Teaching of English (EDU516) Table of Contents

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Lecture 1

Topic 1: Reading Skills - Silent Reading

The habit of silent reading is very important as the student gets familiar with the language, understands the words and letters of the language, mostly, students are visual learners and silent reading helps them. Silent Reading does not embarrass the child as the child reads by himself, the children become used to looking at the articles, words and letters of the language, they learn independently, the teacher just supervises the students.

To help them learn the skill of Silent Reading, we can ask them to underline the words according to their level. In mixed ability class the task can be given according to the ability of students. Silent Reading helps them to develop concepts as students concentrate on the language and its formation rather than just finishing reading and becoming conscious in front of other students.

Topic 2: Loud Reading

It has more disadvantages than advantages.

The advantage is that the teacher gets to know the level of familiarization of the students with the language. However, the disadvantages are that it does not engage other students at all. Usually, the best student is asked to read, who is already at an advantage, and the rest of the class can't follow him, they become disinterested. Even the one who is reading does not concentrate on the content but is pressurized to read correctly, well with proper pronunciation so, in fact he does not benefit much either. It is merely a waste of time however; it can benefit if it is timed correctly and carried out at the end of the lesson when everyone has become familiar with the content. It is better if loud reading is done in pairs or groups rather than one student reading and the rest of them getting disengaged. Maybe one student can be asked to read while the others repeat after him.

Topic 3: Skimming

Skimming is done when we just want to get a gist of what is going on, for example we skim through the newspaper to see the headlines or read the news lines on the TV screen. It is not done for any exam preparation or to comprehend any sort of content.

We need to inculcate the skill of skimming in our students so that they know how to go through a content when they do not have enough time to read it thoroughly. It gives students a good idea what they are going to read. It is also called pre-reading. It is also done in brain storming sessions. Some students create new words and ideas come to their mind, it boosts creativity, they make conclusions of what they are reading. An example activity is to give them words and they can go through the words for vocabulary building exercise.

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Topic 4: Scanning

When scanning takes place, everything comes in a detailed form. The primary school children can be given to recognize the letters, words, the meaning of the word. Maybe give them words in colours, e.g. R in red colour, E in blue and D in black and ask them to look at the words and tell where they can find R and likewise. Guidance and clear instructions are very important for scanning. Whereas for secondary school students it can be the use of words, meaning of it, spelling of it for even higher level students they may be asked to look for the meaning of words in context, for high achievers it can be to read between the lines. Thus there are levels of scanning according to the level of the students.

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Lecture 2

Topic 5: Close Reading

Close reading is related to the development of writing skills. A particular text is given to them and no other choice is given to them. For example, if we want them to develop the skill of report writing thus give them to read lots of reports in the newspapers. The teacher needs to let them know the objectives of close reading. Let them know that they are supposed to read the features of that writing and then design a similar text. The students should sequence the features; for example the incident, title, date and the timing, venue, relate the incident and in the end they should relate what is going to happen. The teachers should also put these features on the board so that the students know what they are going to observe in the given text.

Topic 6: Problems in Close Reading

The students might come across the following problems while doing close reading, they could encounter difficult words, grammar and the teacher might have to translate the text to students if they are familiar with translation method of teaching, it would also take more time in doing so. Otherwise, direct method can be used. Some dictionary can be used, maybe in a group work to maximize time management and efficiency. Translation method is not a very good approach to teach a second language.

Topic 7: Close Reading (Continued)

The three important factors in Close Reading are Literal Meaning, Inferences and Contextual Meaning. Close reading is very limited and for a particular topic. For primary level, we would ask them for literal meaning in the text, otherwise if the level of the student is advanced then they will have to look at the inference. For example, it is a good day has the inference that the day has some pleasant experience attached with it or has something appealing.
Some text written with reference to a certain context has contextual meaning hidden in it. Again giving clear instructions for close reading is very important to students.

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Lecture 3

Topic 8: Methods of Teaching Reading Skills

Reading between the lines or looking at the context, getting the hints what the writer is trying to say. This is especially important for understanding poetry. It can also create a bit of confusion and misunderstanding, they may mix up the literal meaning and the reading between the lines technique so the teacher must guide them how to do it and understand the difference in reading between the lines and the literal meaning and when is the former required. The students have to figure out the hidden meaning when something is not written very explicitly, what is not written directly in the text, this is especially true for literature.

Topic 9: Methods of Teaching Reading - Predict and Tell

This is also fun learning especially for primary school level students. It is very popular among students all over the world and is sometimes taken as a game by them. This can be done by reading a book or pictures, the pictures can be put anywhere in the class. The teacher can also give students a first sentence of the story to get them started. With a bit of advancement the exercise can be given to higher level students by giving them a short paragraph that could either be beginning, middle or end of the story and ask them to predict what could have happened before or after that. This exercise boosts imagination, vocabulary and language skills and enhances creativity, If carried out in a group, students learn to accept others ideas, argue, compare their prediction with those of other students; they also see that there is more than one view to something. It builds up team work, lets them carry out discussions and opens up their minds. At primary level this could be done individually however, at secondary level it should be done in groups.

Topic 10: Methods of Teaching Reading - Story without an Ending

This is an exciting way to teach students reading skills; in this activity, the teacher gives out the story to students without its ending and then asks them to complete the story themselves, this can be done in groups or pairs, thus students share and accept each other's ideas. Later, students can swap their ending stories with the other groups. In the end, the teacher can give the original ending to the students, the students then compare their endings with it.

Another way is to give them an outline of the ending, or a gap filling exercise of the ending. The students may use the dictionary to fill in those gaps and they may be allowed to add to those sentences. A few words can be given instead and students can predict the ending through those clue words. The students enjoy reading the endings of other students. In doing such an exercise the students inculcate more than just one skill, sharing, accepting other peoples' opinions, lead them to work in pairs and groups and form an opinion, imagine and words building.

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Topic 11: Relevance

The content should be relevant to the skills that you want your students to develop. This is a very important factor to get good results. Similarly, the assessment should be relevant to what the students have been taught. The teachers need to focus on the relevance of the three threads which are: why the students are doing a task, how they are going to do it and what are they going to get out of it.

Topic 12: Methods of Teaching Reading - Headings

We all know that we can give a number of headings to one topic, whatever we want, whether to give a one word heading or a two words heading or maybe a sentence. We can always have the option of giving different headings to the same story or to different stories. In order to develop the reading skills of the students, giving headings to the right paragraph and using the right paragraph for a certain heading are essential part of reading and comprehension paper.

The primary school children would like to give heading to a topic with one word or two words. For example, if they are talking about the rose they may call it a rose or a flower but for the secondary school children and higher school children, they can do more than that. They can do a two word heading or a three word heading or maybe a sentence. An exercise for that could be that the teacher provides some paragraphs to the students and asks them to give a heading for that. Students should be given more and more opportunities to imagine and to create. Not to be restricted to give certain headings. The teacher should encourage them to give more and more vocabulary to produce more and more headings that they want to give to their paragraphs. However, in the exercise where the teacher wants the students to give a certain heading, in that case those headings should be given to the students. For example if there are five paragraphs the teacher needs to give those five paragraphs along with seven headings. The teacher should give them more than five headings so that they use the relevant five headings and the remaining two are irrelevant. If the students are choosing the irrelevant ones, it means that they are not using the headings correctly. So this is the way to do the restricted headings to the paragraphs. If the teacher is not giving any headings to the students then she should be accepting all types of headings that the students give as long as those headings do have some relevance to the story or paragraph.

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Lecture 4

Topic 13: Personal Response

This is the response that the teacher expects from the students to respond after the reading activity. While doing the reading activity students need to know what the comprehensive text is. In order to do that the teacher needs to do a lot more before starting the reading activity. The pre reading, prediction and skimming help the students get an idea of what they are going to read and thus help in comprehending the text. The teacher needs to develop the whole environment of the understanding of the text to prepare them about what they are going to read. Students should be made familiar with the reading material maybe by giving them the words that they are going to encounter in the reading material. Giving the reading pieces in bit and reading in bit does not allow the students to comprehend the text.

Topic 14: Personal Response (Continued)

As a personal response, the learner needs to know how the text is linked. Students should be clear how the sentences, paragraphs and thoughts in the text are linked to each other. The teacher has the responsibility to link the events and facts by giving them clues and hints. The teacher has the responsibility to develop the skills to identify the links in the reading text; these links must be noticed by the students. They should be taught the rules on connecting the text. The words like 'and', 'but', 'next' , 'finally' etc link the words and sentences. Students need to be told so that they can develop a personal response. This is also important as good reading skills develop good writing skills. Linked text makes clear, valid and authentic writing.

Topic 15: Personal Response - Cohesion

Sometimes, such writings where we have argumentative type of texts or where we have discussions we need to look at the factor of cohesion and coherence. We need to look at the dialogues or the arguments that are being made, whether they do have some cohesion or coherence in the writing. This is mostly done at the higher level. This topic is a little advanced for the primary school children. This is an important part of the reading and writing process and as mentioned earlier it is a bit advanced, thus the teachers need to give clear instructions to students. The students should develop the skill of writing coherently as a personal response to the reading that they have done. This is a productive skill for their writing forms. In order to do good writing it is important to do good reading.

Topic 16: Personal Response - Elision

The time gap that we give while talking is called elision. It is actually related to speaking however, speaking skills are greatly affected by our reading skills and thus it is important to be careful about noticing elision while reading; this is especially true for literature reading as there are elision points in the dialouges. They may be shown as a dot, dash or sometimes empty quotation marks which show that the speaker was taking a pause. The teacher should read the text with elision in a similar manner as would the speaker have said it. This is the natural language, that we take pauses to think while speaking and the teacher should bring

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the attention of students towards elision during the reading activity so that the students use elision themselves when the write stories, dialouges etc. Elision is an important language feature.

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Lecture 5

Topic 17: Personal Response - Repetition

Repetition is a characteristic of teachers. They are known by repeating the words and sentences and this is an important thing for them to do. It makes the students sure about something. We should consider that they want some assurance from us and they depend upon us. They think whatever we say are the right words.

Topic 18: Punctuation

Punctuation is something that we as teachers usually ignore however, we expect our students to use the right punctuations in their written work. It can only be learnt by the students while they pay attention to the various punctuation marks while reading a text. The teacher should bring the attention of students, while reading, towards word stress and intonation as that would further help them in their speaking.

Topic 19: Reading for Pleasure

Reading is a habit for adults and can be developed as a skill in children. A book can be a companion for adults. For young, reading and learning is a skill while they can enjoy it as well. They can look up meanings of difficult words. Often times, students are instructed not to look up meanings in dictionaries while reading but save the words for later by underlining them. This is so because in reading for pleasure, continuity is very important. Hence jumping from book to dictionary becomes a tedious exercise and not a pleasurable activity. It hinders reading from becoming a habit of sitting down with a book. We tend to learn more if we are stress free. So students should be guided by their teacher to read for pleasure and be able to choose their own book. At primary level however students need guidance in selecting appropriate books. For this purpose book fairs are a great place to buy cheap books and students should be encouraged to attend these. Rather schools should also invite book agencies to visit the school where children can buy their own books at low price.

The phenomenon of My Book is very valid here as it enables young children and students to buy books from their pocket money without burdening the parents. The confidence of reading a book bought by you increases the pleasure associated with reading. This hobby or habit should be developed early so as to instill the love of learning, of owning a book and keeping it safe.

Topic 20: Reading for Pleasure - Library Resources

Another way to develop reading for pleasure is to use library resources. In case a resourceful library is not available, the teachers can always make a mobile library for their classrooms. They can ask people to contribute to the classroom library and this can be an effective way to develop the habit of reading in children. It can duplicate the library atmosphere. If students are taught to use libraries at a young age, they start to appreciate the atmosphere of the library. The silence in the library is an attraction to human nature. This is a contrast to the classroom atmosphere which tends to be very active. Where as in a library there is more

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independence and less teacher interference. Students should be taught that they don't always have to rely on course books but consult other resources. Extra knowledge marks may be added in examinations. Libraries are not restricted to only schools, public or home libraries are also a great way to achieve benefits of reading.

Topic 21: Poetry

Poetry is a form of reading called recitation. It is different from text or prose. It differs in structure from a prose. To recite a poem is an art in itself. While doing so some features are to be kept in mind. The rhyme of the poem is very important. The rhythm is life; it takes you something which is spontaneous and natural. Since there is rhythm in nature, students accept it easily. Students should be encouraged to spot the rhyme of the poem. The second thing is simile. Primary school children may not be able to identify them in a poem, for e.g.; as bright as day. But the teacher can encourage if she feels necessary. There are also metaphors used in poems, to be understood mainly by secondary school students.

Topic 22: Poetry - Pronunciation and Word Stress

These are significant characteristics of a poem. During recitation the pronunciation is very important. The best way to improve pronunciation is by listening. It gives you a better response from your audience. If your pronunciation is correct more people will be able to understand you. The poem recital demands exact pronunciation as words are used differently from prose. Prose has the tendency to explain things while poem tries to hint at meanings.

Word stress is also important because you can change the meaning of sentences. If you stress on a particular word you can change its meaning and tone. A sharp tone can imply rudeness. We are able to explain the meaning of a poem by using the correct stresses. Words should be said in their right context in a poem. Emphasize on the words which need to be emphasized. You can only do that when you know the meaning and context of a word.

Topic 23: Reading Skills

Revision of Reading Unit

Things to look for while reading:

Linked text: Find an identifier where the text is being linked
Cohesion: Why are certain sentences bonded together?
Elision: Why are the pauses and where they are?
Repetition: Usually done by students while silent reading
Punctuation: Feature of both writing and reading
Sentence formation: Narrative or argumentative text
Idioms: Use of similes and metaphors
Phrases: Not commonly used now

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Writing is a direct product of reading. Advantages of reading would be reinforced while writing.

Topic 24: Reading Skills

Learning Outcomes

By the end of this module students would be able to

- Become friendly with letters and words
- Spell words correctly
- Pronounce the words rightly
- Read paragraphs with reference to the context
- Analyze the text to spot parts of speech
- Collaborate with peers in group tasks

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Lecture 6

Topic 25: Writing Skills - Creative Writing Skills

Writing should encourage creativity. Skill of creating must be instilled in children of all social backgrounds. Teachers need to teach grammar and spellings yet polish the imagination of students. Students should be taught to note down creative ideas whenever they come to their mind. This habit can be developed by carrying a notebook with them. The more we practice creativity the more it is generated. Imagination must be extracted from the mind and used on paper. The mind can think of a possibility of something extraordinary which should be transferred to paper.

Topic 26: Writing Skills - Grammar and Vocabulary

These are important tools for creative writing. Sometimes, students are creative in their thinking but not in writing. Here is where the teacher needs to help them with grammar of sentences to remove the barrier to creative writing. Students should not be discouraged if there are grammar mistakes. Build confidence in students to enhance their creative writing skills. Vocabulary is like hunting for words. Teachers can display words on the walls of classroom to reduce students struggle for the right words. Although reading is a great way to increase vocabulary but words close in meaning to the idea in mind should be easily available. Lesser vocabulary would discourage the student to write creatively.

Topic 27: Writing Skills - Spelling

Spelling is very important for academic writing as it is usually marked for in assignments. Writing on Computer indicates a different spelling of a word, American or British, the teachers should regard both as correct and acceptable. Too many spellings mistakes make the text lose its content. The marking criteria should be divided for segregated areas in writing. If the student is able to convey the idea properly but the spellings are incorrect some marks should be given for the idea. The assessment criteria should be fair. Detailed feedback is helpful for a student. What is right should be given credit for.

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Lecture 7

Topic 28: Developing Writing Skills

Formal Writing

Formal writing has different definitions in different regions in the world. Academic writing like assignments and essays is mostly considered formal. Words in spoken English may not be used in formal writing. There is a proper format for formal writing. There is a beginning, title and ending with a formal greeting. Writing in an official context is an example of formal writing. Personal communication is usually informal writing. Formal writing should be presentable.

Topic 29: Developing Writing Skills

Informal Writing

This is an opposite of formal writing. It can be included in the course of primary school children to make them understand the difference. Emails are usually written informally, without a title/name. But they can be formal as well, it depends on the receiver. If he or she is in a higher position, for eg; a boss or parent we tend to use formal writing. There is nothing wrong with informal writing; it just has different features and characteristics. It is mostly used online among young people with their peers.

The content of informal writing does not include explanation of the text. In this regard informal writing is similar to spoken language. The listener is usually familiar and knows what we are talking about.

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Lecture 8

Topic 30: Types of Text - Narrative

There are different types of texts in writing. Narrative writing is like telling a story. Students need to use words like "once upon a time", "next" and "finally" etc. The use of adjectives helps students use descriptive words for the characters in the story. This can also be a vocabulary building exercise. Helping words in a vocabulary column can assist students in being more descriptive. Narrative writing usually has a sequence of events and characters to add life to the story. Linking phrases are also useful for narrative writing. Students are usually required to write a narrative in exams.

Topic 31: Types of Text - Argumentative

It is similar to debates, but debates are oral and argumentative is a written form of debates. It is usually an argument between two people. There is a point taken with two sides on a coin while both sides are trying to prove a point. There is a sequence in the dialogues from both sides. One point is being discussed and then there is a counter argument. Both sides of the argument are to be taken into consideration. Opinion of both or more parties should be included in the dialogue writing. Punctuation is very important in the conversation to make the dialogues clear. Without punctuation the arguments won't be shown like a dialogue. Some words which are used in spoken language can be used in argumentative writing as well for e.g; "In my opinion", "I think"… Such phrases will make the argument evident. Polite phrases can be used according to the scenario for eg; "thank you for your opinion but…"

Topic 32: Types of Text - Dialogue

This is used in all types of texts. It can be sometimes used in narrative writing. The dialogue should be written in inverted commas to clarify that these are the exact words used by the speaker. Reported speech may be used without inverted commas for example; "He said that…" In an argumentative text a lot of dialogues are used. A statement will be using a full stop. An exclamation can be ended with an exclamation mark. A question should end with a question mark. An elision can be shown by using a dash. The state of the speaker can be mentioned in the parenthesis after the spoken words. For example; he said "…." (angrily).

Topic 33: Types of Text - Exposition

It is often confused with argumentative text. But there is a big difference however. In exposition there need not be a contrast or divide between ideas. It does not have to be argued with somebody. It is about having a belief and pursuing that stance. It is not common with school students as it is an advanced level text. It is mostly used in commercial campaigns for example; cigarettes cause lung cancer. It is to show one sided opinion. The teacher may give options to choose from different topics as students may or may not believe in that topic. Freedom to choose should be given to write an exposition text so that students can pursue what they believe in.

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Topic 34: Types of Text - Report

It is based on reported speech, when you transfer the information in your words. It does not use actual words spoken, known as direct speech. Reported speech is a part of grammar, known as indirect speech. Sometimes a few important dialogues may be used as in a journalist report. But usually the dialogues are not part of this kind of text. Words like: claimed, said, addressed can be used. The date and time and location must be mentioned in a report where a certain event took place. If location is mentioned in the title it may not be used separately. Expressions of the writer should not be included. The feelings should be detached, for example; I was very sad. Facts and figures should be used instead of personal feelings.

Topic 35: Types of Text - Discussion

It involves the mix of different types of texts. But it does have some features. It does not include confrontation of many opinions coming from opposite sides rather opinions would be agreeing with each other. Phrases like "we all agreed…" can be used. The information should be factual. Some discussions may not depend on facts. Students should be encouraged to watch discussion to see which ones are coming from facts and which are based on emotions. It has some significant phrases like using "I have been told", "I think my opinion should be added"; such language markers show that this is a discussion text. Students may be shown clips to make them understand the different situations in which discussions may take place.

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Lecture 9

Topic 36: Formal Writing - Letter

When it comes to formal letters we must address the person with title or surname. Upon ending, we should use greeting phrases like 'Best Wishes', 'Yours Sincerely' etc. Usually letters are formal when the recipient is a professional seniors, doctor, teachers etc. It is usually somebody with whom you have distance of respect. In the content of the letter, it should be within limits and there should be no unnecessary details. Teachers should provide an outline of a formal outline, beginning, middle and end for the ease of students. The formal manner should be according to the relationship of the recipient and sender. The details in the letter should be relevant to the issue at hand and of course respectful. It has to be to the point and precise.

Topic 37: Formal Writing - Salutations

These are phrases like 'Dear Father' or 'Dear Friend' etc. Sometimes we use different salutations for respectful relations. For informal writing, we can just use hi, hello. Phrases like 'Good morning' and 'Good day' can be used in both formal and informal writing. Some salutations are fixed for particular persons like for a legal officer, political leader, and royal family member. In that case 'Your Highness', 'Most Respected' would be used when the position of that person is limited in number. These can be used for a mayor, governor, judge and sometimes teacher.

Topic 38: Formal Writing - Formal language

Different cultures vary on which words are formal and which are informal but teachers should teach students how to make distinctions. Text messages are an example of informal language. Certain restrictions from family bonds have also been removed. Students might address their father as dad in a text message. A teacher should accept all kinds of ways in which students address their parents and not make them hesitant in sharing their answers. Teachers can ask students to turn a simple sentence into a formal one. In this way she can compare and get a brainstorm of lots of answers from her students.

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Lecture 10

Topic 39: Informal Writing - Reflective writing

It can be both under formal and informal writing. It depends on the organization and culture. It is something that we write reflecting back on what we have done in order to keep a record for further references. It is usually demanded by an institution and then it is a formal writing. It might be published somewhere and read by many people. Any kind of academic writing is formal. A prospectus is a good example of formal reflective writing. You can write your own reflective writing as well, as in the case of a personal diary where you can jot down your own reflections for improving yourself. This may be only bullet points or like spoken language for only the writer to read.

Topic 40: Informal Writing - Diary writing

Diary writing is another form of reflective writing. It can be done while doing an action or after the action has taken place. It is different from reflective writing in the sense that it can be current. It can be called note writing also. It can be used both formally and informally but mostly it is informal. Students can note down words in a diary for a word bank and a vocabulary building exercise. For formal writing you can use those words for a formal purpose. This is recommended for secondary level students. They can use technology to note down words too. Then they can always convey it into formal writing.

Topic 41: Informal Writing - Building characters

We often build characters in narratives, dialogues, dramas and stories. Even journalists use some character sketch to build the persona of a character. They use certain words to describe the attributes of a person. It can be both formal and informal. For a formal context we need to use formally accepted words. Sometimes we can describe the character in a casual way. For example, in fashion magazine we can talk about celebrities in an informal manner. Formal language may not be appropriate for people we are fond of to bring them closer. Whereas, a historian needs to use very formal language to talk about a political figure. Newspapers also use both formal and informal styles of building a character depending on the situation. Students need to learn this in literature where describing characters is very important to place the character in the right place.

Topic 42: Informal Writing - Emails

It is a very common means and used in offices mostly. It is a useful substitute for memos which were used to let the staff know about any order by the higher authority. It can be formal when you have to email a person who is higher in position and age or in a senior office position. An informal way can be as if it is a chain of communication just like a conversation. The thread can continue informally within an online group. It is like responding as if we are talking to a person. Emails have the advantage of replying instantly. You don't have to seek vocabulary as you can use words of your mother tongue, where as

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one cannot take the risk of using other languages in a formal email. Students must be able to identify and compare the differences.

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Lecture 11

Topic 43: Formal Informative Writing - Statement of Interest

It provides information that has to be used at a formal place. It is usually used in applications for job or admissions. Teachers should know the structure and format of applications. It should give precise information about applicants. Students should exhibit the statement of interest which means telling why they are interested in the job or admission. Statement of interest is based on the attitude and aptitude of the person. It is an important question in the job interviews, what is the priority reason for you? Along with being precise it should have information that is written formally. Students should learn how to write a statement of interest for a travel expedition or a voluntary case to evaluate their interest. This way they can know about their abilities and skills.

Topic 44: Formal Informative Writing - Application Details

This is in order to give information to the person we are applying to. To write about their skills and previous experiences, students need to be taught to write precisely yet explanatory. Teachers should practice writing applications in the class. Usually word limits are given for subjective answers. Helping words should be provided to students to guide them. Subjective answers can show the aims of the students. Teachers should use samples of application for the ease of students but the confidentiality should be maintained.

Topic 45: Formal Informative Writing - Profile Writing

An important part of an application is profile writing. It means people want to know you, a picture of what you are, how have you achieved your aims, what are your hobbies. Where details are required, few words will not be enough. Students need to give a good idea to the reviewer of their application. Students should not just write "cricket" in the hobbies section. They should explain at which level, with whom, who inspired them etc. It will give a lot of detail about a person's personality and character. Use different paragraphs for different topics in a subjective answer. Writing about your family, education, skills, hobbies, and talents is a good way to fill up your profile picture.

Topic 46: Formal Informative Writing - Curriculum Vitae or Resume

It is formal informative writing, as it is about providing facts based on reality. You have to inform the person about yourself, about facts that are always going to stay with you, like name, date of birth, nationality, religion etc. Layout of the CV is very important be it for higher education or job. It should be organized, starting with educational qualifications with the dates. You should specify if it is a degree, course or certification. The name of the institute must also be mentioned. Whether it was full time or part time should also be mentioned. You should stick with the format, whichever you are using. Divide your qualification in columns. It should be in chronological order. You should also mention extra-curricular activities; volunteer and charity work come under this.

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Lecture 12

Topic 47: Learning Outcomes

Students at the end of this module would be able to differentiate between types of text. They would be very familiar about the content and words they need to use when writing a particular form of writing. By the end of this module, they would be able to differentiate between formal and informal writing, compare diary note and reflective writing. For example; they would know that a report must be factual and formal. They would also be able to know how a certain text can be both formal and informal, link it up to the text and relate which type of text is it. They can decide which text they should use based on their skills and creativity. This kind of awareness will help them become independent learners and eventually better writers.

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Lecture 13

Topic 48: Speaking Skills - Favorable Classroom Environment

The environment must be natural, not artificial where people are mocking at each other and looking down upon the speaker. Even if students are making mistakes there must be no shame in that. Mistakes are supposed to help us improve. The atmosphere should not be of shame and guilt. Hence the environment must be friendly and accepting errors of others as English is a second language. This way students will not feel hesitation to speak up. The teacher should encourage students to speak in English only. She herself should avoid the mother tongue. This would make the classroom more favorable. She can put words on the board or walls or charts to help students use them in sentences. Teacher should understand the problems of grammar, pronunciation and punctuation and help them accordingly. The teacher should have encouraging body language and gestures like a warm smile. She should herself use the language she expects her students to use.

Topic 49: Speaking Skills

The teacher needs to have conversation and dialogue activity in the class to emphasize upon pronunciation and intonation. She should tell the students what is the purpose of each activity. She can divide the conversation into chunks according to what is being taught. Audio aids can also be made use of. Teachers should use examples in her conversation by using the speaking skills herself. Following different accents is perfectly alright. The basic understanding of pronunciation according to authentic dictionaries is what is important. Moreover it is a good exercise to listen to English news on radio or TV. Luckily in Pakistan we have quite capable news readers.

Topic 50: Speaking Skills - Language Games

Speaking skills are best learnt by fun. It is a natural instinct for people to speak comfortably in their own language. But in order to learn a foreign language, it is a good way to not to force people but use comedy and fun. When there is no stress on the brain, it is accepted freely. More words are picked by the learners in a game; funny words are very quickly absorbed by young learners. Words used in movies often become clichés and become popular among the mass mostly in a comical manner. Games in a classroom are a subtle way to convey the message. A teacher can find many language games online or in books. If a teacher likes to play games, she would become one of them. Students can enjoy and learn at the same time. Teachers should however maintain discipline in the classroom.

Topic 51: Speaking Skills - Building Vocabulary

Vocabulary plays an important part, how can we read if we don't know what is written. It can be provided by resources. For primary school students, teachers can provide word banks on charts, board, slides etc. For higher level students, you can have a resource corner in the classroom where you can put newspapers, magazines for consulting when students are short of vocabulary. This reduces the burden on the teacher and enables students to work independently. Students develop a sense of responsibility and confidence. Building

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vocabulary also helps students become confident that they don't lack the ability to use words. Familiar words are better absorbed by the students. It should be a regular affair for the class activities. Teachers can have dictionaries placed in the classroom and inculcate the habit of using them, few times they would need teacher's help but later they would learn this habit.

