SOUTHERN NATIONAL NATIONALITIES PEOPLES REGION EDUCATION BUREAU

ENGLISH LANGUAGE TEACHING METHODS II: FOCUS ON READING, WRITING AND GRAMMAR (ELTM 220)

January,2020

Halaba ,Ethiopia

Title: **English Language Teaching Methods II: Focus on Reading, Writing and Grammar**

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Module Information

Course Title: English Language Teaching Methods II: Focus on Reading, Writing and Grammar

Course Code: ELTM 220

Credit Hours: 3

Contact Hours: 3 hrs/week

Prerequisite: English Language Teaching Methods I: Focus on Speaking, Listening and Vocabulary

Acronyms and Abbreviations

ELT: English Language Teaching

ELTM: English Language Teaching Methods

T: Teacher

Ss: Students

Glossary

Advanced Phonics: Strategies for decoding multisyllabic words that include morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes.

Automaticity: Reading without conscious effort or attention to decoding.

Base Word: A unit of meaning that can stand alone as a whole word (e.g., friend, pig); also called a free morpheme.

Beginners: Someone who knows little or none of the language they are going to study.

Chunking: A decoding strategy for breaking words into manageable parts (e.g., /yes /ter/ day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

Cognates: Words that are related to each other by virtue of being derived from a common origin (e.g., 'decisive' and 'decision').

Consonant Blend: Two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant Digraph: Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Dialogic Reading: During story reading, the teacher/parent asks questions, adds information, and prompts student to increase sophistication of responses by expanding on his/her utterances.

Difficult Words: Some words are difficult because they contain phonic elements that have not yet been taught. Others are difficult because they contain letter-sound correspondences that are unique to that word (e.g., yacht).

Digraphs: A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

Elementary: An elementary student is one who is not a beginner, but has not yet reached an intermediate level.

Grammar: The way in which different elements (e.g. subject, verb, object, etc.) are put into correct sequences to acceptable meanings.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphophonemic: The relationship between letters and phonemes.

High Frequency Words: A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

Homograph: Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g., *can* as in a metal container/*can* as in able to).

Meta-cognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading.

Reading Vocabulary: The words needed to understand what is read.

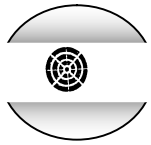
Rhythm: The regular patterning of words

Writing-for-learning: Activities where students write in order to learn language better, e.g. in order to reinforce something they have been studying.

Writing-for-writing: Activities which are designed to train students to be better writers. The tasks reflect real writing tasks.

Module Icons

Dear Student, welcome to the course *English Language Teaching Methods II: Focus on Reading, Writing and Grammar (ELTM 220).* In this Module, we have used the following icons to help you find a section or part of a section for your quick review.



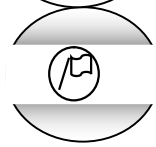
This signals an **introduction** to the Module, unit and section.

This tells you that there is a **question** to answer or think about in the text.

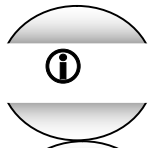
This shows an **important point** that you need to note and remember.

This tells you that there is a **checklist** for the main points.

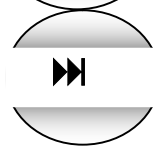
This indicates **self-test** that you have to do.



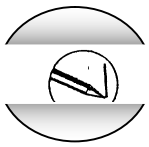
This shows an **activity that** you must do.



This tells you that there is a **comment** for your response to the in-text questions.

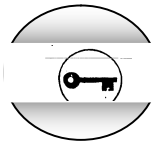


This shows you that there are **learning outcomes** to the Module or Unit.



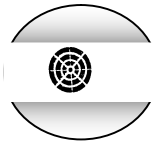
This tells you there is a written **assignment**.

This signals a **radio program**



This tells you that these are the **answers** to the activities and self-test questions.

This tells you that there is minimum learning competency to be achieved.



Module Introduction

Dear Student, the course **English Language Teaching Methods II: Focus on Reading, Writing and Grammar (Eng 220)** is the continuation of English Language Teaching Methods I: Focus on Listening, Speaking and Vocabulary (Eng 210). Therefore, assuming that you have acquired the basics of teaching listening, speaking and vocabulary from the prerequisite course, this Module focuses on the teaching of reading, writing and grammar at the primary level, particularly Grades 1-4. It also aims at developing your English language skills in these areas.

The Module identifies and remedies conceptions and misconceptions with regard to the teaching and learning of the aforementioned skills and language aspect in the primary level. It also emphasizes the various strategies, techniques and procedures to teach reading, writing and grammar in Grades 1-4 English lessons. Moreover, designing teaching-learning activities, using suitable teaching aids, managing classes, assessing students' performance, microteaching practice and portfolio development are issues that the Module addresses to further build up your professional skills in teaching the stated areas.

The Module consists of three units organized into **7 to 8** sections including self-test activities. The detailed contents in each unit are selected and structured based on the primary education curriculum, course syllabi for English Language Teaching Methods and current Grades 1-4 English textbooks. The Module is intended to be covered within a single term, and each unit is assumed to take plus or minus 16 classroom hours and 16 self-study hours. It employs a task-based integrated approach. Hence, it will help you not only to develop the skills to teach reading, writing and grammar but also to practice and attain the skills of observing, analyzing and evaluating the teaching-learning activities incorporated in the textbooks. We hope you will enjoy working through the Module.

Module Learning Outcomes

The overall aim of this Module is to equip you with knowledge, skills and interests that are essential to teach the English language in the primary grades. By working systematically through the activities and applying them directly in lesson preparations, peer teaching practices, portfolio

development and actual lesson demonstrations, you will acquire a wide range of appropriate and practical methods that will be of value to your future teaching career.

Specific learning outcomes

Up on successful completion of this Module, you should be able to:

- identify and remedy learners' conceptions and misconceptions regarding the teaching and learning of reading, writing and grammar;
- reflect on your past learning experiences in relation to the current training activities;
- design reading, writing and grammar lessons appropriate for your primary students;
- use various strategies and procedures to teach the reading, writing and grammar lessons effectively in the current textbooks;
- prepare and use suitable teaching aids to the actual lessons;
- give encouraging feedback and comments to facilitate the teaching-learning process in the right way;
- demonstrate your skills of class management in reading, writing and grammar lessons;
- assess your students' learning in reading, writing and grammar.

Module Requirements

We, teacher educators are expected to conduct classes effectively as per the schedules. We are also supposed to provide you with the necessary information, supplementary learning materials and academic supports, assess your achievements and keep records properly.

In the same way, you must attend the course and fully accomplish the activities set in each unit. You should also do and submit assignments and projects on time. Moreover, you should exploit the available learning resources to equip yourself with the required pedagogic content knowledge so that you would be able to teach the intended language skills and elements effectively.

Overall Assessment Methods

While you are working through the Module, obviously, your achievements need to be assessed, and you should be graded. Hence, the assessment scheme involves both continuous assessment and final examination.

The continuous assessment accounts 60% of your assessment:

- Lesson analysis and preparation……..**15%**
- Portfolio development……..**15%**
- Peer-teaching practices…… **15%**
- Reflection on own and other teachers' teaching methods……**15%**

The final examination accounts **40%** of your assessment.

Grading Schemes

The grading scheme will be criterion reference based.

+90 = A+

85- 89 = A

80 -84 = A-

76 -79 = B+

71 – 75 = B

66 – 70 = B-

61 – 65 = C+

50 – 60 = C

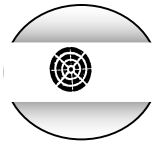
46 – 49 = C-

40 – 45 = D

Below 40 = F

Unit One

1. The Learning and Teaching of Reading (16 class + 16 self-study hours)

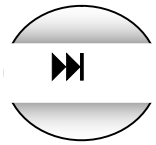


Unit Introduction

In this first unit of the Module, you will look at the theoretical and practical aspects of the teaching of reading at the primary level. The unit deals with:

- definitions of reading and reading comprehension;
- purposes of/reasons for reading;
- various types of reading;
- stages of reading development;
- components of reading;
- strategies and procedures in teaching reading;
- preparation of reading activities and tests;
- support for learners with reading difficulties;
- teaching aids for reading activities; and
- assessing students' learning using AfL techniques and tools

The Unit is organized into seven sections including self-test activities. It, thus, may take about 16 class and 16 self-study hours. Go through each section carefully and do all the activities effectively.



Unit Learning Outcomes

At the end of this unit, you should be able to:

- explain what reading is;
- list down the purposes of /reasons for reading;
- identify the different types of reading;
- employ various strategies of teaching reading;

- practice the lesson stages in teaching reading;
- prepare appropriate and relevant reading activities;
- give necessary supports for your students with reading difficulties;
- use suitable teaching aids to support the reading activities;
- Employ various AfL techniques to assess your students' reading performances.

Methodology: small and large group discussions, individual work, gapped-lecture, question and answer, explanations, think-pair-share, jigsaw, role play, debate, and presentation.

Instructional Resources

Grades 1-4 text books, fictions for children, newspaper articles for children, news papers, articles, magazines, recorded texts, Braille, references on initial and elementary reading, songs, and story books.

Unit Assessment Methods

Questioning, observation of pair and group discussions, reflections, micro-teaching practices, and writing assignment.

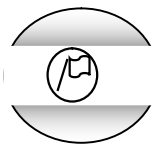
1.1. The Nature and Purposes of Reading

1.1.1. What is reading?

MLCs: at the end of this section, trainees will be able to;

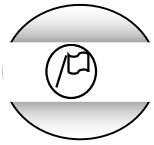
Discuss the nature of reading;

Activity 1: Brainstorming Activities



Do individually to answer the following questions and write down the answers in your notebook, then find a partner and compare your answers. If you find any new idea from your partner, add it to your notes.

1. How do you define **reading** and **reading comprehension**?
2. Do you like reading? Why?



Activity 2: Group work

Form a group of five, including boys and girls. Assign your group representative and discuss the following three definitions of reading. Your group representative should jot down your points and report them to the class.

Definition A

Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

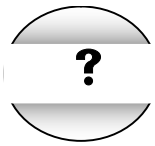
Definition B

Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

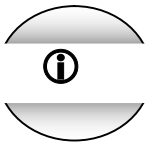
Definition C

Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or auditorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge

Activity 3: Self-assessment

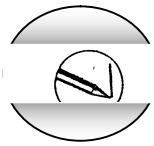


Are your definitions of reading similar to or different from the above ones?



Teacher`s feedback

Dear student, the definitions of "reading" and "reading comprehension" have moved beyond mere explicit recall, word recognition, and mastery of phonemic decoding. The definitions now include—or perhaps are even replaced by—the dynamic, reciprocal interactions among reader, text, and the context of the reader's prior literacy schema. No longer is the quiet, private, solipsistic model of the reading process adequate; the new model, rather, is that reading is an interactive and complex process. It involves interaction between the reader and the language and ideas of the text. It also involves readers in drawing upon their existing knowledge of the world, of language and of the written code in order to attend the visual information of the text. This process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation and context is constructing meaning.



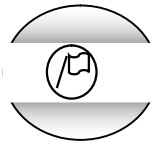
Activity 4: Home work

Instruction: Find and select a topic from news papers or magazines at your home. Then, read and write in a summary paragraph of the information you read.

1.1.2. Purposes of reading

MLC: after the completion of this section, you will be able to;

Identify purposes of reading



Activity 1: Starter activity

Individually, try to answer the following question.

Have you read different reading materials? For what purposes have you read them?

Activity 2: Think-pair-share

1. What are the purposes of reading?
2. Do you think that the purposes of reading in the primary grades are different from the purposes of reading in the higher grades? How?

Now read the text below and confirm your understanding about these reading purposes.

Purposes/reasons for reading

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their **reading for their leaning**, reading for survival.

Reading for Learning

Reading serves the wider role of extending our general knowledge of the world. Our day-to-day readings are for this purpose. We also keep on verifying about half-known facts or vaguely formulated opinions. Some might expect reading for learning to be exclusively school related. In fact, a good deal of reading to support learning clearly takes place in

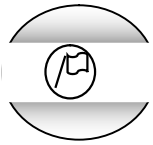
academic contexts. But there are also many kinds of reading activities sanctioned and supported by educational institutions which arguably have little to do with acquiring facts or opinions.

Reading for Pleasure

Reading for learning is goal orientated, but reading for pleasure is done for its own sake. However, if readers do not read for pleasure in their mother tongue, they are very unlikely to do so in a second or foreign language. An important by -product of reading for pleasure in any language is **fluency**. This can create a vicious circle. Unless a reader gains fluency, that is **speed and ease of reading**, the reading of any material for whatever purpose is likely to be tedious. This, in turn, decreases motivation to read anything other than essential 'survival' material- the minimum required to function in school or the work-place-and fluency never gets a chance to develop.

Reading for Survival

We might call some kinds of reading in response to our environment 'reading for survival'. Indeed some reading is almost literally a matter of life and death -for example, a 'stop' sign for motorist. Reading for survival involves an immediate response to a situation - it serves immediate needs or wishes. Obvious examples are 'ladies', 'gentlemen', and 'exit'.



Activity 3: Home Work

Do the following questions at home and reflect it to the class.

1. To what extent are you clear with the difference between **reading for learning,** and **reading for pleasure**? Explain them further using your own reading experiences.
2. Which of these three reading purposes do you think is more important for primary students? Why?
3. **Reading for survival** is the other purpose. Can you guess what it is about?

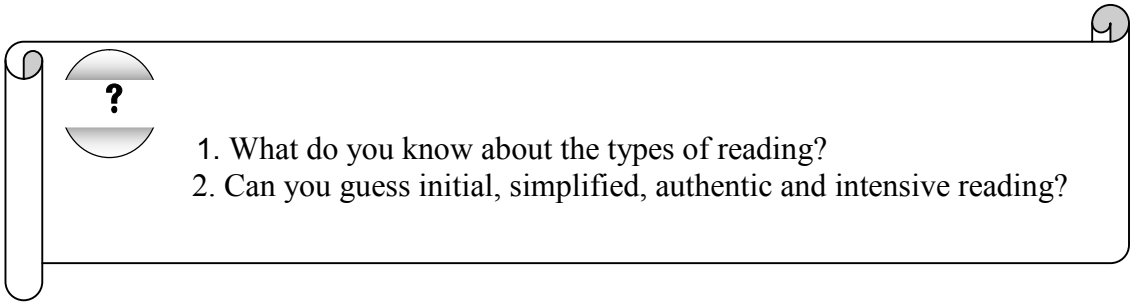
1.2. Types of reading

MLC: up on the completion of this section, you will be able to;

- **explain the difference between different types of reading**

Activity 1: Brainstorming activity

Answer the following questions orally.

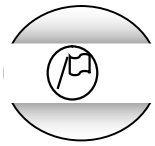


1. What do you know about the types of reading?
2. Can you guess initial, simplified, authentic and intensive reading?

Dear student, so far, we have seen the definitions and purposes of reading, mainly in relation to primary grades. Now, we are going to look at the different types of reading.

There are five types of reading each of them has its own peculiarities. These are: initial, simplified, authentic, extensive and intensive reading.

1.2.1. Initial Reading

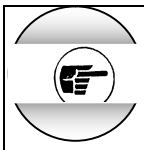


Activity 2: group discussion and reflection

Instruction: form a group of four or five and assign a leader. Discuss the following questions and let your group leader jot down your points and then s/he will report your points during a whole-class discussion.

1. What does initial reading mean to you? Does it mean beginner or elementary reading?
2. Do they have any contribution to children's early literacy development? How?
3. Do you think initial reading skills are related with initial writing skills? How?

Now, read the texts below individually and have clear understanding of these reading types.



Initial reading is also known as early reading, refers to reading practices for beginning readers. It involves alphabetic reading, phonetic reading and word reading, which are the foundations for early literacy development. it has the following sub categories.

A. **Alphabetic reading** is about children's ability to identify and use letters. Children must become expert users of the letters they will see and use to write their own words and messages (Lyon, 1998). Children's knowledge of letters is a strong predictor of their success in learning to read (Adams, 1990). That is, children who begin first grade and able to quickly and accurately identify, say, and write the letters of the alphabet have an advantage in learning to read. Children whose knowledge of letters is not well developed when they start school need a lot of sensibly organized practice that will help them learn how to identify, name, and write letters.

   Knowing letter names is strongly related to children's ability to remember the forms of written words and their ability to treat words as sequences of letters. On the other hand, not knowing letter names is related to children's difficulty in learning letter sounds and in recognizing words. Children cannot understand and apply the alphabetic principle (understanding that there are systematic and predictable relationships between written letters and spoken sounds) until they can recognize and name a number of letters.

   Alphabetic reading instructions, thus, reinforce students' letter recognition and discrimination skills.

Guidelines for alphabetic reading instruction

A beginning reading program should include the following elements:

1. A sensible sequence of letter introduction that can be adjusted to the needs of children
2. A variety of alphabetic knowledge activities in which children learn to identify and name both upper case and lower case letters.
3. Games, songs, and other activities that help children learn to name letters quickly.
4. Writing activities that encourage children to practice writing the letters they are learning.

B. **Phonetic spelling** or **reading** is related to phonics. Phonics is a method of teaching that emphasizes letter-sound relationships. It is the system of instruction used to teach children the connection between letters and sounds (Snow et al., 1998). Whereas, phonetic spelling or reading is a behavior that young readers exhibit when they are trying to read or write. When children spell words the way they sound, they are said to be phonetically spelling – for example, the word **lion** could be phonetically spelled **L-Y-N,** or the word **move** could be phonetically spelled **M-U-V**. Likewise, a child can phonetically read words – a child phonetically reading the word **two** may say "twah", or the child may phonetically read the word **laugh** in such a way that it sounds like **lag** or **log.**

Phonetic reading builds students' word attack skills through phonetic analysis of individual words. Exercises in phonetic analysis address single consonants, consonant blends, consonant digraphs, vowels, vowel digraphs, etc.

C. **Morphemic/word reading** is about quickly and automatically translating letters or spelling patterns of written words into speech sounds. Students must learn to identify words quickly and effortlessly so that they can focus on the meaning of what they are reading. It increases students' abilities to read words on sight. Students are asked to pronounce words separately, or they may be asked to listen, identify and mark a word from a group of words.

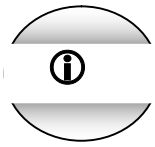
Activity 3: Pair-work

Be in pair and do the following questions.

1. Do the English letters/alphabets represent the same sounds at all times? How?
2. How does being aware of letter-sound relationships help beginning readers? Notice the following words and explain if they can cause learners' reading difficulty.

   cough/laugh now/know our/hour
3. How do you think beginning readers can identify words like the following?

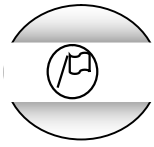
   tree/three ball/bowl book/ boom
4. To which of the above three types of initial reading should a teacher give more emphasis for beginning readers?



Teacher`s feedback

Dear student, alphabetic, phonetic and morphemic/word reading, all are components of initial reading. They are equally important because children's early reading and literacy development is dependent on their acquisition of alphabets, sound-letter relations and word patterns that underlie written English. However, the emphasis given to each type of reading may be determined by the level and reading difficulties of learners. You will learn about support for children with reading difficulties later in this unit.

1.2.2. Simplified and Authentic Reading



Activity 4: Peer assessment

Dear student, we hope that you have noticed that the above types of reading are related with the levels of students. Next, you are provided with two types of readings identified by the types of texts. Before you read about them, try to answer the following questions individually and then share your answers with your partner.

1. What is the difference between simplified/graded reading and authentic reading? Give examples.
2. Which of these reading types is more suitable for primary students? Why?
3. In the Ethiopian education system, school teachers usually use ready-made textbooks. Do you think there are opportunities for the teachers to simplify the reading activities? Explain it further.

Now, read the texts below individually and have clear understanding of these reading types.

Simplified and Authentic Reading

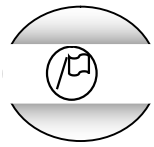
How well students are able to deal with reading material will depend on whether the texts are designed for intensive or extensive reading. Where students read with the support of a teacher and other students, they are usually able to deal with higher-level material than if they are reading on their own. If we want them to read for pleasure, therefore, we will try to ensure that they do not attempt material that is just too difficult for them – because of which they may put off reading. This is why lower-level students are encouraged to use **simplified** or **graded readers** for extensive reading. The readers are graded so that at different levels they use language appropriate for that level. As a result, students can take pleasure in reading the books even when there is no teacher to help them.

Ideally, we would like students to read **authentic** texts – in other words, texts which are not written especially for language learners, but which are intended for any competent users of the language. However, at lower level, this can often present insuperable problems since the amount of difficult and unknown language may make the texts impenetrable for the students. A balance has to be struck between real English on the one hand, and the students' capabilities and interests, on the other.

There are some authentic written materials, which beginner students can understand to some degree: menus, timetables, signs and basic instructions, for example; and we can use these where appropriate. But for longer prose, we may want to offer our students texts which are written or adapted especially for their level. The important thing, however, is that such texts are as such like real English as possible.

(Harmer, 2007)

1.2.3. Intensive and extensive reading

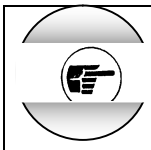


Activity 5: individual work

Work individually to answer the questions below.

1. Guess what intensive and extensive readings are?
2. You have seen that Reading for survival, Reading for learning and Reading for pleasure are the three major purposes of reading. To which of these purposes do you relate intensive and extensive reading?
3. What do you think would the role of an English language teacher be in intensive and extensive reading?
4. On which of these reading types should a primary English language teacher focus on? Why?

Now, read the text below and add some points to your answers.



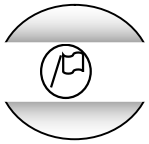
Intensive/Extensive Reading

We need to make a distinction between **extensive** reading and **intensive** reading. The term extensive reading refers to reading which students do often (but not exclusively) away from classroom. They may read novels, web pages, newspapers, magazines or any other reference materials. Where possible, extensive reading should involve **reading for pleasure**. This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunities are given for them

to share their reading experiences. Although not all students are equally keen on this kind of reading, we can say with certainty that the ones who read most progress fastest.

The term **intensive** reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, Internet websites, novels, newspapers, plays and a wide range of other text genres (that is, styles or types of text). The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialties. But if, as is often the case, they are a mixed group with different interests and careers, a more varied diet is appropriate.

Intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. We will also encourage them to reflect on different reading skills.



Activity 6: Group Assignment

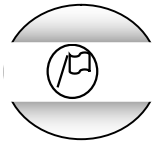
Instruction: Be in group of three. Suppose you are teaching Grade 4 students and you should prepare supplementary reading activities for your students and present it in the class.

1. Find simplified reading texts suitable for your students and prepare a 25-minutes reading activity.
2. Design a reading activity using authentic texts that your students can do out of class.

1.3. Teaching Reading

MLC: after completing this section, trainees will be able to;

Identify conceptions and misconceptions in teaching reading;



Activity 1: Brainstorming activity

Answer the following question orally.

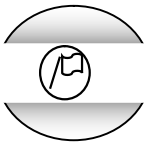
1. Think over the way you had learned reading in primary school. Have you benefited from it? How?

Activity 2: Think-pair-share

Below, there is a reading text on teaching reading. First, think individually, and then pair your ideas with the student next to you. Finally, share your ideas for the whole class.

