

PREFACE

In the curricular structure introduced by this University, apart from the two year Postgraduate Degree programmes, a number of Advanced Diploma Courses of shorter duration (one year) have been introduced for learners for whom time is a constraint. Equally relevant and useful as the Postgraduate courses, are the Advanced Diploma Courses, which are designed for advancing the latent abilities of the learners. Since the University does not believe in artificial differences of learning abilities, opting for various courses is viewed from the perspective of need and orientation of the learners rather than from their ability and aptitude. Therefore, in the course of the learning process, the learners' receptivity of the course component remains the primary concern.

Keeping this in view, study materials of the Advanced Diploma 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 analyses.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation 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 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 part of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these too 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

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**Advance : Diploma in English Language Teaching
[ADELT]**

Paper – 3

Modules – 1 - 3

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**Advance Diploma
ADELT-3**

PAPER – III

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ABOUT THE BOOK

Speaking effectively develops a teacher's ability to communicate in English at work with colleagues and students. The book is intended for professionals who need English within the framework to supplement their professional skills. Many parts of the book focus on bridging the gap between the classroom and the outside world, so the topics of conversation are real and directly relevant to the teachers' interests. The main approach behind the designing of this book is to develop various skills, the real being the development of communicative competence after integrating listening, speaking, reading & writing. Naturally, the preparation of such a teaching material catering to such requirements needs creativity, carefulness, precision, objectivity, length, interest, and authenticity, together with the true frame. Thus the focus is on making the participants well equipped—rather professionally for the real-life situation with both controlled & freer speaking activities.

Organisation of The Book

There are mainly three units in the book 1 — LANGUAGE PROFICIENCY, TEACHER PROFICIENCY & PROJECT WORK . Units 1 & 2 are further subdivided into two & three sub-titles. For a detailed look, please turn to the summary of unit contents. The components include **activities, graded readings, talking points, listening, writing activities, reflections & finally** wrap up activities. The book is primarily for use in class but the majority of the tasks in the units can be done by the learners working on their own, so some guided-sub study is possible.

Acknowledgements :

I like to thank all the members in the group Mr Nilanjain Ghosh, Mr Saibal Chatterjee, Prof. Kakoli Sen Banerjee, Prof. S.K. Dey for their constant support, enthusiasm & planning. I am grateful to Dr Sumana Bandyopadhyay for her valuable advice & guidance that enabled our team to work together easily & harmoniously. In particular I should like to thank Prof. Arpita Banerjee, not only for her endless enthusiasm but for her brilliant ideas & her endless patient editing & to have kept me on track.

Finally I like to thank the teachers & students who are my partners in this endeavour. Together we have created, this classroom where we would continue to serve our students with very practical language concerns.

Introduction

Teaching a language is an interesting and exciting occupation. Since the nature of language and its complex operations is still a matter of controversy and since the psychologists have still much to learn about how language is acquired, the native language as well as a second language — we, as language teachers have an open field we are free to experiment and innovate. We can appropriate what has proved successful in other times and other places, we can repeat and redefine what we have found to be effective in our own circumstances with our own students. We can share successes and explore failure with our colleagues, learning much from each other.

Learning to use a language freely and fully is a lengthy and effortful process. Teachers cannot learn the language for their students. They can set their students on the road, helping them to develop confidence in their own learning powers. Then they must wait on the sideline, ready to encourage & assist, while each student struggles and preserves with autonomous activity.

It is the hope of the author that this module and its companion modules will play some part in stimulating imaginative and resourceful teachers who will arouse and sustain effective self motivated learning. In this book we do not provide final answers. What we have written is intended to provoke lively discussions. This is clearly an age when flexibility is a prime attribute for the young teachers. The teacher of English as a second or first language is a professional who must diagnose and select according to the particular situation of a specific class of students & adapt materials & techniques accordingly. Teachers in training will thus have a further opportunity to classify matters which have worried them in the past. But we encourage teachers to begin a permanently indexed file of personally culled teaching material, together with ideas for activities and projects. They should keep on file reading passages, informative cuttings from newspapers and magazines, cultural insights, poems, scenes from plays, songs & games appropriate for various ages & levels, informal visual aids, interesting and amusing variation of techniques, practical activities in which their students can use the language informally and spontaneously and as sources of information & supplementary assistance.

We hope that the in service or would be teachers will find among the many methods & techniques discussed in this text as useful addition to their resource. The tasks are based on the authors's extensive hands-on experience.

So, we wish you all success to turn your struggles into a challenging trail as you make your remarkable journey, with the powerful tool of English language!! Once again "BEST OF LUCK" on your language teaching journey.

Module 1 □ Language Proficiency

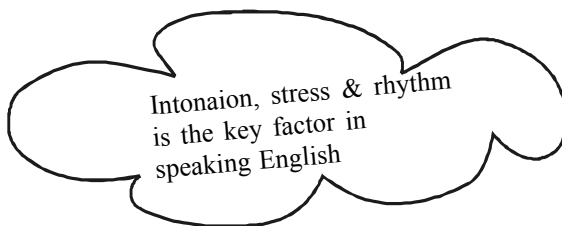
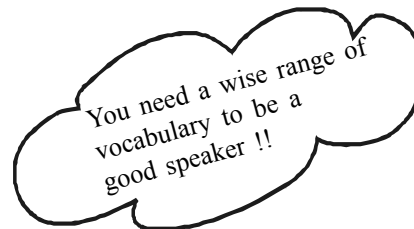
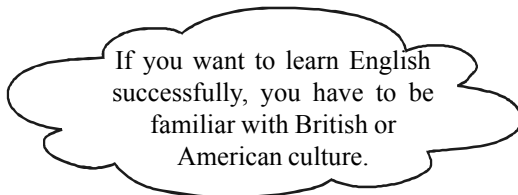
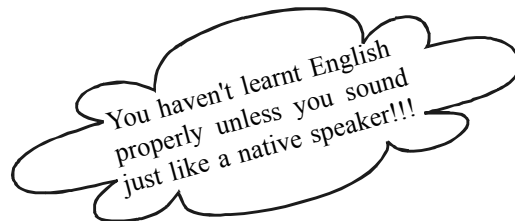
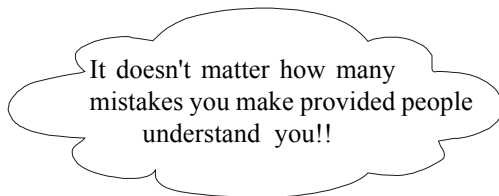
Unit 1 □ About Communication and Language Learning & Relationship

1. Starter activities

1. Look at the statements from students below. They are about the ways in which they like or dislike learning languages. Put a tick next to those you agree with and a cross to those you disagree with.



2. Draw two more bubbles and write in them two other statements about the way in which you like or dislike learning languages. Then compare your answers with a partner.



Now, choose one of the opinions that interests you. What arguments can you think of either for or against it?

3. Here are some opinions about learning English. To what extent do you agree with them?

2. SPEAKING

- 1 If your students of English went on an exchange trip to an English-speaking country for a month, which aspect of their communication in English would you expect to improve most? Choose from the list below and then discuss your choices with a partner.

<i>accent</i>	<i>accuracy in use of language structures, pronunciation, stress/rhythm</i>
<i>vocabulary</i>	<i>other (please specify)</i>
<i>fluency</i>	<i>grammar</i>

3. READING

Now read the article below which reports research findings on the language benefits of exchange trips for teenagers. Does it confirm your opinions?

Young gain most from exchanges

Younger pupils benefit most from exchange language trips to France, a research project has concluded. It confirms that all pupils' performances in French improve as the result of an exchange trip, writes *Diane Spencer*.

Dr Kate Seager from the School Examinations and Assessment Council carried out a three-year study of just over 100 pupils to test their French language skills following cross-Channel visits.

Five groups were aged 17 to 19 and five were in the 13 and 14 age band. Visits lasted between nine days to a month.

Dr Seager was able to report on accent, accuracy, fluency, vocabulary and language structures. She found that the average overall improvement in language performance of most of the pupils tested after one month's stay was between 20 and 25 per cent and after the shorter stay it was 13.5 percent.

However, a longer stay did not always result in a higher improvement in all linguistic aspects tested. The fluency of 17 to 19 year olds who had stayed nine days had improved by about 19 percent whereas for those staying a month the improvement was about 15 per cent.

Younger pupils showed a greater improvement in accuracy, between 21.5 and 25 percent than older ones who improved by 13.6 per cent after nine days and 19 percent after a month.

She noted 'dramatic improvements' in both age groups in the use of vocabulary and adjectives; about 38 per cent for both age groups for adjectives and in vocabulary, 17 per cent for the older students for the short stay and 49 per cent for the young ones after a month.

But there was less success with accent; only a 4.5 per cent average improvement. More than two-thirds retained the same score after the visit, 'indicating that the accent acquired when first learning the language is, for the most part, retained'.

'At a time of an acute shortage of modern language teachers, it is important not to compromise on the accent of any teacher, but above all the teacher who introduces the language,' commented Dr Seager.

(From *The Times Educational Supplement*)

3. Read the article again and complete the chart below which summarises the research.

Number of pupils tested	<i>Just over 100</i>
Number of groups in study	
Age range of groups	
Amount of overall language Improvement after stay of <ul style="list-style-type: none"> • one month • less than one month 	
Improvements in : <ul style="list-style-type: none"> • fluency • accuracy • vocabulary • accent 	<i>15-19%</i>

4. Talking points

Talk about one or two of the points below with a partner or partners.

- Do any of these research findings surprise you?
- Why do you think accent seems to improve less than other aspects of communication?
- What benefits might you yourself get out of an exchange trip?
- Discuss the benefits of any exchange trips you have heard about.

4. Writing 1

- You are the secretary of the English Literary Association of Memorial School, Kolkata. Write out a notice for the notice board inviting names of those who would like to participate in the inter-house debate, oratorical and elocution context in not more than ten words.
- Your school Shradhya Vidyalaya is organising a cultural evening to collect funds for slum children. The Human Resource Development minister has consented to be the chief-guest. You, the cultural secretary of your school, draft a poster to be displayed in different areas of your locality.
- You wrote a letter to United States Information services seeking information regarding attaining the membership for the USIS library. Using the information given below in the input draft a formal reply from the Director, USIS in response to your letter.

Letter receive library membership... very simple..... fill in the form
Deposit the security amount get membership

- Write a review of an English course book for your colleagues. Write it so as to help them decide whether they should use it or not. Use some of the expressions given below:-

On the other hand, next, in conclusion, however, firstly, not only but also, finally, both and, lastly.

4. Writing 2 : A LETTER

1. Read the last part of a letter you have recently received from an English teacher friend who is a student of Spanish.

I'm thinking of giving up my course—I don't seem to be making any progress. I can't speak fluently or really understand radio or TV Programmes. I don't know if I can wait six months before I go to Spain next year—I feel so discouraged now. What did you find helpful? If you've got any tips I'd be glad to have then! Anyway, take care. Love Sandra.

2. Write a letter replying to Sandra. Then exchange letters with a partner and ask and answer questions about your advice.

Reflections on Teaching

Look through the earlier activities and decide which activities you could/couldn't use with your own students. Consider the level of your students, their age, their motivation and the type of teaching and learning approach used in the activity.

5. LISTENING 1

Student language : Assessing oral communication

1. You are going to listen to a conversation between two students: a Japanese woman and a Spanish man. Listen and find out the subject of their conversation and their general level of English.
2. Listen again and complete the chart. Give each student a score for their ability in each aspect of communication (0 = poor, 1 = fair, 2 = good, 3 = excellent). Then discuss your assessment with a partner.

	<i>Japanese woman</i>	<i>Spanish man</i>	<i>You</i>
Pronunciation (sounds, stress, intonation)			
Vocabulary			
Accurate use of language structures			
Fluency			

- If you were these students' teacher, what aspect of communication would you try and help them with most? Why? Discuss.
- Complete the last column of the chart with an assessment of your own ability to communicate in English. Which of the aspects of communication listed here would you most like to improve? Discuss your language needs with a partner.

Listening 2

- You are going to listen to an excerpt from a documentary programme about two characters called Booe and Bruno. Listen and find out why the title of the programme is *Communication with a Difference*.
- Listen again and complete the summary of the excerpt below.

Booe and Bruno are two (a) They 'speak' using a language called (b) which is a (c) language it contains (d) cheremes and has a (e) of its own.

The chimpanzees have been taught Ameslan as part of an (f) to see if language is (g) to humans. Another chimpanzee, Ally, has been taught (h) as well as Ameslan.

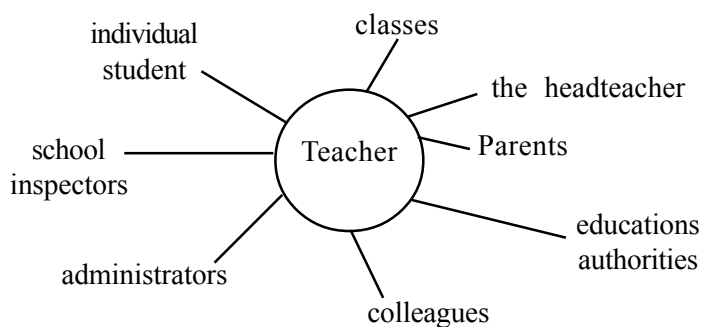
Because of the linguistic successes of the chimpanzees some scientists are now wondering whether the reason why chimpanzees don't speak is (i) rather than neurological.

Taking points (in pairs)

- Imagine speaker 'A' and 'B' are two language teacher from different schools trying to discuss some special language learning strategies & their attempts to reduce

student's anxiety. Now discuss the same bringing your own real life experience from your own classrooms.

2. Among the many sources of professional development for language teacher "**self-study**" is an excellent option. What specific things do you **read** in order to improve your own language learning— communication books, language learning / teaching, Journals, periodicals, films , audio materials, internet.
3. Imagine speaker 'A' and speaker 'B' are two teachers of English teaching in the same school. Select one common chapter from the course book and discuss what extra materials could be implemented along with the chapter to motivate the learners & make language learning a joyful activity.



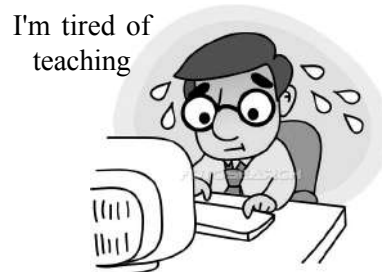
Talking Points :

Solo activities

Look at the diagram and talk about one or both of the points below with a partner.

