory – a formulation of basic principles about something, e.g. the nature of language learning, supported by empirical evidence and open to confirmation or refutation by evidence yet to be discovered.
- Approach – a set of assumptions about the nature of language and the

nature of language teaching and learning; a philosophy or point of view.

- Method of teaching – the overall plan for the selection, grading and presentation of material to be taught, based on an approach.
- Strategy – a particular way of approaching or solving a problem or task at hand; a mode of operation for achieving a particular goal or objective
- Technique – a particular device, strategy, and activity used to accomplish a goal or objective. (Adapted from Savignon, 1981)

3.3.1 The Grammar-Translation Method

Grammar Translation Method was used in the early years of learning foreign languages such as Latin and Greek. The method involved studying a second language called the target language, for example, Latin, through a detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the language. The learner's first language for example, English, is used as the means of translating the target language.

Main Features

- ✓ Emphasis is on the grammar of the target language.
- ✓ Translation is the principal practice technique.
- ✓ Major focus is on reading and writing skills
- ✓ Little or no attention is paid to speaking and listening.
- ✓ Students' native language is the medium of instruction.
- ✓ Sentence is the basic unit of language teaching and learning.

- **Techniques**

- ✓ Reading
- ✓ Translation
- ✓ Deductive teaching of grammar
- ✓ Memorization
- ✓ Writing

Despite its antiquity, the grammar-translation method is still alive and well in use in language classrooms throughout Europe, Africa, Asia, and the Americas. It is easy to apply as it makes few demands on teachers.

- **Advantages of Grammar Transformation Method**

- ✓ Translation from one language to another is very vital because comparison between two languages presents a better understanding of the meaning of abstract words and complicated sentences.

- ✓ The systematic study of grammatical rules helps in fostering students' ability of reading comprehension and producing grammatically correct sentences.

- ✓ The focus on the use of literary texts provides the situation in which reading and writing abilities are developed.

- ✓ It is rule-governed and as a result, remains useful in certain situations in the classroom that call for the statement and explanation of rules.

- ✓ It advocates teaching in the native language, and this has a positive role to play in the child's learning.

- **Disadvantages of Grammar Transformation Method**

- ✓ Overemphasis on translation can never totally free the learners from dependence on the first language.

- ✓ Knowing a large number of grammatical rules cannot ensure that students can use them in real communicative situations.

- ✓ Too much emphasis is placed on reading and writing while listening and speaking are neglected. In language communication, all the four skills are needed.

- ✓ The texts are mostly taken from literary works, which most often don't meet the practical every day needs of the learners.

- ✓ It neglects teaching in the target language.

- ✓ The idea of teaching the language, not about the language is neglected.

- ✓ Students lack active role in the classroom as they dwell mainly in correcting their own work and strictly following the textbook.

SELF-ASSESSMENT EXERCISE 3

1.   Compare the merits and demerits of Grammar -translation method.

3.3.2 The Direct Method

Towards the end of the late 1800s, a revolution in language teaching philosophy took place resulting in the birth of the Direct method. This period was referred to as the 'dawn' of modern foreign language teaching. Second language theorists maintain that the first real method of language teaching was the Direct Method. It was developed as a reaction against the monotony and

ineffectiveness of grammar-translation classes. The Direct Method was the brainchild of Charles Berlitz, a nineteenth century linguist whose schools of language learning were famous throughout the world.

The Direct Method is based on the notion that people could learn an L_2 easily if it was taught without using the L_1. Essentially, the processes of learning the new language should mimic the processes of a child learning his/her first language. Specifically, the method promotes the learning of vocabulary and phrases of the second language without recourse to translating using the learner's first language. The ultimate aim is to get the learners to 'think' in the second/foreign language.

- **Main Features of a Typical Direct Method Classroom**

  ✓ There are few students in the class.
  ✓ Students take turn reading aloud (mostly dialogues and   anecdotal passages).
  ✓ Teacher asks questions in the target language to test students' understanding.
  ✓ Students respond appropriately in the target language.
  ✓ The question – response session is followed by a dictation of the dialogues or passage by the teacher while the students write down what they heard.
  ✓ Students would then read aloud the dictation they have written.
  ✓ Action, gestures, miming, pictures, diagram or illustration are extensively used.

- **Techniques**

  ➢ Direct use of the target language
  ➢ Use of small class size
  ➢ Oral reading of dialogues
  ➢ Choral group reading
  ➢ Use of dictation

- **Short comings**

  ✓ Its very intensity and small class size make it impossible in public schools.
  ✓ For the method to be effective, the teacher must have an excellent command of the target language, or better still, a native speaker of the target language.
  ✓ It is teacher- centered or teacher dependent.

By the late 1920s, the method started to decline and there was even a return to the grammar-translation method. However, the Direct Method continues to enjoy a popular following in private language schools. It was one of the foundations upon which the well known Audio-Lingual Method took off from, starting half way through the 20th century.

4.0   CONCLUSION

To prepare you to face the enormous task of teaching English as a second language, it is important that you learn the concepts and terminologies associated with second language methodologies as presented in this unit.

5.0   SUMMARY

In this unit, you learnt some important issues about the status of English language in Nigeria and the relevance of this knowledge to your teaching English to Nigerian students. You also learnt some terms associated with second language teaching such as theory, approach, method and techniques. Two language teaching methods, namely; Grammar-Translation Method and the Direct Method were also discussed.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Compare Grammar-Translation Method with Direct Method.

2.   Which of them would you choose to teach English to JSS 1 students? Give a reason for your choice.

3.   Define each of the following as used in second language teaching and learning: Theory, approach, method, strategy and technique.

7. 0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Brown, H. D. (2000). *Principles of Language Learning and Teaching.* (4th ed) New York: Longman.

Howatt, A. P. & Widdowson, H. G (1985). *A History of ELT – 1400 to the Present.* (2nd ed). London: Oxford University Press.

Krashen, S. (1981)*. Second Language Acquisition and Second Language Learning.* Oxford: Pergamon Press.

Krashen , S., and T. Terrell (1983). *The Natural Approach: Language Acquisition in the Classroom.* Oxford: Pergamon Press.

Obi-Okoye, A.F. (2008). *An Introduction to Applied Linguistics: From Theory to Practice* (ed). Enugu: Free bag Investment Ltd.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

Richards, J. C & Rodgers, T. S (2000). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Rogers, T. S. (2001). *Language Teaching Methodology. ERIC Digest* September 2001 Issue Paper

Savignon, S. J. (1981). *Communicative Competence: Theory and Classroom Practice.* Reading-Massachusetts: Addison-Wesley Publishing Co.

Schmitt, N. (2002). *Applied Linguistics*.(ed) Great Britain: Oxford University Press.

UNIT 2   THE AUDIO-LINGUAL METHOD, SITUATIONAL METHOD AND COMMUNICATIVE METHOD

CONTENTS

1.0   INTRODUCTION

In the previous unit, you were introduced to the concepts and terminologies associated with second language learning. Two language teaching methods were also discussed. This unit is a continuation of the discussion of language teaching methods. The unit will introduce you to three other language-teaching methods: the Audio-Lingual, Situational and Communicative Methods.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- describe Audio-Lingual, Situational, and Communicative teaching methods;
- describe the theoretical bases of these methods;
- describe the teaching approaches of these methods;
- state the principles of each of these methods;
- identify the advantages of using these methods;
- identify the shortcomings of these methods; and
- employ these methods in planning, teaching and testing English language.

3.0   MAIN CONTENT

3. 1   The Theoretical Basis of the Audio-Lingual Method

The Audio-lingual method dominated language teaching in the 50s and 60s. It was originally labelled the aural-oral method because of its emphasis on

listening (aural) and speaking (oral) skills. It was based on the theories of structural linguists and behaviorist psychologists. The structural linguists consider language learning as a process of someone learning the structural patterns that make up the language such as the sound patterns, the syntactic patterns, the vocabulary and the grammatical patterns. They advocate therefore that the language to be learnt should be studied and broken down into the above patterns for purposes of teaching and learning. The behaviourist psychologists on the other hand theorised that human beings learnt by habit formation through the process of stimulus – response – reinforcement.

You may have observed that the Audio-Lingual method shares the idea of breaking down the target language into its component parts for purposes of studying it with the proponents of Grammar- Translation method. The two however differ in their notion of what the target language should be used for. While the proponents of the Audio- Lingual method taught the target language for the purpose of using it to communicate, through listening and speaking, the other group taught language for the purpose of using it to translate texts from the foreign language to the first language and vice versa.

3.1.1. The Audio-Lingual Approach to Language Teaching

The Audio-Lingual method of teaching, derived from the above two theories, adopted a teaching approach that consisted of an analysis and selection of structural patterns of the target language, commonly used in everyday situations. These are embedded in dialogues as pattern or structural drills and presented to the learners by the teacher first orally and much later in written form. The vocabulary content is kept to a minimum so as to allow the learners concentrate on acquiring the sound, syntactical or grammatical patterns being taught. The dialogues are learnt by a process termed mimicry – memorization whereby the students learn the sentences in the dialogues by heart. The teaching procedure consists of the following steps:

- Teacher presents the dialogues orally by himself / herself or by using a tape recorder or a language laboratory;
- Students listen to the teacher's voice or to the recorded voice to identify the sounds, e.g. phonemic distinctions, stress and intonation patterns, to recognize the grammatical structures and new vocabulary in the dialogues;
- Students repeat the dialogues after the teacher as many times as possible until they can do so accurately and fluently.

The repetition is at first instance by the entire class. Thereafter, repetition is in smaller groups and finally by individual students, until the target sounds and structural patterns are memorized and repeated correctly. **Correctness is emphasized.** If a group falters, the teacher returns to class choral response. If an individual falters the teacher returns to small group choral response. The goal

is to get every learner to commit to the structural patterns contained in the dialogue. Whether a memory student or a group of students repeats the dialogue well, he/she or the group is reinforced or rewarded by some form of approval by the teacher, e.g. praise. Whenever possible, the dialogues are presented with relevant pictures or drawings to further enhance students' learning. After a particular dialogue has been learnt by the class, students are guided by the teacher to adapt the learnt phrase or grammatical structure in other relevant situations. This calls for pattern drills using techniques such as substitution, transformation /conversion, expansion and combination procedures.

Here is an example:
Dialogue: Teaching the expression – **let's have**

Ike: I am thirsty. Are you thirsty, too?
Eze: Yes, I am. **Let's have a** drink.

Adaptation by substitution:
Binta: It is a hot and busy day.
Ejiro: Yes, It is. **Let's have** a shower.

The audio-lingual method of teaching gave rise to the massive inclusion of structural or pattern drills in language textbooks. After a particular dialogue has been learnt orally and adaptations of the dialogue made, the students are led by the teacher to read and write what they have learnt. The audio lingual method encourages a teaching learning procedure where the teacher is the active initiator and controller of learning and the students are the passive listeners and respondents. The teacher determines the *what* and *how* to learn. The audio lingual method therefore is teacher-centred and not learner centered.

The main aim of the audio lingual method is that students should be able to comprehend (through listening and reading) and produce (through speaking and writing) the target language *correctly* without mistakes or errors. An advantage of this method, according to Rivers (1981), is that students could attain comprehension and fluency in the target language within a limited amount of language material very early in their learning experience. Another advantage of the teaching approach based on this method is that it encourages the participation of all students through choral repetition of pattern drills. This is especially useful in motivating the shy or less gifted students who may learn more easily in a group setting. The approach may also be appropriate for young children who naturally love to mimic and act out roles because being young, they are not restricted by shyness or the fear of making mistakes.

In spite of the above advantages, the audio-lingual method does have its limitations. For instance, its emphasis on repetition and correctness may take a lot of class time which may result in the students learning very little in a class

period. Secondly, the teaching approach tends to be mechanical, resulting in students learning like well trained parrots able to repeat sentences (learnt in dialogues) perfectly when given a certain stimulus but usually uncertain of the meaning of what they are saying. Additionally, because the language material to be learnt is strictly selected for a given context or situation, students often are unable to use memorized materials in contexts other than those in which they have learned them. The teacher therefore has the additional work of ensuring that students begin early to apply what they have learnt from dialogues to various communication situations within the class and outside the class. Another limitation of the audio lingual method is that it may not be suitable for adult learners and very bright or gifted students who may find the repetition of pattern drills boring, uninteresting and unchallenging. Such people usually prefer learning by analysis and logical explanation of rules and principles underlying the target language as done using the grammar-translation method.

A major criticism of the audio-lingual method is that it restricts the learners by not encouraging them to learn the language through the process of trial and error. By insisting on correctness, the method kills the natural tendency of human beings to learn through making mistakes. Additionally, the method does not present language elements in the manner by which language is naturally used. In real life, language is used for purposes of communication. That someone knows some vocabulary and grammar of a given language will not readily equip that person to use the language in different communicative settings.

In spite of the limitations associated with the audio lingual method, it has continued to be used in language classrooms. It is especially useful when the teacher wants to ensure that the students are well grounded in the vocabulary (lexical), grammatical and phonological systems of the target language. For instance, it could be useful in teaching and testing different tenses as well as differences between sounds e.g. "hit and heat", "lick and leak", "fan and van". Stress and intonation patterns of the target language could also be taught. For instance, the differences between sentences that are statements, questions and exclamations could be taught effectively using the audio lingual method. Here is an illustration:

-       She is beautiful. (statement)
-       Is she beautiful ? (question)
-       She is beautiful ! (exclamation)

Main Features

- Separation of the basic language skills into listening, speaking, reading and writing with emphasis on the teaching of listening and speaking before reading and writing.
- The use of Mother Tongue is highly discouraged in the classroom.

- The development of language skills is a matter of habit formulation.
- Use of structured dialogues and drills in practicing particular language patterns until response is automatic.
- Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, use of objects and pictures. Abstract vocabulary is taught through the association of ideas.
- Use of language laboratory.

Advantages of audio-lingual method

- It uses elaborate examples in the delivery of lesson activities.
- It emphasizes drills and pattern practice in the use of grammar.

Techniques

- Exercises/activities in form of pattern drills using mimicry, memorization for teaching vocabulary and grammatical structures.
- Stresses the use of drills to help learners gain control over grammatical structure.
- Uses simple varied and graded language activities for intensive practice of specific features of the language.

Shortcomings

- Learners are seen as organisms that can be manipulated by skilled training techniques to produce responses.
- Method is teacher dominated, as materials are primarily teacher-centered. Doesn't give room for learner creativity.
- The printed material must be kept away from the second language learner as long as possible.
- The neglect of the learner's first language in teaching makes less effective.
- It gives no room for errors and mistakes in the classroom; and as a result, makes it unrealistic, as errors are part of classroom activities.
- It lays undue emphasis on aural aspect of language to the detriment of those who are visually-minded.

Despite these shortcomings, the Audio-lingual method is easy to implement and cheap to maintain. You can adopt most of its techniques in teaching grammar. These techniques or strategies will be discussed in detail in Module 2, Unit 2.

NOTE: For examples of language exercises based on the Audio- lingual method, see Intensive English for Junior Secondary School by Oluikpe et al (1997).

SELF-ASSESSMENT EXERCISE 1

1. What is the theoretical basis of the Audio lingual method?
2. What does the Audio-lingual method share with the Grammar- translation method and the Direct method?
3. Briefly describe the teaching procedure of the Audio-lingual methodologists.
4. Select an English textbook used in JSS 2
   (a) give the names of the author(s) and the publisher(s)
   (b) Take from it a pattern drill and describe a particular grammatical or phonological structure being taught in the drill.

3. 2   The Situational Method

The Situational Method evolved in the United Kingdom as a parallel method to the Audio-lingual Method. The key difference from the Audio- lingual method was that the language presentation and practice was situationalised and so was always given social meaning. Speaking and listening skills were given prominence in this method. This approach is based on the belief that if you want to teach the language of a situation you have to make up the situation in the classroom through the process of role- playing. One would say that the situational method is a bridge between Audio-Lingual Method and the Communicative Method.

From the start of the Reform Movement, practitioners made use of conversation readers in teaching language. This was further expanded in the 1960s and 1970s when several language course books were written grouping language teaching units around situational themes such as "At the Hairdresser's", "The Post Office", "At the Market Place " and so on. The dialogues and narratives in these texts centred on the situational themes. Teachers were expected to produce appropriate teaching materials to support action-based language used in the defined situations.

- **Main Features**

✓ Use of the three Ps- PPP: Present, Practice, and Produce
✓ Use of role play
✓ Use of mimes, pictures, etc.
✓ Use of contextualized situations

- **Shortcomings**

✓ The major disadvantage of the method is that it is not easy to describe most situations; in fact, some situations cannot be adequately described.

SELF-ASSESSMENT EXERCISE 2

1.   Compare the situational method with the Audio-lingual method, bringing out their similarities and differences.

2.   Describe two situations you could use to teach English to JSS 2 students.

3.3   The Theoretical Basis of the Communicative Method

The theory of behaviorist psychologists which viewed learning as a process of habit formation through imitation and memorization was challenged by another theory, the cognitive code theory. This theory, propounded by Cognitive psychologists, viewed learning as involving one's use of his innate mental abilities. This theory appealed to linguists such as Chomsky (1966) and Lenneberg (1957) who applied the theory to language learning. These linguists noted that these innate abilities explained why a child could learn his first or even his second language just   by interacting with people in his environment. It is these innate abilities that enable the child to acquire unconsciously the vocabulary, the grammar of his language as well as the psychological, cultural and social rules that regulate the use of the language. Both Chomsky and Lenneberg argued that because of these innate abilities, normal children are able to identify   and acquire (without being taught formally), the basic lexical and syntactic systems of their language. It is from this identification that mastery of the language develops and not through the process of repetition and reinforcement as advocated by the Audio- linguists. As Lenneberg puts it:

> *Obviously, children are not given rules which they can apply.*
> *They are merely exposed to a great number of examples of*
> *how the syntax works and from these examples they*
> *completely automatically acquire principles with which new*
> *sentences can be formed that will conform to the universally*
> *recognized rules of language learning.*
>   *(Lenneberg, 1960 quoted in Rivers 1981)*

The views of these linguists and others who supported their views, gave birth to another approach to teaching languages. This is the communicative approach.

SELF-ASSESSMENT EXERCISE 3

1.   Which of the two approaches to learning a language would you say was the process by which your child or any child you know learnt his/ her first language? Support your answer with at least three reasons.

3.3.1 The Communicative Approach to Language Teaching

The communicative view of language learning changed the approach to language teaching from teacher-centred to learner-centred. This approach emphasizes language teaching that is built around communicative situations involving topics and persons /participants performing different roles similar to those that learners may likely encounter in real life. Thus, instead of repetition and memorization of dialogues, learning situations requiring students to act or play roles while using the language are set up by the teacher. Consideration of what and how to teach the language is made on the basis of the language needs and interests of the learners. Topics and contexts therefore must be of the interest of the particular group of learners. This ensures that the learners get meaningfully involved in learning. The teacher's role is that of a facilitator of learning. He/she guides the learners to use whatever knowledge and skills they have in the target language to express themselves. The Communicative approach has the following as its tenets:

- There is no insistence on linguistic accuracy in terms of pronunciation, grammar or vocabulary in the beginning stages of learning.

- Emphasis is on the speaker or writer communicating a message which is understood. The belief is that with time the leaner will achieve the desired correctness.

- The four language skills could be taught at the same time, that is integratively depending   on the skills needed in the   particular learning situation, the topic, the roles of the participants and the purposes of the communicative interaction. This integrative approach enables learners see the interrelatedness of the four language skills.

- The basic unit of learning is a meaningful text or discourse e.g. a paragraph for listening comprehension and a topic to speak on or write about or a text passage to summarise.

- The text for teaching must be based on situations, topics, and activities of interest and needs of the learners.

Advantages

Communicative language teaching approach has made very useful contributions to language teaching and learning. One could easily sa y that it has the following advantages:

- Helps learners communicate in the language since focus is not on grammatical or pronunciation correctness but how to understand and convey meaning in the language.

- By not insisting on accuracy, learners are encouraged to speak, read or write the language without fear of making mistakes.

- By basing the *"what and how to learn"* on learners' needs and interests, learning is meaningful and purposeful. This makes for possible transfer of what is learnt to similar situations outside the classroom.

- By not teaching the four language skills individually but integratively, learners are made to use the language in the natural way.

- Uses realistic, motivating and meaningful language activities.

Disadvantages

- Where learners do not have many real life opportunities to practice what they learnt, errors not corrected at the beginning stages may persist.
- Learners who are teacher-dependent and shy may be inhibited in learning by this method.

- **Main Features**

✓ Emphasis on learning to communicate through interaction in the target language.
✓ Use of authentic texts into the learning situation.
✓ Learners focus not only on language but also on the learning process itself.
✓ Learner's own personal experiences are enhanced as important contributing elements to classroom learning.
✓ Attempts linking classroom language learning with language activation outside the classroom.
✓ Focus on all the components of communicative competence, not only grammatical or linguistic competence; it engages learners in the pragmatic and functional use of language.