Topic 52: Speaking Skills - Pair Work

It plays an important role in developing speaking skills. Students often feel shy speaking to a higher authority. If this activity is done in pairs, where they speak to their partners and the teacher can supervise where they lack. She can note down their mistakes and give them collective feedback so as not to be embarrassing the students. This way they would not become conscious. Personal feedback can be given at a later level. In the beginning teachers should always give collective feedback without taking names. Otherwise, it would become very demotivating for the students. Teacher should explain her point and then she can observe their progress. Teachers should develop a structure of giving feedback when supervising pair work. It is also important to give positive feedback and praise where due. This would make the feedback authentic that the teacher was not only pointing mistakes but also appreciating the effort.

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Lecture 14

Topic 53: Speaking Skills - Selecting Topics

The teachers need to select interesting topics which are from common day affairs. It is a motivational factor which makes a lot of difference for students. She must consider the level of the students. For primary level students she can choose topics like cartoons and Barbie. She can ask them short questions to make them respond. For secondary school students, the teacher should look at the interest of the students. She can select topics related to electronic gadgets or technology. At higher level, the teacher can ask about their future prospects and other social issues. In any case the teacher should know about the needs and interest of the students. She can choose easy topics for weaker students, in order to encourage them to speak. She can use challenging topics for the above average students. This way she can cater to the needs of every student in the class.

Topic 54: Speaking Skills - Confidence

A lot of confidence is needed to speak a foreign language. It becomes easy when we get into the habit of speaking that language. The teacher is mainly responsible for building confidence for speaking in English, if she appreciates the effort it can boost the confidence. Confidence plays a major role to help people become good speakers. Sometimes language therapists can make immense improvement by making people speak clearly. People with speaking disability can improve a lot by encouragement. Students should be encouraged to express the ideas. Unfortunately, teachers can hinder the progress of the students by being overly critical. Therefore, praise is very important. A session of speaking in English in the assembly is useful, because a student is standing in front of a big group, this makes him very confident. Encouragement from parents also makes a lot of difference. This confidence is like producing an engine to start, and it works like a miracle.

Topic 55: Speaking Skills - Hesitation

Hesitation is something which results from demotivating factors. Criticism and body language can cause students lose motivation. Teachers play a major role in shaping personality of their students. The audience of the speaker is very important. The hesitant barrier can only be removed by the teacher as he is who builds up confidence to say more. The teacher must remove the hesitation by providing favorable classroom environment. Students feel shy and ashamed in speaking English. There is nothing wrong in speaking English. It should be encouraged and speaking of English is a good step towards learning. It should be taken as an achievement and pride. Teachers should talk to their students about their shyness. It should be treated as a normal conversation. Students should know that there is nothing wrong in making errors.

Topic 56: Speaking Skills - Introductions

The teacher can ask the students to introduce themselves. She can begin by introducing herself as an example. The students can follow her pattern. This creates a friendly environment in the class in the beginning. Later she can compare if they have learnt how to

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introduce or added anything new in their introduction. Teachers can make students imagine a certain situation or create scenarios. Also she can consult students about what they want to talk about. This would enable them to face any kind of situation. This social skill plays a major role in shaping the future of the students.

Topic 57: Speaking Skills - Know Me

That is a very popular activity; it can be done both in pairs and groups. For primary schools students, they can be divided into pairs. They are supposed to ask each other questions. The teacher can give a topic and students can decide what they have to ask.
This way there will be a link among students. Students can choose to talk about their family, if they wish so. The teacher should be monitoring this activity and should not let one partner dominate the other. She can ask the other one to start a new topic. It should be a learner centered class as in when the speaking skills class is going on the teacher should only be a facilitator.

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Lecture 15

Topic 58: Speaking Skills - Phrases

The teacher can provide different phrases for students to use in their conversation. This activity is not possible in primary school as they would not be able to understand the meaning of phrases. Teachers can use phrases from text or lessons students are already familiar with. Students can find meanings of phrases by asking their peers. This activity should be more intrapersonal rather than the teacher intervening all the time. Teacher can take rounds and monitor them while not making her presence felt. She should not look at the faces of students to make them conscious. The students should be dealt with independently. It should be learner centered activity. The teacher can make informal observations of her students and perhaps evaluate them. After ten lessons she can reevaluate them to check their progress.

Topic 59: Speaking Skills - Collocations

They are relevant to higher level students. Teachers should not be doing this activity with primary grades. Collocations are like phrases, with more than one word that goes well with another. The only difference is that collocations are words commonly used together for example; get well. Advertisements use collocations like: buy one get one. People tend to learn these quickly as they are quite catchy. In case of phrases, usually they have a different structure of words. The teacher can divide the class into two groups. She can give slips to each student of first group with one word of the collocation and other word to second group. Students can then try to find the match of the word they have and stand next to their partner when they find the right word.

Topic 60: Speaking Skills - Imperatives

They are commonly used in speaking. They are often used in a classroom like "open the door" these are things to be done at the present moment. They are direct in nature and usually tell people to do something. These are like rules or orders. Students don't have to use a lot of vocabulary. Students can be asked to change statements into imperatives. It can be made into a game, instead of writing the definition and looking at examples.

Topic 61: Speaking Skills - Fluency

Fluency is developed gradually; hence it should not be immediately expected. The teacher needs to be very patient in a speaking class. In a speaking skills classroom it would mostly be one to one interaction. After a few months students should become better in fluency. Therefore, teachers should not discourage and cut their conversation in between. She can always provide feedback later and provide helping words in the classroom word bank. Words can be provided verbally as well. Sometimes it is not good to intervene as fluency is hindered in that case. Teachers should give them time and space to think of the right words to ward off nervousness.

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Topic 62: Speaking Skills - Intonation

Students should know the importance of intonation to bring out the meaning of the sentence. Usually language labs have audios, if they are not available; teachers can repeat the sentences to emphasize on the pronunciation and word stress. She should repeat a sentence five times. Usually a good listener needs to listen to a sentence at least three times. There can be an activity of compare and contrast. She can say a sentence with and without intonation and students can tell if there is a difference in meaning. If students are not able to follow, teacher can put the intonated word on the board for the students to focus. This way she can cater to the needs of weak learners.

Topic 63: Speaking Skills - Accuracy

Usually when people speak a language they become critical about its accuracy. You need to remember that 100% accuracy with a foreign language is not possible. But teachers can try to be as accurate as possible. This is developed gradually, and teachers need to be very patient. Accuracy in speaking skills is quite a task. Speaking time is important in judging the accuracy of the language. Primary school students may not be well versed in English if they did not have any speaking skills session. Some parents don't like to speak English at home but prefer the mother tongue. But in order to master a language, it must be spoken. So parents should try to cooperate. Specified speaking sessions should be included in the classrooms to apply English. Practice must be emphasized at primary level because it becomes natural without any consciousness like their mother tongue.

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Lecture 16

Topic 64: Speaking Skills - Fun language

This is a more informal way of learning a language. Teachers should make students aware that fun language can't be used on formal occasions. Teachers should however keep in mind the culture of the organization. It can be used on a casual occasion. It lacks salutations and greetings. Fun language can be added in the games played in the class. A teacher can replace words with codes, numbers, letters or gestures or anything she chooses to make any word into a more polite word.

Topic 65: Speaking Skills - Greetings

Greetings are a good way to learn a language, learn manners and greet people. Learners become familiar with the words and learn faster. Teachers can bring greeting cards in class and use them to teach them intonation and word stress. Students need to look at extra resources other than textbooks so as not to get bored. The teacher can also take her students to the notice board and note down something interesting written on it. Later they can share it with the class with correct intonation and pronunciation. This way they will get practice and also get to know the importance of a notice board. They would also know what is going on in the school. This is indeed a rewarding exercise.

Topic 66: Speaking Skills - Advises/Requests

Advises and requests usually require polite language. We need to show that in our intonation. A request should not look like an order. Advises should be firm in their intonation. You cannot make a request when you are impolite and loud. Teachers need to advice with a lot of faith and not confusion. It will not really have an impact. Certain words create confusion. Proper words should be used as they make a lot of impact.

Topic 67: Speaking Skills - Pragmatics

This is the practical language, the language that is being spoken. If something is being said politely, pragmatics shows that it has been said in politeness. Students need to know that word selection is important to convey their meaning well with a practical application.
Teachers need to use language that has a practical impact. If the students use words that convey annoyance, it would not have a long lasting impact. If words are reflected by emotion they would not be believed by the students. It will be taken momentarily .Application of language should be detached and impersonal from emotions. It should have passion and commitment, but not hatred and insult. The words which are attached with negative emotions don't carry an impact. Teachers should focus on pragmatic language to make the students learn.

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Topic 68: Speaking Skills - Interpretation

Interpretation of words is very important as there is no time gap between delivery and reception of speech. Students should be told that there can be many interpretations of the words spoken. Therefore, meanings should be clarified. Speaking is a more sensitive activity than writing as it is more momentarily and there are more chances of misinterpretation. Words have more than one meaning and context; hence teachers should tell students to clear the confusion even if it is with a higher authority. Teachers should be more adaptable in accepting mistakes as we are not native speakers. The actual meaning must be conveyed as words carry more than one meaning.

Topic 69: Speaking Skills -Netiquette – IT Language

The etiquette to use language online, the net language also has some manners. Students are usually speaking that language too. Casual and informal language can be used but there should be restrictions on its use. Since the words are spread to a lot of people, some words should be censored. Some words are not accepted in the society members like senior citizens or children.

Topic 70: Speaking Skills- Descriptions

There are many language games that can be based on description. Primary school students can be asked to describe the things in the classroom. Students love to look around in the class. This way they would be learning a lot. Students can first name the things, then make sentences about their description. This activity is bound to increase observation and vocabulary. They can practice this at home as well. For secondary school, we can modify it. They can talk about a character, a celebrity or any family member. They can use adjectives and learn sentence formation. Students at higher level can also go for an interview. They can then share and reflect about their experiences.

Topic 71: Speaking Skills - Adjectives

Adjectives help us to describe people and places. The teacher can ask the students to use adjectives in sentences. It can become a vocabulary aid. Students who are weak in adjectives can get help from those who are better. This way it can become a peer based activity. However, it should not be made obvious in the class that who are the weak students, it is to encourage collaboration and cooperation. It should not belittle the weak students. Learning from a teacher, they can become more conscious about it. The same adjective can be used with many words. The teacher should encourage questions among students.

Topic 72: Speaking Skills - Peer Assessment

It is a good practice to make the students assess their peers. They like to listen to what the other person is saying especially if they are of the same age. They tend to focus more on what they are saying. It is like a chain building activity. The teacher should explain what she needs them to do. Students should be very honest and fair in assessing their peers. This way students will understand how an assessment is done. Students come to realize the accuracy

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of the teacher in assessing them. It is like a reciprocal activity. It has many advantages. Their listening skills are also developed. They can compare their own speaking skills and be motivated to learn from a better example. The teacher may give a criterion for assessment in case there is some problem.

Topic 73: Speaking Skills - Pair work

Pair work can be useful in assessing their skills. Sometimes teacher is concentrating more on marks distribution than on the speaking skills. It is a good idea to divide the class into pairs and they can talk to each other while the teacher can mark them. One to one assessment is not as successful as pair work. The selection of topics should be relevant for their level. Topics should not be close ended. It should be interesting. Students can also have the liberty to choose a topic of their own interest. In order to let the conversation flow, the topic must be interesting enough to facilitate the students to speak.

Topic 74: Reflection

This is another method to assess students in pairs. Teacher invites the pair in front of the class and the criterion of marking is given to the class. Students are not going to doubt that there is bias in the class. The conversation between the pair is a reflection tool for the whole class. The teacher can consolidate the results herself. The audience group can make an assessment speech later. The teacher can give feedback later to make it a balanced reflection. The class will be encouraged to mark each pair's use of expression, intonation and pronunciation.

Topic 75: Self-Assessment

This is another practice to asses the speaking skills of the students. This is also a popular practice. Students should be trained to assess themselves; they should be taught that you are the best judge of yourself. They would not need any outside assessment. Language teachers must inculcate this in their students. Students, once they get into the practice, they can do it any time as it will become their second nature. This can be done in higher level as well; they can easily assess themselves and have a meeting with their teacher in tutorials. Instead of the teacher pointing out, it will be coming from them, and there will be no doubt about it. They will themselves identify their problems. For continuous formative assessments this is a very good practice. It would save a lot of teacher's time as well. They can compare their performance with their previous one.

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Lecture 17

Topic 76: Teacher's Support

Teacher's support is very important even when students are learning independently in the sense that she should monitor, facilitate and supervise them. A teacher should remove any kind of bias and help them with appropriate use of vocabulary in assessment. The teacher needs to guide the use of words on internet. She should emphasize on the use of proper words to request, advice, greet, question etc. This is related to the pragmatics of language in both speaking and writing. Greeting without intonation is important, the teacher should not use the phrase "this is wrong" if she finds any mistake, instead she can repeat the sentence correctly.

Topic 77: Learning Outcomes

After this topic on speaking skills students will be able to speak with confidence. Teachers also need this confidence as it is a foreign language. As they say practice makes a man perfect, the more they speak the more they learn. Students will replicate their teacher's fluency and confidence. The natural form of teaching English to speak is much successful than the formal ways of teaching. Games and fun are a good way to enhance the speaking skills through enjoyment. Students can gain a lot of confidence with getting praise from parents.

Topic 78: English Language Skills

There are four basic skills required to learn a language:
Listening
Speaking
Reading
Writing

In listening skills, the focus is on intonation and pronunciation. Usually audio aids are used in language labs. As a product of what is being said in the conversation, a student would be able to speak. A listener needs to focus on important features in order to comprehend. Sometimes, the listener needs to listen to the tape again and again but that may not be allowed in the exam.

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Lecture 18

Topic 79: Listening Skills

The teacher needs to emphasize on intonation and pronunciation in the audio tape. What is the tone of the words being said, what is the mood of the speaker and the pitch of the speaker. The teacher can use some words from the tape and write them on the board to familiarize the students. While the tape is going there must be no movement and sound. The students need to have full focus and attention on the audio. The teacher can do live speaking as well while sitting so that there is less focus on her movement. She should use short sentences as long ones might distract the students.

Topic 80: Listening Skills

It is a good practice if the teacher writes on the board what students need to focus on. She can define the terms on the board as well, like;

Word stress – stress on the word to get meaning.
Intonation – high or low pitch of spoken sentence.
Collocation – two or more words that go well together.

It is common to give sheets of paper to students to write new words they have encountered. This way students will try to focus more and become good listeners. Speaking is a product of listening and this way speaking would also be improved. The content of the audio would also help students gain insight into how words are used.

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Lecture 19

Topic 81: Significant Points to Develop Listening Skills

There can be exercises to enable students to focus on certain things. The teacher should inform the students that they need to collect information while listening. Students can point out the ethnicity and nationality of the speaker from his or her accent. It would be a task for higher level students. Other things about the character of the person can be written down. Sometimes, students can draw a profile picture of speakers who are on the tape. For reinforcing of listening skills, students can write down the words and repeat them. The teacher can stop the tape when she wants her students to repeat some words. Mirror exercise is also useful as it is about repeating what is in the tape and you practice speaking in the same manner.

Topic 82: Significant Points to Develop Listening Skills - Focus Building Exercise

There are many ways to develop focus. Teachers should tell students that they must look for numbers, for e.g., 15 and 50 may cause confusion. In order to have correct understanding, students need to make a note of it. Postal code is also very important. Again it consists of letters and numbers, for e.g. n and m cause a lot of confusion. In a listening exam, the speaker may not clarify so students have to be very careful. The number of speakers can also vary; students usually don't notice the number of speakers. Students need to identify the age and gender of the speaker as well.

Topic 83: Communication Gaps

Communication gaps take place in speaking exercises. In listening skills they can occur too. In case there are any gaps, the teacher should repeat the audio and make sure that the students pick up the missed information. She needs to develop careful listening habits, while students are listening they should be fully alert and all distractions or interruptions should be minimized. Listening should be done in a relaxed, friendly environment otherwise tense atmosphere will not let them listen at ease. Teacher can do some test listening before she starts the actual task. Students need to know the process of the listening activity. Teacher can write the steps of the activity on the board to make sure all the students can catch up on what's going on. This way they would become familiar and listen for details, numbers etc in the audio.

Topic 84: Essay

Essay is usually a part of the literature syllabus, but students should know how to analyze an essay. An essay is a collection of sentences and paragraphs. The beginning of each paragraph must express the purpose of that paragraph. A new idea must begin in a new paragraph. The linking pf paragraph is also significant to learn. The sentence formation usually has all the parts of speech in it. Students should use different kinds of adjectives. With the use of nouns it is difficult to use different words, e.g. a cupboard will always be a cupboard. It has been seen that students mostly stick to the words "good" and "bad" for adjectives. Teachers should teach students more alternative words. Too much use of the same word would not

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carry an authentic message moreover the examiner would not consider the writer to be a good writer. The teacher should encourage creative skills and rich language. Students should be encouraged to write their own option and imagination. Teachers can give them samples of good essays where there is rich exposure of language. By reading good essays students would be able to write good essays. The essay can have three paragraphs, Students should be careful about word count. Instructions should be clearly written down for students.

Topic 85: Exercises

These exercises are to develop the reading, writing skills and how an essay is to be read. This exercise can be useful for all levels. Gap filling exercises, traditionally called fill in the blanks, enable students to form meaningful sentences. They also develop the skill for looking for vocabulary. Instead of students looking for words and wasting time, teacher should provide them with the list of words. In order to achieve the aim, she should facilitate the students with word bank. Teacher can mention how many words are required in the gap, by mentioning the number in the bracket at the end of the sentence. She can also fill the first one to help the students. In primary school, teacher should supervise the students in this exercise.

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Lecture 20

Topic 86: Match the Words

These exercises are useful and they build up vocabulary and understanding. It is started by matching pictures with words. This way they can learn names of things, even in the classroom. In secondary school, the teacher can provide two words which are similar in meaning put sequence is jumbled up; column A has to be matched with column B. There can be collocations to match the words. This is a useful exercise to enable students to look for another similar word. Students can also think of a third word and write that down side by side. This way they are going to enhance their vocabulary. Teachers should accept those words and not consider them wrong. This is done while reading as well. Students can underline words which are similar in meaning.

Topic 87: Defining Characters

Characters are to be looked at with utmost clarity. Teachers need to develop a skill by doing a profile on the characters. She can ask her students to draw the character. It can be a fun activity, this way students can imagine the character well. Teachers can encourage students to get into the roles of characters. Role playing can be an effective way to understand the character fully. If no one wants to volunteer, the teacher can nominate the students. Characters out of the course or essay should also be encouraged.

Topic 88: Look for a Picture

The teacher must bring a picture which should be interesting and elaborate. She should leave it to the imagination of the students to describe the picture. Students would develop imaginative skills. Teachers should not be too critical in judging student's imagination. A higher level student may relate the picture to some background story. It is the right of every student to learn, whether they are imaginative or not. Teachers should encourage students to participate in them. Students can practice this exercise outside the classroom as well.

Topic 89: Outline of a Short Story

It is also included in the literature course. It is usually interesting to read as it is short. Students can be encouraged to write short stories themselves. Teachers can give either ending or beginning to give students an outline. Along with outline, she can also give a sentence, or the whole story can be written in a gap filling exercise. Students can imagine and write what they think happened. Teacher can provide resources to help students. She can integrate multi media resources as well. The visual learners would be very happy to see pictures and words in order to write a story. Teacher can tell the beginning orally as well. Students can then continue after that. She can then carry on with the story. The teacher can then develop the rest of the story on that idea.

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Topic 90: Short Story - Scene and Situation

Scene and situation is developed according to the basic theme of the short story. Is the situation of war, poverty, and peace etc, all these things have to be discussed at length by the teacher before students write the short story? This way students will have a context and a schema in their mind. Otherwise it will be a time-wasting activity. Understanding of the background and culture is important; e.g. students should have knowledge of a village if the story demands so. It is not expected of a student to write a short story without having words to write that, therefore teacher has to specify whether the short story has to be dramatic, real life incident, heroic act, series of events etc. Short stories in the newspaper have a series of events. Teacher has to determine this according to the level of the students.

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Lecture 21

Topic 91: Grammar Use - Present Simple

Students must be aware of proper grammar use in writing. While reading, students should identify grammar usage. Tenses are the most important feature of grammar. Present simple is the first tense students learn. The best way to learn it is with examples like I eat, I go, I run, I laugh. What is happening at present is being described in present simple tense. An action verb and a subject is what make a present simple tense. A subject can be a noun or a pronoun. An object may be added. E.g., I eat an apple. This transition should be very gradual. Use of article has to be introduced gradually as well.

Topic 92: Grammar Use - Past Simple

It is something similar to present simple but the difference is in time. The time has passed now. "I eat" now becomes "I ate". A teacher can draw a timeline as it is a useful tool in grammar lessons. It is a common practice at all levels. Jumping from present to past would make students understand it well. The past tenses of verb must be taught to students. Teacher can make columns of verbs in random order and ask students to match them. It is not a good practice to memorize the past forms of verbs. Students should be able to consult the teacher for help.

Topic 93: Grammar Use - Continuous Tense

Both present and past also have continuous tense. Continuous means something is continuing. If we are talking about present continuous, something is happening. For this purpose, "ing" is important. Students would be able to identify very easily through this sign. However, differentiating between present and past continuous must be taught to students. Present continuous tense: I am writing a letter. The verb is in present. Past continuous tense: I was writing a letter. The verb is in past. In this way students would be able to identify easily. Students need a lot of practice. Learning tenses orally is also a good way. Teacher should also participate in making sentences.

Topic 94: Grammar Use - Present Perfect

It has to be in present form but it uses a participle. For example, I have written a letter. This is taught in secondary school mostly. "Written" is the past participle. The tense is present. It indicates that this action was done not a long time ago but in recent past. Let the students reason why have we not said "I wrote a letter". This can be in answer to the question: Have you written the letter?

Topic 95: Grammar Use - Past Perfect

It happened in the past and the use of participle e.g., "I had written a letter". Students might ask why we can't say I wrote a latter. There is a difference in meaning. "Had" specifies that the action was done a long time ago but relevant to the time period we are in now. The meaning and purpose of using past perfect is that the action was carried on. I wrote a letter

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could be many, many years ago. The teacher needs to introduce the participles of the verbs as well. These are available in the grammar books. Teachers can use match the word exercise.

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Lecture 22

Topic 96: Grammar Use - Future Tense

It is about what is going to happen in future. The action is a planning or a wish. Future consists of a subject, the future form of the verb and the object. For example, I will eat an apple tomorrow. The use of will and shall with the verb is very important. Later, tomorrow, afterwards are words that specify that the action will be done in future. The teacher can add the extensions of the future tenses according to the need of the future tense. Students can add phrases of their own choice as well.

Topic 97: Grammar Use - Conditionals

These are relevant to future tense. They are taught at an advanced level. Conditionals have a situation of a future, wishing for something, or something that would be done in the future, imagination, regretful action that was not done in the past. There are three types of conditionals, first, second and third. Modals are words like; May, might, could, would, might not. These are for showing things that have not happened but it is wished that they had happened. It shows the intention of the action to take place in future or imagination. Modals are usually available in grammar books.

Topic 98: Grammar Use - First Conditionals

First conditionals are easy to understand. These are things that would be possible to happen. The things that are natural and factual. For example, the water will boil at 100°C. It is different from future tense as it has a condition. It is a scientific fact, it is going to happen but it also has a condition, it will only boil at 100°C otherwise it will not boil. It is a future tense. The teacher can ask the students to underline the words that make the sentence a conditional.

Topic 99: Grammar Use - Second Conditionals

As it is clear, these are on a second level degree. They are based on wishes, for e.g. "if I had money I would buy a house". The condition is if the person had the money. The sentence carries a meaning of wish. Use of if shows the wish. Would is the modal word here. Second conditionals are also used when things are not really possible. Some second conditionals are also put in first conditionals; e.g. "if I had worked hard I would have been successful", because it is not really possible. Usually the facts are in first conditionals, and impossible wishes are in second conditionals. Things that are never going to happen e.g.; if I was a billionaire I would buy the world.

Topic 100: Grammar Use - Third Conditionals

Third conditionals are mostly based on regret. Modal words are also used along with the use of if, e.g. "If I had worked hard I would have scored maximum marks". The condition here is of working hard. Now I cannot work hard, the time has gone. The verb is in past as it is showing regret. If I could have seen my mother she would have blessed me. These regrets

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cannot be undone now, they have already caused harm. The condition is that this action should have been done in past therefore the verb is in past. E.g., "if I would have reached earlier" shows an irreversible regret. To put it simply, it is regret with a condition.

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Lecture 23

Topic 101: Survey

It is a good way to find out which is the favorite genre of literature of the students like poetry, short story or novel. The feedback on the survey would help them meet the need of the students. Teachers can add material according to the preference of the students. In the West, teachers usually form some percentage of the syllabus according to the needs of the students. It is important to base our curriculum on the needs of students. It should not be enforced upon the students.

Topic 102: Planning for Different Groups

Planning for mixed ability group (also differentiated teaching) means the teacher is catering to the needs of all the students. She needs to do planning for students with all abilities present in the class. This can be applied at all levels. The participation of all students should be there in the main activity in the class. Assessments can also be broken down according to the level of students. Tasks given should be according to the abilities of students. Complicated questions should be for challenging students, and simple ones for average students. No student should feel deprived. If a student is making progress, she needs to appreciate and encourage. Teacher planning needs to be modified for the purpose of serving each student.

Topic 103: Planning for Different Groups - Clear Instructions

Teachers need to keep in mind that clear instructions play a great role. In the beginning, instructions should be made clear. Any ambiguities can lead to waste of time or even demotivating to complete a task. Instructions can be written on the board. Questions should be encouraged. No student should be unable to see the instructions. They can be written on their worksheets as well. Any confusion must be removed by modifying the instructions. Extra marks for writing more than one answer should be made clear. The habit of reading instructions is also a useful skill for effective learning.

Topic 104: Planning for Different Groups

These are made in lesson planning or in a final exam. They are possible at all levels, wherever there is need to do so. Teachers should however be careful that any modification should not disturb the link to the rest of the lesson. It is not a good practice for an observer to modify the lesson during a lesson. It can create confusion for both teacher and students. It can be applied later or in next class. Students should be trusted bout modifications. Teacher should let them know about the modification she makes. It can be added in lesson plan as well by using a different text color. Later she can review and analyze if it was better or not. They should be discussed in staff meetings also.

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Topic 105: Planning for Different Groups

Needs Analysis

This can be for students as well as for the teacher herself. Primary school children show their needs and emotions very well. Secondary students sometimes do not show what they need while learning. There are different ways to do a needs analysis. Teacher can form a questionnaire to ask them what type of learners they are. How do they learn best, while they are reading, listening, memorizing, or looking at pictures? She can herself evaluate how the students have responded to assess how they learn. She can notice which students need help in which activity and then she can make those students do extra work and activities. Some students may need more appreciation than others. This should not be ignored but it should also not look like she is doing favoritism.

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Lecture 24

Topic 106: Planning for Different Groups - Visual Learners

Types of learners in the class must be identified. Visual learners are those who learn from looking at things like movies, videos, and pictures. It triggers their memory to learn, memorize and responsd to things. To determine if a student is a visual learner, she can ask students questions about a video. Students who remember the details correctly would be visual learners. They would also respond in a visual manner. They might want to draw something especially a character. They can get a very good image of what the teacher is talking about. It would add to the fun in the classroom. Resource books with pictures should also be present as visual learners would love to relate pictures to their lesson.

Topic 107: Planning for Different Groups - Audio Learners

Audio learners love to listen and learn. Teacher can bring audio tapes. They can register what they listen to and it is printed in their mind. Teacher can make sounds of letter to help pronounce words. Sounds of animals can also be played and students can name the animal. Audio learners would greatly benefit from this activity. Parents can also be informed about the student's abilities so that they can cooperate. The habit of listening to instructions and paying attention can be a good skill. Other students would also benefit from the responses of the audio learners.