- Which of the relationships do you value most? Why?
 - What contribution can your relationship with each of these individuals or groups make to your teaching?"
- II. Look at the picture what would you advise this teacher to do. Write a line of advice for him, use the following verbs :-

tell, advise, suggest invite, recommend, encourage, warn.



III. These are qualities that students of all ages might look for in a teacher. Which ones have you experienced as a student? Which ones can you offer as a teacher?

- Which ones if any, do you find difficult to give?

strictness

empathy

willingness to communicate

respect

gentleness

kindness

fairness

patience

understanding

tolerance

Discuss your answer with your partner.

REFLECTIONS :

1. Has your level of communication & language learning changed over the time you have been teaching? Why? Why not?
2. Are there any ways in which you might be able to improve your relationship with students, colleagues, school managing committee, school staff?
3. Describe an occasion / or a session how you learnt the English language.
 - Why you tried learning the English language?
 - The problem you felt while learning a language.
 - Explain how you felt about learning it.
 - Would you describe it as unforgettable, or a pleasant learning situation? Why?
4. How can you encourage your students, motivation for language learning?

WRAP UP ACTIVITIES

1. Imagine you are the newly appointed Director of School Education, West Bengal. Apart from the school salary you like to provide the teachers with great perks so that more & more people can accept the teaching profession. Few of the perks as decided by you are stated as under. Now try to add some more to the list:
 - i) flexible hours
 - ii) good pension scheme
 - iii) free accommodation
 - iv) training and education allowance

- v) chid care facilities
- vi) free meals in school
- viii)
- ix)
- x)
- xi)

- ✓ Now choose your **own partners**
- ✓ Select atleast **3 perks** from the above list.
- ✓ Discuss how the perks would/could help the teachers
- ✓ Could the newly introduced perks invite more & more able & capable persons in this profession. Why & how? Discuss.

Unit 2 □ Teacher's Character & Job Satisfaction

Q.A. Starter activities : Speaking

- 1 Read the list of character traits below. Which are the five most important traits for a teacher? Number them in order of importance (1 = most important, 5 = least important). Then compare and discuss your answers with a partner.

<i>dynamism</i>	<i>generosity</i>	<i>patience</i>
<i>thoughtfulness</i>	<i>toughness</i>	<i>calmness</i>
<i>care for people</i>	<i>intelligence</i>	<i>flexibility</i>
<i>sense of humour</i>	<i>determination</i>	<i>sensitivity</i>
<i>love of performing</i>	<i>enthusiasm</i>	<i>imagination</i>

2. Tell your partner about a teacher at school who made a big impression (positive or negative) on you. Describe his/her character.
3. Read the advertisement and then, with a partner, list the qualities, experience and qualifications you would look for in someone applying for one of these jobs.

European Language camps The School unit is looking for over 100 teachers and 6th formers to help at several language camps in Turkey, Poland and Hungary for a few weeks. Participants assist with teaching English and social activities, drama, music, sports and crafts. For application forms write to or phone.

4. You are going to interview some candidates for these jobs, You have noted down the questions below which you want to ask them. Number them in the order you want to ask them (1 = first question)

Do you have any specialist areas?

How soon could you start?

When did you get your certificate?

Do you prefer working with students of particular ages/levels?

Can you offer any extra skills like drama, music or sports?

5. Write six further questions you would ask an applicant for the above jobs.

6. With a partner, role play an interview for one of the jobs. The 'interviewer' should use the questions from Activities 2 and 3. The 'candidate' should give details of an imaginary (un) suitable person.

Q.B Listening

1. In your opinion, what might be the character traits required by a teacher who wishes to go and work in a foreign country? Write a short list.
2. You are going to listen to a recruitment manager whose job is to recruit teachers for a wide range of jobs all over the world. Here he is talking about what he looks for in a candidate. Listen and find out which of the things in the list below he looks for during an interview.

behaviour qualifications
 experience personality

3. Read the words and expressions below which the speaker uses. Put them into the most appropriate category of these three:

<i>Behaviour</i>	<i>Qualification</i>	<i>Personality</i>
a diploma	a degree	
outgoing	to fiddle with something	
nervous	to grab a chair	
eye contact	ability to reflect	

4. Listen again and make brief notes in the chart below on what the speaker looks for before and during an interview. Then discuss your answers. Is he looking for any of the things you listed in Activity 1?

	<i>Qualifications</i>		<i>Personality</i>
	<i>Inexperienced people</i>	<i>Experienced people</i>	
<i>Behaviour</i>			
	<i>University degree</i>		

5. Talking points.

Talk about one or both of the points below with a partner or partners.

- If you were interviewing someone to work in your department or school would you be looking for the same characteristics as this recruitment manager? How would you recognise them?
- If you went for an interview yourself, how could you get across your qualities as a teacher?

Q.C READING

1. Read the passage below about a primary-school teacher. Then answer the question: What was the secret of this teacher's magic?

Everything changed in the second year. There must have been just as many children in the classroom, but somehow the room seemed bigger than the one we had left. Perhaps it was because everything was in order in that classroom, everything was in its proper place. There were corners for this and corners for that, our desks had our names stuck on them, so we knew our place. So did Miss Craddock. You could never go into that room when she wasn't there. In the mornings she looked just the same as we had left her in the evenings. She was never absent or late for school. Sometimes I wondered if she might have slept there.

Miss Craddock was very tall, one of the tallest women I have ever seen, She wore flat shoes: I don't know what her clothes looked like because I never saw her with any on. That is, I never saw her in a frock, or a pullover and skirt. Two large smocks covered her up; they buttoned down the front, One of them was patterned with blue and white daisies, the other one was of pink-and-white check. I liked the daisies one best; I think she must have done too because she wore it more than the pink-and-white one. She never buttoned them, even the two buttons at the top, but she might have buttoned these up had her neck not been so long. She said herself that she looked like a giraffe, yes she did, when she was showing us pictures of animals. Miss Craddock didn't mind us laughing when she told us this, she laughed herself.

Giraffes are beautiful animals and that is why I fell in love with Miss Craddock, I think that is why, although her eyes were big and blue, her complexion fresh, she always smelled as though she had just got out of the bath, she smelt of clean washing, no scent to her just this clean smell.

How would you know what a teacher smelled like? Well, at some time during the day Miss Craddock would cuddle us, Hold us quite close to her and say something very special. We all got the same treatment. As I had never had it at home I suppose I appreciated it more than some of the others. The room was never noisy like the other one had been, this was funny because I can't ever remember Miss Craddock shouting. There were eight groups for reading lessons and she would float from group to group. I can't remember how she taught us to read, in fact I can't remember not being able to read. I had not been in her class long before she extracted me from the groups altogether, she would give me a book that she had brought from home or borrowed from her friend Miss Moore and tell me to read it on my own. Later, she would ask me what the book was about.

'Well now, Tommy, and what do I start you on next, we can't have you standing still, can we?' I didn't know who the other person was when she said 'we' because she hadn't married. I had mentioned to my dad that I'd like to marry her.

'Ah, and you could do a lot worse' was his reply. I never asked her, I couldn't although I would have liked her arms around me much more than my daily ration.

Even playtimes were different in Miss Craddock's class. Other teachers disappeared down the corridor into a small room, but Miss Craddock always sat behind her desk. She would send one of us for her morning hot milky drink. This was an honour and we all sat up and looked at her appealingly, hoping that she would choose us to do her a favour. Most of the class went out to play like the rest of the school, but if you wanted to stay inside you could, and if any child had a cold or Miss Craddock thought that they were not well, she would have them in the room with her. I rarely went out to play. I read, sometimes I just talked to her when there weren't too many children in. She was interested in everything and I never had met anyone who could listen as well as she could. Not that I thought she was perfect. No, she told lies, I think they were lies although she never went red when she told them, so for her perhaps they weren't lies at all.

(from *Forties Child* :Tom Wakefield)

2. Which of the adjectives in the chart below best describe Miss Craddock ?

<i>Adjective</i>	<i>Noun</i>
gentle cheerful affectionate sentimental dedicated reliable clean ordered lively	<i>gentleness</i>

3. Now complete the chart with the nouns of the adjectives. Then pronounce the adjectives and their noun forms.
4. How would you describe Tommy's character?

5. Talking points

Talk about one or two of the points below with a partner or partners.

- Would you have liked Miss Craddock as your primary-school teacher?
- In your opinion, is it better for boys to have women teachers and girls to have men teachers?
- Do you think adult learners are affected by having teachers of the same/different gender? Why/Why not?
- What adjectives best describe you as a teacher?

6. WRITING : A REFERENCE

Imagine that a colleague of yours has applied for a job of middle school teacher of English and that you have been asked to write a letter of reference for him/her. Write a character reference describing your colleague's personality, teaching experience, teaching abilities, etc.

7. REFLECTION

Look through this unit and record which activities you could/couldn't use with your own students. Consider the level of your students, their age, their motivation and the type of teaching and learning approach used in the activity.

Q.D READING

LEVEL 2

1. The article below describes the lives of two Russian teachers of English, Anya and Olga. Read the article and find out whether they are satisfied with their jobs. Then compare and discuss your answer with a partner, giving reasons.

A tale of two teachers

At a time of unprecedented East-West interchange, Russia is losing its English teachers. Reta Monks reports from Moscow.

Would never workd as teacher after I qualify— never! Anya's whole face expressed repugnance at the idea of being permanently stuck in a classroom with a lot of rowdy pupils. "They don't even listen to me."

She is a young, striking-looking slim woman in her final year at the Moscow Pedagogical Institute—now upgraded to a university. She is very hard-working and able. She is at the moment on teaching practice, which she is finding difficult, hard and non-rewarding, financially and intellectually.

She looks even younger than her 21 years and lots of the children she teaches are bigger than her, and won't do what she tells them. There is also a dearth of good textbooks in her subject which is English.

She needs a powerful incentive to keep at it, which she won't get. Russian schools are crying out for English teachers, any English teachers, let alone those of the calibre of Anya.

English speakers can earn a fortune in private enterprise. On teaching practice Anya gets 3,000 roubles a month—a bit more than the basic rate for a teacher because she is at a special English school. Potatoes cost 80 roubles a kilo. A pair of shoes 3,000 roubles. She gets by because she lives at home. Her mother and father both work.

Of course, money isn't everything to Anya, but she naturally wants enough to live on, especially if she doesn't find the job that congenial anyway. In the holidays she enjoyed working as an interpreter which paid three times her present pay.

Anya's rejection of the teaching profession is typical of her peers in college. Many of them, in fact, didn't even bother to finish the course but left once they found themselves, profitable jobs in business, often earning, unqualified, more than their parents.

Olga Vinogradova is a lively, brilliant teacher, in her early thirties. She is an academic, who preferred to work in schools rather than carry on with her research. She teaches English, but did not train as a teacher. She is a graduate of the Institute of Linguistics, and workd on her thesis there, but found the professors stuffy.

She abandoned Linguistics after getting her doctorate and became a computer expert, then an agricultural research scientist. Her English is excellent.

She was persuaded to go into teaching by the head of English at School No. 57, an inner city school. This was four years ago. She discovered that she enjoyed teaching and her pupils seemed to enjoy being taught by her.

She likes the new freedom that allows her to teach the way she wants, as long as she

broadly conforms to certain guidelines. A few years ago her timetable would have been rigidly controlled, even her 'voluntary' after school work would have been strictly laid down.

There are particular problems in her inner city school. There are many Tartar children for whom Russian is not their first language, whose parents come to Moscow for work and whose living conditions are crowded and stressed. It is difficult to give special attention to them in classes of 40.

There are the general problems too which she shares with Anya: lack of textbooks and other teaching aids, For her, however, these are challenges that she can overcome,

But will she stay a teacher? Olga Vinogradova has two dependent children and a mother who suffers from Alzheimer's disease. She cannot afford to carry on working as a teacher if her salary does not improve.

Her husband earns twice as much as her, but in today's inflationary Russia they are finding it very difficult to simply get by. If a few years ago 20 per cent of their income went on food, today it is 80 per cent, leaving not enough for clothes and other basic necessities.

Anya and Olga are two women typical of today: Anya lured into private business that wouldn't have existed to tempt her a few years back, and Olga lured into teaching by the new freedoms and ideas that now abound there. Both women now can reject the careers they were trained for, But will Russian teachers get the salary they deserve and will Olga be lost to the teaching profession as well ?

(adapted from *The Teacher*)

A Tale of two Teachers

Q.2. (a) The sentence below describes Anya & Olga and their teaching situations. Read the sentences and decide which teacher each sentence is referring to. Put 'A' for Anya, on O for olga, or A + O if it refers to both. Look back at the article if you need to:

- i) She is hardworking
- ii) She is on teaching practice
- iii) Her pupils don't obey her
- iv) She needs text books
- v) She is poorly paid
- vi) She is a graduate
- vii) She may not be able to afford to carry on teaching
- viii) She has large classes
- ix) She finds teaching stimulating
- x) She enjoys other work more.

Q.2. (b) Talk about one or two points in Q 2(a) that you feel is true for you. Why do you feel so? Explain.

- (c) Who do you have more sympathy with Anya or Olga? Write in about 6 to 8 sentences.
- (d) Write a compositions in about 200 words on any of the following topics–sighting references from your own personal experience :
- 1) Job security is more important than good pay
 - 2) Most rowdy pupils can be taught better with love & care
 - 3) Teaching is much more rewarding than learning.

READING LEVEL 3

Q.E Student language : Assessing written work

1. The article below was written by an Italian student for a school English magazine. Read it and say what she thinks the teacher can do to keep the classroom trouble-free.

What makes a good English teacher?

Barbara Monda.

NOWDAYS, for the particular role English language is playing in many fields of the modern life, English teachers are always growing in number, But, unfortunately, not all the teachers are prepared in the same way.

About myself, in two years and half at the Liceo Scientifico I have met three different English teachers, but I'm sure in the future I will think of just one of them as a good one. I think she has all the qualities, personal and professional, a good English teacher should have.

The most important thing, she has a personal interest in the students, as human beings, she knows we are students, yes, but inside we are persons, with our problems and feelings, I think a good personal relation is the first thing we, students and teachers, should try to achieve, because it is an indispensable basis for a good professional relation, founded on understanding and esteem. This is very important above all in the case that students haven't chosen to study English, but are forced to because it is one of the ministerial subjects; the teacher, in this case, has to interest the students in what he or she teaches.

On my side, I can say when I went to the Liceo Scientifico I did not like English, now I study English everyday, so I cannot imagine my afternoons without it.