The teaching of English reading is a whole-school responsibility. By clearly targeting reading as a priority, and by developing a sequenced plan for the teaching of reading from Kindergarten to Year 6, schools can provide for the continued development of reading for all students.

1.3.1. Stages of Reading Development



Activity 3: Small group discussion

Based on your own 'learning to read' experiences, write out the answers for the following questions. Then, compare your answers in a group of three and try to add new ideas.

1. Discuss the stages of reading development based on your learning to read experiences?
2. What is your learning experience related to the stages of reading development?
3. Do you think reading development has any connection with students' age, gender and grade level? How?

Now, read the texts below and make your answers more comprehensive.

Stages of Reading Development

Stage 1: The "pre-reader"

- ✓ Holds books and turns pages correctly;
- ✓ Recognizes the beginning and end of a book;
- ✓ Listens and responds to stories;
- ✓ Interprets pictures;
- ✓ Pretends to read;
- ✓ Knows some letters; and
- ✓ Shows interest in print when they see in the world around them.

Stage 2: The emergent reader

- ✓ Uses pictures to tell stories;
- ✓ Knows some sounds (phonemes) and the letters that make the sounds;
- ✓ Knows that the print for European and African languages runs from left to right and from top to bottom;
- ✓ Joins in with the teacher or reader while reading familiar books;
- ✓ Recognizes some words, e.g. their names;
- ✓ Reads some print in the environment; and
- ✓ Reads familiar books with word patters.

Stage 3. The early reader

- ✓ Knows most letter sounds and names;
- ✓ Recognizes some common words;
- ✓ Can tell an age-appropriate story;
- ✓ Uses pictures to make meaning;
- ✓ Can read 70% words correctly in a familiar text at their level;
- ✓ Reads aloud when reading to self;
- ✓ Still reads word-by-word – not yet fluent; and
- ✓ Reads early readers and picture books with pattern and repetition and rhyme in home language and additional languages.

Activity 4: Think-pair-share

What do you think the focus of teaching reading should be at the above three stages? In most Ethiopian learning contexts, and from your 'learning to read' experiences, at which grade levels could these readers be used?

Stage 4. The developing reader

- ✓ Uses pictures to make meaning;
- ✓ Uses knowledge of sentence structure;
- ✓ Uses phonics (makes loud sounds) to decode words;
- ✓ Combines words into phrases rather than reading word for word;
- ✓ Retells beginning, middle and end of a story with some details;
- ✓ Has basic sight-word vocabulary of at least 50 words, and both recognizes the word and knows the meaning of the word;
- ✓ Begins to apply punctuation to reading;
- ✓ Begins to read silently;
- ✓ Corrects self after making an error; and
- ✓ Reads longer books, as long as the text is easy enough and the book has large print.

Stage 5. The early fluent reader

- ✓ Uses different "cueing" systems such as Phonics (sounding out), language knowledge, (familiar sentence structure), and general knowledge in order to make meaning;
- ✓ Recognizes most familiar words on sight, (approximately 200 words);
- ✓ Reads fluently 60 words per minute;
- ✓ Uses punctuation to enhance comprehension – stops at all full stops;
- ✓ Begins to understand implied meanings;
- ✓ Reads texts with longer and more complex sentence structures;
- ✓ Demonstrates a developing story elements, such as the plot, the characters and the resolution of a problem;
- ✓ Reads silently for extended periods;
- ✓ Uses reference materials, with guidance; and
- ✓ Reads books that have smaller print.

Activity 5: Self-assessment

Do you think this reader can be engaged in extensive reading with no difficulties? What type of authentic texts can she/he use to do so?

Stage 6. The independent reader

- ✓ Uses "cueing systems (phonic, language and general knowledge) having integrated them in his or her general approach to the new texts;
- ✓ Reads at least 60 or more words per minute;
- ✓ Understands books with unfamiliar settings;
- ✓ Reads and understands implied meanings; and
- ✓ Reads longer and more advanced books, books with chapters – fictions and nonfictions.

Activity 6: Large group discussion

?

Have you noticed that the six stages of reading development are integrated? What is the importance of being aware of these stages for the primary reading teacher?

Teacher`s Feedback

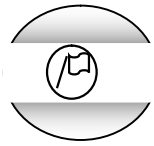
Dear student, it is clear that the early reading development stage is a foundation to the next stage, and all are decisive to the overall development of the learners' reading abilities, as well as to the development of the other macro-skills of the language.

Being aware of the reading development stage at which learners reach is also important for the teacher to decide on the teaching methods s/he has to use. It is also helpful to design appropriate activities and provide learners with the right support.

1.3.2. Components of Teaching Reading

MLC: at the end of this section, trainees will be able to;

Use the appropriate components of teaching reading in the classroom



Activity 1: Brainstorming Activity

Guess the components of teaching reading.

Activity 2: Group discussion

Form a group of five and share your thoughts about:

Most reading experts agree that there are five main components to the teaching of reading: *phonemic awareness, word recognition, vocabulary, fluency*, and *comprehension*. They also say each of these components needs to be taught explicitly, and practiced in a context on a daily basis.

1. What each of these components of teaching reading is about?
2. Is there any relationship between components of teaching reading and the stages of reading development? how?

Now, read the following short texts individually and check if your answers match with the points stated

1. Phonemic Awareness

Children's ability to think about individual words as sequences of sounds is important to their understanding of the alphabetic principle. Toward that understanding, children learn to identify rhyming words and to create their own rhymes. They also learn that sentences are made up of separate words, words are composed of syllables, and words are made up of sounds that can be separated from each other and manipulated in other ways. Finally, they learn that sounds that are separated (or segmented) from words can be put back together again to form words.

Some children have a great deal of difficulty learning to separate, or segment, the sounds in spoken words, and then to reconstitute the sounds (i.e., to blend the

segmented sounds back together to make a word. However, it is this very aspect of phonemic awareness that enables children to apply their knowledge of sound-letter relations to the sounding out of printed words.

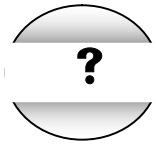
It is important to make some clear distinctions: **Phonemes** are the separable individual sounds in words. They are the smallest units of sound. The **onset** is the initial single phoneme or initial consonant cluster in a word and the **rime** is the remaining set of phonemes in a word. Rimes are larger than phonemes, but smaller than syllables.

For example, take **bat** and **bright**, both one-syllable words: in **bat**, the onset is /**b**/ and the rime is /**at**/; in **bright**, the onset is /**br**/ and the rime is /**ight**/.

In contrast: **bat** contains three phonemes - /**b**/ /**a**/ /**t**/; **bright** contains four phonemes - /**b**/ /**r**/ /**i**/ /**t**/.

Hence, **phonemic awareness** refers to the ability to identify and manipulate these phonemes in spoken words. It is also the understanding that the sounds of spoken language work together to make words.Most sequencing of phonemic awareness instruction begins with rhyming words and then moves to helping children learn how to divide (or segment) sentences into words, words into syllables, words into onset and rime, and finally, one-syllable words into phonemes.

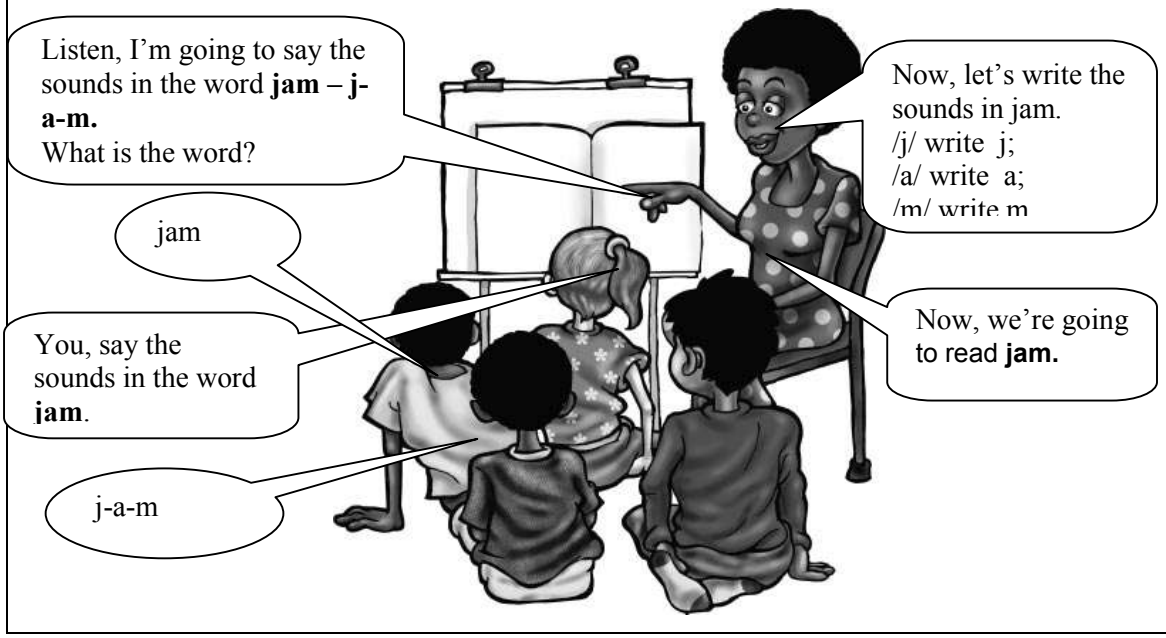
Activity 3: self assessment



What type of activities and materials do you think can help to develop phonemic awareness?

Teacher`s Feedback

Dear student, phonemic awareness can be developed through the use of poems, songs and rhymes. The explicit "sounding out" can be practiced during **Word level** and **Sentence level** time. You can teach your learners to manipulate phonemes (speech sounds) by engaging in activities such as this one:



Guidelines to prepare phonemic awareness instructions

A beginning reading activity may include the following elements:

1. Activities that follow a sequence of instruction that progresses from easier to more difficult tasks and from larger to smaller units, for example:
   - Rhyming words.
   - Dividing sentences into words.
   - Dividing words into syllables.
   - Segmenting and blending onsets and rimes.
   - Identifying beginning, medial, and ending sounds in spoken words.
   - Segmenting and blending individual sounds (phonemes) in spoken words.
2. Auditory (e.g., clapping), visual (e.g., tiles, chips), or both cues to help children identify separate sounds in words.
3. Activities to teach the relationship of letters to sounds in more advanced tasks (segmenting and blending phonemes).
4. For children who are having difficulty, a sequence of instruction that:
   - Starts with continuous sounds (for example, **m**, **s**, **i**, **f**) that are easier to hear and blend.
   - Advises teachers to stretch out and connect (or "sing") the sounds (e.g., "**ssssaaaammm**," rather than separating them, for example, "**S ... a ... m**").

Activity 4: Group Assignment

Analyzing and designing phonemic awareness instructions

Form a group of four or five and assign a secretary to do the following.

1. Take the current Grades 1-4 English textbooks and find out if phonemic awareness instructions are included.

2. Based on the above guidelines, examine how the phonemic awareness instructions are designed.
3. Prepare a similar phonemic awareness activity for Grade 3 students, and present it to the class through your representative.
4. Improve your activity using the comments from your instructor and classmates.

2. Word Recognition

Word recognition refers to the skills that readers need in order to read unknown words. Word recognition is for beginning reading in that when a child comes to a word and sounds it out, he or she is also determining if the word makes sense based on his or her understanding of the word. The two main elements involved in word recognition are **phonics** and **sight words**.

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of the spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words and to decode unfamiliar ones. Phonics instruction is a way of teaching reading that st[illegible] how letters correspond to sounds and how to use this knowledge in read[illegible]spelling. The goal is to help children understand that there is a systematic and predictable relationship between written letters and spoken sounds.

The purpose of phonics instruction is to give the learner tools so that he or she decodes the words. They may not understand the words they are "reading", especially if they are in an unfamiliar language. However, phonics instruction is an important building block in the teaching of reading and writing – which is making and understanding meaning. When you put together phonics (ability to decode words) and vocabulary (knowledge of what the words mean), then you are on the way being able to construct meaning.

In indigenous African languages, as well as in Afrikaans, there is nearly a direct correspondence between the alphabetical letters and the sounds they represent. The names and the sounds of the letters are generally the same; letter sounds do not vary depending on what other letters are near it. Therefore, it is easier to teach phonemic awareness and phonics in these languages than it is in the English language.

In the English language, there are 26 letters of the alphabet; there are 44 phonemes (sounds, and 120 graphemes (letters and combination of letters). These variations explain why the teaching of phonemic awareness and phonics takes so much longer in English than in African languages. In English, for example, the sequence of the letters **ough** can sound differently depending on whether they are used in **ought** or **through**. This does not happen in African languages or Afrikaans. In English, learners must understand that each letter has a name, but it may have a number of different sounds. For example, the letter **a** stands for different sounds in the words **cat**, **car** and **cake**.

Sight words (or "look and say" words) involve the learner in recognizing a word by its shape, length and other features. There is a strong argument for teaching sight words in English. Most of the common words (sometimes known as "high-frequency words" have irregular sound-to-letter relationships. Examples like **this, because, you, me,** and **was** show that they cannot be decoded according to phonic rules or principles. For example, "was" really sounds "wuz", and therefore just has to be recognized by sight – it cannot be decoded. But according to experts, some 90% of English words can be totally or at least partially decoded, so decoding is quite important.

Effective word-recognition strategies

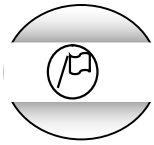
Effective word-recognition strategies permit children to quickly and automatically translate the letters or spelling patterns of written words into speech sounds so that they can identify words and gain rapid access to their meanings. As children learn to read more and more complex stories, effective word-identification strategies will permit them to figure out the pronunciations of words they have never seen before in print. Students' semantic and syntactic knowledge, in turn, can help to confirm the accuracy of their attempts at word identification.

Therefore, it is important to teach children use their sound and spelling knowledge as a primary strategy for word recognition. You should also give children opportunities to work with larger units (e.g., word families, spelling patterns, and onsets and rimes). More advanced word-identification strategies focus on structural analysis - the identification of root words, prefixes, and suffixes - and on how to read multisyllabic words. Children need to recognize some common words before they have the sound-letter knowledge to sound them out (e.g., **the**, **this**). Additionally, some words are "irregular," meaning they are difficult to read using a sounding out strategy. The program should introduce some irregular and other sight words in a reasonable sequence. These words should be continuously reviewed in the lessons and in the written materials, the children read. Presenting some words as sight words should not overshadow the importance of teaching children to learn how to use word-identification strategies to figure out words.

Here are guidelines for addressing word-identification strategies

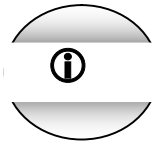
A beginning reading lesson should include:

1. Opportunities to practice word recognition, including words with newly introduced sound-letter relations or word parts mixed with previously learned words.
2. Opportunities for children to learn to use word order (syntax) and word meaning (semantics) to confirm the words identified through word-recognition strategies (Adams, 1998).
3. A limited set of sight words (some of which are regularly spelled) in the beginning stages of reading instruction.
4. Phonetically irregular words in a reasonable order and review the words cumulatively.
5. Phonetically irregular words in the written materials the students read.
6. Opportunities for children not only to decode words but also to access the meanings of words.
7. Strategies for identifying words with more than one syllable.



Activity 5: Micro-teaching

Now with a partner, select a topic from grade 3 student`s textbook and prepare a 20-minutes phonics instruction. Then, practice it in your class.



Teacher`s Feedback

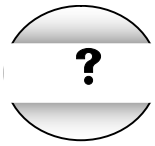
Dear student, remember that phonics instruction is usually categorized as explicit or implicit. In explicit phonics instruction, the sounds associated with the letters are identified in isolation and then blended together to form words. The teacher directly tells students the sound represented by an individual letter. For example, "The letter **l** makes the sound /**llll**/." When children have learned several correspondences, including one or two vowels, they can read words by blending sounds of the letters together. For example, students who have learned the sound-letter correspondences /**I** / /**a**/ /**m**/ and /**p**/ can utilize a blending strategy to read "**lamp**."

In contrast, implicit phonics instruction includes helping students identify the sounds associated with individual letters in the context of whole words, rather than in isolation. Typically, students are asked to infer the sound of a letter from a word or set of words that contain that letter. For example, in teaching the sound for **m**, the teacher is directed to:

- ✓ Write **man** on the board and underline the letter **m**.
- ✓ Have the students say **man** and listen for the beginning sound. Elicit from the students that the letter **m** makes the sound /**m**/.

In implicit phonics, children are often encouraged to utilize context and picture cues to identify any unfamiliar words they encounter in text selections.

Activity 6: Pair Work



Discuss in pair how you can help your students develop their word recognition ability.

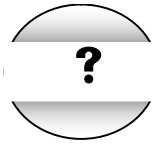
3. Fluency

Fluency in reading means the ability to read texts smoothly, accurately and with understanding. Fluent readers recognize words and comprehend then simultaneously. Reading fluency is a key indicator of comprehension. If children read aloud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material. But, if they read with difficulty and in an inefficient way, it probably means that they also have problems in understanding the text. So, it is important to know how you can help learners develop their fluency.

Two instructional approaches have typically been used to develop reading fluency. One, guided repeated oral reading, encourages students to read passages out loud with systematic and explicit guidance and feedback from their teacher. The other, independent silent reading encourages students to read silently on their own, inside and outside the classroom, with little guidance or feedback from their teacher.

Activity 7: Independent Work

Answer the following question orally.



How can you help your students to develop fluency?

Teacher`s Feedback

Dear student, here are some suggestions for developing your students' fluency.

- Allow students to re-read texts a few times;
- From Grade 2 onwards, explain to students about fluency;
- Have as many reading materials as possible in the class;
- Have independent reading every day as part of the reading and the writing lessons;
- During Guided Group Reading and Independent Activity Time, allow students to choose a book that is familiar or one that is suited to their reading level;
- Explain the importance of silent reading;
- If you think that students are ready for silent reading, organize lots of opportunities for them to practice it; and
- Textbooks of other learning areas are good source materials for reading activities.

Activity 8: Think-pair- share

Mention the ways that you should do to develop your students' reading comprehension ability.

Teacher`s feedback

If you had mentioned some of the following ways, you are doing well.

- Activate the learners' prior knowledge;
- Read aloud to learners;
- Help learners to use clues and illustrations in and around the text;
- Develop the readers' decoding skills;
- Develop fluency;
- Increase vocabulary;
- Develop learners' ability to apply high-order thinking skills such as analyzing, evaluating and interpreting. The best way to develop these skills is to ask learners the kinds of questions that get them think about and process information using these high-order thinking skills. Here are examples of the kinds of questions that engage learners in high-order thinking.

1.3.3. Methods of Teaching Reading

MLC: up on the completion of this section, trainees will be able to;

Identify the methods of teaching reading

Activity 1: Starter Activity

We have seen the stages of reading development and the basic components of reading.

Answer the following questions individually and share your ideas to the class.

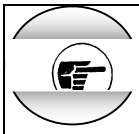
1. Do you remember the methods of teaching reading that your primary English teachers were using? List out some of them.
2. Is there any best method of teaching reading? Why?

There are different types of methods that can be used in the classroom while teaching reading. The commonly known are the Phonics Method, Look and Say Method, Language Experience Approach and Context Support Method

Activity 2: Independent work

Describe the methods listed above by your own words.

Now, read the texts below and confirm your understandings about these four main methods of teaching reading in the primary grades.



Methods of teaching reading in the primary grades

A. The Phonics Method

The phonics method is probably the best-known and widely used method to teach reading and writing in the English language. It is used with children who are taught the alphabet first. They learn the names of the letters and the sounds they make. Once they have learnt the letter sounds, they will begin to blend two letters together to make simple words then three letters, then four and so forth.

a-t	i-t	o-n	i-f	b-e	m-e	n-o	w-e	i-n	h-e
c-a-t	s-a-t	m-a-t	f-a-t	p-a-t	r-a-t	c-a-r	g-o-d	m-e-n	
f-l-a-t	p-l-a-t	t-h-a-t	s-p-i-t	s-l-i-t	g-r-i-t				

For children to learn through the phonics method, they need phonically written books

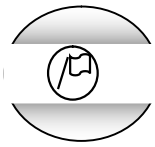
using regular words that are interesting to young children. Each word must be sounded out by the child in order to achieve the highest level outcome....

For example, The **cat sat** on the **mat. .....** The **hen** is in a **pen.**

Learning the sounds and their blends may be disinteresting for young children. So, you should keep it short and entertaining. Often children are so busy concentrating on sounding the words and blending the sounds that they do not learn the meaning of the word, making it boring for them. Ensure you explain the meaning or expound on the words to keep interest and enthusiasm for learning.

You can introduce one letter a day or one letter a week but the one letter a day method works quite well and it does not become boring, whereas one letter a week tends to drag out and the child often loses the plot halfway through. This, in turn, gives you a sense of failure and you will become bogged down.

Don't be disheartened if two or three days or even a week is needed to master one letter, students will improve and before long you will find there is no stopping their young brain. Children are natural learners and are more than willing to please you thus doing well in their learning experience. Using the phonics method, most children will learn to read basic words and sentences within three to six months. The phonics system had been used successfully in the USA and Europe for many years to teach children how to read. It supplies the student with tools to expand their vocabulary.



Teaching using song

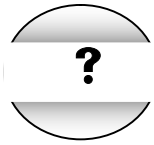
Activity 3: role play

With a partner, examine the poems in the following song to see how their easy rhyme and repetition can be used to teach phonemic awareness. Try to sing the song aloud.

Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back,

She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Jump over the fence, fence, fence,
He jumped so high, high, high,
He reached the sky, sky, sky,
And he never came back, back, back
Till the fourth of July, July, July.

Activity 4: Class Work



What other types of teaching materials do you think are helpful with the phonics method in the primary grades?

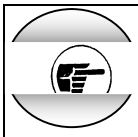
Teacher`s Feedback

Dear student, it is possible to use a variety of materials with the phonics method, such as letters with symbols, chart of rhyming words and alphabet tables, like the one given below.

An alphabet table using each letter sound.

a ape	a antelope	a armadillo	b bear	c civet	c cat	d deer
e emu	e elephant	f fox	g gerbil	g goldfish	h hippo	i ibis
i inchworm	j jaguar	k kangaroo	l lizard	m monkey	n nightingale	o okapi
o	p	q	r	s	t	u

	ostrich	peacock	quail	rabbit	snake	tiger	unicorn
	u umbrella bird	v vole	w walrus	x ox	y butterfly	y yak	z zebra



B. The *Look and Say* method

With the **Look and Say** method children learn to recognize whole words or sentences rather than individual sounds. Your student will look at a word which you sound, and in turn will repeat the sound (the word). Flashcards with individual words written on them are used in this method often accompanied with a related picture.

If you do not use a picture with the word, the child will probably make a wild guess as to what it says trying to remember what sound you made previously. This is not a good method if you do not include pictures.

It is also recommended with this method to use whole short sentences rather than individual words. Write a short sentence representing the picture displayed. Say the sentence and ask the child to repeat it while pointing and looking at each individual word as he/she repeats what you said.

By making word cards you can create different sentences again and again. You can use each word card first to learn individual words and then laying the word cards together to form a sentence. You may need to make several word cards using the same word; *e.g. the - and* in order to form proper sentences.

The rat is on the mat.

The **look-see** or whole-language approach (also known as "psycholinguistics") was developed by modern psychologists and denies the students the tools used in the Phonics system but teaches them to learn through rote memorization. Students could become poorer readers due to being forced to "learn to read" with the look-see methods, but if you have the teaching skills to combine both, it would benefit your students enormously.

