ASSIGNMENT No. 2

Q. 1 Discuss your experiences/observations related with Instructional Materials used in English Teaching classrooms in Pakistani context.

1. The two streams of educations, namely, Urdu- and English-medium, in the Pakistan's education system have been highlighted by Blundell (1989), amongst others, who refers to this phenomenon as "the great divide".

2. According to the latest figures from the Ministry of Education (2005–2006), the number of students enrolled in private schools is approximately half of all student enrolments in schools in the public sector (figures available from Government of Pakistan, Statistics Division web site: http://www.statpak.gov.pk).

3. Cadet colleges are well resourced state-funded "elitist" residential schools (Rahman, 2004, pp. 54–56).

4. Recently, a new English curriculum was developed for Grades 1–12 by the Ministry of Education (available at http://www.moe.gov.pk). However, there is no shared strategy for the implementation of major innovations embodied in the curriculum document, such as using benchmarks and student learning outcomes for teaching and learning of English at all levels of schooling. The Higher Education Commission also launched an English Language Teaching Reforms Project in 2004 under the auspices of the National Committee of English. Other recent measures for improving the proficiency of university graduates include an increase in the duration of credit-bearing courses in English language in the newly introduced four-year undergraduate programme (see http://www.hec.gov.pk).

5. As the rise of private schooling in Pakistan is a relatively recent phenomenon, employment figures for graduates from different school types are not available as yet.

6. Data regarding medium of instruction reveals that English is the medium of education in only 1.4% of educational institutions in the public sector. For details, see the National Education Census (Government of Pakistan, 2005).

7. Mansoor (1993) reports that Punjabi college students show a preference for using Urdu or English with friends and family.

8. Lord Macaulay stated that the aim of education in India was to create "a class of sahibs who would be brown in colour but English in all other aspects" (Hoodbhoy, 1998, p. 7).

9. Schools in Pakistan can be placed on a cline according to their fee structure and associated facilities for teaching and learning as well as in terms of teachers' and learners' levels of proficiency in English (for details, see Shamim & Allen, 2000).

10. Nekatibeb (2007), in a recent study of the impact on achievement of learning through the mother tongue on Grade 8 students in Ethiopia, found that "the language of instruction is the second strongest variable which explains variation in student achievement" (p. 76).

11. "In 2000, 35 percent of children enrolled in schools at the primary level were in private schools, and this number falls by a third for middle and high schools to 25 percent. Private schooling in Pakistan at the primary level is large, widespread and increasing over time" (Andrabi, Das & Khwaja, 2006, p. 3). It must be noted that

despite a phenomenal increase in private schooling in Pakistan during the last few years, the government remains the largest provider of education in Pakistan. Also, casual observation reveals that the number of children studying in high-income elite private English-medium schools, located mainly in the urban centres, is very small relative to the total number of school enrolments in Pakistan.

12. These five language-in-education implementation areas are: curriculum policy, personnel policy, materials policy, community policy, and evaluation policy.

Q. 2 How is language teaching different from that of science teaching? Give examples.

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. If you're just beginning your TEFL career, it would be beneficial to be familiar with a few of these.

The Direct Method

If you've ever heard the Direct Method being taught, you may have rightly mistaken it for some sort of military drill, which is not far off as it was first established in France and Germany in the early 1900's to assist soldiers to communicate in a second language quickly.

The direct method of teaching English is also known as the Natural Method. It's used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn.

Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation. Today popular forms of the Direct Method are Callan and Berlitz.

The Grammar Translation Method

Just like its name suggests, this method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences. This is particularly common for those students who wish to study literature at a deeper level.

The Audio Lingual Method

The Audio Lingual Method otherwise known as the New Key Method or Army Method is based on a behavirourist theory that things are able to be learned by constant reinforcement. However, just like in the army when someone behaves badly (or in this case bad use of English), the learner receives negative feedback and the contrary happens when a student demonstrates good use of English.

This is related to the Direct Method and just like its predecessor it only uses the target language. The biggest difference between the Audio Lingual Method and the Direct Method is its focus of teaching. The Direct Methods focuses on the teaching of vocabulary whereas the Audio Lingual Method focuses on specific grammar teachings.

