PGEL 19B

M.A IN ENGLISH LANGUAGE TEACHING

New Syllabus

PGEL-19B   **Syllabus Design-Practical**

ELECTIVE PAPER

PREFACE

In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that the university has been recently accredited by National Assesment and Accreditation Council of India (NAAC) with grade "A".

Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis.

The accepted methodology of distance education has been followed in the preparation of these study materials. Cooperation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the, University.

Needless to add, a great deal of these efforts are still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

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Vice-Chancellor

Netaji Subhas Open University

Postgraduate English Language Teaching Programme (PGELT)
Course Code : PGEL-19 B (Elective Course)
Course Title: Syllabus Design–Practical

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Module – I/Methodology -1

Unit–1 : Introduction to Syllabus Design

Structure

1.1 Introduction :

Syllabus is a term all of us are familiar with since our school days. We have often reflected on terms like 'this syllabus is difficult'; 'this question is out of syllabus'; 'our teacher has not covered the syllabus' etc. Most of these utterances are made without having really seen what a syllabus is. Therefore, it is necessary for us to understand the term 'syllabus' before we take up a discussion on Syllabus Design.

1.2 Objectives:

After going through this unit, the learners will be able to:

a. Understand the scope of a syllabus

b. Understand the structure of a syllabus

c. Appreciate the uses of a syllabus

1.3 What is a Syllabus:

At the beginning, in the introductory paragraph we have mentioned how all of us have been made aware of the term syllabus. Though we are aware of the term, few of us have seen a real syllabus. This is because, it is a document developed by the authorities and circulated among the schools with instructions to use it as a guide to instructing the learners.

We have used a few operative terms in the last sentence of the previous paragraph - document, authorities, guide to instructing the learners etc. These three operational terms (important terms that help us in understanding and defining a syllabus) are significant in helping us understand what a syllabus is. Let us look at each one of these before arriving at the final working definition.

We have said that syllabus is a document. The word document is attributed to a piece of writing that is important, sacred, and needs to be preserved. For example, when you buy some property, the property is registered in your name, and the registration paper is called a document. You need to keep it safe for future reference. Your passport is a document of your identity. The certificates and marks sheets that are given to you at the end of landmark examinations (SSC, Intermediate, Bachelor's degree, Postgraduate degree, etc.) are all documents. It is not necessary for me to elaborate on their importance and the need to keep them safe for life.

A syllabus, similarly is a document that needs to be kept safe, though not for very long, at least for a specified period of time. (Normally, the life of a syllabus is three to five years, however, some syllabuses have survived longer than this period.) During this period, the syllabus as a document is often talked about either for its strengths or weaknesses. The syllabus document is put in the public domain for scrutiny (e.g. NEP 2020 is now available for any of us to take a look at on the web portals.). The syllabus as a document is carefully developed, and in doing so, a set of criterion need to be followed. We shall look at these criteria a little later.

This document is prepared by an authority. Normally, syllabus documents are prepared by the Departments of Education in each state. This department is called by different names, in Bengal, we have School Education Department with several bodies working under it. One wing of this department is the SCERT or the State Council of Educational Research and Training. It is the responsibility of the SCERT to develop a syllabus for both primary and secondary schools. The SCERT takes help of senior educators, some of the practising teachers as well as administrators in

preparing this document. The document once ready, is reviewed by a committee to examine its suitability before being made public.

The last of the operating terms is 'guide to instructing the learners'. Perhaps this is the most important of all the terms. A syllabus assists a teacher in teaching. A syllabus informs the teacher, what to teach, how to teach and when to teach. What, when and how of teaching constitute the annual plan every teacher is expected to prepare and follow in the course of an academic year.

We have given you a very sketchy detail of the three important terms related to the syllabus. This does not help us. The classic definition of syllabus is based on what to teach, much more than how and when. Based on this understanding let us try and define a syllabus.

'What to teach' is not an easy question to answer. 'What to teach' is a dependent term, it depends on factors such as who the learners are, what is their level of learning background, and a few related aspects. Once these aspects are determined, the materials to be taught are determined and listed in a systematic manner. The materials to be taught are listed as teaching items and these are organised serially in order of gradation (simple to complex). Thus, a syllabus ultimately can be seen as a list of teaching items. We may refine this definition by adding terms like 'specific list'. Addition of this term lends the definition greater precision, and let us see how the syllabus is a 'specific list of teaching items'.

The word specific is an important term in this definition. It qualifies the word 'list' and it does so in two different ways. The list becomes specific to a course of study and it also remains specific to a level of learners. In order to understand this, let us look at the following examples.

Example 1: Take a specific course of study. Let us hypothetically take it as class IX of secondary school. Students need to study the following subjects: English, First Language, Hindi, Social Studies, Science, Mathematics, Arts and Crafts, and SUPW. Each of these subjects has a different syllabus though the level of the students remains the same. In other words, the syllabus which lists the teaching items is specific to the subject of study. Thus we have a syllabus in English, Bangla, Hindi, Social Studies, Science, Mathematics, Arts and Crafts, and SUPW as separate lists of teaching items. Each of these constitutes a syllabus.

Example 2: In this case let us take students at two different levels - Classes VIII and IX. Both these classes have identical subjects, but the list of teaching items do not remain the same at these two levels. Syllabus for English in class VIII will be

distinctly different from the syllabus in English for class IX. This helps us understand that syllabuses are specific to the level of the learners.

These two examples help us in understanding the definition of the term syllabus as 'a specific list of teaching items'.

Task 1: Look at the dictionary definition of the term syllabus and compare it with the definition we have arrived at. How are the two different, and why?

Your response:

1.4 Parts of a Syllabus:

Have you looked at a syllabus document as a student? Perhaps your answer would be a 'no' to this question. Students generally do not get to look at the syllabus, at least when they are in school. However, these days, the entire syllabus is captured in the textbook at the beginning in the form of contents. The contents are presented in the form of a map of the book. The contents are arranged in such a manner that all vertical columns provide the items on a syllabus, while the corresponding horizontal rows provide details of each item in terms of other related items to be taught, materials, strategies to be used, skills to be developed, time to be taken to teach etc. This has been a more recent trend in the last two or three decades, and the students need to be made aware of this information being available to them.

The syllabus as inferred from the textbook does not have the same structure as the document that we have been discussing. A conventional syllabus is generally perceived in five distinct parts. These are:

a. The introduction
b. Objectives
c. Materials for use (content)
d. Strategies
e. Evaluation and feedback (reconstruction)

Let us take a quick look at each of these components before proceeding to the next section.

1.4.1. Introduction to the syllabus:

A good syllabus always begins with a good introduction. The introduction directly addresses the major stakeholders, and in this case it is the practising teachers and materials developers (textbook writers). What purpose does it serve? Who are the learners? What are their needs? What do we need to teach them, how and for how

long? What do we expect at the end of this period? These are some of the questions that the introduction needs to answer. Let us elaborate a little on this before looking at other parts of the syllabus.

Take a second look at the questions that we have asked. Answer to each question gives us some idea about different parts a syllabus can have. The first question, 'what purpose does it serve?' when answered helps us formulate the objectives. (We will elaborate on this in Unit 3 of this module.) The second and third questions are important part of the introduction. They help us identify the learners and their needs (we will discuss this in detail in the next unit) thus making the syllabus relevant to a specific group of learners. Question four, 'what do we need to teach them, how and for how long?' helps us arrive at a list of teaching items, decide on the strategies to be used as well as provide a timeframe for negotiating through the syllabus. The last question tells us more about the evaluations strategies and the type of feedback we can elicit to make the syllabus work better in our situation.

The introduction to a syllabus needs to be elaborate and provide an overall perspective on the draft and its uses.

1.4.2 Objectives:

This is a very important part of the syllabus as it clearly states the purpose for which the syllabus has been drafted. The objectives in a syllabus are stated in the form of declarative statements. Why is it so?

To understand the need for stating objectives, let us conceptualise syllabus as a journey document. Every journey has two definite points - the starting point and the terminal point. In between these two points, we do pass through a few landmarks which will serve as sign posts in our subsequent travel on the same route.

The introduction provides learner identity. A learner is identified in terms of age (chronological), learning background and also the social background. Let us consider the learning background as the starting point of the journey. This can also be stated as previous learning. Starting from here, the learner needs to reach another destination which is determined at the beginning of the journey. A description of the destination is called the objective. How does the place I want to reach look like? What can I see/ experience here? Objectives attempt to answer these two questions.

Objectives need to be stated in precise terms and in the form of declarative sentences. These need to capture the expected behavioural and cognitive changes we propose to induce in the learner. Three features that objectives should capture are, the terminal behaviour (behaviour of the learner at the end of the course) should be observable; measurable; and practical. Let us briefly look at these three factors.

i. Observable change: This is typically a behavioural trait and is confined to skill development. When a skill is imparted, the proficiency gained can be observed e.g. ability to speak fluently; or ability to read and comprehend; ability to write neatly without making errors, etc. are examples of observable behaviour.

ii. Measurable behaviour: The change in behaviour should be measurable. Something that can be observed is perceivable, and what is perceivable should also be measureable e.g. improvement in one's ability to write neatly, make less number of spelling errors, read without making errors, speak reasonably fluently in comparison with the earlier behaviour in these aspects.

iii. Practical: The objectives stated should be achievable. A syllabus needs to be operated in a given period of time, with a group of learners. Since we know the entering behaviour of the learners (previous knowledge they possess), our attempt to teach them should be modest and not ambitious. A learner who is eight years old with just two years of exposure to English Language Learning cannot be made to read an abridged novel. An eight year old learner can be made to read a simple short story, which seems to be more appropriate and practical. The syllabus designers need to take care while stating the objectives.

The objectives as we mentioned can be either behavioural (which help us bring about changes in behaviour, such as skill development) or cognitive (which help us understand the learners ability to think and apply learning to life). These days the objectives are also drafted in terms of learning outcomes. These objectives also clearly state the ability the learners gain both in terms on skills and knowledge as well as a change in attitude that they achieve. Let us look at one example each of the three types of objectives that we have mentioned in our discussion.

a. Behavioural: The learners will be able read the lesson aloud without making errors of pronunciation.

b. Cognitive: The learners will be able to read the lesson and summarise it for the class.

c. Learning Outcome based: The learners will be able to read how to wrap a book and do it accordingly.

Task 2: Here are a few objectives given. State whether they are behavioural, cognitive or learning outcome based.

a. The learners will be able to develop fluency in speaking.

b. The learners will be able to participate in group discussion.

c. The learners will be able to counter and argument.

d.   The learners will be able to copy a part of the lesson in the notebook.

e.   The learners will be able to summarise the lesson.

f.   The learners will be able to instruct the peers on the steps involved in making tea.

(Answers: Behavioural a and d; Cognitive b and e; Learning outcome based c and f)

1.4.3 Materials for Teaching (contents):

This section of the Syllabus is the most crucial part. It can be called the meat of the syllabus. Materials section is appropriately called the Content Organisation section.

In this section, the teaching items are carefully selected and organised as per the needs to the learners. This process is called selection and grading based on a set of principles. Why do we need to select and grade teaching items?

We are concerned with language syllabuses. When we teach language, we may teach it as grammar (grammatical syllabuses); language functions (functional syllabuses, situational syllabuses, notional syllabuses); or based on the words the learners need to know (lexical syllabuses); or text-based or content-based syllabuses (based on a prescribed content or a text). In each of these syllabuses the selection and grading processes differ. One proven method of selecting items to teach is called the frequency count method. This is a simple strategy based on analysis of language corpora ('corpora' is the plural of 'corpus'.) A language corpus is a compendium of language data. It has unlimited samples of all varieties of language use - spoken, written, formal, informal, slang, etc. The size of the corpus is generally measured in terms of the number of words included in it. Each word is called a token and the size of any corpus could run into millions of words. Today, corpora can be accessed easily in digital form and also analysed.

A corpus with certain number of tokens is analysed for the number of types that exist in it. Type is the label, given to a word as it occurs in the corpus. Each word may occur many times, and this is recognised as the type repeating itself in the corpus. The greater the number of repetitions (in ratio of the size of the corpus) provides for the frequency of occurrence of a type. The more frequent a type (word), the easier it is for one to learn, or be familiar with it.

For example, the paragraph above has 92 words in it. This means it has 92 tokens or words, while the types are restricted to 42. This means, some words (tokens) get repeated. There are two types of words that can get repeated - the structure words and content words. For purposes of selecting, let us ignore the structure words, and take into account only the content words. In this paragraph, the content words that get repeated are:

corpus (4 times); certain (1time; number (2 times);

tokens (1 time); types (4 times); etc.

There are several content words that occur only once e.g. recognised. When a word occurs less frequently, we postpone the teaching of it to a later date. The frequently occurring words selected will be arranged in a series with the most frequently occurring one at the beginning to the least occurring one at the end. However, this rule is ignored when the use of the word or teaching of the word in association with other known words becomes easy. In this paragraph, 'token' occurs once, but 'type' occurs four times. Since the two words are closely associated with each other in the discussion, the two words can be taught together.

Today, with computer programmes available, it is easy to analyse corpora and arrive at what we call 'concordances' (a way of showing all the meanings of a word as it occurs in a text). This helps us not only know the frequently occurring words, but also the meanings in which these words are used frequently.

A similar principle can be applied to grammatical structures, topics of interest, and other aspects of language which need to be listed as part of the contents of a syllabus.

Besides, frequency, the learners' age and interests also play a major role in selecting the items for teaching. (We will discuss this in Unit 2 of this Module).

Once the items are selected and sequenced, they can be arranged in a variety of ways. The items can arranged in a linear fashion where no item gets repeated. This is the simplest way of arranging the items. The items can also be organised in a spiral way, where certain items get repeated, but at a higher level or with additional uses included; or the items can be arranged in a zigzag manner where the items repeat themselves at regular intervals to reinforce the learning.

This is how the contents get organised. Having seen this, let us now move to the strategies of teaching.

1.4.4 Strategies or Methods:

In the previous section, we have looked at how the content (teaching items) is selected and organised in a systematic manner. Once the content is provided, it becomes the responsibility of the syllabus designer to suggest ways of negotiating through the syllabus. The negotiation is a matter of personal choice and competence. However, given the large number of stakeholders, it is essential to suggest a set of strategies to go through the syllabus, such that the objectives are not lost track of. The strategies suggested are recommendatory and not mandatory.

The syllabus document when it is produced, subscribes to a set of principles. These could be based on the theories of education/learning prevalent at the time. Hence it becomes necessary for the practising teachers to adhere to the principles based on which the syllabus is produced, and hence the strategies are recommended.

Here are a few illustrations to help you understand this.

Example 1: In the initial days after the independence, we had grammatical syllabuses and these were largely influenced by Behaviourists. Accordingly, it was thought, conditioning was the best way to learn grammar. In keeping with this view, the syllabus produced listed discrete items of grammar, and these were practised using substitution tables, which were suitable for pattern practice.

Example 2: In 1992, the CBSE undertook a major project called the 'Interactive English'. All the CBSE schools across the country had to undergo a change in their methods of teaching with the introduction of books called Interact in English I and II. These books were prescribed for classes IX and X. To cope with the new type of learning introduced here, the CBSE schools at large decided to introduced books produced on similar pattern from Classes I to VIII. This was a major movement, and was accepted. Soon the pattern was also adopted by the schools affiliated to the state boards of education. CLT was the major ruling principle and hence the syllabus recommended the use of pair and group work to facilitate using tasks and activities in the classroom.

Many similar examples can be offered, and we shall take a closer look at these in Module 2, Unit 5 of this course.

Task 3: To check whether you have followed what has been discussed so far, answer the following questions:

    a.   Is it correct to say the contents are closely related to the strategies recommended in the syllabus?

    b.   Strategies are drawn from the principles based on which the syllabus is designed. How can this be proved. Take examples from the syllabus you are using.

    c.   While organising the contents, the type of syllabus under review does not matter. Is this statement true? Give reasons.

1.4.5 Evaluation/feedback/reconstruction:

Production of syllabus is like the work of an art. No work of art can be perfect and can be made better. A syllabus is no exception to this rule. Hence, the syllabus document needs to be put up in the public domain and comments invited on its contents. While most syllabuses undergo this process, NEP 1986 and NEP 2020 stand

out as good examples of this practice. At the level of state, some states do conduct this exercise, but in a smaller measure.

A public review is a pre-publication activity. Once the syllabus document is in public domain, and recommended for use in the schools and classes, the larger weaknesses of the syllabus come to light. The stakeholders or the practising teachers can do this job.

Some of the possible weaknesses can be the inclusion of teaching items which are far too difficult for the learners; inadequate illustrations, mismatch between the syllabus and the textbook prescribed, insufficient time allotted for teaching, etc. These are some of the random possibilities that have been listed here, and there could be more that can be added. Teachers should be able to make a note of these weaknesses and inform the authorities to modify the syllabus for use in the successive years. Alternatively, the teachers can bring about change in their strategies of teaching to overcome these and other weaknesses.

The evaluation section of the syllabus has a focus on assessing learners for the uptake. The success rate of the learners in a class is a measure of the success of the syllabus, though this is not a very reliable one. The success rate of the learners also is a pointer to establish the competence of the teacher, and this provides for reflection and professional development.

We shall once again revisit this topic in Unit 5, Module 2 of this course.

1.5 Qualities of a Good Syllabus

We have discussed in detail the structure of a syllabus, and while doing so, we have also indicated some of the features that make a syllabus good. Here is a brief summary of what has been said in the earlier sections.

A good syllabus should:

a. Provide a good profile of the leaner and list the needs in a feasible manner.

b. State the objectives as per the norms of a syllabus document. The objectives should be achievable and not ambitious.

c. The contents should be selected in such a manner that they facilitate the realisation of the objectives. The contents need to be organised in such a manner that the teacher can understand the sequence in which they need to be taught. Each item should be comprehensively illustrated such that the teacher can relate the item on the syllabus to the lesson in the textbook.

d.   The strategies recommended should provide adequate guidance to a novice teacher without affecting the self-esteem of senior teachers.

e.   The evaluation strategies should not only restricted to assessing learners, but also should provide an opportunity to the teacher to reflect and become a better professional.

1.6   Summary

In this unit we have provided a detailed description of the structure of a syllabus. While discussing this, we have also mentioned the different types of syllabuses that are available to us for use, and how they bear a similar structure despite being different from one another. We have also looked at the different parts of a syllabus and shown how these are related to one another or that there is a coordination among the various parts of a syllabus. We have finally made a list of a few features that qualify the syllabus as a sound document.

1.7   Review Questions

a. What is a good definition of a syllabus? Can you give your own?

b. What are the different parts of a syllabus? Name them.

c. What are the functions of the introductory part of the syllabus?

d. What features of a learner lead to identifying the learners?

e. In how many ways are the objectives stated? Give examples.

f. What two principles are involved in choosing the contents of a syllabus?

g. How are the teaching items in a syllabus organised?

h. Is it possible to choose a strategy independent of the content?

i. What is the basis of choosing strategies that are recommended in a syllabus?

j. What different functions does the evaluation fulfil?

k. What do we mean by stakeholders? How many stakeholders can you think of in relation to a school syllabus document?

Unit–2 : Assessing Learner Needs

Structure

2.1 Introduction

In the previous unit, we looked at the structure of a syllabus in detail. While discussing the structure, we identified different parts of a syllabus, and mentioned, how introduction forms the first part of the syllabus. One major function of the introduction is to identify the learners and their needs. Learners with teachers form the primary stakeholders of the syllabus, while parents and administrators form the secondary stakeholders. In this unit, we shall discuss why it is important to identify a learner and also assess his/her needs while producing a syllabus.

2.2 Objectives :

After going through this unit, the learners will be able to:

a.   appreciate the role of a learner in syllabus design

b.   describe the learners objectively

c.   identify the needs of the learners appropriately

2.3   Factors Identifying a Learner:

Learner is an important stakeholder in the production of the syllabus. It is ultimately, the learner who is going to benefit from the syllabus - and the success of a syllabus rests in the success of the learner. Hence, the learner forms an important part of the syllabus document, and it is essential for us to identify the learners using neutral terms to provide objectivity to our description of the learner.

In the previous unit, we have defined the syllabus as a specific list of teaching items. We have discussed the importance of the term 'specific' and provided some examples to show why the list of teaching items is specific at two levels - level of the learner and the focus of the course. Since the level of the learner varies, it is essential to provide factors that help us in describing a learner which are generic and not specific. Let us see how this can be done.

Before beginning to look at the factors describing a learner, we need to remind ourselves of one more important aspect. A syllabus is a document that is used across the state are the nation as the case may be. (CBSE syllabus operates at the national level, while the syllabuses produced by the state boards operate at the state level.) In either cases, the number of learners who use the syllabus remains large - quite high. Hence the terms used to describe the learner need to be generic and comprehensive.

A question like, 'who are our learners?' is helpful in describing the learners. Our learners at a particular level, do they form a homogeneous group? If they are heterogeneous in nature, how can we describe them? What common factors can be found among our learners that help us to describe them? Let us try and answer these questions to arrive at a description of the learner, which ultimately identifies him or her.

Task 1: Before we answer the questions asked in the previous paragraph, let us do a task. In your class, you have nearly 40 students. What are some of the common features that you find in your students? Make a list.

Our learners as we really surmise, form a heterogeneous group. In fact, finding a homogeneous class is almost an impossibility. One of the educationists goes to the extent of saying that even an individual is heterogeneous for one's behaviour is not consistent always. Anyway, this is an extreme case, and let us now try and attempt to answer the questions, so that we can profile our learners.

Our learners are a specific group who are drawn to the class based on some common characteristics.

2.3.1 Age of the learners :

The first and foremost of these is the age of the learners. In India, as a rule, a child cannot be admitted into the first standard of the primary school until the child attains the age of 5 years. With the ushering in of NEP 2020, this is likely to change. Under the new dispensation, children can be admitted into the school at the age of 3 years. However, by the time they get to class 1, they would have attained the age of 5 years. This being the case, if we consider children in class VI, the learners should be minimum of 10 + years old. In other words, age forms one of the primary criterion to identify the learners. This can extend to most of the school and college classes. However, when it comes to research and higher education, age may not be an important criterion. Age is a factor that determines the learners' level of maturity and interests. We shall look at this, when we discuss learner needs.

2.3.2 Educational background:

Educational background is another of the criterion that binds the learners together. When we identify a learner with a class, it is obligatory that the learner must have qualified in the immediate previous examination. e.g. A student in class VIII must have passed class VII examination and so on. This determines the previous knowledge the learner is expected to possess and also helps in formulating the objectives. The learning objectives will be a continuum. (With open learning system becoming popular, at higher education, the request pre-qualification is not being strictly observed.) In a given class, most of the learners will share this identity commonly, though there may be differences in their scores and competences. Educational background is another factor that binds the students in a class together.

2.3.3 Social background:
This is another factor that helps us identify our learners and profile them properly. The social background of all the learners may not be uniform, and this may cover a wide range of factors. Each of the factors may exhibit a cline in itself and to expect the class to be uniform will be difficult. What are the various social backgrounds of the learner? This refers to the family background and takes into account variables such as: the economic background (parents annual income); caste or the social identity; linguistic background (the language of home versus the language of school, in India this may vary widely); the social identity may also include the place of their residence such as rural, semi-rural, urban, cosmopolitan etc. Given these variety of variables, to achieve homogeneity is difficult. However, in a class, (which is a small group culled out from the larger group spread across the state or

country) which is modestly sized, the variations may be fewer, yet the constitution of the class may remain heterogeneous. Under such circumstances, the syllabus framers take the average as a positive measure. When the syllabus is converted into actual teaching materials, care is taken to address as many varieties of students as possible. The social background is also a factor that helps in determining the learner needs and we shall discuss this soon.

2.4 Factors to Determine Learner Needs:

We have looked at three factors that are helpful in identifying or describing the learner. These are age, education and social backgrounds. Let us take a look at each one of these and see how they help us in assessing or determining the learner needs.

2.4.1. Age of the learner:

We have discussed in detail how the age of the learner at a given level is more or less uniform. This could be largely true at the school level, but once we get to the higher level, the age may vary widely. However, in higher education, the needs of the learner are pre-determined as most of these are professional courses where learners with integrity get enrolled. In this section, we shall look at school learners and see how their needs are assessed.

The first of the factors is age. Age of the learner is perceived from two different perspectives - chronological (as per the date of birth) and psychological (based on the development of the brain). Chronological age is not difficult to determine. This is supported by factual data such as the birth certificate issued by the authorities or the local self-government where the child is born. What role does the chronological age play? This is supported by the psychological age.

Research has established a pattern of development that is commensurate with the chronological age. The behaviour of a child can be predicted once we know the age of the child - at least up to the age of 18 -20 years. Subsequently, the maturity that sets in helps the individuals to express their needs without an outsider having to guess the same. Let us look at some illustrations to establish this argument.

A child below the age of two or three years is called an infant. Such children are not able to express all their needs. One major means of communication is by calling the attention of the parents by crying. The crying pattern can be different for different reasons to express hunger, discomfort, need to go to the toilet, sleep, hurt caused by a fall or some other stimulus, etc. A mother or a close elderly associate is able to understand this and attend to the child. However, as the child grows, the amount of

crying stops and the child is able to speak and express his/her needs. This happens around 60 months of age or five years.

A child who starts attending the school, is exposed to different learning materials. These are graded and sequenced. We notice that the type of lessons used in class 1 are markedly different from the type of lessons used in class 2. The difference is seen in the length of the lesson, the content (stories become more realistic and do not remain fantasy based), number of illustrations used, font size of the letters, layout of the lesson on the page etc. Why does this happen?

Task 2: Take a close look at the language textbooks prescribed for different classes. How is the layout, content, etc. different from each other? Why does this happen?

Chronological age is closely related to the psychological age. What does this mean? Our thinking, ability to perceive the world outside, our interests keep changing with growth. An infant can play with small stones or any vessels available in the house. The child does not make demands on the type of toys he/she needs. But a three year old child does express preferences. Expressing a preference is a matter of development and this is an ongoing process.

Small children have shorter attention span. They tend to believe what they are told. Hence short stories with fantasy elements (animals being able to talk to humans, fairies and genies coming to help people in distress, wicked being punished by gods, etc.) are used to help them enjoy, and also learn moral values. However, as the child grows, and is exposed to the world at large, this belief is replaced with rational thinking. Children of the age of about eight to ten years like stories of adventure, some social values, ability to sift good from the bad, etc. As the child grows further, the 12 to 15 years of age, the child would be interested in real life stories of contemporary heroes, social problems as they exist in the society, sports, nature and other similar themes. The learners at this age would like to interpret the text using their imagination and hence the need to illustrate all concept becomes less essential. These factors have been established by psychological research.

Psychological age is determined by administering a test to measure the IQ (Intelligence Quotient) of the learner. This is the ratio that exists between the chronological age and the psychological age. This can be measured by administering simple tests to assess the individuals thinking ability and see how this matches with the measures on a standardized scale. We calculate it by plotting the mental age of the learner and dividing it by the chronological age. The result would be multiplied by 100 to get a whole number. This provides the IQ of an individual. Here is an illustration:

Let us assume A's mental age is 18 years

His/her chronological age is 15 years

Therefore his/her IQ is   18/15 x 100 = 120 (This is a good score)

B's mental age is 20

B's chronological age is 25

His/her IQ is 20/25 x 100 = 80 (This is not a satisfactory score)

While assessing learner needs we need to take into account both the ages to make the needs realistic. By measuring IQ we will be able to identify learners with special needs. We shall discuss this in a different course.

2.4.2. Learning Background:

We have looked at how important it is to know the learners by their age to assess their needs. The next important factor that helps us in determining the learner needs is their learning background. In language teaching we call this 'linguistic background'. This is a loaded term and let us try and understand what it means.

Linguistic background refers to the ability of the learners to use language both for speaking and writing. This also includes ability to comprehend what they listen to or read. In simple words, it stands for the competence or the proficiency the learners possess before coming to our class.

Why is this essential? Learning any subject is a matter of continuum. Each piece of new learning is related to what is learnt in the past. Let us look at some examples to support this.

a.   Unless one is familiar with the shape and size of letters, one cannot read.

b.   Reading isolated sentences, associating them with pictures is necessary before a child can read a story. The child needs to be familiar with the story through pictures before being introduced to the skills of reading.

c.   Unless one learns how to add, one cannot do multiplication.

d.   Subtraction is a precursor to learning how to divide numbers.

e.   To understand why clocks lose time in summer, it is essential to understand the fact heat expands body. When the length of the pendulum increases as a result of heat, it tends to oscillate slowly.

These are some random examples to help you understand how our lessons are related and they dovetail into one another. Such dovetailing in a systematic manner is called gradation which has been discussed in detail in your course on Syllabus Design.