- **Techniques**

✓ Use of real life/ authentic texts for reading
✓ Contextualized situations of the real world involving learners to play roles
✓ Discussions, debates
✓ Reporting of events

Conclusion

All the methods discussed so far are symbolic of the progress second language teaching methodologies have undergone over the years. As you will notice

most of the methods get recycled in different forms, but each time a "new" approach develops, it either adds or removes a slightly different perspective. All of these methods were seen to work at some point and so none can be discounted. By the mid 1980s there was a gradual move towards the concept of a broad "approach" to encompass various methods. It would be fair to say that if there is any one "umbrella" approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching. CLT does not teach about language, rather, it teaches language.

5.0   SUMMARY

In this unit, we discussed three additional second language-teaching methods: Audio-lingual method, Situational method, and the Communicative Method. With this background knowledge, you are now better equipped to teach the language skills, which will be discussed in subsequent units of this course.

6.0   TUTOR-MARKED ASSIGNMENT

1.   a) State three principles on which the Audio-lingual method is based.

   b) List and describe three differences between the Audio-lingual method and the Communicative Method?

7. 0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Brown, H. D. (2000). *Principles of Language Learning and Teaching.* (4th ed) New York: Longman.

Howatt, A. P. & Widdowson, H. G. (1985). *A History of ELT – 1400 to the present.* (2nd ed). London: Oxford University Press.

Richards, J. C. & Rodgers, T. S. (2000). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Rivers , W. M. (1981). *Teaching Foreign Language Skills.* Chicago: The University of Chicago Press.

Rogers, T. S. (2001). *Language Teaching Methodology. ERIC Digest.*

UNIT 3   TEACHING ENGLISH SOUNDS

CONTENTS

1.0   INTRODUCTION

Being able to understand and speak any language begins with one's ability to distinguish correctly the sounds s/he hears as well as pronounce correctly the sounds of that language so that s/he is understood. When this is not the case, meaningful communication is marred. You may have had the experience of having great difficulty understanding someone who is not of your linguistic group speaking your language. Your difficulty in understanding what s/he was saying might not have been because of the person's lack of knowledge of the vocabulary and the structure of your language but because the sounds the person produced seemed peculiar and the person's voice rose and fell in unexpected places. You might also have had the experience of speaking English to a native speaker of English, for example a Briton or an American and the response you got showed that s/he did not understand what you said. As with the example above, the person's difficulty in understanding you might have been due to your inability to pronounce the words the way a native speaker of English would.

As a teacher of English you must teach your students to listen and recognise English sounds in words and sentences so as to produce them correctly. This means teaching them to listen and learn to distinguish and pronounce correctly the vowel and consonant sounds in English words, as well as helping them acquire and use the correct articulation, intonation and stress patterns of English. In this Unit you will learn the techniques for imparting these in your students.

2.0   OBJECTIVES

Reading this Unit will enable you learn the techniques for teaching your students how to:

- recognize and pronounce English vowel and consonant sounds in words;
- recognize the differences between pairs of vowel and pairs of consonant sounds in words;
- pronounce English words and phrases/sentences with correct stress and intonation;
- recognize the function of stress and intonation in determining if a sentence is a statement, a question, a command, a request or an exclamation; and
- recognize pronunciation changes brought about by changes in vowel or consonant positions.

3.0   MAIN CONTENT

3.1 Teaching Vowel and Consonant Sounds

The English Language has 20 vowels and 24 consonant sounds. This section will present to you the procedure for teaching samples of these sounds. The procedure consists of the following steps:

a)   the sound is presented first in the words it occurs

b)   the sound is presented in short sentences containing words in which it occurs

c)   the sound is contrasted with another sound using a technique called "minimal pairs", first in isolated words and then in short sentences. The purpose here is to show the students the difference between the sounds contrasted.

3.1.1 Teaching Vowel Sounds

The long vowel sound / i: /

Here are examples of words in which this sound occurs bee- pronounced / bi:/

key   /ki:/

we   /wi:

meat   /m:it/

seek   /si:k/

field   /fi:ld/

seize   /si:z/

NOTE: for many more examples of vowel and consonant sounds, consult your course materials on phonetics and phonology. Consult also the National English Curriculum for Junior and Senior Secondary Schools, Vols 4 & 2, Intensive English for Junior & Senior Secondary Schools b y Oluikpe et al,

2000, Round Up English by Idowu et al, 2001 for examples of these sounds and how to select them and teach them.

Sample Teaching Procedure

Step1- The teacher enters the class and pronounces heat, feet, meat, seat, keep, zeal, peel, etc. He then asks the students to identify the common sound in these words. The students makes attempts.

Step2- Using a tape recorder or your voice, you inform the class of the sound to be taught. For instance, you say to the class-We are going to learn to pronounce the long vowel sound /i:/

Step 3- You pronounce the sound yourself explaining to the class the position of the lips, tongue etc. The students listen to you.

Step 4-students repeat after you while you listen to them and check for correctness of their pronunciation. Ensure that pronunciation is first by the entire class and then by individual students.

Step 5- pronounce some words containing the sound while the students repeat after you e.g. field, beans, Peter etc.

Step 6-say short sentences in which this sound occurs while the students repeat after you.

Examples   - Musa eats meat every day.
                        -We will clear the field tomorrow.

Step 7- write words and sentences as in steps 4 and 5 on the chalk board. Read these to the students who in turn read after you while you listen and correct poor pronunciation.

Step 8– let your students note the different ways the sound /i:/ is spelt in English.

Examples:

ee	ea	e	i	ie	ei
bee	sea	be -	police	field	seize
tree	meat	Peter -	kerosine	piece	deceive

Step 9-make your students read a short passage, for example, a dialogue in which some of the words containing the sound(s) taught are found. The essence is to make the students pronounce these sounds in a larger context than they would in single isolated words or sentences. (Consult text books in English

language e.g. Intensive English for Junior/Senior Secondary Schools for samples of passages).

Step 10 –dictate words and sentences containing the sound to students to write in their exercise books. You go round the class checking students' work.

Note that you started teaching the sound/i:/ by isolating it and then putting it in context, first in single words and sentences and then in dialogues. This technique is called situating or contextualizing. The technique enables you to teach your students that the ultimate use of any sound learnt is for the purpose of integrating it in words and sentences for meaningful communication.

Note also that after the oral practice of the sound, you wrote words and sentences containing this sound on the chalk board and made the students read these. Finally, you dictated words and sentences containing the sound to the students to write in their exercise books. The whole essence is to enable your students recognize and pronounce the sound in oral and written forms. You were also able to make them use all the skills of listening, speaking, reading and writing integratively thus showing that language skills are inter-related or linked. Recall that in Unit 1 of this course material we discussed the relationship and the inter-relatedness of language sub- systems and language skills.

The short vowel sound /i/

Examples of words in which this sound occurs

i	y	e	ie
sit	nymph	pretty	ladies
village	pretty		
fifth	rhythm	wicked	cities
private	syndicate		
rich	symbol	houses	parties
kick	syntax	started	
wicked		rugged	
syndicate			

You will teach this sound by contrasting it with the long i: sound. We will do this by following the teaching procedure (a) in 3.1 above

Contrasting /i:/ and /i/ sounds

To teach your students the difference between these two sounds you use a technique called "aural/oral discrimination", of pairs of words. This entails the comparison of a set of words to bring out or show the difference or similarity in their pronunciation.

Procedure: follow steps 4-6 as in 3.1 (a)

Contrasting pairs of words

/i/	/i:/
s<u>i</u>t	s<u>ea</u>t
l<u>i</u>ck	l<u>ea</u>k
b<u>i</u>t	b<u>ea</u>t
f<u>i</u>ll	f<u>ee</u>l
g<u>i</u>n	g<u>e</u>ne

(b) Contrasting pairs of sentences with words that contain the two sounds
   (1) H<u>i</u>t the ball**.**   H<u>ea</u>t the soup.

   (2) The dog b<u>i</u>t the man.   The man b<u>ea</u>t the dog.

SELF-ASSESSMENT EXERCISE 1

1)   Write 10 words which contain the sound /i/.
2)   Write 10 words which contain the sound /i:/.
3)   Write 5 pairs of sentences to contrast the two sounds.

NOTE: consult a Standard English Dictionary to confirm the right pronunciation of the words you wrote.

The short front vowel sounds /e/ and /e*i*/

i   Examples of words in which /e/ occurs

e	ea	A
m<u>e</u>t	br<u>ea</u>d	<u>a</u>ny
<u>e</u>gg	inst<u>ea</u>d	m<u>a</u>rry
h<u>e</u>lp	w<u>ea</u>pon	
g<u>e</u>t		

ii   Examples of words in which /æ/ occurs

m<u>a</u>n	h<u>a</u>nd	c<u>a</u>p
c<u>a</u>t	s<u>a</u>t	m<u>a</u>p
l<u>a</u>d	m<u>a</u>d	t<u>a</u>nk
s<u>a</u>d		

Teaching procedure as in steps 1-8 in 3.1.

Contrast between /e/ and /æ/

Word contrast:

/e/	/æ/
m<u>e</u>n	m<u>a</u>n
s<u>e</u>t	s<u>a</u>t
l<u>e</u>nd	l<u>a</u>nd
l<u>e</u>d	l<u>a</u>d

Sentence contrast

The m<u>e</u>n are working.   The m<u>a</u>n is working.

L<u>e</u>nding money is a risky business.   The plane is l<u>a</u>nding.

SELF-ASSESSMENT EXERCISE 2

i   Write 5 words which contain /e/ sound.
ii Write 5 words which contain /æ/ sound.
iii Write 4 pairs of sentences to contrast the two sounds.
Consult a standard Dictionary to check for correctness of what you wrote.

The long back vowel /a:/ in word and sentence contexts

Examples of words in which /a:/ occurs

a	ar	ear	er	al	au
p<u>a</u>ss	p<u>ar</u>t	h<u>ear</u>t	cl<u>er</u>k	h<u>al</u>f	<u>au</u>nt
f<u>a</u>ther	st<u>ar</u>	h<u>ear</u>th	s<u>er</u>geant	c<u>al</u>f	l<u>au</u>gh
br<u>a</u>nch	m<u>ar</u>ch			c<u>al</u>m	

Word contrast /a:/ and /æ/

a	ae
c<u>a</u>p	c<u>a</u>t
p<u>ar</u>k	p<u>a</u>ck
<u>a</u>nt	<u>au</u>nt
m<u>ar</u>ch	m<u>a</u>tch

Sentence contrast

The motor p<u>ar</u>k is full of travelers   I p<u>a</u>cked the books in boxes

3.1.2 Teaching Consonant Sounds

The teaching of consonant sounds follows the same procedure as in teaching vowel sounds. A few examples are given here for illustration.

Contrasting the consonant sounds /f/ and /v/

Examples of words in which these sounds occur:

/f/ sound			/ v /sound
f	ph	gh	v
fat	physics	laugh	van
sofa	alphabet	rough	leave

Contrasting the two sounds in sentences

1. The van is full of fans.   The arm is full of vans.

2. He has a fine house.   He has a vine garden.

Contrasting the consonant sounds /ө/ and /t /

/ө /	/ t /
thought	naught
path	part
thin	tin
thank	tank
thigh	tie
both	boat

Contrasting the consonant sounds / ð / and / d /

/ ð /	/ d /
though	dough
then	den
they	day
other	order
these	diss
those	dose

Contrasting the two sounds in sentences

They traveled the **day** you returned.
Then, watch the **den**!

The few examples given above are to show you how to teach vowel and consonant sounds. You should be able to teach any English sound if you follow the procedure outlined in 3.1 above.

SELF-ASSESSMENT EXERCISE 3

Write four pairs of consonant sounds and contrast them in words and sentence contexts.

3.1.3 Teaching Stress

You will begin by explaining to your students what stress is and its importance in the sound system of the English language.

Words

Your students need to know that words are stressed by **syllables.** You should tell them that the parts of a word formed by sound combinations are called syllables. Tell them too that there are words of one syllable and others of two or more syllables as shown below.

- Words with one syllable: it, an, a, boy e.t.c.
- Words with two syllables: mo/ther, bro/ther, su/gar, con/duct e.t.c

Teach them that syllables are generally produced with force but some are produced with more force than others and that such syllables are said to be stressed. Such syllables are said to have primary stress while those stressed with less force are said to have a secondary stress. Here are some words with syllables of primary stress underlined: <u>rea</u>son, <u>mo</u>ther, th<u>ree</u>, thir<u>teen.</u>

To teach words of different syllables make a table of these words beginning from those with fewer syllables to those with more syllables. Adapt the teaching procedure in 3.1.1 above ensuring that your students understand the difference in the syllabification of the words.

Grammatical use of word stress

Teach your students that stress is used to make a distinction between classes of words. A very good example is the distinction between words which are spelt the same way but by pronunciation, one is a noun and the other is a verb. Here

are some examples. The stressed syllables are indicated by capital letters.

Noun	Verb
SUBject	subJECT
INsult	inSULT
PREsent	preSENT
EScort	esCORT

To teach the difference between the two sets of words adapt the procedure in 3.1.1 above using word and sentence contexts.

Sentence stress

You should teach your students that stress is often used to give emphasis on some words at the sentence level when such words are considered important to drive home the intended message of the speaker. Here are some examples:

a. I need the money <u>today</u> not tomorrow. Here, 'today' is stressed to indicate when the speaker needs the money.
b. John is <u>expected</u> home at <u>6 o' clock</u>.
c. Musa did not go <u>by air</u> ,he went <u>by road</u>.

SELF-ASSESSMENT EXERCISE 4

1. Explain the reason for the underlined words in sentence b. and sentence c. above.
2 Write five words of one syllable
3 Write five words of three syllables and underline the syllable with the primary stress in each word.
4. Write four sentences and underline the words that are stressed. (b) Explain why the underlined words are stressed.

3.1.4 Teaching Intonation

Intonation is the rise or fall of the pitch of the voice when a person speaks. It is used to indicate what part of an utterance a speaker wishes to draw attention to. It is also used to distinguish between a statement made on a falling pitch and a question asked on a rising pitch. It is also used to signal exclamation with a rising pitch.

Intonation types and uses

1.   Statements
• She is coming.

- Olu likes ogbono soup.

2. *Questions*
- Is she coming?
- Does Olu like ogbono soup?

3. *Commands*
- Come here, John!
- Will you stop making noise, Mary!

4. *Expression of surprise, admiration or anger*
- You made it to our party!
- What a beautiful baby!
- You fool!

To teach intonation types, adapt the teaching procedure in 3.1.1

4.0 CONCLUSION

To speak a language, one must first of all recognize and use the sound system. In learning the English language, this involves recognizing and using the vowels and consonant sounds and the stress and intonation patterns of the language. A mastery of the sound system of a language enables someone to comprehend and speak it well.

5.0 SUMMARY

In this Unit you learnt the importance of someone mastering the sound system of a language in order to understand it and speak it well. You learnt the procedure for teaching vowel and consonant sounds as well as stress and intonation patterns of the English language. You learnt how to contrast vowel and consonant sounds first in single words and then in sentences. You also learnt how to teach stress and intonation patterns of English first in single words and then in sentences.

6.0 TUTOR –MARKED ASSIGNMENT

1. Which of the methods of teaching a language would you use the teaching procedure described in his unit? Support your answer with reasons.

7.0 REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Eyisi, Joy (2007). *Phonetics of English*: *A Hands-on Guide to Correct Pronunciation*. Awka: SCOA Heritage Systems Education. Pubs.

Eyisi, Joy (2013). *Oral English for Successful Performance*. Akwa: SCOA Heritage Nig. Ltd.

Oluikpe, B. O., Obah, T. Y. and Okole, M. K . (1994*). Intensive English for Junior Secondary, Book 2* Ibadan: Africana-FEP Publishers.

Rivers, W. M. (1981). *Teaching Foreign Language Skills*. Chicago : The University of Chicago Press.

UNIT 4   TEACHING LISTENING SKILLS

CONTENTS

1.0   INTRODUCTION

In the previous unit, you learned the importance of the sounds, intonation and stress patterns   of the English language and you   were taught some procedures for teaching these. What you learned in that unit was to equip you to effectively teach the two skills used for oral communication, namely, listening and speaking. In this unit and the next, we are going to dwell on the teaching of speaking and listening. These skills are interrelated, because in a normal communication setting, one can hardly occur without the other. Speaking for instance does not of itself constitute communication unless there is a listener or there are listeners to what is being said. Neither is communication complete unless what is listened to is understood by the listener(s). Both skills are very essential for personal and social communication purposes. Enjoyment of and participation in community life and thought are possible only by one's ability to understand other members of the community and for others to understand him/her. Teaching listening and speaking skills therefore, is of primary importance if learners are to attain the objectives of meaningful communication in schools and other settings in the larger society.

Although listening and speaking skills are considered to be interrelated and therefore ought to be taught together, we have chosen to devote a unit to each of them to enable us focus attention on specific aspects of each skill. Bear in mind however, that while you are teaching one skill, you are also teaching the other. In this unit you will learn how to teach your students listening skills while in the next, you will learn how to teach them speaking skills.

2.0   OBJECTIVES

After studying this unit you will be able to:

- define listening;
- describe factors that determine a listener's comprehension of utterances;
- list and describe purposes for listening;
- list and describe types of listening skills;
- describe phases in the listening process;
- describe strategies/ activities for developing students' listening skills;
- assess listening abilities/skills of your students; and
- conduct a listening comprehension lesson for a given JSS or SSS class.

3.0   MAIN CONTENT

3.1   What is Listening?

Listening is an active creative skill that enables someone to comprehend a speaker's utterance. It is a process by which we receive, construct meaning from, and respond to spoken messages (Emmert, 1994). The act of listening involves hearing, thinking, as well as having a good deal of interest to what the speaker is saying. When we listen to someone speaking, we hear sounds. These sounds are a combination of several language components such as words (vocabulary), arrangement of words, (syntax), stress and intonation (the rise and fall of the speaker's voice). Comprehending a speaker's utterance requires our mentally processing these language components in order to create meaning or significance from the speaker's utterance. Listening entails three components: the speaker, the listener and the meaning being shared. How then do we ensure that our learners understand when they listen to? We present and discuss below some factors that determine a listener's comprehension of utterances.

3.1.1 Factors that Determine a Listener's Comprehension of Utterances

Rivers (1981), states that the meaning or significance that a listener attaches to a speaker's utterance is dependent on three factors namely, the linguistic information perceived by the listener, the situational context, and the listener's comprehension of the speaker's intentions. I will add two more factors. These are: the topic/subject of speech and the listener's interest and attitude to the speaker.

> The *linguistic information* emitted by the speaker

This is what the listener perceives aurally of the speaker's utterance. Linguistic information is made up of sounds, words and their arrangements and the rise and fall of the speaker's voice. Comprehension occurs as the listener creates meaning

from what she hears. The implication of this is that when teaching listening skills, selected listening comprehension exercises must contain mostly vocabulary and grammatical structures your students are familiar with. Unknown words and grammatical structures must be very few and should appear in contexts where their meaning is easily understood. When this is not so, comprehension is impeded.

➢   **The situational context**

This is the setting in which the utterance was made and will determine the meaning the listener will attach to the utterance heard. The situational context will also determine the listener's expectation of what the speaker would say next. A listener's understanding of an utterance in any communicative setting will largely be affected by what the listener knows and understands of the setting. Examples of typical communicative settings are the market places/shops, classrooms, places of worship e.g. churches/mosques, political rallies, social gatherings e.g. naming ceremonies, weddings, birthday parties etc. The implication of this is that you must teach your students variety of vocabulary and registers of communicative situations they are likely to come across in their everyday lives. Equipping them thus will enable them learn and understand what vocabulary and registers speakers will likely use in a given communicative setting.

➢   **The listener's understanding of the speaker's intentions**

Every speaker in any communicative setting has a reason(s) for speaking. These are her intentions or purposes for speaking. The goal of any speaker is that her listener/audience would understand her purpose for speaking. This should also be the listener's purpose for listening. This however is not the case sometimes. There are instances for example when you listen to some one and you do not understand the speaker's purpose. This may not be because you do not understand the linguistic information in the speaker's utterance. Rather it may be due to a number of other factors. Such factors include, your lack of knowledge of the topic/subject the speaker is talking about, or your lack of interest in the topic or speaker or both. Understanding the speaker's utterance means understanding her intentions. This understanding has to do with what we know about the topic and the speaker or persons like the speaker.(examples are: pastors/imams, teachers, parents, children, friends and political associates). Understanding also depends on the expectations the situation and previous utterances have aroused, the tone and nonverbal behaviors (body language) of the speaker. All these constitute what Rivers (1981) terms **interactional content.** Research has shown that the more the interactional content the more the listener understands the speaker's utterance. This is because interactional content gives the listener more insight into the meaning the speaker intended to encode. What does this mean to you as a language teacher? This has implication for

planning your listening comprehension lessons. The texts you use must be interesting and on topics/subjects familiar to your students. Additionally, the medium (e.g. video/audio cassette players, television or live voice) through which you deliver the listening comprehension passage must be appropriate.

➢ **The topic/subject of speech**

Comprehension requires a listener's prior knowledge of the theme or topic of the speaker's discourse. This knowledge enables the listener infer or guess the speaker's meaning beyond what is contained in the linguistic information. Prior knowledge can be activated by the speaker through preparatory discussion of related topics and by ensuring that key words in the listening passage are known by the students or have been learnt by them in recent language lessons. If there are new words in the text you must ensure that they appear in context where their meanings are easily understood. Students' familiarity with the topic or subject of speech is very important. Understanding is often impeded when we listen to someone speak on an unfamiliar topic. If for example you select a text in the area of Law or Government or Economics or Education, you must make sure that your students are conversant with the vocabulary and registers and general notions about the particular field of profession. If that is not the case, your students will have a hard time understanding the text selected.