Topic 108: Planning for Different Groups - Kinesthetic Learners

Kinesthetic are those learners who like to physically touch things. These learners can be good engineers and architects. If she wants to talk about a car, she can bring a toy car. Students can name the different parts of the car in English. This can be done in primary class. Teacher can have an outdoor activity e.g, she can go into the ground and touch things and name them. They can then write about them. How it felt, what the texture was like. Teacher can easily identify who are kinesthetic learners. One student can be more than one style of learner at the same time. Audio learners can also be kinesthetic learners and so on. Kinesthetic learners don't like to sit at one place. It may not be a behavioral problem but only a difference in style of learning. Teacher should never discourage this type of students.

Topic 109: Planning for Different Groups - Intrapersonal Learners

Sometimes we notice there is one student in the class who is sitting by himself and not interacting with others. We usually think he is shy, but that is not true. He is basically an intrapersonal learner. He learns best when he is on his own. When he is looking at a picture in a group, he may not learn as much as he can when he is by himself. Teachers need not to label him as shy. Teacher must take care he is given resources where he can work by himself. Parents must be informed, most of the time they have no idea that he needs space to be by himself. He is not able to learn well in distractions. They blame him for being careless and it can be demotivating for the student. He should not be among other siblings while learning and keep less distraction.

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Topic 110: Planning for Different Groups - Interpersonal Learners

It is just opposite of intrapersonal, these learners like to socialize, they learn more when they are with their friends. They like to discuss issues. They try to dominate the classroom but the teacher should make sure it should not cause complex in other students in the class. They are very loud in their learning and tell others what they know. They should not be snubbed. They should be directed to listen to other people as well and direct their learning. Teachers can make them leaders for the group. Because they are very social, they like having attention. Teacher can designate them groups and tell them their responsibility. She should train them to let every member speak. They would be helping the teacher in improving the skills of the rest of the group. In any case, every student can benefit from interpersonal learners.

Topic 111: Planning for Different Groups - Logical Learners

This is associated with those students who are good at mathematics or logic. Teacher can consult math teacher for identifying these types of learners. One student can be both visual and logical learner. Teacher can use post codes and numbers to cater to the logical learners. A teacher should include all these types of learning styles in her lesson. Most of the classes have a mix of these, some students may have all these learning styles where as some may have only one. Students need something according to their learning style to learn at their own pace.

Topic 112: Planning for Different Groups - Linguistic Learners

Some students pick up words from what they listen to. They learn from the verbal language of the speaker. This often happens in primary school. Parents and teachers need to be careful about what they say as children might be linguistic learners as it is very difficult to remove a word from a child's mind. Psychologists have proven that what a child learns from his early years, it is very difficult to erase what he has learnt from his memory. Teacher can use linked text in her conversation. At the end of the lesson, she can practice some sentences orally e.g., "Have a nice day." She would notice that linguistic learners would eagerly respond.

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Lecture 25

Topic 113: Make your own Resources

Teachers need to make their own resources according to the needs of the students. She should bring resources with herself. Language teachers are advised to carry a bag of materials with them. The teacher can make her own audio and visual tapes by use of technology. This change in the routine of learning will bring enjoyment. Classrooms should be made practical yet fun as they are a second home for the students. Teachers can have a resource corner in the class. Audio video resources can be made by the students themselves.

Topic 114: Print Resources - Use of Materials

Teachers need not purchase expensive materials. They can use recyclable materials like newspapers. Print resources are very inexpensive and easily available. It is a good practice to collect materials in the homes of students. Teachers can make valuable resources in this way. School library can also be consulted. Old books, letters and old magazines can be useful. Students should be encouraged to collect their own resources. They can find relevant material in the print media. They can paste it on the wall for everyone to read in the class. These authentic materials can be useful in analyzing original scripts.

Topic 115: Print Resources - Newspapers

Print resources have a lot of presence of newspapers. They are easily available. Current newspapers can be used for discussion purposes at higher level. A pyramid discussion can be done; one pair can give new information to another pair. In the end we have all the information in a pyramid form. A final discussion can take place among all the pairs. Then they can write down the gist of the article. Primary students can be asked to pick three lettered words. They can paste them on the board. It would boost their confidence. Teacher can use headlines to replace others words. It can be fun learning. In some cases newspaper cuttings can be used.

Topic 116: Print Resources - Magazines

Magazines are of various types. Fashion magazines can be used to identify informal writing. Educational magazines can be used for academic writing examples and formal writing. Magazines can be labeled accordingly for the ease of the students. Magazines are helpful for visual learners. They can talk about the pictures to their partners. Teacher can encourage talking in a funny, serious or creative manner. Teacher must monitor them to make sure they are not getting off the track. Teacher needs to make sure only permissible content of magazines should be discussed in the class.

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Lecture 26

Topic 117: Print Resources - Reading Maps

The online maps like Google Maps are very commonly used nowadays. Students must be trained to read maps. They can be given maps on leaflets. It can be done on a primary level. The teacher can make a map of the school. In this way students would not depend on anyone to reach a destination. Teacher can make the students do an actual activity where they go out of the classroom and find a certain place. They can tick off the place they reach at.

Topic 118: Print Resources - Charts/Leaflets

Charts, leaflets and cards can be used after recycling from the school store. Students can also bring their materials to use. They can be used in so many ways. Secondary school students can help the teacher make resources. It will be a good learning activity. They can cut words from them and past them on new charts. These resources can be displayed on the walls. They would appreciate the idea of doing things themselves, own their work and take care of what they have created.. Such activities not only engage the students to positive activaties but they also make learning fun. It is not necessary for the teacher to talk all the time. The classroom must be learner-centered.

Topic 119: Online Resources

Online resources are very common at each level. Especially Google Scholar is a great way to get access to articles and sometimes books. For primary school students, they can find nursery rhymes on their tablets. There are many websites that are offering online material. Some sites are totally free for teachers and students. Some sites ask for annual subscription. Some schools have online libraries especially in the West. Some sites need login details for access. Dictionaries can be used online as well as it is very handy. Synonyms and sentence formation can also be easily found online.

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Lecture 27

Topic 120: Resources - How to Read Instructions

Students need to know how to read instructions. Knowledge must be applicable. Students should be in a habit of reading instructions. Teacher needs to collect a variety of forms of instructions. Food packages like teabags, cornflakes etc are useful materials for this purpose. Students can bring the packaging and read it to the class. This can be done at a basic level. Something as simple as "stir well" can be a good example. Instructions are also given on medicines. They are very important as they can cause serious harm if not followed properly.

Topic 121: Lesson Delivery - Record a Good Lesson

Teachers need not be conscious as it is a live activity so there is room for mistakes. Teachers may record a lesson that went well. The observers sometimes ask how was the lesson as they think teachers are the best judge of their own skills. Teachers can find what was good in it. It is good to focus on what went right, as it encourages us. Teachers can compare other teacher's lessons with their own and learn from others. They can discuss with an experienced person and evaluate their own lesson delivery.

Topic 122: Lesson Delivery - Team Teach

Team teach means you can have an assistant teacher in your class. Both of you can work together and supplement each other. It is going to benefit both the players. Classroom management can be much better in this way. One teacher can handle individual tasks and other teacher can manage the overall class. Junior school teachers can team teach with senior school teachers to learn their techniques. It is a matter of team playing, learning from each other's experiences and also to appreciate each other's efforts. A change in the classroom environment is a good way to motivate the students especially those who are shy. Later the teacher can do a survey to assess if the students enjoyed the team teach.

Topic 123: Lesson Delivery - Use of PowerPoint

Teachers can use PowerPoint to enhance learning. Something new always attracts the students. It is an additional means of learning. Pictures, video clips and sounds can also be used. Teachers can assess the student's understanding by asking short questions about the video clips. Teachers should show the slides again and again as reinforcement is a very important factor of learning. Reliance on IT is a new way to learn. Students should be taught to not just depend on books.

Topic 124: Lesson Delivery - Use of Cards

Write your points on a card when you are delivering a lesson. Sometimes teachers tend to forget what they had to say. It is absolutely okay to consult a card in that case. Colored pens can be used to make differences of noun, verb etc. Having notes on a paper is difficult as they can sometimes stick together or fly away. Use a bigger font on a card. Teachers can show a card to the students to help them spell it. Teachers can give red, yellow and green

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cards to students to assess herself. If they understand the lesson the can show green card. If they didn't, they can raise the red card. Yellow card would mean somewhat understood.

Topic 125: Lesson Delivery - Eye Contact

Eye contact with audience is also very important whether it is a presentation or a lesson. Students become alert and attentive if the teacher has eye contact with them. Teachers should have eye contact with everybody otherwise it would create a bias and consciousness. No eye contact can lead to students being upset or losing interest. In primary school it is an important way to evaluate the attention of the student. The teacher needs to know what her students are doing. Eye contact should be equally divided. Too much eye contact can make the student nervous or conscious.

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Lecture 28

Topic 126 Lesson Delivery - Short and Precise

Time management is important. Short sentences should be used as students might get entangled in longer sentences. Teachers can divide sentences in two sentences as well. She can use pauses between sentences. Short sentences are easy to understand and remember. She can divide sentences into short questions. Students need not use replicas of what the teacher is saying.

Topic 127: Lesson Delivery

Summary

Making a summary at the end of a lesson is important. She can use feedback from her students by brainstorming activity. Teacher can ask the students to write the summary themselves. Then she can write them on the board. This would encourage a learner-dependent class. By that summary she can evaluate if the lesson is well understood. A gap filling activity can also be used. Few words can lead to completion of sentences. Students are contributing to the wrap up of the lesson, and reproducing what they have listened to.

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Lecture 29

Topic 128: Helpful Tips

Body Language

Body language should be helpful and cooperative. It should show willingness. Sometimes students feel that the body language is tense as if she is annoyed by her students. Teachers should not let any negativity filter into their students. Body language should be welcoming, encouraging, happy and motivating. The students would replicate the body language and behaviour. Learning will be collaborative in this way.

Topic 129: Helpful Tips

Pleasant Behaviour

No matter the conditions of the classroom, teachers should be pleasant in manner. But we cannot change them by being unpleasant. The only way we can change the environment, is by our behaviour. If the teacher adds to the unhappiness it will transfer in her students. Students need to develop feelings of respect towards the teacher and authorities. Unpleasant behaviour in upsetting situations won't help in solving the problem.

Topic 130: Helpful Tips

This is an extremely helpful way to know how well the learning took place. Students can discuss all that they have learnt. Students can work in pairs and produce two questions and answer among each other. Students can give feedback to each other. Teachers can also have short questions at the end of the lesson. She can also give it as homework for reinforcement. These questions would be a sort of revision for them. The next day she can review the questions. She can change the format of the questions. She can revise the vocabulary used in previous class. The class can be divided into groups and the leader can ask questions from the group.

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Lecture 30

Topic 131: Assessment - Portfolios

Teachers can ask students to make portfolios at the end of the lesson. For primary students, it can be a scrapbook of what they have learnt. It is a good way to keep a record of what they are learning. Secondary students can keep journals to maintain learning record. Teachers can assess what level of learning they have done. She can ask them to divide their portfolios into examples of vocabulary, grammar, visual learning, etc. Challenging students might not need help in making their portfolios. They can help those who need help. It is a good way to revise and reinforce the lessons. It can be a sort of a self evaluation as well. External visitors and examiners can also review the portfolios of the students.

Topic 132: Lesson Planning

While planning a lesson the most important thing the teachers need to look at is the aims that she is having in her mind for the lesson; that is the student learning aim for the teacher. What does she think the student needs to aim at in order to learn about that topic which she is introducing to the class. There has to be a very realistic aim for the students to make the learning authentic; the realistic aims can be achieved whereas if the teacher is looking for an unrealistic aim that means that will not be achievable. So, in other words the student learning aims have to be realistic and achievable.

Secondly, the aims should be measurable. The teacher should be able to measure the success of the aim. For example, the primary school children should recognize the words and the sounds of the letters, this aim is achievable as well as measureable, because by the end of the lesson, the teacher would be able to assess the recognition and sounds of the letters. Similarly, the teachers learning aim should also be included in the lesson, e.g, the teacher learning aim is that while doing the lesson delivery, the teacher should be able to assess what she needs to develop upon and further work on and add in the lesson to improve it; in other words, how she can teach in a better way e.g, in a secondary school class the teacher aims that the pronunciation of the class should have 100% perfection. This is not a realistic aim. In order to have a realistic aim she may say that the pronunciation of the class should be higher than the current pronunciation level. The teacher should thus keep in mind the learning aims of the students as well as her own aims i.e. she should have a certain level of teaching.

Topic 133: Lesson Planning

The teacher while planning her lesson has to keep targets in her mind. The targets again need to be realistic and achievable. The targets must be kept in mind according to the level of students. Also if it is a mixed ability group, the teacher has to set different targets for different groups of learning. For example, the time management factor is a target for the teacher. To do an activity in a particular time can differ with the high level students and with the lower levels students. If there is a mixed ability group in the class, some students who are high-level learners and challengers can probably finish an essay in 10 minutes whereas there

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can be some students in the class who would finish the same activity in 20 minutes so, the time management for all the abilities in the class has to be kept in mind when a teacher is planning a lesson.

The time management factor has to be improved gradually as a practice among the students. The teacher needs to sort of monitor what is the time being taken to do an activity and how much time is taken by the high level learners, the average level learners and the low level learners but keeping in mind the ratio; if the ratio is, for example, for high learners it is 10 for average it is 15 and for low it is 20 the teacher needs to keep in mind that this has to be improved at all levels for example while doing the lesson she should make sure that those who finished their activity in 10 should try to finish it in 9 minutes those who finish in 15 should try to finish it in 12 minutes and those who do it at 20 should try to finish at somewhere between 17or18. So, time management factor has to be put in the lesson plan while keeping in mind that this has to be improved by managing time as well. Now there are ways to manage time that is to give instructions to the students to provide them with resources and to make their learning easy so that they can complete the tasks given in the time given. Also the teacher can rehearse the lesson and assess for herself how much time is taken to do a certain activity if she is writing an essay herself taking 8 minutes then she should expect the students to be taking at least 10 minutes because she is herself at a higher level than the students. Similarly, she can also do the practice of rehearsing the same in other classes and then finding out the average time taken to do an activity so she has to be completely in the process of researching and rehearsing, in order to see how much time is practically taken to complete an activity and then improve on that factor.

It should not be considered that if people are taking 10 minutes than they should always take 10 minutes. Gradually, the speed of writing, learning or doing an activity would definitely improve if it is a good lesson therefore the teacher needs to manage time in a way that the activity is completed but it is not completed in a hurried way. Even that is going to give the lesson a poor taste. So, in order to manage it well it has to be again realistic time management. The teacher needs to keep in mind what are the activities, how long would the students take to complete the activities and how much explanation they need in order to complete the activity.

Topic 134: Targets

Differentiated teaching should also be the main target of the lesson planning. We all know when we go to buy shoes in the market the same size cannot fit all of us even if we are at the same height and the same age. We need to have our own size so; the shopkeeper has to keep in mind that one size cannot fit everyone. He has to have different sizes maybe there would be a difference of just a factor of 0.5 or one by two but maybe he has to cater to the size that is comfortable for us.

Similarly, one size does not fit all the learners; some learners need more explanation some lenders can understand with clues and hints some learners would need more than explanation they would probably need examples so in a lesson plan a good teacher would have a least 3 columns for differentiated teaching she would have a column for teaching the high level students and think about the ways how the high level students would not get

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bored in the class and she would give them a task which is very easy for them it has been noticed that sometimes the brilliant students are the brightest students in the class they complain that they were bored in the class and their parents also get worried that when the students are good students and good learners then why are they getting booed in the class the reason for that is that they do not have enough challenging material in class, the teacher does not cater for the differentiated teaching in the classroom. She does not prepare the challenging tasks for the students who can do more than the rest of the class.

Topic 135: Targets

For example if it is a topic about having healthy activities, the challengers are the most challenging group, they can be asked to go and do a survey and interview some healthy people of different ages and then talk about their healthy habits. They can all work in the group, for example, if the teacher has five challenging or high-level learners in the class , she can put them in one group. They can then analyze, probably by making a graph, showing it graphically, what things or what habits they are having in order to have a healthy life and then draw a conclusion and then present it whereas the average students in the class can read about some healthy eating habits with the teacher. They may need some explanation of the paragraph that there reading about healthy eating habits. So the teacher may explain with the help of the dictionary or with the help of the resources. The teacher may ask them short question-and-answer to make it clear whether the students have understood what healthy eating habits are whereas the lower students in the class can just do an activity which is true and false about healthy eating habits. So the teacher can always pick some sentences to make them understand what healthy eating habits are.

Topic 136: Targets

Learning outcomes should also be targeted by the teacher, the teacher should know that by the end of the lesson what should be the learning outcomes the students need to come to a conclusion in their learning outcome and they have to be learning at a different level. If there is a mixed ability group in the class, the teacher should be prepared for differentiated learning and teaching.

The teacher may have a learning outcome that she by the end of this lesson would be able to make the learners to learn their lesson. Especially, in a situation where she notices that there is a lack of spirit and team work in the class. So, maybe this could be one of her learning outcomes. She should target this learning outcome according to the needs of that particular class, for example; she notices that there are some students dominating the other students and they are not playing in the team as all individuals should be at an equal level. This could be one of the learning outcomes of the students for this type of class that teacher is going to monitor and manage the learning session in such a way that the students treat each other fairly and everybody participates in the activity. It might be a challenging task for the teacher to do that because the students who are able to dominate and are in a habit of dominating the other classmates would not be easily corrected in their behavior so she has to take care of both the sides those who are being dominated and those who are dominating so learning outcomes can also result in building up a team spirit in the class for everybody being very

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friendly to one another for everyone helping each other sharing and caring but at the same time not showing an attitude or behavior of bullying each other or dominating each other.

Also, there can be a learning outcome which would be a challenge for the teacher and it may take some lessons to reach that particular learning outcome and there is no harm in it and the teacher need not to worry about it. The basic thing is that she has to target a realistic learning outcome the one that can be the result of learning, therefore even if it takes more than one lesson or more than one day to achieve their learning outcome it has to be done with commitment and consistency in order to achieve that particular learning outcome sometimes the learning outcome of the student becomes very delayed and it results in taking more than 6 months but there is no harm in it as long as the teacher is consistent and committed.

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Lecture 31

Topic 137 - 139: Lesson Stages

Let's look at the lesson stages, the first lesson stage while planning a lesson should be a warmer, a warmer can also be called starter like for example when we go to the hotel to eat something usually the starter is very appealing for us sometimes it happens that children in the family just eat starter and they are very happy and satisfied with the meal, they don't go for the next meal because they are already full with the starter. So the warmer and the starter play a fulfilling sort of feeling in the lesson so it's sort of fill up the lesson so the warmer can be just anything that the teacher can think of it can be a game it can be an action in case of the students coming from primary school the teacher can just ask them to do an exercise or she can just ask them to clap their hands and say I am clapping my hands or I am singing or I am dancing so the teacher can just ask them to do the action and describe the action. So, what is the purpose of warmer, the purpose of warmer is to motivate the students that we are going to do something very nice today which you are going to enjoy secondly, the students they become alert because of doing something different. Also there can be an activity with the highest level students and the secondary school level students that the teacher asks them to go to different corners of the class and look at the charts which are on the walls and come to the board and write any word that they looked at on the charts on the wall so this can also create a lot of energy especially for those children are kinesthetic and/or visual learners. They love to go and look at the chart, bring the words, take the marker and go to the board and write something and there is a lot of movement going on.

It is possible that the class would be noisy and sometimes in my teachers training sessions the teachers tell me that this is not very much appreciated in their schools but if you can manage the class well I don't think the school authorities would object; they find that the students are learning out of the activity. The teachers are supposed to be convincing the school authorities that this is the way the lesson is made more interesting. There is also a very good activity which is called running dictation, in this activity, the group of students who are participating in the reading dictation could be 4 or 6 sometimes if there are less number of students in the class there can be just a pair of students working on it so that means you can carry on with this activity of running dictation having a pair or a group of four or group of six so what the teacher needs to do is just before she starts the main activity she tells the students to get into pairs or get into fours then she tells them two of them are going to be the writers and two of them are going to be the readers or one of them is going to be the writer and one is going to be the reader so she places some texts on the walls in different corners of the classroom, for example she puts four different texts in 4 different corners of the classroom then she tells the reader that they have to run to one of the text and read a sentence from there bring back that sentence while running and then they tell that sentence to the writers, the writer writes the sentence and the reader goes back and gets the other word. When they finish that than they sort of check whether they have done it correctly. The students love to do running dictation while running in the four corners of the class.

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Lecture 32

Topics 140 -142:

Activity 1
This is an activity that is being done in classroom practice. The teachers can have a number of activities while delivering a lesson, but they need to take care how much time they are going to spend on one activity. And also look at the learning outcome of that particular activity. If they think the students are learning more than one item in an activity, they can restrict the teaching of activity to one only if they think their students are learning more than one item in that particular activity then they can add other activities in their classroom practice.

Fun learning is very important to be included in activities to teach language. Students learn a lot from fun learning instead of putting them all the time on textual activities. There are so many instances where students are learning i.e. by traveling, by talking to one another, by doing different sort of activities and thus they can get more understanding of the words that they learnt. The interaction also encourages them to speak in English.

(Watch a fun learning activity in classroom in the topic video at 2 mins and onwards.)

You have noticed that there is a lot of student engagement going on. The teacher will not have any classroom management problem here because they are so much interested in that activity. They are not looking here and there rather they want to complete their task. They are taking a lot of interest in the activity and at the same time, they are reading thus developing their reading skills. They are coming across different words, thus increasing their vocabulary. If the students are given a chance to think and create (we can see in the example) that they are doing it very well. The teacher's job becomes very easy when such activities are given to the students because the students are totally engaged and a teacher has not to worry about any discipline in the class. She just needs to monitor and see whether the students are doing the job or not. Sometimes, groups need to have assistance from the teacher; the teacher must extend this help to them. It should not be a question of challenging them at that time when they need help. The students must be given help and supervised when they need it. Because that is the time their brain is working and they need something. If the teacher would not encourage them to do the task then they want to do with the help of the teacher.

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Activity 2

Resources

Resources must be used in classroom practice. The classroom practice is incomplete without using resources. These resources should not only be the textbook/notebook of the students. There has to be something more to it. The students must feel confident that there are some other resources which can be helpful for them to do the tasks. The teacher must make it clear in the beginning of the lesson that the students are encouraged to use these resources on their free will. They are independently allowed to go to the resource table and get the resources.

(Watch a fun learning activity in classroom in the topic video at 51 seconds and onwards.)

These resources can be very easily available at home or at school. It is a good idea to encourage your students to have their own resources. They would be very interested to keep their resources intact in some of your safe where they can use it when required. Similarly, the resource corner in the classroom is also a very important thing to do for the teacher and she may encourage her students to use them at different times. Whenever they want to use the resources, they can take the resources without asking the teacher and start working on it. This will also lesson the burden of the teacher because there will be some students who will need some help and every time they would not be approaching the teacher for help. Instead they would know that there are other resources available in the class. So, using resources which are easily available and which do not cause a burden to the school for spending extra money or the parents because sometimes it has been noticed that the teacher asked for thing which are to be bought from the market. That is not a very good practice. Because it further burdens the parents or the students and these teachers should be discouraged to use those things. It is very good to have library resources in your class also to develop your own libraries or if you want you can take your students to libraries for extra resources. We can also use online resources in-case we have provision of computers in the school. Or the teachers can guide the students to go home and look at online resources.

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Lecture 33

Topic 143 - 150: Classroom Practices

In all classroom practices, teachers' guidance and support is vital. There is a lot of need for the students to ask for help from the teacher and the teacher must be available there to help them regarding their queries. Have a look at this video clip (watch the video, please) and try to understand how a teacher can support the students when they have questions in their minds. You must have seen there are so many questions in the minds of the students and each question needs an answer to go further. If the students are not getting those answers they would face confusion and would not be able to carry on with the task and thus the aim would not be achieved so it's in the best interest of the students and the teacher that the teacher is available to give guidance to the students, to support the students and help and facilitate them so that the students are able to achieve their aim and reach to the goal that is required.

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Lecture 34

Topics: 151 – 156: Classroom Practices

Follow Instruction
Group work / Sharing & Caring

Activities
Fun Learning
Resources
Step by Step Lesson Stage
Teachers' Guidance
& Support
Focused Group Activity/Plenary
Presentation of Students' work/Wrap up
Parts of Speech

- Preposition
- Adjective
- Using Adjective
- Using Preposition

Read for Information
Imperatives
Discuss to form Opinion
Students' Discussion
Use of Phrases
Pair Work
Visual Text
Students' Response
Thinking Skills
Writing Skills
Speaking Skills

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Present perfect continuous tense is a grammar item which has to be included in the classroom practice because it is very important for the students to learn this regarding their speaking skills. The students may be talking about the actions they have been doing for quite some time, for example, they started this action a month ago but it is still continuing until now maybe they started an action and the action continues up till now as it is very clear from its definition it has the present tense and it has the perfect tense in it. It also has the continues tense in it so that means the present would be the word accompanied with have or has and also accompanied with ing with the verb.

The definition would be made very difficult for the students if it is coming in a traditional manner. It is good for the teachers to use examples of present perfect continuous sentences in the classroom in order to make it clear for the students how they are going to use a sentence when they're talking about something they started a year ago or 5 years ago or 10 years ago and it is still continuing till now. Another thing which is important is that for the

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students, the present simple and present continuous tense is quite easy to understand because the present simple tense is just telling us about the action being done at the moment. Similarly, present continuous tense accompanied with 'ing' with the verb then the students come to identify it as a present continuous tense whereas present perfect tense and present perfect continuous tense become a bit hard for them to understand it is a good way to speak and say these sentences with the formation of present continuous tense and present perfect continuous tense in order to make the students understand the difference between the two. Both are continuing; present continuous is also continuing the action but present perfect continuous is using an action which started some time ago and is still continuing so that is the difference between the two.

The students at the higher level and secondary school level must be aware of the present perfect continuous tense. And they should also know that when they have to use a tense which is going to tell them about an action which started a while ago or which started some period ago, for example 5 months or 10 years or 2 years ago and it is still continuing then that means in that situation they have to use present perfect continuous tense.

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Lecture 35

Topic 157: Classroom Practices

To reinforce on present perfect continuous tense, we would look at some examples which would show some activities that started earlier or some time ago and are still continuing. Let us look at the example: 'he has been creating' so, the person is engaged in creating something but he has not created it now he has been in the process of creating since sometime, maybe some months ago maybe some years ago but he has been creating so he is in the process of making something so when he's in the process of doing something we need to use ing with the verb and in order to tell that this process has been continuous we have to use the word 'has been'. 'Has been' word is an addition to the verb with the ing which reinforces that the process has been continuing. It didn't stop anywhere it kept on going but the significance of the process is that it started some time earlier. A timeline can be used to show the students for example if a time line stops here and it ends here and the person is talking at the moment somewhere here in the middle so the activity started here. He is talking about that activity that continued and is still continuing and there is a chance that this activity can continue further.

Topic 158: Classroom Practice

The students must know the fact that along with identifying the particular features of present perfect continuous tense they also have to identify the time which is being mentioned. When we have the exact mention of the date or time or year we would use 'since'. For example, we have been living as an independent nation since 1947. Because we very specifically know the name of the year which is 1947 we will use the word since. We are living independently as an independent nation so the activity that started in 1947 is still continued until now and would continue INSHA ALLAH forever therefore when we talk about the present perfect continuous tense here and we are specifying the time and specifically we are naming the year then we would use the word since.

Whereas when you do not take the name but talk about the duration of time in that case we will use for. For example, she has been eating for five hours. She has been living in this house for the last 20 years; so the name of the year has not been mentioned but it is a present perfect continuous tense because she started living in this house 10 years ago from now and after 10 years when I say she has been living there for ten years I am not specifying the year, I'm not naming the year but I am telling the listeners that this lady started living here some years ago and this activity is still continuing until now.

Topic 159: Classroom activity

The teachers need to specify the continuous tense with both the present perfect continuous tense and past perfect continuous tense. The students need to have an understanding of comparing both the tenses; they both carry similar words such as perfect continues but the difference is one is present perfect continuous and the other is past perfect continuous. Look at past perfect simple tense. For past perfect simple tense we just mention about an

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event that has happened in the past with the reference to the sequence of event which has happened in the past.

