

ADE/B.Ed. (Hons) Elementary
Syllabus
English II (Communication Skills)
Semester 2

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

SYLLABUS: ENGLISH II (COMMUNICATION SKILLS)

YEAR/SEMESTER: Year 1/Semester 2

DURATION: 3 credits, 48 class hours

PREREQUISITES: successful completion of courses in semester 1

COURSE DESCRIPTION

This is the second English course for prospective elementary school teachers. It aims to develop skills for effective communication and presentation using clear and appropriate English. The course comprises five units which focus on developing effective communication strategies, making oral presentations, understanding intonation patterns and their role in determining the meaning of a message or text, and how to present information in speech and writing. The first five weeks are devoted to developing student teacher language confidence and interpersonal skills. This is followed by task-based projects which incorporate all four language skills in order to develop their proficiency in English language.

COURSE OUTCOMES

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

- use English confidently and independently
- discriminate between formal and informal language use
- communicate effectively in speech and writing with different audiences for a variety of purposes
- communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations
- identify the main stylistic features of descriptive, narrative, persuasive and argumentative texts

LEARNING AND TEACHING APPROACHES

To make student teachers independent users of language, it is essential to involve them in the learning process. The course requires 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 learning and teaching approach should be balanced so that student teachers not only learn about language, but also how to use English in different contexts. The teachers and students are encouraged to respond through group and pair work, active learning strategies such as role plays, debates, presentations, brainstorming, etc.

Although student teachers may lack the necessary background at the beginning of the course to communicate 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 alternative strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

SEMESTER OUTLINE

UNIT 1 – EFFECTIVE COMMUNICATION (3 weeks/9 hours)	
The first unit aims at building student teacher confidence and understanding the factors that lead to communicating a thought, an idea or a message clearly and effectively. From a sender to receiver, encoding to decoding a message, the communication cycle comprises various verbal and non-verbal elements as well as calling on the interpersonal skills of individuals. However, various factors may lead to the creation of a gap in oral and written communication. These factors are explored in depth in this unit.	
Week 1	Effective communication • Communicating effectively • The communication cycle and process • Communication barriers
Week 2	Language Development of English Language Teachers (ELT) • Understanding group dynamics • Understanding ELT as a self directed learner • Developing Language awareness by using CLT activities
Week 3	Organizing a message • Grammatical accuracy in speech and writing • Coherence and clarity • Opening statement/topic sentence & key words
UNIT 2 – MAKING ORAL PRESENTATIONS (2 weeks/6 hours)	
This unit draws the attention of student teachers to the design and delivery of an effective presentation by giving essential tips and allocating sufficient time for practice sessions. A good presentation requires organized planning and preparation, careful selection of language and vocabulary, the correct body language and rapport with the audience. With an understanding of these requirements, the student teachers should be able to develop sufficient confidence to handle the various tasks required in giving a clear and cogent oral presentation.	
Week 4	Effective presentations • The ingredients of a successful presentations • Structuring a presentation – the key stages • Using visual displays to present key facts and figures
Week 5	Presenting in a logically organized and interesting manner • Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon • Tips to hold your audience's attention • Preparing for a presentation • Delivering a five-minute presentation

UNIT 3 – SOUND PATTERNS, TONE AND PURPOSE (4 weeks/12 hours)

In this unit, student teachers will be given a one-week refresher to re-learn and articulate basic sounds (consonants and vowels) and sound patterns of English language through practical activities. The unit, furthermore, suggests some critical awareness of intonation patterns in listening and reading texts and how the meaning changes with variation in tone.

Week 6	Sound patterns and tone • Vowel and consonant sounds and clusters • Phonemes and syllables • Stress and intonation
Week 7	Modes of communication • Audience and purpose - Visual texts: pictures and video clips • Identifying purpose and audience in different texts • The language of media – differentiating between audience and purpose
Week 8	Audience specific • Writing for different audience • Presenting informally vs. formally • Communicating through different mediums
Week 9	Understanding the purpose • Reading for meanings • Reports/Descriptive vs. narrative texts • Argumentative vs. persuasive texts • Writing/Presenting persuasively

UNIT 4 – PERSUADING AUDIENCE (3 weeks/9 hours)

Once the purpose and goal of a message have been identified, the major task is to ensure the audience follow the thought presented. By giving practice through various modes of communication like formal speeches, public announcements, news broadcast and presentation of a CV, this unit offers opportunities for student teachers to become familiar with the needs of modifications in language and structure according to the requirements of the audience. It also incorporates a section on writing persuasively to make requests and compose applications or letters.

Week 10	Public speaking • Speech/presentation: extemporary and prepared • Public announcements • News broadcast
Week 11	Being interviewed • Résumé/CV • Interview skills • Interviewing for a job/internship
Week 12	Persuasive writing • Writing persuasively • Applications • Letters of advice/direct request

UNIT 5 – COLLECTING & PRESENTING INFORMATION (4 weeks/12 hours)

Student teachers will examine learning differences, both normal variation in learning styles and disabilities and disorders. Student teachers will consider the role of the school and the instructor in managing and accommodating learning difference in classroom practice in addition to the perspectives on national educational policy in Pakistan on accommodating diverse developmental needs.

Week 13	Collecting information • Power reading/study skills • Note-taking; summarizing • Synthesizing information
Week 14	Graphical information • Reading graphical information: data presented through charts, graphs, etc. • Converting a report to a chart/graph • Summary and outline
Week 15	Collecting and presenting data objectively • Small scale research project • Developing a questionnaire • Gathering data and presenting findings • Reporting results
Week 16	Project presentation Revisions

SUGGESTED TEXTBOOKS AND REFERENCES

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

Howe, D.H. & Kilpatrick, L. (2008) *English for Undergraduates*, Oxford: Oxford University Press

Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association

The following websites provide a wealth of resources:

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

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

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

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

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 will advise student teachers about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.