

## Lecture: 23

### Assessing Reading

#### 1- Reading Aloud

- Reading aloud can be used to check the learner's skill at word recognition
- Reading aloud should begin with a very easy short text
- Ensure if the learner's eyesight is good

2- **Vocabulary Tests** - Learners may have difficulty reading because they do not know enough vocabulary. Tests are:

- The Bilingual Levels Tests
- The True/False Vocabulary Test - Children go to school at night

#### 3- Grammatical knowledge tests

- If the teacher speaks the first language of the learners, sentence translation from reading text could be used
- If the teacher does not speak the learners' first language, sentence completion tests could be used

#### Four ways of scoring the cloze test

1. Exact replacement
2. Acceptable alternative
3. Clozentropy
4. Multiple-choice

#### Issues in Making and Using Reading Comprehension Tests

- Should learners be allowed to use dictionaries?
- Should the test consist of one text or several shorter texts?
- Should the time allowed to sit a reading comprehension test be limited?
- Should learners be allowed to look back at the text when they answer the questions?
- Should the questions be in the first language and should the learners be allowed to answer in the first language?

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### Principles for Teaching Writing

#### Meaning-focused Input

- Learners should be prepared before what they are going to write
- Learners should bring experience and knowledge to their writing

#### Meaning-focused Output

- Learners should write with a message-focused purpose
- Learners should use writing to increase their language knowledge
- Writing instruction should be based on a careful needs analysis

#### Language-focused Learning

- Learners should know about the parts of the writing process
- Learners should know about the strategies for dealing with parts of the writing process
- Learners should be aware of the ethical issues involved in writing

#### Fluency Development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed

## Designing Tasks

### Four kinds of tasks

- 1) **Experience tasks** try to narrow the gap as much as possible by using or developing learners' previous experience
- 2) **Shared tasks** try to get learners to help each other cross the gap
- 3) **Guided tasks** try to bridge the gap by providing the support of exercises
- 4) **Independent tasks** leave learners to rely on their own resources

### Ways of making sure learners have the experience needed to do a particular task

#### 1- Control through selection

- Using simplified material
- Using graded material
- Using learner's L1 material
- Using learner's produced material

#### 2- Recalling prior experience

- Brainstorming
- Discussions

#### 3- Pre-teaching or experiencing

- Visits and field trips
- Direct teaching of content

### Experience tasks for writing

- **Draw and write** - the learners draw a picture about something that happened to them or something imagined, and then they write about it.
- **Linked skills** - the writing task is set as the final activity in a series that involves speaking about, then listening to and then reading about the topic and then writing.
- **Ten perfect sentences** - the teacher showing the learners a picture and the learners must write ten separate sentences about that.
- **Partial writing** - working together the learners list useful words that they will need in the following writing task
- **Setting your own questions** - Each student produces the question they want to write about. After translating in Standard English, it is taken as an examination question which the students answer under examination conditions.

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*Shared tasks* have the advantages of:

- Requiring little preparation by the teacher
- Reducing the teacher's supervision
- Encouraging the learners to see each other as a learning resource

### Reproduction exercise / dicto-comp

It is half-way between dictation and composition. Here, the learners read or listen to a story and then they retell it without looking at the original.

The exercise can be made more difficult to suit the abilities of the learners. Here are three different ways of doing this, the second way is more difficult than the first, and the third is more difficult than the second.

1. The teacher reads a short passage several times.
2. The teacher reads a long passage once or twice. The learners can take notes while the passage is being read.
3. The learners listen to the passage once. When they write they must try to copy the style of the original

**Guided tasks** provide a lot of support for the learners while they do the task.

#### **Effect of the support given during Guided tasks**

1. The task is narrowed. That is, the learners only do a part of the work that would normally be required in such an activity.
2. It allows grading and sequencing of tasks.
3. The high degree of success expected. If learners make errors in guided tasks this is often seen as a result of a poorly made task.