➢ **The listener's attitude/interest to the speaker and topic**

Attitude and interest play a vital role in achieving our lives' goals. Positive attitude and interest will yield positive results. The meaning a listener gets from a speaker depends on the listener's interest and attitude to the speaker and what she is saying. When we do not show interest to a live lecture or television/radio programme for example, we will very likely miss a lot of what the speaker is saying. As a teacher, you must encourage your students to listen with interest and pay attention when someone is speaking to them. A useful way of kindling your students' interest is by selecting texts they can connect with. Examples are texts on family, social, political economic issues at national and international levels. You must also ensure that the language of the text (vocabulary and registers) is at your students' level of understanding.

SELF-ASSESSMENT EXERCISE 1

1. List and describe three factors that determine a listener's comprehension of utterances.

2. How important is it that a teacher considers these factors when planning a listening comprehension lesson?

3.1.2 Types of Listening

There are five main types of listening:

- Informational Listening: In this type of listening, we listen for the content of the message to get the gist of the message, for example, when we are listening to a lecture in a classroom, or being given instruction to carry out.
- Critical /Evaluative Listening: Here, we judge/evaluate the message we received in terms of its worth or whether we agree with the speaker or not. For example, we do this at debates, discussion sessions etc.
- Appreciative/Aesthetic Listening: This type entails listening for entertainment (enjoyment). For example, listening to music, drama, concerts, poems, entertaining radio and television programmes, etc.
- Therapeutic/Empathetic Listening: Listening to support or encourage others, for example, a sick person, angry person, disturbed/ worried person.
- Inferential Listening: We do this when we interpret a speaker's message beyond what he/she has said.

If you look at all the above types of listening, you will find that they are for academic purposes as well as for personal and social purposes. You must teach your students to develop the ability to perform these types of listening.

SELF-ASSESSMENT EXERCISE 2

1.   Choose any two types of listening and describe two language activities you would use to develop them.

3.1.3 Goals/Purposes of Listening

Listening skills should be taught not as an end in themselves but as means for attaining specific communication purposes. Below are listed some purposes for listening. You can see that they are closely related to types of listening discussed above. In this section you will learn of different purposes of listening and the activities for teaching students the skills for attaining these purposes.

The National Curriculum for Junior and Senior Secondary Schools (1985) has listed the following as goals for teaching listening.
- Listening for main ideas
- Listening to follow directions and to note details and sequence
- Listening to understand a speaker's purpose, tone and mood
- Listening to the same ideas repeated in different words
- Listening for verbatim recall
- Listening for implied meaning
- Listening for critical evaluation in order to express one's opinion or to judge

Other important purposes for listening are:

- Listening in a conversational interchange
- Listening during group discussions
- Listening to identify another viewpoint
- Listening to radio and television programmes
- Listening to someone speak over the phone
- Listening for a sequence of ideas or plot of a story
- Listening to anticipate an outcome
- Listening for exact statements of a speaker
- Listening to identify lexical and grammatical errors
- Listening to distinguish facts from fiction
- Listening for appreciation and pleasure
- Listening for new vocabulary/words
- Listening to recognize relationships expressed or implied
- Listening to learn various subject matter areas

The above list of purposes may seem too many to you but these are essentially the purposes or reasons why anybody would want to listen. It takes some learning and practice to acquire skills for these purposes, whether in our mother-tongue or in another language. In the case of English as a second language, students at various school levels should be taught how to acquire and use these skills needed to attain the above purposes.

SELF-ASSESSMENT EXERCISE 3

Describe three purposes for which you often listen.

3.1.4 Listening Skills

Broadly speaking, listening skills can be classified into two, namely, bottom up and top down processing skills.

- **Bottom Up Processing Skills**

These are basic fundamental listening abilities that a person must acquire in order to listen with understanding. The bottoms up processing skills are those used for decoding of language into meaningful units. Bottom up skills
you will have to develop in your students include the ability to:

- ✓ discriminate between intonation contours
- ✓ discriminate between phonemes
- ✓ distinguish morphological endings
- ✓ select details

✓ recognize fast speech forms
✓ recognize stressed syllables
✓ recognize reduced forms
✓ recognize words as they link together in connected streams
✓ recognize sentence level features in speech/oral discourse.
✓ recognize organizational clues.

- **Top Down Processing Skills**

These are higher levels of listening skills needed in order to succeed in the art of listening. Top down processing refers to the attribution of meaning drawn from one's own personal experiences to language input. Top down processing skills include the ability to:

✓ identify a speaker's emotions
✓ get the gist of the speaker's message
✓ recognize the topic of the speaker
✓ use discourse structures to enhance listening strategies
✓ identify the speaker's tone
✓ evaluate the speaker's views
✓ find the main detail(s)
✓ make inferences
✓ recognize organizing principles of extended discourse.

SELF-ASSESSMENT EXERCISE 4

What would happen if you do not develop bottom up processing listening skills in your students?

3.2   Phases in the Listening Process

A way of helping your students develop effective listening ability is to teach them the phases in listening. Your students knowing these phases would make them consciously aware of their importance in listening. There are three phrases in the listening process.

- **Pre-Listening phase**

At this phase your students need your assistance in activating what they already know about the idea they are about to listen to. The effective listening habits you should aim at developing in your students include teaching them:

✓ use their background knowledge on the subject to understand the message being transmitted;

✓ have a specific purpose for listening and attempt to ascertain speaker's purpose;
✓ tune in and pay attention;
✓ avoid being distracted.

- **During Listening**

The effective listening habits you should teach your students to develop during listening exercise are:

✓ giving complete attention to the listening task and demonstrating interest;
✓ searching for meaning;
✓ constantly checking their understanding of message connections, making and confirming predictions, making inferences, evaluating and reflecting;
✓ knowing whether close or cursory listening is required, adjust their listening behaviour accordingly;
✓ being flexible note makers, outlining, mapping, categorizing – sifting and sorting information received;
✓ taking fewer, more meaningful notes;
✓ distinguishing the context and/of words.

- **After Listening**

At this phase, students act upon what they have heard to clarify meaning and extend their thinking. Useful effective listening habits to be developed in your students include encouraging them to:

✓ withhold judgement till comprehension of message is complete
✓ follow up on presentation by reviewing notes, clarifying and reflecting and acting on the message received
✓ evaluate message based on facts presented and previous knowledge of the topic presented.
✓ draw conclusion based on facts presented
✓ present by speaking or writing one's own points of views on the message heard.

SELF-ASSESSMENT EXERCISE 5

1. Give two reasons why you should teach your students to give complete attention to the listening task and demonstrate interest in the message they are listening to.

3.3   Strategies for Developing Listening Skills

Perhaps the most valuable way to teach listening skills is for you the teacher, to be a model, creating an environment through positive interaction, actively listening to your students and responding in an open and appropriate manner. As much as possible, try to minimize distractions and interruptions. It is important that you provide numerous opportunities for your students to practice listening skills and to actively engage in the listening process. There are several strategies that you can use to prepare your students for listening experiences. You can:

1. Ask your students to listen to radio, television and live speeches at home and social events, using the sample listening guide below. The listening guide serves to focus the students' attention on the content, organization, or devices used by a speaker(s) as shown below. Students are to complete the guide after listening and make their reports to the class.

Sample Listening Guide
- Name of Student:
- Nature of Spoken Presentation: e.g. political, social, economic, cultural, etc.
- Where heard:
- Name of Speaker:
- Topic /Subject
- Speaker's expressed purpose:
- Main idea(s) and implied ideas presented:
- Noteworthy features of presentation: e.g the speaker's tone, manner of presenting her/his points of views, the way she/he argued her/his
- Student's reactions to speaker's views
- In what ways was the talk effective or ineffective? Why: (Adapted from Devine, 1982)

2. Teach your students to look out for the following when listening to a speaker:
- Structure of the speech (e.g. debate, short stories, essay, poetry, play)
- Organizational patterns (that is the order of the presentation e.g. logical, chronological/ sequential).
- Transitional devices such as words or phrases used to indicate:

✓ *Examples:* for example, for instance, thus, in other words, as an illustration.
✓ *Time:* first, second, third, meanwhile, next, finally, at last, today, tomorrow, soon.
✓ *Addition:* in addition, also, furthermore, moreover, another.
✓ *Result:* as a result, so, accordingly, therefore, thus
✓ *Contrast:* however, but, in contrast, on the other hand, nevertheless.

3. Teach your students how to make notes. Note-making is the act of listening and jotting down salient points heard. Although, listeners need not capture on paper everything they hear, there are times that students need to focus on the message and so will need to record certain key words and phrases. Students can adopt the Verbatim Split-Page Procedure (VSPP) to develop note-making strategies. Ask your students to divide their notebook/paper so that 40% of each page lies to the left and 60% to the right (Palmatier, 1973). Students should take brief notes on the left hand side only. They should use the right hand side to develop their notes after listening, reorganizing and expanding what they scribbled on the left hand side.

Sample VSPP

40%	60%

4. Develop a curriculum plan for teaching listening skills to your students. Here is a format you could adopt. The format is taken from the National English Curriculum for Secondary Schools, published by the Nigerian Educational Research and Development Council (NERDC).

Unit Topic	Performance Objectives	Content	Teaching procedure: teacher's & class activities	Materials /Teaching aids
a. Identify main ideas in a passage	Students will be able to: a. listen and identify main ideas in a passage.	a. Written passage(s) to be read out orally by the teacher.	1. Teacher explains to students the meaning of main ideas in speech or written text and the importance of developing the ability to identify main ideas.	1.A passage recorded on a tape and a player 2.A reading passage.

b. Answer questions on a passage.	b. listen and summarize the main ideas in speech(es) heard or passage(s) read.	b. tape-recorded passage(s) or short conversation	2a. Teacher plays a recorded passage or reads a passage while students listen. 2bTeacher asks students to identify main ideas/points in the passage they listened to and explain why they consider the points they chose as main ideas. 2c. Teacher asks students to summarise the main ideas in their own words.	
Follow directions /procedure or sequence of performing a task, an assignment or an activity.	Students will be able to follow simple and complex directions /instructions on how to: a. do an assignment or an activity b. use an appliance or medicine. c. get to or locate a destination	Selected recorded or reading passages of appropriate difficulty level containing instructions on how to perform certain tasks /activities	1.Teacher plays a recorded passage or reads a selected passage containing instructions on how to perform certain tasks. 2. Students listen to the passage and perform tasks/activities required by the instructions.	1. A tape recorder 2. A recorded passage 3. A reading passage

a. Identify main ideas /points of a discussion or debate b. Argue a point made by a speaker c. Disagree or agree with an opinion expressed by someone.	Students will be able to listen in order to: a. identify points made by others b. agree or disagree with an opinion made by another person	1.Selected radio or television programmes featuring discussions, debates 2. Selected topics for students to discuss or debate on.	Teacher asks students to listen to specific radio or television programmes featuring discussions in the classroom or at home. Teacher listens to the same programmes and asks students questions that will make them identify main points made by a speaker, dispute a speaker's point of view etc.	Radio and television sets in the class where it is possible to have these.

4.0   CONCLUSION

Effective listening skills help students to listen meaningfully to utterances. What you have learned in this unit will help you develop your students' listening skills for academic, personal and inter-personal purposes..

5.0   SUMMARY

In this unit we discussed what listening is, its nature, kinds and purposes. We also looked at the listening process and how to develop listening skills in your students. In the next unit you will be introduced to the second of the aural – oral skills: speaking.

6.0   TUTOR-MARKED ASSIGNMENT

1. What listening skills do you consider essential for Senior Secondary School students?
2. Why must you include bottom up processing skills when teaching listening?
3. Briefly describe the phases in the listening process.

4. Does a curriculum plan as shown above to teach:
   a) Listening to identify a speaker's tone and mood.
   b) Listening for a sequence of ideas in a story.

7. 0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Brent, R. & Anderson, P. (1993). *Developing Children's Classroom Listening Strategies. Reading Teacher*, *47(2), 122 – 126*

Burley-Allen, M. (1982). *Listening: The Forgotten Skill.* New York: Wiley.

Devine, T. G. (1962). *Listening Skills School Wide: Activities and Programs.*Urbana IL: National Council of Teachers of English.

Emmert, P. (1994). *A Definition of Listening. The Listening Post 51(6)*

Nichols, R. G. (1973). *Factors in Listening Comprehension. Speech Monographs, 15.*

Eyisi, Joy and Uzoezie, R.U. (eds) (2006). *English for Higher Education.* Enugu: Agumasuh Pubs.

Eyisi, Joy, et al (eds) (2009). *Use of English for Higher Education.* Nino: Rex Charles and Patrick Ltd.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations.* Zaria: Applied Linguistics and Language Centre.

Palmatier, R. A. (1973). *A Notetaking System for Learning. Journal of Reading, 17.*

Peter, P (1991). A Synthesis of Methods for Interactive Listening. In M.Celce-Murcial (ed). *Teaching English as a Second or Foreign Language 2 nd Ed.)* New York: Newbury House.

Rivers , W. M. (1981). *Teaching Foreign Language Skills.* Chicago: The University of Chicago Press.

UNIT 5   TEACHING SPEAKING SKILLS

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
      3.1   What is Speaking?
          3.1.1 Goals for Teaching Speaking.
      3.2   Language Features involved in Speaking
      3.3   Factors that Influence One's Ability to Speak
      3.4   Functions of Speaking
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

Recall that in the previous unit, we noted that oral communication involved speaking and listening and that in a normal communication situation, neither could occur without the other. In that unit we discussed the teaching of listening. In this unit, we are going to discuss speaking skills and what you should do to teach them well to your students.

2.0   OBJECTIVES

After studying this unit you should be able to:

- define speaking;
- state the goals of teaching speaking;
- name the language features involved in speaking;
- discuss the functions of speaking; and
- outline the lesson procedures and activities for teaching speaking.

3.0   MAIN CONTENT

3.1   What is Speaking?

Speaking is a complex cognitive process. It is an interactive process of constructing meaning, which typically involves receiving, processing and producing information. This can be through the use of verbal or non- verbal symbols. Speaking is context bound; that is, its form and meaning depend on the context in which it takes place. The context includes the participants (speakers and listeners), their collective experiences, the physical environment and the purpose for speaking.

3.1.1   Goals for Teaching Speaking

The purpose of teaching your students speaking skills is to ensure that they can:

- recognize English sound patterns and produce English sounds correctly;
- express their thoughts using words, sentence structures and registers, appropriate for given social settings/situations, audience and subject matter of discussion;
- express themselves using correctly, the stress, intonation patterns and rhythm of English;
- organize their thoughts in a meaningful and logical order;
- use the English language as a means of expressing values and judgments; and
- speak the English language fluently.

3.2   Language Features involved in Speaking

There are two groups of features involved in speaking. These are the segmental and the supra segmental features of a language. The ability to use these features, enables someone to speak a language fluently. Although we had discussed these under the unit on teaching sounds, we will discuss them again in this unit because of their importance in speech development.

- **Segmental Features**

Segmental features are the basic units of sounds which combine to form the spoken language. These are called phonemes and they serve to distinguish words from one another. You can teach your students this distinction through discrimination exercises of sounds using minimal pairs. For example, teaching the English vowel sounds in words like b<u>ee</u> and <u>tea</u>, s<u>ee</u>, and <u>tea</u>. Refer to Unit 3 of this course material where we have many examples of sound discrimination exercises.

- **Supra segmental Features**

Supra segmental features include; stress, rhythm and intonation.

- *Stress:* This is the combination of length, loudness and pitch applied to syllables in a word. All words that have more than one syllable have word stress. What this means is that at least one of the syllables is longer and louder than the other syllable(s). Most often your students may simply learn word stress as they acquire new vocabulary. You should however teach your students some rules for identifying word stress such as shown in the following:

- *Compound noun:* The first part of the compound word is stressed. For example; BLUEbrid, BLACKboard, NOTEbook etc

Phrasal verbs versus Compound nouns:

let DOWN   LET down

In the above examples the stress pattern is different. For phrasal verbs the stress is on the preposition while in the compound noun the first part gets the stress.

Words with the same spelling but different pronunciation and meaning.

In this case the part of speech changes with the word stress.

Noun	Verb
′record	re′cord
′progress	pro′gress

In the above example, if the word is used as a noun, the first syllable gets the stress while, the second syllable gets the stress in verbs.

- *Rhythm:* This is the regular patterned beat of stressed and unstressed syllables and pauses in a sentence.   For example: He WANTS to EAT later.

- *Intonation:* This is the variation of pitch of the voice when speaking.

In English, intonation is used to convey some ideas or concepts, such as surprise, irony or to change a statement to a question. For example:

He did not say you stole my red shirt

Nothing is particularly stressed in the above sentence, so the meaning is quite obvious. However, the meaning of the same sentence will change depending on the word that is stressed.

HE did not say you stole my red shirt.

Someone else said it not him.

He did not say YOU stole my red shirt.

It is not you but someone else

He did not say you STOLE my red shirt.

Maybe you borrowed it.

SELF-ASSESSMENT EXERCISE 1

1. With some illustrations, distinguish between segmental and supra-segmental features of English language, and explain why it is important that you teach these to your students.

3.3   Factors that Influence One's Ability to Speak

The ideal goal for teaching your students to speak is for them to acquire native-like pronunciation. However, certain factors make this goal unattainable. These factors include:

1. *Age:* Some studies have revealed that after puberty; Lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed and adults' ability to distinguish and produce native-like sounds is limited. This is also referred to as the "Critical Period Hypothesis". This hypothesis states that if humans do not learn a second/foreign language before a certain age, then due to changes such as maturation of the brain, it becomes impossible to learn a second/foreign language like a native speaker. (Graham, 1994.)

2. *H*ome/ School/Community *Environment:* The amount of exposure to spoken English that your students have at home/school/community will affect their speech pattern.

3. *Individual Ability:* Due to biological and physiological differences, some of your students will be more sensitive to and better at imitating sounds than others.

4. *A*ttitude: Students' attitude towards the target language, culture and native speakers can support or impede their speech development.

SELF-ASSESSMENT EXERCISE 2

Describe three factors that are necessary for one to develop his/her ability to speak.

3.4   Functions of Speaking

Speech is usually used for purposes of interaction, transaction and performance.

Talk as Interaction

You are not new to conversation. Talk as interaction is the same as conversation. When you meet people, you exchange greetings, engage in small talk, recount recent experiences etc. You do these because you want to be friendly and wish to establish a relationship with others. The main features of talk as interaction include the following: It

- acts as a social function.
- shows role relationship.
- reveals speaker's identity.
- is formal or casual.
- reflects degree of politeness, and familiarity.

For your students to effectively use talk as interaction you need to teach them how to do the following:

- Open and close conversations
- Choose topics to speak on
- Engage in small talk
- Joke
- Recount personal incidents and experiences
- Take turns in discussions, debates etc
- Use appropriate style of speaking for formal and informal settings and respecting standard speech etiquette

Talk as Transaction

Examples of talk as transaction include, classroom group discussion, asking someone for direction, buying something in a shop, ordering food from a menu in a restaurant, etc. For your students to use talk as transaction effectively, you will need to teach them the following skills.

- Explaining a need or intention
- Describing something
- Asking questions
- Making requests
- Asking for clarification
- Confirming information
- Justifying an opinion
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing with somebody

Talk as Performance

This last type of talk refers to public talk, that is, talk that transmits information before an audience. This is one area where students are afraid. They panic when you ask them to stand before an audience to make a speech, for example at debates. You will have to teach your students the following skills to be effective speakers. Teach them how to:

- use appropriate formats of presenting information in logical/chronological sequence.
- maintain audience involvement, creating an effect on the audience.
- use appropriate vocabulary and registers for given audiences
- use appropriate opening and closing remarks

SELF-ASSESSMENT EXERCISE 3

State three functions of speaking.

4.0   CONCLUSION

Speaking is key to communication. You should monitor your students' pronunciation/speech production patterns in English to determine what skills they already have and what areas need development. By determining what speaking tasks your students can perform and what specific skills your students need to further acquire, you can help them improve their speaking and overall oral competency.

5.0   SUMMARY

In this unit we discussed what speaking is, the goals of speaking and the features involved in speaking. We equally discussed certain factors that inhibit speech and ways you can help your students develop skills in using speech to interact, transact and perform.

6.0   TUTOR-MARKED ASSIGNMENT

1. State three goals for teaching speaking in secondary school.

2. Explain the differences among the following utterance.
   Jane will travel to Abuja next week.
   JANE will travel to Abuja next week. Jane will travel to ABUJA next week.
   Jane will travel to Abuja NEXT week. Jane will travel to Abuja next WEEK.