In three years of experience I've understood what the second most important quality for a teacher is to be well prepared and able to convey students what he/she knows. I think I don't need explain why a teacher should be skilled. It is not unusual the fact that students at the Secondary school learn something which is completely wrong and not being particularly interested in the subject, will always persist in their mistakes. Another important point is the didactic methodologies the teacher prefers. In my opinion, a teacher should be very flexible in his/her approach : In general, I think it is better to work on pairwork, to allow students to

discover things for themselves and make them free to experiment new structures, but there's also a time when a lesson with the teacher at the centre of the attention and a close comparison of the language used by students are preferable. It is the teacher who has to choose the method time by time to understand what is better for the students to improve their skills and to enjoy the lesson.

Of course, a student who likes the subject will improve his/her abilities much quicker than one who does not, but he/she has to be supported by the use of modern technologies, such as the video recorder and similar machines, with which the teacher should be familiar. At the end, for a good teacher who, since he/she does all of the things, above, likes his/her job, other things that students appreciate like punctuality, marking homework and classwork on time, ability to give help outside the class-room are logical consequences.

(from *Fun Press*, the magazine of student work
from the British Council, Naples)

2.If you were the editor of your school magazine, would you :

a) publish the article? Say why you would or would not ?

3. Writing : A magazine article

Write an article in reply to the one above. Write about 'What makes a good English teacher/student/lesson ' and refer to the article above.

Talking points : {in triads}

I. Look at the question in the box.

- a. At what age do children start primary school?
- b. What about secondary school?
- c. Are all subjects compulsory?
- d. Do all students follow the same course?
- e. What's the school leaving age?
- f. What are the most important school exams?
- g. How many subjects do they take?
- h. How long does it take to get a university degree?

II PAIR WORK

Chalk out a school timetable of a particular day when you were a school student. Choose subjects that you all studied. Think & discuss in pairs the following questions.

- Did you enjoy it?
- What was the teacher like?
- What did you have to take?

- What didn't you do?
- Did you learn anything useful?

Talking points (Solo)

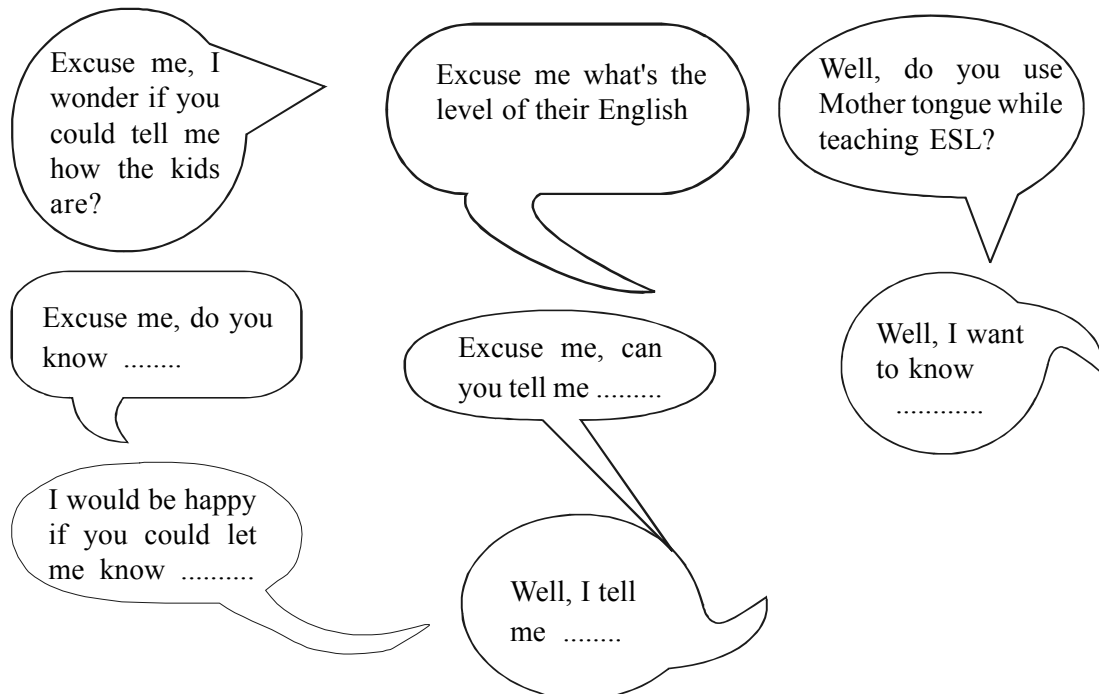
Find out about a time recently when you drifted into the following **emotions** while you were in your classroom. Describe the occasion.

- when it happened
- reason (Why)
- How did you overcome it?

Emotions – angry, embarrassed, nervous, worried, irritated, overwhelmed, excited, exhausted, tried to cool down, apologised, relaxed, depressed, upset.

2. Into the classroom for the first time

Imagine you are a new teacher of English – just at the juncture of making an entry into the classroom. Now your mind is clouded with various thoughts, queries related to students, text books, teaching performance levels which you try to seek from your co-partners/teachers. Few of the queries/thoughts are provided in the bubbles given below. Fill up the other bubbles with similar queries.



Talking points Group discussions

- Job satisfaction is directly related to salary & working hours.
- Teachers are born, not made.
- Technology & internet will out-do teachers in future.
- The prescription for being a good language teacher is attending workshops, seminars & other training programmes.
- Good students make good teachers.
- good language teachers are those who speak fluently.
- ✓ How do you explore new ways to make your learning more interesting & effective?
- ✓ Whom can you ask when you have problems with language & teaching strategies?
- ✓ Who can help you locate materials & use the internet ?

I wish I hadn't

<<< ARE YOU THE TEACHER YOU'D LIKE TO BE? >>>

Here are ten common regrets. How often do you say them to yourself. Add **4 more** of your own.

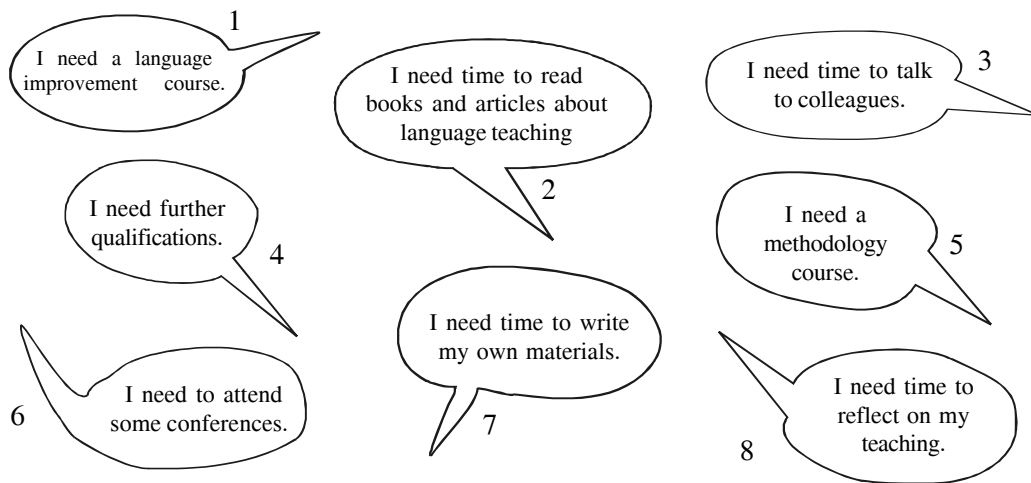
	Often	Some- times	Never
1. I shouldn't have lost my temper			
2. I shouldn't have said what I really thought			
3. I wish I'd been a bit friendlier			
4. I shouldn't have let it upset me			
5. I should have refused			
6. I should have offered to help			
7. I shouldn't have left it to the last minute			
8. I wish I'd kept my mouth shut			
9. I wish I hadn't spent so much time			
10. I wish I had remembered.			
11. ?			
12. ?			
13. ?			
14. ?			

- ✓ Now pick up any **two regrets** from the list and speak for 2 minutes reminiscing a '**bad day**' which you really had describing the reason.
- ✓ Now, you realize that looking at our regrets are really a very useful way of finding out more about ourselves. Think how you could have handled the situation in a more positive way without giving place to regret.

MODULE 2 □ Teacher Proficiency

Unit 1 □ Teacher Development

A. Starter Activities : Speaking



1. The quotations above are from teachers who are saying what they need to help them with their teaching. Read them and put a tick next to the ones which are true for you. Add other statements if you wish. Then compare your answers with a partner.
2. Imagine you are attending a conference for teachers of English. Read the conference programme and decide which sessions you would like to attend. Write them in your conference planner.

Wednesday 3rd April			<i>Room</i>
1100-1155	MILLS	Inhibiting factors in language learning and use : the importance of anxiety	1
1100-1155	MATHEIDESZ	Games – do it yourself	2
1100-1155	REMONDI	Teacher talk in the adult classroom	3
1100-1155	GAIRNS	Group feedback in teacher practice	4
1100-1155	VAUGHAN-REES	Rhymes and rhythm	5
1100-1155	BEALL	Poems as puzzles	6
1205-1255	PEARSON	Feedback : a trainee-centred approach on the RSA CERT TEFL Course	1
1305-1355	SOSZYNSKA	Phrasal verbs without tears	1
1405-1455	HAWKINS	After advanced General English? – some ideas for classroom use	1
1530-1730	USHIMAR	BEST : Brainstorming, Editing, Summarizing and Transcribing	1
1530-1730	HITCHCOCK	Challenging the advanced learner : a programme rather than a course	2
1530-1730	HARGREAVES	Authentic business video : some approaches	3
1530-1730	STEVENS	Approaches to peer observation and teaching practice feedback on teacher training courses	4
1530-1730	MORROW	Authentic writing tasks	5
1530-1730	REA-DICKENS	Approaches to classroom evaluation	6
1530-1730	CLEAVE	Doing it!	7

Conference Planner		
<i>Time</i>	<i>Talk</i>	<i>Room Number</i>
11.00-11.55		
12.05-12.55		
13.05-13.55		
14.05-14.55		
15.30-17.30		

C. Listening 1

1. You are going to listen to an excerpt from a conference talk about teacher development. The words and expressions below occur in the talk. What do they mean?

- | | |
|----------------------|---------------------------------|
| a) to get into a rut | e) ritual (adj) |
| b) automatic | f) to lose touch with something |
| c) mechanical | g) to refresh |
| d) formulaic | h) tacit knowledge |

2. Listen and decide :

- a) Does the talk make teacher development seem relevant to your needs? How? Why?
- b) Why are the words listed above central to this talk?

3. Listen again and decide if the following statements are True (T) or False (F). According to the speaker :

- a) After you've been teaching for a while you develop fixed routines for doing things.
- b) You need to do some things automatically.
- c) Automatic teaching leads to bored students.
- d) TD helps you organise information-gap activities.
- e) TD helps you understand why you do what you do.
- f) TD helps you realise what you are good at.
- g) Teachers must talk about their skills.
- h) TD allows you to share knowledge with colleagues.

4. TALKING POINTS

- List some teaching activities which you do automatically.
 - Tick those activities on your list that you might need to refresh.
 - List some teaching activities that you think you handle well.
- Discuss your answers with a partner or partners.

LISTENING 2

Listen to a teacher suggesting ways in which teachers can manage their classrooms better.

Now list at least 5 activities that the teacher mentions.

- a)
- b)
- c)
- d)
- e)

B. Reading

1. The article below by Alan Maley makes a distinction between teacher training (TT) and teacher development (TD). Read it and decide if the needs expressed by the teachers in Section 1 are TT or TD. Write the appropriate letters beside each quotation.

Teacher Development Explained

The Teacher Development (TD) movement is a relatively recent phenomenon. How has the need for TD arisen? There are at least five overlapping reasons:

- A feeling that training courses cannot alone satisfy all trainees' needs.
- A need to go beyond mere training. ('Is there a life after the course?')
- The search for a sense of direction which characterises the increasing professionalisation of ELT.
- The growing confidence of teachers in their ability to shape their own growth.
- The influence of the wider life-long education movement.

TD v Teacher Training.

Explicitly or implicitly TD is often compared with Teacher Training (TT). Such comparisons certainly help to clarify the respective merits of TD and TT.

Teacher Training

- time-bound
- related to needs of course
- terminal outcomes pre-empted
- information/skills transmission
- fixed agenda
- hierarchical
- other-directed
- top-down

Teacher Development

- continuing
- related to needs of the individual
- terminal outcomes open
- problem solving
- flexible agenda
- peer-oriented
- inner-directed
- bottom-up

The single characteristic which crucially distinguishes TD is the vesting of decision making in teachers rather than in organisations, however well-intentioned. In TD it is the teacher who decides whether to undertake a given project. Which one, who with, how, where, when, how often, for how long, and why and who bears the responsibility for these decisions.

What is TD?

Since no single definition will suffice, examples may help to characterise a 'family resemblance.'

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Teacher A feels constantly under stress, is sleeping badly and is off her food. She decides to act. After reading articles/books on stress and on personal organisation, she decides to set aside 30 minutes 'quiet time' daily and to use this to make lists of personal action points. 2. Teacher B finds a good practical idea in <i>P.E.T.!</i> He decides, with a colleague, to try it out for a month and to discuss progress once a week. 3. Ten teachers from School X decide to meet once a month to discuss a book or article all have agreed to read. 4. Eight teachers from School Y decide to meet once a month to talk over problems individuals have encountered. There is no agenda but the group is tolerant and mutually supportive. 5. Teacher C decides to take a course on a non ELT subject, which she thinks may give new insights for her teaching. (For example, a course on counselling skills, Neuro-Linguistic Programming photography, and so on). | <ol style="list-style-type: none"> 6. Teacher D decides to improve his qualifications. He enrolls on a RSA Dip. TEFL course. 7. Teacher E has never written for a publication. She decides to review a recent book she feels enthusiastic about. She seeks advice from more experienced colleagues on how to write it and whom to submit it. 8. Teachers G and H decide to implement ideas they have on learner independence. They set up a small action research project. They present their findings at the next IATEFL Conference. <p>The TD movement is in many ways parallel to the Learner Independence movement. Just as learners appear to make better progress when they make their own learning decisions, the chances are that teachers too will achieve better personal and professional growth when they take on personal responsibility for their own development.</p> |
|--|---|

(adapted from *Practical English Teaching*)

2. The article contains eight examples of teacher development. Put a tick next to those you would be interested in. Then compare your answers with a partner.
3. Why would you be interested? How would that help you to develop your own skills? Write in about 60 words.

2. Reading

1. Read the passage below about a child with behavioural problems. Decide how you would deal with **Daniel** if he was a pupil of yours. Discuss your answers.