Learning background also refers to another psychological aspect called 'schema' (schemata is the plural form). Schema refers to a unit of understanding that can be organised in a hierarchical manner. Children tend to remember things they are familiar with (rules of a game, how to assemble a jigsaw puzzle, etc.) and they use this knowledge to learn a new concept. Occasionally, this also helps them to choose an easier option to solve the problem (learning anew). E.g. while doing a multiplication sum, they use the knowledge of tables; while reading a new word, they use the knowledge of spelling pronunciation association they have learnt earlier. Learning background is used as the basis to further learning and in choosing inputs to facilitate such learning. This constitutes learner needs.

Learning background or previous knowledge is an essential feature in assessing our learner needs.

Task 3: Observe a small child of about 18 or 20 months old. The child keeps learning new words, and sometimes applies words that are not appropriate. However, we consider this as a learning process, and this is based on schema the child possesses. Note some of the expressions and try to infer the reasons for such occurrences.

2.4.3. Social Background:

We shall not dwell on this at length, though this is one of the factors that is helpful in determining the learner needs. Social background has quite a few variables related to the environment in which the learner has grown up. You must have observed that some rural students are initially a little diffident when they move into urban environment. (Read the chapter from Apur Sansar where Apu's first visit to Calcutta is described.) Similarly, the behaviour of children from rich and economically weak societies are different. And the list can continue.

However, these differences are soon ironed out and all learners begin to behave alike with proper treatment from the teacher. The environment determines the learner need in terms of schema - what the learner is familiar with. The aim of good education is to minimize these differences by providing proper illustrations and making the materials available universal. This is where the concept of average works very well.

A syllabus which is presented to the learners in the form of a coursebook should be sensitive to the needs and backgrounds of all the learners in the state. The lessons should cater to the choice of their interest and familiarity and slowly help them to accept the realities of other societies in the world at large.

2.5 Using Learner Needs In a Syllabus Document

We have discussed at length how to determine the learner needs. These are stated in the syllabus and such statements help in formulating the objectives of a syllabus. We have discussed in detail the structure of objectives, their types and uses in your course on syllabus design. We shall briefly state the same thing here for your benefit.

Objectives provide the purpose for which the syllabus has been designed. It clearly states what the learners are going to achieve at the end of the course.

Task 4: Take a look at the beginning of every unit. It has a set of objectives stated. How are they stated? Do you find the unit provides all the information as stated in the objectives? Do these objectives help you to anticipate what the contents of the unit are?

Objectives provide a guideline to the learner and help him/her understand why a particular course/lesson/chapter needs to be studied. It provides concrete benefits one can derive out of going through the chapter. Further, it provides an opportunity to the learner to verify whether everything stated in the objectives has been covered in the unit/chapter/lesson etc.

Objectives are generally stated in realistic terms. They are not ambitious. This means, while stating objectives one needs to be clear about how much content can be taught in the time allotted for the course. Further, the objectives should be realistic in terms of their relation to learners' previous learning background. The objectives should also provide proper perspective to the syllabus designer/materials producer on the contents to be selected.

Lastly, objectives should clearly state what type of learning happens. The learning outcome should be measurable and observable in tangible terms. The objectives should not ignore the cognitive development that takes place which may not be perceived in tangible terms but can be inferred through other means of evaluation. E.g. proficiency in language needs to be inferred using a set of tests and may not be assessed objectively by mere observation.

2.6 Summary of the Unit

In this unit, we have looked at three different aspects of syllabus design. To begin with we have discussed the various parameters based on which we can identify learners. Having identified the learners, we have discussed, how their learning needs

can be determined and stated. Further, we have stated how these needs form the basis of stating the objectives of a syllabus.

2.7 Review questions

    a. How do we identify a learner who belongs to a large group?

    b. What are the important factors that help us in describing a learner?

    c. When we take age as a factor, what are its ramifications?

    d. What factors influence the behaviour of the learners?

    e. What is schema? How does it help in identifying learner needs?

    f. What is meant by Intelligence quotient? What are its uses in syllabus design?

    g. How many students are there in your class? Do all of them have similar needs?

    h. What is meant by learning is a continuum?

    i. What are objectives in a syllabus?

    j. How does determining the needs of the learner help in formulating objectives?

    k. What other uses can objectives be put to?

Unit–3 : Drafting Objectives

Structure

3.1   Introduction

In the previous two units, we have looked at features of a syllabus and how a learner identity and identifying learner needs can be determined. In this unit, we shall proceed further and look at objectives and their role in a syllabus. In doing this we shall define what objectives are, look at their features and show how they form an important part of the syllabus. They occupy a pivotal position as they are related to all other parts of the syllabus, and we shall try and establish how this relationship exists. We shall conclude the unit with a few questions for you to answer.

3.2 Objectives

After going through this unit, the learners will be able to:

a.   Understand what the term objectives,

b.   State objectives for a syllabus, lesson etc. properly,

c.   Understand the crucial role played by objectives in a syllabus

3.3 What are Objectives?

The term objectives is quite generic in the field of pedagogy. We come across this at various places, and in each place the objectives play a crucial role. Let us try and understand the various places where this term is used and its significance.

Every practicing teacher is expected to produce a lesson plan both in real life as a teacher and also as a trainee student-teacher. A lesson plan begins with a set of objectives. In our Unit on lesson plans (Paper 2 Module 2) we have told you what format can be used to draft a lesson plan, and how objectives occupy the prime of place in a lesson plan. While discussing this, we have provided you with an analogy of a journey. The teaching of a lesson is a journey and it begins with the learners' previous knowledge and ends with what the objectives state. We have used terms like 'entering behaviour' (to denote learners' previous knowledge) and 'terminal behaviour' (to denote what the course is expected to cover) which is stated as objectives.

Objectives are a set of clear statements that tell us what the end product is likely to do. In this case, a syllabus has a set of goals to achieve. Objectives are statements that help us understand the terminal goals of the syllabus or what the learners who use this syllabus will achieve at the end of the course.

Objectives are also called 'aims' or 'goals' of a syllabus. However, the science of pedagogy prefers the term objectives.

Task 1: Can you define objectives based on what is said so far.

Your response:

There is no single definition that can be given for this term. When you look up a dictionary for its meaning, you will find three different sets of meanings. However, for our purpose these are not essential. One of the definitions provided in Merriam Webster Dictionary that suits our discussion reads as follows: something toward which effort is directed: an aim, goal, or end of action.

The operational phrase here is 'something towards which effort is directed'. The rest of the words are synonyms of this phrase, and denote the end of action or the expected result as we have said earlier. We set objectives to give us a direction to work, a purpose to achieve something. Hence the term 'objectives' which occurs in several fields occupies a prime of place.

3.4 Characteristic Features of Objectives:

If objectives are crucial and important, how are they stated? What are some of their features? Let us take a quick look at these two aspects.

Objectives are statements. We have been repeating this several times, but this is to reinforce the fact that they cannot exist in the form of questions. The statements that we make need to be simple and unambiguous. This is to help the user of the document (lesson plan or the syllabus as the case may be) understand the purpose without any confusion.

Let us take a look at an objective and analyse it. For example, The objectives of this lesson is to help the learners:

Understand the concept of objectives.

Is this in the form of a statement? When I rewrite this objective properly it can be read as: 'Learners will be able to understand the concept of objectives'; and this is a statement.

Is this clear and unambiguous? The statement is in the form of a simple sentence. The statement indicates an intended action (by using 'will be able to') in the future. It is also conditional, the learners have to go through the course (this is said in the key statement). The possibility of misunderstanding the sentence, or the statement giving rise to more than one meaning are few.

This is a very simple example. Objectives can be of many types, and some of the objectives can also be complex. We shall look at a few more features of the objectives.

Objectives besides being simple and clear should possess three more qualities. The gains stated in the objectives should be observable, measurable and practical. These three important points along with two other features are captured in the form of an acronym SMART. This acronym can be expanded as follows:

> *S: Specific: What is the specific teaching/learning point?*
>
> *M: Measurable: Can what is learnt be measured (perceived tangibly)?*
>
> *A: Achievable/attainable: Is what is said achievable (realistic)?*
>
> *R: Relevant: Is what is taught going to be useful to the learners?*
>
> *T: Time-bound: Can these objectives be achieved within the timeframe?*

Though most of these factors are self-explanatory, it may be essential to provide some details about some aspects for a clear understanding. Let us see what some of these factors mean.

Journey or growth both can be observed and measured. In a journey, we can trace the path (observable) and know the distance (measurable). Similarly in growth (a plant or a child) we can observe the increase in size (observable) and also know how much the plant or child has grown (measurable). These two aspects can be stated in our objectives without any difficulty. For example:

The learners will be able to write neatly.

Writing neatly (caring for the size and shape of letters) can be observed by a teacher. But can it be measured. This may be difficult. So we specify this using other descriptors. For example:

The learners will be able to write neatly such that others can read easily.

Ability for someone to read is a measure, how easily can one read, what difficulties does one have, etc. can constitute measurable traits. Yet these are abstract. So we need to refine our objective further. For example:

The learners will be able to write neatly clearly distinguishing the shape and size of similar looking letters. (b and d; m and n; p and q; etc.)

This objective is clearer than the previous one. It states that there should be no confusion for the reader, and the possible places where the confusion can occur are also mentioned. It is also possible to quantify the amount of writing a learner should do (while copying) in a given period of time. For example:

Learners should be able to write (copy) neatly a paragraph of 100 words given in the textbook.

This brings us to the third point 'practical'. Let us quickly take a look at the previous unit on learner identification. We identify a learner based on his/her age, previous learning and social background. To make an objective practical (workable), learners' age and previous learning background are important. A child of 5 years may be able to write neatly, but may not be able to copy a paragraph of 100 words from a textbook without making errors. This is a task beyond the level of a five-year old child. While stating objectives, we need to make it age appropriate to ensure its workability.

We have looked at the objectives from their structural point of view. We shall look at the types of objectives we have in our syllabuses depending on their nature.

Task: 2: Take a look at the objectives stated at the beginning of the unit. Are they simple and clear? How can you make them better? Restate the objectives in your own words.

Your response:

3.5 Types of Objectives :

There are different types of objectives depending on their content, form, and purpose. Let us look at each type under these three headings, and also provide some examples to help you understand their features.

3.5.1. Objectives based on their content:

This category is the most common category of objectives. Every lesson plan has its objectives stated on the content which specify what aspect of language is taught, why and how. There are two sub-divisions within this category: Long term objectives and short term or immediate objectives.

As the name suggests, the long term objectives are achieved and the learning is retained for use and application in life. Learning from such an objective stays for life. For example, the learners are enabled to read a text and understand on their own. This is a long term objective. Once you learn how to read, you retain this skill for life. Similarly, when we develop other skills (language skills as well as other skills such as plumbing, carpentry etc.), these are retained for life and contribute to developing proficiency and also earn a livelihood.

On the other hand, short term or immediate goals have a transient use. For example, the course will enable the learners to write neatly. This objective has a value and some people may retain this skill. However, each person who learns how to write (trace letters of the alphabet, join them to form words, etc.) may not continue to retain this habit. The handwriting may become undecipherable, but the basic skill of writing is retained.

Content based learning also has two other types of objectives, viz. general and specific. These are identified by different names such as global and local, or broad and narrow. What do these objectives do, and how are they useful in our study. We shall discuss this soon, but before we proceed let us put these labels in two columns for us to remember them easily.

General Overall	Specific
Global	Local
Broad	Narrow

These are also terms used in our lesson plans as well as syllabus documents. When you teach a lesson for reading comprehension, you may choose to use two different types of questions. (Cf. Paper 12). We hope this table helps you remember the labels easily. You may use any of the three labels in each column interchangeably. Now, let us go into their details.

Once again, let us get back to the format of the lesson plan for an easier understanding of these terms. A lesson has an overall objective as well as a set of specific objectives.

Generally, the specific objectives which are narrow in their approach add up to make the general or the overall objective.

An overall objective provides a comprehensive outcome of the lesson. When we teach a lesson in grammar, the overall objective would be stated as follows: At the end of the lesson, the learners will be able to use the structure for their daily communication. (Let us imagine the structure here to be simple present, SVO pattern). A general objective of this nature can lend itself to the following set of specific objectives:

The learners will be able to:

a.   Identify the nouns in their subject position.

b.   Identify the verbs and check whether they agree with the subject.

c.   Identify the noun in the object position.

d.   Understand the relationship between the subject and the object.

e.   Identify whether the verb used is a transitive one or an intransitive one.

f.   Convert the sentence into an yes/no question.

g.   Use a negative to alter the meaning of the sentence.

h.   Produce similar sentences in meaningful contexts without making any error.

We see here that one overall objective has been divided into eight different specific objectives. Specific objectives help us analyse the lesson and the steps that need to be taken to teach the lesson in a systematic manner. They help the teacher plan the lesson in a systematic manner.

Objectives can be stated in a similar manner while drafting a syllabus or a course. The course has an overall objective, while each unit in the course has a specific objective. For example, the overall objective of the module we are studying now is to help you become familiar with the structure of a syllabus. However, this unit will focus only on the functions performed by objectives. Each unit in the module has a specific objective which adds up to fulfil the overall objective of the module.

3.5.2. Objectives based on their form:

We have looked at objectives from point of view of their contents. Contents also indicate the purpose of the objectives. We shall now look at the objectives from a different perspective - their form.

Form of an objective is based on the theoretical principles that underline their structure. We may have three different types of objectives based on such division: behavioural objectives, cognitive objectives and learning outcome based objectives.

a.   Behavioural Objectives: These are largely related to skill development. They perceive learning as something that can be induced through practice (repetition) to achieve perfection. Though this may seem ideal, there is some truth in such type of learning happening. For example, most of us learn spellings and pronunciation more through practice rather than through inference. The objectives that are stated using this framework read as follows:

At the end of the course the learners will be able to:

- Recite the poem with proper stress and intonation.
- Copy from the chalkboard the notes as given by the teacher without making any error.
- Memorise the tables and different forms of verbs.

A lesson plan or a syllabus should have a few behavioural objectives. These are stated in a tangible manner and in achieving these both the learners and the teachers have a sense of satisfaction. However, it is not right stop with these, and the learners should be taken a step further to infer and use their thinking faculties to achieve Higher Order Thinking Skills (HOTS). We shall look at this next.

b.   Cognitive Objectives: The objectives here focus on the ability of the learners to think and gain an ability to solve problems. For example, reading a text with proper stress and intonation is a behavioural objective, while being able to read and summarise the text is a cognitive objective. Comprehension involves interpretation of the text which is a thinking skill, a skill of higher order. Similarly, summarizing is a skill of higher order. Most of the problem solving exercises demands good thinking skills on the part of the learners.

A cognitive objective can be stated as follows:

- The learners will be able to analyse the topic and draft an outline for writing the essay.
- The learners will be able to organise the given points in a logical sequence to arrive at the process of making bread.
- The learners will be able to understand the flow chart and write the procedure involved in producing oxygen in the laboratory.

c.   Learning Outcome based objectives: These are objectives that have been in vogue since recently. The higher education council in different states as well as the national level resolved to reform the curricula in use in institutes of higher education - especially engineering, management and medicine. The same concept has percolated to other streams of education as well as school education. NEP 2020 also recommends

stating objectives using this framework. How is this different from the other two types discussed here?

These objectives are posited as broad statements of what learners can achieve at the end of a course of study. More than their achievement, how this achievement can be assessed forms the focus. The operating words in such objectives will be 'demonstrate' 'exhibit' 'display' etc. Here is an abstract taken from a similar syllabus in use at present and see how these words are used.

At the end of the programme students will be able to:

o demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity.

o demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.

o display an ability to read and understand various literary genres and stylistic variations and write critically.

o cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.

o demonstrate a critical aptitude and reflexive thinking to systematically analyse the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.

o display knowledge to cultivate a better understanding of values - both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.

Rajiv Gandhi University, Arunachal Pradesh

LOFC-CBCS Syllabus 2020-2021

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https://rgu.ac.in/wp-content/uploads/2021/08/B.-A.-English-Honours-2021-22.pdf

What do these words mean to us? They clearly distinguish these objectives from the earlier statements. They talk about the ability the learner is able to achieve rather than set a target. This brings the objectives a step closer to the learners and reduces the pressure put on them by setting targets.

LOCF (Learning Outcome Based Curriculum Framework) was introduced in the country at the level of higher education in the year 2020 by the UGC. This curriculum makes the concept of CBCS (Choice Based Credit System) a reality providing learners with greater option. A well spread menu of courses are offered to choose from, the only restriction being on the number of credits to be earned. The learners are also given the freedom to exit and opt for lateral entry at different stages in the course.

Further, the learners are also allowed to carry their credits (credit portability) from one institution to the other across the country. LOCF has become a reality and is commensurate with the recommendations of NEP 2020.

3.5.3. Objectives based on purpose:

We shall not discuss this in detail. These are complementary to the objectives based on contents (see 3.5.1 above). However, when we develop a syllabus for professional courses, the purpose becomes clearly stated. For example, language as required by nurses and doctors will not be the same as language required by engineers. While stating these objectives, often, descriptive terms referring to the special skills required are stated. Here are some examples:

At the end of the course the learners will be able to:

a) Understand the various terms used to describe health disorders without confusion.

b) Prepare a report/case-sheet based on the examination of the   patient

c) Explain to the doctor the possible diagnosis based on the symptoms observed in the patient.

Having looked at different types of objectives, the way they are stated, we shall proceed to see how these objectives are related to other parts of the syllabus. Before taking up this discussion, here is a task for you:

Task 3: Try and get hold of a few copies of syllabus in use on different courses. Go to the objectives section and identify the type of objectives as per the classification given above. Examine if these objectives qualify to be called SMART objectives.

Your response:

3.6 Objectives and their Relationship to Other Parts of the Syllabus :

In this section, we shall take a look at the structure of the syllabus briefly to show how the objectives are related to other parts of the syllabus. In order to do this, we need to recall the structure of a syllabus. A good syllabus identifies a learner, determines his/her needs, states the objectives, lists the contents and methods and finally offers strategies for evaluating learning. This can be diagrammatically represented as follows:
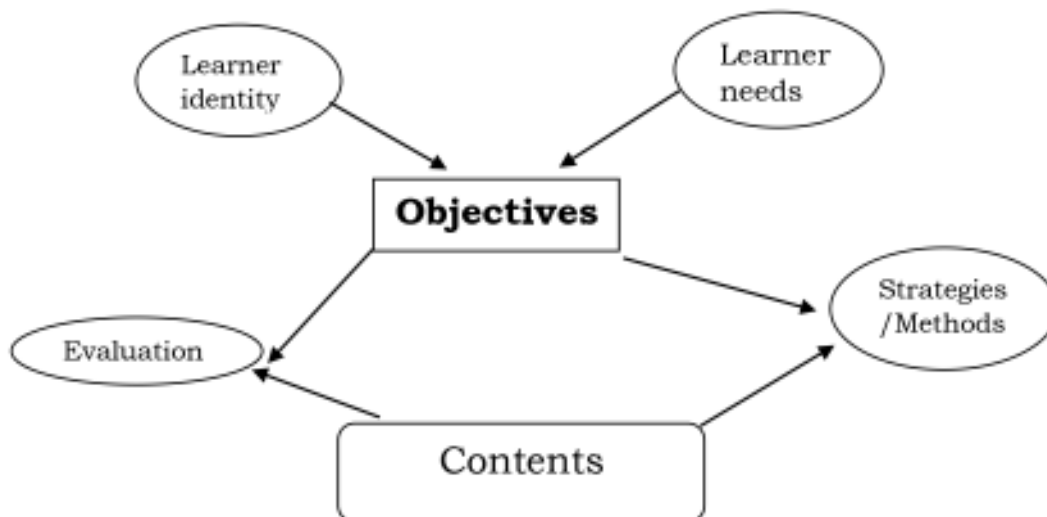
Diagram: Objective with different aspects of the syllabus

This diagram highlights the position of objectives and shows that it is related to all other aspects of the syllabus. Let us briefly explain the diagram to help us understand the relationships.

Objectives cannot be stated unless one is aware of the learner identity and learner needs. It is the learner needs that give us the necessary inputs to formulate the objectives. The learners join a course of study with a specific purpose and to fulfil this purpose, we need a set of contents. What the aspirations of the learners are is expressed by objectives.

Objectives provide a direction to select the contents. The objectives remain the guiding force in deciding the quantity and quality of materials (based on learners' previous knowledge, learners' age, and end goals of the course).

Since the contents are closely linked with strategies and evaluation, objectives play a major role in these aspects as well. Objectives in a learning outcome based curriculum have a direct bearing on the evaluation.

We shall discuss more about the contents and their selection, and how they are directly related to objectives in the next unit.

3.7 Summing up

In this unit we have looked at the term objectives as they appear in syllabus document. To help you understand this concept, we have shown how these objectives

play an important part in lesson plans as well. In discussing the objectives, we have provided some definitions of the term, their purpose and classification. We have illustrated different types of objectives and demonstrated how objectives form the central part of the syllabus and bear a relationship with all other parts in it.

3.8 Review Questions:

a. What do we mean by the term objectives?

b. How best can we define this term? Does it have other meanings as well?

c. What are some of the important features of objectives?

d. Explain what we mean by SMART objectives

e. How many types of objectives have been discussed in this unit?

f. What is the major basis of classifying objectives into different types?

g. How are behavioural objectives different from cognitive objectives?

h. What are some of the special characteristics of Learning Outcome Based Objectives?

i. How are objectives related to other parts of the syllabus?

j. Which are the two most important features of a syllabus?

Unit–4 : Developing Content

Structure

4.1 Introduction

In this unit we shall continue with our discussion of the syllabus structure and get to look at one of the components 'contents' in some detail. We shall look at the term content for its meaning, and also how it is selected and presented to the users both in syllabus document as well as in course books. We shall also see how the contents are a direct outcome of the identifying the learner needs and stating the objectives. Besides these two, the contents also share a close relationship with the methods and evaluation. We shall discuss all these aspects.

4.2 Objectives

After going through this unit, the learners will be able to:

a. Understand the significance of contents in a syllabus

b. Appreciate the process of selection and organisation of contents

c. See the close relationship between items on a syllabus and the lessons in a course book.

4.3 Contents-their Purpose

Contents form the central part of the syllabus - this is true both literally and metaphorically. The contents govern the quality of a syllabus and hence need to be selected and organised with a lot of care. We shall look at the term content for its meaning, and purpose before examining the details of its selection and organisation.

The word content is an interesting word in the English language. It can be used either as a noun or a verb. If the first syllable is stressed and pronounced as CON-tent it remains a noun - it suggest the materials that can be put in a container. When we stress the second syllable and pronounce it as con-TENT it becomes a verb and means a sense of satisfaction one can achieve or possess at the end of a successful event. In our discussion we shall use it only as a noun and when the work is done satisfactorily, let us feel con-TENTed.

The word content suggests what the syllabus contains. The contents of a syllabus are meant for transacting lessons with the learners. Therefore contents form a bridge to bind the learners and the teachers.

The contents provide a purpose or a reason for a teacher to be in the class. It makes the job of a teacher easy, provides him/her with a direction and helps the teachers understand what needs to be taught. It also suggests the sequence in which the lessons can be taught. Besides the sequence, it provides the teacher with a sense of time required to cover the rest of the contents within the time available. This is an essential feature of teaching while planning for the year (annual planning) which is a mandatory function of every practicing teacher.

The contents also serve another purpose, that of helping the teacher decide what to test to assess learners' uptake of the lessons.

Contents also serve the purpose of giving confidence to the learners about the distance they have travelled through the course as well as the time of preparing for the examination. This helps them to negotiate with the time they have to cope with the entire coverage of the syllabus to achieve success in the examination.

Having looked at the importance of contents and their purpose, let us look at their types briefly before discussing their selection and organisation.

4.4 Contents-their Types

Contents emanate directly from the objectives. The objectives provide a clear picture of the end learning behaviour of the learners on a course. In order to provide

such behaviour, contents become the medium or source. From this point of view we can look at contents under two heads - contents as they appear in the syllabus document and contents as they appear in the course books. Let us look at each one of these separately and later see how they are related to one another.

4.4.1. Contents in the Syllabus

Contents in the syllabus are called teaching items. These are stated in abstract terms, and at best they may appear as chapter titles or topics to be taught (in syllabuses framed for content subjects). In language syllabuses, depending on the nature of the syllabus (grammatical, lexical, communicative, task-based) the nature of representing teaching items changes. We shall provide an example each for different types of syllabuses mentioned and then discuss their strengths and weaknesses.

a. Grammatical syllabus: These are the most common types of language syllabuses that have existed for a long time. The grammar-translation model had this, and the most famous of the syllabuses to have teaching items of this type was the Structural syllabus. The examples we provide will be from the structural syllabus.

A syllabus is a list of teaching items. Each item is identified by a serial number to denote the order in which the item appears in the syllabus. Let us look at one such item

Sl No	Item	Illustration	Remarks
12	Simple Present SVO	I eat an apple every day. Do you eat an apple every day? I do not eat a mango. Do you not eat a mango? Who eats an apple every day? What do I eat every day?	Teach names of objects of everyday use, including food items, pronouns, wh words and responses to yes/no questions.
13	Simple Present SVC		

This needs a bit of explanation. The item is identified by a serial number and then entered in its abstract form. (Simple present tense, SVO is abstraction). The illustrations provided give life to the item or make it manifest in real language form. The illustrations provided must be comprehensive. The assertive and negative forms should be provided along with questions using appropriate wh_ words as well as polar questions (eliciting yes or no as responses.) The remarks column should provide the related items that

need to be taught in order to teach the item meaningfully in the class.

b. Lexical syllabuses: These have not been very commonly used in language teaching. Lexical syllabuses were developed by Michael Lewis and Dave Willis about thirty years ago. Their work primarily depends on the work done by Michael West who compiled the GSL (General Service List of English words) which has 2000 most frequently used words drawn from a corpus of twenty million words. Though this is dated, it forms one of the most important basis for teaching in ESL contexts. Modern research by scholars like Paul Nation claim that knowing 2000 words in GSL helps one comprehend 80% of any text written in English. This is highly complimentary.

Words in a lexical syllabus are chosen based on the principles of frequency counts. Each word has multiple meanings, and these meanings also exhibit a frequency of use, and they are chosen accordingly. Hence, when a word is given in the lexical syllabus the following questions guide the teacher to teach the same in the class.

Which word; what meaning (s); how (in what context), why (application in real language communication)

Which	What	How (illustration)	Why
Mother	Biological relation	Kinship terms	Emotional attach-ment
	As adjective	Mother land Mother tongue	Extended meaning
	As verb	Mothered a child/ invention	Rare, can be delayed

While Which, What, and How talk about the word, why talks about the reason and also provides information about whether the word needs to be taught immediately or at a later stage.

c. Communicative Syllabus: This is a more modern syllabus which came as a reaction to grammar based syllabuses which were largely form focused. In between, attempts had been made to incorporate meaning with form and produce situational syllabuses, but these were more realistic than real. The actual learner needs were never assessed, and the syllabus documented the assumed needs. Communicative

syllabus, on the other hand believed in assessing learner needs and provide customized course to the learner, and the items on the syllabus were based on language functions and tasks. (In fact, a good communicative syllabus has no items, and items are created as per the needs after negotiating with the learners.)

Functional syllabuses are best suited for short term proficiency courses and not for use on long term basis. However, today we are using communicative syllabuses which are in the form of tasks based on prescribed texts to involve learners in interaction. Most of the tasks have problem solving as their focus such that the tasks can be administered in pairs and groups.

Here is an example: Five of you are a group and decide to go on a picnic. It is a three day trip in a forest. You need to trek a few miles in the jungle, camp and also do your own cooking. Make a list of things you need to carry (make sure the weight does not exceed what you can carry), and give a plan of how you plan to spend your time. You can trek, swim, climb rocks, explore vegetation etc. There could also be some snakes and other animals from which you need to protect yourself. Discuss as a group, share your packages such that there is no duplication, and you can enjoy your trip. You can work on the task in three phases as suggested below:

Task 1:

a. Discuss for about ten minutes and prepare five lists of things each one of you can carry.

b. In the next ten minutes plan how you propose to spend your time.

c. Jointly write a proposal for approval from your parents and the school authorities.

There can be items referring to specific functions such as introducing friends etc. But these are basic items and the one given is an item that can be used with students at the intermediate level.

d. Task-based syllabus: There have been quite a few task based syllabus in vogue during the recent days. Prabhu's Procedural Syllabus (popularly known as the Bangalore Project) was one of the earliest. Subsequently, the CBSE (the Central Board of Secondary Education) took up a project on Interactive English which is also based on the same principles. We shall look at the general principles of using tasks, and the rationale for classifying them and their structure in this short section.