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The Structural Approach

As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb "to be" prior to teaching the present continuous which requires using the auxiliary form of the verb "to be."

Suggestopedia

This is a behaviourist theory and related to pseudoscience. This method relies heavily on students' belief about the method's effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning.

It relies a lot on the atmosphere and the physical surroundings of the class. It's essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there's a lot of art and music involved. Each Suggestopedia lesson is divided into three different phases – 1. Deciphering 2. Concert Session 3. Elaboration.

Total Physical Response

Total Physical Response, otherwise known as TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a series of repetitive actions such as "Stand up", "Open your book", "Close the door", and "Walk to the window and open it." With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

The Silent Way

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

Community Language Learning

This is probably one of the English teaching methods where the student feels the safest as there's a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes.

Task Based Language Learning

The main aim of this approach to learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to complete the task with as few errors as possible.

The Lexical Approach

The Lexical syllabus or approach is based on computer studies that have previously identified the most commonly used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order of their frequency and use. Teachers of the Lexical Approach place a great emphasis on authentic materials and realistic scenarios for more valuable learning.

Q. 3 Critically discuss discourse analysis for English Communication.

Discourse analysis, also called discourse studies, was developed during the 1970s as an academic field. Discourse analysis is a broad term for the study of the ways in which language is used between people, both in written texts and spoken contexts.

Whereas other areas of language study might focus on individual parts of language—such as words and phrases (grammar) or the pieces that make up words (linguistics)—discourse analysis looks at a running conversation involving a speaker and listener (or a writer's text and its reader).

In discourse analysis, the context of a conversation is taken into account as well as what's being said. This context may encompass a social and cultural framework, including the location of a speaker at the time of the discourse, as well as nonverbal cues such as body language, and, in the case of textual communication, it may also include images and symbols. "[It's] the study of real language use, by real speakers in real situations," explains Teun A. van Dijk, a noted author and scholar in the field.

Key Takeaways: Discourse Analysis

- Discourse analysis looks at conversations in their social context.
- Discourse analysis melds linguistics and sociology by taking into account the social and cultural context that language is used.
- It can be used by businesses, academic researchers, or the government—any person or organization that wants to better understand an aspect of communication.

Misunderstanding relayed information can lead to problems—big or small. Being able to distinguish subtle subtext in order to differentiate between factual reporting and fake news, editorials, or propaganda is crucial to interpreting true meaning and intent. This is the reason that having well-developed skills in the critical analysis of discourse—to be able to "read between the lines" of verbal and/or written communication—is of utmost importance.

Since the establishment of the field, discourse analysis has evolved to include a wide range of topics, from the public versus private use of language to official versus colloquial rhetoric, and from oratory to written and

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multimedia discourses. The field of study has further branched out to be paired with the fields of psychology, anthropology, and philosophy, thus meshing linguistics with sociology.

"We're also 'asking not just about the rhetoric of politics, but also about the rhetoric of history and the rhetoric of popular culture; not just about the rhetoric of the public sphere but about rhetoric on the street, in the hair salon, or online; not just about the rhetoricity of formal argument but also about the rhetoricity of personal identity."—from "Discourse Analysis and Rhetorical Studies" by Christopher Eisenhart and Barbara Johnstone

There are many avenues we can study through the lens of discourse analysis including discourse during a political debate, discourse in advertising, television programming/media, interviewing, and storytelling. By looking at the context of language use, not simply the words, we can understand nuanced layers of meaning that are added by the social or institutional aspects at work, such as gender, power imbalance, conflicts, cultural background, and racism.

As a result, discourse analysis can be used to study inequality in society, such as institutional racism, inherent bias in media, and sexism. We can also use it to examine and interpret discussions regarding religious symbols located in public places.

Apart from scholarly applications, discourse analysis has some very pragmatic uses as well. Specialists in the field are tasked with helping world leaders understand the true meaning behind communications from their peers. In the field of medicine, it's used to help physicians find ways to ensure they're better understood by people with limited language skills, as well as guiding them in dealings when giving patients a challenging diagnosis.