7. 0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Bailey, K. M & Savage, L. (1994). *New Ways in Teaching Speaking.* Alexandria VA: Teachers of English to Speakers of Other Languages

Brown, H. D (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Englewood Cliffs, N. J: Prentice Hall Regents

Burns, A (1998). *Teaching Speaking. Annual Review of Applied Linguistics 18: 102 – 123*

Graham, J (1994). *Four Strategies to Improve the Speech of Adult Learners. TESOL Journal 3(3) 26 – 28*

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

UNIT 6   TEACHING READING SKILLS

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1   What is Reading?
               3.1.1   Goals of Teaching Reading
        3.2   Reading Approaches and Methods
               3.2.1   Language Experience Approach
               3.2.2   Basal Reading Approach
        3.3   Types of Reading
               3.3.1   Silent and Loud Reading
               3.3.2   Skimming and Scanning
               3.3.3   Extensive and Intensive Reading
        3.4   Barriers to Reading
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Readings

1.0   INTRODUCTION

The teaching of reading can be viewed from two perspectives. First, it can be taken to mean the teaching of initial reading in the second language, English. Secondly, it may refer to teaching aimed at improving the reading skills of those who have already learned to read in English. In this unit, our aim is to focus on improving students' reading skills, which is the second perspective.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- define reading;

- state the importance of teaching reading;
- list and describe different reading approaches/methods;
- list and describe different types of reading; and
- identify barriers to reading.

3.0   MAIN CONTENT

3.1   What is Reading?

Reading is an active receptive skill, which entails comprehension and analysis of information presented in writing or print. It is an essential part of language mastery. The reading process involves the interaction between the reader and the text.

3.1.1 Goals of Teaching Reading

As the aim of this unit is on how to improve the reading skills of your students, you should encourage them to:

- comprehend texts written in English when studying English as a subject and when studying other school subjects, e.g. Mathematics.
- read a wide range of texts in English outside the classroom.
- acquire a wide range of vocabulary, phrases and grammatical structures which would facilitate reading.
- adapt a reading type appropriate to a given purpose of reading.
- read to comprehend and recall main and detailed ideas, infer implied meanings, compare and contrast opinions, evaluate opinions, etc.

3.2   Reading Approaches and Methods

There are a variety of approaches and methods for teaching reading. These include the phonic, whole word, whole sentence, language experience and basal reading approaches. The first three of these are based on the Audio lingual approach/method of language teaching while the last two are based on the communicative approach/method of language teaching We are however, going to focus our discussion on just the last two , namely language experience and basal reading approaches.

3.2.1 Language Experience Approach

This approach, although recommended for teaching initial reading in second language, is equally useful in teaching students who are already reading but with difficulties. You may thus find it very useful particularly in the Junior Secondary classes as a remedial approach for improving your students' reading proficiency.

The Language Experience approach uses the child's experiences as the content for reading. What this means is that the learner's oral language and his/her environment form the basis of the reading content. Typically, the approach

involves the use of a written record of the child's experiences, planned cooperatively by the pupils and the teacher. This plan is kept on a chart known as the experience chart. You should encourage individual and small group recording and reporting of experiences.

You can use the Language Experience Approach to develop your students' reading by following these steps in your class.

1.   Encourage your students to talk about events in their lives, for example, journeys they made, parties they attended, problems they encountered and incidents they witnessed, etc.
2.   Students write these experiences in charts. If it is a small class of 15 – 20 students, each student writes his/her experiences and reads these out to the class. Your role is to guide and correct the students.
3.   You can also write these experiences yourself on the chalk-board as the students narrate them. (You may find this very tasking especially if you have a large class size). If the class is large, then organize it into small groups. Appoint a leader for each group. The leader will write in the chart the experiences of the group on a common incident.
4.   Let the students read these write ups while you provide the needed guidance for correct pronunciation of words and correct intonation and reading fluency. Your students will find the exercise very interesting, because the content of the story is theirs and the vocabulary and expressions used are within their proficiency level.

3.2.2 Basal Reading Approach

The Basal Reading Approach is the most widely used method in the teaching of reading in the Nigerian school system. This approach uses a method of reading instruction, which is highly controlled in terms of vocabulary, language expressions/phrases, grammatical structures and levels of reading skills being developed. Basal reading approach, uses commercially published course books which usually consist of the student's course reader, workbook or practice book as well as the teacher's handbook. Examples of basal readers used in Nigeria include Oxford English Course Book Series, Evans English Course Book Series, Macmillan English Course Book Series, Intensive English Course Book Series etc.

These basal readers are written and developed in collaboration with specialists in English language, language educators and language curriculum developers. These readers provide a sequential and controlled programme of reading instruction in such areas as pronunciation, word recognition/distinction, development of vocabulary, comprehension skills, and grammatical structures. Most basal readers contain several controls, one of the most important being vocabulary. The words selected are determined in part by earlier studies of word

list compiled to show the frequency of use of words at various reading levels.

- *Advantages*:

✓ They provide carefully designed sequence of reading skills developed throughout the programme.
✓ They are prepared with different grade levels in mind, for example, Primary 1 – 6 or JSS 1 to JSS 3.
✓ Student's workbook/practice book provides adequate practice for your students if properly used.
✓ Teacher's handbook contains a lot of useful materials and guidance , which can aid you in teaching.
✓ Nearly all the basal readers contain attractive illustrations, which attract students' interest.

- *Disadvantages*:

✓ Basal readers are followed rigidly as students are made to read the same stories irrespective of their varied individual reading interests and needs.
✓ In some cases stories are not typical of the experiences encountered by the majority of the students.

SELF-ASSESSMENT EXERCISE 1

1.   Compare basal reading and language experience approaches, noting their merits and demerits.
2.   Take a students' course book of any basal reading series, and study one of the lesson units. Note down all the language areas being taught.

3.3   Types of Reading

Reading is essentially a process of decoding a written text. It has various purposes, such as reading for academic purposes, personal interest, pleasure or for gaining information. Your purpose for reading will determine the type of reading to adopt. There are various types of reading you can teach your students to equip them to read for different purposes. Six of these will be treated in the subsequent sub-sections.

Using songs and rhymes to teach reading

Ask pupils to:

choose a favourite song/rhyme;

sing/say it;

watch carefully, while you say the words as you write them on your chalkboard (or a big piece of paper/cardboard so you can use it again);

read the song/rhyme with you (do this several times);

point out (individually) particular letters or words or punctuation (capital letters, full stops, question marks);

decide on actions to do while singing the song/saying the rhyme;

perform these actions while singing the song/saying the rhyme again;

sit in groups of four and take turns reading the song/rhyme to each other.
Move round the class, noting pupils who find reading difficult.

End by asking the whole class to sing the song/say the rhyme, with actions, again.

TESSA MATERIAL

3.3.1 Silent and Loud Reading

- **Silent Reading**

Most of our daily reading is done silently. It is the natural way of reading. Silent reading involves individual reading without vocalization. No sounds must be made, no lisping. Silent reading is ideal and helps an individual student comprehend what he is reading. This type of reading is especially useful to a student who needs to concentrate to absorb and reflect on what he/she is reading. This type of reading is recommended for doing assignments, preparing or writing examinations. You must help your students develop the ability to read silently by giving your class a few minutes during class to read silently.

- **Loud Reading**

Loud reading involves vocalization or reading out loud. It involves reading aloud to other people's hearing. When we read aloud our concentration is divided. This makes reading difficult and may cause problems of comprehension. However,

there are situations when you may have to read things aloud when others do not have access to the materials. You can also use this type of reading to encourage your students to read aloud so that you can find how fluently they can read. It will also help you to guide your students' pronunciation, intonation and general speech fluency. You will be developing both reading and speaking skills at the same time using this.

3.3.2 Skimming and Scanning

- **Scanning**

Scanning is a quick reading process with the primary focus of locating a particular information. It involves quick eye movements, in which the eyes wander until the reader finds the specific piece of information he/she is searching for. It is used when specific piece of information, such as key words like names, date, symbol, formula or phrase is required or when someone is looking for a particular topic in a table of content of a book. The reader knows what he/she is looking for and so knows when he/she locates it.

- **Skimming**

Skimming is reading for the essential meaning. It is a quick reading process to get to know how a passage is organized, that is, the structure of the text: heading, sub-headings, title etc. It can also be used to get an idea of the writer's intention or the theme of the passage.

Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool by which the author's sequence can be observed, unlike scanning by which some predetermined information is sought after.

3.3.3 Extensive and Intensive Reading

- **Extensive Reading**

Extensive reading refers to a relatively rapid style of reading typically of longer texts, which are judged to be within the language proficiency of the student. It involves students reading long texts or large quantities for general understanding with the intension of enjoying the texts. There are only a few tasks or comprehension exercises associated with the texts or there may be none at all. Reading novels, newspapers, poems etc are forms of extensive reading. For extensive reading, students are allowed to choose the books they can read depending on their interests, and there is not always a follow-up discussion or work in class. In this way you encourage your students to read for pleasure and become better readers.

- **Features of Extensive Reading**

✓ Reading Materials
Extensive reading involves a large selection of books. You will have to make available a large quantity for students to choose from at their level.

✓ Students' Choice
Students choose what they want to read based on their interest.

✓ Teachers' Role
The teacher's role in extensive reading procedure is to encourage and help students with their reading. Students are put off reading when it is tied to class assignment. You can ask your students about books they are reading informally and encourage occasional mini-presentation of the books review but these should not be seen as obligations by the students.

- **Intensive Reading**

Intensive reading refers to a careful reading where the aim is to gain complete comprehension of the text. Here the reader aims at a detailed comprehension and analysis of a short passage. Intensive reading is recommended for academic purposes where the goal is to study and learn. It requires concentration by the student and often needs that the student reads silently. Texts for intensive reading are generally short (often around 500 words) and at a language level judged to be slightly above the reader's proficiency level. It usually has a high proportion of tasks to be done or questions to be answered by the student at the end of the reading. In order to complete the tasks, the students may have to resort to frequent re-reading of the text.

Examples of tasks/ exercises your learners may look out after an intensive reading of a passage include:

✓ Looking for main and detailed ideas.
✓ Understanding what is implied as against stated ideas.
✓ Making inferences.
✓ Making judgment of what the author wrote
✓ Looking at the order or sequence of information and how ideas are linked from paragraph to paragraph.
✓ Identifying transition words that indicate change from one paragraph to another.

SELF-ASSESSMENT EXERCISE 2

Compare each of these: silent and loud reading, skimming and scanning, intensive and extensive reading.

3.4   Barriers to Reading

✓ *The Reading Process*

Reading is the translation of symbols or letters into words and sentences. When you read you must follow a sequence of symbols or letters arranged in a particular order. In English we read from left to right, in Hebrew from right to left and in Chinese from top to bottom.

You can easily observe how people read. Ask your colleague or course mate to read a book, preferably one produced with large prints. He/she should read it holding it just below his/her eye level. Watch his/her eyes, you will notice that, rather than making one smooth sweep across the page, his/her eyes move sporadically, going forward with a jump and then pausing. This type of "jumping" movement is referred to as "saccadic movement". This stopping and starting movement is essential, since the eye can only take in information when it is not moving. When the eye is motionless, it takes in part of a sentence and then moves on to the next part, so that, in fact we read sentences in small chunks.

✓ **Factors that slow down Reading Speed:**

1. Faulty visual perception, that is limited perceptual span which invariably leads to word-by-word reading
2. Slow perceptual reaction time, that is slowness in recognition and response to materials.
3. Vocalization (reading aloud). This slows down reading speed.
4. Head swinging, finger pointing or pencil/pen pointing can slow reading speed.
5. Sub-vocalization (murmuring, making unnecessary sounds).

You can however help your students to overcome these problems through constant practice under timed conditions.

4.0   CONCLUSION

Reading is a receptive skill and there are various types for different purposes. Knowing what each of the different types of reading entails and when to use them will help you make better choices with your learners.

5.0   SUMMARY

In this unit, we looked at what the reading skill is all about and the reasons why you should teach it. We also discussed two different approaches/methods to teaching reading: Language experience and basal reading approaches and the different types of reading. Some factors responsible for students' slow reading speed were also highlighted.

6.0   TUTOR-MARKED ASSIGNMENT

1. a) State two goals of teaching reading at the secondary school level.

   b) Which reading approach will you recommend for remedial purpose in a junior secondary school class?

2. Match the columns on the left with the definitions on the right.

Reading Type	Definition
Skimming	Reading shorter texts to extract accurate detailed
Scanning	Quickly reading a text to get the gist of it.
Extensive	Quickly going through a text to find a particular
Intensive	Reading longer texts usually for pleasure.

7.0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Bamford, J & Day, R. R. (Eds) (2004). *Extensive Reading Activities for Teaching Language.* Cambridge: Cambridge University Press.

Carrel, P; Devine, J; & Eskey, D. (Eds) (1988). *Interactive Approaches to Second Language Reading.* Cambridge: Cambridge University Press.

Gbenedio, U.B. (1996). *Teaching and Learning English as a Second Language.* Benin: New Era Publication.

Goodman,K. S. (1971).' Psycholinguistic Universals in the Reading Process'. In P. Pimsleur & T. Quinn (Eds). *The Psychology of Second Language Learning*. Cambridge: Cambridge University Press.

www/tessafrica.net

UNIT 7   TEACHING WRITING SKILLS

CONTENTS

1.0   INTRODUCTION

How to develop learners' writing competence remains an arduous task for the English language teacher. In this unit, we will take a close look at what writing entails, its very nature and the process of writing. We will also review the different types of writing. Finally, we will discuss how to correct your students' written work.

2.0   OBJECTIVES

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

- define writing;
- describe the nature of writing;
- identify the different stages in the writing process;
- state the different types of writing; and
- correct student's written composition.

3.0   MAIN CONTENT

Writing is a productive skill. When we write we use graphic symbols, that is, letters or combinations of letters, which represent the sounds we make when we speak (Byrne, 1979). These symbols need to be arranged properly to form words, and then sentences in paragraphs.

3.1   Purpose, Audience and Types of Writing

For you to successfully launch your students into the art of writing, there are three main issues in writing that you will have to take them through. These are:

- **Purposes/Objectives of Writing**

Writing is defined by its purpose which is the goal or intention of the writer. The goals of writing vary and are of the following types:

(i)   taking notes at lectures or when you read;
(ii)   summarising e.g the main ideas of a text;
(iii)   answering test or examination questions;
(iv)   describing an incident, event, an experience;
(v)   describing a process, procedure and event, an object or a person;
(vi)   persuading someone or people;
(vii)   exposing an idea, a procedure, a belief a philosophy.

The last four are usually in form of essays or composition.

- **Audience**

In any form of communication, the aim is the transmission of ideas from one person to another. In the case of writing, the audience is not physically present. However, you should have at the back of your mind the target group you are writing the piece for. You should be able to ask yourself such questions as: Who is going to read this piece? For whom am I writing? Are they: familiar known (friends, family, peers), extended known (community, student body, local media), extended unknown audience (wider range of media, other publications)?

- **Types**

There are various types of writing which include reports, letters, composition /essays and summary. Your purpose of writing will determine type of writing you are going to embark on.

SELF-ASSESSMENT EXERCISE 1

What three issues should guide someone embarking on writing?

3.2   The Writing Process: Useful Tips for Writing

Essays/Composition
(i)   *Choosing a topic* – You give a topic to your students to write on.

(ii) *Planning* – Guide them to think about the topic and gather related ideas or points.

(iii) *Shaping* – Show them how to organise the ideas into sections/ paragraphs in a related and orderly manner to signal relationship of ideas. Teach them that a good composition must have – <u>introduction,</u> <u>body and conclusion.</u>

(iv) *Drafting* – Teach them how to write the ideas in appropriate sentences arranged in paragraphs. Teach them the use of link words such as additional, then, next, etc, in linking ideas, paragraphs.

(v) *Revising* – Students revise their work under your guidance. Based on their evaluation, they make decisions on whether to re-write the draft of their work by adding, deleting, rewording or reorganising.

(vi) *Editing* – Under your guidance students edit their work by checking the technical correctness of grammar, flow of expression and punctuations.

3.2.1 Hints to Enhance Students' Writing

Teach your students to do the following things to enhance their writing skills:

1. Write on topics / ideas they are familiar with whenever they have a choice.
2. When given questions to answer, read through the questions carefully before writing their answers, for example, in comprehension and summary exercises.
3. Write full meaningful sentences.
4. Vary sentence and paragraph lengths.
5. Vary sentence constructions.
6. Ensure correct sentence agreement/concord.
7. Use the most suitable tense
8. Use direct speech/dialogues with discretion.
9. Write numerals in words unless for dates and monetary amount or an instruction.
10. Avoid:
    - repetition of words at the beginning of sentences. E.g., I went to the market. I met my friend. I talked with her for over an hour.
    - Overusing adjectives and adverbs.
    - Overusing words.
    - slang (except you are using it in direct speech to make a point.)
    - redundancy and tautology
    - verbosity
    - unnecessary "big words"

3.3 Types of Writing

There are various types of writing as shown below. Each has a format basically different from the other.

- **Narrative Writing**

A narrative tells a story or gives an account of events or incidents. The introduction usually indicates time and setting and introduces the characters. The body is made up of a number of paragraphs. This series of events contains the development of the plot. Use of past tense and in the first or second person (I, he, she, they, them) dominate this type of writing. Narrative writing tells an imaginative or true story. Its frame work for the story is the plot; and it sets off with a brief introduction and progress through a series of related events to a clear climax. Here are examples of narrative writing: The Blind Man and His Blind Guide, Abiodun, The Tortoise, A Visit to a Prison, etc.

- **Descriptive Writing**

Descriptive writing paints a picture with words. You may be required to describe a person, place, situation, process or even feelings. This type of writing relies on details and requires suitable vocabulary, descriptive powers and creativity. The present tense is often used. Adjectives, adverbs and figures of speech should be used appropriately. Examples are: A War, An Interesting Scene, A Happy Day, etc.

- **Argumentative Writing**

In this type of writing you have a belief, a point of view or an opinion and your aim is to influence or persuade your audience or readers to agree with you. You take a stand and support your opinion. Appropriate use of connecting words such as; furthermore, of equal importance, in addition, it is clear etc, rhetorical questions and repetitions may be used for emphasis. An argumentative essay aims to persuade or influence the reader or audience. It argues for or against a particular topic. Examples are: Nurses are more important than doctors, Peter's denial of Jesus is more sinful than Judas' betrayal of him, Day School is Better than Boarding School, etc.

- **Letter Writing**

There are different types as shown below:
- Informal/Personal letters: Letters to friends and families
- Formal/Official letters: Letters of complaint, requests, job application (Use of Curriculum Vitae (CV), letter to the editor; a formal letter expressing your point of view on an issue.

Curriculum Vitae CV: our students will be required to include their CV in job application letters, so it is necessary that you teach them how to write CV. A CV is a comprehensive biographical statement of your personal details, achievements and activities. Below are typical sub-headings of a CV.

- *Personal Data*
- *Qualifications*
- *Work Experience (if any)*
- *Hobbies/Interest*
- *References*

- **Feature Article**

A feature article appears in a newspaper or magazine to inform, persuade or entertain. It addresses social, cultural or political issues; it is more detailed than a news report. The writer states his/her opinion on the subject. It has a short eye-catching heading.

SELF-ASSESSMENT EXERCISE 2

1. Write a sample of a curriculum vitae in response to an advertisement for a job for the post of a teacher of English in a senior secondary school.
2. Describe the stages in the writing process.
3. Mention three things to check for during the editing stage of the writing process.

3.3.1 Correction of Written Composition

Correcting students' written composition is time consuming especially with the large class sizes we have in most of our public schools. Nevertheless, we must find some ways of correcting our students' composition. There are two approaches you can adopt in correcting your students' work.

1. Write corrections on each student's paper, underlining the errors with red biro to make them clearly visible for the student. Your students are then expected to do these corrections.
2. Write detailed comments explaining grammar points, raising questions concerning meaning and logical development, suggesting alternative wording and re-organizing the text. This is surely a more effective method, but very tedious to use in a large class. However, its results are rewarding, as your students will learn better because you will be able to go beyond simple correction. You will provide explanations for your suggested changes. You can also use students' errors, which are repetitive in nature as samples for correcting the structure.

4.0   CONCLUSION

The written mode is important for communicating our ideas, thoughts and even for recording our thoughts. We can always read our writings and reflect on the ideas at a later date. Teaching your students how to write, would prepare them

not only for writing for academic purposes but for writing for life.

5.0   SUMMARY

In this unit, you were introduced to what the writing skill is, its nature, types and stages in the writing process. You were also given hints on how to enhance your students' writing. We also discussed approaches you could use to correct students' written composition.

6.0   TUTOR-MARKED ASSIGNMENT

1. Write a sample of an argumentative composition titled, "Civilian rule is better than military rule", for use to teach students of SSS 2.
2. Write your Curriculum Vitae and a letter, applying for a job in any Nigerian bank.

7.0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Bacha, N.(2002). *Testing Writing in the EFL Classroom: Students Expectations. Forum English Teaching 40(2).*

Byrne, D. (1988). *Teaching Writing Skills.* London: Longman.

Hedge, T. (1988). *Writing.* London: Oxford University Press

Raimes, A. (1985). *Techniques in Teaching Writing.* London: Oxford University Press.