Activity 5: Role-play

Dear student, form a group of five and take turns to teach some of the three letter words using the ***Look and Say*** method in Grade 3.

The skills to be taught are STOP AT THE VOWEL SOUND procedure for decoding (reading) new or unknown words and **Memorization** of each individual short vowel sound. The design of the practice –CVC word list contributes to the memorization of essential vowel sounds. Follow the steps and use the word list below to teach this Beginning Reading Strategy.

Step 1: Test beginning letter consonant sound

Say 1st letter sound – for each word in each column

Step 2: Test the child on the vowel sound

Say vowel sound in the 1st word in each column

Step 3: "Stop at the vowel sound" test time

Blend 1st two letter sounds in the 1st word in each column

Step 4: Read the entire word

Read entire word – if students have trouble help for 30-45 seconds

Step 5: Use a "Recognition memory" technique if students are still having difficulty.

STOP AT THE VOWEL SOUND list words

short "a"	***short "e"***	***short "I"***	***Short "o"***	***Short "u"***
Bad	*bed*	*bit*	*box*	*Bug*
Cat	*cen*	*cit*	*cop*	*Cut*
Dad	*Den*	*did*	*dog*	*Dug*
Fat	*fed*	*fit*	*fox*	*Fun*
Gas	*gem*	*gin*	*got*	*Gut*
Hat	*Hen*	*hit*	*hot*	*Hug*
Jam	*jet*	*jib*	*job*	*Jum*
Kam	*Ken*	*kid*	*kob*	*Ku*
Lap	*let*	*lid*	*log*	*Luc*
Man	*men*	*mit*	*mob*	*Mud*
Nap	*net*	*nip*	*not*	*Nut*
Pat	*pet*	*pit*	*pot*	*Pup*
Ran	*red*	*rip*	*rob*	*Run*
Sad	*set*	*sit*	*sod*	*Sun*
Tan	*ten*	*tip*	*top*	*Tub*
Van	*vet*	*vic*	*vox*	*Vu*
Wag	*wet*	*win*	*wod*	*Wu*
Yab	*yet*	*yip*	*yod*	*Yum*
Zap	*zem*	*zip*	*zom*	*Zu*

C. The Language Experience Approach

The language experience approach is the third method you may like to use to teach

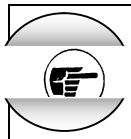
reading. This particular method actually uses students' own words to help them read. For example, your student may draw a picture of Dad in the car. In that case you would write underneath the drawing; *Dad is in the car.* You continue to collect drawings your students make and write a short sentence underneath each drawing. A picture of a playground would read; *We went to the park or playground.* A picture of a cat could read; *The cat sat on the mat.* A picture of walking the dog could read; *Mum walks the dog to the park.*

When you have collected enough pictures, you make them into a book for your students to read again and again. Write underneath the drawing and a description your students give for the drawing. This way your students will remember what is written much better.

First, you will write every word and sentence. Slowly, your students will begin to trace over the words you have written and finally the students will write the words and sentences all alone.

Some teachers use this method as a first approach to reading in order to help their students understand what they have drawn; and what you have written is a form of communication between your students and yourself.

The language experience approach supports children's concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities using personal experiences and oral language.



D. The Context Support Method

When your students are just learning to read, it is important to choose books that really interest them. If boys like cars, choose a book with pictures and simple words about cars. This will keep their interest and they will enjoy learning with you. If girls like dolls, obtain a book with doll pictures and simple words. Again, it will encourage enthusiasm

because they are actually looking at something they can relate to.

Some books are especially written to support this method of learning. You will find a longer sentence on one side of the page while the other side has a single word or maybe two to three words for your students to read. You will read the longer sentence while your student reads the simpler version. You may like to try this method of long and short texts or maybe combine it with one or all of the other methods above.

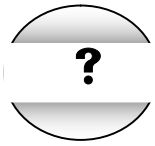
The debate still varies among educators, parents, and experts. Which approach to teaching reading works best? That is something only you can answer and it comes with practice and experience. Most children learn to read reasonably well between the ages of four and eight. Check the following 10-point checklist to help ascertain if students are heading in the right direction.

1. Do you read regularly with your students?
2. Do you give your students time to browse through a book before attempting to read it?
3. Do you show confidence in your students' abilities? Your lack of confidence may affect your students' ability to read.
4. Don't tell your students you are worried about their reading progress. This will only fuel your students' problem. Discuss with your partner or other home school parent for advice.
5. Do your students ever read to anyone else besides you? Try with a friend or a member of family. It could make a big difference with your students' confidence to read.
6. Do you expect too much too soon? Don't push too hard for immediate results. It takes time!
7. Are you always rushing? Do you give your students enough time to read or write?
8. Do you provide opportunities for your students to write such as shopping lists, names on the top of letters to friends or relatives, the child's own name at the bottom of a letter or card, etc.?
9. Are you using books at the correct level? Use easy books to encourage your students'

abilities, making sure it is not too easy or you will undermine your students' confidence. Don't choose books too hard. That also may undermine your students' confidence.

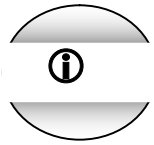
10. If you do all the above and you are still worried, your students may have some sort of reading difficulties that require special support.

Activity 6: Self Reflection

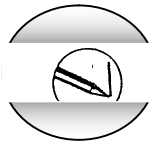


Which of the above teaching reading methods is appropriate to primary grade students? To what level are they appropriate? How? Do these methods of teaching reading have something related to stages of reading development and components of teaching reading? Reflect further.

Teacher`s Feedback



Dear student, you have seen the four main methods used to teach students how to read. This is a guide only and you must work out which methods suit you and your students. You may like to try each one for a few weeks and record the results or you can combine two or more methods together like the 'phonics' and the 'look and say' method. Whichever way you choose, be patient, consistent and above all, creative. Creativity is very important to keep any child's interest and enthusiasm at all times. Moreover, remember that the stage of reading development at which your students are and the reading component you want to focus on will help you to determine which method you should employ.



Activity 7: Writing assignment

The foundations of good reading are the same for all learners. All readers, regardless of their age, gender or ability, need to develop the motivation to read, fluency and comprehension. Therefore, children who experience reading difficulties should be identified as early as possible and appropriate support must be implemented.

Now you should have good understanding of this issue. Look for reference materials, ask people and visit websites on teaching reading to collect sufficient information. Then, write a term paper on ***Support to Students with Reading Difficulties*** *and present it to the class*. The following points may guide your writing.

- What are reading difficulties?
- Support for learners with reading difficulties
- Students with dyslexia

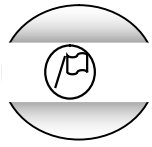
1.3.4. Learning to read strategies

MLC: at the end of this section, trainees will be able to;

Identify reading strategies

Activity 1: Brainstorming Activity

1. What do you think reading strategies mean?
2. Are the methods of teaching reading similar to learning to read strategies? Which ones are important for the teacher teaching reading, how?

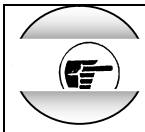


Activity 2: Pair works

In pairs, discuss the following questions and write down the answers into your notebooks.

1. What strategies do you to read texts?
2. **Scanning, skimming** and **reading for details and extensive reading** are among the strategies that students use to do with reading texts. Explain of them briefly.

Now read the following texts below and check your answers.



Reading Strategies

Reading strategies are ways of solving problems that learner may come across while reading. For example, they might not know the meaning of a word, or they might find a section of a text difficult to understand. When these situations arise, students should have a strategy for working what to do.

a. Scanning

They need to be able to **scan** the text for particular bits of information they are searching for; for example, when they look for numbers and names. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

b. Skimming

Students also need to be able to **skim** a text – as if they were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a text to see what it is about). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it. They may scan a class list to find out their names, and they may skim a story to pick up a general idea of what has been happening in it.

c. Reading for details

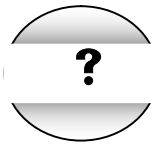
Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use should be seen by

students as something very different from the strategies mentioned above. Many students are capable of doing all these things in other languages though some may not read much at all in their daily lives. For both types of students, we should do our level best to offer a mixture of materials and activities so that they can practice using these various strategies with English texts.

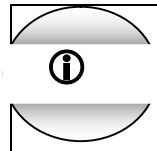
d. Extensive Reading

Extensive reading involves learners to read texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks. A teacher reads a short story with learners, but does not set them any tasks except to read and listen.

Activity 3: individual work



Do you know any other reading strategies that good readers may use? Mention at least two 'learning to read' strategies and explain them further.



Teacher`s Feedback

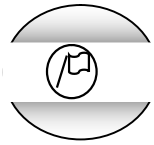
Dear student, as you have seen above, the reading strategies your students need to employ are usually determined by the type of the reading activity and their reading purpose. Hence, good readers may predict/infer to find out what is going to happen next, and to figure out things that are not there. They also use monitoring/clarifying, questioning, evaluating and summarizing during and after reading. Moreover, making connections, visualizing and synthesizing are the other strategies that good readers use.

1.4 Preparing Reading Activities for Elementary Learners

1.4.1 Types of reading activities

MLC: at the end of this section, trainees will be able to;

Prepare reading activities for elementary learners



Activity 1: Brainstorming activity

Think over the following question and forward your ideas to the class.

1. What types of reading activities do you think are appropriate for elementary level learners?

Activity 2: Group Discussion

Discuss in group the following questions and then share your ideas to the whole class.

1. What are the types of reading activities?
2. What advantages do these reading activities have, particularly for elementary level readers?
3. Does each of reading activities have the same purpose or not?
4. What types of reading texts can be used for each of the reading activities?

The types of reading activities in elementary level are classified into three based on the preparation of reading activities. These are shared reading, guided/controlled and free/independent reading activities.

A. shared Reading

Activity 3: pair works

In pairs, discuss the following questions.

1. What is shared reading?
2. What type of texts can be used for shared reading activities?
3. How long should shared reading lesson be?
4. How can we plan for shared reading lesson?
5. Can you mention examples of shared reading activities?

Now read the text below and confirm your understandings of shared reading.

Shared reading is usually done with the whole class. In the shared reading lesson, learners share the reading task with their teacher, and gradually take over the task (of reading). This kind of lesson should take place in a relaxed learning environment. You should encourage guessing and risk taking, accepting all attempts from learners, and using their responses to promote learning. Learners should see that errors help us to build on what we know.

A supportive learning environment helps weaker members of the class to operate as readers. This reading session exposes all learners to a range of reading strategies that they can use independently in the future.

Shared reading:

- can be used with any age, ability group or grade level;
- allows for active participation;
- allows good literature and rich language;
- extends learners' sight and listening vocabularies;
- allows for direct instruction, clearly focused lessons including rhyme, rhythm, alliteration and phonics.

Some of the different kinds of texts that can be used for shared reading are enlarged texts of stories, learners' own writing, magazines, newspapers, poems, songs, non-fiction materials and advertisements. Jigsaw reading and read aloud are commonly used

shared reading activities.

Shared reading lessons should last between 15-20 minutes for the beginning readers, and 30 minutes for the others.

B. Guided/controlled Reading

Activity 4: Individual work

Using your prior knowledge, write down the answers for the following questions in your notebook.

1. What is guided/controlled reading? What makes it different from shared reading?
2. What do you think should be the role of the teacher in guided reading activities?
3. What advantages do you guided/controlled reading activities have, particularly for elementary level readers?
4. When are children ready for guided reading?

Now read the following short text and check your understanding.

Guided/controlled reading is a teacher directed activity. It involves carefully selected

texts at the learners' instructional level, for example, the use of a Graded Reading Scheme. The teacher supports learners as they talk, read and think their way through the text. Learners can be grouped for guided reading by their reading ability or specific needs. The groups are fluid and change according to the teacher's observation and assessment.

Guided reading provides opportunities to learners' growing knowledge of the conventions of the print, the sound-letter relationships and other fundamental skills in context. Through modeling and instruction, guided reading enables teachers to extend learners' vocabulary development and knowledge and use of comprehension strategies. Guided reading also gives the teacher the opportunity to observe reading behaviors, identify areas of need and allow learners to develop more independence and confidence as they practice and consolidate reading behaviors and skills. When children start to understand and exhibit the following reading behaviors, they are ready for Guided reading:

- ✓ a knowledge of the alphabet;
- ✓ writing vocabulary of a few high-frequency words including their names;
- ✓ an awareness that reading must make sense; and
- ✓ some of the early reading behaviors: directionality, one-to-one matching, locating known words, and locating unknown words.

C. Free/independent reading activity

Activity 5: pair works

Discuss the following questions in pair.

1. What is free/independent reading? What makes it different from the above two reading activities?
2. What do you think should be the role of the teacher in free reading activities?

Now read the following short text and check your understanding.

Free/independent reading

Independent/free reading is a purposefully planned activity. Learners choose their own books and texts according to their interest and ability. They are guided only to choose texts that they can read with a high degree of success.

Independent/free reading should be followed by discussion and dialogue with the teacher and peers. The teacher should always be observing, listening and gathering information about learners' reading behavior during the independent/free reading sessions.

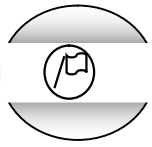
Activity 6: Group Assignment

Instruction: form a group 4, and choose one of the types of reading activities stated above. Make a further reading on the activity type you have chosen. Then, prepare a 30-minute lesson for Grade 4 students.

1.4.2 Lesson stages: pre-, while-, and post-reading stages

MLC: up on the completion of this section, trainees will be able to;

Distinguish the lesson stages of reading



Activity 1: Brainstorming Activity

Answer the following question orally.

1. What do you think about the lesson stages of reading? Tell to the class.

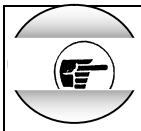
Activity 2: Group work

Form a group of three and discuss the following questions

1. What does three-stage reading process refer to?
2. How can you implement it in your classroom?
3. What are the three stages of a reading lesson?

4. Explain what the pre-reading, while/during-reading, and post-reading stages are.

Now read the text below individually and develop your answers further.



Stages of the reading process

The three stages of the reading process are **pre-reading, while/during-reading,** and **post-reading.** These stages are also known as **into reading, through reading**, and **beyond reading**. The pre-reading stage helps set the stage for the story or the text. This is the time to introduce key vocabulary words, make predictions, activate prior knowledge and get students interested in the text.

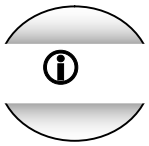
The while/during reading stage is the actual reading stage of the text. At this stage, readers should be making sense of the text and connections. They should also be practicing comprehension strategies and constantly relate to the text.

The beyond stage provides the opportunity for students to take the text to a new level. During this stage, readers are able to demonstrate their understanding and extend their comprehension to a higher level

(Source: Diaz-Rico, 2013)

Activity 3: independent work

Can you list down the activities to be used as part of each of these reading stages?



Teacher`s Feedback

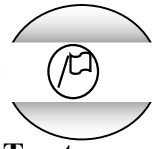
Dear student, if you could identify many of the following activities, you did have done well.

Reading activities that may be used in the reading lesson stages		
Pre-reading	**During/while-reading**	**Post-reading**
• predicting • defining, visualizing, and acting out key vocabulary words • word association • discussions • text surveys	• list of questions • scanning & skimming • working out meaning of unfamiliar words • pattern study guides • summarizing • clarifying • questioning	• reviewing of the content • working on grammar • vocabulary in context /word roots • writing assignment • discussions • debates • role-plays • project work

1.5. Teaching Aids for Reading Activities

MLC: by the end of this section, trainees will be able to;

Prepare appropriate teaching aids for reading activities



Activity 1: Starter activity

Try to answer the following question by your own words.

Did your teacher use teaching aids in reading lessons when you were in primary schools? How often?

Activity 2: Jigsaw

In a group, discuss the following questions then find another group and compare your answers. Finally, organize the ideas of your group and of others then share it to the whole class.

1. What are teaching aids? Define them in your own terms.
2. How important are teaching aids to teach reading in the primary grades?

3. How important are teaching aids to the teacher?
4. Can you list out the types of teaching aids that can be used to present reading lessons?
5. Do all learners equally benefit from the same teaching aids? Why?
6. Where can you get teaching aids? Can you prepare teaching aids by yourself?

Teaching Aids

Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs. Teaching aids are crucial for educators as they are essential in differentiating instruction for all types of learners. For example, teaching aids can provide a welcome break for students who have been sitting for a while and listening to a teacher's lecture in front of the room. Thus, teachers can use various teaching aids besides textbooks to pique students' interest and demonstrate how things work.

Most teaching aids are **visual** in nature. Blackboards and whiteboards, posters, calendars, charts, drawings, pictures, overhead projectors and flash cards are all examples of visual aids commonly used to present phonemic awareness, spelling and word recognition activities. These types of aids are important because many children learn best through use of visual/special thinking.

However, auditory learners will benefit if aural/audiovisual aids are utilized. **Aural** aids include recordings of spoken broadcasts and songs while **audiovisual** aids include film projectors, videocassettes, DVDs, and movies on the web. Though audiovisual aids are seen as a method for students to teach themselves, they are now considered to be educational tools rather than a replacement for teachers. These aids can be used especially to integrate reading with the other macro-skills of the language.

Activity 3: Micro-teaching

Instruction: Prepare a 25 minutes reading lesson for grade 4 students based on the discussions on lesson stages of reading with appropriate teaching aids.

1.6. Assessing Reading in the Elementary Grades

1.6.1 Assessment for Learning (AfL) Based Assessing Reading at elementary grades

Introduction

Dear trainees, before dealing with the concept of assessing reading, it is better to see the basic points of what Assessment for Learning (AfL) is` in the context of language skills teaching and learning. It is clear that you have been practicing different techniques and strategies of implementing AfL in this course. Now, under this section, you are going to be aware of the basic theory, principles, purposes, advantages, components, etc. of AfL in teaching and learning language skills. Please give due attentions and emphasis for the theoretical and practical issues presented in this section to substantiate your understanding in advance.

1. Background of Assessment for Learning (AfL)

MLC: by the end of this section, you will be able to;

Practice implementing assessment for learning in teaching language skills at elementary school

Activity 1: Brainstorming Activity

Answer the following questions orally.

1. What do you think assessment is?
2. Are assessment and assessment for learning are the same or different? How?
3. What would be do you think the ultimate goals of assessment for learning for you?
4. Could you guess the concepts of formative and summative assessments? Give examples.

Activity 2: pair-work

Now, be in pair and read the information in the table then discuss the question below it.

Assessment is a vital component of teaching and learning activities, and it is the process of collecting, and analyzing information on the teaching learning process to make decision. It can be used to answer the following questions in the teaching learning process: Does the student achieve the intended competencies or learning outcomes?

AFL is all about informing learners of their progress to empower them to take the necessary actions to improve their performance. Teachers need to create learning opportunities where

learners at their own pace and undertake consolidation activities where necessary.

What differences have you noticed between assessment and assessment for learning from the text you read?

2. Principles of Assessment for Learning (AfL)

MLC: up on the completion of this section, trainees will be able to;

Identify the principles of assessment for learning

Activity 3: individual work

Answer the following question orally.

List down the principles of AfL?

Low students, let`s see the common principles of assessment for learning in classroom.

1. AfL has an operational plan which indicates;
   - What assessment to be made
   - At what time interval
   - How the assessment to be made and results to be recorded
   - The methods to be used in the assessment
2. Have a clear purpose that supports teaching and learning
3. Aligned with the appropriate learning competencies intended for the students.
4. the use of variety methods that clearly allow students` participate actively through doing tests, projects, assignments, observations interview, etc.
5. Involve adequate teachers and students preparation in terms of resource, time and learning opportunities.
6. Involve up to date or well organized data

3. Purposes of Assessment for Learning (AfL)

MLC: at the end of this section, trainees will be able to;

Describe the purposes of assessment for learning

Activity 4: independent work

Individually, try to answer the following question.

1. Write at least four purpose of AfL?
2. Could a teacher be beneficiary of using AfL in the class? How?

Now, compare your answers based on the following short note and add information that didn`t indicate by you.

Purposes of Assessment for learning (AfL)

- To find out what students know, understand and can do,
- To identify where the students are and what their learning needs are
- To make the instructional adjustments such as re-teaching, use alternatives instructional approaches or more opportunities for practice
- To adjust teaching methods based on the students` needs and interests
- To provide all students with opportunities to show what they know
- To help them to overcome the remedies
- To enhance students` confidence in what they know
- To check the progress of the students
- To let parents to know their children progress

4. Advantages of AfL

MLC: by the end of this section, trainees will be able to:

State the advantages of AfL

Activity 5: Group discussion

Form a group of 4 and discuss the following question and share your ideas to the whole class.

1. What are the advantages of assessment for learning?

Applying AfL has the following advantages. It:

- serves instruction while monitoring students` learning progress
- enhances the students` learning

- enables teachers` professional growth

- provides information to report students` progress

5. Learning Competency

MLC: after completing this section, trainees will be able to;

Identify learning Competency

Activity 6: pair-work

Answer the following questions in pair.

1. Discuss what learning competency is?
2. Who is competent for you?
3. If you will be given a chance to select the person who is competent, what probably could be your referring criteria? Why?

Read the text below and compare your answers with the information in the text.

Competency is a fluid concept defined differently in different contexts. In the context of teaching learning, competency refers to the capability to apply or use a set of related knowledge, skills, and abilities required in a particular level. In this regard, competency is a set of knowledge, skills and attitude which is expected to be achieved or fulfilled by a learner at a given time. Therefore, when a teacher plan for what to teach (content) s/he must identify the minimum learning competency (MLC) which is aligned with the course syllabus, and must measures the three domains clearly.

Competencies Vs Objectives

Competencies are ways to verify that a learner has in fact learned what was intended in the learning objectives. Learning objectives describe what the learner should be able to achieve at the end of a learning period. Learning objectives should also be specific, measurable statements and written in behavioral terms.

In short, learning objectives are all about `what we want the learners to know` whereas, learning competencies are about `how we can be certain they know it`.

6. Essential Components of AfL

MLC: at the end of this section, trainees will be able to;

List down the essential components of AfL

Activity 7: independent work

Instruction: list down some of the basic components of AfL.

- There are about twelve basic components of AfL. These are
- Competence based curriculum
- Competence based Lesson planning
- Competency based MLC
- Competence based Lesson
- Constructing Competency based question
- Competence based assessments tools or strategies
- Linking MLC with supplementary materials
- Providing feedback and recording students' progress
- Supervision (classroom observation, peer supervision)
- Providing support for gifted, struggling learners as well as disabled
- Providing remediation to attain the expected competences
- Enhancing parental engagement

7. Aligning Teaching Methods and Aids with AfL

MLC: after completing this section, trainees will be able to;

Practice the alignment of teaching methods and aids with AfL

Activity 8: Pair works

Answer the following questions in pair.

1. What are teaching methods that are frequently used in teaching English language skills?
2. How do you relate teaching methods and aids to AfL?
3. What are instructional materials and their advantage specially in teaching language skills?

Now, relate your answers with the short note given below

Competency based teaching methods: while implementing AfL in actual classroom, teacher should select appropriate and suitable teaching methods that allow students to participate actively in the lesson and share responsibilities. Every activity used throughout the instructional phases should matters the competencies to be achieved as it was set by the teacher. Here, active learning methods or strategies should be used to enable learners achieve the goals and to make the instruction interesting. Some of the teaching methods used in teaching language skills are explanation, small group discussion, whole class discussion, role play, demonstration, dramatization, asking and answering, dictation, etc.