Past perfect continuous tense is actually talking about the similar event which is having some sequence and has a continuity in it for example, I had read a book and I had been reading a book. As it is very clear from the name, past perfect simple tense means there is going to be a past verb in it and there is going to be the use of perfect tense. In present perfect continuous we have just the verb had added to the past perfect tense. We don't have to use any other verb such as there are two options in the present perfect of using has and have according to the use of the pronoun of singular and plural but in case of past for both singular and plural pronoun we use the same had. I had we had she had he had they had so we are using the same verb had in order to show it is a past perfect tense.

Topic 160: Classroom Practices

Let us look at some examples of past perfect simple in order to make the understanding of our students better. 'He had read many books' had is the past tense for past perfect and read is the past tense for the word read. 'He had started writing his first novel', 'she had discovered a new story'. So, in all these sentences, we know the verb is in the past and added by the helping verb had with the pronoun or the subject that has to be mentioned so these past perfect simple tenses are very easy for the students to understand because as the name is clear the verbs have to be in the past and along with the helping verb of had used in the past form is read and they are also associated with the time if need be but usually when we would like to mention the time then this past perfect simple tenses would change into sentences of past perfect continuous tense for example if I want to mention here he had read many books and I want to write about the year when he read those many books then I would say he has read many books in the year 1967 but does not specify that this activity continued as a sequence. It just tells us that he read these books in 1967. It is clearly showing that the activity was done in 1967 but it is not telling us that this activity continued as the sequence of events. Whether it continued for many years or whether it was just there for one time this does not specify in a sentence in which we are using past perfect simple tense.

Look at the other one. 'She had discovered a new story in 2004' so, that means we are specifying the time. Here we are saying she had discovered a new story in 2004 but we are not saying that this activity continued for some time. It does not show a sequence of events that continued. It just shows a happening of the event but even if you put the time duration there still we cannot see it kept on happening. That is the difference between past perfect simple and past perfect continuous tense because in the past perfect continuous tense we would be able to talk about the time but at the same time they would be having context that this event has been taking place in sequence for some period of time. It was not specified as one time that this activity took place it took place for some time with the sequence of events in order to make it different from just the past perfect simple tense.

All these comparisons in the class need to be repeated again and again because this confusion stays in the mind of the students and the enforcement is required every time to make them aware of these differences. Also different kinds of activities and exercises should be used in order to make the difference clear between the 2 continues tenses.

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Topic 161: Classroom practices - Past perfect continuous examples

To make a difference between the two tenses, I am going to change the same examples from past perfect to past perfect continues and specify the time as well. Look at the first sentence, 'he had been reading many books', 'he had been reading many books since 2004' so I am naming the year therefore I am putting the word since that means that he started the activity of reading the books in 2004 and continued it for some time maybe he continued for about 5 years but still there was a continuity in the practice of reading books by the subject.

Another example, he had been writing his first novel since 2005 I am using the word since because I'm using the name of the year if I didn't want to use the name of the year I can change my sentence and I can say he had been writing his first novel for the last two years. I am saying that he was doing an activity which he has stopped now. There has to be a difference from the present perfect continuous because this is a past perfect continuous sentence but I am talking about an event which started two years ago and it finished somewhere. I'm not mentioning that but he did it continuously for the two years he had been writing his first novel for the last two years I don't know whether he's continuing it now so I'm not using the present continuous tense in that case. I'm using the past perfect continuous tense because he started doing an activity I know for the last two years he had been doing it so it's past he had been doing it I want to use the time frame of two years so I will use the word 'for' for that and I will use had been writing because this activity was continued for some time. It was not a one-time event it was an event with a sequence. Let us look at the third example, she had been discovering a new story for the last 10 years. Again I want to specify the time duration not the name of the year therefore I would say for the last ten years I would use for if I want to name the month then I would say she had been discovering a new story since January that event has stopped now because it's a past perfect continuous tense it started in January I name it therefore I use the word since because I'm naming the month and also I know had been has to be used with the verb ing because it was a continuous activity that took place starting from January over until now.

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Lecture 36

Topic 162: Reflective practices

Reflective practice means looking at your own self, at your own actions, reflecting on your own practice just as it is shown in the image on the slide you can see on screen the person is looking at his own image in the mirror and as you know in the mirror you can see everything in detail even the minutest things are noticed in the mirror when you look into the mirror for your own image. So, the reflecting practice is similar to looking into the glass for your own image and the details about your personality, your methodology, your actions, your skills, your thinking. It is similar to when we are asking other people questions like do you prefer to have tea or coffee but if you're doing a reflective practice then we would be asking ourselves; do I like tea or coffee. Similarly, 'what is your favorite food?' we ask people in order to know about their favorite food whereas when we are doing a reflective practice we need to think which is my favorite food. Similarly, all the questions that we keep on asking other people commonly when we do some reflective practice we need to ask all those questions to our own self.

We may get very honest answers to our questions which we make to ourselves but sometimes it happens that we do ignore the answers given by our own self in order to self-reflect on our personalities and traits but sometimes it is a good practice to make use of those honest answers and evaluate ourselves. So, the self-reflective practice is very useful. If you want to reflect on your skills and then know about your strengths and weaknesses and then work on those, most of the time people who are doing reflective practice come to know about their strengths also come to know about their weaknesses and they work on the weaknesses and also improve further on their success. It is very successful it is not difficult to do reflective practice it is as easy as looking into the mirror it is just looking at your skills, looking at your attributes, looking at your aptitudes, asking the questions that you ask other people and try to know yourself. It is very important for us to know ourselves first and then try to know other people. A teacher who knows about herself also knows about her students. If a teacher does not try to do some reflective practice then she would not be able to know how the students take her, what kind of a teacher she is. It is also a good practice to do some questions and answer with your own students. They can also evaluate the teachers well so the teacher may ask them questions what type of a teacher do you like? Do you like a teacher who talks more or do you like a teacher who talks less? What do you think of the teacher who talks less and what do you think of a teacher who talks more? In that manner you would be able to know what type of teacher you are.

These days there are some websites on which there are certain questions asked and then the websites give a response of evaluating the personality of the person who is using the website that is another way to find about yourself but the best way to judge yourself is by doing reflective practice on your own actions, on your own teaching skills, and on your own aptitude.

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Topic 163: Reflective practices

Now let's look at the important features of reflective practice, examine our thinking, how do we examine our thinking what we are thinking we need to look at it weather we are thinking in the right direction or not is our thinking practically. Can we apply our thinking to our working capacities, would these applications be useful for our students, I'm thinking about my methodology to be perfect, is it really perfect for the students or not? So, how are we going to examine our thinking we can examine our thinking in two different ways one is the reflective practice that we look at the things ourselves. We look at each point and then try to question that point. Am I right if I'm using a white board for this practice I will get an answer for that and then I can depend on my thinking.

Another way to do this is to ask your colleague: do you think if I use the whiteboard in this activity would that be useful for the students? Your colleague might give you a right answer. There are two ways to examine your thinking, one is to ask the question yourself and you will get an answer or you can ask a question to your colleague or a friend who can answer your question; but it is very important to examine our thinking. We should not take it for granted that because we are teachers there is no way that we are thinking in the wrong direction. The teachers are also human beings, we can also make mistakes, we can also lead in the wrong direction therefore we need to examine our skills and our thinking whether they're applicable to the work that we are going to take forward.

Self-reflection which is again a reflective practice is to look at your own work, to look at your own skills, to look at your own methodology that leads to self-assessment. When we do self-reflection we come to know where we stand. We are able to assess ourselves and we also know our weak areas and our strong areas and we know how to improve our weaker ones. We get clarity of ideas when we start examining our thinking and self-reflecting then the ideas become very clear. When we are doing the reflective practice sometimes we are taken away by the thoughts that we think we are having some qualities than others we should not let this interfere with examining or thinking and doing some sort of self-reflecting activities and then we should in conclusion write down those ideas.

Topic 164: Reflective practices

In doing reflect practice we need to make a reference to ourselves all the time we need a reference that is related and relevant to our own work whenever we want to refer to something in reflective practice we need to refer to ourselves. We need to make a reference to ourselves that I did this particular activity. When the students are bored we need to look at our own activity and check the way we were performing. So, what is self-reference? Again it is turning back to yourself.

Topic 165: Reflective practice

So, in order to talk about self-reference and make a summary of it, I would like to say to look back why do I look fat in order to move forward just as we are finding a part and in order to move forward we look at the parts that we had already traveled so it is just similar and maybe while we're moving forward when we look back we come to know that we made

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some mistakes. Also we may come to know we have done a wonderful job we took the right direction, we took a better road to travel so the possibilities are both that can be good things that we have done in the past and they can be bad things.

In both cases we need to look back we need to evaluate our actions done in the past and then move forward and try to make them better than before how we would do that the first thing that the teachers need to do is that they need to be very positive if they are positive only then they will reflect that attitude. Being positive to their students because the students would see an example a role model in the teacher that if the teacher can become better than the previous teaching that you were doing if the students are in a better way than what they were learning previously that means that students should also develop the same attitude. They would also know that a person can always improve by looking back at the previous handling, dealings and practices. They can always make themselves better. Just have a laugh at what you have done wrong, you do not need to cry over the spilt milk.

Topic 166: Reflective practice:

In the process of doing self-reflection one needs to be very brave. By being brave I mean if you have had any assumptions, any thoughts that you thought were better for the lesson, for the methodology, for evaluating your students, be brave to challenge those assumptions. Every time when you make assumptions as a teacher, the next time you need to challenge the same assumption because every time the results are not the same as you expected out of your assumptions. For example, you assumed 10% of your class is going to get an A grade whereas later results show that only 5% of your class were able to achieve the A grade that means your assumption was not correct and there is no harm in having an incorrect assumption because teachers are human beings they can also make mistakes. They can also assume something which would not be correct they can assume something which could be 50% correct 50% incorrect 80% correct 20% incorrect but there is no harm in having those assumptions challenged by you.

Instead of anybody coming and challenging your assumptions it is better that you challenge your assumptions yourself. Why did I think my students would be getting A? why did I think 10 percent of my class would get A why didn't I think about their correct assessment and skills? why couldn't I evaluate them well? what were the reasons for that? Was I taking them for granted or maybe they were showing a better performance in the class if that was the reason then what is making them do less performance or show less performance in the written test. So, keep yourself engaged with such questions.

Topic 168: Reflective practices

Another example by a teacher who self-reflected on her writing says sometimes I feel proud to read what I have written previously so that means her writing skills were really good many years ago or whenever she wrote that text and now when she looks back at it she finds that she can write. When she discovers herself, it is in fact a rediscovery of herself. It is a good reflective practice to look back at your work, your written book, even your paintings or drawings or something that you have done in needle work, handicraft, cooking anything you've made; it is sort of a reminder to you that you could have done this better because you

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have the skill to do it. It would be sort of a reinforcement for you. It will also be a motivator. It would tell you , you are the person who did this before and now you can further do it.

You can further develop in it. There has to be no stopping to performance, there has to be no halt to what we are doing we can always look back at things that we did when we were in school and think of it what were things I was good at we are asking all these questions to other people we're asking our students what are you good at. Why not ask the question to ourselves in the reflective practice.

Topic 170: Reflective practice

Another self-reflection by a lady teacher who was writing better when she was young says that I can't believe it how could this be possible, I mean when I look back at my B.A assignment I find them absolutely wonderful. I can't believe that I was so creative when I was young. So, this self-reflection very clearly shows that the creativity was there when the lady was young but as she grew up and as she met more and more responsibilities and other interactions of life her creativity came at a standstill. She is creative but that is lost somewhere, she needs to rediscover herself, she needs to reflect on the way that she has done in the past and this is what she says when she looks at her B.A assignment which she has done around eight years ago. In 8 years, her creativity just slept for a while or the language has not been used in a proper way that she was using earlier. Probably in her B.A assignment there was more challenge for her, there was some competition going on and she had more time to think and create. At this present moment when she finds that she's no more creative there could be many factors.

There is no challenge around her, there is no competition around her she has come at a standstill. She has achieved her BA degree and she thinks now there is no need to improve further. So, when we do not look for further improvement, we just become very still and we just think we have done enough, we don't need to move on. So, this development is very important but you only realize that when you self-reflect on your work the self-reflective practice enables you to assess what you were doing in the past and what you are doing now.

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Lecture 37

Topic 171: Reflective practices

Most of the times when we travel from one place to another we like to tell the story of our journey to other people. Hardly do we look at the journey ourselves. It is a good practice to look at your journey yourself listen to the story yourself talk about the experiences that you had on your journey with yourself. It is similar in teaching and learning; in reflective practice you need to share with yourself. It is good to share your experiences with others but it is better to share it with yourself also and then find out why were my spellings so weak when I was learning my literature. Why was I very good at pronunciation and reading? What motivated me to read my paragraph well in the class? You may recall some lessons in which you enjoyed the lesson and you did a lot of learning at the same time you may recall some lessons with the teachers were not able to deliver the lesson in a way that you would have enjoyed. So by sharing all these experiences of learning with yourself you would be able to be a better teacher.

Topic 172: Reflective practice

Look at the image who is the character you see in the mirror is that the lion who is in front of the mirror a cat yes that is a cat so cat is looking into her image in the mirror and the image he's getting is that of a lion the cat imagines herself to be a lion she wants to have two characteristics of a lion probably a lioness the cat wants to be as strong as the lion or the lioness when she imagines she's a lion she ask the question do I look good that is the reflective practice if I was a lion look better maybe I don't look like a lion I need to change again a very good significant action in reflective practice because when I look into the mirror I find something lacking there. I don't look like a lion or lioness I'm not as strong as a lion but I want to be a lion so what do I do I need to think about it I think I need to change myself I think I need to change my image I think I need to develop some characteristics of being strong how can I change my image. So it is a step wise process reflective practice do I look good how do I look is that right or wrong the first step towards reflective practice is my methodology correct is it useful is it making the learning aims possible are my students happy with it maybe maybe I need to change my think I need to change that is the second step I think I need to bring in more methodology I think I need to use more resources I think I need to improve my classroom management I need to be a better role model for my students I think I have to be a happy teacher look at the next step now how can I change my image how can I become a happy teacher lets work on that lets do some studying on that lets make my resources more interesting for my students let me feel pressure in my job happy and satisfied in my work I must make an extra effort to make my lesson better tomorrow and when I never get a good appreciation for my students in the form of their learning I would feel so happy I should try to do that so first question is the second is okay I need to change and how to change all these three steps are significant steps off the stairs to go up and be a good teacher reflective process is based on these three steps to analyze to identify your strengths and weaknesses to work on your thinking skills and think about the ways what I need to do and then how I need to do so how why and what these are the questions which play an important role when we need to do reflective practice and by answering all

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these three questions what why and how am I going to do that bring us to be a successful and happy teacher.

Topic 173: Reflective practices

The next important step after reflective practice is thinking about your professional development. The first thing you need to do to go toward your professional development is to describe a particular year in your career; just take any year that you were working as a teacher and just look at everything that happened in that year for example you joined a primary school, the children were very happy to see you, and you were very happy to be in that school, the team was good enough to guide you to become a member of the school. Gradually you started getting settled in that school, you looked at the syllabus, you thought of making some changes but then later on you decided to follow the same syllables and just follow everything that was done by the other teaches. You wanted to be creative but then you decided okay let's do what everybody else is doing so gradually what happened by the end of the year you were not excited anymore you took your students to be as students coming from any school, just as common as the other students in the city. There was nothing exciting left in the job and it became a routine.

You were not thinking of developing yourself, this is one case study. That is possible that you were teaching in a school for the last five years suddenly and you were given a promotion, your head thought that you are working very hard you were given a position of the controller of examinations in your school you had no experience of it you were scared but at the same time you were happy because you were given a promotion, a rise in the salary and everybody is congratulating you, family, friends, college students; they are all happy with your promotion and so are you but deep down in your heart you have a fear, you think about it how am I going to be working as controller examination I have not done it before. I might make some mistakes so what do you do now. Do I look good as a controller of examination; looking back at the image of the cat and the lion can I be the lion now I'm a teacher can I use the controller of examination when I look into the mirror yes it looks good what do I need to do okay, I need to learn about the responsibilities of the controller of examination, how do I do it. I could do some course maybe I can go for a course online because I have no time otherwise or maybe I can go for a part time course so in order to make my image in the mirror which is that of the controller of the examinations. That is the lion; I need to develop myself professionally. I need to make some resources to make my learning better and understanding better because I have been appraised, because I have been promoted I should go for some sort of learning and my professional development would help me do something for my profession.

Topic 174: Reflective practice

Why do the teachers need to develop themselves professionally? Why is professional development important in their carriers, we need to analyze the strategies that are being used in our teaching methodology. Why do we need to do that because time is changing all the time. There are different things happening in the world, there's a lot of technology and our students are becoming more familiar to this technology then ourselves. Teachers are busy in planning their lesson while the students are exploring the internet and different website.

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They have a lot of things, so the teachers need to change the strategies, how can they do that? The way to do that is that the teachers also work for the current practices how would they get the current practices. The way to do that is that we need to develop ourselves in some directions

It is not necessary to go for a long study which is expensive. The teachers can even go for a one day workshop. Sometimes, the workshops are for the weekday sometimes the workshops are of weekend and the teachers are free to attend the weekend. Even if the organization is not making an effort to professionally develop the staff, the teachers should make an effort on their own also some online workshops.

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Lecture 38

Topic 175 - 178: Reflective practices

Another useful tip to professionally develop themselves for the teachers is to have an action research done in their own class. In order to have research in her own class the teacher needs to look into her interested areas. For example, a teacher wants to find out why my learners cannot read well, what are the things which are not encouraging my learners to read well. That can be a topic of the action research done by the teacher. So, teacher is going to find out ways how to improve their reading skills. This action research can be formally or informally done.

Topic179: Expressions

Expressions are very important in English language. They are means to show the emotion or the feeling behind the thought. In language we must include the emotion part of it. For example, 'probably', when we use the expression probably in a sentence there is a double meaning to it. Probably, it is going to rain today. So, that means there is a chance that it would rain but then it is also not certain that it would rain. Therefore in order to make this expression very clear to the listener we use the world probably. Probably it is going to be sunny tomorrow so that means again there are chances that it is going to be sunny tomorrow but there are also chances that it is not going to be sunny tomorrow.

Certainly is an expression which says yes this thing is going to happen for sure. In order to show your emotions to make it very clear to the listener you will use certainly. For example, certainly I will attend the party. So that includes that you are willing to attend the party you are very certain about it there is no doubt about it that you are going to attend the party.

Sure is another expression that you use in order to make it very clear to the listener that you are having no doubts about what you are saying. You are expressing something about which you are very clear, you don't want the other person to think other ways you want to make sure. I will be receiving a good handsome amount of money that shows that you are very sure that you are going to get the money. When you are unsure then you need not use words like certainly or sure instead of that you will be using may be, it is likely.

Topic180: Exercise 1

This exercise will just emphasize on the use of different expressions, in order to make it very clear where do we need the expression, we have just put these words in a different order. So, put the words in their correct order. Definitely, we need to use more classroom technology in the class or we can say definitely we need to use more technology in the classroom so when we say definitely that makes it very sure that need is there. There is no chance to do without class room technology or technology in the class room, we need it definitely.

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Topic181: Exercises

Let's look at some other examples, which will show how can we use these expressions. It is certainly true that I need to work hard so that means I am very sure, I really need to work hard and that is certainly true and there is no doubt about it. I am sure that I will be evaluated on merit that means I am sure there is no doubt that there is going to be merit there won't be any unfair means to select people for the post I am sure that everything will be on merit or I am sure my evaluation will be done on merit. I suppose it is true that is a very soft expression; actually, when you use it in English. I suppose it is true. That is giving the listener an idea that I think it is true but then I don't want to enforce my opinion on you

Topic182: Useful Language

Let's add some useful language to the expressions. For example, I am sure this is not going to work when you are very sure about it that something will not going to help to do the job so you will say this is not going to work. I really think it is not a good idea you just don't tell the people what they are saying is wrong, you need to use some useful language so if you think some body's idea is not good don't say straight away that it is not good instead please use the expression, I really think it is not a good idea. Because this will not be bad for the listener to listen to what you are saying because you are just saying you think about it that it is not a good idea you are not saying that it is a bad idea. You are just thinking about it so please use these phrases in order to make the language more polite.

I really think it is not a good idea… I am absolutely convinced that my idea is going to work… when you are very sure about something and when you really think that you are being honest about it and you want to enforce your idea because you think that it is going to be useful for others then you use such a phrase, I am absolutely convinced.

Topic183: Reflective Practices

'Get a second opinion', this is a phrase which is used in all fields of life. For example, a patient needs to get a second opinion from a doctor; a patient has been diagnosed cancer but may be it is not the case so the patient needs to go to another doctor, that is another opinion. Getting a second opinion from teachers is also a very common phrase. Some students have worked on an assignment and one teacher tells the student he needs to change the essay, it is always good to get a second opinion. The student may go to another teacher to ask for a second opinion. So asking for a second opinion is a very important aspect in our lives and it is also good for those who get a second opinion and those who give a second opinion.

Giving opinion is very modern and desired style of discussion and also in order to get more opinions we need to give a chance to others to give a second opinion as well so the phrase may be used as: get a second opinion from another person or give a second opinion to somebody who seeks it. So, there is nothing wrong with getting a second opinion or giving a second opinion.

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As we can see in the picture, we come across different types of people, they can be from any race, any background, any age, and any type of educational background. Still we can always ask for a second opinion so using the phrase get a second opinion means that you are not very sure about the first opinion it is not that you are not agreeing with it you may agree with the first opinion and may be the second opinion also gives you the same opinion as the first one but still you can always get the second opinion. In order to give second opinion it is not necessary the person must say what the first opinion is the person needs to be very honest in order to give a second opinion as well. So if somebody asks you to give a second opinion does not mean that you have to definitely say something for what has been said before or you definitely have to say something which has not been said before it has no relation to it. It is just a second opinion and the phrase is just asking for an honest second opinion in order or make things clearer it is an expression which will bring you to some sort of certainty there is in it that level of certainty before after getting the first opinion therefore a second opinion is required. And this phrase will be used because there will be some margin of uncertainty there or maybe if even there is lot of certainty there one can go for a second opinion.

So it is not a harsh expression, it is not an expression which could be causing some sort of disturbance in the lives of others, it is just an expression which is quite polite and which is asking another opinion in order to confirm things. It is sort of a phrase or an expression which is used to confirm what has been said or may be in some cases it would not really confirm what has been said but again after getting the second opinion may be you would require to get a third opinion but usually you use the phrase as getting a second opinion. It is not very common to say get a third opinion.

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Lecture 39

Topic184: Feedback

As it very clear from the word, feedback means you give back your opinions after something has been given to you. So, you feed back on the strengths and weaknesses of what you have come across this feedback helps the learners to know there strengths and weaknesses when somebody is doing something and he is putting all his effort in it still he needs to know what is good in what he is doing and what does he lag in or what are his weaknesses. A feedback coming from somebody who is watching him and knows the subject and is an expert in it helps the learner to improve in that and also feel proud about the strengths.

Feedback is very important for all of us. And that is why in all fields of life the feedback is always given. Sometimes, it is in the form of writing that is a written feedback. Sometimes, it is a verbal feedback; which ever form it takes, it has to be very positive it has to be a healthy feedback, it has not to be a critical one where a person is being personalized in order to tell about the weaknesses. Instead it should be a feedback which is focused on the skills, which is focused on the abilities and work on the weaknesses in order to get better results, in order to improve in our lives or in order to get better results we all need feedback. And it is done at every level when a child is in the school a report is actually a feedback the report is actually telling what the child is doing in the class when college students work on assignments, the teachers need to give them a feedback in order to help them improve in their weaknesses and to know what things they are really doing well. So, this type of a feedback which is not personalized which is not affecting the personality of a person is always useful.

Teachers need to be very careful when they have to give feedback on the works of their students whatever the level the teachers are confronting with the students. They must be careful to write the feedback or to give a verbal feedback to the student because this can make the big difference in the life of the students. Generally speaking, it is said that the feedback must start with something good; maybe you have to tell ten things which the person has done wrong. But even if you know one good thing about the person you should start with that it might seem to be very difficult in certain cases with the teachers. Sometimes, trainee teachers complain that there are some students where they don't find anything positive to say but still it is I think the best thing to do is to look for something good in your students. To look for something positive that you can start the feedback with because that something is going to really give a starter to your conversation and your student is going to listen to it because in the beginning you said something good for the student if you will start criticizing the student in a negative way from the very beginning of your conversation the student will not be interested in listening to it because instantly when you start criticizing your students negatively or if the feedback is started with the negative sentence the student goes in a state of guilt and shame and this guilt and shame will not let him to the concentrate on the rest of the conversation. So, it is very important that the feedback is started with a positive sentence even if you have to talk about the weaknesses later.

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Topic185: Be precise

Easier said than done; it is very difficult to be precise specially for the teachers because the teachers have to say so much, they know their student so well that they want to say so many things but in order to give a professional feedback it is very important to be precise. Maybe those are the things you can leave it for some other time. Do not include all those things in the feedback. If you really want the student to work on so keep this feedback as professional as possible and as precise as possible so that the student is not listening to those things which he is often listening to, for example if a teacher starts the feedback with saying that you have to control yourself, you have to behave in the class, you don't have to laugh at others. These things are very commonly said by the teacher in class, when she is dealing with the discipline. The feedback in order to improve the work must be focused on the work. So in order to do that one principle of being precise is very important.

So leave out those things which you keep telling the students in routine. at the time when you are giving the feedback regarding the work keep it to work only. There is no harm in doing the discipline thing otherwise but for work keep it focused on work for example just tell them exactly what you want. Tell them exactly where they need to work, which area is weak for them and how they need to improve on that. For example, name the area that they need to work on: say you have poor spelling in order to improve in your spelling you must be doing some exercises. In order to improve your spelling also tell them how to do it because it is very easy to say that this is wrong but this is very difficult to say how to make it right so in order to tell them if they are weak in grammar how to improve in grammar they need to know how and where they need to improve for example some people are weak in articles where they have to use "a" where they have to use "an" where they have to use "the" they are not clear about it. If you want them to improve on that you need to tell them ok you should work on articles you should be doing some exercise on articles and you should be careful in using article when you are speaking so you need to tell them when you are giving feedback how they are going to improve. What materials they should use to improve it is easy to say please improve in your tense why they need to improve in the use of tense this is what comes into the mind of learner. Why I have to use the tense otherwise why I cannot use the articles the way I want to use. You have to give them a good understanding of it if possible give them some materials so that they would be able to compare at a higher level maybe they would be students who would be able to read those materials themselves and make out and focus on the weak area but when children are small at primary level they need some examples.

For example, if you want them to use present tense, you have to tell them this is the present time: I'm holding the pen this is present so I'm holding so. I'm using am holding so it is present because I'm holding it but if you want to teach them past so you can say I was teaching you yesterday so you have to give them examples. Feedback cannot be made effective without a practice in the class. Without informing the students what they need to do without focusing on their weak areas it will not be helpful and it will only help if the teacher is focusing on the precise weakness and telling them ways on how to improve on that.

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Topic186: The sooner the better

It is a phrase which helps us very much in our lives, feedback must be given immediately after the assessment or evaluation has been done. You must have noticed that sometimes when you are interviewed for a job or for getting admission to some university you really want to know what you have done, you really want to know what the good things you have done are and what were the bad things you did in your interview. Every human being wants the same, the students, the learners; the children all want it immediately.

In some schools, I have noticed that the assessments are done and the results and the feedbacks are delayed. It is delayed to such an extent that the students they lose interest in it as it is said delayed feedback does not have an impact it does not have an impact because when the time passes there are many other things which one starts thinking about and what happens is that as most of the activity is forgotten by the student because the life is so fast. So, many things are happening in the life of the student. In the morning he is being tested, in the evening he is playing a game, the next day he is participating in a competition. So, many things are happening in his life so if the feedback is delayed that means there are other things in his life which he will be thinking about and then he will be concentrating on those.