Though there are several classifications available, we shall look at two major schools - the cognitive classification and psycholinguistic classification. We shall look at these two and also provide an example for each of the categories.

I. Cognitive Classification: The tasks basically appeal to the learners' ability to think and solve problems. Further, there is an attempt to motivate them to participate by creating a purpose for doing so. There are three types of tasks listed under this category which are as follows.

Information gap activities: These are the simplest of cognitive tasks. The principle used here is, while communicating with each other, the communication becomes possible because of the information gap that exists between the speaker and the listener. What does this mean? We do not ask obvious questions for which we already know the answer. (Teachers in the classroom normally do this, but that is for a different reason.) For example, we do not ask a question like: 'Amina, what is your name Amina?' This question has no purpose. The speaker knows the name of the person he/she is speaking to. The only purpose we can see is if Amina is a small child learning how to speak, the question is valid. Or if Amina is a close friend of the speaker and the speaker is in a mood to have some fun with Amina, the question becomes valid. Otherwise, the question has no validity.

'What's your name?' in a normal conversation is a welcome question when two strangers meet. The two A and B have a purpose. A does not know B's name, and he likes to know by what name B can be identified. Here the information gap works as follows:

Common information:

A and B both know all human beings have a name.

A and B know all human beings know their name.

A knows B knows his name and he does not know it.

Unknown information

A does not know B's name.

There is a gap between known/common/shared information and the new information. This gap needs to be bridged and this happens with a question like 'What's your name?' Once this gap is bridged, the communication has taken place successfully. This is a simple example.

Opinion gap activities: These are slightly higher order activities compared to the information gap activities. It is possible to have more than two learners in this and it is possible to form a pyramid activity where opinion gap is involved. When in a group people are discussing a problem, often there is an opinion gap. This can be resolved through discussion, and in a classroom we can do this using what is called a pyramid activity. Here is an example of a very simple activity.

Let us imagine a class of 8 students. (If the class is larger, you can divide the class into groups of eight.) Let us give the following task to the learners which can be as follows:

Question: Who is the most important national leader who fought for our freedom? (Provide a list of 10 or 12 names of national leaders to choose from.)

Step 1: All eight work individually and choose four names out of the given list without consulting each other.

Step 2: The group is divided into four pairs. Each pair partner shares the list with the other partner and the two together arrive at one list of four names. They need to convince the other as to why they have chosen the people in their list and convince the other to alter the list.

Step 3: The four pairs are merged to form two groups of four members each and the procedure follows.

Step 4: The two groups of four join and as a whole class arrive at a list of four names. During this process there is adequate talk to convince each other and this creates a purpose.

Since the activity begins with a broad base and then finally ends with just one solution it is called a pyramid activity. Diagrammatically this is represented as follows:
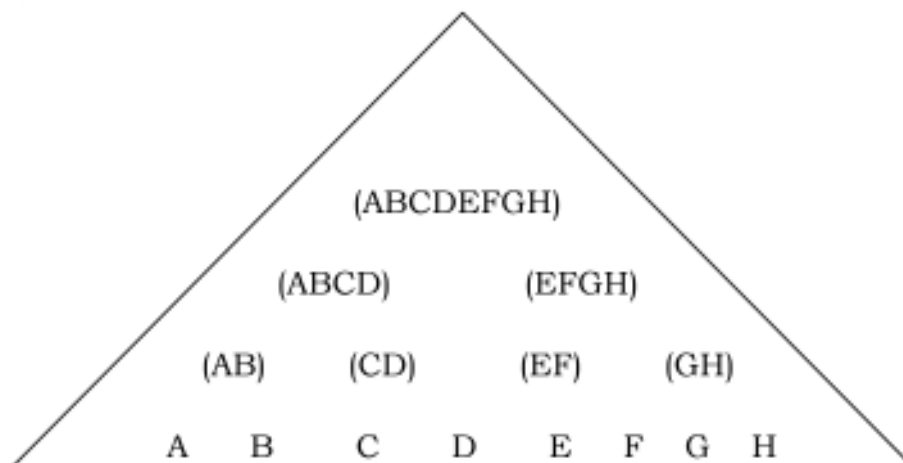
Reasoning gap activities: These are probably the highest in terms of complexity. The learners have to solve a problem by taking into account a variety of factors and arrive at a solution that is workable and agreeable to all the participants. It could be

analyzing given data to arrive at a set of conclusion logically. N S Prabhu in his procedural syllabus provides several activities of this type. Most course books also use this type of activities in the form of treasure hunt activities, giving directions using a map, providing instructions to correct a given situation (as represented in a diagram) etc. We will not provide any specific examples of these activities as we have referred to the sources.

II. Psycholinguistic Categories: We shall not look at these in as much a detail as we saw the previous category. These activities are used more commonly and most of you are familiar with the names of these activities. We shall name a few of the activities and leave it at that for you to look for such activities in books suggested in the list below. The activities are Jig-saw puzzles (this could include reading and writing activities along with vocabulary exercises); problem solving activities (as suggested in reasoning gap activities above); decision making activities (as mentioned in opinion gap activities) as well as information gap activities. It needs to be mentioned here that all these activities can be graded from simple to complex depending on the age and the needs of the learners.

4.5 Content selection

In the previous section we have looked at what type of contents can be included in the syllabus as well as the course book. This should give you an idea of their selection as well.

While selecting the content, the syllabus developers depend on three principles: Learner age, learner background and linguistic gradation. These three factors are important. We have earlier discussed the learner age and learner needs in detail and how these relate to the formulation of objectives as well as deciding on the content.

Content selection is made based on sound linguistic principles. The structural grammar provided the initial basis for language organisation in terms of simple to complex structures. This was adhered to for a long time. However, with better understanding of language analysis and also new inputs into language acquisition, these principles changed and content selection was based on the principles of language functions as they appear in different situations. Here is one illustration to make this point clear.

Let us take shopping as a major situation in life. It can be perceived as a series of events which form a cline. A small child buying a bar of chocolate, or pencils to an adult buying property there could be several smaller contexts which can be identified

as distinct functions. This has been discussed in detail earlier in you course on functional grammar. We will leave it here and move to content organisation.

4.6 Content organisation

Content organisation, like content selection has been discussed earlier while discussing types of syllabus. Content in a syllabus is always said to be abstract. By this, the teaching item as it is represented in a syllabus document does not lend itself to teaching. A teacher with limited professional competence may not be able to translate the teaching item as mentioned in the syllabus to a concrete lesson. For this to happen, the teaching item needs to be redrafted as a lesson that appears in a course book. The syllabus document should provide adequate guidance to the materials developer for taking up this job.

While organising the content in a syllabus document, the item is provided in its bare form depending on the type of syllabus - a structural syllabus gives a structure (e.g. SVO or SVC or SVOiOd, etc.); similarly, the functional syllabus may provide the title of the item (e.g. introducing a friend; giving directions, apologizing, etc.).

A teacher equipped with such items finds it difficult to cope with the class. Since the syllabus is a specific document with a focus on a specific group of learners, the syllabus should provide necessary illustrations. The illustrations should be comprehensive. In a structural syllabus, the assertive, negative, interrogative forms of the structure should be provided. Further, responses to interrogatives in the structure being taught should be provided (see 4.4. of this unit). Similarly, the functional syllabus should specify factors such as who, what, where, when, why and how of the situation in question. This helps the teacher as well as the materials producer.

4.7 Contents and Other Parts of the Syllabus

Earlier, at the beginning of this unit, we have said that contents form the central part of the syllabus document. Contents are directly derived from the objectives. Objectives in a syllabus are stated to help learners achieve their goal depending on their needs. In order to do this, contents provide the means, they show the path.

Secondly, contents are selected according the age of the learner. The contents and the age of the learner determine the methodology or the strategies to be used for transacting the materials. For example introducing a friend in a primary school may require a few words, while introducing a colleague, you may need a better range of vocabulary. Besides, to teach professions, one may use a rhyme or a poem in a

primary school, while the same topic to be taught to adult learners of language may require a different strategy. This shows how contents are closely related to the strategies.

Contents also have a direct bearing on the evaluation. An examiner understands the contents in order to frame a question paper or a set of tasks to assess the learner uptake as well as skills acquired. In short contents are related to all parts of the syllabus. (Please see the diagram given in Unit 3: 3.6)

4.8 Summing up

This unit has been longer than the other units in the module. In this unit we have discussed different aspects of contents in a syllabus - their types, selection, organisation and relation to other parts of the syllabus. To assess your understanding, we have a few questions to ask and for you to respond.

4.9 Review questions

a. What are the different parts of a syllabus?

b. Why do we say, contents form the central part of the syllabus?

c. What are teaching items?

d. Can we have similar teaching items irrespective of the type of syllabus?

e. Provide samples of some teaching items and show which type of syllabus they belong to?

f. Why should the teaching items be illustrated properly?

g. How are contents in a syllabus organised?

h. Show the centrality of contents in relationship to other parts of the syllabus?

i. What do we mean be selection and gradation?

j. How are task-based syllabuses better than earlier syllabuses?

4.10 Suggested reading:

1. Dickenson, L. (1987). *Self-instruction in Language Learning.* Cambridge: Cambridge University Press.

2. Ellis, Rod (2003). *Task-based Language Learning and Teaching.* Oxford: Oxford University Press.

3. Johnson, K (2000). 'What Task Designers do?' *Language Teaching Research 4*: 301-21

4. Prabhu, N S (1987). *Second Language Pedagogy.* Oxford: Oxford University Press.

5. Ur, P. (1988). *Grammar Practice Activities.* Cambridge: Cambridge University Press. Seedhouse, P (1999). 'Task-based Interaction.' *English Language Teaching Journal: 51: 336-44*

6. Widdowson, H. (1990). *Aspects of Language Teaching.* Oxford: Oxford University Press.

Module – II/SYLLABUS DESIGN - PRACTICAL

Unit–5 : CHOOSING STRATEGIES FOR TEACHING

Structure

5.1   Introduction

To shape the practice of everyday teaching, we, as teachers, need to have a holistic understanding of what happens in our classroom. We need to systematically observe our teaching, interpret our classroom events, evaluate their outcomes, identify problems, find solutions, and try them out to see once again what works and what doesn't. In other words, we have to become strategic thinkers as well as strategic practitioners. As strategic thinkers, we need to reflect on the specific needs, wants, situations, and processes of learning and teaching. As strategic practitioners, we need to develop knowledge and skills necessary to self-observe, self-analyse, and self-evaluate our own teaching acts. To help become strategic thinkers and strategic practitioners, let us go beyond the methods and try to grow our awareness about some classroom strategies the foundations of which are based on theoretical, empirical, and experiential knowledge of L2 learning, teaching, and teacher education.

5.2 Objectives

After going through this unit you will be able to:

a) understand the various strategies that can be adopted in second language teaching

b) apply the knowledge of various strategies in language teaching

c) generate various types of interactions in your classrooms

d) organise pair and group work effectively as part of your classroom management strategy

5.3 Strategies for Promoting Learner Autonomy

Let's begin by understanding the concept of learner autonomy. In the field of L2 education, scholarly interest in learner autonomy received impetus during the late 1970s and early 80s with the advent and advancement of communicative language teaching, which sought to put the learner at the centre of L2 pedagogy. Some of the terms that are widely used in the context of learner autonomy are as follows:

● Self-instruction which refers to situations in which learners are working without the direct control of the teacher

● Self-direction which refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions

● Self-access learning which refers to situations in which learners make use of self-access teaching material or instructional technology that is made available to them

● Individualised instruction which refers to situations in which the learning process is adapted, either by the teacher or by the learner, to suit the specific characteristics of anindividual learner.

As these definitions indicate, there are varying degrees of learner involvement and teacher engagement, ranging from total learner control over the aims and activities of learning to partial learner control to indirect teacher control in terms of methods and materials, place and pace of study. In spite of these conceptual and terminological variations, one can easily discern two complementary views on learner autonomy, particularly with regard to its aims and objectives - a narrow view and a broad view of learner autonomy. In a nutshell, the narrow view maintains that the chief goal of

learner autonomy is to learnwhile the broad view maintains that the goal should be to learn to liberate. In other words, the former stands for academic autonomy, and the latter for liberatory autonomy. While academic autonomy enables learners to be strategic practitioners in order to realise their learning potential, liberatory autonomy empowers them to be critical thinkers in order to realise their human potential.

The narrow view of learner autonomy involves, simply, enabling learners to learn how to learn. Following the learning-to-learn approach, scholars such as Dickinson (1987), Ellis and Sinclair (1989), Little (1990), Wenden (1991), Broady and Kenning (1996) have elaborated the concept of learner autonomy which enables learners to -

- develop a capacity for critical thinking, decision making, and independent action;

- discover their learning potential, in addition to merely gathering knowledge about the learning process;

- take responsibility for learning and for using appropriate strategies to achieve their general and specific objectives;

- face heavy psychological demands that require learners to confront their weaknesses and failures;

- develop self-control and self-discipline, which lead to self-esteem and self-confidence;

- give up total dependence on the teacher and the educational system, and move beyond a mere response to instruction; and

- understand that autonomy is a complex process of interacting with one's self, the teacher, the task, and the educational environment.

Drawing insights from extensive research conducted during the 1990s, Anna Chamot and her colleagues have identified four processes that have the potential to enable learners to exercise control over their learning (Chamot, et al., 1999). They are: planning, monitoring, problemsolving, and evaluating. For example, in a typical classroom task, such as an interactive speaking interview of a classmate's leisure time activities, the good learner might begin planning by thinking about various activities in which people often engage in their free time. He/she continues planning by narrowing his/her focus to those activities for which he/she knows vocabulary in the target language. Depending on the extent of his/her knowledge, he/she may decide to gather additional vocabulary by asking his/her teacher, looking at his/her notes, or checking a dictionary. She thinks about how to formulate questions in the target language, and he/she anticipates the types of response he/she may get to his/her questions. He/she

then writes down his/her questions and/or some key vocabulary pertinent to his/her topics. He/she reminds himself/herself of language features such as pronunciation and intonation. After he/she begins his/her interview, he/she monitorshimself/herself listening to himself/herself speak, watching the interviewee's face, and listening to the interviewee's answers such as pronunciation and intonation. He/she asks for clarification when he/she does not understand a response (problem solving). This good learner repeats the interviewee's main points to make sure he/she understands, and he/she gives feedback to show he/she is paying attention. After the interview is finished, he/she evaluates by reflecting on his/her use of language and any new words or phrases he/she acquired. He/she may think about whether he/she opened and closed interview in appropriate ways. Finally, he/she makes written or mental notes of what he/she might do differently the next time to improve his/her performance. In this example, the student used all four processes to successfully complete the assignment. His/her strategic behaviour helped him/her prepare for the task, actually do the task, resolve difficulties and overcome his/her lack of information, and reflect on his/her performance. As suggested, learners can use these four processes for any language learning task pertaining to listening, speaking, reading, and writing. To what extent learners manage to do this depends on at least two factors: (a) the learners' awareness of learning strategies, and (b) the teachers' effectiveness of learner training.

A taxonomy that offers a comprehensive system of learning strategies is the one proposed by Rebecca Oxford (1990).

Direct Strategies

I. Memory strategies	A. Creating mental linkages
	B. Applying images and sounds
	C. Reviewing well
	D. Employing action
II. Cognitive strategies	A. Practicing
	B. Receiving and sending messages
	C. Analysing and reasoning
	D. Creating structure for input and output
III. Compensation strategies	A. Guessing intelligently
	B. Overcoming limitations in speaking and writing

Indirect Strategies

I. Metacognitive strategies	A. Centering your learning
	B. Arranging and planning your learning
	C. Evaluating your learning
II. Affective strategies	A. Lowering your anxiety
	B. Encouraging yourself
	C. Taking your emotional temperature
III. Social strategies	A. Asking questions
	B. Cooperating with others
	C. Empathising with others

It is to be noticed that the strategies suggested by Oxford are learner-centred, that is, they represent actions taken by learners to maximise their learning potential.

Successful learner training, on the other hand, includes psychological as well as strategic preparation. Owing to past experience, adult L2 learners tend to bring with them preconceived notions about what constitutes learning and what constitutes teaching. They also bring with them prior expectations about the role-relationship between the learner and the teacher in the classroom. A crucial task of the teacher wishing to promote learner autonomy is to help learners take responsibility for their learning, and to bring about necessary attitudinal changes in them.

Gail Ellis and Barbara Sinclair (1989) and Anita Wenden (1991) offer useful suggestions for teachers in their attempts to train their learners. According to Ellis and Sinclair (1989), teachers can play an instrumental role in learner training by:

- negotiating with learners about course content and methodology, if appropriate;
- sharing with learners, in a way that is accessible to them, the kind of information about language and language learning that teachers have but that is not always passed on to learners;
- encouraging discussion in the classroom about language and language learning;
- helping learners become aware of the wide range of alternative strategies available to them for language learning;
- creating a learning environment where learners feel they can experiment with their language learning;

- allowing learners to form their own views about language learning, and respecting their points of view;
- counselling and giving guidance to individual learners when possible.

CHECK YOUR PROGRESS

What do you understand by the term 'learner autonomy'?

_____

_____

Discuss Rebecca Oxford's taxonomy of learning strategies.

_____

_____

How do you plan to promote learner autonomy in your class?

_____

_____

_____

5.4 Strategies for Maximizing Learning Opportunities

Our first and foremost duty as teachers is to maximize learning opportunities for our learners. Hence, let's take note of some strategies on maximising learning opportunities of learners. There are two aspects of classroom management that have a huge impact on the generation of learning opportunities inside the classroom - learner involvement and teacher questioning.

LEARNER INVOLVEMENT: We, as teachers, can maximize learning opportunities in our classes through meaningful learner involvement. An important facet of learner involvement is what Bonny Norton has called learner investment. The notion of learner investment "presupposes that when language learners speak, they are not only exchanging information with target language speakers, but they are constantly organising and reorganising a sense of who they are and how they relate to the social world. Thus, an investment in the target language is also an investment in a learner's own identity, an identity which is constantly changing across time and space" (Norton). Therefore, one way of maximizing learning opportunities in the classroom is to seriously "listen" when language learners speak, and build on what they say. In other words, the learners' voice in the classroom should not be treated merely as language practice, but "must be regarded as constituting the very fabric of students' lives and as determining their investment in learning the target language" (McKay and Wong). Recognising the learners' voice also means recognising their attempt to create learning

opportunities for themselves and for other participants in class. When learners ask a question or say something, even if it appears to be far removed from the topic at hand, they might possibly be creating learning opportunities. Therefore, by utilising learning opportunities created by learners, teachers can send an important message to them: their voice counts and they, too, are partners in the joint production of classroom discourse.

Teacher questioning:Another strategy for creating learning opportunities for the teacher is to ask the right type of questions that will trigger meaningful interaction. In the field of general education, Hugh Mehan (1979) has identified four types of questions that normally occur in a classroom setting:

- choice questions that call upon the learners to agree or disagree with the teacher's statement and/or choose a yes or no response from a list provided by the teacher;

- product questions that ask the learners to provide a factual response such as a name, a place, etc.;

- process questions that ask for the learners' opinions or interpretations; and

- meta-process questions that ask the learners to formulate the grounds for their reasoning, or to produce the rule or procedure by which they arrived at or remembered answers.

Although choice and product questions do have a place in L2 classroom teaching, process and metaprocess questions, by nature, are likely to facilitate negotiation, and, therefore, create more learning opportunities. Studies on L2 development have generally focused on two types of questions:

- display questions that permit predetermined answers already known to the teacher; andreferential questions that permit open-ended answers containing new information.

Researchers in L2 development have found that nearly 79 percent of the questions asked in the classroom are display questions, which clearly contrasts with the use of referential questionsin conversations outside the class. They have also found that learners' responses to referential questions were propositionally longer and grammatically more complex than their responses to display questions. As can be expected, process/metaprocess or referential questions have the potential to generate learning opportunities. They have the capacity to elicit new pieces of information from learners. They also have the capacity to prompt them to actively engage their reasoning skills, and not just passively draw from memory, as choice and product questions are prone to do. Scott Thornbury goes even further and argues that "the

effort involved in asking referential questions prompts a greater effort and depth of processing on the part of the teacher."

CHECK YOUR PROGRESS

What are the different types of questions that a teacher can utilise in order to facilitate language learning?

———
———

What type of questions do you plan to use in your classrooms? Give examples.

———
———
———

5.5 Strategies for Facilitating Negotiated Interaction

Our next focus of study is the strategies for negotiated interaction. One of the aspects of learning to talk in L2 is talking to learn. In the current literature on L2 interactional studies, one comes across terms such as talk, dialogue, conversation, conversational interaction, negotiation and negotiated interaction. These terms are used sometimes interchangeably and sometimes differentially. One way of gaining a clear and coherent understanding of the role of interaction in language learning is by looking at it in terms of the three macro functions of language proposed by Michael Halliday (e.g., 1985): textual, interpersonal, and ideational.

Interaction as a textual activity refers mainly to the use of linguistic and metalinguistic features of language necessary for understanding language input.

Interaction as an interpersonal activity refers to the use of language to promote communication between participants. It thus involves sociolinguistic features of language required to establish roles, relationships, and responsibilities. It focuses on the nuances of interpersonal understanding, especially those necessary to open and maintain conversational channels and to identify and repair communication breakdowns. Interaction as an ideational activity refers to an expression of the participants' own experience of the processes, persons, objects, and events of the real or imaginary world in, around, and outside the situated learning and teaching context.

Interaction as an interpersonal activity is concerned mostly with the linguistic aspect of modified input, the former is concerned with the relationship between modified input and modified interaction. Thus, it is oriented to a study of the use of

language structures and conversational adjustments necessary to create a coherent piece of written or spoken text suitable to a particular communicative event. There are at least three strands of knowledge we have gained from the studies on the relationship between input, interaction, and output:

- comprehensible input is necessary but not sufficient to promote L2 development;
- negotiated interaction consisting of comprehension checks, confirmation checks, and clarification requests plays a facilitative, not a causative, role in the development of linguistic competence among L2 learners; and
- comprehensible output has the potential to provide learners with opportunities to notice the gap in their developing interlanguage, to test their hypotheses, to use corrective feedback, and to move from meaning-based processing to a grammar-based processing.

Thus, we should design and implement our interactional tasks and activities in the classroom in such a manner so that the learners are engaged in all three dimensions of negotiated interaction: textual, interpersonal, and ideational. They should provide opportunities for learners to stretch their linguistic repertoire, sharpen their conversational skills by facilitating negotiated interaction.

CHECK YOUR PROGRESS

What do you understand by the term 'negotiated interaction'?

_____

_____

What are the three dimensions of interaction proposed by Halliday?

_____

_____

5.6 Strategies for Integrating Language Skills

By now we have come to know that there exists a deep and inseparable connection between language use and the context in which it is embedded. A different kind of connectedness exists in the way we use the primary skills of language identified traditionally as listening, speaking, reading, and writing. In the practice of everyday life, we continually integrate these skills.

Such an artificial separation of language skills, however, is quite normal in most language schools which offer classes based on isolated skills and proficiency levels

with course titles such as Beginning Reading, Intermediate Listening, or Advanced Writing. Curriculum designers and textbook writers have long been using the separation of skills as a guiding principle for syllabus construction and materials production. They even try to narrowly link a particular skill with a particular set of learning strategies which is misleading; "Many strategies, such as paying selective attention, self-evaluating, asking questions, analysing, synthesizing, planning and predicting are applicable across skill areas." (Oxford, 2001)

Several types of classroom activities have entered the field of L2 learning and teachinglike interactive scenarios (Di Pietro, 1987) and problem-solving tasks (Prabhu, 1987; Nunan, 1989; Willis, 1996). In addition, there are content-based activities (Crandall, 1987), project-based activities (Legutke and Thomas, 1991), wholelanguage activities (Goodman, 1986; Freeman and Freeman, 1992), and experiential activities (Kohonen, et al., 2001). All these classroom activities have one thing in common: they stress interactive language use that requires a synthesis of various language skills and various language components. Additionally, these integrated activities are all relevant for learners of different levels of proficiency, provided the degree of conceptual, communicative, and linguistic challenge is monitored and maintained. Any of the above types of classroom activities, if properly designed and implemented, can easily lead to the integration of language skills. For instance, in performing a well-planned integrated activity, learners may:

- try to understand the teacher's directions, seek clarifications, and take notes (listening, speaking, and writing);
- brainstorm, in pairs or in small groups, and decide to use library resources or the internet to collect additional information (listening, speaking, reading, and writing);
- engage in a decision-making process about how to use the collected information and proceed with the activity (listening, speaking, and reading);
- carry out their plan of action (reading, writing, speaking, and listening);
- use the notes taken during their group discussion, and present to class what they have accomplished (reading, speaking, and listening); and
- finish the activity with a whole class discussion (listening and speaking).

5.7 Strategies for Classroom Management

In order to become an effective teacher, besides planning of lessons, use of audio-visual aids, adopting varying techniques in the classroom, it is of paramount importance

to be able to manage the classroom i.e. delivering what we have planned effectively and systematically. Effective classroom management in the current CLT approach involves effective use of pair work and group work.

PAIR WORK: Pair work is the most convenient method of promoting active participation and interaction among learners. This could range from discussing the answer to a comprehension question to working for several minutes on a complex and well-structured task. When the class is divided into pairs and all pairs work on their tasks for some time, it is called simultaneouspair work. The formation of pairs can be of two types: a) Fixed Pairs and b) Flexible Pairs. In Fixed Pairs a student work with his/her partner who is his/her neighbour for some time in order to complete a task assigned. For example, S1-S2, S3-S4, S5-S6 and so on are fixed pairs and work for some time in the given combination. In Flexible Pairs, the student does not work with the same partner but changes partners. For example, S1-S2 interacts and then S1 works with S3, then with S4 and work out the same task. Flexible pairs are far more enriching as one learns much more by sharing ideas with more people.

GROUP WORK: When the activity at some stage in a lesson calls for discussion or active collaboration among a group of students, a number of such groups are formed and each given a relevant task to work on. This is called Group Work. The groups should be large enough that there are a number of different 'voices' that are heard, but not so large that some are left out. An important aspect of group work is the means for leading or guiding for which one of the students need to be assigned the responsibility. The main purpose of group work is interaction among learners. That is why it is a good idea, to form groups of mixed ability so that both weak and good students can interact with each other. Students do assist each other because the activity requires co-operation and collaboration.

It is to be noted that whatever be the type of classroom work pair or group, the teacher needs to constantly monitor the proceedings. He/she should move to each pair and group, provide guidance when asked, listen to the interactions but as far as possible should not intervene. The teacher should provide a comfortable and free atmosphere to facilitate their discussions.

CHECK YOUR PROGRESS

What do you think are the merits of using pair work and group work in a language classroom?

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5.8 Summary:

In this unit we have studied the following:

- Studies in learner autonomy received impetus during the late 1970s and early '80s with the advent and advancement of communicative language teaching.

- A second language teacher should give necessary effort to promote learner autonomy for effective language leaning.

- Learner autonomy, particularly with regard to its aims and objectives, involves two perspectives - a narrow view and a broad view; the narrow view maintains that the chief goal of learner autonomy is to learn while the broad view maintains that the goal should be to learn to liberate.

- Maximising learning opportunities for learners is another key strategy for effective teaching.

- Generation of learning opportunities inside the classroomis affected by two factors - learner involvement and teacher questioning.

- L2 development generally focuses on two types of questions: display questions that permit predetermined answers already known to the teacher; and referential questions that permit open-ended answers containing new information.

- Negotiated interaction facilitates language learning; interactional tasks and activities in the classroom should be designed in such a manner so that the learners are engaged in all three dimensions of negotiated interaction: textual, interpersonal, and ideational.

- Second language teaching should be aimed at integration of skills i.e. listening, speaking, reading and writing skill should be taught in an integrated mode and not in isolation.

- Effective classroom management in the current CLT approach involves effective use of pair work and group work.