Competency based instructional materials/teaching aids: based on the content to be taught, appropriate teaching aids should be used to make the concept tangible and meet the preferences of students` learning styles. In selecting and using the instructional materials, the teacher must be systematic and effective. The teacher must guide and encourage students to be creative in developing and preparing teaching aids to learn through working and improve their creativity skills. Some of the common teaching aids used in teaching language skills are pictures, flash cards, charts, maps, real objects, recorded texts, supplementary books, etc to support the instruction.

Having the information displayed in the text above, can you clearly state what appropriate teaching method and teaching aids are?

Teacher`s Feedback

Dear trainees, appropriate teaching method means the methods the teacher choose based on the content to be taught and activities to be carried out in line with competencies to be achieved and should be convenient to teach that competencies. The same thing is true for teaching aids to be used. Unless the teaching aids are appropriate and suitable for the content to be taught, it is meaningless rather creating complexity on the content. So, identifying appropriate teaching aids and displaying them in a right way at right time are the important point teachers must not miss.

Activity 9: group reflection

Form a group of 3. Discuss the following points and reflect it to the class

1. Find teacher`s handbook of English for grade 4. Then look at the competencies and their teaching methods indicated. Finally, write what you have noticed or if the methods listed are appropriate or not.
2. Select a lesson from grade 4 English student's text book and teacher`s guide. For the selected lesson, find appropriate teaching method which meets the MLC.

8. Areas of employing AfL in teaching language skills for elementary level

MLC: up on the completion this section, trainees will be able to;

Distinguish the areas of employing AfL in teaching language skills for elementary level

Activity 10: independent work

What would be the areas of employing AfL in teaching language skills for elementary level

In practicing assessment in early grades, teachers should focus on "learn to read" rather than "read to learn." Thus, to implement AfL in classroom, teachers should focus on the following areas indicated in students` text books:

- ✓ Letter Sounds
- ✓ symbols/letter and sounds correspondence
- ✓ all major and minor skills
- ✓ Fluency, etc.

9. Techniques of AfL to be implemented in class

MLC: at the end of this section, trainees will be able to;

Mention techniques of AfL to be implemented in language class

Activity 11: Group work

Instruction: Discuss the following questions in a group of four and share what you have discussed to the whole class.

1. What AfL techniques are used in language class?
2. How often these techniques are employed in language classes at elementary level?

AfL Techniques

In order to apply assessment techniques in early grades, it is advisable to use variety of assessment techniques in language teaching and learning. When assessing competencies, the assessment techniques should be as relevant as possible and match with each competency type to be taught. To incorporate the AfL in classroom instruction, the following AfL techniques are advisable to be used by the teachers. These are

- ✓ Peer assessment (guided: how and what to do)
- ✓ Self-assessment (guided: how and what to do)
- ✓ Physical body response (like: raising hands up, standing up)
- ✓ Assignment/homework/Class work
- ✓ Telling and Retelling stories
- ✓ Exit card
- ✓ Role play
- ✓ Games and pictures
- ✓ Jigsaw
- ✓ Group work
- ✓ Oral questioning
- ✓ Project (preparing letters from different materials)
- ✓ Puzzle
- ✓ Dramatizations
- ✓ Models
- ✓ Musical recitation
- ✓ Oral presentation etc.

10. Constructing Competency based Questions

MLC: after completing this section, trainees will be able to;

Prepare competency based questions

Activity 12: Independent work

Answer the following question individually.

How do you think competency based question can be prepared?

11. Feedback

MLC: by the end of this section, trainees will be able to;

Identify ways of providing constructive feedback

Activity 13 : Small group discussion

Instruction: Discuss the following questions in your small group and reflect it to the whole class.

1. What is Feedback?
2. What kind of feedback did your teachers use when you were at elementary level?
3. Explain the role of feedback to improve language learning?

Feedback is the information given to the learner by the teacher based on AfL about the learner's performance in relation to learning competencies. It should be constructive and immediate. Providing feedback is an essential component for assessing the learning progress of students. This will benefit the students to guide their learning process. In language classes, feedback provides three fundamental and inter related purposes these are

- It improving their fluency, accuracy and complexity of learners' listening, speaking, reading and writing
- Motivating to learners with interest
- Enhancing learner's autonomy (self-learning and independency)

Ways of providing feedback in language classroom

providing effective feedback in language classroom is very important for the learners to improve learning are some of the way's teachers provide in language classroom are

- **Corrective feedback/error correction** is the most common type of feed back given by most language teachers in language classroom.
- It benefits students more from speaking tasks, listening, checking understanding, reading, spelling, pronunciation etc.
- **Peer feedback** is also common in language classroom where students correct and provide feedback each other in their learning.

12. Recording Learners` Learning Progress

MLC: at the end of this section, trainees will be able to;

Practice how to record students` learning progress

Recording Learning Progress

Activity 14: Independent Work

Instruction: answer the following questions orally.

1. What does recording learners` learning progress mean to you?
2. How did your elementary level teachers record your learning progress?

Recording Students' Progress

Teachers use various methods of keeping track of learners‟ progress on their learning. The assessments do not need to be graded, but they may be marked in different ways so that the teacher can follow the learner's progress over time. When providing continuous assessment, recording the marks/grades must be timely, consistent, and simple so that teachers have an accurate picture of their learners‟ performance at all times. Feedback could be recorded and non-recorded. Non recorded feedback is given immediately while teaching. But recorded feedback is used to prepare remedial action for students who could not cope up while teaching.

13. Remediation (techniques and practices)

MLC: By the end of this section, trainees will be able to;

Describe techniques of remediation in language classroom

Activity 15: Independent work

Instruction: Reflect on the following questions.

1. What does remediation to you?
2. What are the techniques used in practicing remediation in language class?

Remediation

- Remediation is the process of improving or correcting a situation

- Remedial instruction assists students to achieve expected competencies in core academic skills.
- Remediation could be:
  - short term
  - ongoing

Remediation strategies/techniques include:

- re-teaching
- alternative instructional strategies
- one to one tutoring
- task analysis

14.Providing Support in language teaching at Elementary level

MLC: after completing this section, trainees will be able to;

Provide support to learners at elementary level in language teaching

Activity 16: Independent Work

Answer the following questions orally.

1. What does support mean in classroom instruction?
2. How often do you think support provision is needed in the process of teaching learning?
3. What challenges do you think teachers encountered in providing support in classroom instruction?

Support

In classroom instruction, support refers to helping students who are struggling to understand or master what has been taught. Undertaking AfL and providing support are highly interrelated activities in the process of teaching learning. Assessment for Learning can be a prior activity which may lead to identification that teacher may seek support provision for the struggling learners. So it is based on this identification that teachers may seek support provision for the struggling learners. For example, while classroom instruction teachers may provide independent task on particular skill master for learners and assess if they could do independently. Following that it is possible to identify those learners who are struggling to master the skills and provide a

due support.

It is inevitable to see learners with divers needs in the classroom. Hence, it is imaginary to think that all learners could understand or learn lessons in the same way. For instance, there might be some learners who may struggle to learn while classroom instruction. These struggling students who may need a due support include:

- students with speech and language disorders
- students with learning disabilities
- students with autism
- students with a visual impairment
- students with a hearing impairment
- students with physical disabilities and/or other health disabilities
- students who are culturally and linguistically diverse, etc.

15. Conceptualizing Enrichment

MLC: up on the completion this section, trainees will be able to;

Identify students who need enrichment

Activity 17: individual presentation

Attempt the following questions individually and present your answers to the whole class.

1. What does enrichment mean in classroom instruction?
2. What kinds of learners need enrichment?
3. List down and discuss the strategies of identifying students who need enrichment while classroom instruction.

Enrichment

It is inevitable to note that all learners may not proceed with the same level of understanding while classroom instruction. Hence teachers need how to address the needs of those learners. In this regard, enrichment can be taken as a good strategy to help those students who quickly achieve the intended outcome. For instance, enrichment can be the provision of more information or demanding tasks by teachers to increase what they know and help students use information in new way.

Learners who need enrichment have a high level of intellect and/or creativity; they are also highly motivated, and excel in one or more academic area. These learners will need to be challenged; otherwise they may become bored or begin to act out in class. Furthermore, learners who need enrichment may exhibit the following characteristics:

- ✓ They may have skills, concepts, and knowledge that are above others in their class.
- ✓ They enjoy reading books written for older students.
- ✓ They critically evaluate facts and arguments.
- ✓ They have an advanced vocabulary and reasoning skills.
- ✓ They enjoy the challenge of subject-area concepts and reading materials like to be the leaders

While classroom instruction it is imperative for teachers to assess and identify learners as able, struggling and gifted. Thus assessment is a prior activity or step which leads teachers to provide the challenging or demanding activity as enrichment for the gifted ones. If teachers fail to assess, identify and devise enrichment for such learners, they will get bored or exhibit different learning behavior. So it is the use of ongoing assessment which can help teachers to address the need of gifted learners through the provision of more challenging activities.

Modeling Support and Enrichment Provision

Activity 18: Group Assignment

Follow the instruction and answer do the assignment.

1. Select one lesson from grade 1 or 2 English language text book.
2. Then assign one group member to take the role of a teacher.
3. And let the remaining group members play the role of students by assigning them as struggling and gifted.
4. Let the assigned trainee teach by considering support and enrichment.
5. Finally evaluate how the assigned trainee played his/her role in addressing assessment, support and enrichment and discuss together with the entire trainees.

16.Assessment for Learning Based Lesson Planning

MLC: at the end of this section, trainees will be able to;

Prepare AfL based lesson plan to teach language skills at elementary level

Activity19: Individual work

Answer the following questions orally.

Instruction: discuss and reflect on the following question.

1. Why lesson plan is important?
2. What are the main components of lesson plan?

The importance of lesson plan:

- To have effective time management
- To communicate the intended competency
- To provide appropriate feedback
- To select appropriate methods of teaching
- To design and implement the activities properly
- To decide the relevant assessment techniques
- To select and implement teaching aids

The main components of lesson plan

- Time
- Competency
- Content
- Teachers` and student's activity
- Teaching methods
- Teaching aids
- Assessment

Other helpful components

- Feedback
- Support and Enrichment
- Recording tools

AfL based Sample Daily Lesson Plan Format

School name _____ Date _____

Teacher`s name_____ Duration_____

Subject _____

Unit _____

Topic of the lesson_____

Pre-requisite knowledge _____

Competency_____

Objectives _____

Recording _____

Content	teaching method	assessment techniques	teaching aid	feed back	Remediation	Support			items
						disabled	gifted	Struggling	

Teacher`s Name _____ Dep`t head School v. director`s

Signature _____ Name _____ Name _____

Date _____ Signature _____ Signature _____

Date _____ Date _____

Recording learners` progress lesson plan format

No	Students name	Components of reading	Week one					Week two	
			D1	D2	D3	D4	D5	D1	D2

Remedial action (Remediation) format

No	Name of student	MLC	Achievement			Remark
			Not yet	Moderate	Achieved	
1		Knowledge				
		Skill				
		Attitude				
2		Knowledge				
		Skill				
		Attitude				

Activity 20: Micro-Teaching

Instruction: select competency from grade 3 English teacher`s guide and prepare a 20 minutes lesson using the above lesson plan format. Then, teach in the class.

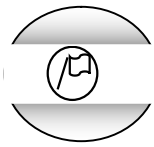
1.6.1. Assessing reading

MLC: at the end of this section, trainees will be able to;

Practice assessment based teaching reading lesson

Activity 1: Brainstorming activity

1. Guess how reading lesson can be assessed in the classroom?



Activity 2: Small group discussion

In a group of 3, discuss the following questions and report your answers to the class.

1. Why should we assess reading?
2. What does reading assessment involve?
3. When should we assess students' reading abilities?
4. How should we assess reading?
5. What do we do with the results of the reading assessment?

After the small group discussion, read the text below individually and find out if there are additional points to help you better understand.

Assessing Reading

Reading assessments must be planned so that the teacher can help each learner achieve his or her full potential in reading. Reading assessments help the teacher to determine the learner's developmental reading stage. Reading assessments also inform the teacher on how to plan differentiated reading instruction either in large groups, small groups or individual level depending on the learner's needs.

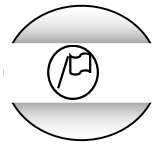
We need to assess reading for the following reasons:

- ✓ To assess the progress that learners have made;
- ✓ To find out if our reading lessons are at the right level for our intended learners;
- ✓ To find out which learners are struggling with reading, and which reading skills they are struggling with; and
- ✓ To **identify** students who are "at risk" for reading difficulties and who may need extra instruction or intensive interventions.

The information obtained from reading assessment can help us to evaluate our instructional resources. The assessment information can also help us to evaluate what the learners do during the reading activities. Moreover, the assessment information can help us to evaluate our general approach to teaching reading. For example, we may need to introduce or add new methods of developing reading skills, or increase the pace of our teaching.

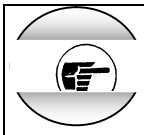
Generally, assessing reading should be continuous, formative and ongoing. It can happen formally or informally as you observe learners during the reading lessons. On a day-to-day basis, you need to develop learners' skills by responding to their needs as soon as you are aware of them. Sometimes, formal summative assessment is also necessary. You will need to employ formal assessment when you are organizing or leveling learners for guided reading, or to diagnose learners who have reading difficulties.

1.6.2. Preparing Reading Tests for elementary Students



Activity 3: Individual work

1. **Read the following short text about purposes and types of tests.**



Tests to find reading levels

Reading "leveling" tests are short and general tests used to assess the reading levels of the class. We use these tests to:

- ✓ assess learners' reading levels at the beginning of the year;
- ✓ place learners in groups for guided reading activities;
- ✓ identify learners who have reading difficulties;
- ✓ check that the textbook/readers in our classroom are at the correct level.

There are different types of reading leveling tests that we can use:

- ✓ **Count-error** tests – to level learners
- ✓ **Cloze procedure** - to assess learners' reading comprehension, writing, listening and speaking abilities, and to organize learners into groups of similar language ability;
- ✓ **Observing reading behavior** – to assess learners if they are at the independent level, instructional level or frustrational level and "match" them with texts while they read in class;
- ✓ **Diagnostic tests –** show which reading skills and strategies learners are using or not using.

2. Look at the sample test below and answer these questions

- Identify what type of test it is;
- To which level it fits, or which component of reading it assesses;
- Prepare a test to assess another component of reading.

Sample Test

Student's Name:_____ Date:_____

Student's Score:_____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme."

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sit – bit _____(yes) boy – chair_____(no)

Test Items: Read each pair of words. Mark those items that the student answers correctly. Create additional lists as needed.

1. bed – fed _____ (yes)
2. top – hop _____ (yes)
3. run – soap _____ (no)
4. hand – sand _____ (yes)
5. funny – bunny _____ (yes)
6. girl – giant _____ (no)
7. lid – hid _____ (yes)
8. mess – yell _____ (no)
9. fell – fun _____ (no)
10. skip – hip _____ (yes)

Number correct _____ ***Total possible*** _____

3. Now decide on the type of test and the grade level to which you want. Prepare a similar test.

Self-test Activities

Dear student, the activities in this section will help you to test your understanding about the issues discussed in the unit. So, take time and attempt all carefully.

Self-test Activity 1: To what extent are you clear with the various types of initial and elementary reading? Explain each of the following in your own terms using examples.

- Alphabetic reading
- Phonetic reading
- Phonemic reading

Self-test Activity 2: Choose a textbook from Grades 1-4. Read through the reading lessons carefully. Then, categorize the reading lessons into their types under the headings below.

Unit	Alphabetic reading	Phonetic reading	Phonemic reading

Self-test Activity 3

Make a further reading on assessing reading in the primary grades. Then, prepare a diagnostic test that you may use when you begin teaching to find out your students' problems. Show your test to a friend and a school teacher to get feedback. Improve the test considering the feedback you obtain.

Unit Summary

This unit has given you the various definitions of reading and reading comprehension. It has also outlined the interrelation between reading development and literacy development. It has also dealt with the main purposes of reading: reading for survival, reading for learning and reading for pleasure. Initial reading, simplified and authentic reading, and intensive and extensive reading are reading types that are addressed in this unit.

This unit has given an overview of the six main stages of reading development: the pre-reader, the emergent reader, the early reader, the developing reader, the early fluent reader and the independent reader. It has also highlighted the five components of teaching reading: the "Big Five" reading – phonemic awareness, word recognition including phonics and sight-words, vocabulary, fluency and comprehension. Planning for teaching reading, methods of teaching reading, learning to read strategies, preparing shared, guided/controlled and free reading activities, the concept of assessment for learning and assessing reading achievements of students are the topics the unit has dealt with. Generally, the unit has emphasized basic elements of teaching reading in the primary grades – Grades 1-4.

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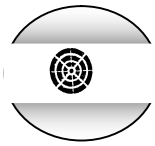
Unit Two

2. The Learning and Teaching of Writing

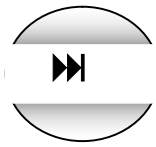
(16 class and 16 self-study hours)



Unit introduction

Dear student, in the previous unit, you have learnt about the theoretical and practical aspects of teaching reading. Now, you will work on teaching writing at the elementary level. This unit:

- addresses what writing means at different stages of the elementary level;
- assesses the differences between beginner writing and elementary writing;
- shows the role of cursive writing and the impact of early practices in the development of children's handwriting;
- attempts to induce the view that writing is developed by writing at all levels;
- provides the basics of teaching writing at the elementary level.



Learning Outcomes

Upon successful completion of this unit, you will be able to:

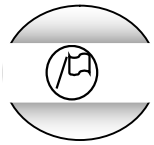
- identify and take remedy on learners' conceptions and misconceptions in teaching writing;
- discuss the different types of writing;
- use different techniques of writing;
- prepare writing activities and tests at different stages of elementary level;
- prepare suitable teaching aids for writing lessons;
- demonstrate various strategies of teaching writing.

2.1 The nature of writing

2.1.1 Understanding writing

MLC: by the end of this section, trainees will be able to:

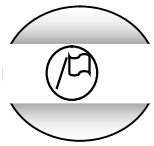
Identify and remedy learners` conception and misconception in teaching writing



Activity 1: Brainstorming Activity

Using your prior knowledge, answer the following questions orally.

1. What does writing mean to you?
2. How do you recall you first experiences in writing?
3. Do you remember what things you wrote about as a beginner and as an elementary school student?

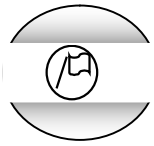


Activity 2: Text Analysis

(Analyzing expertise understanding of writing experiences)

First, form a group of four and discuss your understanding of each of the three quotations below. Then, answer the questions that follow the quotations and report your answers to the class.

1. Widdowson (1983:34): "In my experience, writing is usually an irksome activity and an ordeal to be avoided whenever possible".
2. Smith (1982:199-200): "Writing is learnt by writing, by reading, and by perceiving oneself as a writer … It is fostered rather than taught."
3. Raimes (1983:262): "Let's switch focus from the elimination of error to thinking and communicating ideas."
   a. What do you understand about writing as a skill from the quotations above?
   b. Why do you think scholars consider writing as an irksome ordeal activity?
   c. Do you think that the assumption "writing is learnt by writing" could be applicable at beginner writing level? Why/why not?



Experiencing writing in the second/foreign language

Activity 3: Group discussion `

Discuss the following issues in your small group on differences between children and adult learners in learning writing.

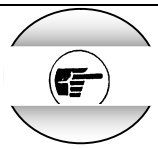
1. Children are new to writing but adult illiterate may not be.
2. Adults may have an exposure to writing in their mother tongue whereas children may not be.
3. The fingers of children might not be as matured as that of adults to move fast while writing.
4. Children need adequate support at the beginning stage but can improve their writing better than adult learners

Activity 4: Independent work

Using information from Activity 2 and your own experiences, try to answer the following questions in your notebook and show it to your instructor.

1. List down what writing involves?
2. Can children learn writing separately? Why?
3. Can you mention some reasons that make writing challenging, particularly at the primary level?
4. At what academic level writing could become an easy task? Why?

Now read the text below and decide if you agree or disagree with the statements in bold. Write down your justifications, and later compare them with a partner.



Writing

Writing is often defined as a form of speech or more broadly language used in a textual medium through a set of signs or symbols. Most teachers agree that **writing skills are increasingly important and often not adequately taught. Indeed, writing is the most challenging language-learning task at any level of learning.** Students are not often provided with adequate support to overcome the endurance of developing writing skills that they more often remain handicap whenever they

encounter with writing tasks. It is well understood that starting from the earlier letter crafting experiences of writing practice to the advanced essay writing level, students always undergo through challenging processes. In addition, **essentially writing is not a single, homogenous, linear achievement towards which you strive and at which you one day arrive**. Rather, it is the manifestation of your educational learning journey and a continuous process involving improvement through endurance, progress and sustainable success of various types and in varying degrees at different levels. **Effective writing is a vital life-skill that is important in almost every subject in school as well in the work world.** Therefore, it should be given special attention so that it would not be a frightening ordeal experience and students would not be frustrated about it throughout their lives and students become successful writers. We need to be aware that our students could make a tremendous progress in writing if they are involved in meaningful writing from their early learning stages.

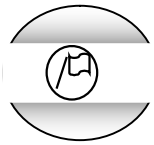
Activity 5: self assessment

1. Have you found your answers similar or different from the points stated in the text? Why do you think that has happened?

2.2 Teaching writing to beginners

MLC: at the end of this section, trainees will be able to;

Identify issues in teaching writing to beginners



Activity 1: Brainstorming Activity

What issues do you think should be considered in teaching writing for beginners? Why?

Activity 2: Think-pair-share

Read the following statements about teaching writing to beginners and indicate your opinion by putting a tick mark (√) then find a partner and compare your answers. If you have differences, hold on a further discussion and try to reach a consensus. Finally, share your ideas to the whole class.

Statements /issues in teaching writing to beginners/	**Agree**	**No opinion**	**Disagree**
Beginners should not start writing; rather they should learn reading in the language.			
Writing should always start with tracing the alphabet forms.			
A writing lesson should steadily progress from writing alphabets through phones and words not sentences.			
Writing could start from sentence writing.			
Writing skills develop by writing.			

When a teacher teaches writing to beginners, s/he should pay attention for the following basic areas. These are pre-writing practice (handling pens and pencils), Evaluating pen handling styles, helping children start crafting and handling pens and pencils, etc.

Pre-writing practice

Activity 3: self reflection

Answer the following questions and reflect your suggestions.

1. Let you sit in small groups and examine how you all handle pens. Do you all handle pens in a similar way? Why?
2. Which of your partners handle pens in an attractive way?
3. Do you think the way we handle pens can determine the beauty and readability of our handwriting? Share your experiences.
4. Do you think children need training on how to handle pens and pencils when they start writing?
5. How should we train our students the art of crafting alphabets so that they would develop good handwriting skills?

Activity 4: Debate

Instruction: form a group of 4 and assign a leader. Then, select a motion from the given arguments below to against another group. (N.B, your well preparedness could help you to convince).