The priority should be that when some assessment is done or some evaluation is done the feedback should be given immediately so that the learner or the child or the person has it in his mind what he did and how could he have improved on that otherwise some other priorities may take place in his mind and he may forget and he may not agree with your feedback because it is a delayed feedback and maybe after that he has improved on that and he thinks that you are wrong because he never does that but if you do it immediately he is very sure about it yes he made that mistake he did not use the article when he was talking he did not use the proper intonation. Or maybe when he was writing he was not using the correct form of tense so if you give the immediate feedback he may agree to it and except it easily. Whereas in a delayed form, number one he would have forgotten what mistakes he has done. number two maybe some other things are more important for him now than what he has done before maybe after doing the test he won a trophy so the trophy is more important for him than thinking about the test he did and he didn't get good marks in it because he has some other priorities now he can do a job which is better for him so in order to have impact of your feedback it is good to have feedback on time it should never be delayed and it should not be talking about just here and there and it has to be very focused so that the listener or the person who is getting the feedback agrees with you.

The main secret or the main key to get an impact on the feedback is, it has to be very honest. It has to be something to which the person who is getting the feedback agrees with because he can see that he has done those mistakes or these are the areas which are his weak areas only then that feedback will have an impact on him. In case it is not doing so if it is saying something which the person has not done or which the learner has not done then he will not agree with you and there will be no impact and there will be no result of that feedback if that feedback is not parallel to what he has really done.

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Topic187: Learner's progress

The next step after the feedback is to watch the learners progress, you have given the learner a feedback, you have given him how to improve and you have also given him some clues, some materials on how to improve on his weak areas. The next thing is to address the learner's advancement towards the goal. Give the learner a goal in your feedback. Mention what you want the learner to do you want him to improve his spellings ok good, because he made many spelling mistakes you also told him use the dictionary use these materials use these exercises to improve your spellings you have given him many ways to improve his spellings so this is the goal so keep that in mind some teachers they usually write down the goal they give to the learner in order to have a note of it so that they do not forget that this was the goal given by them to the learner so after that address the learner's advancement towards a goal see how much he is advancing is there an impact of feedback you gave to him is he going towards that goal is he trying to achieve that is he making some effort to improve his spellings in case he has appreciate the efforts made by the learner appreciation is like a medicine it is like a tonic if the teacher appreciates the efforts of the students or the learner it is like the magic tonic for them they love it and they take it as the final note that they can do it. So appreciation after watching and addressing that the learner is achieving the goal is very important so you must make a note of it that if you see an advancement if you see the learner is progressing you need to appreciate his efforts in other cases where you noticed that there's no progress being done please try to understand this person needs a focused feedback that means the learner has not caught the impact of your feedback there was something not said by you or maybe you said it but it was not taken by the learner so it has to be enforced again it has to be reviewed there is no harm in reviewing the feedback it should not be the matter of hurry the teachers do not need to be in hurry to make this progress takes long time. Teachers need to be patient even it doesn't happens ones it may not happen the second time still the teachers need to be patient they have to look for ways in order to give feedback which does have impact on the student may be the teacher has to use some other technique some other tip to give the feedback maybe she has to change to her words maybe the teacher has to use some other method or maybe some other time to give that feedback to the student to make it more useful till the time the teacher notices that there is some advancement of the goal. Even if it takes long even if it takes one year or two years still the teacher needs to look at the progress in a manner which is very focused whether the student is advancing towards the goal, advancing and addressing the feedback given to him. And then lastly acknowledge the improvement made by the learner even if very small improvement has been made by the learner do acknowledge it. It would not harm him it will definitely be beneficial to him if the teacher acknowledges that the learner has taken his advice and the learner has made some improvement on getting the feedback by the teacher.

Topic188: Feedback

Present your feedback carefully, this is not only for teachers it is for everybody who is giving a feedback. So, use positive words to give feedback to your learners. By positive words, we mean do not start giving your feedback by using the words, "you are not doing it" rather "you are doing it" and "you need to do it" is a better phrase. If you start saying the things with negative expressions it will not be interesting for the listener and specially the students

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who are at the very tender age the most important thing in the feedback is to give an opportunity to your learners to speak for themselves to give their own opinions.

A feedback should not be one way thing it has to be two way thing. It can be a dialogue if necessary and required. It depends upon the level of the students and the teacher knows it well whether she can involve the students in a dialogue but they must allow the students and the learner to speak for themselves. They must let them have an opportunity to give reason for their weak areas. Sometimes, the teachers are not aware of the reasons why the students or the learners are weak in certain areas but once they come to know what are the reasons the teacher would be the best person to advice how to overcome that weakness because the teacher knows well how to handle with situations where there are some situations which the students cannot deal with for example, some students come from disturbed families of broken homes. Sometimes, the teachers are not aware of what is happening while the student is doing the homework or while the student is learning for the test because there could be disturbance in a broken home or even if there is a family parents are living together there could be a problem in the house which is disturbing the learner to learn something.

We have all types of students; there are some students who can really survive in rough conditions. It cannot be said hundred percent that every time a child coming from the broken family would be effected. Sometimes, we see children coming from broken families can deal with the situations. And they do their work well. But sometimes they cannot manage and cannot put up with all the difficult times happening in the family but there are some in the family who can. So, the teacher needs to know about it how would he know about it only if he will give an opportunity to the student to talk about it why cannot a teacher listen to a student. If he wants to say something that will be a participatory factor. It would help the teacher to understand why the student is lacking in some areas and what is his weakness exactly so please give the students some opportunity to participate in their own feedback. It would help the teacher also it will make his job easy to understand and to guide the student and the learner how to overcome that weakness. Speak to them on one to one bases; sometimes a feedback is given over all to the whole class, maybe everybody has made a mistake in using the tense so the teacher might give a feedback to the whole class that I have noticed that every one of you has made mistake in the use of tense. Then he can talk about how different students have done and that can be an overall feedback but sometimes it is required that feedback is given on one to one bases because that is more specific for that particular student.

Topic 189 - 196: Monitoring

Monitoring is another aspect of our lives which is very important. We all want to be monitored and we all monitor our followers in order to see and watch the progress of our learners. You need to monitor your learners' progress regularly and also make a follow up on that. It is not really a good practice to just leave the students or the learners on their own. The monitoring can be done on a certain level according to the level of the students. The students should not be made conscious that they are being monitored. The teacher can just follow up monitoring without making her presence very, very clear to the students or she may not even make her presence very clear to them. Maybe she just watches them showing that she is there or she is monitoring.

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In certain cases it has been noticed that when the teacher monitors the students form far away there are better results because then the students have liberty to work and follow up on the learning that they are supposed to be doing where as in the presence of the teacher sometimes they become more conscious and they start making mistakes; therefore monitoring can be done both ways with the teachers presence or without the teachers presence. I once read a story that there was a class in which a teacher would leave when she would ask her students to do her test and then she would just peep through the window and watch how the students were doing their test. I was amazed to read the story because the result showed that the class learned that they have to be honest and they have to focus on their work. So, certain examples show us in life that monitoring is important but monitoring has not to be enforced in a manner to show the students that they are being monitored.

So monitoring is very important but the follow up is more important. But it can be done both ways, with your presence and without your presence. Do not control your learners to make it personal. Sometimes some students behave in a manner because that is their particular behavior not because they do not like the teacher or they don't want the teacher to be there or they have something against the teacher where as it has been noticed that some teachers take it very personally which aggravate the problem the problem becomes bigger. Because then it becomes a battle between the student and the teacher. Nobody has to win the battle in learning, learning has to be mutual, it has to be respected that it is not a battle it is learning, it is education.

If the teacher tries to personalize things then there is no impact of that monitoring, it loses all its effect. Therefore during the process of monitoring the teacher should be very impersonal. Also, sometimes the teacher has to be indifferent in certain cases but indifferent just to show that he is being indifferent but she has to follow it she has to have an impact of it. And the last point which is very important regarding feedback, regarding progress, regarding monitoring and evaluation and knowing what your learners are doing is that explain the purpose of doing the feedback. Explain your learners that the feedback is being done for positive results. It is being done to make things better. It is being done to help the learners and find out ways how the things can be made better for them. So they must have an understanding what is the purpose of doing all these exercises.

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Lecture 40

Topic197: Relative pronoun

Relative pronouns work as a conjunction in a sentence as well as a pronoun. These words are who, whose, whom, which, that. Now we have to look at the example to find out how do they work as a conjunction as well as a pronoun. We all know that 'who' is a pronoun but at the same time when we look at this example, he is the young man who saved my life. In this sentence who is the pronoun but at the same time it is working as a conjunction because the first part of the sentence is he is the young man. So it is a complete sentence and saved my life so in between the two there is a conjunction which is who and this who is also a pronoun and this type of a pronoun which is working as a conjunction and it is itself a pronoun is called a relative pronoun, because it is showing a relationship between the first part of the sentence and the second part of the sentence as well.

Look at this example now. She is the girl whom I met in Lahore. Again she is the girl is one sentence I met in Lahore is another sentence. This whom is actually a pronoun which is joining the two sentences and that's working as a conjunction. The next example is: this is the only thing that I can do for you. Again that is a pronoun and this is the only thing is the first part of the sentence and I can do for you is the second part of the sentence. These two parts are being joined by the conjunction that but at the same time we all know that that is a pronoun as well.

Topic198: Personal pronoun

Personal pronoun stands for three persons. The first one is the person speaking, the person speaking is "I". The examples are: I am young. So, when I am saying I am young that means I am the first person. I am the person who is speaking so that will be the first person. We are young. So we is again referring to the first person. People who are saying something about themselves are the first person. So, this is first person in plural. I is first person in singular. This book is mine. Again there is a pronoun which is referring to the first person, the person who is talking is referring that the book is mine. So again this is the first person and this is the person who is speaking. And the pronoun used for the person who is speaking and is referring to the first person is known as personal pronoun. And the examples are: this book is mine. He was talking to me. So when somebody is saying he was talking to me. So that means this is the person who is speaking. And is using the pronoun for himself.

Look at some other examples. The person spoken to that is the second person so the personal pronoun will also be used for the person spoken to and this person spoken to would be called the second person. The examples are: You are quite young. So this personal pronoun you is being used for the person to whom the person is speaking to. This book is yours. So somebody is telling the other person this book is yours. So yours here is personal pronoun which is being used for the person spoken to and that is called the second person he was talking to you after a long time. So he is a pronoun but that is not a personal pronoun he was talking to you, you is a personal pronoun because the person is talking to somebody and this somebody is a second person the person spoken to. And this second person can be you another personal pronoun used for you can be yours and he was talking

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to you after a long time. Again you is going to be the personal pronoun and this personal pronoun is used for the second person the person to whom somebody is speaking it is the person spoken to. Which makes the personal pronoun of you and when it becomes possessive it becomes yours. This book is yours this is your camera. Again there can be yours and you're both used for the personal pronoun when it is having an object like this book is your belonging. So it becomes yours and when you just want to stop the sentence this book is yours if you just want to stop the sentence at yours then you will be using an so this book belongs to you again you would be the personal pronoun used for the second person and then we come to another example the person spoken of that is the third person. She is quite young and pretty so this is a personal pronoun where it is being used for the third person, the person who is being referred to. These are their tickets to travel by train today. So there is becoming a plural personal pronoun because they are the people about whom something is being said. And they are the third person he was talking to them in the class room. Again they are in plural so it is in them it is not he or she rather it is them because it is a plural personal pronoun.

Topic199: Reflexive pronoun

When the action done by the subject turns back or reflects on the subject, the pronoun used is called reflexive pronoun. As it is very clear by the word, reflexive means turning back; so it is very clear by the meaning of the word that the definition of the reflexive pronoun where the action is reflected back by the subject for example I hurt myself. Thus, I would be the reflexive pronoun of the pronoun I. I is also the subject and it is also the pronoun but myself is going back to the pronoun I and so it is created as a reflexive pronoun I and becomes myself.

Similarly he is the subject. And he is hurt. So he the action is hurt it goes back it reflects back on him. Again he is also a pronoun but it is not the reflexive pronoun at the moment. So we will not be talking about the pronoun him. But we know that it is a pronoun on which reflective pronoun is being based because the action which is done on is going back on him.

Topic 200: Reflexive Pronoun

More examples of reflexive pronouns: when we are talking about reflexive pronoun, we need to analyze the sentence very carefully. We need to understand that there is a subject and this subject can be shown as a pronoun. So, two things have to be kept separate in the analysis. One is a subject and it can be shown as a pronoun as well but that will not be a reflexive pronoun. Each of these reflexive pronouns is used as an object of the verb and refers to the same person or thing as that denoted by the subject of the verb. So, when you are analyzing the sentence you see there is a subject, there is a verb and there is an object. This is a basic structure of a sentence which we consider in English language. The subject will take an action on the object so that means the subject can also be represented as a pronoun. So the part of speech which would represent a subject could be a pronoun just a simple pronoun and it is actually a personal pronoun as well like for example. I we, you, she, he, they will be all personal pronouns of first person second person and third person.

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For example, I hurt myself. So what is the object here? Myself. So in the sentence when we talk about analyzing the sentence we say myself is the object. And myself at the same time is a reflexive pronoun. Why is it a reflexive pronoun? Because it is referring to the same person... I. It is talking about the same person I. or the same person or the thing is actually the subject of the verb so this is how the sentence is inter connected and it can be further analyzed in order to find out what is the place or purpose of that particular part of speech in the sentence. So in other words if we draw a table we would say subject represented by a pronoun, represented by a personal pronoun of the first person second person or third person. Whereas object could be a pronoun again. But it will be if it is referring back to the same subject or thing then it will be called a reflexive pronoun because that is how the reflexive pronoun is represented by having the action turning back to the subject which again can be a pronoun. So therefore it is very clear that with the help of the action being turned on the same subject or the same thing the pronoun which is used as an object is now turning to be a reflexive pronoun.

Topic201: Emphatic pronouns

As the meaning is very clear by word so the definition comes to be very simple. Having some sort of emphasis; sometimes personal pronouns are used for the sake of emphases in the sentence. So, basically the personal pronoun is being used with the reflexive pronoun in order to emphasis on some action that is being done so the example here is I myself saw him do it. Now when we talk about the personal pronoun and the reflexive pronoun coming together it is different from the example that we did in previous slide which said I hurt myself. So the verb came in between the subject and the object. Here the personal pronoun I and the reflexive pronoun myself are coming together without the intervention of a verb. Why is it so? Because in English language it is the intonation also that matters and brings out the meaning which has been emphasized in our previous lectures.

That intonation changes the meaning of the sentence; so in this sentence I would say it like this I myself, I myself saw him do it. It cannot be I myself. It has to be I myself there has to be emphases on that in order to bring out the meaning the emphasis is that nobody else did it I myself saw him do it. I am very sure that I myself saw him do it so the emphasis is being brought by joining the personal pronoun with the reflexive pronoun so here the object is not myself as in the previous lecture. That we said that reflexive pronoun myself is also the object of the sentence in this example. Myself which is a reflexive pronoun but it is not the object. The object is some other person to whom it is being referred, 'saw him do it'. But in any case in order to bring the emphasis on the sentence that the action has been done by the subject and this subject can be represented by a pronoun and this pronoun would be a personal pronoun so when a reflexive pronoun would be added immediately after the personal pronoun it would then become and emphatic pronoun in order to emphasize on the meaning of the sentence.

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Topic202: Prefixes

Prefixes mean to fix something before. Pre stands for before and fixes so that will be a word which will be fixed in a word before. Some of these prefixes have a meaning but some of them do not have a meaning but when they join with the word before the word it comes to have the meaning. The prefixes we are going to look at today are un, in, over and under. These are not the only prefixes that we have in English language there are many, many more but at the moment we are just looking at these examples where we will be adding un, in, over and under before the word. So as we can see un which has no meaning by itself. In has a meaning by itself. Over also has a meaning. And under also has a meaning. So there can be prefixes which have a meaning and some of them would not have a meaning. At the same time there can be more and or prefixes coming on the front.

So the word is employed and we add UN to it to make it unemployed. In this case the word becomes opposite to the basic word so the basic word is employed and unemployed is the opposite of employed so that means one of the outcome of the prefix added to the word is making the word opposite to the basic word such as is in the case of unemployed, unsuccessful, unnatural, unaware etc. So the four basic words are employed, successful, natural and aware. When UN is being added to it the basic word which comes up is actually having an opposite meaning to the word which is the basic word. Unemployed not employed, unsuccessful not successful, unnatural not natural, unaware not aware.

So all these words by having prefixes added to them become the words which are opposite to the basic words so this is one type of an example in which a prefix is added to change the meaning to the opposite word. Let us look at oversized overdressed, overheard. So in these three examples the prefix being used is over. In these examples, we cannot say that the word which comes into being by adding a prefix is an opposite in meaning to the basic word. This does not apply in these three examples. For example, size is defining the size of something and oversized means bigger than the size required but it does not mean opposite to the word size rather it is defining the size. It is describing the size. We can say that here over is being used as a prefix and it is acting as an adjective because it is defining and describing the size when it will be said this dress is oversized. That means this dress is not meant to be for the size which is required it is bigger than the size that is required similarly when somebody is over dress so dress is one word overdressed is not the opposite of dress rather it is defining how is somebody dressed he has put on more than the required clothes that is why he is over dressed similarly overheard, hearing is a normal process but when you overhear something that means you are hearing it out of the range of being heard so that is called overheard but that is not the opposite of hearing or being heard.

Topic 203: Prefixes

In and under

Now we will look at these two examples of prefixes. 'In' also has a meaning and 'under' also has a meaning; what happens to a word when a prefix in is added to it. Let us look at this example: inconvenient, so in has been added to convenient and inconvenient becomes a word that is opposite in meaning to the basic word convenient. Similar is the case with

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consistent when in is added to consistent it becomes inconsistent. Inconsistent is the opposite of the word consistent. Human the word human becomes inhuman when the prefix in is added to it. To make it a word which is opposite in meaning to human. And it becomes inhuman. Incomplete is a word opposite to the basic word complete by adding in as a prefix to the word complete it becomes a word which is opposite in word to the meaning to the basic word complete so it becomes incomplete.

However, by looking at these examples it is not confirmed that there are no other meanings opposite to the words which are made opposite by adding in. For example, inconvenient can also be having meaning of difficult but as using in the text it is more recommended that the word inconvenient be used as an opposite to convenient but it is not only restricted to this word by adding a prefix making it an opposite word to the basic word. 'Underage' under is a prefix here and the basic word is age. So underage would actually not be talking about the age of a person in opposite to the basic meaning of the basic word age rather again like over, it will be describing the age. It would be defining the word age so in other words we can say that this prefix here is acting as an adjective similar to the prefix over. When over is added to the word it does not become a word opposite in meaning to the basic word rather it adds to the definition of the word. Similarly here underage is defining an age which is defining how much age is talked about.

Underestimate, estimate is a verb and underestimate is again defining the action of estimating ,that means it is not really changing the meaning of estimate to be the opposite of the basic word rather it is defining or adding to the verb estimate. The estimate which is being done is under the required standards or under the expected standards so that is why it is called underestimate but it is not word opposite in meaning to estimate. The same goes for underdeveloped, developed is the word which is basic and it is not making a prefix addition to change the word into opposite in meaning. Rather it is defining the development underdeveloped.

Topic 204: Suffixes

Something added to the word after the word. Something fixed after the word in order to bring out another meaning of the word. Let us look at this example: the word tire, tragic, three and black. We will take the example of these four words. They all have a meaning tire, tragic, three and black. They all have a certain meaning which will be changed by adding a suffix to the basic word. Let us look at these examples. The suffix here is less. So, tireless. So the basic word was tire and the meaning that has changed by adding a suffix less is tireless but it has a relevance to the basic word tire. It is not that meaning of the word is going to be opposite to the basic word rather it is adding something to the word tire. The tire word is a verb to tire, to get tired and tireless is an adjective. So that mean by adding a suffix the part of speech of the word which is a basic word will be changed to another part of speech.

Sometimes, in English language, students make a mistake because they think the word tire can be replaced by the word tireless. However, the meaning of the word tire and tireless is different because they are two different parts of speech. Same is with tragic. Tragic could be an incident. So that means it is defining the incident "tragic incident" and then when you add al which is a suffix it becomes tragicall. So, again it is defining; it is an adjective tragically but

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it has a standing of its own. So again by adding the suffix the meaning does not change in the sense that it does not become an opposite to the word which is basic word tragic rather it adds to the word tragic and it defines it in another way.

Fold is a suffix which added to the word three becomes threefold. Now it has no relevance between the word three and fold. Three is a number, fold is a noun which means there is a layer. However when it becomes threefold it describes something which has three folds in it or it has three stages or it has three steps. So in this case it is totally different. It is not really adding anything to three and it is not even becoming an opposite but it is becoming a totally new word. So that means in the case of suffixes the output or after the addition of the suffix the word that is going to be created can be having different situations like for example in the first case we see that it becomes tireless. It has a connection with tire. There is some relevance with it and it becomes a different part of speech where as in threefold it has no relevance to the basic word and the suffix. Still it becomes a totally new word. Then we look at black and the suffix is is so it becomes blackish. Here there is a lot of relevance between black and blackish because it is describing the same color black. Something becomes blackish so it is similar to what black is. So there is a lot of relevance in this case. So we come across different examples in the case of suffixes.

Topic 205: Emphasizing adjectives

Sometimes we use the word 'own' as a verb. For example, I own this building. That means I actually have this building in my custody. This building belongs to me but here we are going to talk about it as an emphasizing adjective. Own and very are the adjectives used to emphasize on the meaning and description of the noun in the sentence. For example, I saw it with my own eyes. So when I say I saw it with my own eyes. I am emphasizing on seeing whatever I am talking about with my own eyes and there is no doubt about it .I am very sure. I am emphasizing on the fact that I am very sure that I have seen something I am talking about and it is not someone else who has told me about that vision or that happening or that event. It is my own seeing and seeing is believing. I am very sure that I have seen it and I am confirming that this is true, why because I have seen it with my own eyes. So here the word own becomes an adjective.

Topic 206: Exclamatory adjectives

'What a genius'. Usually we do not use 'what' as an adjective, usually what is used in a question form like what is your name? but when you're using it as an exclamatory adjective that means we have to use it as a definition or a description about something we are talking about and also we need to have a different type of stress on the word what. For example we are talking about a genius and we want to define and describe or talk about the genius. So how are we going to say it in another form given as such as giving a statement about somebody or appreciating the person who is a genius instead of doing that we can use the exclamatory adjective to say the qualities of that genius by using the exclamatory adjective what a genius?

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So the intonation is very important in this case because if it is just said what a genius this is not going to give its cool meaning. In order to bring out the meaning we have to stress on the word with is the exclamatory adjective in this case and we will say what a genius, what an idea, what a blessing. So, there is a different type of intonation which we are using in the form of exclamatory adjectives which is totally different from the question form when we are using the word what. It becomes a little confusing for the students to understand that the same word is giving different meanings and different sounds and intonation in English language but once the purpose of this intonation word stress is understood then it becomes quite easy for the students to understand because we are actually using the exclamatory adjective to add to the description of the reference of the subjects that we are going to use.

Topic 207: Mood

Mood is the mode or the manner in which a sentence is said or written. There are three types of mood: inductive, imperative and subjunctive. Mood is the mode and manner in which action denoted by the word is represented. Inductive mood is used to make a statement of fact such as Ali goes to school daily. This sentence has a fact in its meaning because the meaning is being conveyed as a fact that Ali goes to school every day and that is a fact. So the mood or the manner or the mode of this sentence is based on the fact. Napoleon died at Saint Helena. Again, it is a fact and it is telling us about something that happened in history.

It is no other mood in it but it is telling us about the fact. All Pakistanis celebrate Independence Day on 14th of August every year. Again it is based on fact which is inductive and it is an indication of something which has happened and everybody knows about it. It has no other intention to be conveyed in the meaning of the sentence because the mood of the sentence or the manner or the mode that is chosen to write this sentence is just based on facts or in other words it can be said that is something based on the truth. Therefore this truth is an indication of something which is being said in order to convey the meaning to the listener that this is what has happened and there is nothing more to it.

When we will talk about history or even the authentic reports in the newspapers are generally having this inductive mood in order to write about the fact, the truths and sequence of the events that have happened and are being reported are all based on facts. So, in that case the text of the newspaper which would be authentic would be based on the mood which is called inductive mood.

The imperative mood is used to express a command or an extension or an entity or pair. This mood will be totally different than the mood which we were talking about previously and that was the mood in which only the fact has been given. The writing is based on something that has happened in truth or if you're talking in that mood again it will be based on something that is true whereas the imperative mood is different; it is a command or excitation or any treaty or prayer. The examples of this mood are 'wait here' it's totally different mood how are you going to express this mood when we are talking again there is a factor which influences the meaning of the sentence which is in an imperative mood and that is the intonation and the way in which the sentence would be in writing of course we cannot show that there is some intonation but if the student understand the mood she

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would automatically understand that this is a mood where there are commands. Some more examples of imperative mood are open your book page 11. Shut the door so these are the examples of imperative mood in which there are entreaty, prayers excitation or some kind of command.

Topic 208: Exhortation:

Exhortation which comes under imperative mood is a type of suggestion or any advice but it is more than in a suggestion it is more of advice. Be steady, take care of your health, try to do better, keep smiling try to save money. In all these example of exhortation we notice that there is addressing to somebody as such and there is no use of the noun as a subject rather it is very direct this makes it different from anything which is said in another mood which could be interactive or subjective this is how it is differentiated and described as imperative mood because it is very direct. It is not addressing somebody and becoming a formal expression to say something to somebody and then there are no added words to it it is a short form of giving advice and it is very direct it is just pointing out to the advice or the action that has to be taken for example try to do better. It is having you as a reference in the sentence because the reference is already understood by bob the speaker and the listener most of the time we use exhortation in conversation that is most of the exhortation would be used in the speaking skills activity. Some of the time it is also used in written form but then punctuation makes it helpful for the student to understand that this is what is being said by the writing or the speaker or the characters who is in the text in written form keep smiling is a very common education used all over the world try to save money could be any device and it and you also used very commonly used. Be steady is the exhortation which is usually used by parents telling their children to be steady in the characters. Try to do better is an exhortation commonly used by the teachers in order to make students work hard. Entreaty or prayer we have some examples of entreaty or prayer which again comes under the same mood. Have mercy on us. May be all be forgiven. Grant a spice help to do good things in this world, save our souls help us to progress in life every day again all these entreaty, prayers and examples that have been given here are very direct there is no formal dress to anyone that means again the imperative mood statements are usually used in spoken form and these activities included in the speaking skills when teaching English however we do come to see the examples of these entreaties and prayers in the written form as well as. If we come across such text in written form we will also noticed that there is some punctuation given in order to help the student to understand the mood of the sentence and with the help of the punctuation the student will understand that these are being spoken by somebody because they are imperative and they are dependent on command or an entreaty or a prayer or a suggestion or an advice therefore they are based on a language which is more often spoken. It has to be addressed in a framework of such a mood which is called imperative which gives this type of a mood or manner and or mode to the sentence.

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Topic 209 - 210: Subjunctive mood and Adjectives

Present subjunctive mood exist in certain traditional phrases where it expresses a wish or a hope. It is present because it is actually expressing a wish or a hope. Most of the time, the tense should be present when we are hoping for something or we are wishing something. The examples here of subjunctive mood are God bless you. So that means the blessing from God, is a wish at present therefore most of the time when we talk about subjunctive mood we think about it to be in the present. Similarly 'heaven help us' what we are wishing for is the blessing from heaven and wishing for that at present it is not that we are saying heaven helped us. That will not be a subjunctive mood because that is something that happened before and we are stating a fact then that means that will come under the inductive mood. Now we are talking about subjunctive mood and most of the time it is in the present from.

In case when some type of desire is being expressed, again the mood would be subjective and it is a desire so that means it is present. For example, I recommend that examination should be taken in July. So, that means again it is subjunctive; there is a desire that examination should take place in July and it is being expressed in the present from. It is suggested that ring road was built to relieve the congestion again it is an expression of a desire and therefore it is been suggested.

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Lecture 41

Topic 211: Auxiliaries

Auxiliaries mean helping. What does this helping mean in grammar? Let us have a look at these examples of auxiliary verbs: be , am, is, was, have and do. When used with ordinary verbs to make tenses; passive forms, questions and negatives are called auxiliary verbs. That means that without the auxiliary verbs we will not be able to make sentences to show the tenses to show the active voice change to passive voice, to show question forms or negative forms so that means in grammar auxiliaries have a lot of importance and significance.

