

Victoria University of Bangladesh

Final Assessment

Name: Nafiz Fuwad

Programme: BA in English

Batch: 33<sup>rd</sup>

ID: 1816330061

Course Teacher: Dolon Rani Paul

Course Code: Eng-203

Course Title: English Language Teaching

Submission Date: 08:10:2022



Name: Nafiz Fuzad

Programme: BA in English

Course code: ENG-203

Course title: English Language  
Teaching

ID: 1816330061

①

## Answer to the question no: 01

What are the principles of teaching reading?  
How do you apply those principles in your  
class room?

Want to be able to read text in English  
either for careers, for study purpose or  
simply for pleasure. For the process of  
language acquisition who are language learners  
Provides good models for writing.  
Reading texts also provide opportunities to  
study language like vocabulary, grammar,  
punctuation and the way we construct  
sentences, paragraphs and texts. Lastly,  
good reading texts can introduce interesting  
topics, stimulate discussion, excite imaginative  
responses and be the ~~sh~~ springboard for



②

well-rounded ~~and~~ fascinating lessons.

Simple capability direction ought to highlight the essential pieces of scrutinizing and forming, including phonemic phonological cognizance of interpreting and word examination, language, communality, and understanding.

Apply those principle in a classroom:

# Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand ~~that~~ what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things and if students do not do these things then we only just scratch the surface of the text and we quickly forget it.

# Students need to be engaged with what they are reading.

As with everything else in lessons, students



③ who are not engaged with the reading text not actively interested in what they are doing are likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

# Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic thus provoking personal engagement with it and the language.

# Prediction is a major factor in reading. When we read text in our own language, we frequently have a good idea of the content before we actually read. Book



(4)

Covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

# Match the task to the topic.  
We could give students Hamlet's famous soliloquy "to be or not to be" and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

# Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences using the topic for discussion and further tasks, using the language for study and later activation.



(5)

## Answer to the question no-02

What can be done for handwriting? Explain your strategies according to teach the level of elementary, secondary and advance students.

# Handwriting is a very personal matter. It is supposed to reflect character. Different nationalities certainly have recognisable handwriting traits. Some people have easily readable writing. Some produce written work which is indecipherable, whether beautiful or messy and ugly. Many nationalities do not use the same kind of script as English, so for students from those cultures writing in English is doubly difficult, they are fighting their expressive limitations as well as trying to work out a completely new writing system at the same time. And now that word processors are becoming more and more common, people have less motivation for good handwriting. Teachers are not in a position to ask students to change their



⑥  
handwriting style, but they can insist on neatness and legibility. Especially when students are heading towards an exam, such things are crucial. With students who are having problems with English script, special classes or group sessions may have to be arranged to help them. In these classes they can be shown many examples of certain letters, and the teacher can demonstrate the strokes necessary for making those shapes and where the letter starts. They can be asked to write "in the air" to give them confidence or they can be asked to imitate letters on lined paper which demonstrates the position and height of letters.

the happy person

Most students find it very dispiriting if they get a piece of written work back and it is covered in red ink, underlings and crossings out. It is a powerful visual statement of the fact that their written English is:



(7)

terrible. Of course, some pieces of written work are completely full of mistakes, but even in these cases, over correction can have a very demotivating effect. As with all types of correction, the teacher has to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other. One way of avoiding the over correction problem is for teachers to tell their students that for a particular piece of work they are only going to correct mistakes of punctuation or spelling, or grammar etc. This has two advantages, it makes students concentrate on the particular aspect and it cuts down on the correction. Another technique which many teachers use is to agree on a list of written symbols (S = Spelling, W/O = word order etc). When they come across a mistake they underline it discreetly and write the symbol in the margin. This makes correction look less damaging. However many mistakes you may want to identify it is always worth writing a comment at



(8)

at the end of a piece of written work anything from "Well done" to "This is a good story, but you must look again at your use of past tenses." ~~\_\_\_\_\_~~

Two last points, correcting is important, but it can be time consuming and frustrating especially when it is difficult to know what the mistake is because it is unclear what the student is trying to say. Common sense and talking to students about it are the only solutions here. The other really important point is that correction is worthless if students just put their corrected writing away and never look at it again. Teachers have to ensure that they understand the problem and then redraft the passage correctly.

— X —



9)

Answer to the question no-03

Explain different types of listening activities  
How do you use them to encourage students speaking?

# Explain different types of listening activities:

Informational Listening: When ever you pay attention to learn something, you are participated in educational tuning in. This is valid in numerous everyday circumstances in schooling and at work, when you pay attention to the news, watch a narrative, when a narrative, when a companion lets you know a recipe or when you are talked through a specialized issue with a pe there are numerous different instances of educational listening as well. Yet an extensive variety of listening are dynamic they require center and a conscious work to understand. Enlightening listening is less unique then countless various types of tuning in. While we're focusing on learn or be informed we are taking in new information and real ~~issues~~, focusing.