The arguments:

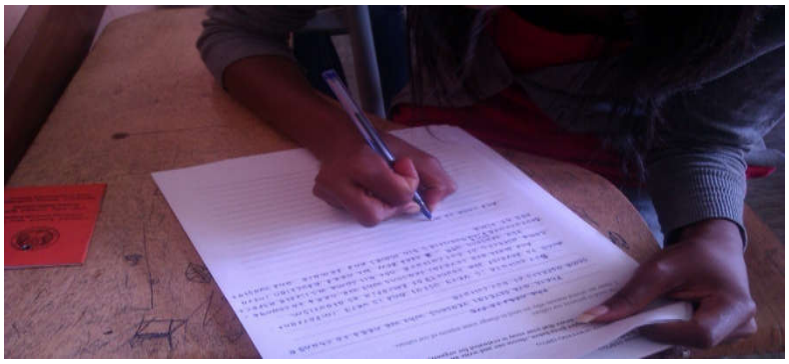
a. A good handwriting is the result of good training at the early level. (agree/disagree)
b. Good handwriting does not add value to content.

Evaluating pen/pencil handling styles

Activity 5: individual work

Look at the pictures A, B &C below then answer the questions next to them.

A.



B

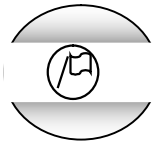
C

1. Which picture is impressive to you?
2. Which picture do you find least attractive?
3. Why do you think these students differed in handling pens?
4. Which student do you think would have a good handwriting? Why?
5. Who do you think would write fast? Why?

Helping children start crafting and handling pens and pencils

Activity 6: Group Discussions

1. In a group of five, share your views on the importance and challenges of supporting students in developing handwriting skills.
2. During your discussion, decide how a teacher should start teaching writing to beginner students:
    a. By orienting about the nature of writing
    b. By showing how students should handle pens and pencils
    c. By showing how to craft letters
    d. By providing a writing exercise
    e. A combination of all these



Approaches to beginner's writing

Activity 7: Group reflection

Teachers start teaching writing in different ways. Look at *Teachers A, B, C* and *D* below. They use different approaches to teach writing to beginner students. Forward your evaluation result for a whole class discussion based on the following questions.

1. How different are the four approaches for teaching writing to beginners?
2. Which teacher is effective in developing students' writing skills?
3. What are the advantages and disadvantages of each approach? Explain further.
4. Classify the teaching approaches of the teachers as alphabetic, phonic and experiential approaches to teaching writing.
5. Who do you think uses an effective technique? Why?

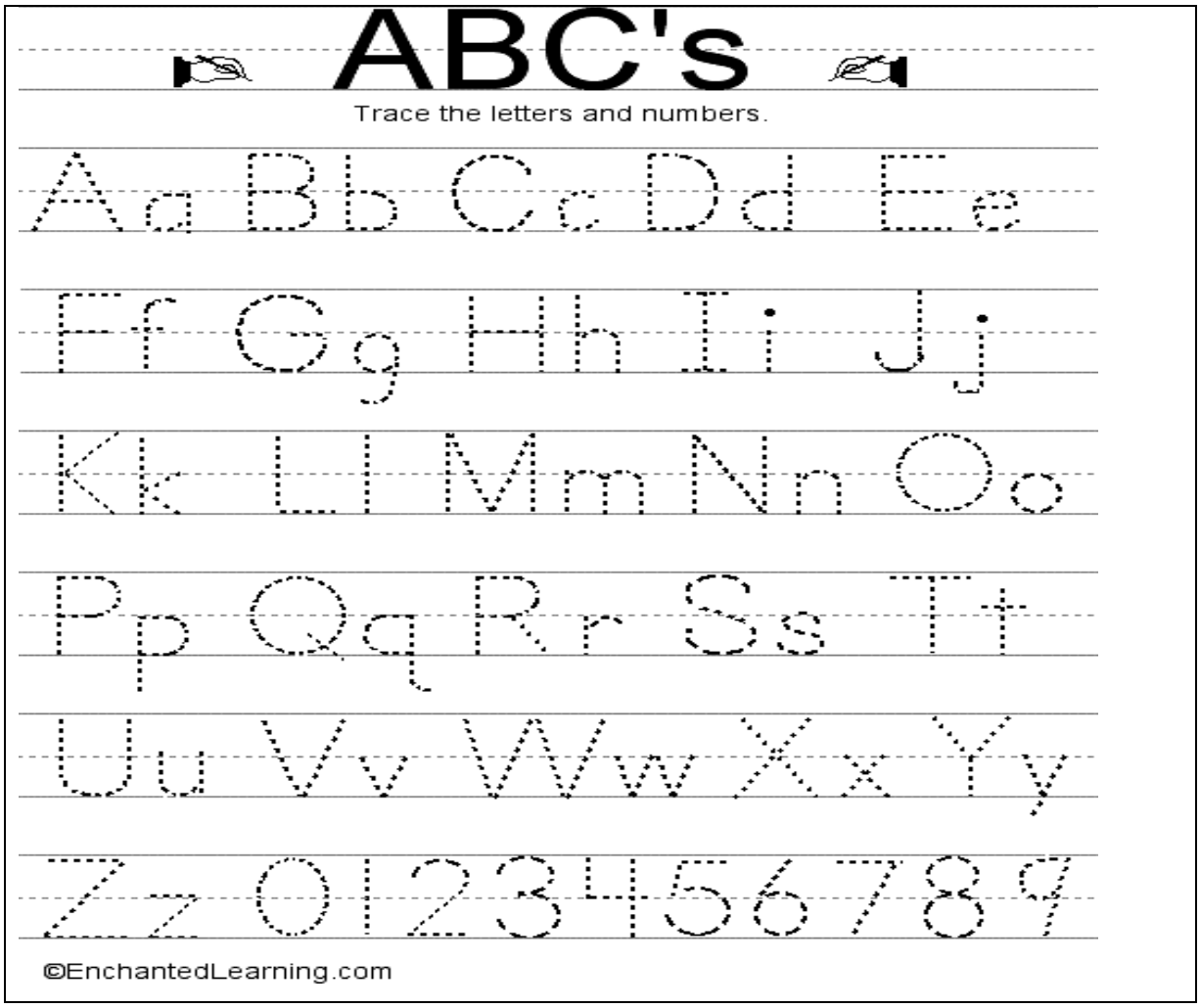
Teacher A

T: Students, look at the following letters.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

T: Say after me. (Students repeat the letters after him for several times. When the teacher feels he is confident that students memorize the letters, he gives them and asks them to trace each letter one by one with their lower cases).

T: Students, look at these letters in your textbook. (Then, he teaches the lower and upper cases. When he is certain that students recognized the letters in the upper and lower forms, he asks students to take pencils and darken the broken lines of each letter)



Teacher B

(He teaches the pronunciation of all the alphabets. After teaching the English alphabets, the teacher combines the letters to form sounds)

ba be bi bo bu etc.

Teacher B: Students, repeat after me. **ba be** … (Students repeat after him. Then he asks them to write down the phonemes. Then he moves on to teach how to combine them to write words and sentences). He could combine different sounds to form simple words. He starts teaching one-syllable words like: **bat, cat, hat, rat**… Then he proceeds to teach writing sentences.

Teacher C

T: Students, look at the words below

Cat Rat Fat

T: Now repeat after me (Students repeat after the teacher for several times).

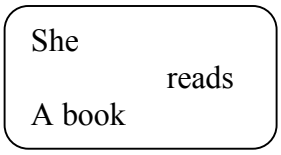
T: Copy them in to your exercise book (Students copy the words).

T: Look at these words again

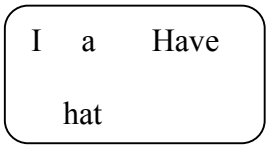
Eats Drinks Is

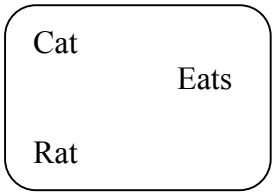
T: Repeat after me (Students repeat after the teacher and the earlier process continues)

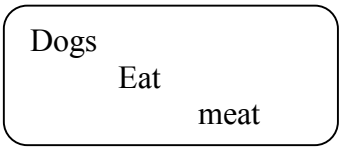
T: Look at the words in each box and arrange them in to a sentence. (He gives the following as an example)



She reads a book.







Teacher D

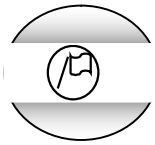
Teacher: (Draws lines on the blackboard and writes a sentence in the lines as follows: **I am a student.**

Teacher: Now repeat this sentence after me.

STS: I am a student. (Students repeat the sentence with the teacher until they say the sentence orally).

Teacher: (When he is certain that students are able to say the sentence, he asks them to write the sentence on the second raw. (He writes one of the words to show them how to write).

Approaches to Teach Children at Early Writing Stages



Activity 8: Note making

Read the text below on alphabetic, phonic and experiential approaches and make a short note.

Teaching Initial Writing

There are a number of challenges, which beginner students encounter at prewriting practice stage.

The first problem is how to handle pens to craft letters. The child may find the writing experience the most challenging because his/her fingers are not well developed to properly use the pens for writing. Because teachers hardly pay attention to handling pens during training writing at the beginning level, most students develop painful habits in handling pens like students A and B above. This could affect their hand wring skills and would discourage them from exercising writing.

Therefore, teachers are expected to train the child how to hold pens and pencils properly during initial writing stages. If the child does not get adequate support at this beginning stage he/she could develop a bad pen handling style which could become a daunting and discouraging background experience in his/her future writing activities

The second problem for the beginner child is to identify the shapes of letters and numbers which he/she starts to exercise writing. Some of the English alphabets are simple to craft where as the others are difficult to design. For example, you can easily see the difficulty in the craft of the letters “I” and “S”. Particularly at the beginning level, children often find it difficult to run over cursive designs of letters let alone to write ideas. Therefore, students need to be trained how craft the upper and lower cases of the English alphabets.

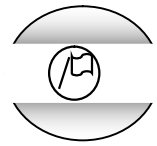
The third problem is placing letters in the proper way on the paper could also be another challenge for the child. Children need adequate training and practice how to place English letters on the straight line of a paper. The English letters are placed in

different positions during writing: Above the line, on the line, in the line etc. In general, beginner students need to have these prewriting exercises before they start the actual writing activities. Teachers play a pivotal role in training these skills to students. There has not been consensus among scholars and practitioners on how to start teaching writing to beginner students. Most teachers prefer to start teaching writing from alphabet tracing which is referred to as **alphabetic approach**. In this approach, students thoroughly study the English alphabets. Then they practice writing by tracing the upper and lower cases of each letter. After that they move to write phonemes and morphemes.

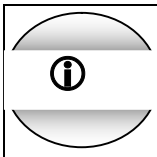
Finally, they slowly but steadily start to write sentence level writing. Most teachers spend much of their time on teaching alphabet tracing rather than on helping children write information from the very first day. In fact, it is suggested that students could be oriented on crafting letters but it should not be extensive. In this regard, Harmer (2006: 234) recommends, "many students whose native-language orthography is very different from English have difficulty forming English letters. Such students should get special training. This might involve the formation of individual letters." The second approach, which is connected to the alphabetic approach, is the **phonic method**. Here students start by reading and writing the phonemes or sounds of the English language, which are formed by combining consonants, and vowels (see Teacher C above). Then they move to read and write words; usually they start with one syllable words such as cat, dog, etc. The third method is **experiential writing** in which students learn writing by writing. It is suggested that teachers should give experiential writing exercises that could involve copying of read or studied simple sentences. It is assumed that students could learn both reading and writing at the same time. The reading material could supplement the teaching of writing and could motivate students for writing. Teachers should lead their students to writing tasks in which they could learn writing by writing from the very beginning.

However, in our case starting writing is an enduring task for an inexperienced child. In the Ethiopian context, most children hardly have a chance to go to pre-schools/Kindergartens that most of them experience writing at grade one. Therefore, providing students with a little handwriting exercises could be productive at initial writing practices as beginners.

Activity 9: Independent work



What are the advantages and disadvantages of each of these three approaches to teaching writing?



Teacher`s Feedback

Dear student, if you are able to mention some of the following, you have done well.

1. **Alphabetic approach** aims to teach students the shapes of English alphabets.

Advantages:

- Students get chance to recognize the shapes of all letters.
- They practice on each letter that they could easily design the shapes
- The writing activity could be simple because they write a letter

Disadvantages:

- The activity is limited to simple handwriting exercise and no meaning attached to activity.
- The alphabetic system hardly helps students to develop the writing system of the language such as spelling, capitalization, punctuation.
- It is exhaustive and time consuming.
- It hardly helps students develop students' knowledge of the language.

2. **Phonic approach** aims to enable students write the sounds of English

Advantages:

- Students start to spell sounds, which are combined with other phonemes to form meaningful units such as words.
- They speak and write the sounds that they can easily read them in the absence of the teacher.
- They learn how to combine sounds to form words.

Disadvantages:

- Phonemes are not meaningful words.
- Students encounter problems to write many syllable words.
- English uses irregular sound arrangements that sometimes students could wrongly spell words.

3. **Word approach** aims to teach students write meaningful words.

Advantages:

- Students understand the words they write.
- They also learn how to combine words into sentence.

Disadvantages:

- Students focus on words which hardly give complete information.
- It focuses on mechanical arrangements of words into de-contextualized sentences.

4. **Experiential writing**

Advantages:

- Students recognize the concept they write and writing becomes a meaningful activity.
- It may be motivating because students write what they read.
- Students start to learn writing by writing.

- It integrates language skills: speaking, reading and writing

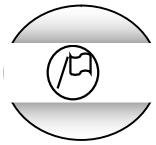
Disadvantages:

- It may create anxiety in the students at the beginning.
- It requires teacher's preparation.

2.3 Teaching elementary writing

MLC: up on the completion of this section, trainees will be able to;

Practice appropriate writing activities to teach elementary writing



Activity 1: Brainstorming Activity

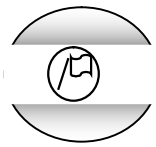
Reflect on your elementary writing experiences

1. What kind of writing activities do you think are appropriate for elementary school level?
2. Do you think the writing activities you were undertaking during your elementary school were adequate to develop your writing skills?

Activity 2: Self reflection

Reflect on your elementary school level experiences

1. How different were the activities to elementary writing from the initial writing activities?
2. What were the major problems you encountered while carrying out the writing activities?
3. What did you do to overcome the problems?
4. Could you identify the steps or the procedures you were following when you were writing?



The role of teachers in the writing classroom

Activity 3: Independent work

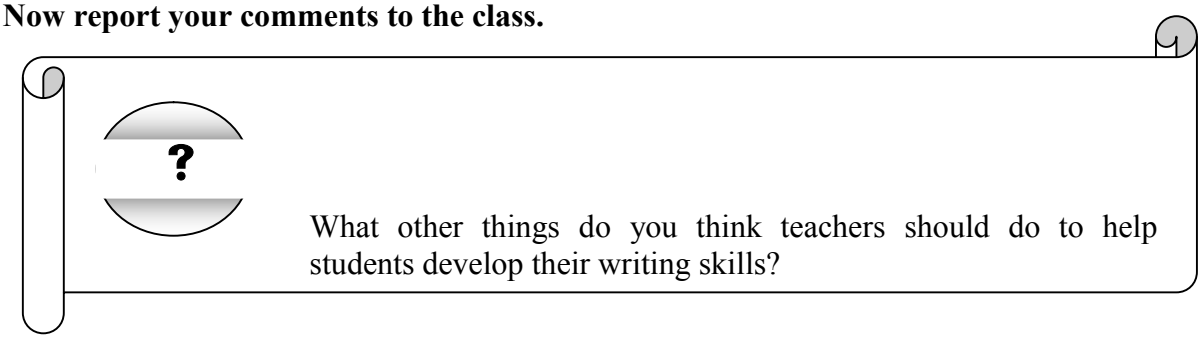
Answer the following questions based on your elementary school teacher`s support to carry out writing activities then reflect it to the class.

1. List the supports you were provided by your elementary school teachers to carry out writing activities.
2. How often did they read your writings?
3. What feedbacks did they give you?
4. How do you evaluate the role of the teacher in the writing experience of the student below?

> *I don't want to recall back about my writing experience at my elementary school. My teacher was really a faultfinder that none of my writing attempts were attractive to him. He never looked at my ideas rather he felt proud of finding my spelling errors. He reddened all the sentences. I think he liked the word 'poor.' If you saw my grade four exercise book, you would be amazed. All the writing exercises ended with that word.*

Activity 4: oral reflection

Now report your comments to the class.

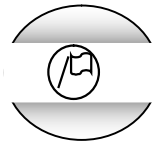


2.4 Approaches to teaching writing at elementary level

2.4.1 Product and process Approaches to teach writing

MLC: after completing this section, you will be able to;

Identify different approaches in teaching writing at primary level



Activity 1: Brainstorming activity

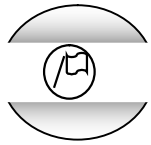
What do you think about product and process approaches in teaching writing at elementary level?

Understanding product & process oriented approaches

Activity 2: pair works

Be in pair. Look at the following writing activities and decide whether they are process or product oriented approaches.

1. The teacher gives a title to students and asks them to write an essay.
2. The teacher gives title and guides students in preparing their outlines.
3. Teacher organizes students into groups and students work in groups –prepare outline and write the first draft.
4. Students write a given assignment individually and they compare their essays to select the best representative essay that incorporated the ideas required.
5. Students sit in groups and work out the order of an outline to write an essay on a given topic and teacher gives adequate support.
6. Each student comes with the first draft of an essay and the teacher instructs them to exchange their drafts and provides them with criteria by which they evaluate the writing so as to write the final draft.
7. Students write the final draft based on the comments given by their partners.
8. Students edit their first draft based on comments given by the teacher.



Developing product/process approach to writing

Activity 3: individual works

What do you think are the approaches the following teachers employed to help students develop writing skills?

Teacher A: Students, look out through the window and write what you observe outside in the field.

Teacher B: Look out through the window. What do you see? I will list them on the board.

S1: Cows

Teacher B: What are they doing?

S1: Eating

Teacher B: Cows are grazing. Good, anything else?

S2: Goats and sheep

Teacher B: Good, eating grass. Add more please.

S3: Man and woman walking on the path

Teacher B: (After he listed the notes on the board, he asked them to write a paragraph about their observation.)

Now, **read the following notes on product and process approach to writing and check the advantages of the process approach over that of the product approach**

Product/process approaches to teaching writing

a. Product approach

The product approach focuses on the end results of writing rather than the tasks students undergo to produce a written work. This approach is less productive in teaching writing because students need a sustained support from their teachers to write effectively. Particularly at lower levels this approach is not recommended. The major general finding from the research on teaching writing is that student achievement is higher when the teaching approach emphasizes writing as a **process** rather than writing as a **product.**

b. The Process Approach

The process approach focuses on how writing is to be done based on research on the habits/techniques of successful writers. In this approach, teachers lead students through the steps in a wide variety of ways, one must follow in creating a good piece of writing. Students are given time to explore a topic at different levels. They are also given constant guidance rather than merely evaluative feedback from both the teacher and other students. The ultimate goal is to make them successful and autonomous writers.

The steps of writing are supposed to act as a process of discovery by which the students not only learn how to write, but also how to learn about a topic. Some of the most important processes of this approach could be categorized into: prewriting, writing, revising, and proofreading stages.

Pre-Writing - Whatever type of writing a student is attempting, the pre-writing stage is important. This is when students gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing

information. Pre-writing is the most creative step and most students develop a preferred way to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques.

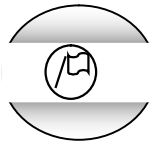
Writing -The actual writing stage is essentially just an extension of the prewriting process. The students transfer the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. This is referred to as **Drafting.** The writer develops his/her topic on paper (or a computer screen) during the drafting stage. Beginning may be painful and difficult, producing false starts and frustration in the writer. In the process-oriented approach, the focus is on content, not the mechanics of writing. Up to this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take. Teaching writing process at this stage involves helping students choose topics for writing based on their personal interests. Modeling the writing process in front of the children also helps them see that even adults struggle for words and have to work at putting ideas together.

Revising or editing is usually the least favorite stage of the writing process, especially for beginning writers. Critiquing one's own writing can easily create tension and frustration. But as you support your young writers, remind them that even the most celebrated authors spend the majority of their time on this stage of the writing process. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. When teaching revision, be sure to give your children time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

Proofreading - This is a chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling. Although it can be tempting for parents to perform this stage of the writing process for the child, it is important that they gain proofreading skills for themselves as this improves a student's writing over time. And because children want their writing to be effective, this can actually be the most opportune to teach some of the standard rules of grammar and punctuation. When students learn the rules of mechanics during the writing

process, they are much more likely to remember to use them in the future. Building in spelling checker and self-assessment rubric are wonderful tools to aid in strengthening a student's revision and proof-reading skills.

Teaching writing by writing



Activity 4: Self Assessment

Show your opinions regarding the following statements on teaching writing by putting a tick mark (√)

Statement	**Agree**	**No opinion**	**Disagree**
Teaching writing at elementary level could be more effective if it is limited to sentence level writing.			
Students should not necessarily have *purpose* for writing at elementary level because they are still beginners.			
Students should be provided with models that allow them to see others write.			
Students should not necessarily generate ideas to learning writing at elementary level.			
Teachers should use many *examples* of writing and show different kinds of writing used for different purposes.			
Teachers should provide students with support and encouragement but not reinforcement.			
Teachers should reinforce the learner's *confidence* in his or her ability to learn.			

Read the text below carefully and have better understanding of teacher's role in developing students' writing skills. Notice the statements in bold.

Teacher's roles in developing writing skills

At any level, the aim of teaching writing is to equip students with the knowledge and skills to write effectively for a range of purposes and in a variety of contexts.

A good beginning could be an important impetus for the child in his/her subsequent success in learning and in life. **Students should develop an early foundation of writing experience in order to communicate their ideas effectively and efficiently in writing at higher schooling levels.** Students who develop adequate writing skills at early stages would get a valuable tool for learning, communication, and self-expression at secondary and higher education levels. In other words, students who are intensively guided and supported in their writing lessons at beginning levels would use their good background in their movement up the ladder in education. Children should find writing exciting and an enjoyable activity through which they can experience success. The excitement is largely attributed to teachers' ceaseless guidance and support.

Students should be exposed to engaging in writing activities at all levels. Engaging writing activities are writing tasks that involve students with interest. It is understood that students would like to do what they are interested in the most. However, when writing is taught in schools, instruction often takes a backseat to phonics, handwriting skills, grammar, vocabulary and reading or listening comprehension. **Writing should go beyond a mere handwriting practices or writing alphabets at lower levels such as beginner writing level.** This does not mean, however, that these initial training are less important in developing good writing experiences. They are bases for students to develop good crafting habits in the future writing endeavors. When a writing process is used to teach writing, students begin to understand writing as a form of communication. Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effective way of getting

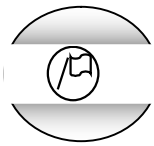
them out there.

It should be noted that writing could be an enjoyable task at beginning stages. But, soon as teachers begin to use classroom writing to develop basic skills, students are expected to think whether they have spelled words correctly, used proper grammatical forms, and so on. This might discourage them. It is obvious that at each grade level, new demands are made so that within a few years, writing tasks are used as multi-leveled teaching instruments—no longer easy and fun to create, but instead difficult, time consuming and cognitively demanding. Therefore, **it is the duty and responsibility of the writing teacher to overcome setbacks in the teaching of writing and to make writing an engaging learning experience for students from the very outset.** The main purpose of this unit is to help trainees to explore writing as an engaging process and develop strategies to ease the challenges in developing the writing skills of students. Teaching writing at elementary level ranges from simple letter tracing, cursive writing, alphabet writing, words, etc. to creative writing activities.