Without the auxiliary verbs we will not be able to form a sentence or form a question or show the tense of the verb which is actually the meaning of the tense and the sentence. Let us look at the examples which show what are the auxiliary verbs? He is working; the gate was opened. So if you do not have the auxiliary verb or the helping verb in a sentence then that means the sentence will be incorrect. For example, if we omit is from the sentence it will be left 'he working' so there is no grammatical order in the sentence it is just saying he working the gate opened in this case yes the sentence seems to be correct because if you are talking about a past time when the gate open we can just say the gate opened but in this sense we are using open as a verb by itself but when we want to say the gate was opened because it is a situation in which we want to describe then we need to use the auxiliary verb was. So we can use the auxiliary verbs in the present from or the past form but whichever form we are using it in the sentence these are helping us to complete the sentence to give it a proper structure and to give it a proper meaning therefore the auxiliary verbs they have a significant place in the grammar.

Topic 212: Use of have

'He has worked hard' it is a third person he, he has worked hard; if it was the first person then it would be I have worked hard but without the auxiliary verb has the sentence should not be correct for example if we omit has then it would be 'he worked hard'. This sentence is correct by itself 'he work hard' but it is not telling us what tense it is. When it says he has worked hard then we come to know that this is the present perfect tense in which we are using has.

He has been working so hard so because there is in with the verb and it has also been attached with the helping verb again it becomes he has been working hard. If you want to change it to the past perfect continuous tense we can make it he had been working hard then that would become past perfect continuous tense but without using the auxiliary has have had we will not be able to identify what is the tense, what is the time, when this occurrence is being made. We will not be able to recognize any tense without the use of auxiliary verb.

third person plural than the auxiliary verb will be have. And this will show what is the tense of the sentence and how to use the auxiliary verb help which is very significant in identifying the tense of the sentence it tells us how this sentence is formed and what is the correct grammar structure. In order to show the tense in a sentence that is why all the auxiliary which are supposed to be helping verbs and by the helping verbs sentences are formed and

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they take the shape of correct grammar structure are considered to be very significant and important for the learners to begin with when they start learning the grammar in English language. All these exercises need to be learnt and exercise throughout the educational sector starting from the primary to secondary and even at adult level because the grammar practice should be done again and again.

Topic 213: Use of do

The auxiliary verb do also plays the same significant role in making the sentence correct grammatically. Do you know him? This is the use of the auxiliary verb do in the question form, without this we will not be able to form question. You know him? this is sometimes used in conversation which is incorrect. Do you know him? Yes, I do. Again, the auxiliary verb here is do. It is very important to tell you that the person who is answering the question is also using the same tense as the question. The question is do you know him? the answer is yes, I do. If the question was did you know him? then the answer would be yes, I did that means that the question and answer while using do is going to be in the same tense as per the requirement of correct grammar structure.

You met him, didn't you? Now this is another form which will be discussed later in which we are using didn't you is actually a question which will be will talk about later but here it is to make clear that this example, didn't you is also taken from the auxiliary verb do and it is being said in the past tense as didn't you. Other examples of the use of do are: He eats fish and so do you. You do look pale in this example we see that the auxiliary verb is helping to emphasize on the fact that you are looking pale you look pale. I told him not to go but he did. What is the function of the auxiliary verb in this case, he did go that means the action is be emphasized that although he was told not to go he was given instructions not to go but contrary to that the action was taken because the action was taken in contrast to what the instruction was therefore it is being emphasized that he did something which was against the instruction given or against the desire or the suggestion or the advice given. O do come it's going to be such fun so here the auxiliary verb is doing another function it is being used to give some explanation of enjoyment and expression of emotions.

Topic 214: Auxiliary verb can

Auxiliary verb can; can usually expresses ability or capacity but sometimes it is also used for permission. Let us look at the different uses of the auxiliary verb can. I can swim across the river. In this case can is showing the ability to swim across the river. Can you lift this box? Again, this is showing the ability to lift the box but at the same time it is a bit of permission in which the speaker is asking can you do it. So, there is an element of permission as well however, in the next sentence we can see that it is totally a form of permission asking for something. Can I borrow your umbrella? So, here it is no sign of ability or capacity it is a sign asking for something asking permission to use the umbrella. can you lend me some money again this is an impression in which the person is asking for some permission asking for some money so in that case can you lend me some money is a total expression of asking of asking permission on the other hand we do not have these sentences in the question form you can also use can in the affirmative sentences for example I can lend you money now when I can lend you money comes in the scenario then it does not has to be the permission

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then it becomes the capacity or ability to lend money you can borrow my umbrella again when it is in the affirmative sentence not in the question form then the permission structure becomes a structure of ability and capacity. You can borrow my umbrella.

Topic 215: Auxiliary verb may

It is used instead of can at many occasions but may has its own significance in grammar. May is used to express possibility, a wish and sometimes used to ask permission such as: it may rain tomorrow, so here may the auxiliary verb is being used in order to show a possibility. It may rain tomorrow, he may be at home. So, it is not confirmed whether he is at home or not but because of the use of may it becomes a possibility, thinking that you might be at home. So, the auxiliary may become very important if you want to show the possibility in the structure of the sentence. He is at home would be different from he may be at home. In that case also we are using the auxiliary is but here we are using he may be at home along with may we are also using the helping verb be and is showing a possibility and if we need to show a possibility in the grammar structure we need to use the auxiliary verb may.

May you live happily, this is a wish or it is a desire and in that case we will be starting a sentence with the auxiliary verb may. In other case we are desiring for something or wishing or praying for someone we will be using may the auxiliary verb in the beginning of the sentence; for example, may you live in peace. It is also considered to be a good wish and probably a prayer for someone now here when we are going to use may instead of can which is supposed to be more polite in using and asking for permission. We can also use may in the beginning of the sentence for example, may I borrow your bicycle? Here the speaker is asking for permission and instead of using can is using may now there is a sense of politeness there but at the same time there is another feeling there which is also signifying that the speaker is asking for permission.

Topic 216: Use of shall/will

Use of shall and will. Shall is used in the first person and will in all persons to express future intentions and actions. So, that means that the use of shall is limited because it is mostly used with the first person so that will be making the use of shall will be limited because it is mostly used with the first persons only. Will will be used for all persons to express future intentions and actions for example, I shall be 25 next year because I is the first person so the auxiliary verb shall is being used here. Where as in the next example we say, we will need the money next week. Although, this is also first person but it is first person plural so we are using will here because the nature of the sentence is such that we need to use will here.

Why do we use will here although it is the first person and we are claiming that shall is used with the first person why are we than using will with the first person in the second example; we are doing that because of the intention of the speaker: the first one says I shall be 25 because I am sure I am going to be 25 on my next birthday; whereas we will need the money next week is about some necessity that has to be done in future but it is not to be confirmed by us it concerns some other bodies, that is why we cannot use shall in this case because we are not very sure.

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Topic 217: Shall as axillary verb

Shall as an auxiliary verb is sometimes used in the second and third person to express a command, promise or threat. As previously said shall is usually used with the first person and is limited to it but in cases where the speaker is confirmed about his future intention or sure that your future action is going to take place, the speaker may use the auxiliary verb shall, for example; he shall not enter my house again. So, the speaker is very sure about it, although it is going to be in future it has been confirmed by the speaker because it is in the power of the speakers not to let a person into his house.

Other examples are: you shall have a holiday tomorrow. You shall be punished for this. In this sentence, it is declared that this is going to be done and this action has to take place and this punishment has to be given. You shall be punished for this is a declaration that this action is going to take place for sure.

Topic 218: Assumption

In any case of assumption 'will' will be used. For example, this will be the book you want, I suppose. The person who is speaking is the first person I. If we use shall here then it becomes more of a command than an assumption. By using will here we are trying to signify that by using the auxiliary verb will we are assuming, we are making an assumption. That will be the postman, I think. Again, the first person I is assuming that the person at the door, ringing the bell is the postman. So, another assumption and the use of will. If instead of the object will we use the verb shall than the sentence would sound totally different it will become that shall be the postman, so that is totally incorrect because then it would become more of a desire or more of an expression in which the person is saying.

Another example of the assumption is: I suppose they will catch the evening train because this is being said by the third person so there is no possibility of using shall especially when it is an assumption. I suppose the person who is speaking this is the first person that when he talks about the third person then he uses the auxiliary verb will in order to show that he is assuming that they will catch the evening train. Therefore. in order to make it very clear that we are not confirming what you're saying that we are assuming or we are suggesting that something is going to happen in the future it is very important to use the will and avoid using the auxiliary verb shall because than it is going to change the meaning of the sentence altogether.

Topic 219: Must

The auxiliary verb must is used to express necessity or obligation. So, again it is very special to be used in a sentence to make it grammatically correct that this has the meaning of necessity or obligation and therefore the auxiliary verb must is being used. For example, you must improve your spelling so whatever is being said is being said as a necessity. It is an obligation that the spellings must be improved. We must get up early, again it is something which is very important and necessary to do. Usually, must is used in the sentences which are making rules and regulations; therefore it has a lot of emphasis that this has to be done as obligatory.

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Other examples include: I must follow a diet plan. In this sentence it is not really making up of a rule that it is more of determination but at the same time it can sound as a rule if somebody says it to the group of people. You all must follow a diet plan. In that case it becomes more of a rule but in this case when the first person is using it more of an obligation on the part of the speaker who is saying it and therefore it can be taken as more of a determination than of making rules. Living in such crowded conditions must be difficult.

So by looking at the use of the auxiliary verb must we come to know that although must is used to express necessity or obligation and things which are obligatory things which are compulsory things, which are being followed as rules at the same time there is some flexibility but at the same time we are using auxiliary verb must to show both situation, some sort of a flexibility but some sort of obligation associated with this flexibility like for example talking about your own health usually we say we use the word must as an auxiliary because we know that it is the best option for us and therefore we are determined to do it and therefore we use the word must.

Topic 220: Ought to

Ought to be is an auxiliary verb which is quite close to the auxiliary verb must but it has more of an implication. Ought to expresses moral obligation or desirability as well as to express probability. Some examples are: we ought to love our neighbors so this is showing that some kind of moral obligation. We ought to help him. Again it is a moral duty to help others therefore we can say we ought to help him. If we are using must in these two cases let us look at it how does it harm: we must love our neighbors. There is no harm in using the word must but it changes the meaning of the sentence, in the sense that it becomes more of a rule regulation than to a moral obligation. So in order to differentiate between the moral obligation and compulsory at we will be using the auxiliary ought to.

Topic 221: Used to

Used to be is a formal auxiliary verb. It is used in grammar in English in order to express a habit that was done in the past but is not continuing now. It expresses a discontinued habit that means some action was being done in past for some time but now it has been discontinued. So by using the auxiliary 'used to', it is very clear that whatever it is mentioned the action or the action verbs which is in the sentence would be expressing something that was done in the past and now it is no more there. For example, I used to live there when I was a boy. So I was living there some time ago but now I am not living there I was living there when I was a boy so in order to express that I am no more living there it is useful to use used to in the sentence because then it will make the meaning very clear that this is no more the situation.

I used to play badminton when I was young; again, it means that badminton was being played in the past. I was playing this game but now I have discontinued playing this game. It is not there anymore that I am playing this game. I used to play it in the past when I was young. In the question form, did you use to swim or did you use to study hard? That means

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some question is being asked about a habit which was happening in the past. Did you use to swim that means is it so that in the past you were swimming or is it so that the past situation was that you were swimming but now you are no more swimming so it will be did you use to swim.

So, by using the auxiliary verb to time frame comes in the mind of the listener immediately. Immediately the listener would come to know that this is being talked about in the past and now this habit is no more there it has been discontinued. She used to visit her mother last year again she used to visit her mother some time ago and that was last year now she is not visiting her mother anymore. It was a habit in the past year but now it has been discontinued for any reason but because we are using use to in the sentence it is very clear that the speaker means that the habit of visiting the mother has been discontinued and therefore there is no more visiting habit to the mother anymore.

Topic 222: Need

The auxiliary 'need' is used in the sentences to express necessity or obligation. Denoting necessity or obligation, need may be used as follows: 'he need not go', usually when the sentence is used in negative then we do not use to in a sentence but if we are using need in the affirmative sentences then we use to in order to have the auxiliary added to it as need to for example: I need to go now, one needs to be careful. So according to the singular or plural or the pronoun that is being used to would be added to need or it will not be added to need. For example, we see that in the negative sentence we do not use to, he need not go now, he need no meet him. So in all these sentences which we are having in the negative sense we do not use to.

The preposition to is not there where as when it is in the affirmative sentence then we need to use need to so the words will come together as need to and the auxiliary would be added by to again when we are using it for any obligation of or any compulsion or necessity we also need to be careful weather we're adding an s to it or not; for example, when we are saying one needs to be careful that means it is in singular form when we're saying one and one needs to be careful, when it is the first person. Again, we will not be using s with need. I need, we need, when we are using it with the third person singular 'he need not go'. In this we are using without an s because it is a negative sentence when we use it in a positive or affirmative sentence then we will add an s to it that means we will say he needs to go now.

So it totally changes the meaning of the word when it is used by the addition of s and without an s. So we have to be very careful specially with the third person. In this case because there is what the confusion lies because in the third person when we are using in the affirmative then we need to add an s to need, whereas when we are using it in the negative sentence then we do not add s; for example, he need not cook but when we say he needs to cook then we are adding an s to it and also we are adding the preposition 'to'. He needs to go whereas when we are saying the full form of first person that is we. We will only come with need. It will not come with an s. Now look at the second person, what happens with the second person. He needs to go again we will add an s and also the preposition to you need to go for the second person we will only have need to go we will not add s here so that means when it is being spoken it will be always without s. You need to go, that is the direct

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form or talking to the second person then we do not add s what will happen if this sentence is said in the negative then what will be the sentence: you needn't go again. There is no s there.

S is being used for the third person when it is in the affirmative. What about third person plural, they need to go, they need not to go. In both cases we are not adding s so the only place where we are adding s to need is where we are having the third person singular: he needs to go. She needs to go. Ahmed needs to go. So these are the third person singular where we are using the s with need.

Topic 223: Question tags and short answers

These are very important in English language especially in the branch of spoken language. So in the speaking skills this topic is a very important topic where the students need to learn how to have a question tag in their questions and how to have the short answers for the questions which are being asked specially in the spoken language. It is a common practice in conversation to make a statement and ask for confirmation, as follows, because in spoken language we tend to ask the question and then we want to ask for confirmation. Also usually we do it in the spoken language and we do it in all the other languages as well. Not only in English that we do ask for confirmation after we ask a question sometimes this is done in written form but it is mostly spoken language that we ask for confirmation. For example, it is very hot. Isn't it? So the later part 'isn't it' is called a question tag. Why is it called a question tag, because it is something attached to the question? It is like a piece which is attached and picked from the first part of the question and the second part of the question. Question tag is asked in order to confirm the question that is being asked.

So the listener also gets into the pressure of answering the question. There is one thing which is of concern. It is that usually when it will be asked it is very hot isn't it sometimes the listener could be of a lower status or having lesser power or authority than the person who is asking the question. Because of the addition of the question tag or because of the confirmation of the question, the listener sometimes answers in favor of it. For example, even if it is not hot but because the person who is asking the question is in authority and power he says it is very hot isn't it usually what happens is that the listener would say yes it is so it will be difficult sometimes for the listener to state otherwise for example if you want to say it is not we can always say it but it is the power of the language and the way it is being asked and confirm that sometimes people who have less confident or think that they have less power in language tend to answer the question in favor of what is being asked because the question tag is putting some sort of a pressure there.

So it can be said that this is one of the strategies to get the answer in your favor. Like for example the first statement that you have asked is it is very hot basically you are saying it is very hot your idea is it is very hot and when you say isn't it so that means you are putting pressure and because of this pressure the listener might say yes it is but of course there are chances that the listener might state whatever is the fact and say no I don't think so it is that holds all he doesn't need to say it is that you can just say no I don't think so this will be the short answer to the question which has been asked with a question tag or otherwise if it is very hot an answer could be yes it is.

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Topic 224: Short Answers

When something is to be said in an informal manner, short answers are the best way to answer the question. Especially, if it is required that no detail has to be given then short answers are the ideal manner to answer the questions. Most usual form of the short answers are as follows: Yes, I am. This could be a short answer question in which it is being asked. are you happy? Yes, I am. There is no more detail required. In case there is any examination paper which is asking for short answers then the time limit and word limit explains how much detail is needed. So it is better for the learners and students to keep to the word limit and the time limit in mind. In case something is being asked in spoken language or the written form only then the details should be given.

This is also an art of the language where we need to learn how to give short answer because these short answers are actually complete answers and its explanation is required or details are asked only then the learner or the speakers need to answer the question in detail. It has been noticed in the interview also if short answer are given they save the other person who is listening to the answer of any misunderstandings. Also short answer are less acceptable to be wrong it is mostly in long answers that people can make mistakes. For example, are you nervous? No, I am not. That is enough; maybe if you carry on with a sentence and the answer maybe you will tend to make mistake or actually become nervous because you are answering the question so only if it is required to answer the question in detail only then it should be answered in details otherwise art of making short answer is also appreciated and given marks.

Does he come to your school every day? Yes, he does. That could be the answer to the question whether somebody is coming to school every day so you don't need to pick up the language from the question and answer. Sometimes, in schools, it has been noticed that the teacher's try to teach the students by picking up language from the question. It is suggested that instead of doing that it is better to for the students to learn short answer instead of picking up word and language from the question for example in most of the schools the teaching of the English is done in this manner . What is your name? My name is Ali. Where do you live? I live in Lahore. So the language is being picked up from the question. There is no harm in picking up languages but this than leads to the practice of picking up language all the time from the questions. So the students that pick up language from the questions for all the time to answer the question which is not a very ideal thing to do.

Instead, the teachers should train the students to give answer on their own and they can always start with a shorter answer and then continue with the long sentences if required. He did not go to the market but he did that could be a short answer for he did not go to the market, did he? but he did so somebody is trying to tell that he did go to the market. He did not take my pen. But he did; so short answer is Yes, he did it. I like fish and correspondence or adjutancy answer to that would be 'so do I' that is not really a question. It is a statement to which short answer is being given I like to cycle. So do I. That means some adjacent sentences are being used in order to have an informal conversation.

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Topic 225: Same word used as different

Same word is used as a different part of speech in English language. Let us have a look at those examples where a word is used as a different part of speech. Words may belong to different parts of speech as follows: for example; after they arrived, soon after when did they arrive, soon after. So that means it is describing the time when the action took place. It will be called an adverb because we all know that adverb adds to the verb so when we will question when did they arrive? Soon after. So that means it will be an adverb whereas in the following sentence it will become a conjunction. The same word after is being used in the sentence and let us have a look what part of speech it is. We went away after they had left. So here it is telling about the two sentences being joined by the word after and here is this working as a conjunction. So the students need to learn practicing it with logic to understand when they are asked to analyze a sentence and see what part of speech is the word.

They need to analyze it with a logic and try to understand whether the same word which they think is working as an adverb could work as a conjunction. We went away after they had left and there are two parts of the sentences: we went away, they had left; and these two parts of the sentences have been joined by making one sentence by using the conjunction after whereas after is also used as an adverb in the first sentence so the learners need to differentiate between the two parts of speech and understand how to analyze the sentence, how to make sense of the parts of speech used in the sentences.

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Lecture 42

Topic 226: Commonly confused words

Sometimes, there are some words which are sometimes used as noun and sometimes used as a verb. So, this creates some confusion in the mind of the learners. Let us look at an example: The word advice is a noun meaning a suggestion for a beneficial course of action. It rhymes with mice, the way we say mice the same way we say advice so sound is ice. Mice, ice, advice so, we will pronounce it as advice. Whereas, advise is used as a verb. This is my advice to you to work hard. This is my advice to you, so advice here becomes a noun. I will advise you to work hard so again it becomes verb. Because, I advise you to work hard. I am doing action therefore instead of it being advice it becomes advise it becomes a verb so these are the confusions that the teachers need to explain to the students also they need to explain that there is a difference in the spelling of the two words.

As it is very clear in one it is being used with ce and the other is se. so with the spelling the pronunciation also changes and therefore it changes from advice to advise because in one the sound is of c and the other the sound is of s or rather z because the sound here of s is transformed to the sound of z. so it becomes advise. So these confusions need to be clarified and made clear to the students and also give examples so that the students may understand the difference of the word being used and what is the part of speech that is being used in that particular sentence and what are the identified need of that particular sentence and because of those identifying needs this particular sentence is being used.

Topic 227: Commonly Confused Words – Examples

Now let us look at the examples of advice and advise being used in the sentences and how does their meaning differ from one another: you should talk to Laura, she always gives excellent advice. So, hear it is very clear that in excellent advice, advice is a noun and excellent is the adjective. So, this sentence means that Laura always knows what to do. You should always talk to Laura because she always gives an excellent advice; so that means Laura knows what to do she will tell you what the best thing to do is. So, advice is noun which means the best thing to do and this best thing to do is actually working as a noun in the sentence. So this is how we will interpret the sentence in which we are using advice as a noun so because Laura is always giving sensible advices therefore you should talk to her so that she tells you to do the best thing that is for you and this best thing is actually a noun and in the next sentence. Let us look at this: if you need some advice about which courses to take you can talk to the professor. The professor can give you helpful input about which courses are best to take. Here again it is a noun but it is being used in a slightly different manner. It is like giving some support or help to choose the subject that you need to choose if you need some advice about the courses you want to take you can talk to the professor.

So here it is in the sense of being helpful input not as in the previous sentence where we said she is going to tell you the best thing for you to do. That was a noun here also it is a noun but here the meaning has changed a bit and it becomes helpful input so the professor is going to give some support, some help to you in order to choose your sentences. Now look at this one I didn't ask for his advice but he told me what he thought. So even the meaning

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has changed a little but still it is a noun still it is the word which is advice and it still remains a noun because it is something somebody is giving. I didn't ask for his advice, I didn't ask him to give me something but he taught what I should do. He told me that and that was just because he thought he should give it to me. I didn't ask for it so the meaning changes a little which confuses the mind of the learner and he starts thinking whether it is a verb or a noun but the teacher needs to explain that every time the noun is being used advice is a noun it is being used as a noun. The only difference is that becomes a slight change in the meaning of the word starting from making you do the best thing then it could be just a helpful support helpful input or it could be just something that somebody thinks is good. All these three stages are giving advice to the other person so there is a slight meaning but still each one is a noun and it is spelled as a d v i c e. It is pronounced as advice the same as the sound comes from ice or mice so this is the basic difference that the teacher needs to explain to the students that there is a difference in the spelling, there is a difference in the pronunciation, and there is a difference in the parts of speech.

Topic 228: Commonly confused words

Let us look at another example of advice; my advice is, always follow your heart. So, what is the meaning of advice in this sentence? The meaning is what I think you should do is, follow your heart. So, this is a type of suggestion. It comes to be interpreted as a suggestion but at the same time it is called an advice. My advice is always follow your heart so this is not a very strong advice. It is a bit milder but still it is called an advice and thus it is also a noun because it is something which is given. It is an idea which is being given so it is an advice or a noun. The part of speech is again a noun. Now, look at this example where advice is used as a verb: I would advise you to follow your heart. So the same sentence can be changed with using the word advise which is actually connected to the noun advice so again if you are saying instead of advising me please give me a suggestion so that means you are not asking for any advice instead of advising me please give me a suggestion so that means you are using the word advising or advise but you are asking for a suggestion.

Topic 229: Relative clause

As mentioned earlier, we need to use proper words to fill in the gaps. So, in this grammar review we are looking at the relative clauses which would be related to the sentence that are given with the gap in it. So there has to be a relation between the sentence that is given to us and the clause that we use in order to complete the sentence. So, we will have another example here: whose car is that? It belongs to the man next door to me. So, the choices given are: who lives; which lives next door to me. So the answer would be B & A. Both are correct because clause is defining the man so we can't use a, we don't use which for people so because in this particular slide we are not showing the, which should have been there actually it is probably of a misunderstanding due to which the , is not but if there is a comma then we cannot use who lives. If you're putting comma between who and lives then we will not use that who lives instead we just have to use who lives next door to me and that will be the relative clause that we will be using in order to have the correct answer. So, in this case the correct answer will be: it belongs to the man who lives next door to me. So that completes the sentence and the relative clause would be 'who lives' because who lives is

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related to the man and it is also related to the rest of the part of the sentence next door to me; so this man who lives defines the man so it becomes relative clause to the sentence.

Why do we call it a relative clause? Because it is related to the part of a sentence which gives a meaning by adding a relative clause to it. When we are adding a relative clause we need to be very careful with the punctuation also if there is a comma or a full stop in between relative clause it may change the meaning of the sentence. Also, we cannot use 'which'. It is not used for men and that is why we are not going for the option which lives next door to me because for the man we can't use which because we don't use which for people we use who for people because that is the correct English to be used for people. So we will not be using the third option which is which lives next door to me.

Topic 230: Relative clause

Let us have a look at another example of relative clause: What is that? It is something ------ your face. What are the options given for these letters, look at the relative clauses that are given as options to complete this sentence: what you put on, that you put on, where you put on. So in this case the answer would be 'that you put on your face'. 'Where' is a relative pronoun for place, not or thing. So we cannot use the third option because it is again talking about a place, whereas face is not a place. So we cannot use the third one which is where and we cannot use the first one. So the correct answer would be B.

Topic 231: Reported Speech

Let us look at the example of reported speech in this grammar review section. What did she say? She said "him" the options given are: that she hasn't seen him, she hasn't seen him, she hadn't seen him. Let us look at the answer which is the correct answer to fill in this gap. C is correct in reported speech. We back shift the present perfect changes to the past perfect because it is being reported therefore, the present had to be changed to the past when the person had said that she had not seen him at that time it was the present time but when this speech is being reported that became past time so then that means when it would be reported by somebody it will become she said she hadn't seen him. Therefore, that means that when the reported speech is being done this subject changes and it may become an object the object changes and it may become the subject. In this example, also, we come to know that because it is reported speech we also have to change the tense of the statement which is given and it is that she said she hadn't seen him because she when she said it that was the present she had not seen him at that time when she was saying it but now that is the past and this is being reported therefore it becomes she hadn't seen him.

Look at this example, the reported speech we back shift in reported speech we have to go back so from back we are coming to this time and the back one is past so therefore we have to bring it as in the past this has been said the present perfect changes to the past perfect so hasn't is the present perfect or has not is the present for perfect hasn't is the contraction of has not which will be changing into had not. The past perfect tense and had not can be contracted as hadn't so she had not seen him or she hadn't seen. Look at this example again. it is an example of reported speech and the word is tell she told me, she said me ,she said me that she which one is correct. So tell becomes told me she wasn't well so when this is being

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reported tell becomes told it goes again in the back shift at the past tense. At the time when she told it was present time for her when she told that she was not well but now when the speaker is mentioning what she told it becomes the past and therefore it will be she told me she was not well. We cannot use said in this case because if you want to include me with said you have to say she said to me so that means, you are using said then you have to say, said to me an option which you have does not say that therefore either you would say she said that she wasn't well or she said to me that she wasn't well. So, in both cases you have to add something and we are not going to add anything to the option given.

Topic 232: Suggest

In this grammar review section, we need to look at how we are going to use a relative clause with suggest in it and how is it going to be different from giving an advice or advising someone. She a doctor, suggested me to see a doctor; suggested I see a doctor or suggested to see the doctor. The answer which is correct is B.

Suggest can also be followed by verb ing. That is we can use suggest with ing but since here the options are not given with ing therefore we are not using the verb as ing so it can be she suggested seeing a doctor. This sentence will also be correct in case it is given in the option. Since it is not given in the option therefore we are not allowed to change the option that is given already but in order to know whether there can be other ways to say the same sentence then it can be said that she suggested seeing a doctor or she advised seeing a doctor or she gave me advice to see the doctor. All these things can be used in order to give a meaning to the sentence by using a relative clause in which the meaning is clear that this is the situation which is given however because these options are given and we have to select one of them in this case we will be selecting B because it is giving the correct grammatical structure.

Topic 233: Can

Can is used in a relative clause to complete the sentence. In this grammar review, we are also going to make use of can in order to complete a sentence along with the relative clause to make the sentence full of meaning. Can you explain me this? Explain this me? Or explain this to me? So in this case the answer would be C. We can also explain to someone something. We can always say I can explain this to you or I can explain this to Ahmad or Ahmad can explain this to me but here we are talking about a conversation, a dialog which is already spoken and it is said 'can you explain this to me'. So, the person who is going to explain will explain this to me.