MODULE 2   TEACHING LANGUAGE SUB-SKILLS AND LITERATURE IN ENGLISH

Unit 1: Teaching Vocabulary
Unit 2: Teaching Grammar
Unit 3: Teaching Reading Comprehension and Summary Skills
Unit 4: Teaching Literature-in-English I: Prose
Unit 5: Teaching Literature-in-English II: Drama and Poetry

UNIT 1   TEACHING VOCABULARY

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
    3.1   What is Vocabulary?
    3.2   The Need for Vocabulary Acquisition
        3.2.1 How Learners Acquire Vocabulary
        3.2.2 Techniques Used in Teaching Vocabulary
    3.3   Word Formation
        3.3.1 Prefixes
        3.3.2 Suffixes
    3.4   Integration and Use of Acquired Words
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7. 0   References/Further Readings

1.0   INTRODUCTION

Vocabulary acquisition is a very important step in language learning. Learners need to broaden their vocabulary in order to express themselves clearly and appropriately in different situations. The greatest challenge inhibiting the ability of your students to read at appropriate grade level can be attributed to lack or insufficient vocabulary. This unit will address the basic issues involved in vocabulary development, which include, strategies for acquiring vocabulary, word formation and how learners integrate and use acquired words.

2.0   OBJECTIVES

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

- state the importance of vocabulary in the use of language;
- distinguish between conscious and incidental vocabulary acquisition;

- describe the different strategies you can use in teaching vocabulary;
- state the different ways of word formation; and
- describe how words acquired are integrated and used.

3.0   MAIN CONTENT

3.1   What is Vocabulary?

Vocabulary or lexis are words used in a particular language. Your students can understand a written text if they know the meanings of the majority of the words in the text. Vocabulary is very crucial for a learner's language proficiency because it facilitates language production and fluency. Any serious student should be an omnivorous reader, as well as make adequate use of the dictionary for such a person to have adequate vocabulary in his/her repertoire.

3.2   The Need for Vocabulary Acquisition

Learners need to acquire a large amount of lexical items in order to use a language effectively. Learners need to understand about 98% of the words in a text in order to understand the main idea, or guess the meaning of the other words in the text using contextual clues. For an un-simplified text, this means about 5,000 – 8,000 words (Schmitt, 2008). This is a great task to achieve.

Many of the lexical items learners need to know are "chunks". Chunks are related words or expressions we learn as global units, which include collocation, fixed and semi-fixed expressions and idioms. E.g. by the way, all over the world, never mind, back and forth etc.

SELF-ASSESSMENT EXERCISE 1

Why is vocabulary acquisition crucial in language learning?

3.2.1 How Learners Acquire Vocabulary

In teaching vocabulary, perhaps one of the first problems you will face is what to teach and how. Should your focus be on teaching lexical items by themselves or guiding students to acquire vocabulary through using various approaches to reading? The guiding principle should be to use any means or approaches that would help your students acquire sufficient vocabulary to be able to use the language fluently. Using language experience, basal reading, and extensive reading approaches for instance, would lead your students to build up their vocabulary knowledge. Whenever the need arises for you to teach specific vocabulary items do not hesitate to do so if that would help your students. Such instances allow you to employ the Audio- Lingual procedure of language

teaching. You should however as much as possible, teach these lexical items in situations/contexts to enable the students understand their meanings. Inculcate in the students the habit of making any good dictionary their best companion.

It is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Most of the basal readers in use in Nigeria deal extensively on vocabulary development. These are grouped around words such as; household items, parts of the body, food, family members, sports, travel etc.

3.2.2 Techniques Used in Teaching Vocabulary

- *Guided Discovery*

This strategy involves asking your students leading questions or giving them clues for instance on a reading passage, that will guide them to guess the meanings of words correctly. In this way they get involved in the process of semantic processing that helps learning.

- *Contextual Guesswork*

You can also teach your learners how to deduce meaning of words by making use of the context in which the word appears. In some cases, they can guess from the word itself through the knowledge of the word formation. For example knowledge of the meaning of a prefix or suffix added to a root will help the learner in guessing the meaning of a word. (Word formation will be treated in the next section.) Identifying the function of a word in the sentence, e.g. verb, adjective, noun etc can also help you to guess the meaning of the word.

- *Using Dictionaries*

A good dictionary is a necessary companion of a second language learner. Apart from using it to check meanings of words, students will be able to check pronunciation, the function of the word e.g. verb patterns, verb forms, different spellings (American/British) style, as well as sample sentences that illustrate the use of the word.

- *The use of synonyms and antonyms*

Asking your students to supply word synonyms or antonyms can help build up their vocabulary. You should stress the fact that when words are substituted in a passage it must be in the same word class, e.g. a noun for a noun or a verb for a verb.

You can encourage your students to get a small exercise book or index cards in which they enter any new words they learn. It should indicate meaning, pronunciation, and sample sentences to illustrate the use of the word. The class as a whole can also keep a vocabulary box with cards, which can be used for revision or recycling regularly.

SELF-ASSESSMENT EXERCISE 2

State three techniques you can use in teaching your students new words.

3.3 Word Formation

Learners can increase their vocabulary through knowledge of word formation. There are several ways of creating new words in the English language. These include affixation, compounding, clipping, blending, borrowing and so on. We will however concentrate on the process of word formation through affixation in this course.

- Affixation is the process by which affixes combine with root words to form new words.
- Affix is a bound morpheme, which attaches to a base (root/stem). They are either prefixes or suffixes. Examples are : re-, un-, -tion, -ty etc.
- Prefixes are attached to the front of a base, e.g. 're-' – rewrite.
- Suffixes are attached to the end of a base, e.g. '-al' – critical.

SELF-ASSESSMENT EXERCISE 3

What is affixation?

3.3.1 Prefixes

Learners will be able to infer the meaning of a word if they know the meaning of the prefix.

Prefix	Meaning	Word class	Examples
'non-'	Negation/opposite	Noun Adjective	Noun – nonstarter Adj - nonpartisan
'un-'	Reverse action / opposite quality	Verb Adjective	Untie, undo unsafe, unhappy
're-'	Repeat action	Verb Noun	retie, rewrite, reunion,

3.3.2 Suffixes

Suffixes most often change the word class of the base.

Suffix	Word class	Word class changed to	Examples
'-ity'	Adjective	Noun	electric – electricity obese – obesity
'-ous'	Noun	Adjective	fame – famous glamour – glamorous
'-al'	Noun	Adjective	institution – institutional
'-able'	Verb	Adjective	print – printable drink – drinkable
'-ize'	Adjective	Verb	concrete – concretize

A word can contain both prefix and suffix. E.g. "pre-arrangement". This can be broken into:

Prefix – pre (before) Base – arrange (verb) Suffix – ment (changes word class to noun)

Vocabulary is the most sizeable and unmanageable component in second language learning. You will need to encourage your students to explore all means to develop their vocabulary.

3.4   Integration and Use of Acquired Words

The way our memory works offers some insights into how we integrate and use words that we acquire. Learning new words involves storing them first in our short-term memory, and later in the long-term memory. We however do not have conscious control over this process. There are some important clues to help you in the use of acquired words.

- Retention in short-term memory is ineffective if the number of chunks exceeds seven. This therefore means that you should not teach more than this number. Our long-term memory can however hold any amount of information.

- Our mental lexicon is highly organized and efficient. Semantically related words are stored together.

- Frequently used words are easily retrieved.

- Forgetting is an inevitable process in human life; unless you use words you have learned regularly, there is the tendency that you will forget them. Recycling is vital and ideally this should be done as frequently as possible.

SELF-ASSESSMENT EXERCISE 4

1. Write five examples of prefixes.
2. Write five examples of suffixes.
3. Change four words from noun to adjective.

4.0 CONCLUSION

Vocabulary development is crucial to language proficiency. Your students need to adopt both conscious and incidental approach in the acquisition of vocabulary in order to build up a sizeable vocabulary. You should therefore use different strategies to achieve this purpose.

5.0 SUMMARY

In this unit, we discussed the importance of vocabulary acquisition by learners if they are to develop proficiency in using a language. We also discussed some techniques that learners could use to acquire a wide range of vocabulary, such as contextual clues, synonyms, antonyms and affixation. Finally, we looked at the role memory plays in word storage and retrieval and how this could aid your vocabulary teaching.

6.0 TUTOR-MARKED ASSIGNMENT

1. a) Name two techniques learners can use in learning new words
   b) State two methods of word formation and give five examples of each.
   c) Change five words from verb to adjective.

7.0 REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Allen, V. (1983). *Techniques in Teaching Vocabulary.* Oxford: Oxford University Press.

Carter, R. & McCarthy, M. (1988). *Vocabulary and Language Teaching.* London: Longman.

Coady, J. (1997). *Vocabulary Acquisition.* Cambridge: Cambridge University Press.

Quirk, R. et al (1985). *A Grammar of Contemporary English.* New York: Longman.

Schmitt, N. (2008). *Instructed Second Language Vocabulary Learning. Language Teaching Research 12(3), 329 – 363*

Olaofe, I.A. (2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

UNIT 2   TEACHING GRAMMAR

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
       3.1   Meaning of Grammar
       3.2   The Role of Grammar in Second Language Teaching
       3.3   Methods of Teaching Grammar
              3.3.1 Deductive Method
              3.3.2 Inductive Method
              3.3.3 Eclectic Method
       3.4   Techniques for Teaching Grammatical Structures.
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Readings

1.0   INTRODUCTION

Grammatical structures have played a central role in language teaching and learning. The general goal of any systematic instruction in any language is to enable learners of the language, particularly in a second language situation, to acquire knowledge of the structural patterns of the language. This is to facilitate communication. Thus, in this unit, the discussion will focus on what grammar is, its role in second language learning and the different methods and techniques of teaching grammatical structures.

2.0   OBJECTIVES

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

- define the term 'grammar';

- state the role of grammar in second language learning;

- identify the features in the different methods of teaching grammar;

- construct suitable substitution tables/dialogues/pattern drills for teaching specific grammatical structures; and

- write out the steps used in the different methods of teaching grammar.

3.0   MAIN CONTENT

3.1   Meaning of Grammar

The word 'grammar' has been variously defined. One of the definitions listed in the *American Heritage Dictionary of English Language* (2002), states that grammar is "a normative or prescriptive set of rules setting forth the current standard of usage for pedagogical reference purposes". This definition seems to echo Gbenedio's (1996) view, that for the layman, grammar is seen as "a set of normative rules that determine the correctness of our language use". This means that for a sentence to be correct, it has to conform to some set rules. Thus, grammar provides us with the structure we need in order to organize and put our messages and ideas across.

SELF-ASSESSMENT EXERCISE 1

Define grammar.

3.2   The Role of Grammar in Second Language Teaching

Grammar plays a definite role in language teaching. The question you need to ask yourself is: How do I teach grammar? In other words: How do I help my students learn the grammar they need to communicate effectively? Most teachers of English as a second language recognize the need for teaching the grammar of the language. In Britain and North America, where English is the Mother Tongue, teachers have seen and accepted the need for adequate knowledge of the grammatical forms of the English language.

Grammar is to language what anatomy is to the human body. Since grammar is the means by which we can understand how a language works, a definitive study of grammar is essential in language study, second or foreign language.

3.3   Methods of Teaching Grammar

Grammar can be taught in different ways: deductive grammar teaching, where rules are taught explicitly using grammar-translation method, inductive grammar teaching, where grammar rules are taught implicitly using audio-lingual method, and eclectic grammar teaching, where deductive and inductive approaches are used as the need arises.

3.3.1 Deductive Method

The deductive method, also known as "top down" approach is one where the teacher explains the grammar rules to the students who learns these rules and then applies them in responding to exercises on grammar. The principle behind this method is based on the rationale that learners need to understand the elements of the linguistic system of a language before putting them into practice. With this understanding plus memorization and frequent use, learners are sure to internalize the structures. The teacher plays a major role in this method.

For example to teach the use of the ending "-d", "-ed" and "- ied" with verbs in the simple past tense (regular form) a typical lesson using this method will take the following steps:

- **Lesson Outline**

Step I: Start the lesson with a warm-up exercise to review students' prior knowledge on the simple present tense.

Step II: State the objective of the lesson clearly by defining the rules and applying them to verbs with which the students are familiar.

There are three ways in which the simple past tense can be formed in the regular form:
- Add '-d' to verbs ending with the vowel letter 'e'
    dance – danced
    refuse – refused
- Add '-ed' to verbs ending with consonants end – ended
    attend – attended
- Add '-ied' to verbs ending with the letter 'y' (delete 'y' first)
    try – tried
    bully – bullied

Step III: Give further illustrations with a number of examples. Write the verbs in three columns, one for each rule. Ask students to identify the rule used in the formation and state the reason.

Step IV: Let the students provide additional examples on their own.

Step V: Ask students to sum up what they have learned throughout the lesson.

Step VI: Give students an assignment to be turned in and discussed for the next session.

3.3.2 Inductive Method

The inductive method is also known as "bottom up" approach and advocated for by the Audio-lingual methodologists. It is based on the assumption that exposure to comprehensible language use will result in the internalization of the linguistic system. This process may be conscious or unconscious or a combination of the two.

In this method learners are not taught rules directly but are left to discover the grammatical rules by themselves or induce the rules from their experience of using the language. The role of the teacher is to guide the learners. By guiding the learners, the teacher leads the learners to look for similarities and differences, and generalize their observations, form and test hypotheses and discover how the language works. For example to teach the use of the ending "-d", "-ed" and "-ied" with verbs in the simple past tense (regular form) a typical lesson using this method will take the following steps:

- **Lesson Outline**

Step I: Start the lesson with a warm-up exercise to review students' prior knowledge on the simple present tense.

Step II: Continue the lesson by writing some relevant sentences on the board.
  - The First World War <u>ended</u> in 1918.
  - He <u>attended</u> a party last week.
  - They <u>danced</u> gracefully at the party.
  - They <u>refused</u> the gift.
  - Tolu <u>tried</u> to jump back.
  - Adamu <u>bullied</u> all the little boys in his class.

Prompt the students to supply the present tense form of the verbs underlined in the sentences.

Present	Past
end	ended
attend	attended
dance	danced
refuse	refused
try	tried
bully	bullied

Step III: Pose questions that are focused on the notion that the verbs used in the above sentences have the following endings '-d', '-ed' and '-ied'

Step IV: Having made the students understand the rules, let them relate what they found out in the lesson and give examples of their own.

Step V: Divide the class into several groups and ask them to verify the rules and give reasons for their verification.

Step VI: Give students an assignment to be turned in and discussed for the next session.

SELF-ASSESSMENT EXERCISE 2

Mention one striking difference between the deductive and inductive methods of teaching grammar.

3.3.3 Eclectic Method

This method combines what is best in both the deductive and inductive methods. The teacher is expected to first give students examples of the grammatical structures to be learned. After the students have analysed the structures to discover the underlying rules or patterns and have extensively practiced the structures, they are guided to form a generalization about the grammatical form they have worked with.

To further enhance learning, the teacher later states explicitly the rules and patterns or generalizations governing the grammatical structures to confirm what students have discovered on their own. This method places a lot of emphasis on practice, which comprises of a sequence of activities broken into three stages: Exploration, Explanation and Expression.

To teach, for example, the use of the simple past tense ending "-d", "-ed" and "-ied" of regular verbs, a typical lesson using this method will take the following steps:

- **Lesson Outline**

Step I: Start the lesson with a warm-up exercise to review students' prior knowledge of the simple present tense.

Stage 1: Exploration

Step II: Write the following sentences on the board and ask students to state the grammatical patterns in the underlined verbs.
o The First World War <u>ended</u> in 1918.
o He <u>attended</u> a party last week.

o They <u>danced</u> gracefully at the party.
o They <u>refused</u> the gift.
o Tolu <u>tried</u> to jump back.
o Adamu <u>bullied</u> all the little boys in his class.

Draw students' attention to the underlined verbs in the sentences. Let them see the underlying rules. Let them identify the different endings: '-d', '-ed' and '-ied'. Together with the class discuss the pattern, which can be observed.

Stage 2: Explanation

Step III: Discuss the rules, which the students have identified in step II to make the connection between the examples and the explicit rules.
There are three ways in which the simple past tense can be formed in the regular form:

o Add '-d' to verbs ending with the vowel letter 'e'
    dance – danced
    refuse – refused
o Add '-ed' to verbs ending with consonants end – ended
    attend – attended
o Add '-ied' to verbs ending with the letter 'y' (delete 'y' first) Try – tried
    bully – bullied

Step IV: Give students more meaningful examples of how and in what situations the rules can be used.

Stage 3: Expression

Step V: Divide students into pairs and give them tasks to tell their partners what they had done in the past.

Step VI: Give students an assignment to be turned in and discussed for the next session.

3.4   Techniques for Teaching Grammatical Structures

There are various techniques that you can use to teach your students grammatical structures. These include substitution tables, dialogues and pattern drills.

❖ Substitution Table

A substitution table is a format where sentences are set out in their simplest forms. The table is planned in such a way that some of the words can be

substituted with other words and you still maintain the same sentence pattern. Its usefulness includes:
- quickest and easiest way of introducing new structures;
- can be used to stamp out common errors;
- very useful in teaching English tenses.

Here is an example to teach the present forms of the verb "to be"
Sample A

A	B	C	D
I She He We They	are am is	a	traders farmer teachers clerk driver

Your students can construct up to eighteen sentences from this table. They can also add new phrases to column A and B and construct additional sentences.

Here is another sample. Can you tell what grammatical structure is being taught by this table?
Sample B

1	2	3	4
You		attended to	by next Tuesday.
They All the class Some of the students None of them	would have been	examined promoted paid seen by the doctor fed	by 30th December. by the time we get home. before Monday next week before midnight before the next meeting. before we leave.

Your students can construct well over 200 sentences from this table. Divide the class into groups and ask students to make sentences from the table. They can also add phrases to columns 1, 3 and 4.

❖ **Dialogues**

Dialogues are used as a form of natural method of teaching a language. The teacher acts as the model, while students imitate him/her. Class activities such as debates can be organized to use dialogues.

Dialogues include question and answer chains. Questions you ask should be ones that enable your students make sentences in the required patterns.

Sample Dialogue (Use of the verb form – have)
Efosa: I'm sorry I'm late. Have you been here long?
Alero: No, only for a few minutes.
Efosa: What will you eat?
Alero: I haven't decided. Have you ever eaten "Amala and Ewedu"?
Efosa: No, I haven't. Is it good?
Alero: It's delicious. I have had it several times.
Efosa: How about "Edikangkon"? Have you ever had it?
Alero: Actually, I did my National Youth Service (NYSC) at Uyo in Akwa-Ibom State. I ate it a lot there
Efosa: I didn't know that. When was that?

Alero: Two years ago.

❖ **Pattern Drills**
Pattern drills are designed to allow you to practice sentences and phrases you have taught your students. There are several drill types.

o *Repetitions* – students repeat after the teacher like a parrot.
o *Substitution* – similar to substitution table format but not in a tabular form.
   Example:
   James has gone to school.
   Mary has gone to school. She has gone to school.

o *Expansion* – making the sentence longer.
   Example:
   They have come. (just)
   They have just come. (Lagos)
   They have just come from Lagos. (air)
   They have just come from Lagos by air.

o *Replacement* – one w*ord may be replaced with another word from the same class.*
   Example:
   serene - quite
   ill – sick
   sad - annoyed

o *Transformation* – changing from one form to another.
   Example:
-    Statement – Question
-    Positive – Negative

- Direct – Indirect
- Active – Passive

SELF-ASSESSMENT EXERCISE 3

Name and describe three types of pattern drills.

4.0 CONCLUSION

The grammar of a language is the backbone of every language; it therefore, plays a vital role in language teaching. Any good teacher of English should as a matter of fact, see the study of grammar as essential in any language study, whether foreign or second language.

5.0 SUMMARY

It is essential that second language learners be properly groomed in the grammatical structures of the target language to enable them communicate. In this unit, we discussed what grammar is and its role in second language teaching. We also discussed three methods of teaching grammatical structures and some techniques you can use in teaching grammar.

6.0 TUTOR-MARKED ASSIGNMENT

1) a. Name and describe with adequate illustrations three methods you can use to teach grammar.
   b. Which groups of methodologists use these methods?
2) Which of these methods do you prefer and why?
3) Write out a lesson outline using your preferred method to teach – the past continuous tense of an irregular verb.

7.0 REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

American Heritage Dictionary of English Language (2002). (4th Ed.) New York: Houghton Mufflin Company.

Boadi, L. A, Grieve, D. W, Nwankwo, B.O. (1968). *Grammatical Structure and its Teaching*. Ibadan: African Universities Press Ltd.

Carter, R; Hughes, R & McCarthy, M. (2000). *Exploring Grammar in Context.* Cambridge: Cambridge University Press.

Celce-Murcia, M & Hilles, S (1988). *Techniques and Resources in Teaching Grammar.* London: Oxford University Press.

Eyisi, J. (2006). *A Grammar of English: The Student's Companion.* Nimo: Rex Charles Pubs.

Gbenedio, U.B. (1996). *Teaching and Learning English as a Second Language.* Benin: New Era Publication.

Ogbazi, J.I. et al (2003). *English for Communicative Competence.* Enugu: John Jacob's Books Pub. Ltd.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

UNIT 3   TEACHING READING COMPREHENSION AND SUMMARY SKILLS

CONTENTS

1.0   INTRODUCTION

The speed with which we read and comprehend what we are reading is very important. You need to develop your students' reading skills as these help them not only in comprehending texts but in summarizing. Reading comprehension and summarizing skills are skills your students will need not only for English but also for other subjects. In fact, they are life skills.