5.9 Review Questions

1. How are the concepts of learner autonomy and birth of CLT related to each other?

2.   What are some of the teacher traits that you envisage to promote learner autonomy?

3. Are there some guidelines to asking questions in the class? What are they?

4. What are the broad and narrow objectives of promoting learner autonomy?

5. How do we create opportunities for learners to learn on their own?

6. What use is the teaching of reference skills in promoting learner autonomy?

7. What benefits do learners derive when the teacher uses interactive activities in the class?

8. How many types of interactions can be developed in the class, what are they, and their uses?

9. Why does CLT not believe in just teaching language skills in a discrete manner?

10. What changes does the teacher need to make in order to use pair and group work in the classroom?

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Unit–6 : EVALUATION STRATEGIES

Structure

6.1 Introduction

6.2. Objectives

6.3. Curriculum and syllabus evaluation

6.4 Types of Evaluation

    6.4.1. Formative Evaluation:

    6.4.2. Illuminative Evaluation:

    6.4.3 Summative Evaluation:

6.5. Quantitative and Qualitative Evaluation

6.6. Criteria for Judjing the effectiveness of a curriculum syllabus

6.7. Tools and Procedures for conducting Evaluation

6.8. Summary:

6.9. Review Questions :

6.1 Introduction

Let us now study an important aspect of curriculum and syllabus design i.e. syllabus evaluation which involves a reflective analysis of the practices that are involved in planning and teaching acourse. It is to be noted that post implementation of a language syllabus, a number of questions still needs to be answered. These include:

a) 'Does the syllabus achieve its goals?'

b) What happens inthe classrooms where the syllabus is being implemented?

c) Are all the stakeholders (e.g. teachers, learners, administrators, parents, employers, others) satisfied with the syllabus?

d) What are the difficulties being faced by the teachers while implementing the syllabus?

e) What are difficulties being faced by the learners?

f) Does the syllabus compare and compete favourably with others of its kind?

Syllabus evaluation is concerned with answering questions as stated above. It focuses on collecting information about different aspects of a syllabus in order to understand how the syllabus works and how successfully it works, enabling different kinds of decisions to be made about the syllabus viz. whether the syllabus caters to learners' needs, whether further teacher training is required for teachers working with the syllabus or whether learners are learning sufficiently from it.

6.2 Objectives

After going through this unit you will be able to:

a) understand the concept of syllabus and curriculum evaluation

b) identify the criteria for syllabus or curriculum evaluation

c) distinguish between the different strategiesused to evaluate a curriculum

d) identify the various tools and procedures required for curriculum evaluation

e) design a scheme for syllabus or curriculum evaluation

6.3 Curriculum and Syllabus Evaluation

J.D.Brown (1989) gives the following definition of evaluation: "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions evolved".

Broadly, curriculum evaluation refers to the systematic process of gathering information for purposes of decision making. Evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings), and value judgements. In language planning, evaluation frequently involves gathering information on patterns of language use, language ability, and attitudes towards language. In language programme evaluation, evaluation is related to decisions about the quality of the programme itself and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems.

It is noteworthy here that educators often adopt a larger and broader approach to evaluation by evaluating an entire language curriculum or a language programme of

which 'the syllabus' constitutes a crucial component. This all-inclusive comprehensive strategy enables the designers and policy makers to make necessary changes at all levels as all the components of a curriculum / language programmeare interlinked.

Evaluation may focus on many different aspects of a language programme:

- Curriculum design: to provide insights about the quality of curriculum planning and organisation

- Curriculum and syllabus content: for example, how relevant and engaging it was, how easy or difficult, how successful tests and assessment procedures were

- Classroom processes: to provide insights about the extent to which a curriculum is being implemented appropriately

- Materials of instruction: to provide insights about whether specific materials are aiding student learning

- Teachers: for example, how they conducted their teaching, what their perceptions were of the curriculum, what they taught, etc.

- Teacher training: to assess whether the training teachers have received is adequate

- Students: for example, what they learned from the curriculum, their perceptions of it and how they participated in it

- Monitoring of pupil progress: to conduct formative (in-progress) evaluation of student learning

- Learner motivation: to provide insights about the effectiveness of teachers in aiding learners to achieve goals and objective of the institution

- Institution: for example, what administrative support was provided, what resources were used, what communication networks where employed

- Learning environment: to provide insights about the extent to which students are provided with a responsive environment in terms of their educational needs

- Staff development: to provide insights about the extent wo which the institutional system provides the staff opportunities to increase their effectiveness

- Decision-making: to provide insights about how well the institutional staff - principals, teachers and others - make decisions that result in learner benefits

The scope of evaluation, thus, has moved from a concern with test results to the need to collect information and make judgements about all aspects of the curriculum, from planning to implementation.

CHECK YOUR PROGRESS

What do you understand by the term 'syllabus evaluation' or 'curriculum evaluation'? What do they focus on?

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6.4 Types of Evaluation

Before we proceed to study the different types of syllabus or curriculum evaluation let's take a quick note of the different purposes of evaluation. Weir and Roberts (1994) have broadly identified two major purposes for language curriculum evaluation - accountability and development. Accountability refers to the extent to which those involved in a language programme are answerable for the quality of their work. Accountability-oriented evaluation usually examines the effects of a programme or project at significant end points of an educational cycle and is usually conducted for the benefit of an external audience or decision maker. Development-oriented evaluation is designed to improve the quality of a programme as it is being implemented. It may involve the staff who are involved in the programme as well as others who are not and may have a teacher-development focus too. Based on this broader view of the purposes of curriculum evaluation three types of evaluation may be conducted - formative, illuminative and summative evaluation.

6.4.1. FORMATIVE EVALUATION :

Formative evaluation may be carried out as part of the process of curriculum development in order to find out what is working well, and what is not, and what problems need to be addressed. It focuses on ongoing development and improvement of the language programme. Typical questions that relate to formative evaluation are:

- Has enough time been spent on particular objectives? Have any of the objectives been successfully achieved?

- Have the placement tests placed students at the right level in the programme?

- How well is the text-book being received? Is it being well explored by the teachers and the learners?

- Is the methodology teachers are using appropriate?

- Do teachers or learners have difficulty with any aspect of the curriculum or syllabus?

- Do learners enjoying the programme? If not, what can be done to make leaning more enjoyable for the learners?

- Are learners getting sufficient practice work? Should the workload be increased or decreased?

- Is the pacing of the materials adequate? Any additional material required?

All the information collected during formative evaluation is used to address problems that have been identified and to improve the delivery of the course.

Let's try to understand the concept of formative curriculum evaluation better by studyingtwo cases.

Case 1: During the implementation of a new course in the EFL context it is found that rather than using the task-oriented communicative methodology that provides the framework for the course, a number of teachers are resorting to a teacher-dominated drill and practice mode of teaching that is not in harmony with the course philosophy. In order to address this problem a series of Saturday morning workshops are held to identify the kinds of problems teachers are facing with the materials. Videos are used to model more appropriate teaching strategies and teachers agree to attempt to implement in their classrooms some of the techniques they have seen demonstrated and to report back on their experiences at subsequent workshops.

Case 2: A few weeks after a course on integrated skills has started, it is found that there are different perceptions of what the priorities in the course are. Teachers are spending very different amounts of time on different components of the syllabus and are emphasising different things. A series of meetings are held to review teachers' understanding of the course objectives and to further clarify the weightage that should be given to different components of the syllabus. Peer observation is then suggested as a way for teachers to compare teaching styles and priorities and to enable them to achieve a consensus concerning teaching practices.

In both the cases remedial measures could be adopted mid-way because of a pre-planned and well executed formative evaluation of the language curriculum.

6.4.2. ILLUMINATIVE EVALUATION:

Illuminative evaluation seeks to find out how different aspects of the curriculum work or are being implemented. It provides a deeper understanding of the processes of teaching and learning processes, without necessarily seeking to change the curriculum in any way as a result. Questions that might be asked within the framework are:

- How do learners carry out group-work tasks? Do all learners participate equally in them?

- What type of error-correction strategies do teachers use?
- What kinds of decisions do teachers employ while teaching?
- How do teachers use lesson plans while teaching?
- What type of teacher-student interaction patterns typically occur in classes?
- What reading strategy do learners use with different kinds of texts?
- Which learners in a class are most or least active?

Let's now try to understand the concept of illuminative curriculum evaluation better by studying two cases.

Case 1: A teacher is interested in learning more about teacher-student interaction in her own classroom. She invites a colleague to visit her class and to carry out a series of classroom observations. The observer is given the task of noting how often the teacher interacts with different learners in the class and the kind of interaction that occurs. This involves noting the kinds of questions the teacher asks and the extent to which she acknowledges and follows up on learners' questions. From the data collected by the observer, the teacher is able to assess the extent to which she or the learners control classroom interaction and gets a better understanding of how she uses questions to 'scaffold' lesson content.

Case 2: A teacher wants to find out more about how learners carry out group work and whether he is sufficiently preparing the learners for group-work tasks. He arranges to record different groups of learners carrying out a group-work task and reviews the recordings to find out the extent to which learners participate in group discussions and the kind of language they use. On reviewing the recordings, the teacher is pleased to note that the strategy of assigning each member of a group a different role during group tasks - such as co-ordinator, language monitor, or summariser - is proving effective in ensuing that group members participate actively in tasks.

6.4.3 SUMMATIVE EVALUATION:

Summative evaluation seeks to make decisions about the worth or value of different aspects of the curriculum. It is concerned with determining the effectiveness of a language curriculum, its efficiency, and to some extent with its acceptability. It takes place after the curriculum has been implemented and seeks to answer questions like the following:

How effective was the curriculum? Did it achieve all its objectives?

- What did the learners learn?

- How well was the curriculum received by the learners and teachers?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Were the placement and achievement tests adequate?
- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?
- What problems were encountered during the course?

CHECK YOUR PROGRESS

What do you understand by the term 'formative', 'summative' and 'illuminative' evaluation in the context of syllabus or curriculum evaluation?

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6.5 Quantitative and Qualitative Evaluation

Quantitative evaluation refers toevaluation of something that can be expressed numerically. Many tests are designed to collect information that can be readily counted and presented in terms of frequencies, rankings, or percentages. Other sources of quantitative information are checklists, surveys, and self-ratings. Quantitative data seek to collect information from a large number of people on specific topics and can generally be analysed statistically so that certain patterns and tendencies emerge.

Qualitative evaluation refers to evaluation of something that cannot be expressed numerically and that depends largely on the subjective judgement or observation. Information collected from classroom observation, interviews, journals, logs, and casestudies are generally qualitative. Qualitative approaches are more holistic and naturalistic than quantitative approaches and seek to collect in natural settings for language use and on authentic tasks rather than in test situations.

In language curriculum evaluation both quantitative and qualitative approaches to collecting information are required, because they serve different purposes and can be used to complement each other. For example, in assessing learners' achievement at the end of a course on spoken English, the following procedures might be used:

- Performance on an oral proficiency test (quantitative)

- Observation of learners' performance on classroom tasks with evaluation using a holistic rating scale (qualitative)

- Learners' self-assessment of improvement in their speaking skills (qualitative)

6.6 Criteria for Judging the Effectiveness of a Curriculum/Syllabus

In order to decide on the effectiveness of the curriculum and the syllabus, several criteria need to considered. These include the following:

Mastery of Objectives: One way of measuring the effectiveness of a curriculum is to ask "How far have the objectives been achieved?" Each objective needs to be examined critically. In a course on speaking skills, for example, an objective might be: 'In group discussion learners will listen to and respond to the opinions of others in their group'. The extent to which the learners have mastered this objective at the end of the course can be assessed by the teacher's observing learners during group discussion and recording on a scale the extent to which they listen and respond.

Performance on tests: Apart from the relatively informal way of assessing mastery of objectives, formal tests are probably the commonest means used to measure the achievement. Achievement tests best serve the purpose in this regard.

Measures of acceptability: Acceptability can be determined by assessments of teachers and learners. Reasons for a curriculum not being acceptable or unacceptable might include factors as time-tabling, class size, choice of materials, or teachers' teaching styles.

Retention rate and enrollment rate: A measure of curriculum effectiveness that may be important from the institutional point of view is the extent to which learners continue to pursue the curriculum throughout its duration and the enrolment rate of the subsequent editions as compared to the first edition of the course.

Efficiency of the curriculum: Another measure for the success of the curriculum is how straightforward the curriculum was to develop and implement. This may include reflections on issues like time spent on planning and curriculum development, need of specialised materials and teacher training, cost effectiveness, etc.

6.7 Tools and Procedures for Conducting Evaluation

Let's now study some of the tools and procedures that can be used to conduct evaluation of language curriculum. Many of these tools have already been discussed

broadly in Module 1, Unit 2 : Assessing Learner Needs in the perspective of needs analysis. Here we would try to understand from the point of view of syllabus and curriculum evaluation.

Tests: Different types of tests can be used to measure changes in learning at the end or at intermediate stages of a course. These tests can be:

- Institutionally designed achievements tests, diagnostic tests, placement tests, unit tests, exit tests to measure what students have learned in the programme

- International tests such as TOEFL, IELTS, etc.

- Student records, such as information collected throughout the course based on course work or continuous assessment. This information may be used to arrive at a final score or grade for a student without using a final test.

Interviews: Interviews with teachers and learners can be used to get their views on any aspect of the curriculum. Structured interviews may provide more useful information in this regard.

Questionnaires: Questionnaires can be used to elicit teachers' and learners' responsesand comments on a wide range of issues related to the curriculum. Apart from open-ended and close-ended questions, questionnaires should include rating scales in order to judge the acceptability factor of various aspects of the curriculum.

Teachers' written evaluation: Teachers can complete a course evaluation using a structured feedback form that elicit comments on all aspects of the course.

Diaries and Journals: Teachers may be requested to keep an ongoing record of their impressions and experiences of acourse. They may provide valuable information by providing a narrative record of things like what the teacher did in and outside the class, problems encountered, critical incidents, time allocation, other issues.

Teachers' records: Written records of courses by the teachers such as reports of lessons taught, materials covered, attendance, students' grades, etc.

Student logs: Students may be asked to keep an account of what happened during a course, how much time they spent on different assignments, how much time they allocated to homework and other out-of-class activities.

Feedback: Students can provide written or oral feedback on a course both during the course and after it has been taught, commenting on features such as the teachers' approaches, the materials used, etc.

Recordings: Lessons can be video-recorded to provide examples of different teaching styles and lesson formats.

Observations: Regular observations of classes may be made by other teachers or a supervisor, the curriculum designer, planner, others. Observations in this regard will be more useful if it is structured in some way, such as by giving a specific task to the observer and by providing procedures for the observers to use (e.g. checklists or rating scales)

CHECK YOUR PROGRESS

Which tools you would like to use in order to evaluate a curriculum? Why?

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How would you judge the effectiveness of a curriculum?

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6.8 Summary

In this unit we have studied the following:

- Syllabus evaluation involves a reflective analysis of the practices that are involved in planning and teaching a language course

- In language programme evaluation, evaluation is related to decisions about the quality of the programme itself and decisions about individuals in the programmes

- The evaluation of language programmes may involve the study of curriculum, objectives, materials, and tests or grading systems

- Both qualitative and quantitative evaluation play a significant role in curriculum evaluation

- Based on the different purposes of curriculum evaluation, three types of evaluation may be conducted - formative, illuminative and summative evaluation.

- Formative evaluation focuses on ongoing development and improvement of the language programme.

- Summative evaluation is concerned with determining the effectiveness of a

language curriculum, its efficiency and takes place after the curriculum has been implemented

● Illuminative evaluation provides a deeper understanding of the processes of teaching and learning processes without seeking any change in the curriculum

● Various tools may be utilised to conduct curriculum evaluation viz. tests, interviews, observations, recordings, feedback, questionnaires, etc.

Evaluation of curriculum is often undertaken to make it better. Therefore, these days, we are increasingly using the term 'curriculum renewal' in place of evaluation.

6.9 Review Questions

1.   What are the needs for syllabus evaluation?

2.   Are the classroom teachers competent to evaluate a syllabus given to them?

3.   What are some of the crucial factors involved in syllabus evaluation?

4.   Should the evaluation be strictly qualitative? Why or why not?

5.   In how many ways can a syllabus be evaluated? Give examples.

6.   What do we understand by the term gradation in a syllabus?

7.   Is the curriculum renewal influenced by syllabus evaluation?

8.   How is illuminative evaluation different from summative evaluation?

9.   How is formative evaluation different from illuminative evaluation?

10.   What are the important tools used for syllabus evaluation?

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Unit–7 : LEARNER PLACEMENT AND FEEDBACK

Structure

7.1   Objectives

After going through this unit you will be able to:

a)   understand the usefulness of learner placement

b)   apply various strategies for appropriate learner placement

c)   understand the role of feedback in language teaching

d)   understand the difference between various types of feedback

e)   adopt effective feedback strategies

7.2   Introduction

This unit primarily focuses on two important aspects of the teaching-learning process - learner placement and feedback. As ESL practitioners we need to know the importance of putting students in the right group / level of learning. Whether it's a

business English classor general English class, placing the learnersat the right level of learning is extremely essential otherwise we will teach classes with such varied levels and needs that it will be hard to plan an effective lesson. Placing students in the wrong level will not only lead to unmotivated learners but also greatly impact the pace and style of second language learning and acquisition.Hence, the notion of learner placement has gained focus in the recent years with the ESL researchers and practitioners.

SLA research on feedback reveals that teachers have a wide variety of strategies available for the treatment of students' errors. However, it is only recently that systematic studies into the type, frequency and effectiveness of different feedback strategies have been carried out. The results of these empirical investigations highlight the role of feedback and the relative merits of different types of feedback. As teachers, it is important for us to have an understanding of the concepts and practices related to feedback.

7.3 Objectives of Learner Placement

Let's begin by studying the objectives of placing learners in different groups or levels.In language classrooms it is obvious that teachers are going to get a heterogenous set of learners in terms of their language competency. Though in the same grade or standard, the learners will differ in their linguistic and communicative abilities. There will be differences in their behavioural approaches as well; some will be responsive, some silent and less communicative, some learners will be independent learners while some will require help from others. The field-dependence and field-independence style of learning hypothesis is much useful to us in this regard.It is this heterogeneity that poses a challenge to the teacher in terms of conducting tasks and activities and also choose the right methods, approaches and techniques for achieving the desired learning objectives.Appropriate placement of learners depending on their language proficiency will help the teacher to a great extent in smooth conduct of all planned procedures. Thus, the objectives of learner placement may be summed up as follows:

- To facilitate learning by putting the learners in appropriate groups and levels

- To create a conducive and comfortable learning environment for the learners

- To facilitate teaching by making informed choices in respect of the methods, tasks and activities to be conducted in classrooms

- To implement customised teaching plans and procedures as per the level of competency of learners in different groups

● To ensure smooth conduct of group and pair work

7.4 Key considerations in Learner Placement

Let's now focus on the key factors that are to be considered during the placement of learners in different groups. A teacher while planning for learner placement must take into account three factors:

Linguistic competence: The teacher must assess the existing linguistic competency of the learners which will involve knowledge about the formal aspects of the target language viz. grammar, vocabulary, etc. Groups of learners with lesser linguistic knowledge will require special focus and a different teaching plan. For example, the teacher may adopt the communicative grammar teaching approach in order improve their linguistic knowledge of the target language alongside developing the communicative competence.

Communicative competence: Apart from the linguistic knowledge the teacher must also assess the existing level of communicative proficiency of the learnersin the target language; the proficiency in all the four skills - LSRW - need to be considered separately as the competencies may differ with the skills. The teacher may require to constitute skill specific groups if the tasks and activities demand so. For example, learners with poor listening skill may be grouped together with special focus on listening tasks and activities.

Affective Factors: Most of the time teachers ignore the affective aspects of the learners. Krashen's affective-filter hypothesis is a key consideration here which states that a number of affective variables play a facilitativerole in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Thus, teachers may require to constitute groups considering these. For example, highly motivated learners with moderate speaking proficiency may be put together for higher and faster improvement in speech proficiency; while, lesser motivated and introvert groups of learners put together may require a different teaching approach.

CHECK YOUR PROGRESS

What are the primary objectives of learner placement?

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What are the factors that are to be considered while deciding on placement of learners?

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7.5 Placement Test

Placement tests (also called Diagnostic tests), as the name suggests, are intended to provide information that will help to place learners at the stage of the teaching programme appropriate to their abilities. Typically, they are used to assign learners to classes at different levels. This kind of test assesses the learners' general ability rather than their particular points of learning. The results are decided quickly so that their placement can be decided. In order to get an accurate result, a variety of tests is suggested because one or two tests are not enough to judge a student properly. The placement tests that are most successful are those constructed for particular situations. They depend on the identification of the key features at different levels of teaching in the institution.

While planning a placement test, it is important that the teacher or test designer look for answers to certain questions such as:

- What are the characteristics of the test takers to be noted? (Age, gender, mother tongue, etc.)

- Which language skills are to be tested? (Focus on LSRW or any particular skill)

- What is the purpose of the test? (Immigration, university admission, professional requirements, etc.)

- How does the test relate to an educational context? (A curriculum, a methodological approach, learning objectives, etc.)

- How will the results be used?

A carefully designed placement test helps teachers to give learners a head start by ensuring that their English language level is clearly understood as they begin their learning journey. Learners working at the correct level are more likely to stay motivated and become lifelong learners.

Let us now have a look at a sample design scheme which includes the skill(s) in focus with corresponding task types and response format:

Skill : Listening

Skill focus	Question format	Response format
Listening for specific information of various kinds.	Learners hear and read a question. Learners listen to a dialogue which contains the answer.	3-option multiple-choice pictures; learners select the correct picture.
Listening for specific information (past tense).	Learnerslisten to a dialogue in which a child tells an adult what s/he did during the past week.	Learners decide which picture illustrates the dialogue and, select (tick) the correct day.
Listening for numbers and spelling.	Learners see a context picture and listen to a dialogue between a child and an adult.	Learners enter words or numbers in the correct spaces.
Listening for names, spellings and other information.	Learners see a context picture and listen to a dialogue between two speakers.	Learners enter words in spaces next to written prompts.
Spelling of single words.	Learners see an object picture and the object's name in jumbled letters.	Learners write the object words, one letter in each box.
Reading a dialogue. Selecting the correct responses.	Learners see a context picture and read the first line of a dialogue.	Learners select the correct written response from a choice of three and then continue until the dialogue is complete.
Reading for specific information and gist. Copying words.	Learners read a text containing gaps and look at words illustrated by pictures.	Students enter the correct words in the gaps.
Reading a story. Completing sentences.	Learners see a context picture and read a story.	Learners complete sentences about the story by entering one, two or three words.
Reading a sentence. Deciding whether the sentence is true or false.	Learners see a picture and read a sentence about the picture.	Learners decide whether the sentence is true or false and respond with yes or no.
Reading a short text. Completing sentences.	Learners see a context picture and read a short text containing gaps.	Learners select the correct word to complete the gap.

Placement tests, in order to be effective reflecting the correct language proficiency status, need to be reliable. To ensure reliability, we need a common scale to measure the test takers' ability, namely the **Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).** The CEFR has become the standard guideline used to describe achievements of learners of foreign languages and was put together by the Council of Europe between 1989 and 1996. The CEFR has since become accepted across the world, sometimes with local variations, as the standard for grading an individual's language proficiency. Its main aim is to provide a standard method of learning, teaching and assessing language skills.

It is to be noted that all types of language tests including placement tests should support inference to some domain of target language use. In essence, we must first state what we expect a test taker to be able to do using language in the real world, and then decide whether the test provides good evidence of their ability to do so. The CEFR outlines a useful approach to define achievement in specific domains of use with the illustrative descriptors.This framework indicates the various levels of language proficiency of users of a language.

Common Reference levels : Global scale -CEFR 3.3

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A placement test is an invaluable benefit contributing to the learners' academic success. Firstly, it gives learners a reliable standardised measurement of their language skills. Secondly, as it is based on the CEFR, it is an accurate reflection of classroom expectations. Thus, the student can effectively be placed in a productive learning environment. Thirdly, the placement test is in essence a truncated certificate or proficiency test, using the same measurement system and the samemethodology. A well-designed placement test, thus, gives the learner the best opportunities for success - in the classroom, in a proficiency exam and later in practice.

7.6 Feedback

Let us now shift our focus to feedback which constitutes a significant aspect in the entire teaching learning system. It refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons. Feedback is a key element of the incremental process of ongoing learning and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners.

'Feedback is a compelling influence on learner achievement. When teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions when they are not engaged- then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible' - Hattie(2009).

Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning.

7.6.1 CHARACTERISTICS OF EFFECTIVE FEEDBACK

Let us now study some of the characteristics of effective feedback. In practice, there are often a number of differences between feedback on speaking and on writing. The former is often less direct, more immediate and more public than the latter, but it is possible to describe a set of characteristics of effective feedback that are common to both.

1. Effective feedback is about learning tasks. Hattie and Timperley (2007) distinguish feedback about the individual learner, feedback about the learner's performance on a particular task and feedback about the way that a learner has

approached a task. Of these, the first is least likely to contribute to the realisation of the goals of feedback. Conversely, the third, if it suggests ways that a similar task can be more successfully tackled on a subsequent occasion, offers the greatest potential. In classrooms, teachers often combine these three kinds of feedback.

2. Effective feedback is specific and related to learning goals. Successful learning is most likely to take place when learners have clear and specific learning goals. Feedback which provides information about how to achieve these goals (for example, for a particular task) is more effective than general feedback.

3. Effective feedback is appropriately challenging. Effective feedback targets areas where improvement is possible. This is most likely to be the case when a learner has partial understanding or control of an aspect of their learning, rather than a complete lack of understanding or control. As a result, effective feedback typically focuses on things that the learner has studied recently or has previously received feedback on. It is more concerned with what a learner might be able to do better than it is with what a learner needs to get right.

4. Effective feedback entails the active involvement of the learner. One key role of effective feedback is to nudge learners towards greater autonomy. Feedback from a teacher is not the last event in this process: to be effective, it needs to prompt a learner to modify their knowledge, language production or learning strategies. Active involvement on the part of the learner is therefore necessary and this is likely, over time, to entail a change in the teacher's role, as they become less 'centre-stage'.
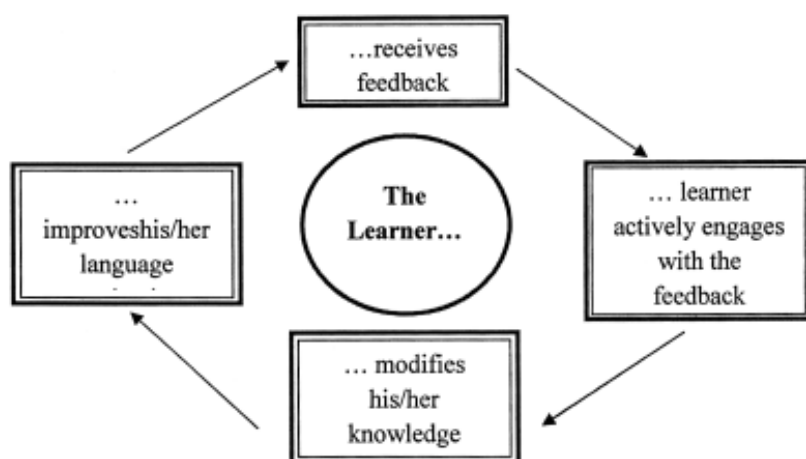
5. Effective feedback is a combination of the positive and the negative. Although feedback is often seen first and foremost as the drawing of attention to errors, it has been found in general educational contexts that feedback on correct responses is more effective than feedback on incorrect responses (Hattie, 2009).It is to be noted that when feedback is public (for example, during or after a speaking activity), confirming that a student has produced accurate and appropriate language in a particular instance (such as their having avoided a very common mistake) is likely to benefit both the individual student and others in the class, who will have their attention drawn to the language item in question. More generally, it can be said that feedback is most effective when it is given in the context of a supportive, non-threatening learning environment. Teachers have to balance different linguistic and interpersonal objectives when deciding what kind of feedback to give, how to give it and who to give it to.

Praise is one way in which teachers attempt to build a supportive learning environment and to mitigate the dangers of critical comments, but it needs to be approached with caution. General praise (such as 'Good work!') may lead to short-term bursts of motivation, but is more effective in the long-term when it focuses on the process of a learner's work (for example, their use of strategies or improvement in a specific area) rather than on the end product. Teachers may also try to limit the potential damage of negativity by using what is known as the 'feedback sandwich', where positive feedback is presented first, followed by more critical comments, before being rounded off with more positive feedback.

The manner of feedback delivery also plays an important role. Many teachers instinctively feel that it is best to tone down the force of critical comments by using vague language or avoiding personal pronouns and imperatives. Non-verbal behaviour (facial expressions, eye movements, body postures) may also be used by teachers to soften the directness of feedback. We should take note that authoritarian feedback, which is negative in content and manner and which discourages discussion, will do little to motivate learners; nor will it help them develop their language proficiency.