2.5 Types of elementary writing

MLC: at the end of this section, you will be able to;

Discuss different types of elementary writing



Activity 1: Brainstorming Activity

Can you guess types of elementary writing?

Controlled writing activities

Activity 2: individual Work

Answer the following questions individually.

1. Can you explain what controlled writing activities are?
2. This is the writing task that a teacher asked his Grade 4 students to do.

Teacher: *Students, copy this paragraph into your exercise book.*

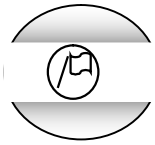
a. Can we call this task 'controlled writing activity'?

b. What do you think is the aim of the teacher in this activity?

c. What writing skills do you think students could learn from this task?

d. Is the activity difficult but manageable, or routine to the students? Why?

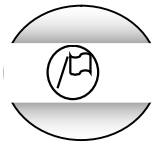
Understanding Guided Writing



Activity 3: pair-work

Which of the following better explain(s) the concept of guided writing?

1. It is any writing activity, which students carry out.
2. It is a writing activity between controlled writing and free writing activities.
3. It is a writing process which students perform with the help but lesser control of the teacher.

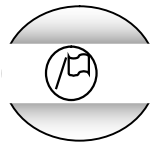


Analyzing students' writing 1

Activity 4: Individual Work

A teacher dictates his Grade 3 students to write sentences. Identify the language and writing skills the teacher could check using this exercise from the list given in the box below. Give reasons for each.

Handwriting	*Text organization*	*Grammatical accuracy*
Appropriateness of vocabulary	*Cohesion*	*Punctuation*
Capitalization	*Margins*	*Coherence.* *Spelling*



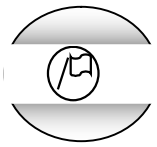
Analyzing students' writing

Activity 5: individual work

One of your Grade 4 students wrote the following paragraph about frogs. Analyze the writing and list the type of correction you could make to give feedback. You can use the language and writing skills listed under Activity 4.

Frogs are amphibians. This means they can live on land and in the water. The life cycle of frogs begins in the water. The tadpole hatching from the egg 6 day old. Tadpole's a 4 weeks old. Tadpole's with back legs 6 weeks old, Yang frog with front and back legs 9 weeks old. Adult. 6 week-9 weeks tail shrinks gills disapear tail disapear lungs for breathing air. legs form

Principles of Teaching Writing for Developing Writing Skills at elementary level

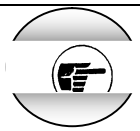


Activity 6: individual work

Show your agreement to the following propositions. Provide explanations for your stand.

Principles of teaching writing	**Your agreement**		
	agree	**No opinion**	**disagree**
1. Writing should be practiced by writing.			
2. Writing should be part of the classroom language teaching and learning processes.			
3. The writing activities should be interesting and engaging.			
4. Students should be encouraged.			
5. Students should be controlled and monitored lesser and lesser the more they start to carry out independent writing but with informed accountability.			
6. Students should be thoroughly prepared for writing before they are given the writing task.			

Now read the explanation given for each of the above principles and improve the explanations you provided



Principles of teaching writing skills at elementary levels

Writing is the process of encoding a massage of some kind that is, our thoughts and ideas into language graphics. In other words, it is a process through which people communicate thoughts and ideas. It is a highly complex, cognitive, self-directed activity, driven by the goals writers set for what they want to do and say and the audience(s) for whom they are writing. In the writing process writers must skillfully and flexibly coordinate their writing process from conception to the completion of a text. Therefore, writing represents our thoughts and ideas. Unlike speech which could be rephrased for clarity for present audience, we should make our writing more clear and comprehensible for audience who may not be present in the area. There are some basic principles that we need to follow in our teaching writing to enable our students write clear and comprehensible information starting from the very initial writing stage

1. **Writing should be practiced by writing.**

Teachers spend most of their class times making students craft letters, phones, or words. These activities might help students to distinguish the features of individual letters or how to combine letters to form sounds but they hardly contribute for the development of writing as a means for transferring information. Therefore, students should experience writing by writing information so that writing could be integrated to skills such as reading and grammar.

2. **Writing should be part of the classroom language teaching and learning processes.**

In most cases writing has remained as a secondary classroom activity which students carry out to perform other language tasks such as grammar, vocabulary or reading. This has limited students' exposure to real life writing activities. Therefore it should be planned and be included into the language learning programs from the outset.

3. **The writing activities should be interesting and engaging**

Very often students complain that writing is one of the boring language learning activities and

that they try to avoid as much as possible. However, it is obvious that students will be interested and motivated to undertake writing activities if the activities are engaging and the class environment is encouraging. There are several strategies that you could use to make your writing lessons interesting and engaging:

- Provide realistic purpose for writing
- Contextualize the writing
- Grade the writing activities in terms of language and content
- Integrate writing with other language skills
- Focus on writing topics which are within students' experiences
- Engage students in meaningful writing tasks
- Encourage collaborative writing (pair, team writing)
- Create an inviting classroom with flexible seating, accessible resources, and attractive surroundings
- Expose students and make them respond to a variety of reading materials written for a variety of purposes and audiences
- Provide clear instructions at every stage of the writing processes
- Encourage students draft, edit, and improve their writings by themselves with your minimum supportive inputs
- Provide constructive feedbacks on students' writing

4. **Students should encouraged**

Writing is the most challenging language learning activity that students could easily get discouraged to do whenever they encounter a little difficulty. They need sustainable encouragement. Use different strategies mentioned under principle 3 above to encourage your students.

5. **Students should be controlled and monitored lesser and lesser the more they start to carry out independent writing but with informed accountability.**

Students need follow up in their endeavor to learning writing. However, as they steadily make progress they should get freer chance to work by themselves. This could make them develop confidence to start writing independently.

6. **Students should be thoroughly prepared for writing before they are given the writing task**

Students need to experience the gist of the writing task from the very beginning. Writing is mental process that requires student involvement. They need to prepare themselves for the writing. In this regard teacher are expected to play pivotal role to students get relax but be challenged.

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12. **Students should be thoroughly prepared for writing before they are given the writing task**

Students need to experience the gist of the writing task from the very beginning. Writing is mental process that requires student involvement. They need to prepare themselves for the writing. In this regard teacher are expected to play pivotal role to students get relax but be challenged.

Writing Anxiety

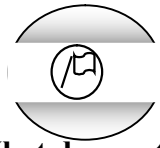
You will find that many learners experience varying stages of anxiety in relation to writing. One of your challenges as a teacher will be to help alleviate this anxiety. (Another challenge may be to find and address the strengths in your learners' writing before the weaknesses.). Keep in mind that anxiety about writing is not necessarily all-negative. A certain amount of anxiety may indicate that your learner is concerned about doing well and this may provide some motivation for his/her performance. Of course, too much anxiety will inhibit performance, and this is where you need to step in.

2.6 Teaching writing skills: controlled, guided and free writing

MLC: at the end of this section, trainees will be able to;

Practice teaching writing tasks through controlled, guided and free writing techniques

2.6.1 From controlled to guided: teaching writing



Activity 1; Brainstorming Activity

What do you think about controlled and guided teaching writing?

The link between controlled and guided writing

Activity 2: Group-work

Look at the following tasks a teacher gives to his students.

Task A

Join the sentences below with the words given in the brackets.

1. I have two sisters. I have one brother (and).

   _____

2. The bag was on the shelf. The bag was stolen (which).

   _____

3. She has a pen. She does not have a pencil (but).

   _____

4. Degu did not study well. He got a good grade (however).

   _____

5. Dima ran fast. He did not win (although).

   _____

Task B

Fill in the form below about your father.

Name: _____

Age: _____

Work: _____

kebele: _____

Task C

Put the words in the correct order to make sentences.

1. Stay/home/at/cold/when/whether/is.

   _____

2. Children/with/never/us/come.

   _____

3. Live/my/I/with/parents.

   _____

   _____

Task D

Answer the questions about you. Use adverbs of frequency such as always, sometimes, etc. in your answers.

a. What's the first thing you do in the morning?

   _____

b. Do you have tea or coffee for breakfast?

   _____

c. What do you do on Sundays?

   _____

d. Where do you spend New Year?

   _____

e. How do you come to school?

   _____

Now, based on the above tasks, write down the answers for the following questions and let your group representative report your answers to the class.

1. Is the activity controlled or guided? By ***guided*** here we mean that students have some sort of freedom to express their thoughts.
2. What is the purpose of the activity? Generating ideas, grammar reinforcement, facilitating communication, etc
3. How difficult do you think the activity is for students at elementary level?
4. To what extent do you think the activity is contextualized?
5. To what extent could the activity lead students for a meaningful writing?
6. Could it be used for collaborative writing?
7. At which grade level could the activity be used?

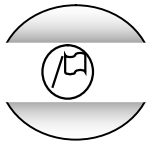
Now read the following text and relate the content to the discussions you have made above.

Controlled/guided writing

Controlled to guided writing approach is marked by a gradual, but very slow movement from controlled to more free types of writing. The main purpose of this approach has traditionally been to use writing as a way to enhance the students` knowledge of grammar and structure so the control part focuses on these elements. In this approach, there has been very little opportunity for the students to write creatively, at least initially when they work from the more controlled side of the spectrum. Its main focus is more on accuracy than fluency. During the controlled writing process, students are given sentence exercises, then paragraphs to copy or manipulate grammatically. These controlled compositions are then followed by correction of errors, so that they can lead to the free composition. The creative side of language is very much downplayed or outright ignored in this approach.

The beauty of this approach is that it allows the teacher to decide what the students need to practice and then create controlled activities, which focus on only one thing. This makes feedback to aim at non-writing issue on the more focused type of language activities. It also allows the teacher to flexibly and simply create activities based on students' performance on previous other kinds of writing tasks. Once the teacher has identified weak areas for which the students need further practice, he/she can develop controlled activities which focus on those weak areas. However, this approach could be more productive if these activities, no matter how controlled they might be, are made to be meaning focused and not merely form focused. Once the meaning focus is lost, the activity would just twist down into grammar activities. Therefore, students should be monitored that they are making the necessary progress towards freer or independent writing.

2.6.2 From controlled to free writing



Activity 3: Group-work

In a group of four, look at the following three writing activities and answer these questions.

1. Which writing activity is strongly controlled by the teacher? How do you explain the control?
2. Which activity gives a little freedom for students to use their creativity?
3. Which activity gives adequate freedom to express their ideas fully?
4. Now classify the activities into controlled, guided and free writing?
5. Based on the classification explain what we mean by free writing?
6. To what extent should students be free in free writing activities?

Writing task 1

Rearrange the following words into a correct order to write sentences.

1. Bought/my/an/sister/book/interesting.
2. Is/where/Abebe?
3. Me/bring/duster.

Writing task 2

Write the answers to the following questions.

1. What is your name?
2. How old are you?
3. Your nationality?
4. Your education?
5. Your religion?

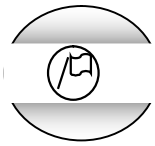
6. Your address

7. Region _____ Woreda _____ House No, _____

Now use the information above and write about yourself.

Writing task 3

T: Tomorrow We are going to discuss about culture in our area. Identify one cultural practice in your community and prepare interview questions, which you ask your family about the cultural practice. After you collect information how the culture is practiced, write a short report to the class.



Activity 4: Parallel writing

A teacher asked students to read the text below. After they read the text, he asked them to fill in the form about their family. He helped them in the process and asked them again to write a similar paragraph about their family. Decide to which grade level this activity could be used in teaching writing.

Gemechu lives in Ambo. He has a large family. He has two sisters and five brothers. His father is a merchant and his mother is a housewife. All of them are a hardworking family. His sisters are active in their education and they also help their mother after school. Gemechu and his brothers help their father in business. This year Gemechu stood first in the university entrance national examination.

Now answer the following questions about yourself.

What is your name?

_____

How large is your family?

_____

How many brothers and sisters do you have?

_____

What does your father do for living?

_____

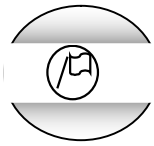
What does your mother do for living?

_____

How do you and your brothers and sisters support the family?

_____

Conceptualization of controlled, guided and free writing at elementary level



Activity 5: Independent work

Read the notes below and identify how you could employ guided writing technique in teaching writing at elementary level.

Teaching Guided writing

Children have a limited control over strategies for writing that they need the guidance of their teachers. However, the support can be provided depending on the needs of students because guided writing should serve as a scaffold to independent writing. Several guiding strategies are available for teachers to help students develop confidence in writing and to make then independent writers; the strategies include model, templates, shared experiences, interactive guided writing. Teachers should discuss and model writing strategies with students. During guided writing instruction, in particular, students should be provided with opportunities to experience successful and independent writing within the context of strong teacher support. Guided writing is an important element of the teaching sequence and is a key step between whole-class teaching and independent writing. It is during the guided writing session that children are supported to improve their writing and to work with increasing independence.

During guided writing, teachers should work with carefully selected groups of children according to their current targets or specific needs. Teachers should consider carefully these targets or needs and plan the content of the session accordingly. Thus, guided writing contributes to the personalization of learning by enabling you to tailor the teaching to the needs of the group and facilitating the teaching and learning of individual children. The teacher is able to observe and respond to the needs of individuals within the group to give immediate feedback on success and to discuss further areas for improvement. However, during the guided writing task, other children should be engaged in part of the independent writing process which makes the whole process a meaningful learning activity.

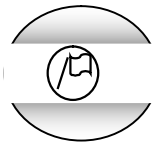
Guided writing is an effective way of modeling the structure and language of a range of text types. It also supports students to sequence and structure their ideas to meet the purpose of their writing task. Teachers could give differentiated support based on the ability of individual student to undertake the writing activity. Children should feel that they are undertaking a meaningful writing work to experience sustained and successful writing. The expertise guidance by the teacher should focus on appropriate areas that need intervention at individual, group or whole class level as an attempt to bridge the gap between your demonstration and modeling and their own independent writing. Guided writing lessons are temporary and transitory in nature, and are designed to help small-groups to practice with immediate guidance from the teacher. Guided writing lessons can be taught after a whole-class lesson once other students are actively engaged in independent writing. The following strategies could be used to provide guidance for writing:

- Engage students in a brief, shared experience. You might read a short but fascinating section of an informational text, for example, or conduct a brief experiment.
- Engage students in a rich conversation during this experience, expanding their linguistic ability for this topic.
- Have students explicitly rehearse the ways in which they may decide to write about this experience.
- Teach one or two specific strategies for writing.
    - Remember to teach strategies for all levels of writing decisions, including composing, text and sentence structures, spelling, and punctuation.
    - Provide brief examples or cue cards of strategies in order to support students'

immediate use.

- Hold brief discussions with students about how they will integrate these strategies into their own writing during today's lesson.

- Provide students with time (5-10 minutes) to write at the small-group table but individually and as independently as possible.
  - Provide immediate individual guidance and *feed forward* while students write, assisting individual students in *anticipation* of needed reminders or assistance). Monitor students while they write and "lean in" in order to prompt and guide their thinking.
  - Students should experience sustained attention to writing, producing a short but complete piece of writing.
- Include a brief sharing activity in which each writer's immediate work is shared with an audience. This sharing will allow each writer to experience his/her newly written text as a whole.



Activity 6: small group discussion

Decide whether or not the following writing activities could be applicable at elementary level.

Teacher A

T: Students, choose a topic of your interest and write a paragraph.

Ss: Write about different issues. They wrote not only a paragraph but some wrote a number of paragraphs. Others wrote a paragraph that covered a page.

Teacher B

T: Students, today is Thursday and tomorrow is the Ethiopian Meskel holiday. For our Monday class, write a description of how you have spent the holiday. The best description will be read

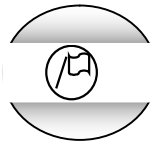
for the class and be posted on the school notice board.

Ss: Write about how they spent the holiday and S4 was selected as the best writer in the class.

Teacher C

T: Tonight Buna and St. George are going to play their last game of the season. Watch the game and write a commentary on the game. You may use the following guideline to write your report

- Time, field, and color of shirts of each team
- The referees
- Dull/active start
- More attacker team/player
- Second half improvements on each team
- Goals scored
- Winner



Activity 7: Individual Work

Look at the tasks given under Activity 5 and answer the following questions.

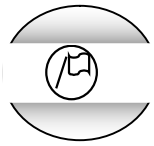
a. Complete the table below with the role each teacher and student plays under each task

The role of the teacher	The role of students	Remarks

b. Now, compare the involvement of teachers and decide to what extent students are free in each task.

c. Explain what we mean by "free writing activity" in classroom teaching and learning situation.

Free writing approach to teaching writing



Activity 8: Individual work

Read the text below and prepare a free writing lesson that would fit to grade 4 students.

The Free-Writing Approach

Teaching writing is a process that swings between controlled and free writing stages but which steadily grows into free and independent writing level. Students in this approach are assigned to large number of free writing activities for which they get little or no correction. Often the teacher will assign topics or topic areas, but they may also let the students pick their won topic. The purpose of this approach is to achieve both fluency and accuracy in writing. Students are also encouraged to practice tailoring their writing to the needs of an audience. The underlying belief teachers have in using this type of approach is that once a certain degree of fluency is established and all fear of writing is eradicated, accuracy and organization will come. While this approach is seen as being effective in that students are able to self-discover their own set of skillful practices and techniques as writers, it is also marked with certain limitations. It is not an approach which works well in students with low proficiency in the language. In this respect, it is much more amenable if teachers try to make the writing task more appealing and graded to the level of the students.

Self-test Activities

Self test activity 1: Explain the advantages and disadvantages of using the following approaches in teaching initial writing skills:

a. alphabets

b. phones

c. morphemes

d. sentences

Self-test Activity 2: Explain the relationships between controlled, guided and free writing activities in teaching writing at the elementary level.

Self-test Activity 3: Argue for or against, with practical evidences, the following controversial issue in teaching writing:

"There is no controlled, or guided or free writing in the classroom writing as such rather they are a continuum of the same process."

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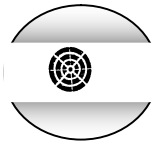
Unit Three

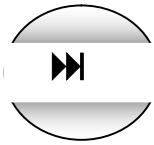
The Learning and Teaching of Grammar

(12 class and 12 self-study hours)



Introduction

Dear student, welcome to the last unit of the module. This unit deals with the teaching of grammar. Grammar is a key factor in the language teaching and learning processes. It is a means to teaching communication. How to teach grammar has often been and is still a centre of debate among language teachers and language teaching scholars. In this unit, you will learn about not only the role of grammar in language learning but also how to teach grammar in terms of form, use and meaning. Since the module is specifically prepared for elementary level teachers, the discussion mainly focuses on the teaching of English grammar to Grades 1-4 students. In the presentation, special attention has been given to how forms, use and meaning could be integrated in the teaching learning processes. The Unit is divided into 6 sections, including self-test activities. It is designed for 12 hours in class and for 12 hours outside self-study. Therefore, you are urged to cover all the contents thoroughly. Particularly the activities require collaborative learning; therefore, you should effectively work with your partners in class as well as outside the class.



Learning Outcomes

Upon successful completion of this unit, you will be able to:

- define what grammar is.
- explain the importance of grammar.
- identify and remedy learners' conceptions and misconceptions in teaching grammar.
- apply inductive and deductive methods of grammar teaching.
- implement the stages of grammar teaching.
- prepare appropriate grammar activities and tests.
- Produce and use suitable teaching aids for grammar activities.

- practice teaching grammar.

3. Grammar

3.1. Defining grammar

MLC: after completing this section, trainees will be able to:

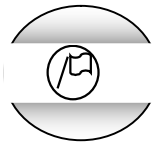
Define what grammar is

Activity 1: Brainstorming activity

Try to answer the following question orally.

1. Do you think there is an agreed up on definition of grammar? Why?
2. Do you think learning grammar is important in language class?

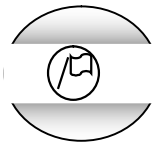
Conceptualization of grammar



Activity 2: Think Pair-share

First think about the questions below, then find a partner and write down short answers. Finally, share your answers to the whole class)

1. Write your own definition of grammar.
2. How could you try to define grammar?
3. Underline the key words in your definition and explain them.



Understanding the meaning of grammar

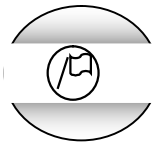
Activity 3: Group discussion

Form a group of four or five and compare the following definitions of grammar. Which of the definitions do you think is more appropriate? Why? Is it similar with yours?

1. "Grammar is the business of taking a language to pieces, to see how it works."(Crystal, 1984).
2. Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But

languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

3. Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language.
4. Grammar refers to the study of language as a system of words that demonstrates some apparent structure (morphology) and arrangement into sentences (syntax). Simply grammar is a set of rules that govern the way a communication system works.



Understanding how grammar guides the construction of meaning

Activity 4: Independent Work

Arrange the words in each box into an appropriate sentence. Write out your answers on the space provided.

Chair a woman on a sat

_____

Ball the kicked player a

_____

Do you why open car the?

For the first statement, can we say: “A chair sat on a woman”? Why? Why have you arranged the words in your way?

_____

_____

_____

Understanding the role of grammar in communication

Activity 5: Pair Work

Be in pair and analyze the following three conversations. Then, answer the questions that follow the conversations.

A: B, where are you now?

B: Home.

A: I am coming.

B: Alright.

A: Hello. This is Milka. Where are you baby…..?

B: Hello Milka. I am at my home now? What can I help you?

A: Well, I am just coming to visit you.

B: Wow! That is very kind of you. I will be waiting for you.

A: Where do you live?

B: I live in Addis. How about you?

A: Well, I have been living in Jimma for some time but now I am living in Harar.

1. How successful were the interlocutors in transferring the appropriate information?
2. In which conversation, do you think, there could be misunderstanding? Why?

3.2 Grammar Teaching and Learning

3.2.1 Sharing Grammar Learning Experiences

MLC: upon the completion of this section, trainees will be able to;

Share their grammar learning experiences

Activity 1: Starter Activity

Try to answer the following questions orally.

What was your first experience in learning grammar? Was it helpful to develop your communication

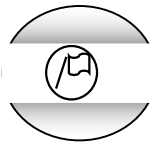
Activity 2: Group Discussion

First, your teachers would tell you his/her experience - how he/she was taught English grammar as a beginner. Then, in a group of four, share your

grammar learning experiences. The following questions may guide your discussion.

1. How did your primary school teachers teach grammar? Tell your partners what your teachers were doing to teach you English grammar.
2. How do you evaluate the effectiveness of your primary school teachers' approaches to teach grammar? Who was most effective? Why?
3. Why do you think teachers and textbooks teach grammar?
4. From your point of view, should we teach grammar separately? Why?
5. Do you think we need to change our ways to teach grammar in the Ethiopian primary schools? Why or Why not?

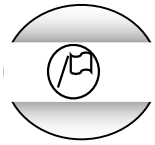
Activity 3: Independent Work



To what extent, are the following points pressing reasons for us to change our approach to grammar teaching? Show your agreement to each statement by putting a tick mark (√).