For example, in one study, transcripts of conversations between doctors and patients were analyzed to determine where misunderstandings had occurred.**1** In another, women were interviewed about their feelings regarding a diagnosis of breast cancer.**2** How did it affect their relationships? What was the role of their social support network? How did "positive thinking" come into play?

Unlike grammar analysis, which focuses on the structure of sentences, discourse analysis focuses on the broad and general use of language within and between particular groups of people. Another important distinction is that while grammarians typically construct the examples they analyze, the analysis of discourse relies on actual writings and speech of the group being studied to determine popular usage.

In terms of textual analysis, grammarians may examine texts in isolation for elements such as the art of persuasion or word choice (diction), but only discourse analysis takes into account the social and cultural context of a given text.

In terms of verbal expression, discourse analysis takes in the colloquial, cultural, and living use of language— including each and every "um," "er," and "you know," as well as slips of the tongue, and awkward pauses. Grammar analysis, on the other hand, relies entirely on sentence structure, word usage, and stylistic choices. This does, of course, often include a cultural ingredient but it's missing the human element of spoken discourse.

Q. 4 What are the main steps of a lesson plan while teaching English writing skills?

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Q. 5 How and when long questions are better to evaluate English Language abilities?

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Sounds simple enough, right? Unfortunately, this definition of rubric is rarely demonstrated in practice. The Internet, for example, offers many rubrics that do not, in fact, describe performance. I think I know why that might be and will explain that in Chapter 2, but for now let's start with the positive. It should be clear from the definition that rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance for these criteria.

The genius of rubrics is that they are descriptive and not evaluative. Of course, rubrics can be used to evaluate, but the operating principle is you match the performance to the description rather than "judge" it. Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each. Effective rubrics have appropriate criteria and well-written descriptions of performance.

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Like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubrics is to assess performances. For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report. Figure 1.1 lists some common kinds of school performances that can be assessed with rubrics. This list by no means covers every possible school performance. It is just meant to help you think of the types of performances you might assess with rubrics.

Types of Performances That Can Be Assessed with Rubrics

Type of Performance	Examples

Processes
 	
    Physical skills
    Use of equipment
    Oral communication
    Work habits
	Playing a musical instrument
	Doing a forward roll
	Preparing a slide for the microscope
	Making a speech to the class
	Reading aloud
	Conversing in a foreign language
	Working independently

Products
 	
    Constructed objects
    Written essays, themes, reports, term papers
    Other academic products that demonstrate understanding of concepts
	Wooden bookshelf
	Set of welds
	Handmade apron
	Watercolor painting
	Laboratory report
	Term paper on theatrical conventions in Shakespeare's day
	Written analysis of the effects of the Marshall Plan
	Model or diagram of a structure (atom, flower, planetary system, etc.)
	Concept map

This list is not meant to suggest what your students should perform. State standards, curriculum goals, and instructional goals and objectives are the sources for what types of performances your students should be able to do. When the intended learning outcomes are best indicated by performances—things students would do, make, say, or write—then rubrics are the best way to assess them. Notice that the performances themselves are not

learning outcomes. They are indicators of learning outcomes. Except in unusual cases, any one performance is just a sample of all the possible performances that would indicate an intended learning outcome. Chapters 2 and 3 cover this point in greater detail. For now, know that the purpose of the list in Figure 1.1 is to describe some of these performances, so you can recognize them as performances and as suitable for using rubrics, when they are appropriate indicators of your goals for student learning.

About the only kinds of schoolwork that do not function well with rubrics are questions with right or wrong answers. Test items or oral questions in class that have one clear correct answer are best assessed as right or wrong. However, even test items that have degrees of quality of performance, where you want to observe how appropriately, how completely, or how well a question was answered, can be assessed with rubrics.

Rubrics give structure to observations. Matching your observations of a student's work to the descriptions in the rubric averts the rush to judgment that can occur in classroom evaluation situations. Instead of judging the performance, the rubric describes the performance. The resulting judgment of quality based on a rubric therefore also contains within it a description of performance that can be used for feedback and teaching. This is different from a judgment of quality from a score or a grade arrived at without a rubric. Judgments without descriptions stop the action in a classroom.