#### **Identification techniques**

In identification techniques the learners are guided by being presented with an item which they must repeat or translate. It includes:

- Dictation
- Copying
- Writing from information transfer diagrams
- Translation from the first language

**Independent tasks** - require the learners to work alone without any planned help. Learners can work successfully on independent tasks when they have developed some proficiency in the language. A good independent task has the following features:

1. It provides a reasonable challenge
2. It is a task that learners are likely to face outside the classroom

#### **The strategies to do independent tasks can develop from these approaches:**

1. **Experience approach** - The learners could write several drafts. During each rewriting, the learners have the experience gained from the previous writings and preparation.
2. **Shared approach** - The learners could ask the teacher or classmates for help when they need it.
3. **Guided approach** - The learners could guide their writing by asking questions, by using an information transfer diagram

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#### **Reinforcement Writing**

Reinforcement writing has always been used as a means of reinforcing language that has, been taught. In its simplest form, teachers often ask students to write sentences using recently learnt grammar.

#### **Preparation Writing**

Writing is frequently useful as preparation for some other activity. This gives students time to think up ideas rather than having to come up with instant fluent opinions.

#### **Activity Writing**

Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Teachers often ask students to write short dialogues which they will then act out.

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The choice of writing tasks will depend, therefore, on why students are studying English.

### Three main categories of learning Eng.

- 1) English as a Second Language (**ESL**) - this term is normally used to describe students who are living in the target language community and who need English to function in that community
- 2) English for Specific Purposes (**ESP**) - many students study English for a particular purpose. People who are going to work as nurses in Britain or the USA, for example, will study medical English.
- 3) English as a Foreign Language (**EFL**) - this is generally taken to apply to students who are studying general English at schools and institutes in their own country.

### The Role of Teacher in Writing

- Demonstrating – telling conventions and genre constraints in specific types of writing
- Motivating - enthusing them with the value and fun of the task
- Supporting – teacher should always be available and be prepared to help overcome difficulties
- Responding - telling the students how well it is going so far
- Evaluating – telling where they wrote well and where they made mistakes

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### The Parts of a Writing Program /Meaning-focused Writing

At the beginning of the program each learner chooses a topic or issue that they will follow through the rest of the program i.e. terrorism, rugby, or Burmese politics. They become the local expert on this topic. Each week they seek information on this subject, getting information from newspapers, TV reports, textbooks etc.

### The Parts of the Writing Process

- Considering the goals of the writer
- Having a model of the reader
- Gathering ideas
- Organizing ideas
- Turning ideas into written text
- Reviewing what has been written
- Editing

### Purposes for writing/Range of purposes

- To learn
- To convey
- To inform
- To entertain
- To convince
- To maintain friendly contact

### Type of writing

- A formal letter
- Description
- Narrative
- Summary
- Journal writing

### Techniques for gathering ideas about a topic

1. Open-ended, free-ranging activities: the learners follow whatever path their mind takes. These include:
  - Brainstorming
  - Quick writing
2. Systematic searching procedures: such as questioning (who, why, where, when . . .)
3. Techniques which help learners gather and organize ideas at the same time. These include using:
  - Tree diagrams
  - Concept diagrams
  - Maps

**Quick writing (speed writing)** - used with the main purpose of helping learners produce ideas.

### Features of quick writing

- Learners concentrate on content
- They do not worry about error
- They write without stopping

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**Editing** - going back over the writing and making changes to its:

- Organization
- Style
- Grammatical & lexical correctness
- Appropriateness

### Three ways of getting information about control of the parts

- Looking closely at the written product
- Questioning the writer
- Observing the writer going through the process of writing.

### Diagnosing from the Written Product

- The Goals of the Writer
- A Model of the Reader
- Gathering Ideas
- Organizing Ideas
- Ideas to Text
- Reviewing

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**Cohesion** - the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of *coherence*.

**Lexical cohesion** is achieved in the article by the use of two main devices:

1. **Repetition of words** - a number of content words are repeated throughout the text i.e. grandparents (twice), grandchildren (twice), people (five times), etc.
2. **Lexical set 'chains'** - the text is cohesive because there are lexical sets which interrelate with each other as the article progresses i.e. work employers, staff employees, retired employment.

