

ADE/B. Ed (Hons) Elementary

Syllabus

English I (Functional English)

Semester 1

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University.

SYLLABUS: FUNCTIONAL ENGLISH

YEAR/SEMESTER: Year 1/Semester 1

DURATION: 3 credits, 48 class hours

PREREQUISITES: F.A./F.Sc.

COURSE DESCRIPTION

The purpose of this course is to develop the English language proficiency of prospective elementary school teachers, and to help them become confident in reading, writing, speaking and listening to the English language.

Instead of teaching grammar in isolation and at sentence-level only, this course is based on developing language abilities among student teachers through an integrated approach that provides opportunities to develop their listening, speaking, reading and writing skills. With a focus on social interaction, the course draws specific attention to accurate use of structures, improved pronunciation and to developing active vocabulary in descriptive, narrative and instructional texts.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will:

- have improved their listening and reading skills in English following significant exposure to texts in the target language
- be able to communicate in written and oral English with class-fellows, peers and teachers
- rely less on first/native language and reduce their use of code-switching in formal and informal situations
- have a deeper understanding of correct English structures in descriptive, narrative and instructional texts.

LEARNING AND TEACHING APPROACHES

The course uses an integrated approach to language teaching which enables learning of all the four skills of language i.e. listening, speaking, reading and writing, in natural settings. The teachers and student teachers are encouraged to respond through pair/group work and active learning strategies such as role play, debates, presentations, brainstorming, etc. Teachers and student teachers are encouraged to use online resources and make the best use of the interactive exercises in various websites. The course links learning approaches with assessment tasks to provide student teachers with the opportunity to accept responsibility for their own learning.

Even if student teachers begin the course unable to communicate fluently in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use other strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

SEMESTER OUTLINE

UNIT 1 – INTRODUCTIONS (3 weeks/9 hours)	
The first unit will provide student teachers with an opportunity to interact with one another in oral and written forms. It will serve as an icebreaker and help develop conversations through suggesting simple words and phrases to describe people, likes/dislikes, etc., in a logical sequence.	
Week 1	Making introductions • Make effective self and peer introductions • Take useful introductory notes
Week 2	Requests and enquiries • Make appropriate requests and enquiries • Respond to enquiries • Listen for specific information in English.
Week 3	Practice Practical Classroom English • Use different classroom language routines (functions) for effective classroom management • Develop effective classroom language by following the given examples/ situations • Demonstrate and practice practical classroom language routines.
UNIT 2 – SOCIAL INTERACTION (4 weeks/12 hours)	
This unit is aimed at developing student teacher social interaction in English and developing their interpersonal skills. Through class activities they actively engage in formal and informal contexts to congratulate, express gratitude, make invitations and respond to speakers in oral and written contexts	
Week 4	Greetings • Greeting friends and family on different occasions/reasons • Responding to a happy event • Using formal greeting expressions appropriately
Week 5	Saying thank you • Using formal/ informal expressions of gratitude appropriately • Reading a story which uses expressions of gratitude • Writing a formal letter to say thank you to a teacher/parent/friend
Week 6	Inviting people • Demonstrating the use of formal and informal expressions of invitation • Developing verbal and written skills for invitations • Responding to invitation requests (accepting and declining)
Week 7	Regrets • Expressing regrets orally and in writing in an appropriate manner • Saying sorry and accepting apologies

UNIT 3 – GIVING AND FOLLOWING DIRECTIONS (3 weeks/9 hours)	
In this unit, student teachers will learn how to follow directions from a map, to give directions to search for a location and specific information. This is to be followed by structuring clear instructions and learning how to put something together from a recipe or manual. .	
Week 8	Following and giving directions • Following directions from a map • Giving directions for a location in oral and written forms • Reaching a destination
Week 9	Giving clear instructions • Carrying out instructions • Structuring instructions • Writing clear instructions
Week 10	Designing instruction manuals • Exploring instruction manuals of different products • Comparing instruction manuals for developing critical understanding of the essentials of a manual • Designing an instruction manual for a new student enrolling in college. This could be group project.
UNIT 4 - SHARING EXPERIENCES (3 weeks/9 hours)	
In this unit, student teachers will engage with meanings in a variety of written and visual texts through shared, guided and independent readings of narratives in different genres. They'll be encouraged to respond to the narrative and imaginative texts by building up stories and sharing them in written and oral form.	
Week 11	Sharing narratives • Reading short stories • Reading excerpts; comic strips, interviews, etc.
Week 12	Sharing unique experiences • Summarizing/Narrating true stories • Solving word puzzles to develop language awareness • Reading a short stories followed by exercises/worksheet • Converting an event into a short story • Using pictures as stimuli for narrative creation • Using songs as examples of personal experience
Week 13	Imaginative texts • Identifying imaginative texts • Developing imaginative texts by giving engrossing stories and descriptions of scenes

UNIT 5 – FUNCTIONING IN ENGLISH (3 weeks/9 hours)	
Student teachers will be involved in learning how language works and critically evaluating texts in terms of effectiveness, meaning and accuracy. This unit draws their attention to understanding how grammatical patterns change according to the purpose and audience.	
Week 14	Writing styles • Changing narration: converting a dialogue into a report • Converting a story into a news report • Converting a graph/picture into short report/story
Week 15	Writing mechanics • Punctuation and structure • Sentences, Fragments and run-ons • Subject-predicate and pronoun-reference agreement
Week 16	Project presentations Course Revision

SUGGESTED TEXTBOOKS AND REFERENCES

Carver, T.K. & Fortinos-Riggs, S. (2006) *Conversation Book II – English in Everyday Life*. New York, Pearson Education Limited.

Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.

Swan, J. *Practical English Usage* (3rd editions) Oxford University Press

Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press

Allama Iqbal Open University *Compulsory English 1 (Code 1423)*

The following websites provide a variety of useful resources:

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://learnenglish.britishcouncil.org/en/>

<http://www.teachingenglish.org.uk/>

Grammar software free download

<http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/>

GRADING POLICY

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.