The preposition 'to' me is very important here because the explanation has to be done to somebody so we can also use explain to someone something. Look at this example now. Reported questions: She asked whether she could borrow the car. If she could borrow the car? If she could borrow the car with a. So we have three options with 'she asked'. The answer is A. B is wrong because we don't use question marks in reported questions. Why we don't use a question mark in the reported question because we are reporting the question which was asked by somebody, to add that moment, when we are reporting we are actually not asking the question we are talking about somebody who asked the question. We are repeating the question in a reported manner. So when we have to report question we do not

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need a question mark. There and we do not need to say it like a question so that means that the answer that is correct is A because if we are using B it has a question mark and we don't want to have a question mark because this question has been asked earlier by someone and we are just reporting it and we are saying she asked whether she could borrow the car so we are not going to say the question in the reported form.

Topic 234: Might

The use of might as a relative clause in the sentence is to complete the sentence and make meaning out of it. I wonder where sally is he is never late so the person knows about Sally that Sally is a person who is never late so the speaker is very confident that something must have happened to Sally that is why she is late because otherwise she is never late and then there is a response to this dialogue which is she got lost which relative clauses are we going to use in this case in order to complete the sentence. Let us look at it might have, maybe have, can have the correct answer is A might've she might've lost maybe we cannot use here because it is an adverb you can say she may have got lost but you cannot see she maybe have got lost the correct sentence with B/ she may have got lost but because this option is not given here to be selected therefore we cannot add our own option there otherwise if the option is not given this sentence can also be used as she may have got lost another option in which we can see she could have got lost but again this is not given in the options we don't use can for past speculation because this is speculation which is being done in the past and in that case we can use she could have got lost but we cannot choose can in the sense because it is a past speculation and we are talking about something which might have happened earlier anything that has happened earlier has to be as a past speculation and can is present therefore we cannot use the option which is given by the word can it becomes incorrect. Although could is correct but because this option is not given day for we cannot use it if the options are not given the two other options which could be correct are she may have got lost or she could have got lost but in this particular sentence we would just see the correct one is the correct answer is A and that is she might have got lost and that is because it is in the past speculation and mighty is the word which goes with the tense of the sentence therefore this option is going to be used as a correct fill in the blank or gap filling activity in this particular instant so I wonder where sally is she is never late she might've got lost the speculation is that this could be one of the possibilities but again it is not for certain that this has happened it is a speculation which might have taken place in the past and therefore the option left with us is might have she might have got lost.

Topic 235: Assumption

Let us see how to express assumption in a relative clause to fill in the blank and the gap filling activity to be done to complete the sentence and its meaning. I'm not really sure where he is. The gap is there so the person or the speaker who is talking is saying he is not really sure so where is he. It is an assumption, he must be in his room, might be in his bedroom can be in his bedroom. In the first case must be in his bedroom will be incorrect according to the context of the sentence because we see that the speaker says I'm not really sure so when he is not sure he cannot use the word must. So he cannot base his assumption on must because he is not certain about it. When it is an assumption, the correct word to use is might be in his room. He might be in his bedroom and the third option given is can. Can is not

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suitable word here because as we have discussed earlier can shows and expresses the ability or the capacity to do something when you're talking about assumption we do not show the capacity or the ability of some person. In assumption we are not sure but we are just assuming the possibility of something happening in that case the answer which is B would be correct because the speaker isn't really sure that the person must be in the bedroom therefore by looking at the sentence because he's not sure he would be assuming and in the assumption in the relative clause we will be using the possibility and the possibility which is given in the options which we have to select one of those option we come to know that might be in his bedroom would be the best option.

Topic 236: Likely

Likely, the root word of likely is like. Like is a positive for anything to do with. Like would be having positive results so likely would be used. In any possibility that could happen, anything that is possible so we will be using the word likely in the relative clause or to fill in the blank to make the complete sense of the sentence and this will be used in the positive sense. Look at the example, 'I think that the price of oil rise' options given are: likely to, are likely to do, is likely to be. If we put option A it will be I think that the price of oil likely to rise that means we are not using the tense in the sentence and this makes the sentence incorrect because it is not having the tense in the sentence and it is not expressing what time are we talking about. Are we talking about the present tense, the past tense or the future tense?

The second option is are likely to; we all know that 'are' is used for plural so it would be 'I think that the prices of oil then we could have used the word are likely to in this case because it is singular the price and oil both are singular then that means we have to use the helping verb is which is used for singular is likely to. In this case the answer is C then this sentence will become I think that the price of oil is likely to rise. Another example could be, it is likely to rain. This is also an expression of an assumption but this is based on some knowledge.

Topic 237: Classroom activity

We have different types of activities in the classroom but here we are going to talk about some different activities which can take place in the classroom. This can be the type of activity which is done by fun learning. In order to make activities for the classroom, the most important thing is to identify the needs of the students. For example, outline the factors that should be taken into account when selecting an activity for an individual. So, whenever we are talking about doing some activity in the classroom and especially if it is related to fun learning we have to identify the needs of the students, we need to look at factors which we need to consider and take into account in order to make that activity possible in the classroom.

Identify an activity that meets the specific needs of an individual. So there is a possibility that there are different students in the classroom and we need to design activities according to the needs. So what you can do is that you can always make it possible for the students to get into groups and then work on their activities. For example, there can be a group of painters

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in the class; so that group can be given an activity to paint if there is a group who is good in doing games then that group should be encouraged to work on language games and have language fun in the class. At the same time there will be a lot of learning taking place. Also if there is a group who are good at doing a drama or a power point presentation then the teacher should encourage the students do those activities and create learning by fun so whenever we are to have a classroom activity or a project design by the teacher.

The teacher needs to identify the needs and accordingly give the responsibilities to the students in order to carry on with the activity. For example, select a spelling activity for students who are weak in spellings. So there are many activities like Spelling Bee and spelling games and also there are some activities related to dictionary in which the teacher can ask the student to look for the spelling in the dictionary and also help students to look for those spellings in the dictionary; therefore this type of activity would be more useful for the student to learn the spellings instead of just asking the students learn spelling. That will not help the student instead if some type of activity or a project is designed in order to help the students learn the spellings that will be more appreciated by the student and also it will be made possible for the students to learn the spellings. Therefore, it is very important to have fun learning in the classroom activity and to make it possible the teacher needs to guide the student.

Topic 238: Person centered approach

Person centered approach is quite close to learning centered approach so the person who is involved in the activity should be responsible for doing the activity. So in a way if the teacher is having this activity with the students then it would be called learner centered approach but in case it is not a classroom, it is a club and there are other people who are participating and they are not necessarily the students; this activity has to be done by the persons who are involved in the activity and therefore it would be called person-centered activity.

Create a plan for implementing an activity for an individual which includes a purpose, description of the activity and the resources required to watch. So what are the factors which we need to look at when we want our learners or the people who are involved in any activity to participate fully in that activity and the learning outcome to be at a high level? So the first thing that we need to do is to create a plan, without a plan, haphazardly things cannot be started. We definitely need to have a plan A and a plan B in circumstances when things can get out of control. So not only plan is important but also while designing an activity or creating an activity it is important to have plan A and plan B so that if something goes wrong with the plan A, plan B may be followed in order to get the activity done.

The next thing that is important is that whatever the plan is it has to be seen that it is possible to implement it; that means it is realistic and it is practical. A plan should not be such which cannot be implemented then it is a waste of time and when these plans cannot be implemented there is a lot of frustration and sometimes depression among the learners. So it is important for the teacher to assess whether certain activity or certain plan which is there for the students to follow, whether it is realistic or not, whether it is practical or not, whether the learners would be able to implement feasibly and with a lot of quinces and interest. If these things cannot be implemented, the students cannot face the frustration of

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failure and sometimes they get disinterested in studies so it is very important for the teacher to see to it that whatever plan is being created it has to be feasible, practical and realistic.

We have to look at the individual for whom we are creating the activities, we have to look at the profile of the individual what is he interested in and what will he be able to do in order to fulfill his needs. Another thing that must be there in the activity is the aim. It should be very clear to the students and the learners, and activities without the aim would be just very shallow and people will just forget about them very soon; because there was no aim, there was no target, there was nothing that the students or the learners were looking for.

Topic 239: Person centered approach

Explain the person-centered approach or learner centered approach to your students. Explain the importance of taking such an approach, not only to the students but also their parents should know why the learner is being the center of this activity. Because most of the time, it is supposed that the teacher needs to support the students all the time. There will be a lot of learning that will take place due to learning centered approach. In the person centered approach, the people who are participating in the activity will know that they have to be independent and they will not be spoon fed by anybody. They then become more responsible and when they want to know about something they tend to look for the material and the resources they make. Google and get the information or they may find other friends to help them to know what is the activity about. The person centered approach or the learner centered approach is much appreciated at the time when the students get together and work in groups and as a team. Also, at this time they learn how to work together. They also understand the value of unity and they also come to realize what is the strength of being united and working together. This builds up a character in their personalities to work together in future and be united for everything that is supposed to be for the betterment of the school, the institution, their workplace or their country.

Of course some support can be taken from the teachers as well as friends and neighbors or family or even the community but in all that this must be realized that the most important person who is dealing with the activity is the student himself. The students need to work independently and get good results out of it. In case the student fails to do it he can always get some counseling from the parents or the teachers. There is no harm in getting some support but basically the understanding should be that all responsibility lies with the student also it should be an understanding that while doing the activity the student is going to learn and keep a record of all the learning so that he can sum up his learning and present it to the class and to the teachers or maybe to his family whenever required.

So this learner centered approach is a lot of responsibility that lies with the student himself and the learner himself. Everything has not to be summed up by the teachers, everything has not to be controlled by the teachers and everything has not to be reflected by the teachers. The students need to do that activity, take the responsibility, reflect on it if they face failure ask for help and support, work on it. Again instead of getting into a certain frustration or depression they should be doing the work honestly to get the positive results of duty and also to keep record of work that they have done and this work record can be referred to whenever the student wants to because this is his own work and he will never forget

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whatever she's done by keeping it. Some reference is needed in future, the student can look at the record and then take out from it all the approaches that he has used to do the learning and then probably can make use of it or at least refer to the work or learn more out of it. So, the student learner approach is very independent for the learner, for independent learning and to get more result in the activities that are being done in the classroom.

Topic 240: Factors

Other factors that should be taken into account when planning an activity are the activity itself, the type of activity, the quality of an activity. The quality means that whatever is being done is having some sort of standards where the learners have to meet those standards. The type of activity is that it should be selected whether it is going to be a fun learning activity whether it is going to be an educational trip whether it is going to be within groups whether it is going to be one big class as a team working on it. And the activity itself that what type of activity is it? Is the physical activity, is it a mental activity, is this activity to be written down or it has to be done orally so what type of activity it is? And further to this, it has also to be noted the nature of the activity whether this is an activity which is related to environment or is it an activity which is related to drama or it is an activity with something to be related to debate and speech and also the factor of who are the people who are going to get involved in this activity.

So all this planning and these factors have to be taken care of and it has to be designed in a similar manner just as a lesson plan is designed and further to the lesson plan it also needs who are the people who are going to participate in it and then the duties have to be designated to all the groups and individuals in the classroom in order to get better results. After the activity has been done, a report should be collected and evaluated. It needs to be made on the work that has been done and this evaluation has to be very honest in order to find out if there are any other factors that should have influenced this activity or also it has to be evaluated those factors which were considered were they worth considering, was it better for the group and the learners and the teacher that these factors were considered in building up the plan.

So all the evaluation needs to be done in the form of a report or it can be done individually by every person in the group and then collecting all the information the teacher may write a report and evaluate the activity herself. After that a reflection exercise should go on in which the student should be asked how could this activity be made better. What were the things which did not bring the good results which were expected by the student, the learners and the teacher in that sense the future expectations would be better and it will be expected that the faults that had happened in an activity will be removed in the future and better results will be expected out of the activity.

The same activity may be repeated next time there's no harm in repeating the activity with having more practice and more concern towards the activity something more can be added to the plan that has been previously acted upon. There is no harm in repeating things until and unless there is a lot of flooding going on Things can always be repeated and made better in order to bring better results for the learning of the group but whatever is done it should be kept in mind that the prime focus and aim should be that the students are learning

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independently. The student learner approach is kept in mind and the students are growing in their knowledge and information by working independently and also by working with the pairs, in groups and teams. All these factors need to be considered but more factors can always be added to the activity to make it better next time.

Topic 241: Create an activity

Let us look at an example to create an activity. Activity is titled 'A book fair' so when you're going to have a book fair there is going to be a lot of learning. The students are going to look at the books and learning that is taking place in the books and while looking at the books. The purpose of this activity would be learning, reading, getting the importance of having books, how to buy books, how to keep books, how to keep a record of the books so there are going to be so many aims and purposes in this activity. We would like to hold the book fair in the Hall of our school or college so the venue will be decided where the book fair is going to take place and the best and the most secure one would be the school or college Hall because in the College Hall the books will be also secure and the children who are doing the activities will also be safe so these things risks have to be covered as well.

We have now got all the lists, the books that we want to put on display and exhibited in the hall. We have already got all the list so what happens is when teacher announces that we are going to have a fair. The students are going to collect those list not only the lists but also the references of the available resources books, the novels, the literature reviews, bibliographies, appendices, prefixes, summaries of stories and A 2 Z dictionaries. So there will be a lot to do for the students and while doing all this they are going to learn about too many things how to make a list how to look for reference how to look for the sources.

Topic 242: Aims and purpose

Why we are displaying reviews on the wall in the exhibition will be learning a lot about their books themselves the students when will display these reviews they will also take care of it that their no spelling mistakes so that we are having the aim and purpose of learning, adding our vocabulary and understanding the meanings of the words which we are using in order to display also we will be dealing with the price list the students to learn what is the present price of a book in the market they will try to serve and find out what are the prices of the books of those they are being used in the classroom or those which are just story books so they will have a lot of learning and first-hand experience off knowing about the prices in the market so that means students would also know about economics and what is going on in the market and also they will come to know how to make their own prices and how to write down their own prices along with that look at the aims and purposes that we also have here we look forward to engage people in improving reading habits of young pupils and then gross them cultivate and develop them in the habit of reading so while doing all this activity another aim and purpose which is going to be fulfilled is that the people will be engaged in positive activities they will be improving the reading habit and that will also develop them into good human beings because it is not only that they are reading it this reading is going to have an influence on their personalities and they are going to develop themselves into better human beings along with the habit of reading so the aim of purpose and to create an activity is not restricted to one development of a skill these development of skills will be the

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resulting in too many other branches of development and growth among young learners it is going to create a positive and healthy society where people read and learn from what the writers of wisdom have written down and have influence on their personalities in order to become a better human beings and better members of the society this will bring more civilization to society and the country it is not only building up one sort of skill that is reading but this is also creating an atmosphere there where there's a lot of development taking place and the habits are being improved and people are spending their time on positive and realistic and healthy activities to become a better human beings and have a surrounding an environment where learning is taking place and at the same time people are having a quality life.

Topic 243: Resources required and assessment risks

To summarize let us look at the resources required and have a look at the assessment risk which has been taken care of while creating an activity and implementing it. The resources required would be internet definitely to check in and check out. Check in and check out could be for both the things for people who are entering the hall and also for the books which are going out of the hall so this check in and check out your process can be done on computer by using internet and by looking at the people Id card and watching which books are going out of the hall to this would be a check in check out process and also it will be recovering any sort of risk and cash machine to do the selling purchasing of books it could be done manually as well but if possible it is a good idea to have a till and cash machine using a till and cash machine the students will also learn how to use the machine and they can do some jobs when they are free in their holidays and work with the Accounts Department or different shopping malls a different office and learn how to do selling and how to keep record of the that selling and it would be a good idea to introduce till and cash machine in a book fair or an activity that is done in the school or college in order to sell things. So buy this the students will also learn a lot of account to be held and how to deal with money and how to use the cash machine and keep a record of that along with that it would be nice in order to again cover a risk of the books being sold it is good idea to give the buyers of some sort of a shopping bag in which the books are kept so that they can take their books safely to their places or wherever they want to take them it is a good idea to serve them with shopping bags those were buying books these books should be put in the shopping bags to protect them and also to keep an account of them money receipts again it is a good idea to introduce money receipt in such a fear because number one the money receipts will be a source of record for all the buying and purchasing that has taken place secondly the students will learn how to make money recites manually or if the till machine is being used how to make the receipts on the till this way the students will learn a lot about account and how to keep and handle money and also they will learn that the receipt is very important for the record and then no confusion or no problem takes place when a record of money is kept in the form of a money receipt they will come to know the importance of having an evidence when they are dealing with the money they would come to know that even in Islam it is very important to keep a record of the money which is given or taken so they will learn a lot of things out of keeping the till machine the cash machine buying and purchasing keeping the money receipts and keeping the record they will be exposed to so many things which otherwise they might not be doing earlier or might not have an opportunity to learn in the class. Last but not the least the tables, the desk the furniture the

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chairs which are required in order to carry on with this activity are also very important. Not only that the students need to get all these things from the college or the school hall but they need to keep a record of the number of tables day got from the school the number of chairs they collected from the school authorities and then also need to take care that all property is returned without any damage if by chance any damage takes place due to some unknown reason or unavoidable circumstances then the students need to write a report about it and then submitted to the school office and tell them that this thing has happened how many chairs or tables have been damaged and how can they be brought to the attention of the principal of the school authorities to take it into account that this furniture or this property has been damaged and something has to be done to rectify the problem.

Topic 244: Professional development

Professional development means a process in which the professional abilities are developed and there is a continuous growth taking place in the skills that you are using in your profession, these skills have to be refreshed all the time because the time is changing fast and new things coming in each and every profession. Where ever we are working or whichever field we are working in or whatever job status we have in all these fields we need to be with the growth and development that is taking place with the changing times. Unfortunately, in countries like Pakistan the concept of professional development is hardly there; very few organizations are in practice with the professional development policies and schemes, whereas, it is highly regarded in the West. The professional development is a part of your profession and your job. Any person who is working is not considered to be fit for the job if the professional development is not taking place with regards to his profession and skills.

It is compulsory for every worker to develop professionally in his occupation and that brings a lot of support and awareness to do the job skillfully; that is why everybody is in touch with the modern technologies, policies, strategies and skills to combat with the modern changes that is taking place all over the world. This practice must be now in use in Pakistan as well if Pakistan will not be working on the professional development of its workers and organizations then Pakistanis will be just left behind because of the fact that we all need to learn all our life and as they say learning takes time and it also is continued in the time of death till we are in our graves we need to learn. It is all a lifetime process in which the learning has to take place with regards to our professions we only need to refresh our knowledge all the time while doing any sort of professional development and at the same time at to our information and knowledge and skills with regards to the teaching profession teacher training should be in practice throughout the careers of all the teachers the new teachers or whether they are veteran teachers or they are very experienced teachers.

Professional development and teacher training is not very much in place in the Pakistani education system however recent years have shown that some of the organizations and some of the private schools are working on the professional development of teachers. There are some government projects also working with collaboration with institutions where there are opportunities for teachers to learn and have teacher training. Teacher training is not only important because it is going to enhance the skills that we already have as teachers; it is important to know what is the changing world of education how are the students behaving in this time, what are the requirements of the teachers to cope with the learning needs of

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their students. So, by having discussions while we are having teacher training programs and workshops, we come across other people and exchange ideas and share ideas to understand the needs of the child of this century. If we are aware of the needs of the students in this century only then we will be able to satisfy their learning needs. It has been noticed that the traditional teachers, because of the lack of teacher training programs, just stick to the same teaching methods which they had learned 20 or 30 years ago. We all know that the child of today is very different from the child of the year which has been somewhere in 1970 or 1980. They have different demands in all their lifestyles and also in education. So that shows that teacher training programs are compulsory and this professional development must take place in the profession of teaching as well.

Topic 245: New teacher

What is the status of the new teacher and let us analyze how does the new teacher set himself in the profession. Teacher is often concerned with the image they project as a teacher so this is the first concern of a new teacher. When a new teacher joins the profession she is as new as anybody else will join a profession. The problem here is that when a teacher becomes a teacher for the first time, everybody expects that she knows everything. It is expected that the teacher must know everything from A to Z and should be able to handle with all situations because the label is teacher; however the teacher is also a human being who is entering a field the first time and he or she is going to learn out of experiences, out of professional development, out of continuous guidance and supervision just as anybody else would do it in any other profession.

Also with acquiring an identity as a teacher what are you going to eat. People are going to see about the teacher when she enters into the school. They are just going to take it as an image that since she is a teacher the identity is a teacher so that means it has to be perfect, no flaws or no mistakes no errors expected. That is the pressure the new teacher carries on her back when she enters an institution. The understanding has to be there that this is a new person she needs a lot of guidance and supervision but who's going to give that supervision. Who is going to give that guidance? People who are trained, people who are into the professional development themselves they know how to professionally develop somebody because they have gone through the process but what is going to happen if people who are guiding or supervising have no idea of professional development because they have never been developed themselves; since they don't have an understanding about any professional development at all.

Most of the time the professional development is considered to be a mere criticism and there can be some truth because the professional development also carries with it a code. The way the professional development has to be done is also very strategic and things and steps have to be followed accordingly so those who are welcoming the teacher who is just new in the organization must have an understanding that she is a new teacher. It is just a label which says she a teacher but she needs all guidance and help.

Please think about it, how you feel when you enter your school. Especially when you are a new teacher do these questions affect you? Also, do you get the ethos of these questions in your mind when you enter the organization, when you are new? How should I be

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addressing my students, what should be my code of dress and my code of conduct in the school, how do I manage my class? Is it a big class or a small class, am I facing something which is going to be terrible and usually it is funny to say that the new person is always given the most difficult class in a Pakistani context. Can you imagine a new person coming to a school having no information about the school at all is meant to face most difficult situations which could not be handled by people who are trained and are already in the school. A class which is considered to be a difficult class for the rest of the staff who are already there is usually handed over to a new person. What is going to happen? You can imagine that everything is going to lead to disaster because the teacher has no information of to school at all and the students who are labeled as difficult are being handed over to somebody.

Topic 246: Self question

How will the teacher cope with this situation? Self-question is the answer. This is the advice for the new teachers if they are facing difficulties and they are not getting any support. They should really ask for help but in case this help is not given; which is very unfortunate that people who are in the school already and have an experience of all situations in the school if they're not offering the help that is required by the new teacher then the new teacher should self-question. Again, this is not very common practice in our country and I would like to say in Asians that we do not like to self-question although self-questioning is the best wealth a human being can have for himself in order to develop and grow. All that is pretty dominant at the beginning stage of teaching so everything that is happening in the life of a new teacher is dominating the personality, is putting a lot of pressure on the teacher and her skills. She's unable to exhibit her skills, use her skills to display best performance because there are so many other things on the mind of the new teacher. There are so many questions she has about the school, she enters the first time she has no understanding of it.

The best thing an organization should practice is an induction for the new teacher but again unfortunately there is no concept of induction in the Pakistan education system. Recruitments are done haphazardly, they're not done at one time so that there can be a group of people doing induction together. There is imaginable profit of inductions organizations which hold inductions are benefiting from those inductions to the extent that they have no problems with the workers and employees throughout the year because they made it very clear in the beginning of the year when they hire people. They have a certain time to hire people so that they have some number of staff recruited and for them they arrange an induction. And by that induction people come to know about the responsibilities, what is expected of them and also come to know how is the organization going to work. They also monitor, supervise and guide them so they have a full understanding by doing an induction in the beginning stage of teaching the teacher will not be wasting any time to find out the other things because he or she already knows about it.

At the same time, the time will also be saved on behalf of the administrators because these teachers will not be facing any problems and asking the administration's again and again so basically the time that will be spent throughout the year to find out things to solve issues should be used in the beginning of the year. Collectively in a team everybody learns and questions each other, shares experiences, shares the concerns they have and thus they are

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satisfied and then the rest of the year there is no hustle. There are no questions so the time is all saved there but if you do not have such a structure in the school that you enter the first time then you need to self-question all the time to how to self-question the same questions that we talked about come to the mind of the new teacher the same questions you have to ask yourself. How am I teaching, how am I managing the class, how am I responding to the issues that happen in my class? There is no harm if the answers are not satisfied because it is just the beginning. One doesn't need to be frustrated if the answers are not at A grade that you are expecting gradually things will become better as long as you keep on questioning yourself.

Topic 247: Self-questioning

If you get into the habit of self-questioning and checking out probably with the help of a critical friend or with feedback from your learners how you doing in the classroom then you are on the way to development. That is good news, because if you have a critical - a friend a critical friend is a person who is going to advise you in the positive direction; you can always have critical friends in the school or out of the school. A critical friend is the one who is going to focus on your work very critically without any other intentions to provide you information which is helpful for you to work on and become a better worker. The critical friends you can always get in contact with and ask them to either observe your classroom teaching or if you want to have them look at you through a video you can always record your teaching lesson and show them your teaching into a video.

Those critical friends can then have a look at your teaching video and can work on it probably by looking at different sections or just one thing if you ask them to focus on. One thing they can just focus on your classroom management for example, you can ask them you just want them to focus on one or two areas of your teaching and specify that what you really want to be observed. Then there job also becomes easier but if you just want an advice it will be quite a difficult task for your critical friend to comment on. It is a practice in the Western schools that when the observations are taking place which are not really from some other external agency rather from the school authorities themselves like a head comes to the class of teacher to observe. It has become a very common practice that the head would ask the teacher what would she like her to observe in her class this is a very cooperative attitude and a very collaborative attitude towards learning and development because it will be easy for the head to observe the teacher focusing on that particular area that the teacher thinks she should be observed. For example if a teacher thinks that she is unable to manage her class she can always tell the head I'm trying my best to manage the class but I think I'm not doing it well, would you please observe me in that respect? Please tell me whether I have improved in my classroom management or not so what is the psychology behind this teacher who herself is pointing out that she has this problem. The psychology is that we need to learn all our lives, we can't be perfect.

Identity of a teacher is not that we need to be perfect; we cannot be perfect, we need to learn all our lives so with this psychology there is no problem of telling your heads or your friends that this is the area I'm working on please let me know am I successful am I in the right direction. May be what I am doing will not work or maybe it will work. Please give me your feedback on this particular area. That means things are getting easy for everyone for the

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observed and for the observer. Another way to find out what is happening in the class is feedback from your own learners, how you are doing the teaching and really understanding it which are the areas that they don't understand so with their answers you would come to know a lot and you will be able to work on that area and improve it.

Topic 248: Experience

There are two sides of the word experience. Sometimes, when people are recruiting employees they say we want experienced people. How do we define this experience? There are teachers who started out in the teaching profession with very little experience and they repeat the teaching year in year out because they have a text book to follow, they have a syllabus to follow and that basically becomes a barrier to their development. So how will we define experienced? A person who is doing the same thing for 10 years, just following the same textbook in the same methodology, not changing anything out of it but it says she has 10 years' experience. Is that experience to be valued? what does the development that has taken place, where is the growth that has taken place in these 10 years? we will consider it that this teacher has 10 years' experience and it should be the best person or the best candidate to be recruited for the job but the inside story is very different.

The 10 years have not really shown in the personality and the teaching methodology of the teacher. The teacher has remained the same, no further skills developed according to the requirement of the changing time. The same syllabus with the same methodology, the same textbook, no addition to vocabulary, no awareness of what is going around in the world is that experience? We need to think about it. Would that experience be counted as valuable or the person who is just new in the field but is ready to take in every day something new something some learning something added to the syllabus.

It is not being suggested hear that you don't need to follow the syllabus or the curriculum; of course you need to follow the syllabus you need to follow the textbook, you need to follow the curriculum designed for a particular grade but experience would be valuable if you are adding to that knowledge which is given to you in order to follow that, in order to implement the textbook material to real learning; the teacher needs to develop strategies, techniques, methodologies according to the needs of the students.

We all like to change our dishes we love to have the dishes which are coming from a traditional culture but at the same time we love to have added dishes in a food and we all know that we do have new dishes added to the traditional ones and we welcome those. That means our food taste has the need to have a change and development in our eating habits. So when this change is so important in our eating habits why this change is not important in learning? why the learning needs cannot be refreshed? why it is not accepted that the needs of the students to learn today are different from yester years. The students from yester years are different in the way of learning because they did not have so much in flux of the terminology that they have to do today. While going on the road, while driving, while sitting in the bus; all the time they are being exposed to the technology. So, the learning needs a change and the teachers need to accept that and follow a pattern where these needs are satisfied.