**Grammatical cohesion** is achieved in a number of different ways too:

- **Pronoun and possessive reference** — at various points in the text a pronoun or more frequently a possessive is used instead of a noun i.e. growing pressure on people in *their* SOs
- **Article reference** - articles are also used for text cohesion. The definite article (the) is often used for anaphoric reference.

**Coherence** - When a text is coherent, the reader can understand at least two things:

1. The writer's purpose
2. The writer' line of thought

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#### Mechanics/Nuts & Bolts of Writing

- Handwriting
- Spelling
- Punctuation
- Construction of well-formed sentences, paragraphs, and texts

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#### Students' needs in successful writing

- Information and task information – they must know the necessary info to complete the task
- Language – if they need necessary words, phrases to complete the task, they must be provided
- Ideas – teachers need to suggest ideas to help them when they get struck
- Pattern & scheme

**Instant writing** – refers to the stages in any lesson where students can be asked to write on the spot, without much preparation. This type of writing which can be used by teacher whenever he/she feels it is appropriate.

#### Exemplary activities of Instant writing

- Sentence writing
- Using music
- Using pictures
- Writing poems

**Collaborative writing** – allows learners to learn from each other. It gives each member of the collaboration access to others' minds and knowledge.

#### Exemplary activities of Collaborative writing

- Using the board
- Writing in groups and pairs

**Writing to each other** – allows learners to write to each other in class time. They can also correspond with people outside the class. Teacher can ask them to write a question to another student in the class.

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## Syllabus developments: Nuts & Bolts

Syllabus as a documents consists of two constituents:

1. It can serve as a contract between the instructor and students
2. It can serve as an operational framework and planning tool. It structures and sequences instructional aims, units, lessons, assignments, classroom procedures and assessments procedures.

## Syllabus development: Principles and procedures

- Need assessment
- Understanding learner population
  - Institution type
  - Prior educational experience
  - Language proficiency and literacy
  - Immigration status
  - Traditional & nontraditional students
  - Learners' preferences, strategies and styles
- Setting and meeting goals for learning and teaching

**Traditional students** – those who completion of secondary school proceed recently to a college or university or professional program. Because of this rapid progress from a secondary to a postsecondary institution, traditional students usually are young adults.

**Nontraditional students** – returning students are those who may had one or more interruptions along their educational pathways. These may include;

- Full time employment
- Caring for children

## Benefits of explicit presentation of instructional objectives in course syllabus

It lets teachers to:

- Transform students' needs into teaching points
- Identify for students target skills
- Decide on the level of specificity for teaching activities
- Adopt or adapt teaching materials
- Evaluate their own teaching effectiveness

## Main Strands of a lesson plan

1. Goal (what the students are supposed to learn)
2. How the goal will be met (the method, procedure)
3. A way of measuring how well the goals were met (test)

## Items to Include in a Lesson Plan

1. Title and sub titles of the lesson,
2. Time given for the lesson,
3. List of learning resources,
4. List of specific objectives
5. Methodology
6. Strategies applied,
7. Recapitulation
8. Self-study exercises etc.

### Steps in planning writing courses

1. Determining goals and institutional constraints
2. Deciding on theoretical principles
3. Planning content
4. Weighing the elements – prioritize and weight the elements according to learners' needs
5. Drawing up a syllabus
6. Selecting materials
7. Preparing activities and roles
8. Choosing types and methods of feedback – who, how and what will response?
9. Evaluating the course
10. Reflecting the teacher's experience

### How to deal with institutional constraints that hinder to achieve our goals

We can,

- Work politically to change the constraints
- Make only a part of our course address the test
- Avoid seeing ends as means

**Deciding on theoretical principles** – teachers must confront their ideological position & consider what they teach and the roles they are preparing learners for.

### Types of syllabus organization in writing

- Functional - writing courses can be organized around rhetorical activities: describing, telling story, comparing etc.
- Tasks - writing courses can be organized around problem-solving activities
- Topical - writing courses can be organized around themes: housing, health, education etc.
- Structural – writing courses can be organized around grammar and sentence patterns.
- Situational - writing courses can be organized around situational transactions – applying for job, complaining etc.
- Skills and processes - writing courses can be organized around skills and processes - generating ideas, revising etc.