7.6.2. CORRECTIVE FEEDBACK

The most common type of feedback given by most teachers in most classrooms is corrective feedback, which focuses on learners' errors. Corrective Feedback is an indication to a learner that his or her use of the target language is incorrect. It has been argued, most notably by Krashen (1982, 1985) and Truscott (1996, 1999), that corrective feedback can be harmful to language acquisition, that it leads to no demonstrable gains in grammatical accuracy and that it can impact negatively on

learners' feelings. Teachers, it has been suggested, should consider dropping such feedback altogether. However, a considerable body of research now indicates that corrective feedback on both speaking and writing can indeed promote language learning. What is needed is clearer guidance about which kinds of errors should be focused on, which feedback techniques are most effective, when the feedback should be given and who should give it.

The focus of corrective feedback: There is evidence that many teachers tend to focus on grammatical issues when giving feedback on their students' performance, but grammar is not the only aspect of a learner's language production that may benefit from feedback. In feedback on speaking, learners may benefit more, for example, from feedback on their use of speaking strategies (such as checking understanding, buying time or self-correction) than they will from correction of their grammatical errors. Research also suggests that feedback on vocabulary and pronunciation issues may be more helpful than grammar correction, not only because these areas lead more often than grammar to breakdowns in communication, but also because they may lead to greater learning gains. Similarly, about feedback on writing, it is common to differentiate feedback on the content and organisation of the writing from feedback on the language forms that have been used. It is generally agreed that feedback on content is as important as feedback on form / accuracy.

Let's study examples on the range of areas that may be considered when deciding on feedback for a speaking and a writing task:

A ROLE PLAY (CEFR LEVEL: B1)	
FLUENCY and INTERACTIVE COMMUNICATION	Does the speaker speak fluently and coherently without too much hesitation or repetition? Does the speaker maintain the conversation through appropriate turn-taking (initiating and responding to utterances) and the use of a variety of speaking strategies? Does the speaker make use of a range of discourse markers?
PRONUNCIATION, VOCABULARY andGRAMMAR	How intelligible is the speaker (i.e. do problems with sounds, stress or intonation cause problems with comprehension)? Does the speaker have a wide range of vocabulary enough to express their ideas? Does the speaker use grammar accurately enough to be comprehensible?

WRITING A NARRATIVE (CEFR LEVEL: B1)	
CONTENT and COMMUNICATIVE ACHIEVEMENT	Is the story interesting? Does the story hold the reader's attention?
ORGANISATION	Is the story organised in a clear, readable way? Is the sequence of events in the story easy to follow? Does the story have a clear beginning, middle and end?
LANGUAGE	Does the writing contain a good range of appropriate vocabulary to tell the story? Does the writer use appropriate past tenses and linking words to help the reader follow the story? Do errors of grammar, vocabulary, punctuation or spelling make it difficult to understand the story?

Techniques for providing corrective feedback: The choice of feedback techniques available to teachers is wide, but may be broadly categorised by the degree of directness. The figure below provides an example of a scheme of feedback moving progressively from indirect to direct approach.

	Techniques for Feedback on Spoken Language	Techniques for Feedback on Written Language
INDIRECT ↑ ↓ DIRECT	o The teacher says that they do not understand the learner's utterance. o The teacher uses rising intonation to repeat the phrase and stresses the error it contains. o The teacher repeats the beginning of the phrase which contained the error, but stops before the error in order to elicit the correction. o The teacher gives a short clue to the way an error needs to be	o A mark in the margin indicates that there is an error in a particular line of text. o An error is underlined, but no further information is given. o A mark in the margin, accompanied by an error code (such as 'Sp' for spelling, or 'WO' for word order), indicates that there is an error of a particular kind in a particular line of text. o An error is underlined, accompanied by an error code.

	Techniques for Feedback on Spoken Language	Techniques for Feedback on Written Language
INDIRECT ↑ ↓ DIRECT	corrected (e.g. 'Past tense?' or 'Article?') o The teacher provides the corrected form and stresses the correction. o The teacher gives a short explanation of why an error needs to be corrected and provides the correct form.	o An error is underlined, accompanied by a brief explanation of why a correction is needed. o A correction is provided, accompanied by a brief explanation of why the correction is needed.

In feedback on both spoken and written language, there appears to be a strong preference for indirect feedback on the part of language teaching methodologists and many teachers. There are two main reasons for this. Firstly, it is thought that indirect feedback may induce less anxiety in learners, especially in the case of feedback on spoken language. Secondly, it is believed that indirect feedback is more likely to lead to learning because it requires learners to do more of the work themselves: they are required to take a more active role in their own learning, and this should help memorisation and automatisation.

7.6.3 PEER FEEDBACK

Peer feedback, where one learner gives feedback to another, is often recommended by educationists. If handled in an efficient manner, peer feedback can be very helpful for the language learners.The reasons given in support of peer feedback include the following:

- It requires the givers of feedback to listen to or read attentively the language of their peers, and, in the process, may provide opportunities for them to make improvements in their own speaking and writing

- It can facilitate a move away from a teacher centred classroom, and promote independent learning (and the skill of self-correction) as well as critical thinking; it promotes learner autonomy

- The target reader is an important consideration in any piece of writing; peer feedback is especially helpful in developing the idea of what audience the writer is writing for

- Many learners are very receptive to peer feedback

- It can reduce a teacher's workload

It is to be noted that peer feedback is likely to be most effective when it is integrated into classroom practice as a normal and regular activity, rather than as a one-off. However, peer feedback is not without its problems and may not always be possible. The most common problem concerns learners' attitudes towards peer feedback: a) some learners are not receptive to feedback from their peers, preferring feedback from their teachers, and b) some learners may be reluctant to offer peer feedback for fear of giving offence. Resistance of this kind may be found stereotypically in classes of teenagers, but, more generally, may be expected in very teacher centred, accuracy-focused or examination-driven contexts. In addition, learners have a tendency to focus on grammatical accuracy, rather than on the communicative success of their peers' speaking or writing. This raises issues concerning the language level and the grouping of the learners involved in peer feedback, but it is also probable that peer feedback is of greater value when it focuses on the content and organisation of what has been expressed.

CHECK YOUR PROGRESS

What are the requirements of effective feedback?

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_____
_____

What do understand by corrective feedback?

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_____
_____

How is peer feedback beneficial for learners?

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_____
_____
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7.7 Summary

In this unit we have studied the following:

- Learner placement facilitates learning by putting the learners in appropriate groups and levels; creates a conducive and comfortable learning environment for the learners.

- Learner placement also facilitates teaching by making informed choices in respect of the methods, tasks and activities to be conducted in classrooms.

- Key considerations in learner placement include linguistic competence, communicative competence and affective factors.

- Placement tests provide an effective measure for learner placement.

- The CEFR is considered the standard guideline for describing achievements of learners of foreign languages.

- Feedback in order to be effective needs to be about learning tasks, specific and related to learning goals and combine both positive and negative.

- Effective feedback should also be appropriately challenging calling for an active involvement of the learner.

- Corrective Feedback which is an indication to a learner that his or her use of the target language is incorrect is the most common type of feedback provided by teachers.

- Feedback by one learner to another, i.e. per feedback, can be an effective feedback practice by teachers alongside the traditional teacher feedback.

7.8 Review Questions

1. What are placement tests? How can these tests be beneficial for the teachers?

2. What are the key factors that a teacher needs to consider while planning a placement test?

3. Consider you are an English teacher of class VIII in a vernacular medium school and the class is heterogeneous in respect of English proficiency. Design a placement test for the purpose of conducting speaking tasks and activities effectively.

4. Placement tests are diagnostic in nature as well. Do you agree?

5. What is the role of feedback in second language teaching and learning?

6. How far do you think the CEFR can be utilised as the reference model in measuring the proficiency of learners you are teaching?

7. Grammar should not be the focus of correction in feedback. Discuss.

8. Discuss some of the indirect techniques for providing feedback on spoken language.

9. What are some of the indirect techniques for providing feedback on written language?

10. Which approach of providing feedback would you, as a teacher, like to adopt? Direct or indirect? State reasons for your choice.

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Unit–8 : REVISING THE COURSE BASED ON FEEDBACK

Structure

8.1   Objectives

After going through this unit you will be able to:

a)   understand the importance of course revision

b)   understand the difference between course revision and course update

c)   understand the step-by-step procedure involved in the course revision process and

d)   apply knowledge gainedin revising and reviewing language courses

8.2   Introduction

Any course be it a short-term ESP course or a language course as part of school or institutional curriculum requires constant revision for hundred percent achievement of learning objectives. At the first instance, a particular language course may not bring about the necessary outcome, thus, necessitating a review and revision of the course and its deliverables. Course revision, particularly a language course revision, is an

elaborate process and is one of the most daunting challenges facing teachers or course designers. This process requires a time commitment not only in reviewing the course but also in researching solutions, learning pedagogical best practices, and taking critical feedback from multiple perspectives. If the goal is to improve the language skills and learning performance for students, then taking the time to ensure the creation of a high-quality and rigorous educational experience should be an unqualified yes. The revision process is highly dependent on the feedback of the various stakeholders, particularly the learners. It is noteworthy that feedback instruments, in current educational practices, are recognised as tools which may enhance teaching and learning, rather than just a monitoring tool for underperforming or otherwise unpopular lecturers.The learners' assessment performance and grades, communicative proficiency in real life situations and formally collected feedback is crucial to the revision process.That stated, this unit will look at the processes and factors in performing a successful course revision.

8.3 Objectives of Course Revision

Course evaluation and subsequent revision is a necessary requirement of any language curriculum design and implementation. It is an opportunity to review the course as a whole, to rethink or redesign just one or two components, or to try out any new thing. It may also be needed to adapt a course for a longer or shorter duration. Thus, we may consider redesigning an existing course or even updating part of one- say, a task or an activity or even a text. The possible reasons for course revision largely include:

● Lack of effectiveness of a course content, as shown by poor learner performance, lower than optimal grades or passing rates, negative comments on learner course evaluations, peer input on the curriculum or design, or frequent questions and confusion evidenced on the part of the learners.

● Programme changes necessitating updates and major changes for the course.

● Emergence of new tools, resources, methodology and trends that might be more engaging to learners and stimulate the teachers' own enthusiasm in implementing the language curriculum more effectively.

The primary objectives of course revision include the following:

● Ensuring improved and better learning outcomes through learner performance

● Providing suitable remedial content, task and activities in order to block the

learning gaps

- Replacing less effective and redundant elements like texts, tasks and activities included in the curriculum

- Providing the learners with updated content

- Accommodating new language teaching methodologies and trends leading to better learner performances

- Providing the learners with a new set of language learning experiences leading to increased motivation in language learning and performance

- Reinforcing learning and development of language skills and sub-skills.

8.4 Course Revision versus Course Update

It is important for us to understand the difference between course revision and course update. Conducting a course revision is not the same as a course update. This distinction is important in discussing the process of course revision. The deeper issues tied to student learning must be evaluated in order to do a true course revision. Course update is rather a minor process involving smaller changes on the part of a teacher. Teachers update their courses for subsequent classes, changing items such as dates, deadlines, an activity, home assignments, etc. but not all teachers revise their courses on a consistent basis. The course revision process is a larger process used to improve the quality of the learners' language learning experience in the course. A course revision involves a process of evaluating the different parts of a course to determine what is effective, educationally relevant, easily understood, and what is not (Twigg, 2005). Any revision relies on a process (Turner, 2009) and is usually done by a course designer. Moving forward without a clear set of steps will lead to issues like wasted time, inconsistent modifications, and possibly an overall decrease in quality. When a consistent process is used and clear and purposeful notes are taken during the evaluation stage, the final product of the revision is a more effective course for learners and teachers.

8.5 Course Revision as a Process

Let's now move on to understanding the process of course revision. First of all, establishing a clear set of steps in the revision process can reduce effort and time on task. Course revision can be easy with a little planning and preparation and using a

process will help identify areas for improvement and will ultimately create a better learning environment for learners and a better instructional environment from which to teach and facilitate. To accomplish this, efficient course revision relies on a five-step process:

Step 1: Setting the Revision Goals

Step 2: Reviewing the Course Structure, Content, and Assignments

Step 3: IntegratingLearner Feedback

Step 4: Recording Reflections, Findings, and Observations

Step 5: Implementing Revisions

STEP 1: SETTING THE REVISION GOALS:The first step in any course revision is setting the goals. What is to be accomplished with the revision? If the answer is to change dates, an activity and update a bit of content, this is a course update and not a course revision (Shank, 2010). Course updating is not the best way to improve the pedagogy and function of a language course. If we, as course designers or teachers, want to look for deeper issues within the courses, we should proceed with a true course revision, which will allow us to focus on how the structure, content, tasks and activities, learning outcomes, and the teaching learning processes can be improved. When setting goals for a course revision, it is necessary not only to set outward goals, such as revising course materials, tasksheets, improving structure, and strengthening assessments, but also to look at inward goals such as gaining a deeper understanding of the teaching approaches and methods, tasks and activities being conducted. During the process, we should spend time using reflective practice during each of the separate phases of the revision. Reflective practice is the process of casting a truly critical eye on the values and theories that inform practice, thereby leading to deeper developmental insight (Bolton, 2010).

Criteria for Revision Goals can be set in a few different ways. Some pedagogical practices may not have worked in the past, so the main goal is improving the pedagogy and function of the course by correcting these issues. While this can work, it is not necessarily an effective way to approach course revision. Course designers may consider turning to a course quality instrument for guidance and to help determine their overall goals. Most institutions have either developed their own or chosen to use a particular instrument for course quality assurance in the form of checklists, rubrics, assessment instruments or an LMS (Learning Management System). At present institutions either use available checklists or in-house lists to provide guidance regarding what elements must be present in a well-designed language course. If the institution

uses one of these, that instrument should be used as a starting point for determining revision goals as it will provide a solid, evidence-based foundation for a course evaluation and revision.

Once a course quality instrument has been identified, the next step in the process is to create a time frame and set a schedule for the course evaluation. Performing an effective course revision requires a set time frame for review and revision and scheduled time to execute the process. For a true course revision, this would be more than a few hours or even days. At the very least, the reviewer should plan on revisiting the course several times over the course of a few weeks to make sure that they are doing a comprehensive evaluation. Simultaneously teaching and evaluating a course will allow the course reviewer to cast a critical eye on course issues as they are happening rather than just in hindsight.

STEP 2: REVIEW COURSE STRUCTURE, CONTENT, AND ASSIGNMENTS: This step begins with the evaluation portion of the course revision process and involves looking at a course, gathering and analysing any data, and determining if more data can be gained through formative assessment. There are direct and indirect ways of finding issues in a course, but the main purpose is to apply the criteria determined in the first step to find issues that can be resolved through revision of structure, content, and assignments. True course revision looks at multiple aspects of teaching. In addition to looking for opportunities to improve student learning, designers can also look for ways to create efficiencies for the teachers in their role as instructors or facilitators. They can also look for "pain points" that can be improved through course revision, such as turnaround times on returned assignments; and they can look for ways to reduce the feedback workload by creating more descriptive rubrics that don't require writing as much feedback to the learners.

We should take note that sometimes the best way to handle an issue is to find a happy medium between what is best for the learners and what is best for the instructors. If a teacher is unhappy teaching the course, it will show to their students. The more faculty enjoy the course experience, the more it will show to their students. The review process can consist of multiple strategies. We will try to understand four such strategies:a) personal reflection, b) data analytics, c) active course review, and d) peer feedback and reflection. Though these processes are outlined separately, they do not need to be performed separately and would be most effective when done concurrently during a course evaluation process.

A) Personal Reflection:We as teachers get to know when things don't function properly in our courses. Personal reflection on a course should yield some starting

points with attention paid to both current and previous iterations of the course. Teachers should find these "pain points," think about what went wrong, and consider possible ways of fixing the issues. A more effective way to find issues by personal reflection is to apply this process as the course is taught. Information tends to be more tangible and valuable when looked at with a critical eye as things are happening in a course. Again, teachers should think about where the "pain points" are located. Questions teachers should ask themselves when performing a personal reflection include:

- Where do I find myself spending too much or not enough time on a specific language task or tasks?

- At what points in the course do I find myself explaining issues to students more often than I should?

- Where is my energy placed in the course?

- Where should my energy be placed in the course?

- Which tasks and activities were successful and engaging for learners?

- Which skills and sub-skills were in focus largely? Which are the ones that got less attention?

In addition to the where and what questions, teachers should also strive to think more critically about the issues by looking at the how and why questions. This is a central tenet of the reflective practice discussed earlier.

B) Data Analytics: Data analytics has become a more visible part of educational experience. In educational settings, this refers to using raw data, usually collected by the LMS, to determine where issues exist in the presentation of content, student learning and performance, and student engagement. Most LMSs have some type of data analytics on the course level where teachers can see grade distributions, activity times, question analysis, and so on. These reports give teachers or designers the ability to find areas in which their students may be struggling, or inversely, where the teachers themselves are struggling.

Let's consider the following two cases that deal with grade data:

Case-1 : Students are consistently achieving low scores on a language test, quiz, assignment, etc.-this could even be a case of looking at the class performance on individual questions. Most LMSs will give a breakdown of student performance on each question. When teachers see low scores on tests or questions, they may infer a few different things. Either the students are not being prepared for this via the course

content or the question(s) or the assignment is not properly assessing what it should thereby breaking the principle of content validity. In the first case, teachers or designers must turn to the course content and their teaching strategy to see if there is any way to improve its impact on the students' learning and performance. In the second case, teachers must look at the question(s) or the assignment itself to see how they may reform it to properly assess the areas in which the students are expected to learn.

Case-2 : Students are consistently achieving high scores on a language test, quiz, assignment, etc.-now teachers must deal with the flip-side of the previous scenario. What can they do when the overall class score is too high? High student achievement is important, but universally high scores usually point to one of two things. First, it could be that the assignment was too easy. Teachers may be asking rudimentary questions when what they want is higher-order thinking or performance skills. In this case, much like the previous scenario, teachers should look to the assignment to see if they can reform it to properly assess the course learning objectives. The second option is that the grading system is flawed. If there is a rubric, is the rubric truly assessing the important details of the assignment? If there isn't a rubric, should one be used? These two scenarios demonstrate cases where teachers may interpolate issues in the course using very simple data analysis.

C) Active Course Review: The next strategy is to employ an active course review process. This is the simplest part of the process because it relies entirely on the chosen course quality instrument. Course quality instruments includes a set of instructions as to how it should be implemented. Teachers may act as their own course reviewer and fill out the instrument as directed. The chosen evaluation instrument criteria should be used as the foundation of an evaluation process in the other self-reflective parts as it was intended. This process will not catch all issues, as most instruments don't have criteria that can address certain types of issues, such as rigor, content quality, and any subjective issues in a course, but they are excellent at identifying procedural issues and structural problems.

D) Peer Feedback and Reflection: Finally, there is a possibility that other teachers have taught the same or similar courses to the one being reviewed. Seeking the feedback of others during the review process can be beneficial to the overall quality of the course review. The same type of reflective process can be used to solicit information from colleagues, co-teachers, course administrators and others to provide an outside perspective.

STEP 3: INTEGRATING STUDENT FEEDBACK: The next step in the evaluation process will be looking at and soliciting feedback from former and current

students to increase the knowledge gained by the course reviewer. The students are the ones who are working through the content, assessment activities, and interactions on a consistent and constant basis. Students can give ideas about where the course is not clear and where they are struggling even if the course is clear. For this step of the evaluation process, teacher or reviewers may look at three different but equally valid forms of student feedback: a) unsolicited, b) formative, and c) summative feedback.

A)   Unsolicited Student Feedback: The first way to receive feedback is through student communication. Faculty receive many different types of communication from their students: emails, forum questions, students' candid observations or reactions, etc. Most of these are critical identifiers about areas for improvement in the course.We should examine each communication received as a data point for revision. Compiling this kind of unsolicited student feedback will provide us with a clear picture of places in the course that need attention.

B)   Formative Student Feedback: Looking beyond the incidental information received from student communication, the next step in this process should be formative evaluation instruments presented to students. Formative feedback in courses is a best practice in teaching, and for course revision it can be one of the best tools. Asking students for their opinion on the current content, assignments, interactions, etc., is important. Giving students a voice in the course and the evaluation process is critical; after all, they are the ones for whom teachers and designers are doing the revision. When developing a formative assessment survey, designers should be sure to use questions that speak of areas of the course that are identified as problematic. Getting additional information outside of these areas is also helpful and should be saved for future consideration. There should be three to five open-ended questions in each assessment that is sent out. This allows the students to give enough feedback without overwhelming them with questions or forcing them to constrain their answers to multiple-choice questions. Finally, these surveys should only be used three to four times during the course.

The following is a non-exhaustive set of examples of formative assessment questions that can be used to solicit feedback from students:

● What is the most important (significant, useful, meaningful, etc.) thing you learned?

● What is the least important (significant, useful, meaningful, etc.) thing you learned?

● What was the central point of this (module, chapter, unit, etc.)?

- What instructions were unclear?
- Would you agree with the following statement . . .? Why?
- Were all the tasks and activities engaging and helpful?
- Have you improved on all the skills - LSRW?

Of course, as stated, these are not all of the questions that can be asked for a formative assessment of a course, but they demonstrate the kind of information that can be used when asking students to give their opinions on the status of a course.

C)   Summative Student Feedback: The final source of feedback is the summative feedback in the form of final student evaluations of the course. These can also provide a useful tool for a course revision process for the same reasons as formative feedback.

STEP 4: RECORDING REFLECTIONS, FINDINGS, AND OBSERVATIONS : While teachers or course designers are reviewing course content, teaching approaches and methodologies and assignments and looking at student feedback, they will need to document what they are seeing and thinking. Having a running set of observations will help when they actually revise the course. Organisation is one of the keys to a successful evaluation and revision process. They should be using this information for reference throughout the course as well as when they begin to make the revisions. The recorded notes can serve a few different purposes:

1. Using the notes as a change log that shows what has been modified; keeping them and making successive revision/updating notes in the same area using different colours, new pages, etc., to differentiate versions of the course. This can be useful when looking at changes in future.

2. Using the notes as a blueprint for issues that exist in other courses. It is likely that changes made in the current course can be beneficial in other courses as well.

3. Using the notes to identify areas to avoid when developing future language courses. Revisions in a course show where the development process may have holes. The notes can be referenced to prevent issues in future courses that are yet to be developed. It may even be helpful to summarise notes into a course development dos and don'ts list. A sample worksheet can be found below.

Course Revision Notes (Sample Template)				
Topic/Unit/Module:				
	Revise Y/N	Justification (include specific issues, data points, examples)	Revision Strategies (include pedagogical, format, structure, and other changes)	Complete (Date)
Concept/ Assignment 1				
Concept/ Assignment 2				
Concept/ Assignment 3				
Concept/ Assignment 4				

Questions for Reflection: (These can be addressed to each concept or assignment that is listed as requiring revision. The question set should be tailored to suit the method of reflective practice being used.)

Concept/Assignment 1

1. What specific issues or information led to the need for revision?

2. Why is this topic/assignment important?

3. What aspects of this item are valid and/or required for inclusion in the revision?

4. Why do these items require inclusion?

5. What aspects can be changed in the revision?

6. How will the proposed changes affect learning for the students?

7. What were the biggest obstacles to learning faced by the students?

8. How can these obstacles be modified to improve the students' learning?

STEP 5: IMPLEMENTING REVISIONS: The final step is to implement the revisions to the course by teaching the course again; however, revision is not a linear process. It should not just start and end but cycle forward to the next revision. The revised course may be taught several times before a true course revision is completed, but the process discussed above should be kept in mind during these course offerings to facilitate a better understanding of the strengths and weaknesses of the course.

More data means more information to use to reflect, evaluate, and improve the efficacy of instruction in a course. Courses should be viewed as living documents that will change and adapt with time and information. The development of new strategies and the introduction of new concepts into a discipline warrants the constant development and redevelopment of course assignments and materials to demonstrate best practices in language teaching and learning.

8.6 Spotlight Revision :

Having learnt the process of course revision in details, let us now try to understand the concept of 'spotlight revision'. The amount of content, objectives, assignments, etc., included in a standard language course can seem like a daunting task to evaluate and revise in one process. During a standard course revision, the possibility of information overload is likely. Spending a limited amount of time looking at a broad range of issues can cause the loss of specific issues. Hence, teachers or course designers may narrow their focus to concentrate on small details instead of trying to pick out relevant information from a large amount of data. This technique is called a spotlight revision. A spotlight revision does not take the place of a standard course revision process. This is a modified process conducted over the same duration as the process outlined above. It can be done without an active student population; however, this reduces the number of strategies that can be used to identify the particular issues that are being evaluated. A spotlight revision also does not look as much at the functional aspects of a course. For instance, assignment submission procedure, student communication channels,changing due dates are common issues for a general course revision, a spotlight revision does not look for these specific issues. These issues can be addressed in the final revision, but they won't necessarily be part of the spotlight revision because they are standard items that should be addressed in any general course revision. The spotlight revision allows for a comprehensive look at one aspect of the course when a general revision might not be possible due to teaching or research constraints. Using this method also allows instructors to look at areas that they might not have spent time on before. It also gives a pathway for addressing new initiatives that are implemented by the school or system, such as a push for accessible courses. As stated before, the same five-step process is employed, but with one difference: the focus. For this, the reviewer can modify the initial step to include a specific focus for examining the course instead of a more general set of course quality criteria. The first step in the process now becomes "Setting a Spotlight Revision Goal." In addition to setting a time frame and schedule for evaluation, "Choosing a Revision Focus" replaces "Identifying Criteria for Revision" in the process.

8.7 Summary

In this unit we have studied the following:

- Course evaluation and subsequent revision is a necessary requirement of any language curriculum design and implementation.

- Course revision ensures improved and better learning outcomes by providing suitable remedial content, task and activities and blocking the learning gaps.

- Course revision enables accommodation of new teaching methodologies and trends leading to better learner performances; it provides the learners with a new set of learning experiences leading to increased motivation in language learning.

- Course revision and course updation are two different processes; while course updation is a micro-process involving the updation of one aspect of the course, course revision is macro-process involving comprehensive evaluation of the course.

- Efficient course revision relies on a five-step process: Step 1: Setting the Revision Goals; Step 2: Reviewing the Course Structure, Content, and Assignments; Step 3: Integrating Learner Feedback; Step 4: Recording Reflections, Findings, and Observations; Step 5: Implementing Revisions.

- Spotlight revision, a revision technique not as elaborate as general revision, allows for a comprehensive look at one aspect of the course when a general revision might not be possible due to teaching or research constraints.

8.8 Review Questions

1. What are the primary objectives of course revision?
2. How is course revision different from course updation?
3. What is spotlight revision? How is it different from general course revision?
4. How can you set the course revision goals?
5. How would you review course structure, content and assignment as part of your course revision process?
6. How can learner feedback be integrated into the process of course revision?
7. What are the various steps taken to review the course structure?
8. Who are the major stakeholders who can provide feedback? How do these feedbacks differ?

9. Is it necessary to undertake course revision under a supervision?

10. How can classroom teachers contribute to course revision?

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Module – III

Unit–9 : Developing a course in English for General Proficiency

Structure

9.1 Introduction

General language proficiency is an ability to read, write, listen and speak in a language in a real-life situation. A general proficiency course assesses and trains students to prepare them for market challenges. It gives them a firm foundation in basic grammar and vocabulary, and develops the four language skills within a wide range of topics. General proficiency focuses on day-to-day conversations. The background knowledge on these four core skills are later used for further development in gaining proficiency in specialised fields.

9.2 Objectives

After going through the unit, you will be able to:

- Plan and implement a general proficiency course

- Learn about the factors associated with ESL teaching
- Know about ESL course designing
- Learn about ESL learners

9.3 General Teaching Strategies

A general English proficiency course teaches how to improve on language skills focusing on conversing in English, gaining competence to use grammar for writing and composition. The practised teaching techniques for a general proficiency course are communicative, blended and online. This English is known and used by most native and non-native speakers. Learners go for a general proficiency course to get a better job and educational opportunities. There are several factors associated with the general English teaching strategies. These are:

a. Creating the context

Context for ESL teaching includes visuals and graphics to maximise learning. Planning on visuals for teaching the language skills encourages and motivates learners in meaningful ways. A group or pair or individual ESL learners are not isolated. They are part of a team, where the members interact with each other to obtain the 'needed' knowledge for completing a task. Linking vocabulary items with the context is an appropriate learning process for constructing sentences and fixed expressions. Contexts created within a classroom can be real, realistic, imaginary or implied. For example, for the activity 'odd person out' the teacher writes an expression (e.g., Be honest) on the board and discusses four different situations. Learners will identify which situation matches with the expression. Brain storming is another context creating activity, where the teacher writes an expression (e.g., Be calm) and the learners brain storm on the contexts, situations in which the expression occurs. Short dialogues or part of dialogues are used to familiarize language forms.

b. Modes of learning

Of the three learning modes, visual, auditory and kinaesthetic, ESL learners are strong in visual and kinaesthetic modes. These are a variety of ways, in which ESL learning happen. A kinaesthetic learners learn by moving and doing. Learning happens with hands-on-experience. Visual learners learn by viewing. Auditory learners learn from hearing. Let us look at the following tasks and indentify the modes of learning from them.