2.0   OBJECTIVES

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

- define reading comprehension;
- state factors that affect reading comprehension;
- discuss the guidelines for analyzing written text;
- set different types of questions on comprehension passages;
- define summary writing;
- state different types of summarization strategies; and
- describe the different steps in the summarizing process.

3.0   MAIN CONTENT

3.1   Reading Comprehension

Reading comprehension can be defined as the level of understanding of a passage or text. In other words, it is the ability to understand what we read. Your students' comprehension ability may be determined by their ability to:
- recognize individual words in a passage or text,
- group words into thought units, and
- relate these thought units into meaningful sentences or paragraphs.

Your students being able to do the above will ultimately lead them to have a meaningful comprehension of a text at the following three distinct levels of comprehension :

❖ *Factual Level* – that is reading the lines. Students may only be able to pick out the bare facts in the passage or text.

❖ *Interpretative Level* – reading between the lines. At this level your students can comprehend the meaning that is not expressed, but implied.

❖ *Evaluative Level* – reading beyond the lines. This involves the evaluation of what is read through mental activities such as judging the authenticity of the materials, associating what s/ he has read with his/her present/past experiences.

SELF-ASSESSMENT EXERCISE 1

1. What is reading comprehension?
2. Describe how you will be able to judge someone as being able to comprehend.

3.1.1 Factors that Affect Reading Comprehension

You will notice that not all your students can read at the same speed level or comprehend what they read effectively. There is a need therefore for you to help your students develop their comprehension skills. In order for you to do this well, you must understand the factors that could affect reading comprehension. These factors include the following:

1. The kind of text used: If a student is not familiar with words, concepts and experiences contained in the selected passage or text, comprehension will be affected.
2. Vocabulary: If there are too many difficult words and chunks in a passage

or text that the students have not come across before or cannot infer their meaning from context, comprehension will be impaired.

3. Sentence length and paragraph formation: Students' reading comprehension is often impaired when the passage or text is filled with lengthy sentences and paragraphs.

4. Limited intelligence: Generally, the intelligence level of your students can lead to their ability or inability to comprehend much.

5. Lack of developmental reading skills: Reading comprehension skills are based on earlier stages of reading development, which include oral reading and reading speed/fluency. Without developing these earlier skills, students most often continually focus on decoding letters and words instead of pursuing the progression to meaning and understanding.

SELF-ASSESSMENT EXERCISE 2

1. Name and describe three factors that could affect reading comprehension and explain how you would deal with these.

3.1.2 Strategies for Reading and Comprehending a Written Text

There are useful strategies you can teach your students to aid their reading comprehension.

❖ *First Reading*

Teach your students to have a general overview of the passage or text when they are given a passage to read. Such an overview will help them focus attention on the text. Teach them to do the following:
- Take note of the title. It may offer clue to the content and purpose.
- Read through the questions (if there are any).
- Take note of the introduction as it often creates the atmosphere and provides the setting for what is to follow.
- Take note of the conclusion. This may usually tie in with the main purpose or arguments of the writer.

❖ *Re-examine the text and analyse in more detail*

At this stage students are to take note of the following:
- Theme(s), ideas and issues
- Context - cultural, historical and situational . These can affect the interpretation of the text.
- Audience – professional/general/students
- Purpose – to entertain/inform/persuade.
- Style – diction, imagery etc.

3.1.3   Question Types for Reading Comprehension

- *Literal/factual questions* – Answers to this type of questions are generally found in the passage. Question formats include "wh-words" such as who, what, why, when, etc
- *Technique questions* – This type examines the writer's style especially his/her use of language.
- *Questions about the writer's intended audience* – general public, adults, teenagers, specific group, political, professional etc
- *Questions about the writer's purpose* – is it to entertain, amuse, inform, explain, criticize etc.
- *Interpretative/Inferential questions* – demand that students make inferences beyond the written text.
- *Sentence analysis questions* – This type requires students to identify sentence types, clauses, phrases and state their functions.
- *Vocabulary questions* – giving meaning of words using contextual clues and giving the synonyms/antonyms of words.

3.2   Summary Writing

A summary is a shortened version of an original text. It states the main ideas and important details of the text with the same text structure of the original. It is a simplified condensed account of the original text.

3.2.1 Hints on Teaching Summarizing Skills

Summarizing requires that your students comprehend, analyze and synthesize ideas in a passage or text. This is not just copying or "blind lifting" of statements in the passage. Students are expected to process the text in one form, make judgments about the ideas and restate the text in a new form. Your students should take note of the following:

- Summaries should be brief. Only main points are required.
- Straight to the point. Eliminate all unnecessary information such as repetitions, explanations, descriptions and quotations.
- Use your own words. This shows that you understand the text.
- A summary is a reported statement. So it should be written in the past tense and in reported speech.
- Summary is different from a paraphrase.

o *Paraphrase*

Paraphrasing is simply restating ideas in different words.

o *Summary*

A summary is a shortened simplified version of an original text.

SELF-ASSESSMENT EXERCISE 3

1. a) What is evaluative level of reading comprehension?

    b) Mention three factors that can affect your students' reading comprehension.

2. List and describe four hints you should teach your students on summarizing

3.2.2 Summarization Strategies

A summarizing strategy is a set of procedures that you teach your students to follow when doing a summary exercise. The type of summarization strategy to adopt depends on the length of the text. There are three types of summarization strategies that you can teach your students. These are:

❖ *The Paragraph Summarization Strategy*

This strategy requires that you deal with only one paragraph at a time. You read the paragraph and then ask some questions to find the main idea and supporting details.

❖ *The Section Summarization Strategy*

This strategy focuses on students reading a multi-paragraph section that covers a topic. This is the type you will find in summary sections of external examinations such as WAEC, NECO and NABTEB.

❖ *The Multi-Section Summarization Strategy*

This type of summarization strategy is the type used in report writing, for example summarizing a prose text.

SELF-ASSESSMENT EXERCISE 4

1. State and describe three summarization strategies.
2. List and describe the types of questions asked in the summary section of a WAEC paper of any year.

3.2.3 The Summarizing Process

There are five distinct steps in the summarizing process:

Step 1: Identifying the key points of the text.

In most English prose forms, the key points of a text passage can be found in the first sentence of each paragraph. The final sentence of a text often contains valuable information and even at times the key points can also be found in the middle sentences.

Step 2: Paraphrasing key points at sentence level.

Every successful summary is both an interpretation and a paraphrase. It is an interpretation because you must decide what parts of an original text are salient. It is a paraphrase since the wording of the selected key portions almost invariably differs from the original. Paraphrasing is an important part of the summarizing process because it allows you to adjust the text to the interests and reading level of a target audience. Use of synonyms is essential in this step. So the need to develop your students' vocabulary comes to play here.

Step 3: Transforming sentence-level paraphrases into reported speech

This is the simplest part of the summarizing process. It involves a mechanical transformation of text passages into the third person, past tense forms. You can teach this by taking a wide range of sentences and transforming them into reported speech.

Step 4: Adding sequential markers.

Sequential markers indicate which part of a passage comes first, next and last. Though short summaries may not need such markers, longer ones often do. Sequential markers include:

First	Next	Then	In addition
Finally	Lastly	After this	In the section
Moreover	In conclusion		Which follows

Step 5: Creating an introductory sentence (Optional)

Some extended summaries are complex enough to merit the addition of an introductory sentence at the head, which tells readers what the passage is about.
E.g.:   This is an article about – ,
       This passage reflects the opinion of –,
       This story expresses the thoughts of – .

4.0   CONCLUSION

Summarizing goes hand in hand with comprehension skills. With adequate practice, both skills will aid you in your studies and in your career. Being able to read and summarize would greatly aid you in teaching your students these very important skills

5.0   SUMMARY

In this unit, we discussed two life skills: comprehension skills and summarizing skills. In the comprehension skills we discussed the different levels of comprehension, factors that affect reading comprehension, analysis of the written text and type of questions to expect in comprehension passages. For the summarizing skills we discussed hints for summary teaching, summarization strategies and the summarizing process.

6.0   TUTOR-MARKED ASSIGNMENT

1. Take an article from a newspaper of not more than a typed page single spacing and set three factual questions, and one question on the writer's purpose.
2. Select the comprehension section of WAEC English Language paper of any year, write out each of the questions asked on the passage. Describe with reason the question type.
3. a) State three things your students should take note of when summarizing.
   b) What is a section summarization strategy?

7.0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Koda, K. (2005). *Insights into Second Language Reading: A Cross-Linguistic Approach.* Cambridge: Cambridge University Press.

Laye, V. (1979). 'Teaching to Read and Understand'. In E. Ubahakwe (ed). *The Teaching of English Studies.* Ibadan: University Press.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

Yorkey, M. (1970). *Study Skills in English.* London: McGraw-Hill.

UNIT 4   TEACHING LITERATURE-IN-ENGLISH I: PROSE

CONTENTS

1.0   INTRODUCTION

In the previous units we discussed the four basic language skills and some sub-skills all aimed at teaching you the procedures and techniques to use to teach your students to develop language competence. In this unit and the next, we will be discussing the teaching of literature-in-English. The exposure of students to literary and creative works of prose, poetry and drama is a very useful way of teaching not only literary skills but language skills.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- state the importance of literature in language teaching,
- discuss the importance of teaching literature in secondary schools,
- discuss the approaches to teaching literature,
- identify what to look for in choosing literary texts, and
- discuss steps in the teaching of prose.

3.0   MAIN CONTENT

3.1   What is Literature?

Generally, all that provokes awe or exhilaration, tears or laughter is a likely material for literature. Literature in essence is the life of man as it is filtered through the temperament of the writer either as it has really been lived in the past, or as created by the ingenuity of the writer.

3.1.1 Literature and Language Teaching

The basis of the integration of literature in language teaching is to encourage students to read and to experience language in use. The aid of literature in English language was identified as far back as 1966 with the Ford Foundation's report (Uwaifo, 1979). Literature and language are intertwined because language is the medium through which messages in literary discourses are encoded.

The role of literature within language teaching in Nigeria changes considerably from primary to secondary schools especially at the senior secondary school level. Whereas in the primary and junior secondary school levels, literature is often integrated with other components of language learning and teaching, at the senior secondary school level, literature is taught as a separate subject.

3.2   Literature in ESL Classroom

The purposes of teaching literature in the primary school level is to introduce pupils to literary reading in such a way that they can enjoy it and develop regular reading habits. Experience with literature is stressed and creative methods are often used.

The more advanced the students are the more likely the teaching of literature is to show explicit traces of literary studies. At the senior secondary school level, the study of literature often serves as preparatory for literary studies at the tertiary level

3.2.1 Objectives of Teaching Literature in Schools

Literature is taught for various purposes which include:

- recording of human experiences
- exploring of cultural values
- creating emotional response from the reader
- enabling people imagine situations/personalities they had never seen
- creating pleasure

- teaching morals (e.g. ills of the society)
- improving language use
- broadening students' personal experiences
- preparing students for pursuit of literary studies later in life.

SELF-ASSESSMENT EXERCISE 1

State three objectives for teaching literature in schools.

3.2.2 Choice of Literary Texts

There are some guidelines you must use when selecting a literary text for your class. These include:

1. Availability of the chosen text e.g. a novel or a book of short stories.
2. Suitability of the language used in writing it.
3. Familiarity with some features of the novel or short story.
4. Contemporary nature of the text in terms of subject matter.
5. Readability level of the text. This has to do with how easy or difficult your students find the text.

SELF-ASSESSMENT EXERCISE 2

1. List and discuss three criteria you will use in choosing literary texts for your students.

3.3   Prose and the Approaches for Teaching It

Prose is one of the types or genres of literature, which is 'straight forward' and whose basic unit is the sentence. Prose literature can be classified into literary and non-literary works. Literary works include novels, short stories, biographies; essays etc. Non-literary works include scholarly and scientific books, articles, guidebooks, manuals and law reports.

APPROACHES TO TEACHING PROSE

We are going to discuss two of such approaches, namely, using small groupings within a class and using a single class.

3.3.1 Group-Work Approach

You will find this approach very useful at primary and junior secondary school levels. The ideal thing is to expose your students to as several texts as possible. This approach works like this:

o Organize your students into small groups with common interest. Appoint a leader for each group who should lead the discussion after textual reading.
o Select an interesting reading text e.g. short story or a novel.
o Each group is to read part of the text for example, a chapter or two chapters and then make a presentation of the parts/chapters read in form of a play or discussion.

Advantages:

o It instills confidence in the students and so aids learning.
o Many portions of a textbook or novel are covered in a short time.
o Since it is a variation from the traditional approach of everybody reading the same thing,, it arouses interest.

3.3.2 Activity-Oriented Approach

This is an approach, which engages all the learners as a class. You may use the following strategies when you adopt this approach:

o Choose a short story or novel and ask students to do the following
o Let each student rewrite portions of the story the class has read.
o Each student is to provide alternative end to a story the class has read but whose ending the class feels is not suitable.
o Ask the class to rewrite sections of the story into a play. The whole class can then dramatize it.
o Encourage students to make pictorial representation of scenes or sections found to be humorous.
o Encourage your students to weave new stories around existing characters, while at the same time retaining the characters' individuality.
o Ask students to rewrite incidents they did not enjoy to suit their own expectations and taste.
You will find out that these activities will enhance your students' understanding, aid retention of what they read. This will encourage artistic tendencies in them.

3.3.3 Teaching Foreign Prose

Foreign prose texts are written based on cultural, political and social backgrounds different from those of your students. You will therefore, have to:

o First give the background of the story.
o Select interesting passages in the novel or short story , especially those that give or describe details of the people's culture.

o Select sections of the novel that exemplify the beauty of the English language.
o Highlight   areas of differences between your students' cultures and the foreign cultures. This is because, our experiences of the world is limited and it is in prose literature that we encounter people of other land, thereby enlarging our experiences. You can also make use of outlines to help draw your students' attention to vital incidents.
o Use probing questions to draw students' attention to the importance of utterances, actions and incidents especially when their limited experiences do not enable them to see such importance.
o You should not only highlight cultural differences, you should also point out cultural similarities.

SELF-ASSESSMENT EXERCISE 3

1. What are the two broad classifications of prose literature?
2. a) Name three approaches to teaching prose.
    b) Describe two of these.

4.0   CONCLUSION

Literature is essential in language teaching. At the junior secondary school level you should aim at exposing your students to a wide variety of reading materials. At this stage exposure to pleasure and experience is what matters. At the senior secondary school level you should aim at drawing out students' impression on plot, incidence, characterization, mood, motives and so on. Prose at this stage is more intensive than extensive, as your students must be led to obtain the fullest possible response to each text.

5.0   SUMMARY

This unit took you through the importance of literature in language teaching, its objectives and choice of literature texts. We also discussed different approaches to teaching prose literature.

6.0   TUTOR-MARKED ASSIGNMENT

1. a) What criteria would guide your choice of a literary text for a junior secondary school class ?
    b) How will you determine the suitability of a literary text for a JSS II class?
2. Describe with illustrations any two approaches to teaching prose.
3. Name and describe three issues you must consider when teaching your students a foreign prose.
4. Classify prose literature and give one example for each classification.

7.0 REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Carter, R & Long, M. N. (1991). *Teaching Literature.* Harlow: Longman.

Duff, A & Maley, A. (1990). *Literature.* Oxford: Oxford University Press.

Duru, Tony (2009) *Standard Literature in English.* Maiduguri: Mukas Printing Press.

Larzar, G. (1991). *Literature and Language Teaching.* Cambridge: Cambridge University Press.

Okorie, E.N.B. (2005) *Concise Glossary of Literary Terms for Schools and Colleges.* Enugu: His Glory Publication.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations.* Zaria: Applied Linguistics and Language Centre.

UNIT 5   TEACHING LITERATURE-IN-ENGLISH II: DRAMA AND POETRY

CONTENTS

1.0   INTRODUCTION

This unit is a continuation of the discussions on the teaching of literature- in-English. In this unit, our focus will be on the other two genres of literature: drama and poetry. We will discuss their nature and teaching approaches.

2.0   OBJECTIVES

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

- distinguish between drama and poetry;
- discuss two approaches of teaching drama;
- outline poetic devices in poetry; and
- discuss an approach to teaching poetry.

3.0   MAIN CONTENT

3.1   What is Dramatic Literature?

Dramatic literature is any literary composition written in dialogue meant to be spoken through acting or dramatizing. It is actually not meant to be read as one would read prose and poetry. Of the three genres of literature, drama, prose and poetry, none is closer to the people than drama. Drama permeates man's activities; he is naturally being continually placed in situations that demand

action. Though poetry and drama have a lot in common, the same origin and literary composition, they are different in purposes to certain extent. A poem can be read by a solitary person but a drama piece is usually read by more than one person since it is meant to be acted out. Poetry originated from Heroic or Epic stories as well as satirical stories. Tragic drama originated from Heroic stories while comedies originated from satirical stories. The styles of writing of both literary genres are poetic.

3.1.1 Difficulties in Teaching Drama

Drama presents problems of teaching you would not encounter in the teaching of other genres. The difficulties of teaching drama arise from the fact that one cannot just read it for pleasure. To enjoy drama and bring out its theme it ought to be acted out. You can only do this if your students have been grounded very well in the area of drama production. You will have to be familiar with certain theatrical elements listed below.

1. Characterization
2. Physical stage settings showing entrances and exits.
3. Costumes to show either the period or characters
4. Lighting effect to help in the interpretation of the mood of the play at different acts and scenes.
5. The audience's reactions at any given time of production.

The question at this point is how you can manage all these in order to bring the playwright's ideas into the classroom. This definitely requires a lot of work and calls for adequate preparation on your part. You will have to:

- read the play as a whole. Then break the play into a number of lessons in a school term, paying attention to the logical presentation of the play – beginning, middle and ending of a particular episode.
- look for relevant teaching aids both improvised and commercial ones. You can even encourage your students to make some props and costumes to be used.
- create the setting of the play and use this to give the play its proper background.

Before you begin the teaching of a play you should identify the following and use appropriate questioning techniques to lead your students to do the same:
- Writer of the play
- Setting
- Plot arrangement of incidents
- Main and sub-themes
- Characters and characterization
- Language

SELF-ASSESSMENT EXERCISE 1

Distinguish between poetry and drama.

3.2   Approaches to Teaching Drama

The teaching of drama entails the use of diverse approaches. You will have to make your choice of the approaches to use since there is no best way drama can be taught. There are various methods, but our focus will be on two of them. These will be discussed below.

❖ Line-by-line Approach

In this approach you will:

- assign your students different characters and
- make them read out the dialogue and personify or imitate the characters assigned to them.

This method explores every speech and meanings of all literary devices used in the text.

❖ Dramatization Method

This method involves actual acting or dramatization of the play. Your students will be expected to speak the lines of the characters with conviction, accuracy and rhythm. This demands a full knowledge and understanding of the text. You can make your students dramatize different scenes in the classroom. This is the most effective method of making a play interesting. This method aids the possibilities of interpretation. It encourages improvisation and creativity. You can video record your students' presentation and play it back for the class for criticism.

SELF-ASSESSMENT EXERCISE 2

Illustrate how you will use the line-by-line method to teach a piece of drama to JSS I students?

3.3   What is Poetry?

Poetry is an imaginative piece of literary work in verse form. It is a literary mode that operates through the principles of imagery, sound and rhythm, with the aim of creating thought, feeling and beauty. Wordsworth's well- known definition of poetry refers to it as "emotions recollected in tranquility" and Coleridge defined it as "the best words in the best order." Poetry centres on a few general characteristics. It:

- is drawn from real life experiences
- makes comments on life.
- comprises the truth of the world and the truth of man's perception of that world.

Poetry has a definite role to play in society. In addition to being a tool for intellectual development, for training in aesthetic appreciation, and for emotional growth, poetry is a preserver of our culture; as such its value should not be overlooked.

3.3.1 Poetic Devices and Poetry Teaching

From experience you will find out that most of your students will shy away from the study of poetry. The reason is not far-fetched. This is because of the belief that the language of poetry is difficult and unintelligible. It is true that poetic diction is more condensed than the language of prose, but this is because the poet is more economical in his/her use of words.

If you are going to discuss poetry you need to learn the proper terminology (language). You will need to know the forms of poetry, from haiku to sonnet and the techniques poets use to build their work. If you do not feel comfortable with poetic devices and forms you can look for a good literary reference text to use.

You should teach a device in the context of a poem that aptly illustrates it. Then draw students' attention to other poems in which that device has been used. Through repeatedly drawing their attention to this your students would eventually consolidate their knowledge of that device.

3.4   Approaches to Teaching Poetry

Poetry is as diverse as life itself. There are varieties of subject matter, type, form, mood, and so on. So also are there various approaches of teaching poetry. However, we are going to discuss just one approach.

❖ Reading / Listening, Question and Answer Approach

This approach is similar to what you do in loud reading and listening lessons. You will read out the poem while your students listen. The essence is on listening. Your students are not expected to open to the page where the poem is written. They should just listen to your reading and form their own impressions. After reading the poem ask the students some leading questions, such as:

- What is the poem about?
- Where did the whole incident in the poem take place?

- Which figures of speech are used by the poet?
- What mood is expressed in the poem?