Nine-year-old Daniel was ... troublesome at school. His parents were well off, but they were divorced. Daniel was in the habit of pushing children for no apparent reason, and on one occasion he scratched a girl's leg with a cocktail stick until it bled ... in spite of this very objectionable behaviour, the teacher reported that there was something very appealing about Daniel when she talked to him and reprimanded him.

Daniel was also a problem at home. There was a close connection between his home circumstances and his behaviour at school. He lived with his mother and a younger brother with whom Daniel quarrelled all the time. Mother preferred the younger brother, who was much better behaved at home and much more successful at school than Daniel. The mother tried not to favour her younger son, but she was aware of her preferences.

It seemed very obvious that Daniel's attacks on other children at school were connected with his jealousy of his younger brother. He attacked his brother at home, just as he attacked the children at school. His attacks on his brother were, of course, linked to his feelings of being unwanted and unloved at home. They also ensured that his mother took notice of him. Similarly, his attacks on the other children at school necessitated the teacher's attention. Once he had the teacher's attention, e.g. when she talked to him, he could be very appealing. Just as his frequent quarrels with his younger brother can be seen as his way of telling his mother that he felt hurt by her preference of the younger child, he showed his teacher how hurt he was by her attending to other children. Neither the mother nor the teacher neglected him. Neither of them could give him as much attention as he desired. The reasons for Daniel's insatiable greed for attention were very complex and complicated and not easy to discover.

Daniel's attention-seeking behaviour made the teacher's life very difficult. She understood that he wanted attention and that he needed it yet as one of forty children he could not get what he wanted. So she had to reprimand him and punish him, just as his mother did at home. In this way Daniel was caught in a vicious circle which was difficult to break. He wanted to be loved. He felt angry because he could not get what he wanted, he attacked other children because he was angry, and therefore could not get the love he wanted.

1. Read the passage again and make brief notes on the following :

- a) Daniel's classroom behaviour
- b) Daniel's behaviour at home
- c) The causes of Daniel's behaviour
- d) How Daniel's teacher treated him.

Now compare your answers with a partner.

2. Talk about your answers with one of your partners:

- Do you feel Daniel & his mother could get help out of psychotherapy? Why/Why not?
- Have you ever had a student – child, or adult like Daniel? What did you do about them?

E. Writing :

Imagine you have received the following letter and have replied accepting the offer and are now in a position to put up a notice inviting participation from your colleagues for a day-long seminar.

British Institute
Marsanga

Dear Colleagues

Following on from our very successful and enjoyable teacher-training course of last summer. I am writing to ask you if you would like me to come to your school to run a day-long seminar on one of the following:

- teaching large classes – selecting course books
- using group and pair work – teaching pronunciation.

If you would like me to come, could you let me know which of these topics you would prefer and why, and also propose a date for the seminar? Could you also give me directions for how to get to your school?

I hope to hear from you soon and that we will be able to continue our work together.

My best wishes.

Clare Hanson

Write the notice giving details of the day – long seminar programme. Mention date, time, topic, venue, room no., name of workshop leader etc.

You may refer to the conference programme in Section 1.

F. READING & WRITING

Introducing Trainees to the Topic of Lesson Planning

Contributor
John M. Murphy
Georgia State
University, United
States

Read how the teacher educator, Dr Hemingway, begins the day's activities by displaying an overhead projection.

An example of a Second Language Lesson Plan Format

Teacher's Name.....	Date of Lesson
Estimated Time of the Lesson (or activity)	
1. Teaching Point Highlighted	
.....	
2. Preassessment Activity	
3. Relationship to Current Unit	
4. Pre-entry Performance	
5. Performance Objectives	
6. Criterion Level	
7. Materials/Resources	
8. Procedures (Student/Classroom Activities)	
Step 1 : Introduction (Time :) Step n : Concluding activity that permits informal assessment of criterion level established (see No. 6, above)	
.....	
9. Assignment (optional)	
.....	
10. Contingency Plans	
.....	
Comments/Self-Evaluation (Fill out after lesson is taught)	

Adapted from Celce-Evaluation & Gorman (1986, p. 297).

- * As a teacher of English you too must be following a lesson plan. Draft the type of lesson plan you would prefer in not more than 10 sub-heads.
- * Draft any one lesson plan format for ESL where you can
 - ✓ Use story telling with pictures
 - ✓ Improve oral skills of students
 - ✓ Improve student's pronunciation
 - ✓ Immediately win attention of the most rowdy students.

QG READING & WRITING

Six statements

1. I plan to use 100% English in my classes. Using Chinese, the native language, destroys the English-speaking environment that I'm trying to create.
2. I plan to speak as little as possible in class. I know that if I'm talking, I'm probably providing my students an English-speaking opportunity.
3. I plan to let my students personalise their learning. Just doing things that are in the book without letting them relate this to their lives is very forgettable.
4. I plan to include lots of review phases in my class: at the beginning, in the middle, at the end, after a few weeks. It's very easy to forget something if you don't review it.
5. I plan to elicit words and structures from my students rather than teach these. It's amazing but one student in the class usually already knows what I'm trying to teach.
6. I plan to use as much pair and group work as possible. I know that it relaxes my students and increases their speaking opportunities. It allows me to walk around and monitor their progress.

You must have read the statements made by a few ESL teachers. If asked to choose any two statements that would suffice your classroom situation which one would you choose? Why? Write in about 60 words each.

Reflections on Teaching.

In this unit we have discussed how 'development' is a process of lifelong learning.

Has this unit helped to identify any area of teacher development which you would like to follow up? What are they? What might be some ways of doing so?

Look through this unit and decide which activities you could/couldn't use with your own students. Consider the level of your students, their age, their motivation and the type of teaching and learning approach used in the activity.

State your focused view on the following:

- A) Consider a hypothetical situation. You have forgotten to check a term, definition an example of the teaching matter before coming to the class. Now you are in front of the students explaining the point and need to define it. What would you do?
- B) You wrote a wrong spelling on the blackboard and realised that after the class. What would you do in such a situation?
- C) A student has asked you a question in the class. You are not sure how to answer it. What will you say to the student ?
- D) Teaching English as a second language is a challenge for the teacher. What kind of native language affects have you encountered as a teacher of English ?
- E) *Seema* is a teacher. Her blackboard writing needs to be improved. What will you advise her?
- F) You are busy preparing for a certain class. A student calls and asks a question from a previous week's class. What will you reply?
- G) While checking assignment copies you find a student is not aware of the points on which the answer could be framed. What will you write in his copy?

OVERCOMING TROUBLESOME CLASSROOMS

Activity 1

Group work

Look at the four questions that teachers of English called at **GYAN VANI-"LET'S LEARN ENGLISH "Programme"**. (1) What advice would you give each caller? Discuss suggestions to give each caller. (2) Now try to vent your personal classroom troubles being the 5th, 6th or 7th caller. (3) Seek suggestions & help to get rid of your classroom trouble.

- Caller 1 My students do not understand the **reading** passages on their own. They keep expecting mother tongue explanations. How do I help my students learn on their own?
- Caller 2 Well, I find students who understand when I **speak** in English & give them instructions. But my students cannot just speak a sentence correctly in English.

- Caller 3 When my students are given any **writing** task most of them are just sensible & I cannot make a word out of it. Tell me what I can do to improve their handwriting?
- Caller 4 Oh my God! How poor the students are in spelling. I just feel irritated when I check their note books.

Activity 2

Respect is not just for people. It is important to show respect for property as well. (i) List some ways how few rowdy student fail to show respect to school property (like writing in desks/benches/walls, throwing trash here & there, mishandling library books.

ii) What would you do if you saw someone harming school property?

Activity

How do you think teachers can 'manage' their classrooms so as to avoid discipline problems and encourage better learning? Make a list of possible ways and then discuss your answers with a partner.

Use the expressions.

- I think
- In my experience
- As far as I'm concerned
- What I've found is that

Activity 3

Have you ever read or come across violence in schools in your own country or abroad? Could you narrate the incident which you **read, heard of** or **really experienced**. Try to focus on

- The exact location/place of incident
- Type of violence
- Persons involved – a case history
- Impact/Result.

Unit 2 □ Personal Development & Assessment

A Personal Development

1. Starter Activities

1. A person's voice & facial expressions communicate meaning with a partner. Try saying these phrases using different facial expressions and tones of voice to a group of imaginary students—'Get to work', "Are you finished?" " Sit down", "So where have you got stuck?"
2. Now add similar phrases of your own that you use in classroom situations & modulate your voice.
3. Imagine you are going to elect a class monitor. What qualities do you think a class monitor should have? What are some of the things you would want your class monitor to accomplish during the year? Give your opinions to your partners.
4. The bell has rung, the students' attendance have been taken and the English class has begun after the delivery of instructions. A student walks in late for the third time this week. What would be your attitude or treatment? Explain.
5. Think about the **worst punishment** you have ever given to someone – be it your student, your own kid or even your colleague.
 - So, why was the punishment given?
 - How did the person react to it?
 - How did it make you feel?
 - Did you ever repeat the behaviour of giving the same punishment? Explain.
6. What is conscience? (a sense of what is right & wrong) Do you think everyone has a conscience? Does a person always listen to his/her conscience. Write about a time you listened to your conscience to make a decision.

Q.B. Listening

1. You are going to listen to an interview with a British woman called Glo Singer. Listen and decide which one of the following topics she is talking about:

the importance of change in life
being with other people
growing old

career choices
looking forward to the future
keeping young

SPEAKING.....

C. Reading Level 1

1. The two poems below are by young people. Read and then choose the most appropriate adjectives from those in section 2, Activity 3, or your own, to describe their attitudes to old age.

Memories of a vegetable

Eighty-three years ago, he lay
in a white cradle, rocking, slowly
Seventy-six years ago he blew out
Seven candles on a blue and white cake
With a little tin soldier
Standing to attention on top.
Sixty-nine years ago he turned fourteen
His father died in the war.
His mother left home
In search of her lost love.
She too, was killed.
Sixty-two years ago he married.
Ten years later he divorced.
Another decade and he was middle-aged.
Thirty years ago, he met a
twenty-eight year old lady.
He asked her home and she slapped him
And walked out of his life.
Twenty years ago he went deaf.
Ten years ago he went blind.
Five years ago he was knocked down.
By a car and paralysed.
He was put in a hospital
for the elderly and there he stayed.
Now he lies in a white bed.
Eighty-three years old.
A 'vegetable'.
But a vegetable with memories.

Claire Pearson, aged fifteen.

An old woman

She sits alone
in a small dark room,
playing back the faded reel
of her memory
and watching long-dead friends
playing tennis
on the screen in her mind
she spends the summer sun
rocking by her window,
listening to youthful voices
laughing outside her solitude.
A newspaper lies unread on her lap.
her eyes have long given up
trying to drill the unruly words
into orderly lines.
With tidy stitches
she knits her loneliness
into long scarves
for reluctant grandchildren
There is no bitterness in her heart
when they do not arrive.
Only a cloud of resignation
that smothers her spirit.

Shaheen Ashraf, aged sixteen

(from Cadbury's Fifth Book of Poetry)

2. What seems to be the main way in which old people pass their time, according to these poems?
3. Read these poems to yourself, silently or aloud, to get into their mood.

Talking points

Talk about one or two of the points below with a partner or partners.

- How do you view old age?
- How do you see yourself in old age?
- Would young people in your country see old age in the same way as the writers of the poems in Activity?
- Who is a senior citizen? Name a senior citizen in your life from whom you heard a lot & learnt many things. Now list some of the things that person has taught you.

Q.D. Writing Section

1. Read the following telephone conversation between Ram and Ashwani. Write the message that Ram leaves for Arun in not more than 50 words. Put the message in a box.

Ashwani : Hello, This is Ashwani Rao from Hyderabad. May I speak to Arun please?

Ram : Mr. Arun is not here at the moment. May I take the message for him?

Ashwani : Yes, please convey my thanks to him for sending the English version of Kalidas's *Kumar Sambhav*. Please ask him to send two more copies of the same edition. He shall receive the demand draft for the same next week. He should send also the latest catalogue of all the classics translated into English.

Ram : I shall surely leave a message for him, Anything else?

Ashwani : No, thanks a lot.

2. You are Anita Lamba. You have attended a workshop on "CREATIVE WRITING & HOW TO TEACH THE SAME". Many well-known writers who attended the workshop interacted with the teachers of English and encoded them, Now draft a report on this in about 125 words.
3. You are Sashi Mehta, leader of the N.S.S, unit of St. Pauls Public School, Kerala. Write a letter to the Director, Adult Education, Kerala, requesting him to help you in organising an adult literacy programme in your school with the help of the students of the School.
4. Persuade your reader to read the book you like best, see the film which meant the most to you, or play the sport which you must enjoy by describing it in a lively & interesting way.

5. Write an original story in about 250 words entitled "The chance of a life time."
6. Find out from the members of your group how they would like to see themselves as 'active' senior citizens.

Then note down their responses.

Write a report of your findings for your

School/Institutional magazine. Give your report a suitable title.

Remember that the report is to be read by readers of all ages.

7. Write an interesting account of your town for a travel magazine. You may point out the land marks, places to visit, different areas of the city, shopping areas, roads, lakes, parks, places of sports and entertainment, education.

You may write about what you remember about it when you are away from it and what other people say about it. You might write about the changes in appearances during the seasons and finally what your feeling for it are & why.

8. You have recently started a centre for personality development for school children. Draft an advertisement in about 50 words, to be published in a local daily about it, giving all details – like *location of the centre, professionals involved, special concessions, phone number* any other relevant information.

SPEAKING

1. Look at the list below of factors contributing to a teacher's job satisfaction. Number them in order of importance to you (1 = most important). Then compare and discuss your answers with a partner.

security of tenure

good school equipment and resources

a good salary

a good pension

a sense of achievement

long holidays

well-motivated students

a pleasant school building

a supportive headteacher

other (specify)

2. *How satisfying do you find your present teaching job? Why?*
3. *You have been asked to put down at least 10 ways to excel as a teacher to bring about further developments in your teaching career. One teacher recorded the following methods that brought about a change in her career.*
 - a) I joined an ELT course
 - b) I attended many workshops and seminars.

Now use your own quotations that would really help you in your teaching profession like

- i) I really need to be a member of a good library so that I can read more & more on language teaching.
- ii) I feel
- iii) I need to
- iv) I must

4. *To excel as a teacher, you really need to delve into the negative emotions which you must have faced from time to time like –*

- i) stress
- ii) depression
- iii) pressure
- iv) isolation
- v) despair and lack of confidence.

Now, give your views from your experiences how you

- assessed yourself while undergoing the above negative emotions.
- battled with & really conquered it.
- These emotions helped you to develop or excel as a real good language teacher.