Task 1: Identify the modes of learning from the following:

A.   Aim: To increase knowledge about global warming.

              To practice predicting the content of a documentary

              To stimulate discussion

Preparation: A documentary on green house effect, hydraulic cycle with pictorial content for student comprehension.

The learners will see the beginning of the documentary (for 30 seconds) and predict what the whole documentary is on. Next they write the information under the following headings:

TOPIC: the subject of the sequence

SIGHTS: things they expect to see

WORDS: they expect to hear

SOUNDS: they expect to hear

The teacher can write the answers on the board.

The rest of the documentary is played after that. Learners circle the items they have actually seen and heard.

Put the following chart on the board for the learners to complete.

What? What is it about?
How? How does global warming takes place?
Where? Where does it happen?
Who? Who are the contributors?
How? How can it be stopped?

The documentary can be played twice. The first time, the students watch the full documentary. The second time they make brief notes to answer the questions.

B. Aim: a) To increase awareness of the importance of preserving natural resources.

         b) To practise reading, note-taking, speaking, listening and writing composition

            Prepare a chart with the names of 4-6 countries with major rivers/ mountains on the planet.

            Assemble a selection of books, world atlas, magazines with relevant information.

Divide the class into pairs and assign each pair one of the countries. The pairs work together to fill in the boxes on the chart.

Learners take turns to report their findings and fill up the chart.

	India	France	Brazil	China
Location				
Major Rivers				
Mountains				

The ESL learner develops the weakest mode of learning, i.e., auditory modes through voice variety, and hands-on-materials. They direct continuous attention to visual and kinaesthetic modes along with comprehensible language input.

9.4 Teaching Reading to ESL learners

ESL learners, for a general proficiency course do learn L1 and are exposed to their native language system. A philosophy of teaching ESL is to facilitate the natural way of learning English with a supportive environment. Input with interesting and varied use of language enforces the natural way of learning. The factors in the teaching of ESL are:

a) Reading aloud short stories to the learners to familiarize them with the sound system, grammatical patterns and the rhythm of English.

b) The reading text should include high frequency vocabulary, useful expressions and simple sentences.

c) For building familiarity, the text can be reread, with predicting tasks on left out words.

d) Learner's can read along with the teacher for a reading practice.

Let us take a look at an activity.

What you know about ...
Aims: To introduce environmental topics
    a)   To practice reading, b) To stimulate discussion
Preparation: Prepare a quiz of 5-6 items in True or False or MCQ (as the sample quiz below) on a short text on the topic. Make copies of the text and write the quiz on the board.
Procedure: Divide the class into pairs. Give one copy to each pair. Tell the learners that they are going to take a quiz on the text to find out what have learnt on deciduous forests. After the pair work, they report, write answers on the board. After the learners have reported their answers, read off the correct answers to the class.
What you know about tropical deciduous forests

1. The distribution of tropical deciduous forests in India is from:
   a. The northern regions of the country
   b. The foot of the Himalayas to Kanyakumari
   c. Western Ghats
2. The important species are:
   a. sal, shishum, oak,   b. rosewood, teak, laurel,   c. pine, banyan, sandalwood
3. Deciduous trees have:
   a. open and even canopy
   b. closed and uneven canopy
   c. closed and even canopy
4. They grow in regions with:
   a. comparatively less rainfall
   b. comparatively moderate rainfall
   c. comparatively heavy rainfall
5. The trees shed their leaves in:
   a. winter
   b. autumn
   c. spring

Task 1: From the activity discussed above, design it into another way for another group of ESL learners at a higher level (standard IX).

9.5 Teaching Writing to ESL learners

Basic writing for ESL, the organizational skills and composition can be taught from an early age. Learners studying from an early age get a firm grasp on grammar and sentence structures, and then the organized communication. A basic writing course offers a balance between different academic writing purposes (tell what happened, objective reporting, analysing cause and effect, compare and contrast, classify, describe a process). Teaching ESL writing is providing practice on the various organizational principles. Let us take an example.

A Historic Event

https://www.pinterest.com/pin/vintage-airplane-clip-art-clipart-vector-art-graphics-for-personal--282249101627612704

Helpful vocabulary

takeoff (n),   take off (v)   *landed at*
pilot   *symbol of aviation*
parachute
fly over regions
in _____ mins

Main idea _____
_____
Use the main idea and make a sentence and further develop it into a paragraph. Be precise with correct punctuation.

Compare your write up with your partner. Think on the following questions:
Did you clearly understand the report?
Has your partner included all the details?
Is the punctuation correct?
Can you give any suggestions on improvement?

Rewrite your composition making the necessary changes as suggested by the teacher.

For the above activity, the structure of the picture is a clue along with the working guideline. Learners generate the main sentence from the visual clue. They can try new lexical items and develop on creativity and invention.

Task 2: Plan a writing activity on organization for Kinaesthetic learners with the same topic.

Specify what other resources you may need for the implementation.

9.6 Distinct Practices for Learners

The pedagogical practices for ESL practices since the 1970s are co-operative,

collaborative, peer-interactive, peer-tutoring etc. All the approaches have one common factor. Student-student interaction had been emphasized more than teacher-student interaction. Furthermore, student interactions were matched with instructional goals. The instructional goals were developing proficiency in reading, writing, listening, speaking and acquiring knowledge of the target language culture. From co-operative principle in the ESL classroom came the idea of peer-interaction, which increased learner participation through carefully structured activities. ESL Learners in a classroom situation learn from three ways. First is from the structured activities which are productive in groups or pairs. Second, is from acquiring skills necessary for group activities and third, from supportive environments provided by the teacher. The supportive environment makes them stay on their tasks, receive feedbacks and helps them to get out of adverse situations if they get stuck. Group performances however eliminate individual performance and productivity. Individual learners can be tested individually as part of peer-interactive methods for assessment.

Second language teachers today are well versed in teaching with digital tools and apps. These are discussed in the following section. Learners organize their learning depending on the different learning opportunities and experiences they receive from the learning apps. The ELT classroom is enriched with learner-centered activities leading to successful learning.

9.7 Resources for Teaching General Proficiency

Language teachers today harness the abundant digital resources which are freely available and easy to work on. The resources are preferred choices for the teacher to maximize learning, for professional development and peer interaction. The online resources commonly used in the language classroom are the following:

Oxford University Press Online Resources for Teachers

These resources are designed to revise concepts and offers new strategies for teaching 21st century learners. For example, Worksheets, Webinars on teaching, Lesson Plan and teaching strategies; implementation of the 7E learning cycle (elicit, engage, explore, explain, elaborate, evaluate, and extend). Another resource is Listening and speaking teacher- training videos. These enhance and stimulate learning experience through play-based activities.

Cambridge General English Teaching Resources

Cambridge English on YouTube features teaching tips (speaking tests, videos and recordings of webinars). Facebook for teachers is a resource where teachers post

teaching tips, answers to questions and hosts live events for engagement with the teaching community.

Write and improve is a free tool for practicing writing independently.

Tools for teachers

a. Teach learn Lead - is a community which connects, supports and encourages new teachers. It has a global education library and professional development resources.

b. Goboard is an online collaborative tool for conferencing and interaction. It features a digital black board where participants can share their notes and pictures.

c. Free Cam is a tool for creating professional videos and e-learning presentations. This offers recording screen casts and editing of recordings. The recordings can be emailed to the learners and uploaded on YouTube.

d. Ezvid Wikimaker automatically transforms text into narration. It is a free video creator with voice synthesis. It is a tool for creating video tutorial with pictures and video clips.

e. Animoto is a online video editor. Photos and video clips can be dragged and dropped on pre-built templates for creating slide shows, which can be used as visual inputs for classroom learning.

f. Gutenberg is a digital library. It has 60,000 free e-books which can be downloaded and read online.

g. Readworks is another tool for developing reading skills. Teachers create reading groups from elementary to high school and monitor reading comprehension and assign credit tasks on reading assignments.

h. Ted Talks are videos on science, technology and education subtitled in English and other languages. Ted Talks are used for initiating discussions within a classroom context. Ted-Ed is used for creating educational lessons on a video content and create assignments to check comprehension.

i. Free online survey is a tool for creating online tests, feedback forms and surveys. Learners can access this from their mobiles and respond to 22 question types.

j. Spell Quiz is an online tool which is used for teaching sound letter correspondences to kinds and adults. It features fun games and fun quizzes.

k. Free Quiz Maker allows quizzes to be uploaded to LMS sites, on Moodle and Blackboard as well.

l. Planboard is a tool for lesson planning. The lesson plans can be written into the

app from an iPad or Android and can add photos, videos, and files and can be viewed during class sessions. The lesson plans can be modified and shared with colleagues.

m. Google Classroom is a free classroom management tool that allows creating contexts for online discussions with learners and tracking their progress.

n. Kahoot is a game-based learning tool which allows to create learning with fun, in which quizzes are customised with pictures, videos and images. It also assists in evaluating the learning outcomes specific to a task.

Task 3: Name the Content sources tools, survey tools and exam maker tools.

a)   Ted Talk

b)   Readworks

c)   Spell Quiz

d)   Kahoot

9.8 Summary

Innovative educational tools are a necessity today to make the learning process effective and enjoyable. Free tools assist teachers for classroom management, interactive lessons, lesson planning, testing and evaluation, content sources and for collaborative learning.

English for general purposes is an opening up for rich opportunities for specific learning. These are discussed in detail in the following units. There are a few review questions to test your comprehension of the unit.

9.9 Review Questions

1.   What are the distinct practices of ESL learners? Explain with illustrations.

2.   Write a note on the organizational principles taught in writing skills for a general English proficiency course.

3.   What are the techniques for teaching reading for a general English proficiency course?

4.   What are the modes of learning for ESL learners? Which mode is difficult to acquire and why?

5.   Design two tasks for the auditory mode of ESL learners.

6. Can there be tasks for overlapping modes for the ESL learner? Cite an example.

7. Discuss a few collaborative and audio- video tools used by teachers.

8. Compare Gutenberg and Readworks tools.

9. What is the difference between Ted Talk and Ted Ed?

10. Write a note on the application of Digital tools in different areas of the teaching-learning process.

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Unit–10 : Developing a Course in English for Nurses

Structure

10.1 Introduction

In the previous unit, unit 9 of this module, we have learnt about the English that is spoken by native speakers. Non-native speakers begin to learn General English in classrooms. In this unit we will talk about English for specific purposes, precisely English for nurses and on course development on ESP. This is an application of the theoretical aspects we have learnt in paper 14. From the VAC -2, we have learnt that ESP courses originated in the late 1960s, with Ewer and Lattore's book; A Course in Basic Scientific English. Since then, the teaching modes and approaches for ESP have changed and evolved.

10.2 Objectives

After going through the unit you will be able to

- learnabout designingan ESP course
- selecting contents foran ESP course
- know about the application of curriculum planning

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10.3 Course Design:

The first step in course designing for an ESP course on nursing is needs analysis. This is important not only for the course, but also for ensuring that learner's do not face problems in their practicum on clinical placements. The language problems faced by learners depend on their general English proficiency. These can be from word identification to word order including errors with prepositions in phrasal forms, adverbs of time and space, verb tenses in reports etc.

A significant area of difficulty is dealing with phone calls. The learner's do not have non-verbal clues in telephonic conversations, and have trouble in distinguishing intonation patterns of clause types (distinguishing between statements and questions). They also have todeal with background noise, distractions and interruptions while on a phone call. Pronunciation of medical terms and shortened forms is another area, which requires training for accurate distinctions between initial and final consonants.

Needs analysis on the above areas can provide the basis fordeveloping an ESP course on developing language. For example, the language skills needed for reading medical journals and attending national andinternational conferences is not same as the skills required for being in nursing service within the country. After a needs analysis, is done the next step is defining programme goals and objectives on instructions.

From the needs analysis, a list of learner requirements is prepared. These learner requirements can form the basis of program goals. There are different contact situations, where speaking in Nursing English may be necessary. Let us work on the following task to understand this point.

Task 1: For the following situation based topics, suggest the language functions necessary for communication:

a)   Casualty and Outpatient treatment

b)   Addressing patients' complaints

c)   Coping with patients' feelings

Having worked on this task, you will realize that there are certain areas of language which are specific for the purposes, for example names of medicines and care, showing empathy, suggesting solutions to immediate problems etc. Thus, the objectives for a nursing English course for example, can be: a) Introduction to glossaries from the profession and b) Learning useful expressions form the spoken and written language.

After the goals and objectives, the next step is course content. The following is a sample course overview:

Day 1	Introduction to the course, syllabus, content, course policy
Day 2	Vocabulary and grammar
Day 3	Listening comprehension
Day 4	Speaking and pronunciation
Day 5	Reading comprehension
Day 6	Reading Medical reports, and articles
Day 7	Language Functions -1: Giving directions/ instructions
Day 8	Language Functions- 2: counselling, talking to the attendant
Day 9	Reference skills- note making and note taking
Day 10	Writing skills
Day 11	Writing case sheets and reports
Day 12	Revision of grammar and vocabulary
Day 13	Exercises in Reading
Day 14	Exercises in Writing
Day 15	Assessment

A course design overview is followed by a lesson plan. Since the course is likely to be formed with heterogeneous group of learners with varied language learning skills, the implementation of the course would require careful planning on the lessons. A lesson plan on the course would have the following elements:

a) Lesson topic

b) Lesson goal

c) Awareness raising activities

d) Appropriation activities

e) Autonomy

f) Expansion

g) Tools

h) Assessment

Each of these elements can be further sub-grouped as structures with specific details. Let us work on the following task to find out.

Task 2: Identify the elements of a lesson plan for the following:

a)   Video on nurse giving information

b)   Vocabulary used in nursing activity

c)   Introducing with learners to the various departments at their work place

d)   Providing sample conversations on language functions

e)   Exploring use of grammatical items

f)   Role play on real situations

g)   Work sheets and assignments on previous session's learning

h)   Use of projectors, audio-visual aids, laptops, maps

10.4 Curriculum for the Program:

The curriculum for the program would include a variety of language tasks. According to the professional needs, these tasks can be; a) The language used for facilitating quality care and informing and educating recipients associated with that care, b) learning on diagnostic history, where they read and write nursing care plans, c) reading and writing progress notes, writing discharge summaries, writing referential letters, d) using language for nursing care, e) making and receiving phone calls, and f) participating and presenting in team meetings.

The language functions necessary for the above tasks are:

- giving instructions
- offering assurance
- explaining medical ideas in easy language
- requesting cooperation
- comprehending colloquial language
- seeking permission
- using interview techniques
- giving feedback

Task 3: For the language tasks mentioned above, mention other additional tasks associated withthem for the following:

a)   comprehension

b)   telephone calls

c)   reading

d)   writing

Your answer:

a) Comprehension: Giving instruction has other detailed applications such as comprehending and giving - instructions, directions, explanations of procedures, and presenting information verbally.

b) Telephone calls: In addition to making and receiving phone calls, the detailed tasks are accurately conveying telephone messages, asking for repetition and clarification and asking for assistance and explanation.This may include skills of note taking.

c) Reading: Additional tasks on reading are reading and interpreting - notes and summaries, letters and reports, nursing care plans, routine forms, charts and instructions.

d) Writing: With the reading tasks discussed in section c), the corresponding writing tasks are - writing notes and summaries, writing letters and reports to supervisors, constructing nursing care plans, and using appropriate medical terminology.

Task 4: Which of the following are interpersonal uses of English?

a)   expressing personal opinions

b)   using non verbal communication

c)   interpreting nonverbal cues

d)   using clarification devices

10.5 Teaching Strategies/Methods:

The teaching modes for the ESP course can be of various kinds keeping in view the needs of the learners and the profession. In this unit, we will learn about three important modes, namely; use of simulation and role play, reflective practice and practice under controlled conditions. These controlled conditions are for teaching communication competence, socio-linguistics, and pragmatic competences. We have studied all of these competencies in core papers. Let us learn the practical applications of the theoretical aspects of these competences in this section.

a. Use of simulation and role play: Stimulation is a teaching method and strategy for understanding theoretical knowledge and skillsand is used in teaching in nursing and medical fields. The same technique can be used for practicing decision-making skills that the learners may face in their daily profession. A conducive environment and security gives confidence to the learners.Simulation is also a process which can approximate communication process in clinical practice as closely as possible, offering the learners experiences of professional roles which integrates them with health care professionals.

Task 5: Do you agree with the following statements?

a)   Simulation can promote critical thinking.

b)   Simulation can reduce learner anxiety and fear.

c)   Simulation can be used for learner assessment, as it enhances step-by-step learning of a skill.

Virtual reality is a simulation type which uses computers and standardized patients to create a realistic learning and evaluation context. For learning language skills, volunteers play the role of patents, and provide feedback when requested. Simulations add plausibility to their reactions. Computer generated simulations such as simple computer programs demonstrating operation of a device (anaesthetic machine) or more complicated devices, create contexts for the learners to interact with other healthcare professionals.Knowledge testing and multiple testing are e-learning facilities, which do not require the physical presence of the learners.

Simulation has certain limitations. It cannot provide holistic nursing care learning as it is carried out in a controlled setting managed by the teacher. It may not match with real life situations.

Training through simulations is not a low cost effort, as high-fidelity simulation models and their maintenance require considerable funds.

b. Reflective Practice: Reflective practice is defined as assessing previous experience to develop tacit knowledge. This knowledge includes personal wisdom, experience, insight and intuition. It is difficult to express or transfer to others by writing down or expressing things orally. Let us spend a little time reviewing all that we have done today. Let us think about the day as a whole and answer the following questions.

● What aspects of the day were significant and why?

● When and where did you engage in deep thinking?

● Did you change your thoughts?

Your answers may be:

Getting up, travelling to work, interactions with others at home, priorities for work and completing the task.The aspects which were significant may be caused/ triggered by emotions for example, satisfaction, anger, anxiety etc. A decision taken by you might or might not have been difficult and which might lead to re-evaluation.

Reflective practices on areas of improvement and ongoing learning needs develops the understanding of being a proficient communicator and user of the language. It empowers new learners in identifying their roles in language learning. Reflection-on-action requires theoretical knowledge to develop answers. It requires mapping of theory with situations to solve problems. Reflection-in-action is knowing what to do and make a difference in a given situation.

c. Practice under controlled conditions: Communication is an important aspect of the nursing profession as it involves direct contact with patients and other health care professionals. For the profession, these are the abilities which enable learners to communicate with clarity and accuracy. Clear and polite sentences createa friendly atmosphere at the work place. Let us examine the following nursing vignette for analysing the required language skills from the conversation:

Case: Woman newly-diagnosed with HIV, has a cough and fever.
Chief complaint: A 29-year-old woman is referred to the clinic with newly diagnosed HIV infection, a CD4 lymphocyte count of 12 cells/mL, and a cough. As the nurse who sees the patient first, what might be some of the first questions you would want to ask this patient about her cough and her general health in the recent past (the history of her present illness)?

| Onset of the cough:

● How long has the patient had these symptoms?

● Does the cough come and go?

Characteristics of the cough:

● Is this a dry or a wet cough?

● Is the patient expectorating sputum?If so, what color is the sputum? (Especially look for bloody sputum that might be associated with TB, or yellowish sputum that might be associated with pneumonia).

● Is there a particular time of the day when the cough is worse? |

> Associated factors:
>
> ● Any fever or chills with the cough?
>
> ● Any pain associated with the cough (e.g., associated chest-wall pain)?
>
> ● Any shortness of breath?Especially when walking or doing other activities? (Progressive shortness of breath with activity is a hallmarksign of Pneumocystis cariniipneumonia)
>
> Aggravating factors:
>
> ● Is there anything that the patient has noticed that triggers the cough(e.g., exposure to dust, cold temperatures)?
>
> Relieving factors:
>
> Is there anything that makes the cough better?(e.g., is the patient taking medications/ traditional medicines at home that help her symptoms?)

https://www.go2itech.org/HTML/CM08/toolkit/tools/vignettes.html

The important language skills for the above interview are listening and speaking. Confident and polite speaking are the features of the spoken forms while eliciting answers on behavioural questions. The learners also need to learn to stay focused on the patients while interacting with them. The 4 C's of Nursing English are communication, collaboration, culture of safety and compassionate care. A compassionate culture de-stresses in a healthy and productive way without judgement or fear of reprehension. This requires learning non-verbal communication skills.

10.6 Approaches to Teaching:

ESP courses have diversified approaches for teaching linguistic and non-linguistic information processing, attention span, and memory. For the various language tasks discussed in section 10.4, teaching approaches are teaching composition skills for practical and professional purposes and use of films and videos in second language curriculum. Let us work on a few tasks to comprehend this point.From the pictures below, and work on the following tasks.

Task 7: Telling what happened: Objective Reporting

a)　　Chronological Order

b)　　Main idea sentences

c)　　Being precise

d)   Grammar and punctuation

e)   Indirect speech

Loss of appetite — Sneezing and coughing — Sore throat

Headache — Mild fever — Nasal congestion — Vomiting

https://beta.mountelizabeth.com.sg/healthplus/article/5-common-illnesses-caught-at-school

Task 8: Analysing by Cause and Effect: Analyse the pictures for presenting on the following:

A)   Understanding the cause effect relationship

B)   Write the major points and additional details.

An important teaching tool for the course is films and video tapes. It enhances language skill development as well as learning on the profession. Commercially produced films such as Lady with a Lamp or Florence Nightingale are flexible instruments for second language learning and instruction. They provide a rich variety of language and natural exposures. They are exposures to authentic speech forms normally not encountered within the restricted classroom environment.

The contextualization created from viewing part of a film can be the used for classroom activities in speaking and writing for creating meaningful expressions. Learners can summarize, predict on the context watched so far, and then move on to watch the rest of the film and verify or contradict their predictions. Films in a content-based curriculum are opportunities for learners to explore on the topics and develop on schematic knowledge.

Task 9: Do you agree with the following statements?

a) It is important to select films which are neither too short nor too long to allow pre-viewing and post-viewing.

b) It is not necessary to understand all aspects of the film. It is a springboard for other classroom activities.

10.7 Summary:

In this unit, we have discussed about curriculum, course design, and implementation of an ESP program on Nurse English. The course objective was to plan a course on English language for learners who want to become nurses and become a part of the health care sector. Nurses require good communications kills to perform their duties and responsibilities. They require many skills for saving lives and curing diseases. And thus interact with patents with various social, psychological and economic life style. The language skills mainly in focus are active listening, writing, cultural awareness, politeness and presentation. There are few review questions to test your understanding on the unit.

10.8 Review Questions

1. Design a lesson plan on ESP for Nursing.

2. Why is it necessary to teach language function in a Nursing English course?

3. What are the interpersonal uses of English?

4. Frame a needs analysis questionnaire for an ESP course on nursing.

5. How can films be used in an ESP course?

6. What are the steps in course design for an ESP program?

7. What are the advantages and disadvantages of using Simulation as a teaching mode in an ESP program?

8. What is the difference between Reflection-in-practice and Reflection-on-practice?

9. Comment on the question types, grammar and vocabulary from the nurse vignette in section 10.5.

10. Why doe nurses need to be good communicators?

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Unit–11 : Developing a course in English for telephone operators

Structure

11.1 Introduction

Telephone operators direct phone calls. They used computerized directories to find phone numbers on callers request and make connections for calls. These call are long distanced, overseas as well as local. The operator's job is to answer calls sometimes. The skills for a telephone operator job are of two types; hard skills and soft skills. The hard skills are customer service and patience while the soft skills are listening skills and problem solving skills.

11.2 Objectives

After going through the unit you will be able to

- Know about a telephone operator's job
- Prepare for designing a needs analysis
- Understand the language skills for ESP for telephone operators.

11.3 Learner-centered Approach

The telephone operator's job requires some qualifications and skills, These are excellent communication skills, good and clean voice, ability to manage multiple callers, up to date knowledge on organization (where employed), knack for multitasking and working in shifts. The following are the 5 P's of Telephone etiquette.

Preparedness - Preparedness to answer medical emergency calls, including instructions. As well as answer inbound calls, search the needed information and transfer the caller to the appropriate destination.

Politeness - Ability to exercise judgement in sensitive situations and work on own as well as part of a team.

Presentable - demonstration of telephone console features and customer service skills.

Patience - Answering call courteously, politely and professionally.

Personable - respond promptly and efficiently to accommodate business needs via phone, email, texts, and chats.

Professional - receive and screen all incoming and outgoing calls, for proper routing, triaging for providing system usage and assistance.

Proactive- Perform data entry tasks, such as updating application data base, phone directories

Task 1: Which of the following are the essential features for a telephone operator?

a) Friendly

b) Customer satisfaction

c) Product knowledge

d) Providing customer satisfaction

e) Enthusiastic

Your answer:

An ESP course on telephone operators can have the following objectives: recognizing the ways of opening, continuing and closing a conversation, identify conversational tactics, identify the sequences of telephone calls and the expressions to actualize it. Telephone language has certain fixed expressions. Let us work on telephone language from the following task.

Task 2: Classify the following expressions according to the following list:

Answer for the caller's name

Answering the phone

Introducing yourself

Asking for someone or something

Asking the person who is being called for

The person's answering for the phone call

Connecting someone

Explaining absence

Taking a message

Leaving a message

Making a special request

Confirming information

Closing conversation

A.   How can I help you?

B.   Who's calling please?

C.   Hello! This is Kiran from ABC Technologies calling.

D.   Could you put me through Mr Sen ...

E.   Mr Sen, I have Mr Kiran on line from ABC Technology. Will you take the call?

F.   I'm not available now

G.   He is not in office now.

H.   I'll put you through

I.   Would you like to leave a message?

J.   Yes, My number is ...

K.   Could I ask you to repeat your name please?

L.   Let me repeat to make sure.

M.   Thanks for calling

11.4 Questionnaire for Needs Analysis

In order to design an ESP on telephone operators, needs analysis will have to be conducted to elicit information on the course. Needs analysis is a three tier process. The first is to find out the language skills of the situations where telephone operators work, second the learner's perspectives on these situations and connect them to the learner's background. The following is a sample ESP Questionnaire on needs analysis for Telephone Operators.

1. The reasons for learning English Language are:

    a. Demand of your job.

    b. For your urge to learn English

    c. For confidence

    d. All of the above

2. Which aspect of English is difficult for you?

    a. English grammar

    b. English expression

    c. Vocabulary

    d. All of the above

3. For your job, which of the language skills do you use?

    a. Writing

    b. Listening

    c. Reading

    d. Speaking

    e. All of the above

4. Which skills do you require for your job?

    a. Problem solving

    b. Listening

    c. Speaking

    d. All of the above

    e. Any other skill? Specify _____

5. Who will be the people with whom you speak in English?

    a.   Customers

    b.   Peers

    c.   Callers

    d.   Telephone employees

6. What is the physical setting where you use English?

    a.   Office

    b.   Staff room

    c.   Call center

    d.   All of the above

7. How frequently do you use English?

    a.   Always

    b.   Sometimes

    c.   Seldom

    d.   As and when required

8. What are the contexts for using English?

    a.   Conversations

    b.   Demonstrations

    c.   Meetings

    d.   All of the above

9. What is the current level in the following categories?

	Excellent	Good	Fair	Bad
Vocabulary				
Grammar				
Pronunciation				
Listening Skill				
Speaking Skill				

10. What kinds of sessions do you expect from the course?

    a.   Workshops

    b.   Lectures

    c.   Seminars

    d.   All of the above

Task 2: Match the columns:

a.	Listening skills	1. Customer satisfaction
b.	Positive attitude	2. Resolve issues
c.	Problem solving skills	3. Customer irritation

Your answer:

a. 3., b. 1., c. 2.

11.5 Job Duties and Tasks

The job duties for a telephone operator includes quick decision making, keeping records, observation and monitoring, update and record messages, provide assistance, and perform clerical duties. Let us work on the following task to find out the language skills involved with all the above activities.

Task 3: Categorize the following activities.

	Listening	Speaking	Reading	Writing
Keeping records of all calls placed and received. Listening to customer request. Refer to directories & answer questions. Intervene automated systems for callers needing assistance. Observe signal lights on switch boards and press buttons to male connections. Provide replay service for users with hearing -impairment.				

	Listening	Speaking	Reading	Writing
Calculate and quote charges for long distance connections. Operate paging systems of bells to notify recipients of incoming calls. Perform office duties - sorting mail, proof reading and typing. Record messages to be used on telephone systems.				