After discussing these questions, allow the students to open to the poem while you read the poem again.

Pick out words from the poem and ask students for the explanation of these words.

Discuss the poem in full detail, the language, the movement of the lines for effect, the arrangement of words and other important aspects of the poem.

3.4.1 Teaching Poetry at Different Class Levels

- *Teaching Poetry at the Junior Secondary School Level*

You can use poetry to arouse and maintain the interest of your students, if your selections of poems are simple. Poems you pick for JSS I should be simple narratives, songs and simple traditional poems which can be easily understood and enjoyed. The simplicity of diction, subject matter and the liveliness inherent in the lines of such poems can be quite appealing to young people.

At JSS II and III classes, poetry study should be more elaborate. Ballads, lyrics and praise poems can be introduced.

- *Teaching Poetry in the Senior Secondary School Level*

At this level a poem should be seen as an organic whole creation. At this level you cannot afford not to be a master of the subject. You should prepare a well-developed lesson plan and use it effectively. You should highlight those essential internal characteristics that contribute to make a poem whole in your lesson plan.

o Poem type
o Features of the poem
o Background information on the setting of the poem
o Poetic devices – similes, metaphor, personification and so on
o Imagery. This is the essence of poetry. It is the concentrated way in which a poet describes things. It deals with the pictures conjured up in the reader's mind by the poet in an attempt to clarify his/her idea.
There are three types of imagery:

- Mental imagery – visual, auditory, tactile and gustatory
- Symbolic imagery – a word is used to symbolize deeper things.

For example words like "desert" could be used to symbolize desolation and loneliness.

- Metaphorical imagery – this deals with analogies. For example: as black as charcoal, as quiet as a dove, as tall as electric pole, etc.

SELF-ASSESSMENT EXERCISE 3

1. Choose a poem composed by a Nigerian and show how you will use Reading / Listening, Question and Answer Approach to teach it to SSS I class.

4.0   CONCLUSION

An important aspect of a child's education is the cultivation and appreciation of creativity. This can be developed in the learners through the study of literature. Hence our focus in this unit and the preceding one had been on the teaching of the three genres of literature; prose, drama and poetry. It is also hoped that this will deepen students' sensitivity to language use.

5.0   SUMMARY

In this unit, we discussed the teaching of drama with reference to its meaning, relevance, difficulties encountered in its teaching and approaches to its teaching. We also discussed the teaching of poetry where our focus was on its various definitions, poetic devices and approaches to its teaching. We particularly discussed how poetry should be taught at the different secondary school classes.

6.0   TUTOR-MARKED ASSIGNMENT

1. Compare and contrast drama and poetry.
2. List and describe five things you must identify before you begin to teach a play.
3. List and describe five essential internal characteristics of a poem you will highlight in your lesson plan for an SS II class.

7.0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming).

Carter, R & Long, M. N. (1991). *Teaching Literature.* Harlow: Longman.

Duff, A & Maley, A.(1990). *Literature.*Oxford: Oxford University press.

Vendler, H. (1997). *Poems, poets, poetry.* Boston: Bedford/St Martins.

MODULE 3: LANGUAGE TESTING AND LESSON PLANNING

Unit 1: Test Types, Functions/Uses, and Qualities of Language Tests
Unit 2: Basic Steps in Language Test Construction
Unit 3: Writing a Scheme of Work and Lesson Plan

UNIT 1   TEST TYPES, FUNCTIONS/USES, AND QUALITIES OF LANGUAGE TESTS

CONTENTS

1.0   INTRODUCTION

In the preceding units, we discussed the teaching of the four basic language skills and some language sub-skills and strategies. The teaching of Literature-in-English was also discussed. However, language teaching will be incomplete if you do not know how to go about assessing and evaluating your students' learning. The goal of this unit is to discuss language testing and to teach you various procedures for testing your students.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- state what a test is;
- name different types of tests;
- state functions/uses of tests; and
- state the qualities of a good test.

3.0   MAIN CONTENT

3.1   What is a Test?

A test is any kind of device or procedure for measuring ability, achievement, interest, attitude or any other traits. It is a specific task test takers (testees) are asked to perform. A test is only one of many devices through which measurement data may be generated for evaluation purpose. Test items can assess one or more objectives. Items/questions of a similar kind may be grouped together to form subtests within a given test.

Language testing is a field of study under the umbrella of applied linguistics. Its focus is on the assessment of learners' knowledge, skills and abilities in a second or foreign language.   The earliest works in language assessment dates back to the 1950s with the pioneering work of Robert Lado (1961).

The earliest large-scale language assessment programme in the United States is the Test of English as Foreign Language (TOEFL) that was launched in 1961 by the Educational Testing Services, Princeton, New Jersey. Tests designed by TOEFL are used to assess the English language ability of students seeking admission into U S and Canadian colleges and universities.

3.1.1 Types of Language Tests

Test classification presents lots of topics for discussion and varies on the basis of the traits being measured. Most often these classifications overlap. Some of these classifications are listed below:

1. Classification based on type of behaviour being measured. Examples:

a) **Ability tests** – measure speed, accuracy or both. E.g.

▪ *Achievement tests*
Achievement tests measure what has been learnt as a result of teaching. It is used to indicate the degree of success in some past learning activity. Achievement tests can be teacher made or standardized.

▪ *Aptitude tests*
Aptitude tests measure someone's potential for learning or acquiring a specific skill/knowledge in the future. Examples are: Verbal Aptitude Tests, Quantitative Aptitude Tests.

▪ *Intelligence tests*

Intelligence tests commonly refer to a person's general potential to solve problems, think abstractly, adapt to changes independent of prior learning. It measures learner's hereditary capacity to learn.

b) **Personality tests**: These are tests that relate to overt and covert dispositions of the testee. They measure typical behaviours such as traits, temperament, attitude and emotion.

2. Classification based on the function or purpose of the test

▪ *Diagnostic test*

It is used to diagnose difficulties or problems students have in learning. The concern is to diagnose learning problems, determine the causes of learning problems and formulate a plan for remedial action.

▪ *Placement test*

It is concerned with determining learners' entry performance. The information obtained using such tests would be used to sort learners into appropriate learning groups according to learners' academic performance. For example, if a learner cannot learn the subjects in primary 5 because he cannot read, he may be stepped down to a remedial reading programme for some weeks or a term before proceeding to primary 5.

▪ *Formative tests*

These are used to ascertain learners' progress during the course of instruction. The purpose is to provide feedback to both teacher and students concerning the learning successes and failures of the students. Information gathered is used by the students to improve their learning and by the teacher to find ways of modifying instruction to help students improve. Examples of formative tests are the daily or weekly quizzes given to students.

▪ *Summative tests*

These are typically given at the end of a course of instruction, for example, at the end of a term or semester. The purpose is to determine the extent to which the learners have attained the instructional objectives set out for the subject being studied. The scores obtained by the students are used in assigning grades to them or in certifying them. Examples of summative tests are end-of-term/ semester/ year tests, NECO, WASCE results.

3. Classification on the basis of who designed and constructed the Test.

▪ *Standardized tests*

These are tests designed and administered by test specialists. Standardized tests can be oral, essay or objective. Recognized standardized tests in English are Test of English as a Foreign Language (TOEFL) tests.

▪ *Teacher made tests*

These are classroom tests constructed by teachers to measure how well a group of students that have been taught the content of a specific unit or course/subject have performed.

4. Classification based on the format of expected response.

    a. Oral tests requiring verbal response.
    b. Written tests requiring the use of paper and pen.

5. Classification based on the format of the test.

There are two types, namely, objective and open-ended formats

a. **Objective tests**.

    Examples:
- Multiple-choice
- Matching items
- True/False items
- Fill-in-the-gap/Completion

▪ *Advantages of Objective Tests*

1) Covers large content area,
2) Scoring is more reliable because bias is eliminated,
3) Appropriate for measuring knowledge of facts,
4) Comparability of students' performance is achieved.

▪ *Disadvantages*

1) Takes much time to construct.
2) The result/outcome is concerned with the answer only and not the process the student used in arriving at the answer.
3) Fails to measure students' ability to analyse and evaluate.

b. **Open-ended tests**.

    These are tests that allow the testee to express him/herself. They may be long or short. Examples in language testing are essay/composition writing, comprehension and summary writing.

▪ *Advantages*

1) A shorter time is required for setting the test.
2) It is appropriate for measuring comprehension skills, thinking skills and the ability to express oneself in writing
3) The test is concerned not only with the students' answers but also with how the students arrived at the answers..

▪ *Disadvantages*

1) Has low reliability, because only few questions are set out of the large area of content that might have been covered. Essay tests do not allow you to set questions on all the topics taught.
2) Scoring is time consuming and subjective.
3) Scoring could be inconsistent or unreliable.

SELF-ASSESSMENT EXERCISE 1

Which type of test can you use in detecting your students' areas of language weakness?

3.1.2 Functions/Uses of Tests

The following are the uses of tests. You will observe though that these are very similar to classification and types of tests. In fact classification, types and functions/uses overlap.

- Selection and placement
- Consolidating and structuring learning
- Evaluating teaching
- Certifying/grading achievement or attainment
- Determining learners' readiness
- Guiding and correction learning
- Focusing learning
- Motivating learning
- Identifying specific weakness/difficulties so that an appropriate remedial programme can be planned.

SELF-ASSESSMENT EXERCISE 2

List six uses of language tests.

3.2 Qualities of a Good Language Test

Test, as an instrument, possesses some qualities which are necessary before it can qualify as a test and usable. A good language test should possess the following characteristics which are interdependent. These include:

▪ **Validity**

Validity is the extent to which a test measures what it is supposed to measure and the extent to which inferences and actions made on the basis of the test scores are appropriate and accurate. A reading comprehension test that tests

knowledge of grammar and vocabulary is not valid. A reading comprehension test that tests students' ability to infer, identify main ideas and evaluate is a valid test.

- **Reliability**

Reliability is the consistency with which a test measures the area being tested. It describes the extent to which a test is dependable, stable and consistent when administered to the same individuals on different occasions when neither learning nor teaching has taken place after the first test. This means that the same testees/ students would score the same or about the same marks each time the test is given. Reliability also refers to two or more examiners awarding nearly the same scores on each test paper. This is referred to as scorer reliability.

- **Objectivity**

This is the extent to which a set of test answers given by an expert to a set of questions agrees with answers given by another expert on the same test questions. What makes a test objective is that each question has one and only one correct answer. For example:

What is the synonym of *beautiful*?

a) lovely   b) handsome   c) fine   d) ugly

Options A, B and C are possible answers, thus the question is not objective

- **Discrimination**

A good test should be able to make a distinction between good and poor learners. It should show the slight differences between learners that have learnt from the instruction and those that have not.

- **Comprehensiveness**

A test with sufficient questions/ items that cover much of the content of the course (syllabus) that is, the subject matter is said to be comprehensive.

- **Economy**

This refers to the ease with which a test can be administered and scored. Thus, a test that is unduly lengthy or which contains tedious instructions would not be considered economic.

- **Practicality/Usability**

This has to do with the wide range of other factors that determine if a test is practical for widespread use. These include convenience and interpretability of test scores.

SELF-ASSESSMENT EXERCISE 3

List and describe qualities of a good language test.

4.0 CONCLUSION

Knowing how to teach the different language skills and sub-skills is not enough for the second language teacher. You need to be able to assess and evaluate your students' learning. This you can achieve through testing.

5.0 SUMMARY

In this unit, we have discussed the different classifications of test types, their functions/uses and qualities of a good test. In the next unit, you will learn how to construct test items / questions.

6.0 TUTOR-MARKED ASSIGNMENT

1. a) Name and describe three classification of tests.
    b) Describe three objective test types.
2. What is a standardized test?

3. List and describe three qualities of a good language test.

7.0 REFERENCES/FURTHER READINGS

Allen, M; Noel, R. C; Rienzi, B. M & McMillin, D.T (2002). *Outcomes Assessment Handbook.* California State University, Institute of Teaching and Learning. Long Beach, CA

Gbenedio, U.B. (1996). *Teaching and Learning English as a Second Language.* Benin: New Era Publication.

Harris, D. P. (1969). *Testing English as a Second Language.* New York: McGraw Hill

Lado, R. (1961). *Language Testing*. London: Longman

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

UNIT 2   BASIC STEPS IN LANGUAGE TEST CONSTRUCTION

CONTENTS

1.0   INTRODUCTION

The writing of any test is called test construction and the questions generated are called items. Constructing test items might seem easy on the surface, but a lot of thought must go into the process to make the test good. Generating test items requires you making decisions about the language content to cover, the approach to use, the format to use, for example, whether objective or essay, etc. Your decisions will be guided by what you intend to use the test result for. For instance, are you testing your students' achievement of what you taught them, or are you testing them in order to know where to place them at the point of entry? Are you testing your students' knowledge of vocabulary, grammar, or are you testing their ability to speak and write in English?

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- distinguish between discrete-point tests and integrative tests;
- discuss the different stages in test construction;

- discuss the guidelines for the construction of objective test items; and
- prepare a marking scheme for essay questions.

3.0 MAIN CONTENT

3.1 Approaches to Language Test Construction

3.1.1 Discrete-Point and Integrative Test Approaches

The two main approaches used in constructing language tests are discrete-point and integrative approaches. The test items/questions produced by each approach are labeled by that approach. Thus you have discreet point tests and integrative tests.

❖ **Discrete-Point Approach**

This approach is based on the Audio- Lingual philosophy and method of teaching. Just as in Audio-lingual approach to teaching, discrete – point approach is used when we want to test learners' knowledge and use of discreet components/aspect of language, e.g. grammatical structures, vocabulary and sounds. Go back to Unit 2 of this course material and refresh your mind on Audio lingual method of teaching. This will help you to understand better the philosophy of discreet point method of testing.

Advantages of Discreet Point Tests:

➢ They usually cover a wider area of the subject matter taught than integrative tests do. This is because discreet point approach uses objective test formats which could be used to ask many questions in a given test. Examples of such format include, multiple-choice, true/false, and completion formats.

➢ They are easy to mark/grade. This is because the formats used, such as multiple choice requires very little effort on the part of the marker/ scorer.

➢ By focusing on specific aspects/components of a language, such as grammar, discreet point tests allow the teacher to easily find out how well grounded or knowledgeable a learner is in, for instance, vocabulary, grammar, e.g. tenses etc.

➢ Because of their objective format, discreet point tests assure that scorers /markers score the same scripts in the same way. This ensures rater reliability.

Disadvantages of Discreet Point Tests

➢ A disadvantage of this approach is that it focuses on the knowledge of individual components (vocabulary, grammar) and skills (reading, writing, listening or speaking) rather than on the way such knowledge and skills are used to achieve communication.

➢ Another disadvantage is that discreet point tests take time to construct. It will take you much time to write 50 or 100 multiple choice test items.

➢ Learners' answering of questions on specific components of a language,

regardless of their actual function in communication may not be of much value in determining a learner's communicative performance in a given language.

❖ **Integrative Testing Approach**
Integrative tests are constructed with the intention of tapping the total communicative abilities of language learners. This approach to testing is based on the philosophy of communicative methodologists. Integrative tests test skills that are involved in normal communication. Examples of integrative tests are speaking in oral interviews, writing dictation exercises, responding to questions on listening and reading comprehension exercises, writing compositions and cloze test. Integrative tests are pragmatic as they set tasks which make the learners to process sequences of elements in language that often conform to normal real life use of language in various contexts.

Advantages of Integrative Tests
➢ Integrative tests assess learners' communicative abilities.
➢ Integrative tests take less time to construct.

Disadvantages of Integrative Tests
➢ There is often the problem of rater/scorer reliability in the award of marks.
➢ Integrative tests take time in marking.

SELF-ASSESSMENT EXERCISE 1

Using appropriate examples, distinguish between discrete point tests and integrative tests.

3.2   Procedures to Language Test Construction
Before you embark on test construction, there are certain key issues you need to consider for both discrete and integrative tests. These constitute steps /stages in item writing and are discussed below.

3.2.1 Test Planning Stage
There are certain things you should know and have at your fingertips for effective writing of questions/items for any test.

• One essential step in planning a test is to decide why you are giving the test. Classroom assessments are generally focused on content that has been covered in the class, either in the immediate past or over a longer period of time. Here the syllabus, scheme of work and notes of lessons are very useful, as they present a list of topics that have been covered and from these topics you can base your questions.

• The next step is deciding how much emphasis to place on each topic

(check the amount of time devoted to each topic in class). The more time you spent teaching a particular topic, the more emphasis you will give to this topic when you are preparing your test. A helpful guide in deciding what to include in your test is to have a table of specification. This is also called a test plan or test blueprint. A Table of Specification/Test Blue Print is a two-way table that matches the content taught with the content to include in the test. It contains an estimate of the percentage weighting to be allocated to the topics covered during instruction. A sample of a table of specification is included in this unit.

- We also have to take into account the types of thinking skills or levels of learning we wish to assess. Bloom's Taxonomy of Educational Objectives is a good source of determining the levels of learning to assess. These levels of learning will in turn assist us to determine the types of questions to ask and the appropriate question formats to employ. Below is a brief presentation of Bloom's Taxonomy of Educational Objectives to familiarize you with various levels of learning you could test.

Bloom's Taxonomy of Educational Objectives/ Learning Objectives

✓ Knowledge – Remembering or recall of previously learned material/information (e.g. specific facts, terminologies and theories). Examples of item formats to use: multiple choice, true/false, matching, fill in the blank, responding to wh- questions, such as – why, when, what, where, and how

✓ Comprehension – Ability to demonstrate the understanding of information, facts, principles, theories, etc, by explaining, interpreting or translating it. Examples of question formats to use are: multiple choice, true/false, matching, fill in the blank, open-ended questions, requiring students to write composition, respond to questions on reading comprehension and summary passages

✓ Application – Ability to apply or use what is learned in new and concrete situations. Examples are the application of rules, methods, concepts, principles, laws and theories. Item formats to use: multiple choice, true/false, creating or doing something, e.g. write composition, do summary of texts, write an application for a job, type a letter, create a database.

✓ Analysis – Ability to identify elements/ relationships in a piece of work e.g. read a poem or novel and analyze it, analyze a work of art, music. Examples of item formats to use: multiple choice, true/false, matching, fill in the blank, write answers to open ended questions

✓ Synthesis – Ability to put parts together to form a new whole. Examples: production of a unique communication e.g. a speech, writing a research

proposal or a report on a project, etc. Examples of item formats: essay, report, project.

✓ Evaluation- Ability to judge the value or worth of information/ material, for examples, statements, novel, poem, research report. Examples of item formats: multiple choice, true/false, fill in the blank, writing essays, reports, and critiquing projects, e.g. research.

A SAMPLE OF TABLE OF SPECIFICATION

A table of specification is a two way chart displaying a representative sample of topics covered and types of learning expected of learners to acquire and demonstrate. The table of specification below is for a summative test on Access English.

COURSE TITLE: ENG 001 - ACCESS ENGLISH LEVELS OF LEARNING (In percentages)

	Knowledge	Comprehension	Application	Analysis	synthesis	Evaluation	Total
Grammar usage 1	3	6	6				15
Grammar usage 11	3	3	4				10
Lexis & structure	3	6	6				15
Listening, speaking & reading Skills		4	5	5	6	5	25
Writing skills: summary, letters & Essays		4	6	5	10	10	35
Total	9	23	27	10	16	15	100

3.2.2 Test Item Writing Stage

• Follow the table of specification strictly.
• Begin with simpler test items, and then proceed to more complex ones.

- Prepare a marking scheme as you write the questions.
- Construct your test items well ahead of time for review and reframing of items.
- If possible let your colleagues or other experts review your items.
- Construct more than the required number of test items.

3.3   Construction of Objective Tests

Objective test questions are those in which the testee must select the one correct or best response from two or more alternatives. Objective items may be administered in a variety of formats such as:

- Multiple-choice
- Matching
- True/False
- Fill-in-the-gap/Completion

However, research in the field of testing suggests that multiple-choice tests are the most reliable and valid of objective test formats. Multiple-choice questions play an important role in testing and are among the most widely used of selection-type items. The popularity of the multiple question stems from the fact that they can be designed to measure a variety of learning outcomes. It takes a great deal of time, skill and adherence to a set of recognized rules for you to develop a good multiple-choice item.

- **Components of Multiple - Choice Item**

A standard multiple-choice item consists of two basic parts.

1) A problem **(stem),** which may be in form of a question or an incomplete statement.

2) A list of suggested solutions (**alternative answers**). The list of alternatives contains one correct or best alternative **(answer/key)** and a number of incorrect or inferior alternatives **(di**stractors**)**. The purpose of the distractors is to appear as plausible solutions to the problem for those students who have not achieved the objective being measured by the test item. Conversely, the distractors must appear as implausible solutions for those students who have achieved the objectives being tested.

SELF-ASSESSMENT EXERCISE 3

What are the two parts of a Multiple-choice test item?