Q.E. READING LEVEL 2

1. *In the passage below George Finley, a teacher in his early forties, tells us about some of his experiences as a teacher. Read the passage through out. Then answer the question : Does George like teaching?*

I went into teaching for all the wrong reasons — short hours, long holidays and the idea that I'd have enough time to set up my own business. It didn't work out at all. I ought to have known better, as my father was a teacher, but he worked in a grammar school. Although he brought marking home, his job was very different from mine, much more settled. It was easy for him to know what he was doing. If he saw my classroom sure he would be absolutely horrified. He just can't envisage what my school is like.

Before I became a teacher, I worked as a designer in industry. It was a dead-end job with no chance of making progress unless you were brilliant. So I went on a post-graduate teaching course for a year, which I enjoyed. It was much better than sitting in a factory working out pattern designs. I liked the academic side, but the practical side wasn't very useful, though I understand it's much better now.

My first job was at a small primary school in an expensive dormitory village, very different from my present school. All the children were smartly dressed in uniform. They were expected to move quietly from one classroom to another and to eat their lunch in total silence except for a short period of quiet chatting at the end. In assembly, the head stood behind a sort of lectern, in traditional fashion, with his staff ranged on either side. He once told the female staff, 'I like my ladies to wear skirts', and I seem to remember that I was obliged to wear a collar and tie. In many ways he was running a nice little preparator school which was what the parents wanted.

Although I liked the head personally, he reminded me of my father; I didn't feel that working in a school like that was doing a lot for society. I wouldn't call myself a political-capital P-person, but I'd developed a bit of a social conscience by that time, So I left after two years.

After a while, I met up with a chap I'd worked with before, who was setting up a handicraft workshop. It seemed a good idea so I threw in my lot with him, lost a lot of money and just avoided being made a bankrupt. When the business collapsed, I just wanted to get away. I'd met my present wife by then and we went abroad for four months. When we returned. I needed money desperately, so I went back to teaching.

I've been at this school for four years now. We have about three hundred pupils. The catchment area includes quite a large number of council houses and terraced houses like mine. The teaching is mainly informal, but staff are allowed to use their own methods. Unless things are going badly wrong, no one interferes. We try to bring the children progressively towards a more secondary way of working. In the first year, they are with the class teacher almost constantly; but by the time they leave us at the age of twelve, they're moving around in groups from teacher to teacher.

The first two or three years in this school were very difficult for me, even though I'd already done quite a bit of teaching. The children didn't know how to act in a classroom situation; their socialisation wasn't complete. They couldn't sit at their desks and work, but wanted to make friends with the children around them. There was a lot of talking and moving about. They weren't actually destroying the ceilings but the relationship deteriorated to such an extent that there was no way in which I liked them and some of them disliked me.

It needs a lot of work to recover from that situation. A teacher is very isolated. You can go to a colleague and say, 'They're a hell of a bunch', and get a sympathetic hearing, but you've got to work it out for yourself ultimately. I overcame it by trial and error. There's no prescription for getting control. Maybe it's a shout or a threat or just waiting there with the right expression on your face. There were times when none of these worked. Teaching is an art, having an

eye for the types of movements and an ear for the sounds that indicate the machine is not running properly.

I like teaching much better now and I am to stay in this school because I'm reaping the benefits of all the hard work I've put into the relationship. I still have a yearning to set up another business, a thought that will probably remain a dream. A lot of teachers see their work as a vocation, but I could never feel that. In some ways, I see myself as a performer, at entertainer setting up activities for the children at their level. If they enjoy them, then the job is done.

(adapted from *Teacher Frank*)

2. Read the passage again and complete, in note form, the chart below. Then compare your answers with a partner.

Reasons for becoming a teacher	<i>Short hours</i>	Current teaching job
Non-teaching jobs		Problems with teaching
Teacher training		Pleasures from teaching
First teaching job		Future plans

3. Look at the list below of words and expressions from the passage Explain the meaning of each one to a partner as if you were talking to a group of advanced students.

to work out (line 3)	a uniform (line 19)
to know better (line 4)	assembly (line 22)
marking (line 5)	a catchment area (line 44)
a dead-end job (line 11)	to deteriorate (line 57)
a post-graduate teaching course (line 12)	to reap the benefits (line 70)
a dormitory village (line 18)	a yearning (line 71)

2. Are these sentences true or false? Write T (true) or F (false) next to each one. Correct the false ones.
- The past simple tense is used for states or actions that have no connections with the present.
 - The present perfect tense is used for states or actions that began in the past and have already finished.

Q.F. Reading Level 3

1. Read the questionnaire given below. Give your opinions by putting tick marks against the options provided, think of your own course books.

CHOOSING A TEXT BOOK		
a) Does the book suit your students?		
1. Is it attractive? Given the average age of your students, would they enjoy using it?	YES	PARTLY NO
2. Is it culturally acceptable?	YES	PARTLY NO
3. Does it reflect what you know about your students' needs and interests?	YES	PARTLY NO
4. Is it about the right level of difficulty?	YES	PARTLY NO
5. Is it about the right length?	YES	PARTLY NO
6. Are the course's physical characteristics appropriate? (e.g. is it durable?)	YES	PARTLY NO
7. Are there enough authentic materials, so that the students can see that the book is relevant to real life?	YES	PARTLY NO
8. Does it achieve an acceptable balance between <i>knowledge about</i> the language, and <i>practice in using</i> the language?	YES	PARTLY NO
9. Does it achieve an acceptable balance between the relevant language skills, and integrate them so that work in one skill area helps the others?	YES	PARTLY NO
10. Does the book contain enough communicative activities to enable the students to use the language independently?	YES	PARTLY NO
b) Does the book suit the teacher?		
1. Is your overall impression of the contents and layout of the course favourable?	YES	PARTLY NO
2. Is there a good, clear teacher's guide with answers and help on methods and additional activities?	YES	PARTLY NO
3. Can one use the book in the classroom without constantly having to turn to the teacher's guide?	YES	PARTLY NO
		↓

4. Are the recommended methods and approaches suitable for you, your students and your classroom?	YES	PARTLY	NO
5. Are the approaches easily adaptable if necessary?	YES	PARTLY	NO
6. Does the course require little or no time consuming preparation?	YES	PARTLY	NO
7. Are useful ancillary material such as tapes, workbooks, and visuals provided?	YES	PARTLY	NO
8. Is there sufficient provision made for tests and revision?	YES	PARTLY	NO
9. Does the book use a 'spiral' approach, so that items are regularly revised and used again in different contexts?	YES	PARTLY	NO
10. Is the course appropriate for, and liked by colleagues?	YES	PARTLY	NO
c) Does the book suit the syllabus and examination?			
1. Has the book been recommended or approved by the authorities?	YES	PARTLY	NO
2. Does the book follow the official syllabus in a creative manner?	YES	PARTLY	NO
3. Is the course well-graded, so that it gives well-structured and systematic coverage of the language?	YES	PARTLY	NO
4. If it does more than the syllabus requires, is the result an improvement?	YES	PARTLY	NO
5. Are the activities, contents and methods used in the course well-planned and executed?	YES	PARTLY	NO
6. Has it been prepared specifically for the target examination?	YES	PARTLY	NO
7. Do the course's methods help the students prepare for the exam?	YES	PARTLY	NO ↓
8. Is there a good balance between what the examination requires, and what the students need?	YES	PARTLY	NO
9. Is there enough examination practice?	YES	PARTLY	NO
10. Does the course contain useful hints on examination technique?	YES	PARTLY	NO

- * Having read the questionnaire now discuss about your course books in the form of a **group discussion** keeping in mind the titles a, b, c. Now compare and contrast your course, books with the other participants.

REFLECTIONS

1. Imagine a publisher has sent you a sample story book. Now as a teacher you plan to utilize the book in your classrooms. So. **Write down** at least eight different ways you could possibly use the book for the benefit of your class. Specify the level of your learners.
2. People like to hear that they are doing a good job. Think of some one who works in your school/college and does a good job. **Write a note** in about 100 words that tells that person you appreciate the good job he/she does.

WRAP UP ACTIVITY

1. Imagine you were eavesdropping when about 6 to 7 students were criticizing you in your absence. Make a **note** of atleast 5 points/comments they made. Now try to assess whether what ever the students spoke about you are correct or incorrect. Speak about the same to another colleague of yours & take his/her opinion of the same.
2. Practise being a good listener, sit with a partner & have a conversation in any topic you both prefer. After two minutes report the same conversation to a third partner as much as you remember.
3. Brainstorm a list of things that you worry about before getting into a lesson. What can you do to worry less about those things? Talk & seek advise from your colleagues.
4. Think about the days when you were a school student; what kind of acts did you see taking place in the classrooms & school premises. Now, as a teacher, has there been a change of the scenerio? How? Speak for two minutes.
5. The decorations in a school/classroom should welcome students & encourage them to do their best. Exchange your thoughts how you could decorate your English classrooms with positive messages & pictures.

Reflections on Teaching

In this unit we have discussed how 'development' is a process of life-long learning.

Has this unit helped to identify any area of personal development which you would like to follow up ? What are they ? What might be some ways of doing so ?

Look through this unit and decide which activities you could/couln't use with your own students. Consider the level of your students, their age, their motivation and the type of teaching and learning approach used in the activity.

Unit 3 □ Fostering Creativity & Leadership Qualities

STARTER ACTIVITIES :

Look at the list below of some things teachers can do in the classroom. Tick those which according to your situation/level can really help you to be most creative as well as let you improve classroom management. Try to add atleast **four** more things to the list.

- Make the classroom look more attractive.
- Show videos.
- Put paper cuttings all around the writing board.
- Decide where pupils should sit.
- Vary your activities.
- Repeat all intructions.
- Praise rather than punish.
- Read out relevant & updated news items.
- Evaluate your lessons.
- Integrate other subjects into ESL classrooms like GK/science/social studies.
- Plan a range of work to suit everyone.
- Distribute photo copies of ELT materials.
- Take proper feed back.
-
-
-

Which of the things do you already follow? Talk about the student's response, their quality of performance & your satisfaction level as you inculcate the same to your partners.

2. Do you agree with this quotation from a British Educational newspaper?

There are teachers who lack confidence in their ability to deal with disruption and who see their classes as potentially hostile. They create a negative classroom atmosphere by frequent criticism and rare praise Their methods increase the danger of major confrontation not only with individual pupils but with the whole class.

(from : The Times Educational Supplement)

- Now discuss in groups of three/four – How you think teachers can manage their classrooms so as to avoid discipline problems and encourage better learning. Make a list of possible ways & then discuss your answers with partners.
3. Imagine you are quite experienced teachers of English who deal with students of different age groups/levels. Now discuss in **TRIADS** how you have experimented and really could sort out the problem area of students from the list given below:
- tenses ● articles ● sentence formation ● singulars / plural ● question formation
 - word order ● lack of vocabulary ● poor spelling ● prepositional uses ● agreement of verb with subject.
- ✓ Set some exciting & creative activities/techniques which your co-teachers too can adopt & try out in their own situations.

READING

Read the given activity and try to answer the question :

I learned this activity many years ago in Thailand from a friend, Eed Cefkin, when we were discussing ways to help teachers understand how their students' associations with material affected their learning. The purpose of this activity is to raise trainees' awareness of how they learn, how they work in a group, and what it means to attend to someone else.

Fifteen trainees are seated in a circle on the floor. I open a paper bag and empty its contents in the center of the circle. Rita comments that it looks like the insides of a vacuum cleaner bag. The objects are all small items that I have randomly selected from my house and office before class. They include, a hair clip, a rubber band, a postcard, a piece of chalk, a leaf, the metal clasp from a dog leash, a swatch of fabric, a spoon, a band-aid, a tea bag, a car key, and other everyday items.

I explain that the activity will be done in two stages. The first stage will be done in complete silence. I explain that I will begin by taking an object. The person to my left will then take an object and connect it with the one that I have just taken. The next person looks at the object just picked, takes another object, and connects it to the sequence. This procedure continues until we have gone around the circle twice.

I start the activity by taking the band-aid and putting it on the floor in front of me. Liz, who is sitting next to me, pauses and then picks up a leaf and puts it on the floor in front of her. Takeo takes a tea bag and

places it in front of him. The next, a spoon. This continues until we all have two objects on the floor in front of us.

I then ask everyone to take a few minutes to imagine why we might have chosen the objects we did. After a few minutes of silence, I ask trainees to go around and explain their choices. This is done in the order that items were picked so the explanations, like the selection, go around twice. I begin, saying, "I took the bank-aid because it reminds me that I cut myself this morning." Liz continues with, "I took the leaf because it's thin like the band-aid and when it's on the ground it covers something—like a band-aid." Then Takeo says, "I took the tea bag because it's made of leaves." The explanations continue: "I took the spoon because I would need it to stir my tea" "The dog leash is made of metal like the spoon, so I took it." After we all have explained our choices, I ask them to discuss the meaning of the activity and its relation to teaching and learning.



1. Explain the first stage of the activity in not more than 60 words.
2. Can you explain the third stage of the activity?
3. Do you feel such collaborative activity could help your learners to develop fluency?
4. Can you just draft such collaborative activity where students/learners can learn a language and internalise it through a play way method.

2. Reading

1. The article below describes a typical teaching day for Aneone Turner, a teacher in a British primary school. Read the article and decide how well she organises her time. Give her a score on the scale 1-5 (1 = well, 5 = badly).

A day in the life of a teacher

Aneone Turner, aged 38, has been teaching for 17 years. She currently teaches five and six-year olds in a Kent primary school which has 560 pupils. She has two school age sons.

7.30 a.m. Aneone arrives at school. 'It's quiet and peaceful at that time and I can get some preparation done—photocopying worksheets for class.'

8.30 Playground duty as parents deliver their children. 'You usually end up with eight children hanging on to you. The parents may want a word—explaining how the dog chewed their child's exercise book last night etc.'

8.45 Takes register for the 32 pupils in her class. Organises first and second lunch sittings.

9.00 School assembly.

9.15 'I start classes. Because I have so many pupils I have to split them into groups. And I really appreciate the help I get from parents. There is usually one mother helping out each morning. Typically I will start a maths group then write some work on the board for an English group they can get on with that on their own for a bit. My helper is taking the third group for a cookery lesson—they're making cheesy puffs this morning.'

10.30 Break. 'I have coffee in

the staffroom with another teacher who helps me run the after-hours French club. We are working on a school exchange with a French school.'

10.45 Pupils back in class—finishing off the work they were set earlier.

11.15 'Showing time — well, that's what I call it. The pupils bring some thing to school that they have made or are interested in. They stand up and talk about it and I encourage the children to ask questions. I love this time.'