Task 4: Write the acceptable expressions against the following expressions:

What?

One second please

Can I help you?

Sorry for keeping you waiting.

Your answer:

Could you repeat, please.

Hold on please.

May I assist you?

Thank you for holding.

Hotel telephone operator's job is to guarantee smooth telephone communication and provide polite, quick and well organized services to customers and staffs. The standards are set by the management. The do's and don't do's list mentioned as Task 3 are telephone etiquettes. Well-mannered reply to incoming and outgoing calls at the front desk of a hotel is a professional etiquette.

The operator's job requires one to speak in a polite, cautious and decent manner in more than one language and maintain a smiling face irrespective of response reflection. The information exchanged through telephonic conversation should be through and accurate on the services and amenities provided by the hotel and restaurant. Other job specifications are providing timely wakeup call service to in-house guests and making records of wakeup call services provided to guests. Handling all guest complains at hotel and restaurant successfully are the soft skills that is learnt from

work experience. The telephone operator resolves the inquiries and requests of customers.

Keeping records of complains, administrative and operational activities require familiarity with hotel terminologies and vocabulary. These terminologies and glossaries are specific recommendations to the individual management systems.

The job specifies certain customer service skills which are: Attention for details, Active Listening skills, Improving customer experience, Building customer loyalty, Positive attitude, Bilingual customer service and Time management. Many of the customer service skills are leant from work experience and do not have specific courses on them. The customer together with the operator forms a team. While working in a team, putting across one's points and understand what others what to tell is an important team work skill. Telephone operator often has to deal with conflicts. Conflicts are part of a team work and have to be mediated to deescalate them.

Telephone operators need to make-decisions on situations which can arise from the immediate contexts. Such a decision popular or unpopular requires the ability to see the big picture and work towards common goal.

11.6 Telephone Phrasal Verbs

The vocabulary specific to the job consists of a few phrasal verbs with which we are well versed. These are listed below. Let us work on a task on telephone phrasal verbs.

Task 5: Write the meanings of the following phrasal verbs:

a. Cut off

b. Hang up

c. Call back

d. Get through

e. Pick up

f. Put through

g. Hold on

h. Break up

i. Speak up

Your answer:

a.   to interrupt a phone conversation

b.   to end a telephone conversation and put the phone down

c.   to telephone someone again

d.   to succeed in speaking to someone on the telephone

e.   to answer a telephone call

f.   to connect by telephone

g.   to wait for a short time

h.   to become inaudible over telephone

i.   to speak loudly

Task 6: Complete the following with phrasal verbs discussed in Task 5.

a.   Sorry, could you repeat that please? You are _____.

b.   I'll _____ at 7.00 o'clock.

c.   We were _____ in the middle of our conversation.

d.   I finally _____ to Tina in her mobile.

e.   _____ I'll just see if he is here.

f.   After I _____ I remembered what I wanted to say.

g.   Can you _____ a bit? It is noisy here.

h.   Could you _____ me _____ to the manager?

i.   My Dad _____me _____to tell me the news.

11.7 Summary

ESP on telephone operators is a leaner-centered course where the teacher's role is as a guide, facilitator. Learning is based on the learner's prior knowledge. Telephonic communication is synchronic communication where all the receivers and the sender are present at the same time. It is thus point too point communication with immediate and personal responses. Telephonic communication is of three types; Land line providers, Mobile network operators and Internet phone call/ VOIP solution providers.

We have learnt on designing an ESP course for the first category only. There are few review questions to test your comprehension on the unit.

11.8   Review Questions

1. Design a needs analysis for an ESP course.

2. Discuss on the 5 Ps of job etiquettes for telephone operators.

3. What are the customer service skills? Explain.

4. Do you agree with the statement 'A telephone operator is a customer service professional' ? Justify your answer.

5. Negative words such as 'no', 'I don't know', or 'I can't' focus conversations on problems rather than solving it. Justify the statement in terms of customer service skills.

6. Discuss the team skills necessary for a telephone operator's job. Which of these are related to language?

7. Write the differences of the two sets of expressions mentioned under Task 4.

8. Compare and contrast customer service skills and team work skills.

9. Prepare a lesson plan on an ESP- telephone operator with team work skills.

10. Design a syllabus on ESP for telephone operators.

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Unit–12 : Developing the Course in English for Tourist Guides

Structure

12.1   Introduction

Have you ever pondered on the question: What is tourism? Tourism is a social, cultural and economic phenomenon which involves movement of people to countries or places outside their usual environments. Our country is one of the popular tourist destinations of the world, attracting millions of tourist to our cultural heritage and natural beauty every year. Tourism is a tool for socio-economic development of people of our country. India is a land of many geographical contrasts and a land of many languages. For the tourism industry, English is the lingua franca. This unit discusses the language, information and skills required for a course design on ESP on tourism. From the previous units of the module, we have learnt that ESP identifies the specific needs of the learners, utilizes activities and methodology for learning grammar, genre, lexis and discourse. In this unit we will learn about ETP, which is a type of ESP.

12.2   Objectives

After going through the unit, you will be able to

● Know about English in the tourism industry

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● Design English for tourism course for your practical assignments

● Learn on language in real-life work situations

12.3 English for Tourism Professional (ETP)

Tourism is a peoples' industry. Tourism today offers two kinds of jobs. Travel jobs and hotel jobs. Tourists today have a wide range of tastes and budgets. A variety of hotels and resorts have developed to cater for them. The air transport infrastructure today has jumbo jets, low-cost airlines, and accessible airports. These have made tourism affordable. Since 2000, services like Airbnb (air bed and beakfast) and CouchSurfing have introduced low-priced overnight stays. Tourism thus creates many good job s and careers as well as many poor and badly paid jobs.

ETP courses equip learners to work in airlines offices, hotels, at tour operators, travel agencies governmental and non-governmental organizations. English is one of the languages which a learner may opt during 3-4 years' degree program in tourism. English as a foreign language is a compulsory course which has proficiency (certificate of proficiency in English or CPE) and advance (certificate in Advance English or CAE) levels. CPE is more of academics than a professional curse. It offers major language elements and opportunities to develop a high level of competence. CAE is a fourth year, professional course.

We have learnt General English Proficiency in Unit 9 of this module. English for tourism purposes is necessary for those who work with travel agencies, restaurants, information centres, and tourist attractions. English is necessary for communicating with foreign tourists and understanding their culture. Thus the tasks and activities are designed for immediate application at jobs. ETP materials serve as a link between the knowledge already learnt and the existing knowledge and information, and play a crucial role in content language acquisition. Let us work on the following task.

Task 1: Analyse the language functions from the following conversation:

Guide: Hey I am your guide to help you explore Gwalior city today.

Tourist: Yeah sure.

Guide: This is the heart of Gwalior city, which is known for its palaces, forts and Temples.

Tourist: I have got this brochure. The city has a majestic history and a rich cultural heritage. It is the birth place of the great musician Tansen.

Guide: You can visit Gwalior Fort. It is an important land mark in the city.

Tourist: Which are the other places, will we visit?

Guide: The sun temple, Gwalior zoo and Padavali and Bateshwar.

Tourist: What are the handicrafts of Gwalior?

Guide: Dhokra or wide metal work. Besides these you will get Mud based Bundelkhand paintings (Terracotta paintings). These are specialities of the state of Madhya Pradesh.

Tourist: Is there any place where I can click some pictures?

Guide: Many in Gwalior. It is free for photo-shoots are free.

Tourist: That's great. Can you guide me there?

Guide: Yeah sure.

Your answer:

The conversation between the tour guide and the tourist consists for declarative structures and question forms. Thus the language function is giving information and asking questions.

ETP is a goal oriented language learning, which promotes tourism training programs. ETP is a link between classroom learning and communication at the work place. Let us study the following lesson plan on teaching English to tour guides.

Lesson Plan on ETP

Anticipatory set	Engaging learners with question and answer sessions on background knowledge and a brief introduction to the topic. Explaining what students will do and learn. Connecting the topic with application and future learning.
Introduction to the material	Providing instructions on learning materials. Providing illustrations on new skills. Checking and evaluating comprehension.
Guided Practice	Providing supportive environments and facilitating learning.
Independent practice	Assigning independent class work and follow-up homework.
Closure	Making students summarize the lesson and connect with future learning.

Task 2: Complete the following chart on designing an ETP course

Learning Objectives	
Learning Outcomes	
Topic:	
Grammar items	
Language functions	
Teaching hours	
Class time and number of teaching hours	

Can you comment on the type of syllabus for the above lesson plan and chart what it is for? Would you call it a 'Task-based Syllabus'?

Your answer: Topic-based syllabus

Learning English is crucial for people working in hotels, travel agencies, restaurants, information centres and tourist attractions. The curriculum catering for these varied professions within ETP needs careful consideration. This is discussed in the following section.

12.4 Curriculum Planning

An ESP course on tourism begins with focus on grammar and then moves on to the language of tourism (language focus) and its application. Adapting relevant materials on tourism and relating it to the content of the curriculum is a course designer's priority. Since ETP is application-based, while planning the curriculum, teachers embark on emerging questions such as What will the learners need to learn?, What aspects of language will be taught?, what topic areas will be covered? The answers for these questions will set the goal of the course.

The learning style of ETP is different from that of a general proficiency course. It is dependent on the learners' perception of the profession, organization and presentation of information. Learners are more involved in working with practical application than learning theory and reflection on theory.

New materials are sources for new learning techniques. They are teacher reflections about the learning process. In appropriate materials may not make it possible to meet the learner expectations and needs. Good materials encourage learners to learn. They

teach and provide stimulus for learning. Learning materials are used for practice. Let us work on the following task.

Task 3: Do you agree with the following statements?

a) In an ESP course, learning activities should consistent with the content.

b) Discussions are appropriate for follow-up activities only.

c) Summarization of the lesson is a productive learning activity.

d) Only authentic materials with specific objectives are used for ESP courses.

Teaching English for tourism purposes is topic-based. Learners develop their knowledge and skills through meaningful frameworks, situational applications and comprehensive practice. We have learnt on topic-based syllabuses in the previous section. Let's us learn about task-based syllabus for ETP. Activities and tasks are useful means of teaching an ETP course.

Speaking is an activity which requires retention of information, description and details of sites, and other historical and cultural knowledge of tourist destinations. Activities on speaking can improve learners' retention. For speaking confidently, learner's need motivation and peer interaction. Let us work on a few speaking activities of ETP courses.

Presentations - Interaction is the purpose of speaking for tour guides. Explaining facts and stories on historical sites is another speaking activity. Learners can pick up a place of their choice, research on it and make a presentation for 5 mins.

Questions and Answers- Tours guides may be asked questions which they need to think on and respond on their feet. The class can practice the following impromptu speaking activities:

Which historical places do you prefer while travelling?

What do you usually do while visiting historical places?

What is the most famous historical place in your country?

What is special about it?

Where is it located?

Fluency Practice

Speaking for extended periods of time needs practice on fluency. Group and pair work and speaking to students increases their fluency. Group story telling is a fluency practice activity.

The first line of the story can be.. 'This first time I had the best tour group ...' and the second student might add a line that makes sense. The next student adds another line and the last student wraps up the story.

Humour as a speaking strategy

Tourists go for visiting places in vacations and they want to be entertained and relaxed. Sitcoms can be used for hearing different types of humour. Riddles and puns are other fun activities. Using humour effectively as a speaking strategy with groups of people from different cultures is something which the learners can acquire with work experience.

Learning from Places

Learners can be taken to places for maximizing speaking activities. They may take a field trip round a city and model some phrases and make a list of vocabulary that they need for good practices.

Task 4: Are the following statements true?

a) Task-based learning is goal-oriented learning.

b) For ETP, English language is not the main goal in the learning process but a vehicle of attainment.

c) One of the teaching techniques used for task based learning is problem-solving.

12.5 Teaching and Learning Activities

Teaching English for tourists requires teaching skills and knowledge of the four language skills (LSRW), as well as vocabulary, pronunciation and the language specific for the profession. Tourism is an attractive discipline as many people will be tourist once or more than once in their lifetime. The discipline requires teaching learning activities of various types such as vocabulary, pronunciation, contextual application of language, and all the language skills. The varied types of jobs offered from the discipline are; tour guides, travel agents, transport, accommodation, marketing and promotion. Let us work on the following tasks.

Task 5: Specify the language areas for the following learning activities.

a) Holidays with a difference

Discuss the travelling experiences from the learners. From the information collected,

the learners work on a brochure mentioning the following details:

Name and location of the tourist place

A map of the destination

Landmarks of the place

Foods from the place

Weather of the place

b) Describing impact of tourism

Tourism has positive and negative impacts on a country, its people and the environment. Write on the impact of tourism mentioning the following:

Employment

Environment

Social and cultural links

Commercialization of culture and heritage

Infrastructure

c) Describe a destination

Speak on descriptions on two tourist destinations. Make the descriptions factual only. Present your talk in small groups, listen to each other's talks, make notes and ask questions.

d) Talking to tour operators - Complete the following conversation with the prompts

Tour operator: Good morning. May I help you?

Travel agent: Yes I am a travel agent I am looking for a tour to the Baltics.

When are you scheduled to arrive?

Which places would you like to visit?

Which places will you be spending overnight?

How many nights will you spend?

When will your tour end?

What is the name of your tour?

What are the possible dates of your tour?

12.6 Work-place Related Activities

Let us learn about what learners of ETP need to know in their profession while working on few more tasks.

Task 6: Jobs in tourism - Fill in the blanks with appropriate words:

work/working, enjoy/ enjoying, meet/ meeting, explain/ explaining, use/ using, make/making

In tourism jobs, one has to _____ as part of a team, with customers _____ new people as well as _____ working independently. One has to good at _____ things and _____ independently with people from different cultures and languages. One has know how to use computers while _____ in office and be confident in _____ languages. Tourism jobs requires _____ for long hours, speaking to people and _____ them relax.

Task 7: Language focus: Match the prepositions at, for in on, during with the correct nouns.

_____holiday

_____ vacation

_____10 December

_____the evening

_____the week-days

_____five days

_____morning

_____the winter

_____6 o'clock

_____2008

_____a long time

Task 8: Match the two columns

1.   Study tour   A long walk on the mountains, desserts lasting for several days

2.	Conference	Visiting destinations for famous places
3.	Trek	A whole day tour
4.	Pilgrimage	A weekend tour on Saturday and Sunday
5.	Wedding	Exhibition on advertising and selling products
6.	Day trip	Religious celebration every year
7.	Festivals	Trip for visit, lectures and classes
8.	Weekend break	Ceremony celebrating marriage
9.	Incentive tour	Holiday journey as a reward for good work

12.7 Summary

ETP (English for Tourism Purposes) is a specific course for tourism which is part of the term ESP. Research in tourism and hospitality industry began from the early 1990s with studies addressing evaluation of language materials, courses and course books. Oral communication was emphasized more than other language skills. Today, ETP courses have computer based activities and most frequent tourism based English vocabulary. ETP requires sufficient language learning for professionalism.

12.8 Review Questions

1. Distinguish between CPE and CAE.
2. Differentiate between ESP and ETP.
3. What are the language focus areas in an ETP course?
4. Design two language tasks of 5 marks on vocabulary for an ETP course
5. Write a session plan on English for tourism mentioning the following:
   Learning objectives, learning outcomes, topic, class time, and class materials.
6. Design a syllabus for an ETP course in 1000 words.
7. Why is it necessary for an individual working in tourism job to have a willingness to work for long hours with a happy face and polite attitude? Illustrate with examples.
8. Make a literature survey of the types of ETP courses that are offered in your country.

9. Write the vowels for the following words: clean, rain, airplane, train, ferry

10. Prepare a needs analysis questionnaire to elicit student expectations and knowledge of English.

12.9 References and Reading List

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Module – IV

Unit–13 : Developing a Course on English for Journalists

Structure

13.1   Introduction

With English becoming the global language of communication, it is essential for almost all professionals to gain competence in this language. Journalists form a special group of professionals who have a varied job profile. They need to attend meetings called for by politicians, academic meetings like seminars and conferences, events related to social functions, police briefings on crime reports and many other

such events. Their primary purpose is to report these events in as neutral a way as possible for the benefit of the reading public. This demands a good proficiency in English requiring certain skills. To procure these skills, the journalists require special vocabulary which is called a register of the journalists. The register used in each field of specialization unique and needs a focused input to excel or succeed in the profession. Journalism is one such profession that is very popular and the popularity is primarily dependent on how a news story is brought or presented to the audience. This unit helps you design an ESP course for journalists who are at the beginners' level in profession and have completed basic general English course at graduate level which would be equivalent to the plus two level education offered by most states.

13.2 Objectives

After going through this unit, the learners will be able to understand:

a. Importance of English language for journalists

b. The nature of job involved by journalists

c. The components of a course in English for journalists.

13.3 Understanding the Nature and Job of a Journalist

Journalism plays an important role in our society. Its main purpose is to assist and support for better public life through information. Journalists act as mediators in mediating information from around the globe to the people around the globe. Mediating process of journalists becomes effective only with the effective use of language. Journalists require to use the language in getting the information, decoding the information received and giving the same information to the society in a most comprehensible manner. Journalists' job involves interviewing, asking appropriate question to get information, researching and finally producing right information orally or in written script. Journalist need to understand, discuss, write, speak in media format. It is necessary to develop good public relations with different people belonging to different fields. A good researching skills is required to comprehend the content and context and form links effectively. The job requires expressing facts, information and interpretations creatively through writing or orally and must be able to present sensitive information by expressing right level of emotions through language.

Task 1: Take a look at the newspaper and identify different types of news published in it? Label them and give an example for each from 'today's paper'.

Your response:

13.4 Need Analysis

Needs analysis guides the course designers to identify the language items used by the target professionals which in turn leads to acquiring the right type of language proficiency. The ESP course for journalists requires our understanding of the needs of the learners and the journalism industry requirements prior to developing or designing the course. The course designers must be aware of the merging of fields, diversity and globalized journalism. From many research studies the following needs have been derived for performing the role of journalist using effective language. These act as the language needs in a journalist's profession. The needs or learning objectives include using techniques and writing skills to write basic news, feature stories, editorials, reporting news, editing, reviewing, interviewing, using media vocabulary or creating own vocabulary. Today, the profile of journalists has been changing with the expansion of digital media. The journalists are also required to present news and collate them with appropriate visuals. Besides this they also need to possess conferencing skills and monitoring discussions. During these sessions, they need to possess negotiating skills, as well as time management skills.

The course must aim in achieving the learning outcome in developing the competencies required to become and perform the role of journalism effectively. Some the competencies include the ability to search, process, write, deliver news using appropriate journalistic language both orally and in writing. It also includes developing presenting skills using phrasing, intonation, articulation, rate of speech and right pause timing while delivering the news. On the whole, ESP in journalism must focus on language needs which is the sole purpose of the course. It must equip the learners with the knowledge of language, discourse and genres involved in the journalist's profession.Most of the learners lack these skills because of poor usage of tenses, limited vocabulary, poor reading habits, and awareness of current trends in journalism industry and lack of opportunities to apply the language.

According to Stern (1992), the four goals that needs to be achieved are proficiency, cognitive, affective and transfer components. The proficiency factor includes the language competencies like listening, reading, speaking and writing. The cognitive domain includes linguistic knowledge related to grammar, vocabulary, genres and so on. The affective component involves the confidence to perform and the transfer component deals with the application of knowledge and skills gained at the workplace.

The need analysis also includes understanding the target learners' like who, why, where and when. Who refers to the learners', why refers to the reason why the learners

need the course, where will the course be conducted like online/offline/ hybrid and lastly when includes the time period, duration of the sessions and number of sessions. The course designer must also know the proficiency of the learners prior to designing the materials for the course. With all these data let us move to designing materials for the course.

Task 2: Take a piece of news printed in the newspaper and compare it with the news as it is presented on the television. What differences do you notice? List the differences.

13.5 Material Design

Materials facilitate learning and it act a medium of transferring information/ knowledge. Materials can be in different forms and not restricted to books only. Materials can be audio-visual, printed or non-printed form. Materials is ESP must provide learning opportunity to improve their skills required to perform the job role effectively. It can done using multiple modes of materials like books, newspaper and magazine articles, activities, videos, audios and discussions. Materials designed must be flexible and provide space for creativity. The units or content designed must be structured providing smooth flow of teaching-learning process.

The course content that can be designed focusing on four language skills that can be applied in the job. The skills include:

13.5.1. Listening Skills:

For listening skills dialogic conversation will be appropriate as the job role mostly involves interviewing skills. The audio-video content used for listening can be different media based interviews where learners are given an opportunity to model interviews, media vocabulary, question patterns and develop media style conversations. Here the learning outcome is aimed in improving media related vocabulary and conversation style. It can also include listening to news stories, editorials, columns, reviews, features, investigative reports which will provide awareness about different types of writing in journalism. This component can have practical inputs by taking the trainee journalists to meetings and ask them to take notes on the talks they listen to.

13.5.2. Listening Activities

Listening activities supporting the content gives hands on experience to learners that can be applied in their job. Modelling activities can be conducted where learners listen to the news stories or interviews and imitate the same.

13.5.3. Reading Skills

For reading skills newspaper and magazine articles related to different segments like politics, science, education, sports, trade, fashion, food, health and so on. Along with it investigative reports, editorials, reviews, features belonging to variety of writingstyles in journalism can be included in the material design. These materials can be used not only to improve reading skills, comprehension skills but it also acts as an input for journalism writing skills. These samples can be used while teaching writing for media. Other content that can be included as part of reading skills can be advertisements, brochures etc.

13.5.4. Reading Activities

Reading activities include reading of the text with correct stress and intonations, pronunciation, pace of delivery, pausing, pitch and tone. Vocabulary building activities can be included where learners involve in finding new vocabulary and its meaning.

13.5.5. Speaking Skills

For speaking skills the materials used for listening can be used as a guide to speaking skills. After listening to media related dialogic conversations, learners can be involved in paired/group conversation activities. Learners gain hands on experience by involving in dialogic conversations, interviewing role-plays or talking on a topic. This way skills required for journalists like interviewing skills, questioning skills, conversation skills or talking on a topic can be enhanced.

13.5.6. Speaking Activities

Speaking activities must stimulate thinking process of the learners. They must be provided different topics and allow them to speak or present using media language. Role-play activities cab be conducted to improve interview skills, questioning skills and conversation skills. Reporting skills can be developed by providing scenarios and content and encourage the learners to report the incident by using correct language, tone and style. This not only improves their journalistic speaking skills but also develops their self-confidence to perform at job.

13.5.7. Writing Skills

For writing skills media related journalistic writing materials must be included. The content must provide leaners an opportunity to learn different styles of journalistic writing. It must provide knowledge about steps involved in the writing for media, the process of writing and different styles of writing. Writing styles and format like news stories, articles related to different fields, reviews, editorials, features, and investigative

reports need to be included in the materials. Enough emphasis must be laid on accuracy of expression and use of appropriate grammatical structures. Items like passive construction and reporting must be given special care.

The content must help the learners to differentiate journalistic writing from other writing styles. It helps provide awareness about inverted pyramid structure of writing used in journalism. As part of writing, learners must learn editing and revising the written scripts. It must also include mechanics of writing like short and easy to understand sentences, using active voice and quotations in between the sentences.

13.5.8. Writing Activities

Writing activities must provide sufficient hands on experience in different skills taught during the course. They can be related to reinforcing the writing structure and process. Activities frame an appropriate headlines, frame a paragraph using the picture, complete the paragraph, and write different styles of journalistic writing. It is important learners receive feedback regularly for enhanced learning experience.

Task 3: Give reasons for including good speaking and listening skills on a course in English for Journalists. How important are these in comparison with reading and writing skills?

Your response:

13.6 Teachers Role

Teacher must be trained to support and facilitate the learning process in achieving the course outcomes and learning outcomes. Along with the language content, communicative and discourse aspects of language must be focused to help the learners gain confidence in performing their roles as journalists confidently and effectively. Teacher must facilitate learning through variety of individual/paired/group activities. The learning must be supported by continuous assessments followed by feedback and help to bridge the learning gaps. Prior knowledge of the learners must be used to enhance journalistic skills required to perform the role of a journalists.

13.7 Evaluation

At the end of the course students will be assessed on the language related employability skills. It can be in the form of field work or project work where learners are involved with the real time job roles in the corresponding companies. The test

design must be focussed on all the four skills listening, reading, speaking and writing. Apart from summative assessment it is important to follow continuous assessments where the learners are provided real time feedback for bridging the gaps in the teaching-learning process.

13.8 Summary of the Unit

In this unit we have discussed the profession of journalism and its importance. We have then moved on to establish why journalists today are in need of good English language proficiency. Having said this, we have provided a sketch of the course that can be designed for journalists and the details of the four skill components that need to be included in such a course. We have provided some self-check tasks to see whether you are able to relate what is given here to life outside.

13.9 Review Questions

a. What is the job profile of a journalist?

b. With the coming in of digital media has this profile changed?

c. Is English the only language through which journalists operate?

d. What additional advantage do journalists stand to gain by learning English?

e. What are the various skills that are required for a journalist?

f. How important in listening? Where do the journalists use it?

g. Why should we teach reading skills to journalists?

h. What type of speech production should journalists have? Why?

i. What are the main components of a writing course for journalists?

j. Are the newspaper reporters different from television newscasters? How?

13.10 Reading List

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Unit–14 : Developing the Course in English for Medical Representatives

Structure

14.1 Introduction

Language plays a significant role in the service sectors, more so in the field of medicine as it affects the results of treatment or medical intervention. The aim of this unit is to help you develop a course that helps medical representatives improve their performance that in turn has an impact on the field of medicine. Medical representatives largely require good presentation skills and also good reading comprehension. The course outline that will be suggested in this unit will take care of these two skills without ignoring listening and speaking skills.

14.2 Objectives

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

i. Understand the uniqueness of developing a course in English for Medical representatives'

ii. Find the general needs of English for medical representatives

iii. Design a course in English for medical representatives

14.3 Outline of the Course

The aim of this section is to understand the uniqueness of developing a course in English for Medical representatives. The medical representative profession requires English language for professional communication globally. English being the language most commonly used in mostmany of the countries, it is essential for the medical representatives to learn this language. Therefore learning English isbecomes inevitable for medical representatives in order to achieve success in their careers.

The main job of the medical representatives involve selling pharmaceutical products, gaining confidence of the client (doctors and pharmacists) for long term business and maintain smooth communication between the client and the company. These job roles involve using of persuasive language to convince people to buy products, use appropriate vocabulary, use good presentation skills during conferences, communicate clearly during meetings or phone calls, write convincing business letters or emails and write and present job reports.

14.4 Need Analysis

As mentioned earlier, course design will be effective if the required competencies for performing the job are integrated into it. Language competency involves lexis (words of this register) used in the profession. Most of them express difficulty with using right vocabulary, some of them repeat the same word or phrase, underuse, overuse words due to lack of proper competence. This impacts negatively in all the four language skills. ESP course design must identify the related lexical themes and include itthem with proper tokens in the course.

Task and knowledge competency includes job activities and content related to the pharmacy, medicines, doctors, specializations, diseases and other developments and issues. In short we can also call it industry knowledge and industry required skills. The course designer must try to use the content in listening audios or reading comprehension passages by which learners gain multiple skills like content knowledge, awareness of different job related terms and skills like comprehending and responding appropriately.

Finally the pragmatic competencies which involves problem solving or responding appropriately to the questions asked by the doctor while presenting a product. Some of the challenges that lead to low performance at work are - lack of persuasive skills, using the right tone to speak, miscommunication and so on. A common example is while drafting business mails most of them begin with providing bad news at the beginning and place good news or requests at the end of the mail. This leads to not achieving the desired outcome, client dissatisfaction, losing business relationships and so on. Therefore it is required for the course designers to include important pragmatics components like acceptance, apology, refusing politely, and other similar language functions.

As per the needs analysis conducted, in many research articles, it is found the most often used language skills are speaking and writing. But it is also observed that without good listening and reading it not possible to gain proficiency in other two productive skills. Apart from these skills, vocabulary related to medical terms, grammar, comprehension, pronunciation and syntax are also required to gain proficiency in all the four skills. Therefore it is required to design course with these learning objectives and equip the learners with all language skills required in an occupational setting.

Task 1: Meet a medical representative and make a profile of his daily activities. How many of these activities require him to speak or write especially in English?

Your response:

14.5 Material Design

Most of the researchers suggest integrated approach for designing the ESP courses. The integration of all the three competencies subject, task and language results in enhancing the skills required to perform the job roles effectively. Subject related content can be used for vocabulary building, listening and comprehending, listening and responding, reading and comprehending and reading and responding activities.