Assumption	**Degree of agreement**				
	Strongly agree	**Agree**	**no opinion**	**disagree**	**strongly disagree**
A new series of textbooks was introduced, and we had to use them.					
I notice that children in my class can do the grammar exercises, but they do not use the grammar well when they want to say something for themselves.					
I want the children in my class to enjoy grammar more. Most of them do not like rules very much.					

They find them boring.					
I was very good at grammar rules at school, but when I came to college/university, I couldn't use the grammar for communication easily, and I often didn't know what to say.					
Now, I have learnt about the communicative approach.					
In my country, we want to expand tourism, so the government wants more people to be able to use English to speak to tourists from many countries.					
In my country, we need better English to develop international business contexts.					



Beliefs about teaching grammar

Activity 4: Independent Work

Show your agreement to each statement below by putting a tick mark (√) against your choice.

Statement	**Degree of your agreement**				
	Strongly agree	**agree**	**no opinion**	**disagree**	**strongly disagree**
Grammar should be the prime goal of language learning.					
Vocabulary should be taught first so that students could combine the words during					

grammar lessons.					
Since language is learnt for communication language teacher rules should not teach grammar.					
Language drills are boring for upper elementary students and should not be emphasized.					
We should teach students grammar implicitly because students acquired their L1 without the knowledge of grammar.					
Grammar is a subject that should be taught separately on its own right.					

3.3. Approaches to the Teaching of Grammar

MLC: at the end of this lesson, trainees will be able to;

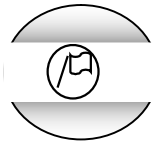
Identify different approaches to teach grammar at elementary level

Activity 1: Brainstorming Activity

Answer the following question orally.

Think about the approach your teachers used to teach grammar when you were at elementary level students?

Analyzing grammar lessons



Activity 2: Individual work

Analyze the following lessons and answer these questions.

1. Which lesson do you think is a better approach to teaching grammar to primary level?
2. Which teacher (A, B or C) do you like to be? Why?
3. Which type of teacher is common in the Ethiopian context?

Teacher A

T: Good morning students. Today we are going to start a new topic. (He writes the title of the lesson on the blackboard as: "simple present tense"). What is simple present tense, students?

S1: Grammar. It used….. about present time.

T: Good attempt. Who could improve it a little? It is a grammar aspect…..

S2: It is a grammar aspect we use to express about present time.

T: All right. Simple present tense is a grammar aspect, which we use to express habitual action and states of things. Look at the following examples (He writes the examples on the blackboard).

Example 1: I go to church every Sunday.

Example 2: The book is on the table.

Now write four similar sentences in your exercise book.

Teacher B

T: Good morning students. Today we will learn about simple present tense. Who could give us an example of a sentence with simple present tense?

S1: The sun rises in the East.

T: Very good. (He writes the sentence on the blackboard). Would you add more sentences?

S2: We live in Jimma.

T: Excellent. (He writes the model sentence on the blackboard again). Then he goes on teaching the structure of the sentences as follows:

We use singular verbs with singular nouns and we use plural verbs with plural nouns (He shows the structure with emphasis):

*The **sun** rises in the East.*

***We** live in Jima.*

(He continues to ask students to generate more sentences)

Teacher C

T: Hello students, today we will talk about our daily routines. Try to answer the following questions.

1. What do you do when you wake up in the morning?
2. When do you eat your breakfast every day?
3. How do go to school every morning?
4. What subject do you learn during the first, second… period?

5. At what time do you have your lunch?

(Students attempt to answer the questions and the teacher guides them to use the correct structure as follows)

T: What do you do when you wakeup in the morning?

S1: Wash my face.

T: ….. wash my face? .. wash my face? Anybody to help her?

S2: Washed face.

T: I….. my face. I ….. my face…

S3: I washed face.

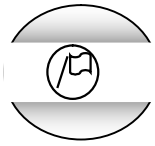
T: Good, but you do it every day. I ……my face

S4: I wash my face

T: Excellent! Students repeat "I wash my face"

Ss: I wash my face….

(The teacher provides different contexts and students creatively generate sentences. In the process, they also discover the rules by themselves and master the structure subconsciously).



Activity 3: Microteaching

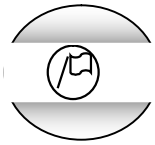
Individually select a grammar item and prepare a 5-10 minutes micro teaching lesson for grade one students. Then, sit in a group of five and take turns to present your lesson to your group members. Your group members will assess your lesson against the following criteria by putting (√).

Criteria	Measurement			
	Strongly agree	**agree**	**No opinion**	**Disagree**
The lesson was interesting.				
The model sentences were simple.				
The lesson was manageable and precise.				
It was presented in a natural way.				

Adequate examples were given.				
It involved all students.				

After the presentation, rank your lessons and the best lesson will be presented for the class.

During the whole class presentation, use the criteria given above and evaluate each lesson selected by other teams and give your feedback on the presentations.



Objectives of teaching grammar

Activity 4: Individual Work

Answer the following questions individually

1. What is your comment on the following argument?
2. To what extent do you agree with the argument?
3. In your view, which of the following teachers' objectives for teaching grammar is sound? Why?

Young learners have a long time ahead of them with the language. There is no need to rush into technical rules and labels that will confuse during grammar teaching. It seems likely to be far better to give children a sound basis in using the language while encouraging curiosity and talk about patterns and contrasts in and between languages and introducing grammatical meta-language slowly and meaningfully.

Teacher A: "One goal of teaching grammar is to give students the terminology for naming the words and word groups that make up sentences-In other words, the parts of speech and the language of phrases and clauses. Therefore, English class should give extra emphasis on teaching grammar forms."

Teacher B: "If learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context. Therefore, giving extra emphasis on grammar is futile because some grammatically correct statements may not attain the communicative purpose intended."

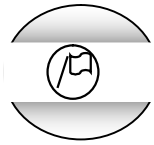
Teacher C: "The prime goal of language learning is to transfer an intended meaning during interaction. We should boost our students' confidence for communication with the language available to them."

4. What other purposes of teaching grammar could you mention? List them down.
5. Explain the following concepts in a grammar classroom
    - Forms
    - Uses

- Meanings

6. Which of these three components of grammar is emphasized by Teacher A, B, and C in Activity 3 above?
7. Describe the role of communicative situations in language interaction and their connection to form, use and meaning

3.3.1 Inductive versus deductive approaches to grammar teaching



MLC: apply inductive and deductive methods in grammar teaching.

Activity 1: Brainstorming Activity

1. Have ever heard about inductive and deductive approaches of grammar teaching? Guess what makes them different?
2. Is there any difference between teaching grammar inductively and deductively?

Activity 2: Think –Pair- Share

Write down the answers for the following questions. Then, discuss your answers with a partner and have a better understanding of these concepts.

1. How do you conceptualize teaching grammar deductively and inductively?

   Write your definition of each concept:

   Deductive grammar teaching:

   _____

   Inductive grammar teaching:

   _____

2. Analyze the following lessons and answer these questions.
   a) What grammar teaching strategies does each teacher use?
   b) Do they teach inductively or deductively?
   c) How different are the approaches?
   d) How do you identify the differences among them?

Now, read the following note and make a short note in your exercise book

Deductive and inductive approaches to grammar teaching

The deductive approach – rule driven learning

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

Advantages of a deductive approach:

- It gets straight to the point, and can therefore be time-saving. Many rules — especially rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Disadvantages of a deductive approach:

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient meta language (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as

demonstration.

- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

What is a rule?

In the Longman Activity Dictionary "rule" is defined as: a principle or order which guides behaviour, says how things are to be done etc, (prescriptive rule) the usual way that something happens (descriptive rule). Descriptive rules are primarily concerned with generalisations about what speakers of the language actually *do say* than what they *should do*.

Pedagogic rules – they make sense to learners and provide them with the means and confidence to generate language with a reasonable chance of success.

Pedagogic rules can be spit up into: rules of form and rules of use.

Look at the following sets of examples of prescriptive rules and pedagogic rules

1. Examples of prescriptive rules:
   - Do not use *different to* and never use *different than*. Always use *different from*.
   - Never use the passive when you can use the active.
   - Use *shall* for the first person and *will* for second and third persons.
2. Examples of descriptive rules:

You do not normally use *the* with proper nouns referring to people.

We use *used to* with the infinitive *(used to do, used to smoke* etc.) to say that something regularly happened in the past but no longer happens.

3. Examples of pedagogic rules
   a. Example for rule of form:

   To form the past simple of regular verbs, add –ed to the infinitive.

   b. Example of a rule of use:

   The simple past tense is used to indicate past actions or states.

The inductive approach – the rule-discovery path

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to

generalities (for example, rules, laws, concepts or theories). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

What are the advantages of encouraging learners to work rules out for themselves?

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater chance for students to remember the concept discovered.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

The disadvantages of an inductive approach include:

- The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- Students may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

- However carefully organised the data is, many language areas such as aspect and modality resist easy rule formulation.
- An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

Research findings into the relative benefits of deductive and inductive methods have been inconclusive. Short term gains for deductive learning have been found, and there is some evidence to suggest that some kinds of language items are better 'given than 'discovered'. Moreover, when surveyed, most learners tend to prefer deductive presentations of grammar. Nevertheless, once exposed to inductive approaches, there is often less resistance as the learners see the benefits of solving language problems themselves. Finally, the autonomy argument is not easily dismissed: the capacity to discern patterns and regularities in naturally occurring input would seem to be an invaluable tool for self-directed learning, which therefore that might usefully be developed in the classroom.

Activity 3: individual Work

Now, list out the advantages and disadvantages of deductive and inductive approaches in teaching grammar to primary level students.

Deductive grammar Teaching		**Inductive grammar teaching**	
Advantages	**Disadvantages**	**Advantages**	**Disadvantages**

Teacher A:

T: Our today's lesson deals with simple past tense. You know simple past tense is used to talk about a past event. It is constructed by using verb 2 forms in the sentences. Look at the following sentences. (He underlined the verbs in each sentence).

Chala came to class early this morning.
Mohammad gave his book last night.
Gebiyaw bought new cloths yesterday.
Dawit opened the window at the beginning of the class.

T: Students, write three similar sentences about what you did yesterday.

(After students write the sentences, he gives the necessary corrections and shows them the grammatical formula that can be applied to construct past tense).

Teacher B:

T: Students look at the following table. It carries my activity schedule for next Saturday. I am going to be busy the whole day on Saturday. I am going to accomplish lots of things. If you ask me what I am going to do at different times shown in the schedule, I will write the activity in the box under activity. You can ask me saying: What are you going to do on Saturday at…….

Time	Activity
8:00---10:00 am	I am going to give exam for students.
10:15-12:00 noon	
1:00---3:00 pm	
3:30----6:00 pm	

S1: What are you going to do on Saturday at 8:00 am?

S2: What are you going to do on Saturday at 8:00 am?

S3: What are you going to do on Saturday at 8:00 am?

S4: What are you going to do on Saturday at 8:00 am?

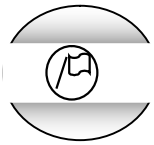
T: students, set your own timetable for the coming Sunday and fill in the form below.

Time	Activity
In the Morning	
At noon	
Afternoon	

T: Now sit in pairs and ask each other about your plan for Sunday. Write what your friend is going to do in the order of time given in the left column.

Ss: (Carry out the activity).

T: (He orally asks some students to report their plans and then proceed to ask them to report the plan of their partners….



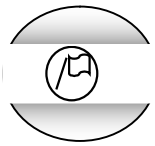
Activity 4: Microteaching

Sit in a group of 8 and select two grammar items. Then subdivide your group into two. One group prepares a 5-10 minutes deductive microteaching lesson on one of the grammar items for grade three students while the other group prepares an inductive lesson on the other language item. Then a representative of each subgroup teaches the lesson for the whole team (8 members). In the mean time, each member evaluates the lessons to enrich further the advantages and disadvantages of the two approaches you have discussed under Activity 3.

3.3.2 Ascertaining teaching approaches

MLC: up on the completion of this section, trainees will be able to;

Identify the connection between inductive and deductive grammar teaching and learning



Activity 1: Brainstorming activity

Answer the following question.

What do you think between the connection inductive and deductive grammar teaching and learning?

Understanding the connections between inductive and deductive

Activity 2: individual work

Based on the discussion made on teaching grammar so far, to what extent do you agree with the ground rules of teaching grammar stated below? Put a tick mark (√) to show your opinion against each statement and discuss with a partner. Then, reflect on your arguments in a whole class discussion.

Some rules for teaching grammar

- **The Rule of context:** Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

Agree ☐ no opinion ☐ disagree

- **The Rule of Use:** Teach grammar in order to facilitate the learners' comprehension and production of real language, rather than as an end in itself. Always provide opportunities for learners to put the grammar to some communicative use.

Agree ☐ no opinion ☐ disagree ☐

- **The Rule of Economy:** To fulfill the rule of use, be economical. This means economizing on presentation time in order to provide maximum practice time. With grammar, a little can go a long way.

Agree ☐ no opinion ☐ disagree ☐

- **The Rule of Relevance:** Teach only the grammar that students have problems with. This means, start off by finding out what they already know. And don't assume that the grammar of English is a wholly different system from the learner's mother tongue. Exploit the common ground.

Agree ☐ no opinion ☐ disagree ☐

- **The Rule of Nurture:** Teaching does not necessarily cause learning - not in any direct way. Instead of teaching grammar, therefore, try to provide the right conditions for grammar learning.

Agree ☐ no opinion ☐ disagree ☐

- **The Rule of Appropriateness:** Interpret all the above rules according to the level, needs, interests, expectations and learning styles of the students. This may mean giving a lot of prominence to grammar, or it may mean never actually teaching grammar at all - in any up-front way. However, either way, it is your responsibility as a teacher to know your grammar inside out.

Agree ☐ no opinion ☐ disagree ☐

Teaching grammar in situation

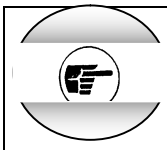
Activity 3: Pair Work

In pairs, write the answer for the following questions.

1. What do you understand by situation in teaching grammar?
2. How could it help in teaching language items?

3. What are the advantages of teaching grammar in situation? what make it differ from the above two approaches?

Now read the text below on the advantages of situational approach to grammar teaching, and make your answers more comprehensive.



Teaching grammar in a situational approach

Situational grammar teaching is a contemporary way of teaching grammar points of a foreign language by presenting and practicing them in a situation, instead of mechanical paradigms as before. For example, for teaching and practicing the future tense, the teacher sets up the situation in which this structure is most commonly used, which provides lots of space for communicative (and fun!) practice of the specified grammar point. The situation for practicing going-to future is planning a party with your friends and arranging who is going to be in charge of that.

Advantages of situational approach:

- A situational context permits presentation of a wide range of language items.
- The situation serves as a means of contextualizing the language and this helps clarify its meaning.
- At the same time the generated examples provide the learners with data for induction of the rules or form.
- Students can be involved in the development of the presentation as well as in solving the grammar 'problem': This makes it less dry than a traditional grammar explanation.
- Moreover, the situation, if well chosen, is likely to be more memorable than a simple explanation. All these factors suggest that this approach rates high in terms of **efficacy.**

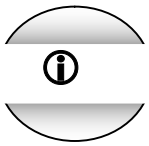
Disadvantages of situational approach:

- If students are in the wrong mind-set they are unlikely to do the kind of cognitive work involved in the induction of grammar rules.
- This kind of presentation also takes more time than an explanation. Time spent on presenting language is inevitably time spent at the expense of language practice, and it is arguable that what most students need is not the presentation of rules but opportunities to practice them.

Thus, the generative situation loses points in terms of its **economy.** Moreover, it requires a resourceful teacher who not only is able to conjure up situations that generate several structurally identical sentences, but who has also the means (and the time) to prepare the necessary visual aids. Different situations could be used to teach different grammar items.

Activity 4: Self Assessment Activity

List the different situations in which different grammar items can be taught?

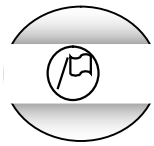


Teacher's Feedback

Dear student, there are a number of situations in which we can present grammar lessons. However, the following table shows the most commonly used ones.

Situation or Context	**Points of Grammar**
Follow a recipe or instructions from a boxed cake mix to bake a cake.	Imperative verb form present continuous tense.
Give directions to another person to get to a store, the post office, or a bank using a map.	Present tense non-referential 'it'.
Discuss plans for a class field trip to the	Future tense if-clauses conditional tense.

zoo.	
Describe a past vacation, weekend, etc.	Simple past tense question formation. Forms of verb 'to do word order' in negation.
Role play a shopping trip to buy a gift for a family member or friend.	May, might collective nouns and quantifiers (any, some, several, etc.).
Answer information questions: Name, address, phone number, etc.	Present tense of verb 'to be' possessive adjectives.
Tell someone how to find an object in your kitchen.	Locative prepositions modal verbs (can, may, should).
Fill out a medical history form. Then role play a medical interview on a visit with a new doctor.	Present perfect tense present perfect progressive.
Make a daily weather report	Forms of verb to be idiomatic expressions
Report daily schedules of people (in the class, buses in the city, airline schedules, trains, etc.)	Habitual present personal pronouns Demonstrative adjectives
Extend an invitation over the telephone to someone to come to a party	Would like…Object-Verb word order Interrogative pronouns
Explain rules and regulations to someone, i.e. rules for the school cafeteria; doctor's instructions to a sick patient	Modal verbs: Can, must, should, ought to Adverbs of time & frequency
Report a historical or actual past event and discuss conditions under which a different outcome might have resulted	Past conditional and past perfect tenses If clauses
React to the burglary of your house or apartment in the presence of another person upon discovery (active voice) and in making a police report (passive voice)	Present perfect tense contrast between active and passive voice direct and indirect object



Teaching Grammar through texts

Activity 5: Group work

Make a group of four or five and assign a secretary. Then, discuss the questions below. Your group secretary should jot down your points and later report them to the class. During the class discussion, you all need to jot down important points.

1. What do we mean by text in language teaching?
2. Explain the following concepts
   - Authentic classroom texts
   - Contrived texts
3. How do you categorize the texts used to teach grammar in the Grades 1-4 textbooks into authentic and contrived?
4. Read the note below to use authentic or contrived text to teach grammar.

   Now, read the text below individually. Then, rejoin your group members to develop further your points using the notes from the class discussion and the text.

Using texts to teach grammar

If learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context. Course book texts tend to be specially tailored for ease of understanding and to display specific features of grammar. This often gives them a slightly unreal air which means they are contrived to fit to the classroom situation.

Advocates of authentic texts argue that not only are such specially written EFL texts un-interesting - and therefore de-motivating - but they misrepresent the way the language is used in real-life contexts. On the other hand, the problems associated with authentic texts cannot be washed away either, as any teacher who has attempted to use a dense newspaper

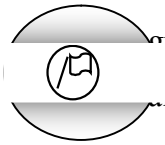
article with low-level students will have discovered. The linguistic load of unfamiliar vocabulary and syntactic complexity can make such texts impenetrable, and ultimately very de-motivating. A compromise position is to take authentic texts, and to simplify them in ways that retain their genuine flavor. This is the approach generally adopted by course book writers nowadays. Another alternative is to write classroom texts, but to make them more engaging and useful for generating language, which could be made somewhat more attention grabbing.

Advantages:

- They provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text.
- If the texts are authentic, they can show how the item is used in real communication.
- As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization.
- Their use and preparation in the classroom is good for independent study.
- If the texts come from the students themselves, they may be more engaging and their language features therefore more memorable.

Disadvantages:

- The difficulty of the text, especially an authentic one, may mean that some of the above advantages are lost.
- The alternative - to use simplified texts - may give a misleading impression as to how the language item is naturally used, again defeating the purpose of using texts.
- Not all texts will be of equal interest to students.
- Students who want quick answers to simple questions may consider the use of texts to be the 'scenic route' to language awareness, and would prefer a quicker, more direct route instead.



- No single method of grammar presentation is going to be appropriate for all grammar items, nor for all learners, nor for all learning contexts. A lot will also depend on the kind of practice opportunities that the teacher provides.

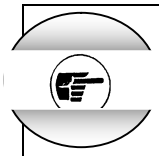
Teaching Grammar through stories

Activity 6: Individual work

Answer the following questions**.**

1. Do you remember the stories you read during your elementary English classrooms? Tell one of the stories to your partner.
2. How do you like the stories during your English class at other times?
3. Look at the stories in the textbooks for Grades 1-4, and select five you like most. Check your selection criteria against the following.
    - Interesting theme
    - Supported by visual aids
    - No complicated plot and conflict
    - Simple language (vocabulary & grammar)
    - Easy to exploit for teaching and learning language items such as grammar, vocabulary, etc.)

Now read the following text on how to use stories to teach grammar and check your answers.



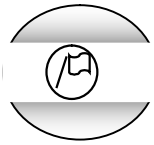
Using stories to teach grammar

Everyone loves stories. Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. Storytelling is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural

grammar teaching tool. You may even find that it is the technique that holds students' attention best, as well as the one they enjoy most.

Grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, are told with a high degree of energy, and involve the students. Students can help create stories and impersonate characters in them. Students will certainly appreciate and respond to your efforts to include them in the storytelling process, but they will also enjoy learning about you through your stories. Stories should last from one to five minutes, and the more exaggerated and bizarre they are, the more likely students will remember the teaching points they illustrate. Storytelling is traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of a grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that no other technique can. Although some teachers are better at telling stories than others, almost any of us can tell stories with energy and interest. Students naturally like to listen to stories, and most are remembered long after the lesson is over.

Teaching grammar through songs and rhymes



Activity 7: Small Group discussion

Make a group of three and do the following questions. Then, share your answers to the whole clas

1. Sing one of the songs you sang in your elementary education.
2. Write the poem of the song and find how it could be used to teach grammar at Grades 1-4.
3. Look at English textbooks for Grades 1-4 and check if they fit for the level and grammar teaching purpose.
4. Are they:
    a. interesting?
    b. short?
    c. Precise?
    d. rhythmic?

e. acted out?

5. Read the following for better understanding of the text.
6. Using the procedure outlined in the discussion, prepare a grammar lesson using one of the English songs that you are familiar with.

Using Songs to teach grammar

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.

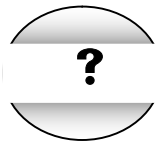
Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again.

There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners' knowledge of the target culture can be broadened.

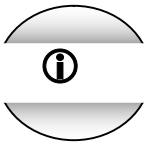
In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive

listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

Activity 8: Self Assessment Activity



What do you think are the various ways or procedures to use songs in a grammar lesson?



Teacher's Feedback

Dear student, There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

a. Gap fills or closes texts

b. Focus questions

c. True-false statements

d. Put these lines into the correct sequence

e. Dictation

f. Add a final verse

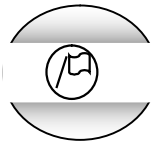
g. Circle the antonyms/synonyms of the given words

3.4 Presentation of grammar items

3.4.1. Grammar drills

MLC: after completing this section, trainees will be able to;

Select appropriate grammar items to practice in the class



Activity 1: Brainstorming Activity

Answer the following question orally.

Guess what grammar items are practiced in language classroom at elementary level?

Introducing a new language structure to beginner

Activity 2: individual Work

Compare the way the following teachers introduce new grammar items to beginner students and decide the most effective approach.