11.45 Reading 'The whole school reads at this time. There are so many pupils I can't possibly hear them read even once a week. So I ask the parent helpers to hear them individually and I concentrate on those with difficulties.'

12 noon Lunchbreak. It's not my turn for lunch duty today'.

12.30 p.m. Staff meeting. We discuss safety measures in and around the school's two swimming pools.. We decide we need an expert to come and talk to us about it. Our head isn't there — he is rushed off his feet organising a junior sports day. I go to test the pool temperature. It's cold.

1.15 If children don't want to swim (it's 65°F) I don't make them today. Most want to and I have to get three groups in and out in half an hour. It's a real hassle — all 32 of my pupils have to blow their noses, go to the loo. etc. before going in — and we have to

put their swimming caps on:

1.45 ' At this time the children have to work out how to do a simple task. Today we have a big box with people in it and the challenge is to move it.'

2.15 Tea break: 'I dish out the swimming badges to those who have earned them.'

2.30 The children who will be starting next term arrive with their mums to join in with some story reading I want them to find friends.

3.00 End of school day. 'I see that everyone goes home.'

3.30 Meeting with the three other teachers who teach the five and six-years-olds. 'Because of the National Curriculum it is very important for us to make sure we are doing the same things. Two afternoons a week, I run the netball or French club. It's voluntary and I am afraid there is now so much other work that things like that will go.'

5.30 Go home: tea 'See my children.'

6-7.00 'Preparation for following day. I am lucky that I have no marking to worry about. But I usually do an hour's work to prepare for the following day. There is also a lot more paperwork and bumf to read these days I think teachers are over-worked - but try to feel positive about it despite the difficulties. My school has a terrific headmaster, which helps.'

(from *Options*)

2. Read the article again and complete the chart with correct times.

	<i>Time</i>
Teaching	9.15-10.30 a.m.
Preparation	
Meetings	
French Club	
Question-hour-session	
Seeing off children	

1. Are you a good time organiser Can you list out & describe a typical teaching day in your own life? So do it with the help of a chart.

TALKING POINTS

Read the description of two students and decide how you would deal with each one. Then talk of similar problems/back logs of your students who concerns you greatly & seek for suggestions/advices to really help them out of the different & traumatic situations.

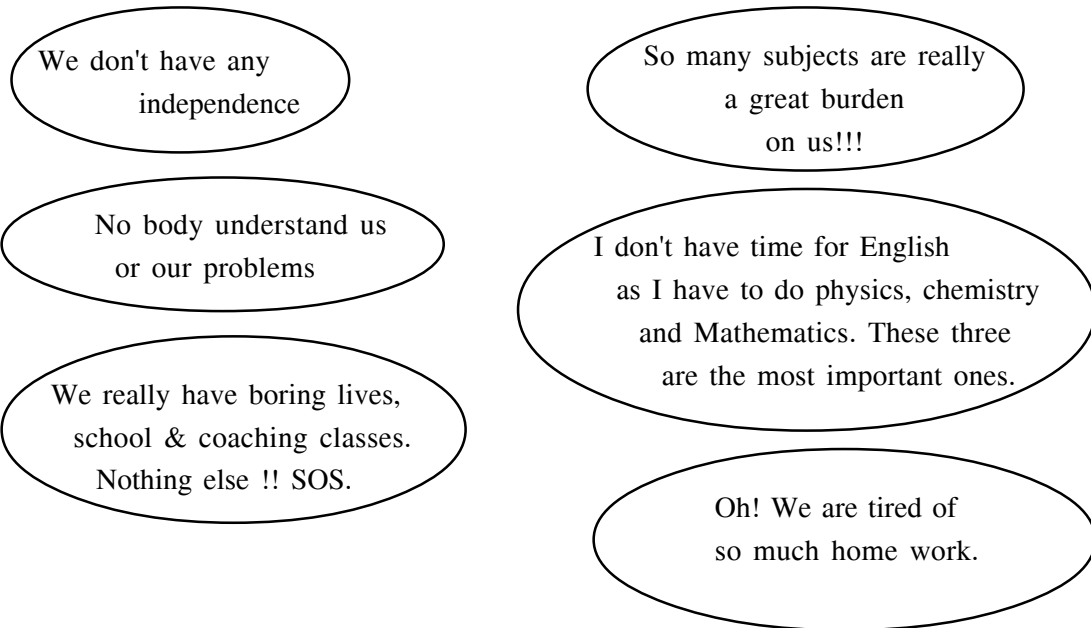
Case Study 1

X is thirteen. He is very bright, as his contributions to discussions and his oral work show. However, in his written work he has great problem concentrating. As a result, his reading and writing are poor. This is affecting his performance in all subjects and may be affecting his general motivation. He seems to be a sociable and friendly boy.

Case study 2

J is sixteen. She has missed a lot of school lately. She seems unhappy and other pupils tease her a lot as she fumbles and makes numerous mistakes while asked to read or speak. She prefers sitting at the last bench and seldom takes part in collaborative work/activity. When asked personally she responds at times. But she has wonderful handwriting & really draws well.

Given below are views expressed by some children, which of them do you agree with? How would you help your students and really encourage and motivate them to come out of their negative emotions. Role play and provide fruitful suggestions to your students.

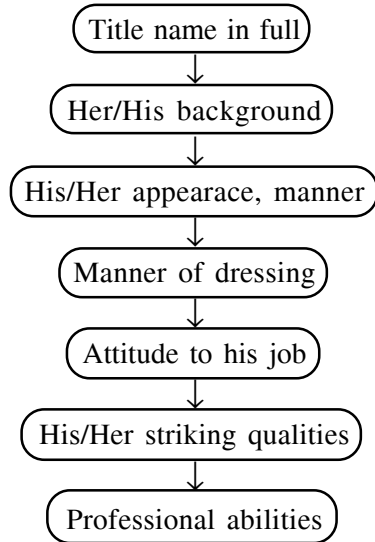


3. Speak about a film/book which explores and highlights student–teacher bonding really helps the student to come out of his/her problem area. This really is rewarding for the teacher & helps him/her to excel as a great teacher!

Do include :

- the name of the film/book
- the cast/director/writer
- the important characters
- a very brief outline of the films/book
- Why the film/book was worth seeing or reading/not worth seeing or reading.

4. You are really inspired by the leadership qualities of great personalities say: – **A.P. J. Abdul Kalam, Pratibha Patel, President of India**, or say any cricketer or teacher Now based on the points describe the person modulating your tone & voice for a Radio performance.



5. List the state of your teaching Institute **before/after** the arrival of the New Principal / Headmaster. Why do you feel the changes have been possible?

BEFORE

AFTER

-
-
-
-

6. Group discussion

- Leadership means being dictatorial to a certain extent.
- Education of the girl child is a burden.
- English cannot be acquired beyond the time table.
- Computers enhance creativity.
- Students are losing sense of gratitude these days. Teacher's presentation skills make language learning interesting.

WRITING

Think of an occasion when you led a team for a competition. Were you successful? Did you exhibit any of the qualities given below:

Oratory Skills, Willing to take risks, meticulous, trustworthy, problem-solving, ability to take decisions, calculating egoist.

If so, to what extent were these qualities exhibited and how did it lead to your success? Through an e-mail, share your experience with a friend in not more than 250 words.

2. Prepare a **survey questionnaire** with questions (about 20) related to your students' interests, hobbies, favourite T V shows, favourite heroes/heroines, best story books/ magazines, dishes to find out about your STUDENTS
3. You are Anupam, the editor of the school magazine and want to hold an interclass competition to collect poems & cartoons for the magazine before 11th Oct. Draft a notice for the students notice-board inviting entries. Mention all details required like entry dates, prizes. Give your notice an appealing heading.

REFLECTIONS

Tick the boxes where you can answer 'yes' to the following questions. Then discuss your answer with another participant in your class.

1. Have you recently read an English:
 - book
 - article
 - trade journal
 - Instructional manual
 - Product description
 - brochure
2. Have you
 - watched any English television
 - watched an English video /DVD
 - seen a movie in English at the cinema
 - seen a play in English at the theatre
3. Have you stuck cards, slips of paper, or post-it notes with useful vocabulary around your home or workplace?
4. Is your radio/mobile alarm set so that you wake up to an English song/music programme?
5. Have you listened to any other TV/Radio (English stations) in the last couple of weeks?
6. Have you
 - chatted with any one in English in a chat room on the internet?

- used the internet as a sources of reference for information at work?
- surfed any websites (in English for fun)?

6. Have you written any of the following in English instead of your first language

- a report
- a memo
- a phone message
- a text message
- an e-mail
- a fax

7. Have you

- corresponded with anybody in English recently, either by email or by conventional mail?
- made any telephone calls in English?

8. Have you made any lists in English, for example 'things to do at work today'?

9. Have you spoken English to any of your colleagues or friends or relations who normally speak your own language, in order to practice & develop confidence level/frequency?

10. Have you tried talking to yourself in English?

11. Now speak in about 10 sentences which of the above activity helped to foster creativity & leadership qualities.

REFLECTIONS

1. React to the following statements.....

- The only really effective training in the 21st centurey in 'on-the-job' training.
- Globalisation is a trend which will pass away in due course.
- All jobs create a certain amount of stress.
- Any professional development goes through a series of turning points, milestones.
- For good business or professional excellence effective communication, creative problem-solution, clear decision-making are the buzz words.
- Presentations & meetings are mandatory in teaching services.

- Everything in life should be done in moderation.
 - Teaching is a big competition these days.
 - Regional accents/dialects affect the way people do business.
 - Creativity dies with age, experience & a monotonous life.
3. How do you feel the following can help you make your classrooms very **creative, innovative & communicative**? Choose atleast two & discuss.

How you implement?

- Where will you do (Refer the skills)
- Why would you introduce the same.

Cartoons, sound effects, soap operas, pulic announcement, commercials, documentaries. weather forecast, flight schedules.

Also discuss

- What kinds of new experiences might a student have out of the above activities?

WRAP UP ACTIVITIES

1. Reema got the grades given below. She asked her class teacher to talk about her abilities and achievements. The teacher assessed her report card based on the grades she received & motivated her for further progress & improvements. Now imagine yourself to be the same teacher & provide encouragement to Reema based on the following report:

LANGUAGE I	B	LEADERSHIP	A
LANGUAGE II	B	APPLICATION	A
MATHEMATICS	A+	TEAM WORK	A
SCIENCE	A	INTERACTION	A+
SOCIAL SCIENCES	A	CREATIVITY	B+
COMPUTER SCIENCE	A+		
ART	A+		
MUSIC	B+		
PHYSICAL EDUCATION	A+		

2. Pick up the words from the given table & describe your '**profile**'. Now review & comment 'why you consider yourself to be a creative & motivated teacher?'

contented, practical, trustworthy, ambitious, simple,
understanding, materialistic, honest, heroic, hardworking,
helpful, down-to-earth, supportive, greedy, day dreamer,
proud, outstanding, humorous.

3. Look at the following list of skills and attitudes. Write them out in order of importance. Now discuss with your partners how/why the following are important in your profession:

- | | | | |
|-----------------------|--------------------------|------------------------|--------------------------|
| ✓ Leadership | <input type="checkbox"/> | ✓ team work | <input type="checkbox"/> |
| ✓ dealing with change | <input type="checkbox"/> | ✓ personal development | <input type="checkbox"/> |
| ✓ dealing with stress | <input type="checkbox"/> | ✓ communication skills | <input type="checkbox"/> |
| ✓ decision making | <input type="checkbox"/> | ✓ time management | <input type="checkbox"/> |
| ✓ flexibility | <input type="checkbox"/> | ✓ physical fitness | <input type="checkbox"/> |

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Module 3 □ Project Work

Unit 1 □ What Is A Project

Project work is a source of inspiring ideas from a variety of contexts, clearly presented within a frame work that responds to important issues in modern ELT pedagogical practice from a humanistic perspective. Project work provides a wide variety of immediately accessible ideas for project inside & outside the classroom. The projects vary in length between four hours to two weeks and provide satisfying outcomes for learners as well as improving their overall communicative ability 'Projects' are indeed a powerful methodology for involving learners in an authentic learning experience with language used for genuine communication purposes. It helps the learners to develop confidence in using English in the real world, the world outside the classroom. Undertaking Project work gives the learners an opportunity to take a certain responsibility for their own learning, encouraging them to set their own objectives in terms of what they want & need to learn. The collaborative process, as it does on the involvement and commitment of the individual students is the strength of the Project.

Each Project has Three Main Stages :-

The planning stage : The learners discuss the scope and content of their project in English or their mother tongue. It is usually the stage where a lot of ambitious ideas get whittled down to realistic objectives. It also helps one to judge whether the idea will take off or whether it is likely to present problems, either logistically or because only a minority of students seem to be really interested.

The Implementation Stage : At this stage students carry out the tasks in order to achieve their objectives. It may involve working outside the classroom or not, depending on the nature of the project.

The Final Stage : The final stage is the creation of the end product, which will be something tangible. The end products can take many different forms — poster, wall display, magazine, news sheet, video film, audio recording. Colleagues and other learners may be invited to share in the end product. There may also be some kind of formal & informal evaluation & feedback on what students have produced. A follow-up programme may also be devised to address the language needs that have come to light during the second stage.

Selection of Project samples

The selection will be totally individual or a part of group activity emerging from the field of interest.

- a) Project guides can help to select the topic of the project
- b) Subject selection should be made on the basis of size, time period & opportunity of the Organisation/Institution.
- c) It should identify the scope & application of one's topic for making final selection.
- d) The project guidelines & its implementation must be discussed with responsible persons of similar activities.

Focus

- Be concerned about time management
- Be professional with organisation
- Create presentable personality
- Get appointments before visits
- Make rapport with the employee/management of the organisation.
- Talk to the point & express your individuality
- Discuss only project related matters with the employee of the organisation.
- Enhance degree of commitment with your task.
- Finally create an individual project.

Tricks for Improvement of Communication Skills & Human Excellence

- ⇒ The management skills
- ⇒ Plan
- ⇒ Practise listening skills
- ⇒ Know how to motivate & lead
- ⇒ Continue own training and development
- ⇒ Avoid isolation
- ⇒ Learn to delegate effectively
- ⇒ Be creative
- ⇒ Relax
- ⇒ Incredible curiosity & eagerness to learn
- ⇒ Take responsibilities
- ⇒ Develop foresightedness
- ⇒ Zeal to excel
- ⇒ Team playing

- ⇒ Speed of response
- ⇒ Integration & fairness in all aspects.