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Lecture 43

Topic 249: Professional development

Routine teaching is the poison that is brought in the class by teacher. The students are not going to benefit from any routine teaching. The teacher becomes routine and as a result of it the students get bored out of everyday routine teacher. They hardly learn anything from it, they just say that this is the way the teacher is going to do. She's going to ask us to open our books then she's going to ask us to read, she's going to ask the best student in the class to read so that she's left with no responsibility the student who knows how to read will read because he takes pride in doing that he's actually not learning out of it because it's his routine job. He does not think that he is going to learn anything. He thinks that is his duty every day, he needs to read when the teacher comes in.

Unfortunately many teachers are like that. So if in a young teacher coming to the profession the habit of reflection can be kick-started that will be really helpful. Again, what is reflection? looking at your day's work just reflecting on what I have done in the classroom as previously said; of course you can ask some critical friends to give you feedback. Or you can ask your students to feed you back. Don't ask them to write the names when they are giving you the feedback that there is no bias against the students and students are confident that they would not know about it who is the person who is writing this remark. If you think the students have misunderstood about you try to explain them by your role by your behavior so that they remove their misconception about you.

Topic 250: Professional development

The first responsibility lies with the government or the private sector who owns the school to provide teacher training to the teachers; both to the new teachers as well as the veteran teachers. The second responsibility lies with the trainers who are providing this teacher training to build this into pre service courses. Pre service courses mean those courses which people would take before the start of profession or the field. Practically, a young teacher has a starting point for development so the trainers need to understand that the pre service courses must touch that point where the new teachers want to develop and the need to develop in that respect is very helpful.

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Lecture 44

Topic 251: Assessment for learning policy

Assessment for learning is very different from the assessment that is always considered to be. Grading or giving marks is not assessment for learning. Assessment for learning is different from assessment of learning. Assessment for learning means that the student will be guided on the skills and to do better work, by the guidance and supervision of the teacher. At this stage the teacher will not grade students. It will not be a result oriented activity. It would be a formative assessment which is different from summative assessment. Formative assessment means the formation is taking place, the student is learning, still to make it better. At the same time, the student's strengths are also exposed to the teachers. The teachers can guide a student which are his strong areas and where he needs to work.

A good practice is done in the West in most of the universities in the UK USA Australia New Zealand that the students are asked to submit a formative assessment or a formative essay before they submit the summative essay. The teachers have a look at the rough draft which is a formative essay and then find out what are the strengths of the students, after looking at the strengths they guide the student that these were the things that are really having a good impact on the topic that is given to the students. At the same time they also point out which are the weak areas and how they are going to work on it now this is very important they just don't say that these are the week areas rather they also guide how to improve on those weak areas.

Topic 252: Assessment for learning policy

Each subject area in the school should have its own agreed set of assessment for learning practices known as the assessment for learning policy and assessment of learning policy. They have to be in place according to the school and its organization. It is not compulsory that all the schools have same style and set of assessment. They can have it differently and it can be in place in a different form but the policy has to be said and it should be in place to all the teachers in the school for following. For example, if the policy is to be for a language, in that case assessment for learning policy for language could be that the teachers are going to talk to the students for 5 minutes and find out where the weak areas are and which the strengths of the students are. And then probably keep record of that and guide students, give feedback session and make the students understand how they are going to work on their weak areas and also at the same time get the appreciation from the teacher that he is good in these areas because that is also very important in the process of assessment for learning.

For example, let us take the example of mathematics, most of the time students are weak in mathematics so when the teacher comes to know that this is the area where the student needs to work then she has to formulate a group of people who are going to work together at some time during the day when the other students are busy in other things or maybe it can be in after school class. Someone who is good in that area and who has methods to improve that weak area should be designated the job of teaching the students so that all the problems that they have in the weak areas should be addressed by the person who knows the area.

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How to go about it, the whole plan has to be in place for the assessment for learning because it cannot be just a haphazard thing to do to improve on the areas that need to be improved. A whole system and schedule has to be designed in order to help the student to work in those areas. Another thing that the school has to put in place for assessment for learning is to provide guidance on how to set and use lesson objectives and how to build on existing learning. It is unfortunate that while learning is taking place the students are not aware of the objectives of that learning. If you have school students then when they are learning spellings they should know what is the objective of learning spellings. There are very few people who would really know about it. So, we all know that in the lesson plan there is a column in which we write objective of the lesson. The teachers need to make clear what the objective of learning this objective is. If made clear to the students, it helps them to understand why they are doing a particular activity.

Topic 253: Assessment for learning policy

Schools and teachers need to state clearly how questions should be used in different ways. Again, unfortunately the traditional teaching is done by giving the students particular questions with answers and it is not accepted, allowed or encouraged that the student should be using different questions in different ways to answer in a different manner. Whatever is good in the book as a question is required to be used as a question. The students are not encouraged to think beyond that and just answer the way the teacher has trained the student to answer. This is limiting the knowledge of the students and there is no assessment for learning taking place.

By using the questions in different ways, the students will be learning how to assist themselves to find out at what level they are able to learn. If one question is used in three different ways, the students might be able to answer one of them some students might be able to answer two of them and they might be some students who will answer all three questions. So that the student will come to know about his capability himself that he was able to answer the same question in one way, two ways or three ways; so he will come to know the level of his understanding.

Topic 254: Assessment for learning policy

Consider the use of instant assessment techniques to test students understanding at frequent intervals in lessons. It is very important to test whether the students are learning immediately with instant techniques. For example, the teacher asked student short questions and expect short answers from the students during the teaching. There can be small intervals in which the teacher can ask questions, sometimes the teacher may leave the sentence incomplete for example if she is talking about an adjective and she has already given the example of adjectives to the students then she can leave a sentence incomplete by saying okay now we're going to add an adjective to the sentence. 'This boy can run …' and then you can just stop there and evaluate and assess whether there are students who would be able to give the adjective fast or slow. Both answers may be considered correct if the students they say he can run fast that can be accepted by the teacher that means the students have had an understanding of what an adjective is used if the students say he can run slow then again there is an understanding because both the words Fast and Slow are adjectives.

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So, that means the teacher would be able to assist the students learning how it is taking place. The assessment for learning during the short interval in the sessions that she is teaching; she can also say he is and then somebody can say a boy, so smart. Therefore, the answer may be considered correct and appreciated that there is learning taking place in the classroom. In cases where the teacher is checking the assessment for learning during short intervals in the classroom teaching session she finds that nobody is following but she has already explained then that means the teacher needs to address that teaching methodology. She needs to understand that there is something wrong due to which the students have not apprehended and they have not being able to understand what the teacher has taught.

In that case the teacher has to change her teaching methodology and make it possible that the learning takes place so that means that in the assessment for learning policy it is not only that the assessment for learning of the students is taking place rather it is also the teacher who is knowing how to teach by using such a method in which the students should be able to understand and grasp the idea. So, it is both ways working; it is working for the teacher also as well as the student.

Assessment for learning process must go on during the teaching sessions as well. It is not compulsory that the assessment for learning has to be something separate from the classroom teaching. It can happen after teaching and it can happen during the teaching as well. So the teacher can support the students to learn during the testing session also by asking them questions and expect them to answer even in one word. The one word answer would also let the teacher know that there is some learning taking place and this will work as assessment for learning for the teacher. She will come to know which students have really understood the concept and which group she really needs to work on with the same concept because probably that group has not understood or grasp the idea that the teacher wants to make clear to the students therefore in both cases whether it is during the classroom teaching or after the classroom teaching or maybe just going through some written words that the teacher comes to know what has helped the students to learn and what is lacking in the teaching methodology where she can improve students to learn better.

Topic 255: Assessment for learning policy

Assessment for learning policy in the school must clearly state that they are committed to involve school students themselves. It means that the school, the staff and the teachers are all committed to involve students themselves in the method employed to promote good learning. So, the methods that are in use by the school staff or by the school administration or by the teachers must show that the students are involved in learning. For example, it is a good practice that everything that is happening in the school should be managed by the student groups. The students are involved to do all those tasks and while observing, supervising and guiding the teachers, the school staff and administration can assess how much learning is taking place. They do not need to give any grades or marks to such types of activities rather they are there to help, support and guide and at the same time have an understanding that how much a person is learning while doing the task.

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These methods may involve learning through self and peer assessment where these methods are appropriate. So, assessment for learning can take place by self-assessment; for example, a teacher gives a task to the students, they ask how it is to be done, the teacher guides them how it is done. While doing the task the teacher observes the students but she has her own understanding of the assessment that's taking place for learning.

Topic 256: Assessment for learning policy

Assessment for learning policy in schools must have clearly stated procedures to mark written work such that students are told what was successful in the work completed and inform about how they can improve. The first thing that is important in policy should be any marks that are given to the students should be uniform and it should be a standard procedure to mark any written work that is supposed to be marked. It has been noticed in one school and in one class the teacher attempts to mark differently for different students. It is not because she is being dishonest or the teacher is being more critical with some and less with others. It is just a human flaw because if some policy and criteria is not determined to do things, human beings tend to change all the time.

For the first hour somebody would mark the written work in one way and for the next hour he may change his policy to mark the papers; it is very natural. It is very difficult to stay uniform, to stay steady without any criteria so the best thing to avoid any bias or any differentiation between the marks and any unfair attitude toward the students to assess for learning. The best thing is that uniformly the staff decides the criteria to mark. It has been noticed in the training sessions that the teachers find it very difficult to follow the criteria in the beginning. They say usually the answer is that they know their students and just by looking at the name that come to know what the written work would be like. It is very unfair to do that because you never know maybe the child has improved.

Topic 257: Assessment for learning policy

A school must devise a method by which comment on work, intended to promote better learning both from the students themselves and from teachers, are carried forward. used to improve successive dost and written work and not lost or forgotten in short the purpose of the statement is that a method has to be devised in the school according to the assessment for learning policy that whatever is being commented or whatever feedback is being given by the teacher and students in order to make improvement in the learning process of the students all this must be recorded and after it has been recorded it has to be carried forward it is not to be ignored or lost or forgotten that this year 2013 some work was done on assessment for learning these were the comments this was the feedback given by the student and the teacher about learning and how the learning is taking place and how the assessment for learning is being done all that feedback needs to be recorded and then it has to be carried forward to 2014 in the register for 2014 all those comments must be followed up there has to be a follow up process to find out that whatever was commented whatever the comments in 2013 is there any follow up being done is there any work being done in order to make improvements and improvements that were made in 2013 are they being still continued or not unfortunately the practice in Pakistan is that everything is forgotten what is being done in one session 1 term or 1 year is just forgotten and lost there is no Feedback recorded or

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preserved for having a discussion on it to make further improvements further addition to the feedback is not appreciated everybody who comes in Charge start thinking about other ways than whatever were the issues before they do not touch the issues which are recorded or are in the plan to implemented for next year that is very unfortunate because all the issues and all the work that has been done on the issues has been lost or forgotten and all the money and energy is wasted what was done earlier is just forgotten and lost there is no more importance for it and that is why a nothing is carried forward since its school its learning process we are dealing with young people we need to have a record of things written down all the feedback recorded and all the follow ups that is in stages to be followed up strictly and improvements be made on the basis of what data has been collected this is how the nation's they grew up in this is how they proof dress by keeping the record by looking at the history of what has been done before and what were the shortcomings and how these floors have to be removed strategies to be discussed in order to make improvements this is the right way to go towards progress and it is not a difficult thing to do if it is followed in steps and if there is some policy working on it becomes very easy for everyone to do their job as long as everybody is responsible and doing their job these things they become very logical and easy to follow therefore all the policy related to assessment for learning needs to be updated carried forward for further feedback for further implementation of the policy in order to bring mark improvement in the learning of the students.

Topic 258: Assessment for learning policy

Assessment for learning policy must display a robust procedure to track progress in the subject of individual students. By robust procedure we mean that this procedure has to carry on, it has to be durable, it has to be long-lasting, and it has to be stable. We cannot keep on making changes in policies because the policy must end with a follower. If they discontinue the policy somewhere that means we will not be able to follow up. We will not be able to evaluate the work we have already done. All the investment done in this regard will be just wasted. We need to think about every each and every individual student; it should not be that the class result is 80% so everybody's happy or the school is showing hundred percent result so everybody's happy. It's good news that the school is showing hundred percent ability but we also need to look at the individual student because sometimes the school is ignoring some students who really need help and also they are ignoring some people who are extraordinary. That is why in the West it is very common to have learning aids for those who are slow in learning and to identify the gifted and talented students so that means the attention is being given to all categories, the attention is being given to those who are really strong in their areas and are gifted and talented because we all know that when there is a race of people there are different capability levels in all. There are some who are gifted there some who are talented there are some better there are some who learn less we have different categories it does not mean that we ignore one and we work on the other; each and every individual needs care even if they're talented and gifted they also need attention from the teachers, the school and the parents and community. If they are less able they also need such care from their elders, their parents, the teachers, their school communities which support them in their learning so it is not to be ignored or it is not to be just keeping the attention for one category. All categories need attention so, the progress has to be seen in the subject and the individual progress within and across the years in school.

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It is very unfortunate that sometimes some students are labeled in the school. The development and growth that takes place from childhood to young people and then from youth to adult is different it can be slow or fast it can vary so it should not be a labeled. Since some child was not working in class 2 he cannot work in class 5; this type of assumption is very cruel behavior toward the student. The progress has to be monitored every time the child performs and the assessment for learning must be given a feedback and to be monitored in the sense to see the changes that are taking place in the learning of the child. How has it taken place? What are the variables which are helping the child to learn? What are the hindrances that are not letting the child learn in all the years in the school? This monitoring has to be done. It is very sad if somebody is considered a slow learner and therefore nothing has to be done just because he is being labeled as a slow learner so nothing will happen.

Topic 259: Assessment for learning policy

Assessment for learning policy must have a clearly understood process by which assessment is in line with the stated subject policy at all levels, including the marking of work checked by the subject leader so there has to be an exhibition of the subject leader in leading the role of assessment for learning. The first thing is that there is some policy inline and this policy is in line with all the subjects and also all the levels in the school or the college that means the assessment for learning is being carried on in all levels and in all classes and it is for all subjects usually it's been noticed that some schools give more importance to English, some other schools give more importance to mathematics then there are some other schools who just work with the sciences it is a good thing to become expert in some subjects but initially when the students are in the school they need to take care of all the subjects that they're doing in the school. For them each subject should be treated equally, the examination system should be the same for all the subjects, the assessment for learning should be just the same the policy should be the same for all the subjects.

The assessment of learning should also be based on a criterion. It should not be considered that the Urdu language can be passed at 40% marks and the English language can be passed at 60% marks or vice-versa all the percentages to pass a subject should be the same. Keeping that in mind, the assessment for learning, the marking criteria also should be uniform for all the subjects so that the students understand that whatever they are doing is not wastage of time. They need to work on it and you never know which student would excel in which subject in future.

Topic 260: Assessment for learning policy

Each department has its own assessment for learning policy. And these policies vary hugely in quality and effectiveness; that means that whichever department is there whether it is an education department or it is just an organization and industry all need to have an assessment for learning policy. If there is a factory where garments are being produced and the workers are working in that factory the owner of the factory or assessor would also have an assessment for learning policy there to find out which are the workers who are learning to produce those garments and they are learning all the skills that are required to produce those garments. But in every organization the time period or the time span in which this learning

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has to take place is different. Also the quality of assessment for learning could be different. There is no harm if the organizations are having different assessment for learning policies in different organizations but for education it has to be the similar kind of rules and regulations for this type of policy. So, that all over the country that assessment for learning English goes in a uniform manner that would of course be an ideal situation where the whole country is following up the same method to assess for learning but at least we can try to have something close to one another at least the quality of this policy should be uniform and it should be based on the principles on which the student learning is going to make improvement and become better.

Furthermore very few of these policies make a distinction between the different techniques and purposes of assessment which relate to different ages and abilities of students. So, these policies need to be different for different ages and abilities of students because the skills at different levels and different ages will be different from one another and assessment for learning can be based on these principles of having different abilities for example if there is a class where the abilities are quite refined it is possible that the assessment for learning in that particular class must be kept at a higher standard because the students are learning and therefore the criteria for that particular class has to be at a higher level than a class where the abilities are quite low. The students learn slower than the students who are learning in the highest level therefore the policy has to be different in that case that is that the marking criteria has to be according to the learning abilities of the students.

Also, we have noticed that in the primary school the verbal education and instructions work more than the written ones so the ability and learning to be assessed should be based more on oral exercises than written ones because it is possible that at younger ages the children write slower than they learn whatever they can orally. So, the assessment for learning of writing at younger age or at the level of primary school might not be something which would be giving a direction to the improvement of writing rather it may become a pressure for the children to improve and writing at that very early age. It is better to assess their learning by verbal exercises by oral exercises so that that would be quite feasible and practical to assist them for their learning in primary school.

Topic 261: Assessment for learning policy

If the goal of assessment is to enable students to complete a task without the intervention of a teacher, this means the student is going to work independently. The teacher is not going to intervene and then while student is working independently assessment for learning will be done by the teacher so there is no input of the teacher. In this case, it is being assessed that how you are doing? When he is working independently, he is learning. If he's learning independently he must be given more chances to work independently if he needs some support during this process and some part of the task he can do independently whereas in some tasks he needs some sort of support then it should be done according to that. If he is totally confused and nervous while doing a task independently he should be relieved of that pressure and the teachers support must be given.

So, the level of independence could be different in different students. It will also differ according to their ages, sometimes secondary school students are more independent than the

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primary ones but there are chances where we come across students in the primary school also who are very independent in their work so this type of ability also needs to be connected and should be observed by the teacher. So, whatever is the level, if the student can work independently then he should be given more opportunities to work independently in case the teacher finds that the student needs support and cannot work independently then she should be given help and support by the teacher so if the student is working independently then some form of scaffolding should apply to the assessment processes so that means different type of assessment process should be in place for students who can work independently.

By scaffolding, we mean to look at the steps, the steps that should be taken in order to help and encourage such a student who can work independently so the scaffolding stages would be like challenges given to student who can work without intervention. Moreover, the assessment that the teacher is doing for learning of such a student has to be scaffold also.
It has to be in stages in order to observe what is the level and where is the student needing help or is it so that he does not at all need any kind of help this scaffolding will help the teacher.

Topic 262: Assessment for learning policy

Assessment for learning policy is based on the ultimate criterion for assessing the effectiveness of any school. Now what is this effectiveness of assessment? The basic thing that is very important for all schools is how the school improves academic achievement of the students so the assessment for learning policy or the assessment of learning policy are in place. Both these policies lead to the ultimate criterion for assessing the effectiveness of any school and improve the education standards of the school.

Of course, there are other things which are related to the personality and growth of the students and all those things matter a lot to the school; however, at the end of the day it is the school result that are looked at by the students, parents, community and the teachers and that could be a big tool. When the school results are analyzed and each and every student is in picture, the staff and the school all know where are the weaknesses are, where do the children lack in learning; so, those can be the basis on which assessment for learning policy is based.

Topic 263: Expectations

We have talked about policies, we have talked about assessment and we have also talked about teacher training. After all this is in place now we are going to look at what are the expectations that are associated with teachers. What do we expect of that teacher who has full knowledge of the subject and is properly trained and qualified to be entering a school and working in it?

Generally speaking, teaching and learning is taking place all the time in the life of individuals. When the child is born, he starts learning immediately, he starts learning how to move his hands how to move his arms, how to move his feet. He starts recognizing the body parts, he starts recognizing the person who feeds him so the learning process and the teaching process

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starts from the first day of the birth of an individual. What is expected of a teacher is exceptional teaching. The regular teaching is actually taking place naturally in a human being's life. What is the role of the teacher then? The teacher is there to reinforce the exceptional methods of teaching and learning. So, that the building up of the character and the growth of the personality becomes possible because of this exceptional teaching.

What does this exceptional teaching look like; common definitions of outstanding teaching refers to the following: how your teaching promotes learning and progress, the way you use assessment, the impact of your work and the work of your own department on students social, moral, spiritual and cultural development. That means the first part is how you're making the learning possible. A teacher is not successful if she is teaching but nobody is learning or some are learning some are not learning that means that is not real teaching. How are you using the methods to assess your students? How are you using the policy of assessment for learning and assessment of learning? How much are these policies effective in your classroom? The impact of your work and the work of your department on students personality, social behavior, moral behavior, spiritual and cultural development so that means as an exceptional teaching procedure the student is going to be covered and protected in all areas of his life whether they are social, spiritual, moral or cultural. This development in his personality must take place because of the teaching that is taking place and how much are you promoting your teaching to be the learning process for the student an example is that when we put our money in the bank we invest our money we want it to be protected. The bank's responsibility is to take care of that money and when we need it the bank should return our money honestly and in a safe manner. This is the example of exceptional teaching and what is expected out of a teacher. The student goes to the school to learn something exceptional from what he is already learning at home how has your teaching made it possible for the students to learn that if he is coming home without any learning it means whatever effort is being invested is not being returned there is no profit. There is no return there because the learning has not taken place and the work that you need to do in order to develop the personality of the student has not taken place therefore that will not be teaching or exceptional teaching.

Topic 264: Promote the ethos of the schools

How much learning or teaching is being effective in a school is directly related to the character, learning and knowledge the teacher has. That means that it is related to the qualification and the training of the teacher; that are her personal attributes, her knowledge, learning, her qualification and her training that is associated with her character but then there is something more expected of a teacher to promote the ethos of the school. It is important for the teacher to have an environment and ethos in the school where it seems that yes the teaching is taking place in a friendly environment.

This means that above all your teaching should embrace the curriculum if you do not love what you are teaching then you will not be able to promote the ethos of the school because if you love what you are teaching you are going to put in the passion for learning you believe in that curriculum you think this curriculum is going to change the lives of my students and the school environment is going to progress therefore you should have faith in it.

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Let us take a simple sample of a curriculum in Pakistani context. I'm very sure that the curriculum in Pakistan at a very basic level teaches us honesty so that means honesty is the part our curriculum how am I going to teach honesty because it's a part of my curriculum and how would I make my students learn honesty the simple answers by being honest myself. By being honest to my students by being honest to my staff to be honest with my colleagues to be honest with my parents and to be a role model of honesty that means by being an honest person myself I am following the curriculum which says honesty should you talk to the students another example is of greeting people again I am very sure that in the Pakistani curriculum in schools greeting has a lot of importance in the curriculum the younger should greet the older the weaker should be respected they should be given a place to sit these greetings are very common in the curriculum all over the world and I'm very sure they are very much a part of the Pakistani curriculum as well if I embrace my curriculum if I believe in it yes we need to greet people who are elder to us we need to greet our elders we need to be kind to the weak we need to give them a place to sit if they're standing if I really believe in this curriculum I will try to practice it and exercise it in each and every corner of my school. It is very interesting and amazing to see that the ethos of the school convey the message very soon to the onlooker or to the outsiders who enters the school in just 5 minutes the outsider come to know what is the ethos of the school experts and specialists just find out what are the ethos of the school and by that they can always reach to the curriculum being used in the school they can always access the capabilities and the skills of the staff and teachers and school administrators as soon as they come to know about the ethos of the school because they know that the curriculum is being practiced it is embraced, it is being believed in and therefore the school ethos is like that.

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Lecture 45

Topic 265: Promote the Ethos of the School

The school should prepare the students to enter any profession or university by helping students to set achievable targets. The teachers should carry out discussions with students in this regard. This means that your teaching should set high aspirations for all students such that university entry or a career requiring university standard qualifications are academic and professional goals for all the students.

The outsiders, students and parents should know that the school has the capability and capacity to polish the students to enter any career or university. The school authorities and the teacher should be very well aware of the standards and merit requirements of different professional universities so that they can convey that to students . This would promote the ethos of the school.

Topic 266: Promote the Ethos of the School (Continued)

The teacher should value their own values and consider that their own work is useful only then it would be valued by others and your students. The teachers need to value their teaching and they need to meet the standards and requirements of that profession. The teachers should be passionate about teaching so that it is seen by the students and their parents. They should enjoy teaching and it should never feel that they were forced to join the profession. The students need to know that the teaching that is being done is valuable in the eyes of the teacher herself.

Topic 267: Learning Beyond

One of the expectations of teachers is to routinely encourage the students to learn beyond the formal curriculum and syllabus to stimulate authentic interest and commitment in their interest area. Sometimes, there are things that are not mentioned in the syllabus to be done however, the teacher should encourage them to explore further. The real experience or the life experience matters a lot and stays in the minds for a long time. For example, civic information is best learnt when they experience it in real life like making a queue in the market place and seeing its benefits. By doing this it shows that the teacher is committed to her profession. Learning beyond the classroom helps the students learn in a better way and they get closer to the real life experiences and learning becomes authentic as the students relate the information in the content with the experiences in their actual lives.

Topic 268: Learning Beyond (Continued)

Another factor that is very important in the growth and personality development of the student is to let them make independent decisions and actions. Teachers should inculcate this habit of confidence among their students. These attributes are already there in the curriculum however, the teacher needs to encourage students to outline them. The teacher

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should discuss the purpose of different topics like discipline; students would have different ideas regarding them. The teacher is expected that the students would always be thinking about future and the implication of the learning in their real lives. Let the student be independent and let him develop the maturity that is required at the next level of their education. It is also expected of a teacher to make the students think forward, to help them decide what and how they are going to do the next day, how they are going to make use of the education that they are getting today.

Topic 269: Second Language Acquisition

Mother tongue is the natural language that the child learns basically from the mother; any other language learnt other than this is called the second language. Mother tongue is called L1 whereas the second language is called L2. There are different theories regarding the learning of a second language.

There are some linguists who say that language is deliberately learnt by effort, there is a process of learning a language like any other thing is learnt nonetheless, there are others who say that it can be acquired and not learnt by effort. When a language is acquired, it naturally comes to the speaker because of the culture or surroundings of that language users.

Topic 270: Integrative Motivation

Integrative motivation is defined as the desire to be like valued members of the community that speak the second language, is predicted to relate to proficiency in terms of the two functions. In order to integrate into the culture, society of the people the speaker wants to be part of that culture so he starts valuing the second language. So, this is one big motivation to learn that second language. That is the only way for him to integrate into that society if he knows their language. The speaker wants to be part of that society, community that is speaking the second language. This is the only way he can convey his messages, express his emotions and become friendly with the community members where the second language is spoken.

The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and thereby obtain intake. Some kind of relationship would be developing and the learner would be interacting with the community, thus the learner would become part of that society.

Topic: 271- 286: Second Language Acquisition and Research

Although it is often said that linguistic "competence" in the sense defined by Chomsky (1965) involves some kind of "knowledge" of the grammatical rules of a language, this "knowledge" is ordinarily our conscious awareness nevertheless, some adolescents and adults (and even some children) can be made to demonstrate an awareness of the syntactical structure of the sentences they speak.

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Individual Differences

Even among adults there are large individual differences in this ability, and these individual differences are related to success in learning foreign languages, apparently because this ability is called upon when the student tries to learn grammatical rules and apply them in… constructing and comprehending new sentences in that language

Instrumental Motivation

Instrumental motivation, defined as the desire to achieve proficiency in a language for utilitarian, or practical reasons, may also relate to proficiency. Its presence will encourage performers to interact with L2 speakers in order to achieve certain ends.

For the motivated performer, interaction for its own sake will be valued. For the instrumentally motivated performer, interaction always has some practical purpose.
With instrumental motivation, language acquisition may cease as soon as enough is acquired to get the job done.

Also, instrumentally motivated performers may acquire just those aspects of the target language that are necessary; at an elementary level, this may be simple routines and patterns, and at a more advanced level this predicts the non-acquisition of elements that are communicatively less important but that are socially important.

Second Language Proficiency

When the practical value of second language proficiency is high, and frequent use necessary, instrumental motivation may be a powerful predictor of second language acquisition. Personality factors are interrelated with motivational factors.

Self-Confidence

Briefly, it is hypothesized that the self-confident or secure person will be more able to encourage intake and will also have a lower filter. Traits relating to self-confidence (lack of anxiety, outgoing personality, self-esteem) are thus predicted to relate to second language acquisition. Krashen, S. (1981) 'Second Language Acquisition and Second Language Learning' University of Southern California.

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