Some of the challenges that medical representatives face in their work space are comprehending medical articles while reading or listening due to lack of vocabulary which leads to difficulty in comprehending the text. The course designer must focus on enriching the learners with medical terms prior to providing any articles related to medical field for reading or listening. The designer must select content for reading or listening from the medical journals which will serve many purposes. The learners will become familiarized with medical terms, latest developments in the medical

field, medical language, reinforcement of medial language through the materials used for listening and reading.

The materials used for listening and reading activities will support in enhancing speaking skills of the learner. The main challenges faced in speaking skills are pronunciation, framing correct sentences, especially questions, using appropriate vocabulary, pronunciation and tone. It is important for the designer to focus on these aspects of language while designing the content. It is required to not only provide vocabulary related to medical terms but focus must also attempt to facilitate learning of pronunciation and framing sentences using those terms. Language software can be used in language labs where learners are provided access to listen to the medical vocabulary, learn pronunciation and provide opportunities to use the words in the sentences.

The challenges faced by medical representatives in writing are lack of vocabulary, use of tenses, spellings, organizing ideas, use of original content which leads to poor writing. Apart from vocabulary which is already discussed in the previous paragraph the other needs to focused in the content design. Opportunities to work on spellings, framing sentences using correct tenses, researching and writing essays to develop original content. The course content needs a focus on persuasive communication skills to perform their routine activities like note taking, having conversations, presenting a demo of a product and so on.

The common challenge that the medical representatives face in all the four language skills is vocabulary. A special attention must be given to this area during the course design. The reason being medical representatives can belong any educational background where knowledge of medical terms might be nil. It is therefore utmost important to teach vocabulary in context. As part of vocabulary learning, synonyms, antonyms, collocations and others sub categories of vocabulary must be included.

Another challenge that arises in the job is speaking using correct pronunciation. Language labs must focus on pronunciation of words and bridge the gaps raised due to pronunciations. Techniques and activities to improve pronunciation must be included in the course. This will help the medical representatives to speak confidently using medical terms related to diseases and medicines.

Overall the sections in the content can be divided for vocabulary, grammar, listening, speaking, reading and writing. The content must guide the learners to perform roles like report writing, memos, letters, conduct meetings, telephone conversations and communicate with colleagues.The content used must be related to the medical area as this would be an added scaffold in multiple ways. It would an enriching experience

of designing an ESP course if the designers collaborate with all the stakeholders related to the profession of medical representative and learn the needs and challenges prior to the designing the content.

The materials used in this course must be balanced with both general English and language used in the context. This helps the learners to involve with the materials used in their field of work and this provides gaining confidence.

Task 2: What skills are especially important for medical representatives? Why?

Your response:

14.6 Activities

ESP teachers have an active role in facilitating language learning. ESP course requires active learning strategies in order to achieve the learning outcomes. Learning activities like role-plays, telephonic conversations, persuading oral activities, listening to comprehend and respond activities like telephonic conversations, read to comprehend and respond activities like journal articles, medicine details, respond to queries in written form like letter writing or emails.

14.6.1. Listening Activities:

The learners may be exposed to recorded conversations between doctors and senior medical representatives. Based on the conversation they listen to a set of activities can be designed. The questions could be as follows:

a.   How did the representative greet the doctor?

b.   What was the product he was presenting?

c.   How did he explain the features of the new medicine?

d.   How much time did he take to make his presentation?

e.   Did the doctor ask any questions?

f.   How did the representative respond to the questions?

g.   How did the conversation end?

h.   If you were the medical representative, what changes would you make to this conversation?

14.6.2. Speaking Activities:

The learners may be given medical literature produced by the company along with the product. They may be asked to read it thoroughly and present it orally to the peers.

While presenting, the peers may be encouraged to ask questions, and seek clarification. The entire presentation needs to be made within a stipulated time.

The supervisor needs to provide appropriate feedback on the use of tone, pitch, appropriate words, and adherence to the content. Due credit should also be given to the way in which the learner responds to the questions from the peers.

14.6.3. Reading Activities:

This could be a continuation of the speaking activity. The literature accompanying the medicine could be given to a group of students. There could be more than one sample and the group may read the brochures given and respond to the questions set by the teacher or the peer group. Some of the sample questions could be as follows:

14.6.4. Writing Activities:

The learners may be provided with the literature accompanying the medicine and asked to read and summarise in simple English. This can be a useful exercise. Besides this, the learners may be provide templates to write the report for the work done. The template could include details like name of the doctor, name of the hospital, address, medicines recommended, orders sought, time spent, etc. Besides filling in the template, there could be some space provided to enter details of the visit which can be anecdotal.

14.7 Evaluation

Teaching - learning process cannot be complete without assessments. It is necessary to have end of the course assessment along with continuous assessments. During continuous assessments it is necessary for students to receive feedback for the teaching-learning to be effective. Assessment design can be based on blooms taxonomy where students are tested at all levels like remembering, understanding, applying, analyzing, evaluating and creating. The effectiveness of the course can be known better based on the result analysis of the learners. Therefore it is required to design the content or related activities with an aim to facilitate higher order thinking skills among the learners. Assessment questions or tasks needs should consist of both lower order thinking skills questions and higher order thinking skills questions. This will help the learners to think critically and creatively which in turn supports in better performance at their job roles.

14.8 Summary

At the end of the course, learners must be able to gain competency in in all the three areasi.e., language skills, task and knowledge and pragmatic skills. Students must be able to use all the four language skills listening, speaking, reading and writing proficiently and perform their roles at job efficiently. At the end, the main objective of the course must be to instill confidence among the learners that they have gained all skills required to perform the job. To achieve these ends, in this unit we have provided a job profile of the medical representatives and their need to learn English properly to be successful in their jobs. The unit provides details of the course that needs to be designed including the tasks that can be used to develop the necessary skills. The unit concludes with some suggestions on how to assess the learners at the end of the course.

14.9 Review Questions

a. What do medical representatives do?

b. Who are the people they interact with the most?

c. What areas of proficiency do they need?

d. Do they need to master some special vocabulary?

e. Mention a few words that are essential for medical representatives.

f. How is speaking skill very important for them?

g. What aspects of speech should we train them with?

h. How do we promote reading skills?

i. What materials are useful for teaching reading?

j. How are materials used for teaching reading also helpful in developing writing skills?

14.10 Reading List

Saha, Rajat. (2016). *You can be a Medical Representative.* Chennai: Notion Press.

Unit–15 : Developing the Course in English for Office Assistants (receptionists)

Structure

15.1 Introduction

In this module we have been discussing various professionals and their need to learn English for specific purposes. Depending on the profession one chooses, the vocabulary changes and the skills that one needs to employ acquire different focus. Having discussed journalists and medical representatives, let us now look at office assistants in this unit. Office assistant is a new term that is being used more recently. Earlier these professionals were called 'clerks' which was a colonial legacy. Office Assistant lends a dignity to the profession and these people are crucial in the working

of an office. They form the public face of the office who interact with people, maintain records and also form a liaison (bridge) between the public and the officials who are responsible for implementing rules and give sanctions to different works and services.

15.2 Objectives

After going through this unit, the learners will be able to:

a. Understand the job profile of an office assistant

b. English language needs of the office assistant

c. Components of a course in English for the office assistant.

The course designed will facilitate the office assistants in the following areas:

- Communicate more clearly and persuasively

- Use language for formal and informal communication (both written and spoken forms)

- Conveying information, telephonic conversation etiquette

- Written communication: drafting letters, mails, minutes, notices and circulars

15.3 Needs Analysis to design ESP Course for the Job of an Office Assistant

It is essential to perform need analysis and gain understanding about the requirements for performing the role of an office assistant efficiently. Research has been conducted to understand multiple roles of an office assistant. The office assistants form the public face of the office as the people involved meet them for seeking information and redress. To cope with this, it is essential that the office assistants are proficient in communication skills. Besides being the public face, the office assistant also form the major liaison persons between the officials and the public. This involves note taking, note making, taking dictations, summarizing, etc. Research on needs analysis for the office assistants identifies the learners needsas good proficiency in general language to perform every day job related tasks like receiving visitors, taking and leaving messages, attend business meeting and interact with company clients during business trips. Besides these, the office assistant will also need to respond to some of the routine letters demanding reasonably good writing skills.

The ESP course for office assistant will focus on the listening, reading, writing and speaking skills in order to build self-confidence among the learners to perform efficiently in the business world.The task or activities carried out by office assistants can be categorized under four language skills: Listening, Reading, Speaking and writing. The key responsibilities of an office assistant includes:

- attending meetings, taking notes, drafting minutes of the meeting and reporting minutes of the meeting which falls under listening and writing skills

- Filing and maintenance of various documents which requires good reading skills to comprehend the content

- Taking, giving and rejecting appointments demands both speaking and writing skills.

- Making and receiving calls, making note of messages which requires good listening skills, speaking skills and writing skills.

- Letter or email communication which requires good reading and writing skills along with computer skills.

15.4 Designing the Syllabus

The needs analysis provides a base for framing the syllabus for any ESP course. It is understood that language plays a major role in performing the role of an office assistant. Learners needs to be trained with both face-to-face and telephonic communication. As per the understanding gained from the needs analysis it is clear that the syllabus should be aimed to develop listening, reading, speaking and writing skills. The approach to design the syllabus should follow integrated approach where structure, function and discourse aspects of language is included. All three aspects of language are not separate entities but complement each other and benefits the learners. The syllabus should be divided into four sections that includes four skills. The language structures or grammar must be integrated along with the topics rather than teaching them as another separate entity.

a. Listening skills

The learning objective in this section is the student must be able to listen keenly, comprehend and report the same. For this syllabus designers can provide audios related to meetings and align activities in line with achieving the learning objectives. The resources required conducted must be provided to the instructors for implementation of the activities.

b. Speaking Skills

The research on needs analysis for the role of office assistant shows that office assistant need to use speaking skills while greeting people face-to-face or over the telephone, introduce people during meetings and give presentations about the company to the clients. The learning objective should be aimed to become proficient in conversation skills, telephone etiquettes, public speaking skills and presentation skills. The student should be able to use business English and learn to converse professionally. To achieve these objectives the course designer should include more task based activities like role-plays, presentations and so on which provides learners opportunities to practice speaking and receive immediate feedback for areas to be focused for improvement. Simulated tasks are best suited for developing good speaking skills.

c. Reading Skills

In this section, the area of focus is on reading skills. The job role requires the candidate to perform reading of various official documents, classifying and filing the documents accordingly. The designer of the course requires to provide content for reading that includes official and business documents. The instructors need to train the learners in learning different strategies of reading and implement the same while reading the documents. Emphasis should be given to developing both skimming and scanning skills. The designer of the course must create a balanced program that enhances the content knowledge and skills of the learner.

d. Writing Skills

In this section, the learning objectives should focus on attaining business writing skills like letter writing, email etiquettes, reporting, note making, drafting minutes of the meeting, drafting memos and circulars and so on. The content designed must provide various formats and sample for the learners to comprehend the various criteria involved in business writing. The course must also provide learners sufficient practice opportunities to apply the same. Workshop strategies where the learners are provided with authentic documents to read, understand and respond will be well suited to develop the right type of writing skills.

e. Language Structures

The effectiveness of the course outcomes can be increased if the structures are integrated with the functional role and discourse aspects of the language. According to the topics mentioned in the above sections some of the grammar items that need to be included are:

● To be form of verbs

- Prepositions
- Question words
- Possessive pronouns
- Imperatives
- Present progressive and other tenses

15.5 Materials

Material have a major role to play in achieving the course objectives. The materials can be classified into two segments: Materials required for enriching teaching-learning space, andmaterials required for content and skill development. Let us look into each segment separately.

15.5.1. Materials for enriching teaching - learning space

These materials include classroom setting that includes chairs, tables, white board, markers and digital tools like projectors, tablets, computers and speakers. These resources are required implementing the course effectively. This takes into account the physical infrastructure including the hardware that needs to be provided for making the atmosphere conducive to learning.

15.5.2. Materials for content and skill development

These materials include course books, practice books, and audio-visual content. The course book and practice book include content related to structural and functional aspects of language. The audio-visual content includes the audio, videos from the ESL sites which should be used for listening skills, reading skills and speaking skills. Communicative functions of the language can be learnt through these resources.

15.6 Course Implementation

The aim of teaching should be to facilitate learning to achieve communicative competence required to perform the role of an office assistant. The topic must be introduced in a structured manner using course book and structured language content. Afterwards, the structured content needs to be transitioned to functional language aspect and finally conclude the session with the discourse aspect of the topic. More focus should be on communication tasks. The instructor must create opportunities to build communicative competence among learners through various communication tasks few of which should be semi-controlled and a few free oral practice. The

communication based activities must be provided with feedback from peers, whole class and the instructor and guide the learners to improve their communication skills.Many teaching strategies can be used to develop the communicative competence among the learners. Let us discuss few teaching-learning strategies segregated under LSRW skills.

15.6.1. Speaking Skills

a. Brainstorming

The productivity of the communication based activities will be enhanced when a scope is provided for brainstorming. The instructor needs to create pleasant environment for learners to brainstorm with their peers. Brainstorming has an important function in the teaching of ESP courses. It provides the learner to use their previous knowledge and allows the learner to gain more knowledge through brainstorming.

b. Dialogues

The brainstorming activity also provides a platform for the learners to interact with their peers, hence creates an opportunity for dialogic conversations which is one of the learning objectives. A natural setting will be created when peers converse with each other through dialogues.

c. Discussion

Discussion activities promote language skills like listening, responding, conversing politely and persuading skills while communicating. The discussion activities usually involves receiving and giving opinions about a particular topic. Other ways of initiating discussions can be done using pictures and other materials.

d. Games

Language games can break the monotony, enhance creative thinking skills and ability to react to specific situations.Language games can be conducted in vocabulary and grammar lessons. Games can be organized as part of enhancing listening skills. Reading related games can be organized to test the comprehension skills of the students.

e. Role-plays

Role-plays act as a good simulation activity for the office assistantsjournalists. It will provide an enriching opportunity for the learners to apply functional aspects of language in the job specific situations. Role-plays need to be integrated in the topics taught during the course and provide opportunity to the learners to become aware of the various job specific roles they would be performing. It acts as a good way of practicing linguistic behavior in given situations.

15.6.2. Listening Skills

Listening activities can be conducted based on into five learning objectives. They are

    a. Listening for gist: Audio related to any interview or news can be played and allow the learners share the gist of the audio. Audios related to Telephonic conversations for booking appointments/cancelling appointments/receiving information and so on can be

    b. Listening for information: Learners listens to the audio and decodes information from the audio. Audios related to asking information, meetings can be played and questions pertaining to the same can be included.

    c. Listening for specific vocabulary: New vocabulary related to office assistant job will be learnt after listening to the audio. Audios related to meetings, welcoming clients, business meetings can be included as part of the listening material and used for training the learners.

    d. Listening for functional language: The functional use of language related to office assistant jobs can be taught using appropriate audios. Sample recording of receptionist dialogic conversations, telephonic conversations can be used as materials and functional language use can be practiced with the learners.

    e. Listening for sequence: Sequencing of information which plays a role for journalists can be introduced and through listening for sequencing activities.

15.6.3. Reading Skills

Reading passages related to business documents can be used as materials and allow the learners to use various reading strategies like skimming, scanning, close reading to comprehend the content and learn vocabulary from the passages.

15.6.4. Writing Skills

The topics based on writing skills like drafting minutes of the meeting, memos, reports, circulars, letters of invitation, letters requesting/confirming appointments etc., requires lots of practice and awareness of formats and writing styles. Integrated methods of teaching writing needs be adapted by the instructors for achieving the learning outcomes.

15.7 Evaluation

Assessments needs to be designed for learning to be complete. Three types of assessments should be planned: Formative assessments, during the course assessments

and summative assessments. Assessments should be able to assess the language skills required for the office assistant. Assessments can be oral, written or any activities. Telephonic conversations, persuasive dialogic conversations, greetings can be assessed orally through role-plays. Written tests can be conducted to assess skills like email writing, letter writing, memos, circulars, reports or minutes of the meeting. A combination of oral and written assessment will be an effective way of assessing the learners' skills to perform the roles of an office assistant confidently and effectively.

15.8 Summary

The ESP course for office assistant must focus in developing communicative competence and functional language use. The materials designed and methods of implementing the course play a major role in achieving the course objectives.The course designer must align the course content as per the modern day requirements for the role of an office assistant.

15.9 Review Questions

a. How do you describe an office assistant?

b. What is the difference between a clerk and an office assistant?

c. What are the major duties performed by an office assistant?

d. What language skills does an office assistant need?

e. Which of the four skills do you think is most important?

f. What materials can be used to develop listening skills?

g. What activities are suitable for developing speaking skills?

h. Why does an office assistant need reading skills?

i. What are the different types of writing an office assistant does?

j. What grammar items are essential to develop a course for office assistants?

15.10 Reading list

Paltridge, B., & Starfield, S. (Eds.). (2013). *The Handbook of English for Specific Purposes* (Vol. 592). Boston: Wiley-blackwell.

Unit–16 : Developing the Course in English for Hospitality Management

Structure

16.1   Introduction

The hospitality management industry contributes to economy of the world in a major way. Globalization has increased the importance of communicating in English to address the audience from around the world especially in hospitality industry. It is therefore required for employees in this industry to work efficiently without any kind of language barriers. Hospitality management is scattered into the fields of tourism, air services, food and beverage services and hotel industry.

16.2   Objectives

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

i.   Understandthe nature of job in hospitality management to develop a course in English for hospitality management

ii.   Find the general needs of English for hospitality managers

iii. Design a course in English for hospitality managers

16.3 Understanding the need for ESP Course in Hospitality Management

English for specific purposes aims at developing language competency required and confined to specific need or profession. The learning outcome is to equip the learners with all language skills required to perform their job efficiently. Hospitality management relates to the fields of hotel industry, restaurants and tourism industry. From many research articles on needs analysis for hospitality management it is understood that speaking skills play a prominent role in this industry. Most of the job roles are customer oriented and require maintaining good customer relationship by providing suitable customer service. English language is also a need as the job in this industry has expanded globally and requires to serve the customers from across the globe. Hence English being a common official language across the globe it is necessary for the employees in this industry to gain good proficiency in English language. Therefore ESP course should be designed considering the needs of the people working in this industry.

In the hospitality industry English has become a pre-requisitelanguage as it involves people from around the world. The job comprisesestablishing and maintaining guest-host relationship and mostly involves providing services to customers in the best possible manner. It also requires industry specific vocabulary to understand the needs of the customers and serve to the customers accordingly. The job requires use of language orally or verbally to makereservations, telephonic conversations, explain the facilities and products offered, persuade customers to buy the products, email communication, presenting brochures, to guide the customers throughout their stay or travel, taking notes of important information, filling customer data, understand the needs of the customer in order to achieve customer satisfaction.

The competencies that are required to be designed and practiced for an ESP course in Hospitality Managementinclude high proficiency in speaking skills, comprehending skills, building conversations and interacting with customers of various kinds and with multiple needs and writing skills confined to the job requirements. The course designers must keep these job specific objectives in mind while designing the course curriculum.

Task 1: Based on your experience of visiting a hotel, make a list of different types of people employed, and what your understanding of their job is.

Your response:

_____

16.4 Needs Analysis

The interest in individuals totravel and explore different places across the country and world has promoted the hospitality industry to expand rapidly. As the ability to communicate with customers (travelers/tourists in this context) cannot hamper the business or the relationships between the tourists or hotel occupants and the hosts. The need for effective communication skills and the ability to speak and write precisely and persuasively in English are the needs in this sector. Hence, it is of great significance that the language in hospitality industrythat entails both the verbal oral and written forms of communication skills of the hotel management professionals be investigated. In view of its importance, students who are likely to pursue career in tourism and hospitality must be aware that communication skills are seen vital to the job in this sector of service industry.

Job specific training in effective communication in all forms is a must for particularly the front office staff. Their job also calls for competence in establishing and continuing good human relationships is considered the thrust area of importance area requires training. This includes persuasive skills as mentioned earlier, as part of soft skills that would take care of the industry/employer requirements apart from basic technical skills. In addition, problem solving and ability to work in teams are the skills expected in this business.

The hospitality industry with its unique requirements also needs using appropriate styles and approaches while communicating with customers from various places, languages, and cultures, understanding the importance of non-verbal cues of their cultures in oral communication. Cross-cultural communication requires the background skills of presenting, awareness of customer's cultural differences, critical listening and body language along. A critical needs analysis of both the employers and employees would help design an appropriate course for the target audience. The present situation analysis and target situation analysis should also be included in assessing the needs of the students.

To finalize on the needs to design an ESP course for hospitality management, the four sources to be consulted are: the learners, target situation analysis, the employers in that industry and senior employees. As a career in a specific industry includes multifaceted skills and positions, the courses designed for the specific purposes should be inclusive in consideringthe requirements not of one position and level but of many involved in it.

Task 2: Make a list of skills required to excel in hospitality management sector. Divide them as the prime skills required for the front office department, the food/ beverage service, and housekeeping departments.

Your response:

16.5 Material Design

The materials designed for conducting the course must be based on the needs analysis and the language skills required in performing the job during professional journey.The professional skills need to be connected with the language skills. The competencies that require focus in the ESP course should be on attending the guest, formal and persuasive dialogic conversations, receiving and resolving grievances, check-in and check-out procedures, presenting products, hotel facilities, stay facilities, special menu, providing information about the places for tourists, maintaining record and email communications for confirming customer reservations. All thesejob-based competencies involve all four language skills: listening, speaking, reading, and writing.

16.5.1 Vocabulary

Vocabulary plays a major role in the implementation of the course and also while performing the job role in the industry. Many adult learners fail to shine in their work spaces because of lack of communication skills. But in order to let them successfully perform their roles and be an active learner in the course duration, it is necessary that students are aware and learn the job or industry specific register.

The materials related to vocabulary can present different adjectives to describe places, people and culture along with food, tourist spots, amenities provided at the hotel, cuisines and many more. To teach-learn the specific set of vocabulary resources like dictionary, flashcards, picture charts, travelogues, brochures and the like can be used.

Vocabulary activities like guess the name, quizzes, chart work, worksheets, vocabulary bank can be used. Vocabulary learning acts as an input for other skills that will be resourceful for the students to attain proficiency on other language skills that will keep the students motivated to learn.

16.5.2 Listening Skills

This skill plays a major role in the hospitality industry. It is required and is ranked on a high priority that every employee in the hospitality industry must not only practice good listening skills but also be a patient listener. It is given highest importance

as the job requires providing customized service to the tourists and without good listening skills it is not possible to provide better services in the industry. Therefore the course designers need to include listening activities that are integrated with the professional scenarios.

Some of the ideas include using industry based authentic materials for telephonic conversations that will help the learners how to converse on telephones. Audios related to reservations or enquiries can be used as materials to provide realistic experience in developing listening skills. This also involves learning to converse over the phone to provide and receive information. It can also be presenting the product based on the customer needs. These sample audio and videomaterials can be used for better comprehension of various job related oral tasks.

Listening activities need to be conducted in the ESP classroom and facilitated by the course instructors. Role-play of telephonic conversations for making reservations can be planned and conducted. Different scenarios can be used to conduct role-plays like addressing customer complaint and resolving the issue.

16.5.3 Speaking Skills

Speaking skills have been confirmed has the most influential skill in the workspace particularly in tourism industry. There will be no task accomplished without conversing with customers in the given industry scenario. It is found that the professionals find it challenging to converse with the customers because of their inhibitions and inadequate language proficiency. Hence course designers must provide ample space for practicing speaking skills. These skills include telephonic conversations, check-in and check-out conversations, greeting each other, welcoming the guest, explaining facilities at the hotel, taking requests/requirements, presenting a brochure, giving and taking compliments and apologizing and persuading the customers.

Industry related resources can be used as authentic materials. These can be in the form of audio-visual materials where students are given an opportunity to listen to the audios and watch the videos. They act as models and students can practice speaking skills with more clarity and confidence based on the examples given to them. Industry related job specific speaking activities can be conducted. Reference notes can be provided on effective presentation techniques and methods to be followed for good presentation can be included in the material. There is also a need to provide sample texts on persuasive dialogueswritten for the students to refer to and practice.

Speaking activities like role-plays, presentations,debates and group discussions, enacting scenes can be organized in the class in order to practice what was learned.

It is very much needed that ESP course designer provides space for both theory and practical sessions. This will provide learners experiential learning and makes them effective learners.

Task-3: List out the soft skills that are required for the hospitality industry. Are they all related to communication alone?

Your response:

16.5.4 Reading Skills

Reading skills in this industry comes into picture while understanding the process and procedures. The job roles might involve reading of the brochures, reading about tourist places, their cultures and packages, variety of food, multiple cuisines and recipes, email communications, reports and written request or grievances. In order to perform these activities reading and comprehending of the messages is required for providing good service to the customers. Reading of various documents also involves enriching oneself with job related knowledge. Among the various reading documents another major form of text is maps, weather reports and graphs. Traveling across the globe requires map reading and applying skills.

Reading skills can be facilitated by providing practice sheets to students. These sheets can involve sample conventions of communicating at work. Read aloud activities, pair work or group work activities can be included to provide more practical experience in performing reading and comprehending text. Reading strategies like skimming through information, scanning for specific information need to be taught during the course.

16.5.5 Writing Skills

It is observed that writing skills do not have a major role in performing a job of a hospitality manager. Yet it is necessary to train the students with a few writing activities for performing on the job role. Different conventions of writing like advertisements, brochures, report writing and email communications along with planning a trip or a tour are part of this profession. Content should be developed based on these concepts which can act as a model and reference while learning the writing skills. Practice activities/exercise sheets need to be designed as part of the course material to provide practice to function in multiple scenarios. Writing skills can be given secondary importance during materials production.

16.5.6 Grammar

Language learning cannot be complete without understanding and applying correct forms of the language. Some of the simple and basic grammar concepts can be included in the learning materials of this course like appropriate forms of words,

collocations, tenses, structures and their usage. Grammar can be delivered in a most creative and gammy way. Grammar games can be included to make the learning stress free. During such activities learners learn the form and meaning of a language unconsciously resulting in better learning experience for the students.

Task-4: Based on the needs list that you have prepared for task-I, match the skills and elements of language that can help fulfill each of the needs of the course takers.

Your response:

16.6 Activities

Activities do play an important roleto achieve the objectives of the course. Teachers need to be efficient to conduct the activities to make the learning process interesting and engaging for the course takers. The session can begin with questionnaires which allows the facilitator to understand the level of learners and gaps that is required to be addressed along with understanding their needs. Then teacher can slowly progress into the topics. Some activities can be regularly conducted like warning up activities, role-plays, discussions, reading texts, paired or group activities, designing brochures, presentations and practice written exercises. These activities will keep the adult learners active and motivated.

By end of the course students must be confident in using productive and receptive skills, use a variety of industry related vocabulary, use polite expressions, participate in face to face interactions and conversations and address requests and complaints with proper language behaviour. Overall designers must adhere to learner centered approach to derive required learning outcomes.

16.7 Evaluation

The assessment for such job/industry specific courses (English for Occupational Purpose/ESP courses) should adopt formative assessment procedures where the students will be continuously assessed. This gives scope to see the progress of the students in each element and skill focused during the teaching-learning sessions. Test by using realia as input material and assessing when the students are doing their interns in the real industry or outside the classroom in realistic situations would be more useful for the students to know where they stand in the process of learning and the areas they need to work on. While constructing such tests, it would be better to consider the purpose of giving that test, the inputs and the quality of inputs on which the test is

to be taken, the test taker characteristics and the situation in which the target language is used.

Similarly, the teachers wouldget to knowthe areas they need to focus on to help their students out to progress in their learning through the scores of the tests. There need not be any 'finishing school' training for these students to get placed as they get industry ready in the process of learning itself.

16.8 Conclusion and Summary

In this unit we discussed the importance of English for the hospitality industry and explored the ways in which needs analysis is to be gathered to design an ESP course to succeed in that industry. Details on how to excel in LSRW skills along with required grammar and vocabulary are given.

16.9 Review Questions

a. Why do you think hospitality industry needs English?

b. What are the different skills that hospitality manager needs?

c. Why are speaking skills very important for a job in hospitality industry?

d. What kind of vocabulary is needed for the students of this job?

e. How can limit teaching of grammar to students in this industry?

f. Why do hospitality managers need to excel in reading and writing skills?

g. What sort of reports do the hospitality managers read or prepare?

h. List the activities that can promote learning listening and speaking skills.

i. What is the importance of soft skills in hospitality industry?

j. What sort of assessment would be appropriate for the students of hospitality management to become industry ready?

16.10 References

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