The Sources of information are :

- ★ Internet
- ★ Journal
- ★ Magazines, Newspapers
- ★ Company reports
- ★ Library sources.

Unit 2 □ Project Methodology

2.2.1 (A) Objective

The project expresses the number of factors which emphasises nature of data, analysis of information, synthesis of information related with the problem of research study.

2.2.2 Data Collection

A project includes survey and fact findings inquiries. The main tool for data collection is a fully structured questionnaire. This is what we call the primary data source.

2.2.3 Statistical Tools Used :

Different types of statistical tools are used to measure central tendency (mean, median, mode). **Mean** is the average value of a given set of data whereas **median** is the middle most value of set of observations when arranged in either ascending or descending order. **Mode** is that value of variation which has the maximum occurrence in the series.

2.2.4 Survey :

Survey indicates a process to collect the desired information from a reliable source of the relevant population. The surveys can be divided into 3 categories.

Individual Interview : In this method the interviewer contacts the respondent at some particular place & time and with some pre-planned schedule in the form/shape of questionnaire.

Telephone Interview

In this method, the interviewer contacts the respondent through telephone.

Mail survey : In this method structured questionnaires are sent to respondent and response/feedback return is asked within a prescribed time.

Case study : In this method of study one analyses the problem & goal of the study.

2.2.5 Project Instrument Questionnaire

The most applicable instrument for collecting and analysing data is questionnaire for a particular investigation. Questionnaire is a set of questions which are related with the problem of project.

Nature of Questionnaire : Questionnaire contents grade, department, age, sex, education, nationality of an employee in the organization.

TYPES OF QUESTIONNAIRE

5 point 5 scale

Example of questionnaire : (Survey on job-satisfaction) Please put a tick mark (✓) in the box which closely reflect your feeling in reply to the respective questions : –

QUESTIONS	To a great extent	To a certain extent	Fairly	To a little extent	Not at all
<p>Can you make a self evaluation about your performance level</p> <p>At your work place, are you happy & satisfied with your job?</p> <p>Do you realize that the job satisfaction is a legitimate objective of an organisation ?</p> <p>Do you think that excess stress may be the cause of dissatisfaction?</p> <p>In what extent do you look forward to go to your workplace every morning after you wake up?</p>					

Any other views/comments on your opinion:

Format of Questionnaire

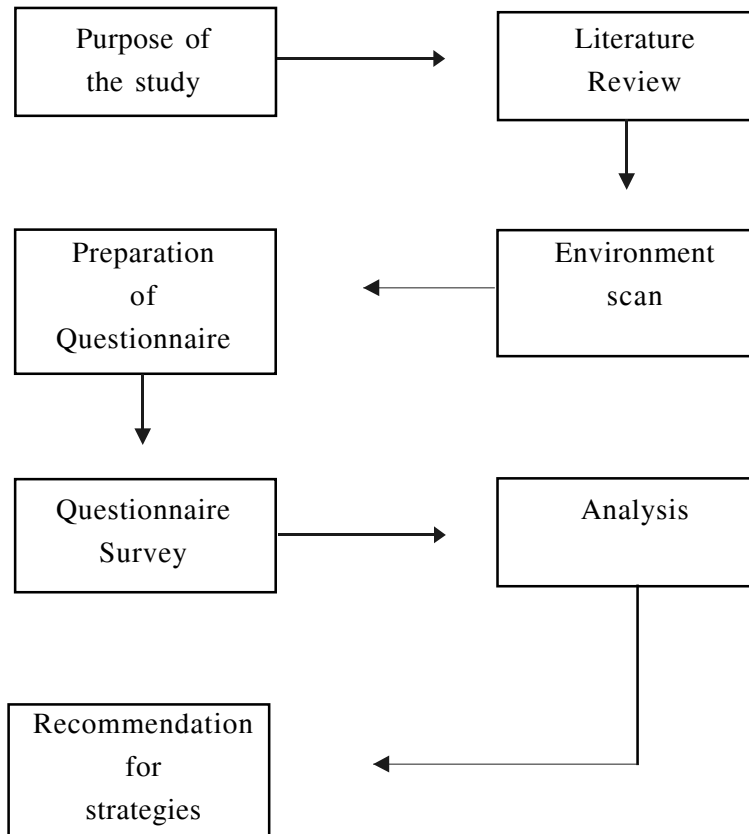
- Your department
- You belong to :
- G grade & above
- D grade to F grade
- A grade to C grade
- Staff

In this section please indicate how strongly you agree or disagree with the following statements as they relate to your work :

STATEMENT	STRONGLY AGREE SA	AGREE A	CANT SAY CS	DISAGREE D	STRONGLY DISAGREE SD
I work in a company which has the best technology					
The company's growth depends on excellent communicative skills					
Our company adjusts itself to any sort of advancement related to technology very fast					
We have a perfect interaction					

Give us any suggestions, which you think, if implemented may make your job/work-life in the office more interesting & satisfying & will improve your productivity.

2.2.6 (A) METHODOLOGY PROCESS MAP



2.2.7 Preparation of a Report

Depending upon the problem, data & information, a project work should be covered in between 5 to 100 typed pages.

Presentation : For presenting a good report, one should take care of style of professional writing to make a good impression.

- ★ Avoid grammatical errors and wrong punctuations.
- ★ Eliminate use of unnecessary symbols.
- ★ Focus on suitable design for your report.
- ★ Rectify the report by your project guide.

Style of Writing a Project Report

- ✓ Make it technically sound.
- ✓ Use simple & understandable language.
- ✓ Focus on future opportunities of subject study.
- ✓ Forecast on future trend related with the subject of the report.
- ✓ Importance on expressions.
- ✓ Draw attention to your readers look for suitable words.
- ✓ Avoid complex sentences & redundancy.
- ✓ Add a personal value to your writing.
- ✓ Enhance degree of accuracy to your report.
- ✓ Present a transparent & fair writing.
- ✓ Use vocabulary preferences familiar to your reader.
- ✓ Prepare a brief report.

Layout of Final Report

- (a) Title page
- (b) Letter of transmission
- (c) Guide certificate
- (d) College/university/Institution certifications
- (e) Index of contents
- (f) Acknowledgements
- (g) Preface
- (h) Undertaking

Chapter 1

- (a) Objective of the study
- (b) Scope of the study
- (c) Introduction
- (d) Organisation profile

Chapter 2 : Review of Literature

Chapter 3 : Research Methodology

- (a) Objective

- (b) Technique
- (c) Data Collection Instrument (Questionnaire / Interview schedule)
- (d) Statistical tools used
- (e) Scope & limitation

Chapter 4 : Interpretation & Analysis

Chapter 5 : Findings

Chapter 6 : Suggestions

Chapter 7 : Recommendations

Chapter 8 : Limitations of the study

Chapter 9 : Conclusion

Chapter 10: Bibliography & references

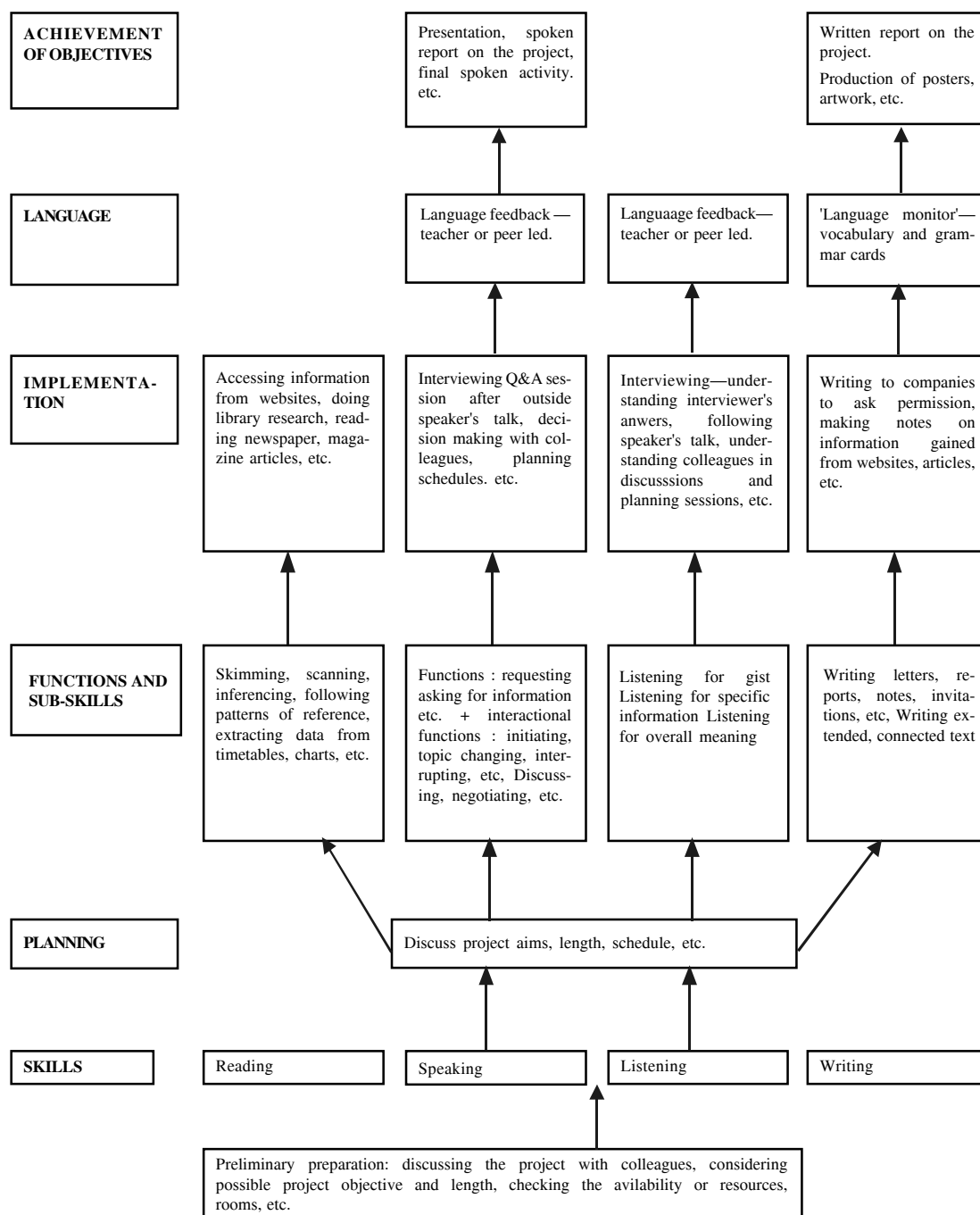
Revision & Evaluation of the Report

It is very important to review and evaluate your project report before you give it for final typing. Finally the evaluation of the report is done on the basis of standard of project report & viva-voce. The proper assessment of the report is made by the examiner related with the subject matter of the project.

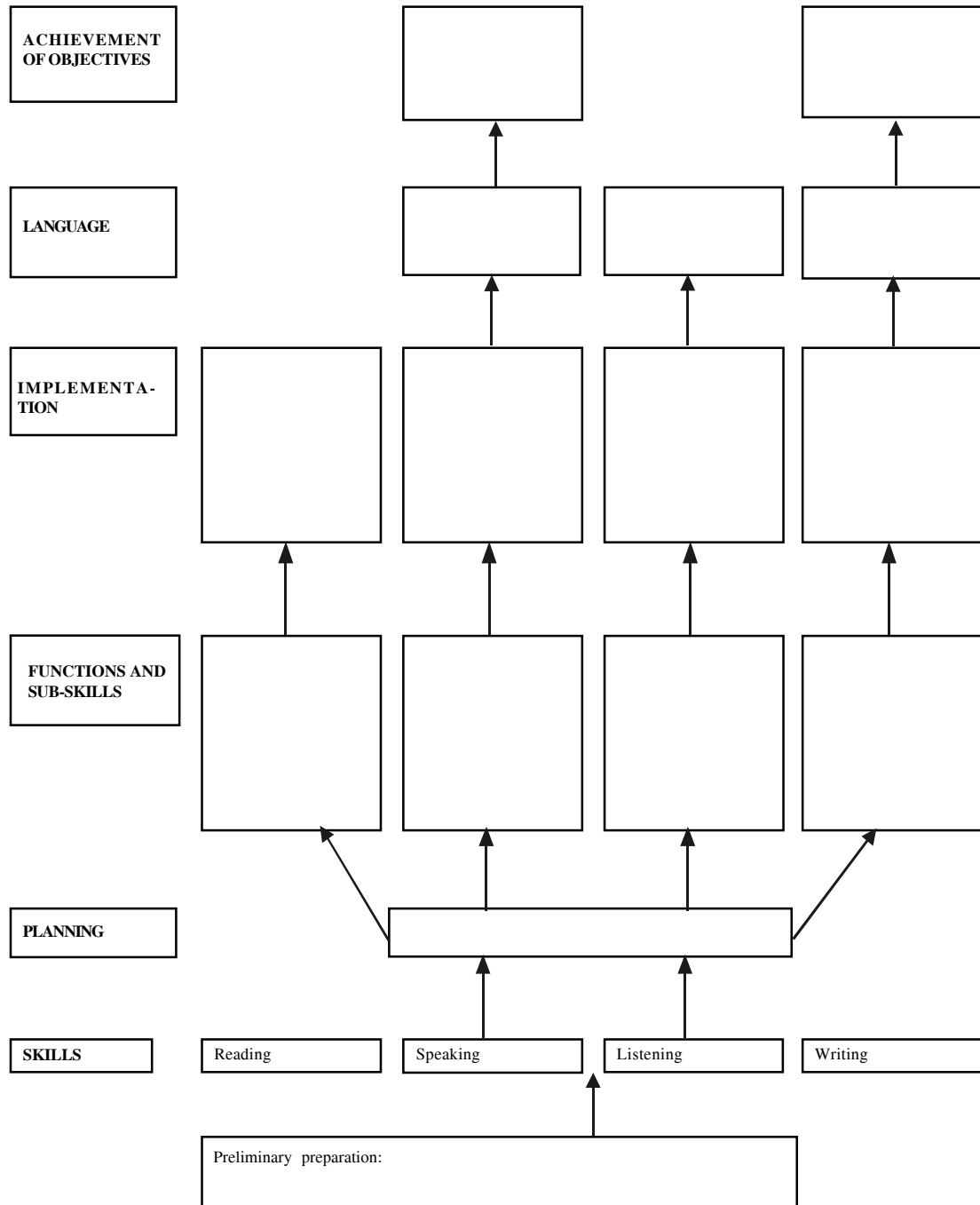
Power point presentation & viva voce

Viva voce is a process of evaluating & discussing the final report between examiner & researcher. In this process queries are related with your findings of the study, recommendations, suggestions and overall analysis of the study. The duration of viva voce is 15-30 minutes.