### Considerations before selecting materials

- Topics – will they engage learners' interest?
- Types of writing – are students writing essay, stories, and letters
- Opportunities for collaboration – is group work a part of activities
- Opportunities for revision – are learners directed to write drafts
- Instruction in editing and proofreading

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## Stages on process writing

- 1) Planning (pre-writing)
  - Activities*
  - Group brainstorming
  - Clustering
  - Rapid free writing
- 2) Drafting (writing) – focus on fluency of writing not preoccupied with grammatical accuracy
- 3) Responding – teacher’s quick initial reaction to student’s draft
- 4) Revising (redrafting) – improving the content & organizing ideas on basis of teacher’s response
- 5) Editing
- 6) Evaluating – scoring analytically or holistically
- 7) Post-writing – a platform for recognizing students’ work as important and worthwhile
  - Includes:*
  - Publishing
  - Sharing
  - Reading aloud

*Three other stages externally imposed on students by teachers are numbered 3, 6 & 7.*

## Pointers to implement process writing

1. Teacher modelling
2. Relating process to product
3. Work within institutional constraints
4. Catering to diverse student needs
5. Exploiting use of computers in process writing

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**Editing** – refers to finding and correcting grammatical and lexical errors before submitting a final written product.

## Three-stage discovery approach to become self-sufficient editors

1. Focus on form
2. Recognizing major error types
3. Self-editing practice

### Lecture: 39

**Table 10.1** Goals, Purpose and Means of Writing Assessment

Goals	Purpose	Means
Motivating	Increase amount of writing Develop a love of writing	Positive feedback on the content Publication of the writing
Improving the quality of writing	Improve the written product Improve control of the writing process	Peer feedback Conferencing Marking of errors Analytic assessment Use of checklists Self-assessment
Diagnosing problems	Finding poorly controlled parts of the writing process	Analysis of the product Observation of the process
Measuring proficiency	Award a grade	Holistic assessment Analytic assessment Assessment of a portfolio

**Table 10.2** Factors Involved in Giving Feedback

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<b>Source of feedback</b>
Teacher
Peers
Self
<b>Mode of feedback</b>
Spoken
Written
Both
<b>Size of audience</b>
Whole class
Small group
Individual
<b>Focus of the feedback</b>
Product—several aspects or narrow focus
Process—several aspects or narrow focus
<b>Form of the feedback</b>
Comments
Scale
Checklist
<b>Amount of writing</b>
Single piece of writing
A portfolio of writing

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**Techniques for providing Feedback**

1. Written feedback to class
2. Oral feedback to whole class
3. Individual Feedback Using a **Scale**
4. Marking Grammatical Errors
5. Conferencing on a Portfolio
6. Peer Evaluation with a Focus

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**Reformulation** - involves a native speaker rewriting a learner's piece of writing so that the learner can then compare their first attempt with the reformulation.

**Electronic Feedback** - If texts are submitted in electronic form, it is possible to provide feedback using the range of word-processing (MS Word) functions such as:

- **Track changes:** by turning on the Track changes function in the Tools menu, any changes the teacher makes to the text are clearly indicated for the learner to see.
- **Comment**
- **Font color**
- **Hyperlink:** if the learner has a problem with using a particular word, the teacher can make a small concordance (a list of sentences all containing the problem word)

**Balancing the Feedback**

1. Considering the teacher's workload. Having some peer assessment and self-assessment can reduce this.
2. Considering how the learners can develop their own self-assessment skills.
3. Working out the knowledge learners need to improve their writing.

**2 × 3 rule by Elley**

Learners should be assessed on two pieces of writing which are independently graded by three markers, or on three pieces of writing assessed by two markers.