1. Which one is an appropriate drill?
2. Which is not time consuming?
3. Which one leads students to natural language practice?
4. How much are students involved?
5. Which one is the most interesting drill for the level?
6. To what extent do the drills give the meaning of the forms learnt?
7. At what level are they most effective?

Teacher A

T: (He gives students a model sentence that students use to substitute other words to and phrases to construct sentences. He also provides them with list of concrete words which students would use during the drill).

T: Look at this sentence (He writes it on the blackboard) say after me.

This is a pen.

Ss: This is a pen.

T: This is a pen.

Ss: This is a pen.

T: This is a pen.

Ss: This is a pen.

T: This is a pencil.

Ss: This is a pencil.

T: This is a chair.

Ss: This is a chair.

(The lesson continues with the words; a desk, a duster, a book, a student. After some repetition works, he gives the following list of words. He teaches the students how to pronounce the words and shows their meanings).

a pencil.	a desk.	a book.
a chair.	a duster.	a student.

Teacher B

T: Good morning. Today we will play games and you should say and do what I say and do. For example, listen to what I say and do first.

T: Sit down (sits down).

T: Stand up (stands up).

T: Now follow me: say and do.

T: Stand up (stands up).

Ss: Stand up (they stand up).

T: Sit down (sits down).

Ss: Sit down (sit down).

(They repeated it with their teacher for some time)

T: Raise your hand (raises his/her hand).

Ss: Raise your hand (They raise their hands).

(They repeat after their teacher. After students internalized each sentence, the teacher writes the sentences on the board and shows them the structure.)

Teacher C

T: Students, look at the blackboard. He writes a sentence:

I am a student.

(Students look at the sentence.)

T: Say after me. (He points at each word and says it aloud and students repeat after him.)

T: Again look, **I am grade one.** Repeat after me.

Ss: I am grade one.

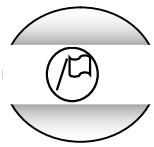
(The teacher proceeds in the same way teaching more sentences. He can also write the learnt sentences on the board).

(The teacher believes that students should have adequate vocabulary before they practice grammar. He teaches them words and shows them how to rearrange into sentences.)

T: Students, Look at the words below and say after me. Look at these words. Repeat each word after me. (He points at each word and after he has made sure that students memorized each word, he shows them how the words could be combined to form a sentence and writes the sentence on the blackboard.

This	**This**	**This**
Is	**Is**	**Is**
a pen	**a pencil**	**a rubber**

This is a pen. **This is a pencil.** **This is a rubber.**



3.4.2 Controlled to free grammar Practices

Analyzing controlled grammar practices

Activity 3: independent work

Look at how the teachers introduce a new language structure and provide practices, and answer the following questions.

1. Is the presentation interesting?

2. How controlled are the activities?
3. Is the language presented in context?
4. Are the sentences simple and memorable?
5. Do students understand the meaning as well as the form?
6. Is the language presented through a typical model?
7. Does the teacher provide sufficient examples of the structure?
8. Does it provide adequate models?
9. Are students involved in generating the new language?

Teacher A

T: Now look at the timetable; it is our weekly timetable. Then, answer the questions. (He can also use the actual timetable of the class)

Day	**Period 1**	**Period 2**	**Period 3**	**Period 4**	**Period 5**
Monday	English	Maths	Amharic	Social science	Environmental science
Tuesday	Maths	English		Environmental science	
Wednesday	Amharic	Social science	English		Maths
Thursday	Social science		English	Maths	Environmental science
Friday	English	Social science	Maths	Amharic	

T: What do we learn on Monday at the first period? Who can tell me?

S1: English.

T: Good. We ……. English. Who can help her?

S2: We learning English.

T: Very good attempt. We ….we…

S3: We learn English.

T: Excellent. We learn English. Students say after me: **We learn English**.

Ss: We learn English.

T: We learn English.

Ss: We learn English.

T: What do we learn on the second period? We….

S4: We learn Maths.

T: Excellent. We learn Maths. Students…

Ss: We learn Maths.

T: Do we learn Environmental science on the 3rd period?

Ss: No.

T: What do we learn?

Ss: We learn Amharic.

T: Very good. At the 4th?

Ss: We learn social science.

T: The 5th?

Ss: We learn environmental science

T: We learn environmental science. Very nice!

(Now he writes the question: what do we learn on……..?

A: We learn……..)

T: Now sit in pairs. The student on the left will ask the question: "What do we learn on….. and the student on the right will give answers using the time table; We learn…."

(Students work on the activity for sometime…… The teacher moves to teach "I learn… you learn…. He/she learns….." following a similar pattern.)

T: Today we are going to learn to talk about what we do every day and very often.

We use simple present tense to express habitual actions. The structure is formed as follows:

Subject	**Verb**	**Object**	**Time adverbs**
I	Learn	English	every day
We	eat	Injera	every Sunday
You	drink	football	sometimes, etc.
They	play	outside	
Mamo and Chala…	walk	food	
	cook, etc.		

Activity 4: Pair-work

The following is the daily menu of ABC restaurant. Describe what you eat at the restaurant. Look at the menu and answer the following questions

Day	Special food of the day	Price in Birr
Monday	Doro wat	150.00
Tuesday	Fried goat beef	180.00
Wednesday	Fried beef	150.00
Thursday	Kitfo	200.00
Friday	Shiro	100.0

What do customers eat at the restaurant on Tuesday?

_____

What do I eat at the restaurant on Monday?

_____

What do you eat at the restaurant on Thursday?

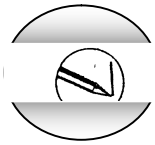
_____

What does Kena eat at the restaurant on Wednesday?

_____

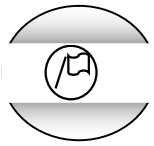
What does Gobeze eat at the restaurant on Friday?

_____



Activity 5: individual Writing assignment

Select a holiday which your parents celebrate and interview them what they prepare for the holiday.



Analyzing controlled to free grammar activities

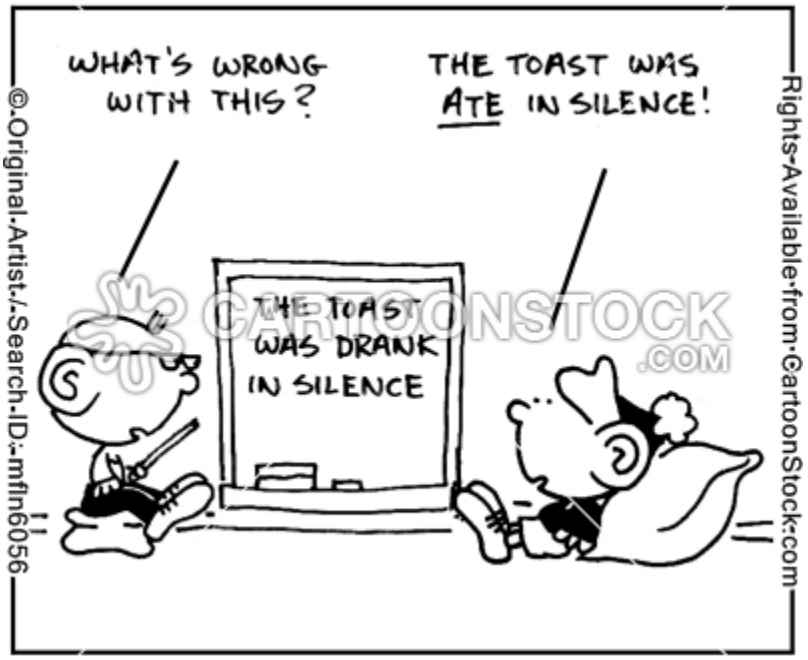
Activity 6: small group discussion

Now sit in groups and assess activities 1-3 above and analyze the components of the activities. Respond to the following questions to guide your report.

1. Do the language activities in Activities 2, 3, and 4 interlink the language to be learnt? Categorize the activities into: Introducing language, drill, eliciting language, giving grammar information, controlled practice guided practices and free practices.
2. How effective was the teacher to develop the lesson from language practice to language production?
3. Assess the strengths and weaknesses of the language presentation process and recommend an alternative approach to present the same language items.

Activity 7: Microteaching

Based on the discussion on the "controlled to free practices" discussed above, prepare a grammar lesson, which consists of creative drills, controlled, guided an free practices which you would teach for 15 minutes. Make a group of 3 members and present your lesson. Using the following criteria, assess the lessons of your partners and give them your feedback. Enrich your lesson with the comments given to you by group members and submit the final report to your instructor.



3.4.3 Selection and Sequencing of Grammar Items

Criteria for selecting grammar items

The criteria for selecting grammar items for a grade includes all but objective of the language programme, language needs of learners, clarity and variety of examples/models for demonstration, adequacy of presentation and practices at the level of learners.

Sequencing grammar items is the order of contents in syllabus according to difficulty, frequency, or needs of learners.

For instance, look at the following selection of three grammar items made based on the functions of the items

Language function	Grammar structure
Describe past activities:	Past tense *(made beds, helped patients)*
Request permission:	Modals *can* or *may (Can I borrow your dictionary?)*
Give directions Imperatives:	*(go straight, turn left)*

Additional notes

The following motes are additional resources not only how to select grammar items but also how to present items with purposes.

The **Rule of Context**:

Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

The Rule of Use:

Teach grammar in order to facilitate the learners' comprehension and production of real language, rather than as an end in itself. Always provide opportunities for learners to put the grammar to some communicative use.

The Rule of Economy:

To fulfill the rule of use, be economical. This means economising on presentation time in order to provide maximum practice time. With grammar, a little can go a long way.

The Rule of Relevance:

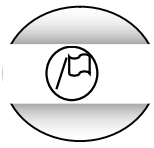
Teach only the grammar that students have problems with. This means, start off by finding out what they already know. And don't assume that the grammar of English is a wholly different system from the learner's mother tongue. Exploit the common ground.

The Rule of Nurture:

Teaching doesn't necessarily cause learning - not in any direct way. Instead of teaching grammar, therefore, try to provide the right conditions for grammar learning.

The Rule of Appropriateness:

Interpret all the above rules according to the level, needs, interests, expectations and learning styles of the students. This may mean giving a lot of prominence to grammar, or it may mean never actually teaching grammar at all - in any up-front way. But either way, it is your responsibility as a teacher to know your grammar inside out.



Selection of grammar items for elementary students

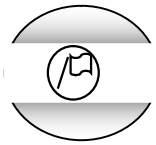
Activity 8: individual work

1. Look at the English textbooks for Grades1-4. What grammar items have been included in them (like present tense, past tense)? Why do you think they were selected?

Grammar item	The reason they might have been included

2. List down some additional grammar items you expect elementary students need to learn.

Selection criteria

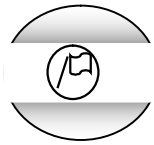


Activity 9: Group Work

1. Sit in a group of four and try to develop criteria for selecting a language item for a given grade level.
2. Then, in your group, rank the importance of the following grammar items for grades 1-4.Give 3 for the most important grammar item and 1 for the least useful one.

Language items	**Grade level**			
	G1	**G2**	**G3**	**G4**
Simple Present tense				
Present progressive (continuous)				
Simple past				
Past progressive				
Simple future				
Future progressive				
Present perfect				
Present perfect progressive				
Past perfect progressive				
Future perfect				
Past perfect				
Future perfect progressive				

3. Do you think there are some other grammar items to be taught at elementary level? How about complex items that need to be avoided from elementary English classes?



Sequencing grammar items

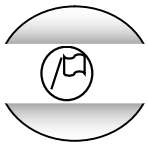
Activity 10: independent work

Rank the grammar items given in the table above according to their relevance and simplicity to teach at the elementary level. Give 1 for the most important and 12 for the Least.

3.5. Preparing grammar tests for elementary level

MLC: at the end of this section, trainees will be able to;

Prepare appropriate grammar tests for elementary level



Activity 1: Starter activity

Answer the following question orally.

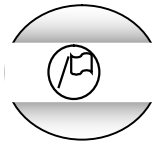
How do you think grammar tests can be prepared for elementary level?

Preparing grammar tests

Activity 2: Pair Work

Answer the following questions in pair**.**

1. Why should we test grammar?
2. Should grammar be tested with other language skills or should it be tested separately? Why?
3. Which of the following do you think should be taken into account when you prepare a grammar test?
    - The objectives of grammar tests for initial, false beginner and elementary students
    - Contents, coverage and language items to be tested
    - Types of test items
    - Test instructions
    - Marking strategies
4. For Grades 1-4, should grammar tests be oral or written? Why?



Micro teaching on grammar test preparation

Activity 3: Group Work

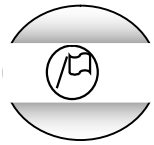
Sit in a group of four and share the Grades 1-4 and prepare a grammar test individually. Then, with your friends, assess the appropriateness of the test for each level.

3.6 Teaching Aids for Grammar Activities

Dear students, so far, you have seen that teaching aids are important for both the teacher and the students. Teaching aids help the teacher to present his/her lessons in an interesting and easy way to understand. Similarly, teaching aids help students learn better and easily. You have also seen that teaching aids could be visual, audio and audiovisual types depending on the lesson to be supplemented and to address the varying needs of the individual learners in the class. Now you will focus on teaching aids commonly used in teaching grammar.

MLC: at the end of this section, trainees will be able to;

Select appropriate teaching aids for grammar activities



Activity 1: Brainstorming Activity

Try to answer the following questions based on your prior knowledge.

1. What type of aids do you think can be used to teach grammar in the primary level?
2. Do you think that all types of teaching aids can be used in teaching grammar?

Activity 2: pair-work

Look for a partner and share your ideas on the following questions.

1. Did your elementary teachers use teaching aids when they taught you grammar? If so, what and how?

2. List out the teaching aids that you can easily prepare and use to teach grammar in your future classes.

3. How do you use each of the following teaching aids to teach elementary grammar? You may refer to the textbooks for Grades 1-4.

- Blackboard

- Flashcards
- Pictures and charts
- Picture stories
- Scrambled words and sentences
- Jumbled sentences of simple paragraphs, scrambled stories
- Simple texts
- Language games, role play, etc.

Self –test Activities

Self-test Activity 1

Scan the following text and see the in-text questions. Based on what you have done so far on the teaching of grammar, write down your answers to those questions. Then, read the following notes closely and check if your answers are correct.

Introduction

Elementary students learn best with hands on methods. They like to experiment and do things; they are less likely to recognize abstract concepts. For example, they are less likely to understand the concept of multiplication if you simply explain it. If you let them experiment with manipulative, though they are likely to understand and remember how division works. In addition, they tend to learn with short practice because they tend not to have long attention span.

1. **What are the appropriate grammar teaching methods for elementary students?**

Elementary kids also learn best with short bursts of instruction. They don't tend to have long attention spans and can't concentrate on the same activity for more than thirty minutes.

Plan several short activities to teach a concept rather than long lesson.

Elementary school kids also need a lot of supported practice. When you first introduce a new concept, model it several times. Next, take students through guided practice. Finally, let them practice independently.

Teaching grammar plays a central role in every ESL / EFL teacher's classroom. The important question that needs to be answered is: how do I teach grammar? In other words, how do I help students learn the grammar they need. This question is deceptively easy. At first look, you might think that teaching grammar is just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter. There are a number of questions that first need to be addressed for each class:

2. **What are the objectives of this class?**

Is the class preparing students for an examination? Is the class improving their English for business purposes? Is the class preparing for summer holidays? etc.

The answers to these questions are important as they will help you decide on how much grammar really needs to be taught. If students are preparing for a national exam then grammar will play a large role in your lesson plans. This is because the national exam is prepared from an already prepared syllabus. On the other hand, if you are teaching a business class, linguistic formulas may play a larger role as you provide the learners with standard phrases for written documents, participating in meetings, etc.

3. **What type of learning background do the learners have?**

Are the students at school? Have they not studied for a number of years? Are they familiar with grammar terminology?

Adults who have not been attending school for a number of years are likely to find grammar explanations confusing while as students who are currently studying will probably be much more adept at understanding grammar, expressions, etc.

4. **What learning materials and resources are available?**

Do you have the latest student workbooks? Do you have no workbooks at all? Is there a computer in the classroom?

The more learning resources you have, the easier it will be for you to employ different strategies when teaching your students' grammar. For example, a group of students who like using computers could use the computer to study a certain grammar task while another group who

prefers spoken explanations might prefer to have you explain the point with a number of examples. Obviously, the more varieties of learning opportunities, the better your chances are that each student will be able to learn the grammar point well.

5. **What kind of learning style does each student have?**

Is the learner comfortable with standard right brain learning techniques (logical charts, study sheets, etc.)? Does the learner work better with listening and repeating exercises?

Self-test Activity 2: From words to grammar

Respond to the following controversial statement and then read the text that follow to understand the ideas behind the argument.

Students should be exposed to meaningful sentences from the outset. Teaching students alphabets, phones or words is time consuming.

There has been an argument over the time when grammar should be taught to beginners. It has been argued that in the beginning stages, learners seem to use *words or chunks* strung together to get their meaning across with little attention paid to grammar that would fit the words or chunks together in conversational patterns. However, children need to be aware how these collections of items turn into something more like a language with patterns of grammar. Otherwise, if they adapt to getting their message across without grammar, then there may be a little impulse to drive grammar learning and the grammar error that result from the inappropriate practice could lead to fossilization. Paying attention to grammatical features of a language is not something that happens automatically in communicating and that some artificial methods of pushing attention are needed from the very first day of teaching.

Self-test Activity 3: Re-examining grammar explanation

Reflect on the following proposition. Then read the brief discussion given below on the issue.

Grammar rules are conventional and not determinant in communication that giving them much emphasis is futile.

The teachers have their own language teaching and learning philosophies. Some teachers assume that explaining the concept grammar would help students understand the language and would enable students to use the structure learnt more effectively. Other teachers, on the other hand, think that if students are given rules of the language, they could easily exploit that for effective communication. Therefore, they try hard to explain students the rules of grammar as set of rules of language.

Some teachers feel that grammar refers to the study of language as a system of words that demonstrates some apparent structure (morphology) and arrangement into sentences (syntax). They consider it as a set of rules that govern the way communication system works. However, the definitions have their own limitations because the native speakers use the language properly although they don't know the structure. Therefore, it is important to give students at least a working definition rather than suffering too much to find a complete explanation for the concept. Grammar cannot be easily defined because apart from the rules, the definition should include use and meaning. Grammar communicates the relationship between interlocutors, the message as an ongoing discourse, the time when an action took place, the mood and attitudes of the speaker or writer, etc. are also involved (Atkins, Hailom &Nuru 1995:75).

Self-test Activity 4: How should a teacher use theoretical developments in grammar learning?

Can you explain the following concepts and their implications to grammar teaching and learning?

- Language learning
- Language acquisition
- Communicative competence
- Linguistic competence

Now read the note below and check for further understanding of the concepts.

There are different beliefs about teaching grammar. Some teachers simply ask students to compose sentences and text with given grammatical structures. For example they may order students to use action verbs such as *run, eat, and dance. They believe that t*his method gets the student out of the "simple sentence" rut and raises awareness of grammatical choices. A variation

is to present patterns of various types of sentences and have students supply the content. Others believe that children acquire their first language without overt grammar instruction and think that students could learn their second language the same way and tend not to teach grammar at all. These all have learning values in the teaching learning processes. Therefore, a teacher has to critically think on how to use them productively.

When we think about grammar, we think of the structure of language, but meaning and structure (semantics and syntax) are the two sides of one coin. Without the patterns of grammar, language would be a jumble of words, with no clues to tell a reader or listener how to connect the meanings of the words. Grammar supplies those connections. **In** discussing almost any grammatical topic, you can talk with your students about meaning as well.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

At any time, at any stage and in any circumstances, grammar teaching cannot be diluted. It ought to be an important part in foreign language teaching. This is the requirement of the basic characteristics and features of language learning and subjective environment for foreign language learning. Moreover, grammar is an effective way to train students communicative competence and grammar adds meanings that are not easily inferable from the immediate context.

The kinds of meanings realized by grammar are principally:

Representational - that is, grammar enables us to use language to describe the world in terms of how, when and where things happen

e.g. The sun set at 7.30. The children are playing in the garden.

Interpersonal - that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language.

e.g. There is a difference between:

Tickets!

Tickets, please.

Can you show me your tickets?

May see your tickets?

Would you mind if I had a look at your tickets.

Grammar is used to fine-tune the meanings we wish to express.

On the other hand, he/she can also give students activities which students carry out and through which they can work out the meaning of the grammar for themselves. Therefore, grammar and communicative approach should not be in opposition. Without grammar, language, communicative knowledge and competence cannot be achieved. With a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar-teaching methods to fully promote students' English level.

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However, there are some dilemmas in current language teaching: some teachers always stress "communicative competence" and neglect "linguistic competence". Teachers and students are always in search for fluent oral expression, but reading and written language is weak. Meanwhile, students often make errors in oral and written expression and lack basic knowledge of language. Obviously, this is the result of a-one sided understanding of communicative approach, so that foreign language teaching goes to an extreme. Therefore, we should have a comprehensive and all-sided understanding of the following theory of communicative approach.

The communicative approach is a philosophy, which encourages students to see themselves as multidimensional entities and as active participants in the learning process not merely passive recipients of knowledge.

Communicative approach being a task based approach, allows the student to take on responsibilities. Whole class activities sited above would mean assigning of task to every student in much the same way that they will understand their roles and respective assignments which will mean a lot in the totally of the work/activity to be undertaken.

Self-test Activity 5: Can you prepare a grammar lesson in a deductive approach? List down the steps you need to follow to present the lesson. Then, read the notes below and improve your lesson.

A teacher can use both deductive as well as inductive teaching to help students understand and use the language. By inductive teaching we mean that the teacher gives students communicative activities that would lead them to discover the language item implicitly taught during the lesson.

The basic ideas behind inductive approach to English grammar teaching can be roughly characterized as the following four steps:

STEP 1: Students are given a representative set of sentences about an area of English grammar;

STEP 2: Students are asked to generalize a grammatical rule to account for the set of English sentences;

STEP 3: Students are asked to check and test the grammatical rule against new sentences about the same area of English grammar;

STEP 4: Students are asked to revise the grammatical rule to accommodate the new sentences.

Deductive teaching, on the other hand, is a teaching approach in which the teacher provides students with grammatical explanation followed by model sentences that would explain the structure. Both approaches have their own advantage and disadvantages. A teacher could use deductive approach in which he/she explains the form and meaning. Here also the teacher is expected to present the language in situation so that students could learn the form meaning and use integrative manner.

Advantages of a deductive approach:

- It gets straight to the point, and can therefore be time-saving. Many rules — especially rules of form — can be more simply and quickly explained than elicited from examples.
- This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Disadvantages of a deductive approach:

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient **Meta language** (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction. Explanation is seldom as memorable as other forms of presentation, such as demonstration. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

Self-test Activity 6: List down the advantages and disadvantages of inductive approach in teaching grammar. Then compare your list with the following notes.

Advantages of inductive approach

The following are some of the advantages of encouraging learners to work rules out for themselves

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.

- The mental effort involved ensures a greater degree of **cognitive depth** which, again, ensures greater memorability.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach that favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- If the problem solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner **autonomy.**

Disadvantages of an inductive approach include:

- The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation. An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

Very often teacher assert that grammar has to be taught. This means that a situation which the teacher sets up in the lesson should enable students “generate” several example sentences of a structure.

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