A project flowchart—multi-tasking and related skills



A project flowchart – multi – tasking and related skills



Writing and Reading

Project checklist

<p><i>Functions</i></p> <p>Asking for information Inviting Asking for permission Making arrangement (for a visit, etc.)</p>
<p>Sub-skills</p> <p>Writing letters, emails, faxes, reports, scripts Note taking Summarising Creating materials</p> <p>Reading for : gist global meaning specific information</p>
<p><i>Language</i></p> <p>Producing and recognising written discourse—organising of ideas, connecting ideas, linking stages of text, etc.</p> <p>Appropriate use of formality/informality.</p> <p>Range of structures and vocabulary that can be used effectively and understood</p> <p>Expanding this range especially through exposure to texts encountered during the project.</p> <p>Consolidating this new language through the 'language monitor' and language feedback sessions.</p>
<p><i>Project activities</i></p> <p>Note taking from interviews, talks, written texts (websites, newspaper articles, magazines etc.).</p> <p>Writing scripts for video production or radio recording.</p> <p>Creating charts, diagrams, graphs, posters, etc.</p> <p>Designing questionnaires.</p> <p>Using word processing and presentation software, e.g. Powerpoint.</p> <p>Accessing information from websites.</p> <p>Reading newspapers, journals, timetables, posters, advertisements, maps, letters, emails, faxes, Library research.</p>

2.2.8 Reviewing Project Samples & Assignments - Detailed Outline

Sample 1

<u>TIME</u>	Approximately 4 weeks (6-10 hours)
<u>GENERAL AIMS</u>	To produce a student newspaper based on the model of an English-language newspaper.
<u>LANGUAGE AIMS</u>	To develop intensive and extensive reading skills; to write newspapers. Some of the written work will be done at home.
<u>LOCATION</u>	Any library which stocks English-language newspapers. Some of the written work will be done at home.
<u>RESOURCES</u>	Sample of different broadsheet and tabloid newspapers written in English, such as the <i>Indian Express</i> , the <i>Hindu</i> , the <i>Bangkok Post</i> , the <i>China Daily</i> , the <i>Straits Times</i> , the <i>Washington Post</i> , <i>South China Morning Post</i> , <i>Sydney Morning Herald</i> , <i>The Times</i> , <i>Mirror</i> , the <i>Independent</i> , the <i>Guardian</i> , or the <i>Guardian Weekly</i> (the newspaper materials downloaded from the Internet, copies of enough material for your class to see how headlines are used, how different articles are structured, and where advertisements feature.
<u>TEACHER PREPARATION</u>	You need to buy or collect English-language newspapers.
<u>STUDENT PREPARATION</u>	Ask your students to bring in copies of newspapers in their own language.
<u>PROCEDURE</u>	<ol style="list-style-type: none">1. If you had difficulty getting enough material together for the whole class, spread the sample material around the room and get students to look at it by walking around. They begin by studying several different kinds of newspaper, looking at their layout, their political views, how much space they devote to coverage of local, national, and international news, sport, culture, television reviews, etc.2. Students need to scan the newspaper headlines in order to select an article which sounds interesting. They may find headlines difficult to understand. Before they can devise their own they may need you to point out that headlines rely on key words. They then skim the text to get the gist and if necessary use a dictionary to read the article in detail.

3. Once they have familiarised themselves with the way newspapers are structured, students work alone or in small groups to compare and discuss how the content of the different newspapers is organised.
4. Tell students to choose some of the articles as models for their own versions and to write articles at home. Set a deadline for completion of the articles.

Sample 2

Audio guide

In this project students produce an audiotape with an accompanying illustrated handout for tourists to use on a sightseeing tour of a city.

LEVEL

Intermediate and above

AGE RANGE

Adolescent

TIME

8–10 lessons over 6–8 weeks

GENERAL AIMS

To produce an audiotape to accompany a walking tour of a city to provide illustrated text to accompany the audiotape (optional).

LANGUGE AIMS

To develop and extend speaking and writing skills.

LOCATIOM

Classroom for writing and recording; visits to the places students want to include in their recording and to libraries, museums, etc.

RESOURCES

Map of the city, camera(s) ; magazines/brouchers to cut up; word-preprocessing facilities; tape recorder and microphone; CD or taped music for sound effects.

TEACHER PREPARATION

1. At the start of the project check that your school/college is willing for students to go out to look at places of interest. Also ensure you have parental permission and insurance cover.
2. If this is impossible, agree the topic of the project with the students and ask them to organise themselves to research places in their own time and bring their suggestions to the first lesson.

3. Find out whether the local tourist office is interested in making use of the final recording..

**STUDENT
PREPARATION**

Students check out places of interest and have information and a list of suggestions ready for the first recording.

PROCEDURE

1. In the first session, pool all the ideas and suggest students to work in small groups in places of their choice. Encourage discussion in English.
2. Decide with your students whether the project will have a single focus and concentrate on an audiotape, or whether they want to produce accompanying illustrated text. If they choose the latter option, they need to agree who does what in each group. The illustrated text is likely to mirror the audio recording, so students must liaise carefully with each other.
3. Students decide on the sequencing of tour stops. Each group takes responsibility for a different place, so number the groups according to the tour sequence. A more advanced class can consider the links between places and write their script accordingly.
4. Each group drafts their section of the tapescript. Depending on the level and time available, students can concentrate on factual detail or add other information to their script.

Make sure you give each group a word count limit so that they all work within a prescribed time frame when it comes to the recording.

5. As students work on their tapescripts, monitor each draft and ask the students to check dates and factual information very carefully. Encourage peer-group correction as much as possible.
6. Rehearse the recordings. Practise pronunciation, stress, and rhythm, and make sure everyone speaks clearly and not too fast. Try to ensure that as many students are involved as possible.

Different students should contribute different sections. You may also want to include a presenter who introduces the recording, links the items, and concludes it.

7. Record the audiotape in a quiet environment. The recording can be done in stages, so try to avoid times when lesson bells ring. You may have to re-record if there are unexpected interruptions, sneezes, or coughs! Add sound effects and music if the students wish.
8. If students have chosen to produce illustrated text, ask them to finalise it.
9. Arrange for other classes to hear the audiotape if they wish and also offer it to the local tourist office.

FOLLOW-UP

The written tapescript and the spoken recording are likely to provide further opportunities for developing accuracy and fluency.

VARIATION 1

Students can role-play historical events involving the city, write and dramatise a short sketch, interview a historical figure, etc.

VARIATION 2

The project lends itself to making a video recording if you have the equipment – with a voice-over if you are really ambitious!

Acknowledgements

Many thanks to Ewa Przedziecka at Primary School No. 319, Warsaw, Poland, and Marcia Antonia Cia Ribeiro Santos, Collegio Rio Branco, Campinas, Brazil for the original idea.

Sample 3

A brochure for new students

In this project students produce a guide to the local area for other students in their school

<u>LEVEL</u>	Elementary to lower-intermediate
<u>AGE RANGE</u>	Any age
<u>TIME</u>	3 hours a week over 12 weeks
<u>GENERAL AIMS</u>	To produce a short brochure with up-to-date information about local shops, transportation, museums and restaurants.
<u>LANGUAGE AIMS</u>	To learn the survival language skills necessary for coping with daily life when setting into a new environment; to use survival phrases, such as <i>I'm sorry, could you repeat that, please?</i> to practise and use common questions using <i>How much ? How far ?</i> etc.
<u>LOCATION</u>	Local tourist office, bus and railway stations, museums, food markets, places of interest in the locality.
<u>RESOURCES</u>	Information leaflets, transport timetables, etc; clipboards or notebooks; a minibus if available; coloured folders, word processing facilities if available.
<u>TEACHER PREPARATION</u>	Make sure students can find their way in and around the area, have enough money for bus fares, have sufficient grasp of survival phrases and common question, such as <i>How much is a single to the town centre?</i> and are willing to accept the idea of studying outside the classroom. Having established these, students should be encouraged to work as independently as possible.
<u>STUDENT PREPARATION</u>	Students familiarise themselves with the local area during their free time.
<u>PROCEDURE</u>	An average week might go like this: <ol style="list-style-type: none">1 Arrange transport and a time convenient for students to leave the classroom.2. Students learn essential vocabulary and phrases and rehearse these through role-play if necessary.

3. Accompany or deliver students to the bus/train station, museum, market, etc. and arrange to meet them at a specific time and place. Make sure they always work in pairs or small groups.
4. Encourage students to buy their own tickets and to function independently by reading information screens, notices etc., and asking appropriate people, such as bus drivers or museum staff, for help rather than relying on you. Collect leaflets, timetables, advertisements, etc.
5. Return to school/college and store material in folders kept in the classroom or on the premises so that nothing gets lost. The material needs to be sorted out before being stored in folders and each folder needs to be labelled depending on the material that has been collected. Different coloured folders would be helpful. Sample folders might include; *Places to visit, Food and drink, Entertainment, Transport and timetables.*
6. Students select appropriate information and copy this onto the page which will go into the final brochure. They can include additional information which they have gained from personal experience. For example, certain trains may be very crowded at particular times, a bus journey may take longer during the rush hour, and some shops may stay open late on certain days.

FOLLOW-UP

Editing and checking information to include in the final brochure; updating information if appropriate. At a later stage interviews could be set up with people who work in various establishments and these can form the basis of another project.

VARIATION 1

Using the same procedure, students with access to a camera can take photographs which could either be scanned into a brochure or displayed as a wall presentation in the classroom.

VARIATION 2

This approach could be adapted for a group of foreign students who are visiting your town or city. The information would then need translating into English before it could be produced in brochure form.

COMMENTS

1. In some cases, students may have more computer skills than their teachers. In these circumstances teachers can exploit a genuine communication gap if they are intending to produce

a word-processed brochure. Many students find this activity very motivating, particularly when they see an end-product they have helped to create. Some of the handwritten material may be scrapped if the information is being stored on disk. The production process is less time-consuming if information is transferred directly onto a computer in the first place. If students have access to computers outside classroom teaching time, they are often motivated to work on their own or help other students who may be less confident working on a computer.

2. Overall, this activity is an excellent way to encourage elementary learners to develop their confidence and language skills. It brings variety into the classroom and students appreciate the opportunities to make an equal contribution to their own learning programme.

Acknowledgements

Many thanks to Raymond Hoey and Jenny Reynolds at Bradford College English Language Centre, Yorkshire, England for the original idea.

VARIATION

This project lends itself to other occasions in the English calendar, such as Christmas, Easter, and on a more informal basis, birthday, congratulations, and good-luck cards.

COMMENTS

Choose to do a project like this so that it coincides with the appropriate month in the year!

Acknowledgements

Many thanks to Zsuzsanna Nagyne, Szombath Tagiskola, Pécs Egyetem, Hungary for the original idea.

Sample 4

Showtime !

In this project students produce and perform a voice-over for and extract from a film.

LEVEL

False-beginner

AGE RANGE

Older adolescents

<u>TIME</u>	About 6 lessons
<u>GENERAL AIMS</u>	To perform a dubbed clip from a movie; to get students talking in English.
<u>LANGUAGE AIMS</u>	To practise storytelling, to practise translating from native language into English, to practise writing skills, to practise pronunciation (optional).
<u>LOCATION</u>	The classroom or audio-visual room, student's homes.
<u>RESOURCES</u>	Television and video recorder, preferably the students should have access to these both inside and outside class.
<u>TEACHER PREPARATION</u>	<ol style="list-style-type: none"> 1. You need to provide students with a worksheet setting out the guidelines for the project. 2. Make sure that whichever film a group chooses, the video of that movie is available for classroom use. Check whether the students have access to a television and video recorder outside class.
<u>STUDENT PREPARATION</u>	None
<u>PROCEDURE</u>	<ol style="list-style-type: none"> 1. Divide your class into small groups, four to five in each group, and tell your students to choose a movie in their mother tongue that they all really enjoy. 2. On a worksheet tell them to list the major stars and the director, to describe the storyline (the plot), and to identify what they think the message of the film is, if it has one. 3. They then need to choose a clip from the film (about 5 minutes long) which shows interesting character interaction, transcribe it into their mother tongue, and then translate it into English. This may be done during class time or during the student's free time. It might be necessary to vary the group sizes in order to cater for the number of characters who appear in each clip. 4. Check the translation for any major grammatical errors and then each member of the group chooses one of the roles. 5. Each group rehearses their speaking roles against the film clip with the sound turned off. Once again, you need to

monitor and support individual pronunciation if necessary, although this should not become burdensome and you should allow for the fact that the students are building other things into their performances.

6. After sufficient practice, each group presents their film clip to the class by initially providing background information and plot, followed by playing out their 5-minute performance.

FOLLOW UP

The project could be followed up with work on aspects of pronunciation/intonation, word/sentence stress, production of individual sounds, etc.

VARIATION 1

A multilingual class of students can follow up this project with English-language films, provided that you know they are accessible on video. The translation stage of the project is not likely to be needed.

VARIATION 2

An advanced group of students can carry out this project by being as creative as they like, incorporating background music and sound effects to enhance their performance.

VARIATION 3

Encourage students to use animated or cartoon films which provide greater opportunities to explore character voices for a really convincing final performance.

COMMENTS

1. Make sure that all the groups have a chance to perform in front of the class.
2. Be alert to the possibility that strong students may carry weaker ones along in the course of this project, as so much of the practice takes place outside the classroom. However, this is one of the strengths of project work and there are reciprocal benefits in terms of sharing and confidence building.
3. This project is particularly suited to false beginners, especially if they have followed a language course which has focused on grammar and translation. Shy students can shine because they take on the role of someone else. Those who lack confidence are motivated by employing the familiar skills of translating from their mother tongue and the project offers scope for writing and speaking skills.

a) **Career Explorations** : Participants investigate the varied career opportunities available having obtained M.A.ELT or diploma in English Language teaching and conduct research on possible career paths and explore the skills, expertise needed for each one.

b) **Chalk Dust or Super Hero!!!** : The participants will evaluate/investigate ways to use their everyday technology, tools/games to create appropriate lessons for high school classroom/college levels. As a group they can create media presentation, demonstrating how their choice of 21st century technology can be used to teach in the mentioned classes.

c) Project Topics for Teachers: (Time 7 days)

- Classroom language
- Self and Peer assessment, student feedbacks
- Error analysis on spoken interaction and written interaction.

d) Project Topics for Non-teachers: (Time 7 days)

- Virtual learning — How to use Wikipedia in language lesson
- How to develop teaching materials to help teachers and students
- Internet projects for learners of English.

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