**Student Views on Teacher Feedback**

1. Students greatly appreciate and value teacher feedback
2. Students see value in teacher feedback on a variety of issues, not just language errors
3. Students are frustrated by teacher feedback when it is illegible, cryptic i.e. symbols, circles,
4. Students value a mix of encouragement and constructive criticism

**Research on/guiding principles of Teacher Commentary**

- Feedback is most effective when provide at intermediate stages of the writing process
- Teachers should provide feedback on a range of writing issues
- Teachers should pay attention to the formal characteristics of their feedback
- Teacher should not respond to every single problem on learner's draft

**Lecture: 41****Praise or Criticism?**

Many teachers like to use the "sandwich" approach to writing end notes: beginning and ending the note with encouraging remarks (the "bread") and making the two to four feedback points or suggestions in the middle (the "filling").

**Follow-Up**

We should ensure that students understand the feedback we have given them, helping students with revision strategies after receiving feedback and holding students accountable through the writing process and marking scheme.

**Written Commentary**

- The ideal approach to commentary involves a thoughtful mix of a summary endnote and marginal comments
- Feedback should optimally include fair balance of raise and constructive criticism.
- Teachers may wish to prioritize comments about content over form
- Teachers should identify and articulate their purposes for response to students
- Teachers should consider the formal features of their comments
- Teachers should be intentional in making sure that learners understand their feedback

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**Short writing tasks** are far less common in *English* than in *social* or *natural* sciences (29% of all in-class assignments vs. 53% and 79%, respectively).

On the other hand, **out-of-class essays** are required in 94% of all English courses, for example, compared with 53% in social and 47% in natural sciences.

## Types of Writing Tasks

### Types of rhetorical formats found in in-class and out-of-class assignments

- Exposition – short tasks required in introductions and explanations
- Cause-effect interpretation – deal with establishing causal relationships
- Classification – of events, facts
- Comparison – of entities, theories, methods
- Analysis – of information/facts
- Argumentation – based on facts/research

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### Less Common Rhetorical and Writing Tasks

1. **Expanded definition** assignments consist of explanations of exact meanings or significance of a phrase or term.
2. **Process analysis** involves directions on how someone should do something
3. **Exemplification** deals with providing reasonable amounts of detail to explain a type, class, or group of objects or events by presenting examples.

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Table: 2.2

Language	Percentage of Speakers	Number of Speakers
Punjabi	44.15	66,225,000
Pashto	15.42	23,130,000
Sindhi	14.10	21,150,000
Siraiki	10.53	15,795,000
Urdu	7.57	11,355,000
Balochi	3.57	5,355,000
Others	4.66	6,990,000

(1998 census cited in Rahman, 2004.: 2)

#### Major Languages spoken in Pakistan

### Parallel Systems of Education

There are parallel systems of education in Pakistan – both differing in terms of objectives.

The *first system* prepares the students for the local board examinations referred to as *matriculation examination*. Both the public and many private sector schools have adopted this system. There has been general confusion about the medium of instruction, with successive governments opting for Urdu or English

The *second system* follows the British educational scheme leading to the *O' level examination*. The medium of instruction is English and generally imported textbooks are prescribed. Some private sector schools especially those in the affluent urban areas and the public elite institutions have adopted this system.

## Public and private sector division

### Sector Wise Distribution of Middle Schools

- ❖ Public & Rural – 33%
- ❖ Public & Urban – 5%
- ❖ Private & Rural – 30%
- ❖ Private & Urban – 32%

### Sector Wise Enrolment in Middle Schools

- ❖ Public & Rural – 33%
- ❖ Public & Urban – 9%
- ❖ Private & Rural – 27%
- ❖ Private & Urban – 31%

## Lecture: 45

### Why should we integrate skills?

If we ask, ‘What is the ultimate aim of language teaching?’ most teachers would say that students should be able to understand and produce the language that they need—in other words, we want them to develop their autonomy in language use. By integrating skills we are providing a certain input that becomes a basis for further output, which in turn will be new input, and so on.

**Making teaching coherent** - means to ensure that tasks link together around a common topic which lasts a whole lesson or extends over a series of lessons.

*The **recognition** of an item is easier than its **retrieval** in production.*

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