3.3.1 Guidelines for Constructing Multiple-Choice Items

Here are some guidelines you should follow/adopt to enable you construct good objective test items. These guidelines are specifically designed for the single-answer and best-answer varieties of multiple-choice items. The rules are divided into two categories:

A. *Rules for Developing the Stem*

1) Present a single clearly formulated problem in the stem of the question. The stem of the question is the main part of the question and should contain only information that is pertinent to the question or problem and should be worded so that any good examinee can understand what is expected of her/him to do.
2) State the stem of the item in simple, clear language. The problem in the stem of a multiple-choice question should be stated clearly, using straightforward vocabulary and should be free of unnecessary complex wording and sentence structure.
3) If the same words or phrases are repeated in the options, write the stem to include the repetitious material.
4) State the stem of the item in positive form wherever possible. Avoid using negatives such as NO, NOT, and EXCEPT. If you must use a negative word, write it in capital letters and underline it; also place it near the end of the statement so that the test-taker will not miss it.

B. *Rules for Developing the Options/ Alternative Answers*

1) Make all options grammatically consistent with the stem of the item and parallel in form. Be sure to check the options against the wording in the stem to make sure they are grammatically consistent. This will help to avoid easy elimination of options by the testees.
2) Avoid giving clues to the correct answer by having word (s) in the stem that can easily be linked to the correct answer. Below is an example of a stem for a multiple choice question with a word that easily leads to the correct answer.

    Instruction: Complete the following sentence with one of the answer options lettered a, b, c and d.

    Question: The word used to describe a noun is called an …………..
    Answer: (a) adjective (b) pronoun (c) conjunction (d) verb

It is obvious that the testee will pick option (a) because the article 'an' goes with the vowel 'a' in adjective.

3) Be sure that the distractors or wrong answers can attract examinees that are

lacking in knowledge about the concept the item is assessing. Therefore, the incorrect answer choices should be logically consistent with the stem and should represent common errors made by weak students in a particular ability level.
4) Ensure that the length of the correct answer is about the same as those of the incorrect answers. This will help to eliminate length as a clue.
5) Use the option "none of the above" sparingly. The "none of the above" option works better when the stem is asked as a question rather than as a sentence to be completed. An incomplete sentence rarely works because "none of the above" seldom completes the stem grammatically. Nevertheless, the use of the "none of the above" option should as much as possible be avoided.
6) Avoid the use of "all of the above". This option type makes it possible to answer the item on the basis of partial information.
7) Alphabetize the distractors and arrange numerical options in ascending order, eg. a, b, c, d, or 1,2,3,4.

3.4 Construction and Evaluation of Essay Questions: Composition, Comprehension and Summary

Essay questions require that your students respond by writing one or more sentences according to the tasks demanded. Examples of essay tests you could give your students include: continuous writing (composition), comprehension and summary tasks. These three make up one paper in most public examinations conducted in Nigeria. (NECO, WAEC, NABTEB).

3.4.1 Guidelines for Writing Composition Questions

1) Ask questions that will require your students to demonstrate command of essential knowledge about the topic to write on.
2) Define the examinee's task as completely and specifically as possible.
3) Give directives about any special instructions, for example, the length required, the number of pages or the number of words, e.g. 400 words.

3.4.2 Guidelines for Correcting Essays: Preparing Marking Scheme

➢ Before you start marking your students' essay test, prepare a marking scheme. A marking scheme is a set of criteria used in assessing students' answers on given essay topics. It provides general guidelines to reduce subjectivity and increase reliability in the marking.

➢ The answers you provide in the marking guide are mainly suggested answers. During the marking of your students' scripts, you may likely come across some answers not stated in the marking scheme which may also be correct.

➢ A marking scheme also specifies the marks obtainable. In a marking scheme, a slash (/) indicates alternative answers; any one such answer is counted as correct. Brackets (   ) indicate optional information, the mark is awarded whether the part in the bracket is included or not.

3.4.3 Guidelines for Writing and Reading Comprehension Questions

1) Use passages where you can ask question to test your students' ability to :

- Recall stated facts/information.
- Make inferences
- Make judgment/evaluation
- Make clausal/phrasal analysis
- Explain word-class questions
- Give synonyms/antonyms

- Explain figures of speech

2) Be specific by stating if answers are to be written in complete sentences, phrases or key words.

3.4.4 Guidelines for Writing Summary Questions

1) Pick passages where your students would be able to identify the main idea in each paragraph.
2) Make sure the number of points (main ideas) in the passage are equal to the number you request your students to write in the question.

3.4.5 Practical Exercises to Illustrate the Guidelines Discussed

Sample Composition Question:

Instruction- As part of the activities lined- up for the Democracy Day Celebration in your Local Government Area, a debate is being organized on the topic "Multiplicity of parties has done more harm than good to Democracy in Nigeria." As the Chief Speaker of your group, prepare a speech for or against this topic.

Marking guide/scheme for marking the above composition:

Recall our explanation of what a marking guide is. We are now going to use what we discussed to illustrate how to mark this composition. Compositions are generally marked under four sections, namely, content, organization, expression and mechanical accuracy, as shown below.

CONTENT (15marks)

The candidate has been asked to prepare a speech for or against this topic. This speech is to be delivered on the Democracy Day and the candidate is the Chief Speaker. The candidate will explain the term "multiplicity" and take a stand for or against. He will proffer three to four reasons to support his/her stand on this topic.

ORGANIZATION (10marks)

This is a debate; therefore, all the usual vocatives of a debate are expected: Chairman, Guest of Honour, Co-debaters, the audience, ladies and gentlemen. Good day/morning etc. My name is --------- I am here to support/oppose the motion which says that ---------. We expect an introductory paragraph and about three paragraphs where the candidate develops and explains his/her reasons for the stand taken. There will be a paragraph containing a logical conclusion based on the arguments made in the body of the composition.

EXPRESSION (15marks)

Formal language is expected here. The candidate is expected to use a wide range of vocabulary as well as appropriate registers of politics and democracy aptly chosen for effectiveness.

MECHANICAL ACCURACY (10marks)

Penalize candidates for mechanical errors: spelling mistakes, wrong tenses, wrong use of capital/small letters, wrong words etc. deduct ½ mark for each error, for a maximum of twenty (20) errors. A candidate who has 20 errors scores 0 (1/2 x 20=10) in mechanical accuracy.

Sample Comprehension Passage

Instructions: Read the passage below and answer the questions at the end.

I was on top of one of my palm trees yesterday, tapping the tree and collecting the wine for the morning, when I saw two soldiers at the foot of the tree. They made signs at me, so I concluded <u>that they</u> <u>wanted my palmwine</u>. On <u>descending</u> from the tree I gave them some wine to <u>sample</u> as is customary. Not only did they <u>drain</u> all the wine in the calabash, they said they wanted to conscript me into the army. I asked them whether they wanted me or somebody else, and they said they had come for me. I asked them whether an enemy sent them or they came on their own. To cut it short, they said I was wasting their time, as they had to catch twenty men that day. Only a foolish man willingly disobeys armed soldiers. I told them I had something very important to say.

'Say it, then' one of them cut in impatiently, looking at his watch. It was approaching midday by which time it was considered unsafe to drive around in a car for fear of enemy planes, which used to <u>strafe</u> vehicles on the highway.

'Yes, what I want to say is simple' I said, 'My first son; the boy who should have succeeded me when I died joined the army voluntarily and with my full <u>backing.</u> He was a brilliant boy, always first in his class. He was in his last year at school when the war began. He was killed. The two children who came after him are girls. The next boy is still in primary school. If he were old enough, I would have asked him to join the army, not minding the fact that my first son's head had already been sacrificed to the same war. For no person who breathes will say that he has no part in this war.'

'But let me add this. <u>If this war has reached the stage when a man of my age is given a rifle by force and sent to the war front, then the time has come for you to blow the whistle.</u> .'

Questions

a) What does the narrator do for a living? *(Factual question)*
b) What did the soldiers come for? *(Factual question)*
c) Why did the narrator not have a substitute to give to the soldiers? *(Factual question)*
d) What does the narrator mean by the last statement he made? *(Inference question)*
e) Was the setting of the encounter with these solders, rural or urban? Support your answer with evidence from the passage. *(Inference question)*
f) Was it wise for the narrator to speak to the solders the way he did? *(Evaluative question)*
g) Replace each of the following words used in the passage with another that means the same thing.

> i.   Descending
> ii.   Sample
> iii. Drain
> iv.   Strafe
> v.   backing *(Synonyms)*

Answers

a) A wine tapper
b) To force/ conscript him into the army
c) He had two daughters and a son who was too young to join the army.
d) The war should be called off.
e) The setting was rural as evidenced by the occupation of the narrator etc
f) Answer according to one's opinion/ judgment
g) i. getting down/climbing down
    ii. taste/try out/test
    iii. drink/sap/exhaust/consume
    iv. bomb
    v. support/approval/encouragement

Sample Summary Passage

Instructions: Read the passage below and answer the questions at the end. Over the years, there has been this hue and cry by governments and public policy advisers against the phenomenon of the urban-rural drift. A lot of research has been conducted on various aspects of this phenomenon, which have resulted in the identification of the various causes and consequences of it.

In addition prescriptions have been given for controlling the rural-urban drift. Among the causes most often mentioned are population pressures in some rural areas resulting in dwindling farm lands, increasing school enrolments and the resultant rise in educational levels, which qualify many people for urban employment; higher wages in the urban centres relative to rural centers and the rather naïve one of the 'bright lights' in the cities so much touted by early foreign sociologists. The most often mentioned consequences of this rural-urban migration include depopulation of the rural areas leading to overcrowding of the cities and the resultant housing and sanitation problems. Decline in the agricultural population resulting in less food crops being grown and high food prices in the cities and increasing urban unemployment. The results of the phenomenon are seen largely as negative.

Measures to control the rural-urban drift include the establishment of essential amenities like water, electricity, hospitals, colleges and cinema houses, the location of employment generating establishments and the building of good interconnecting roads. The sum total of these prescriptions in essence unwittingly or paradoxically, is for the rural areas to be transformed into urban centers. This is so because to industrialize the rural areas would draw many more people out of agriculture than if industries were restricted to urban centers.

Questions

a) In **three** sentences state the causes of rural-urban drift.

b) In **three** sentences state the consequences of rural- urban drift.

Answers

a) The causes of rural-urban drift are:
      i.   population explosion in some rural areas,
      ii.   increase in the number of children attending school, and
      iii.   the social life (bright lights) in the cities.
b) The consequences of rural-urban drift include:
      i.   depopulation of rural areas,
      ii.   reduction in the number of people involved in agriculture, and
      iii.   urban unemployment.

4.0   CONCLUSION

The most important consideration in constructing language test items is the use for which it is intended. Thus, for you to construct good, reliable and valid tests you should take note of the teaching and content objectives and the methodology of instruction.

5.0   SUMMARY

In this unit, you were exposed to the distinction between discrete-point tests and integrative tests. We also discussed some guidelines on the construction of objective and essay questions as well as how to prepare marking scheme for correcting essay answers.

6.0   TUTOR-MARKED ASSIGNMENT

1) Select a newspaper article of about one-typed page, single spacing, and construct two of each of these types of questions: factual, inferential and evaluative .

7.0   REFERENCES/FURTHER READINGS

Alderson, J., Clapham, C. & Wall, D. (2001). *Language Test Construction and Evaluation.* Cambridge: Cambridge University Press.

Harris, D. P. (1969). *Testing English as a Second Language.* New York: McGraw Hill.

Lado, R. (1961). *Language Testing*. London: Longman.

McNamara, T. (2000). *Language Testing.* Oxford: Oxford University Press.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations*. Zaria: Applied Linguistics and Language Centre.

UNIT 3   WRITING A SCHEME OF WORK AND LESSON PLAN

CONTENTS

1.0   INTRODUCTION

This unit begins with an overview of the concepts; curriculum and syllabus. In the Nigeria context, subject experts in collaboration with the Ministry of Education prepare the curriculum as well as the syllabus. This is then made available to schools either federal or state. Our focus in this unit will be on how to use the curriculum and syllabus to develop planning instruments for effective teaching. These i n s t r u m e n t s are the scheme of work and lesson plans.

2.0   OBJECTIVES

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

- distinguish between a curriculum and syllabus;
- distinguish between a teaching syllabus and an examination syllabus;
- describe the features of a scheme of work;
- describe the elements of a lesson plan;
- develop lesson plans for teaching language and literature topics; and
- evaluate lesson plans

3.0   MAIN CONTENT

3.1   Curriculum and Syllabus

In practice you do not have direct involvement in the preparation of these two planning instruments. However, you need to be familiar with them as you will need them to develop your scheme of work and lesson plans.

Definition of Curriculum

A curriculum is the cornerstone of a school instructional programme and reflects the philosophical and psychological beliefs about what learners need to know and be able to do to succeed in school. It sets the goals and objectives of learning a particular subject and outlines the content to teach as well as the methodologies and techniques of teaching and assessing students' learning of the subject. A well developed curriculum will specify the knowledge, skills, insights and attitudes that learners will be expected to acquire, develop and use. These will constitute the goals and objectives of instruction. The curriculum will also spell out the   in class and out of class learning activities /learning experiences that learners will engage in during the process of learning and the teacher's activities- namely, the selection of content to teach, the methods and strategies that he/she would use to teach and assess the learners. A good example of a curriculum manual is the National Curriculum for Junior/Senior Secondary Schools, Volumes 1 and 2: English Language.

Definition of Syllabus

The syllabus is drawn from the curriculum. The syllabus contains a list of topics in a given subject to teach the learners. It acts as a guide for both you and your students. It specifies the content, recommended text books and other learning materials that students will use to learn. Sometimes, a syllabus could suggest teaching approaches and methods that teachers could use to teach and assess learners. It is from the syllabus that the scheme of work is drawn.

3.1.1 Types of Syllabus

There are basically two types of syllabi. These are:

❖ *Teaching Syllabus*

A teaching syllabus specifies how a particular subject should be analyzed or viewed for the purpose of teaching it. It is usually based on a set of beliefs/philosophy which guides the teacher on the methods and strategies to employ.

❖ *Examination Syllabus*

A language examination syllabus specifies the topics and contents of what your students will be assessed on. Examination bodies prepare examination syllabi. Most public examination bodies such as WAEC, NECO and NABTEB review their examination syllabus every three years.

SELF-ASSESSMENT EXERCISE 1

Distinguish between a curriculum and a syllabus.

3.2   What is a Scheme of Work?

A scheme of work is a sort of directory of the work to be done in a specified period of time usually in one term. It serves the purpose of providing you with a pathway through a section of the syllabus. Usually it is good to write or prepare monthly scheme of work in order to repeat aspects students do not understand. Even in subjects like English language, weekly scheme of work is preferable.

3.2.1   Features of a Scheme of Work

When you go on your supervised teaching practice, you will need to plan the whole work you will teach the class while you are there. This plan known as the scheme of work must be based on the syllabus, which has already been developed by the Ministry of Education for use at either the federal or state levels. To prepare your scheme of work you must look at the following:

- The list of topics and skills in the syllabus.

- The total time allocated for teaching in weeks and periods. This will aid you in deciding how much time to allocate to learning each topic and list what topic or skill you will teach each week or period

- You may need to prepare two different types of scheme of work:

- A general one showing the topics you will teach during the whole term.
- A more detailed one to break down each topic into steps to be taught in each period or lesson.

There are several ways of writing a scheme of work, but the best way is to present it in a tabular form. A typical scheme of work will have the following columns:

Scheme of Work Format

Week	Period	Topic	Objectives	Teacher's activities	Students' activities	Teaching Aids	References	Teaching Strategies
I	1 2 3 4 5							
II	1 2 3 4 5							

- o Week: the week in the term; 1, 2, 3, etc
- o Period: the period in the week; 1, 2, 3, etc
- o Topic: the contents/skills to be learned
- o Objective: the basic objective(s) of learning each topic
- o Teacher's Activities: what the teacher will do
- o Students' Activities: what the students will do.
- o Teaching Aids: materials to aid teaching.
- o Reference Books: the course book.
- o Teaching Strategies: Repetition/Questioning/Summary etc

SELF-ASSESSMENT EXERCISE 3

Where do you draw your scheme of work?

3.3   What is a Lesson Plan?

A lesson plan is an elaboration of the scheme of work. It separates the activities of the teacher from those of the students.

Lesson Note: A lesson note is a detailed version of the lesson plan. It is usually the teacher's detailed notes where he/she puts everything he/she has to offer for a particular lesson. It is usually in essay format. It has the same preamble as the lesson plan. However, the students' activities and the teacher's activities are mixed up.

3.3.1 Elements of a Lesson Plan

There are certain elements you should take note of when preparing your lesson plan.

- *Topic:* For each lesson whether it will last for one hour or three hours it is essential that you treat a main topic. E.g. Reading to identify main and detailed ideas.
- *Objectives:* the objectives will help you limit or specify the scope of the lesson. The number of objectives will vary depending on the content of the lesson but probably range between two to five objectives.
- *Teacher's Activities:* these are the actions you will be taking during the course of the lesson.
- *Students' Activities:* these are the activities students will be engaged in while learning. They include cloze exercises, games, writing, speaking and so on.
- *Evaluation:* The purpose of evaluation is to check if students have attained the objectives of the lesson. Evaluation can range from informal to formal.

A Lesson Plan for Teaching Poetry

Class: JSS II No on Roll: 45
Age: 12 years
Topic: Simile and Metaphor

Date: 9th October 2009
Time: 10.00 – 10.40 am
Duration: 40 minutes
Entry Behaviour: Students already know about figurative language
Behavioural Objectives: By the end of this lesson the students should be able to:

- identify similes and metaphors in poems;
- interpret similes and metaphors used in communication;
- use similes and metaphors in oral and written communication.

❖ *Presentation*

No of Minutes	Lesson content	Teacher's Activities	Students' Activities	Teaching Aids/Materials
3	Revision of previous knowledge on Figurative language.	Teacher revises use of figurative language with students.	Students will revise their knowledge by answering the teacher's questions	

5	Introduction of the new lesson	The teacher asks general questions leading into the topic.	Students listen and contribute if necessary.	Pictures, Charts etc
6	Definition of simile	Teacher displays a chart showing the introductory poems and defines simile.	Students read the poem and identify the similes.	Chart showing the poems.
6	Definition of metaphor.	The teacher defines metaphor.	Students identify metaphors in the poem	Chart showing the poems.
7	Changing similes to metaphors and metaphors to similes	The teacher leads the discussion by using prompting questions on changing similes to metaphors and vice versa.	Students change similes to metaphors and vice versa following teacher's leading questions.	Charts, flash cards, strip of papers etc.
6	Revision of points not clarified properly after the initial introduction of the topic.	Teacher leads students in discussing areas not fully discussed or understood initially.	Students join in the discussion of such ideas answering questions and contributing generally.	Charts, flash cards etc
5	Evaluation	Teacher asks questions on the following: 1. Identification of simile. 2. Identification of metaphor. 3. Changing simile to metaphor	Students answer teacher's questions.	Chart or Blackboard summary of the questions
2	Assignment	The teacher gives further assignment.	Students take note of the given assignment.	

Sample Poems

Simile

My Tree – Jessie

She lives with branches like arms
Wide and long they grow
She sings her song of the wind
Leaves rustling like nails clicking
Little flakes of bark peeling
just like the skins of desert rocks
She feels wrinkly like a rhino's skin
She smells like flowers
And in the dead of night she waits…

What Am I – Sophie

A small pink nose as soft as a rose
A pair of beady eyes as black as the night
Two tiny ears as smooth as a feather
A long brown tail as twisty as a willow tree branch

An oval little body the size of an egg Fine little whiskers as shiny as a star Small scuttling feet as fast as lightning What am I? Who am I? Can you guess?

Metaphor

The Crab – Catherine & Jelly

The crab is …
A dancing pair of scissors
Cutting up water all the time.
It's face is a red hot sun
Burning the sand to dust.
It is a dancing teacher
Waiting for its students.

Dreams – Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams

For when dreams go
Life is a barren field Frozen with snow.

4.0   CONCLUSION

Adequate knowledge of the preparation of these planning instruments: curriculum, syllabus, scheme of work, lesson plans and lesson notes is of utmost importance to you. It places you in a better stead to face teaching either during your supervised teaching practice or later in your career as a classroom teacher.

5.0   SUMMARY

In this unit, we discussed the relevance of curriculum and syllabus in teaching and learning programmes. We also discussed how to prepare the scheme of work and lesson plan.

6.0   TUTOR-MARKED ASSIGNMENT

1. Name the two broad classifications of teaching syllabus.
2. What two things will you bear in mind when preparing your scheme of work?
3. What is a lesson plan? Develop a lesson plan to teach students to evaluate and infer.

7.0   REFERENCES/FURTHER READINGS

Adeyanju, T.K (2014) *Teachers of English: Their Education, Training and Development* (forthcoming)

Dubin, F. & Olstitain, E. (1986). *Course Design: Developing Programmes and Materials for Language Learning.* Cambridge: Cambridge University Press.

Famward, W.V. et al Eds (1996). *Effective Lesson Planning and Delivery.* Jos: LECAPS (Nig.) Ltd.

Krahnke, K. (1988). *Approaches to Syllabus Design for Foreign Language Teaching.* New York: Prentice-Hill/Regents.

Nunan, D. (1988). *Syllabus Design.* Oxford: Oxford University Press.

Oguntonade, Eddie O. (1989). *The Essentials of Teaching Practice.* Lagos: Longman.

Olaofe, I.A.(2013) *Teaching English in Second Language Adverse Situations.* Zaria: Applied Linguistics and Language Centre.