(10)

Critical listening: We can be supposed to be participated in basic listening when the objective is to assess or examine what is being said. Basic listening is a substantially more dynamic way of behaving than ~~listening~~ ~~instructive~~ tuning in and normally includes some kind of critical thinking or navigation. Basic listening is likened to basic perusing, both include examination of the data being gotten and arrangement with what we definitely know or accept, though enlightening listening might be generally worried about getting realities or new data basic listening is tied in with examining assessment and making a judgment.

Therapeutic or Empathic Listening:

Empathic listening includes endeavoring to comprehend the sentiments and feelings of the speaker to imagine the speaker's perspective and offer their considerations. Compassion is an approach to profoundly interacting with someone else and remedial or empathic listening can especially change challenge. Compassion isn't equivalent to compassion. It includes more than being sympathetic or



feeling frustrated about another person  
 it includes a more profound association  
 an acknowledgment and comprehension of  
 someone else's perspective.

Rapport Listening: When trying to build rapport  
 with others we can engage in a type of  
 listening that encourages the other person to  
 trust and like us. A salesman, for example,  
 may make an effort to listen carefully to  
 to what you are saying as a way to promote  
 trust and potentially make a sale. This type  
 of listening is common in situations of  
 negotiation.

Appreciative Listening: Appreciative listening  
 is listening for enjoyment. A good example  
 is listening to music, especially as a way to  
 relax.



(12)

The tape recorder is just as important as the tape. However good your tape is, it will be useless if the tape recorder has a poor speaker or if the motor speed keeps changing and the tape goes faster or slower. You need to be sure that the tape recorder can be heard all round the class room. Another vital feature is a tape counter that is easy to see. When you find the right place on the tape, you can either remember the number which the counter is showing or press the counter at that point so that it now shows 000. In both cases, you can find your way back when you want to play the tape for the second or third time instead of going backwards and forwards all the time trying to find the right place. With longer tapes, you can also note the counter number for each part or section you may need to return to. Remember too that if you want to use your tape recorder for music as well as speech you may need a better machine.



Preparation is vital: Teachers and students need to be prepared for listening because of the special features we discussed above. Teachers need to listen to the tape all the way through before they take it into class. That way, they will be prepared for any problems, noise accents etc. That way, they can judge whether students be able to cope with the tape and the tasks that go with it. Students need to be made ready to listen. This means that they will to look at pictures, discuss the topic or read the questions first, for example to be in a position to predict what is coming. Teachers will do their best get students engaged with the topic and the task so that they really want listen.

Once will not be enough: There are almost no occasions when the teacher will play a tape only one students will want to hear it again to pick up the things they missed that first time. You may



we'll want them to have a chance to study some of the language features on the tape. The first listening is often used just to give students an idea of what the listening material sounds like so that subsequent listening are easier for students. Once students have listened to a tape two or three times, however, they will probably not want to hear it too many times more.

Students should be encouraged to respond to the ~~content~~ of a listening not just to the language. As with reading, the most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students. Questions like "Do you agree?" are just as important as question like "What language did she use to invite him?"

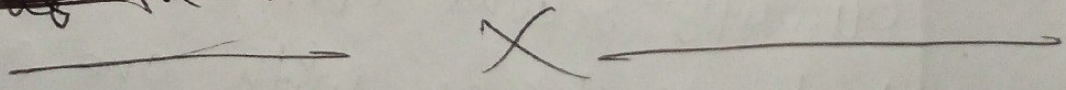
Different listening stage demand different listening. Because there are different things we want to do with a listening text, need to set different tasks for different listening stages. This means that, first a



first listening, the task needs to be fairly straightforward and general. That way the students generation understanding and response can be successful and the stress association with listening can be neutralised. Later listenings, however, may focus in on detail of information language use, pronunciation etc.

Good teachers exploit listening texts to the full. If teachers ask students to invest time and emotional energy in a listening task and if they themselves have spent time choosing and preparing themselves listening then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play for a tape, the teacher can play it again for various kinds of study before using the subject matter situation or tape script for a new activity.

~~listening then~~





(16)

Answer to the question no: 4.

~~Different opti~~

What ~~are the~~ supplementary books will you choose to teach English<sup>2nd</sup> paper for class nine-ten in secondary school? analysis them with rubrics.

# There's nothing wrong with omitting lessons from textbooks. Teachers do it all the time developing a kind of pick and choose approach to what's in front of them. However, if they omit too many pages, the students may begin to wonder why they are using this books in the first place, especially if they have bought it themselves.

Three options for selecting alternative text-book,

1. Replace.
2. Add.
3. Adapt.

Girant's second option is to replace the textbook lesson with one of the teacher's



Own. This is obvious advantages, the teachers own material probably interests him or her more than the textbook and it may be more appropriate for the students. If the teacher is dealing with the same language or topic, the students can still use the book to revise that particular language. But the same comments apply here as for omission. If too much of the textbook is replaced, both students and teacher may wonder if it is worth bothering with it at all. The third option is to add to what is in the book. If the lesson is rather boring too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way, the teachers may want to add activities and exercises which extend the students engagement with the language or topic. The final option is for the teacher to adapt what is in the book. If reading text in the textbook is dealt with in a boring or uninteresting way, an invitation sequence is too predictable or if the teacher simply wants deal with the material his or her way, he or she can adapt the lesson, using the same



basic material, but doing it in his or her own style.

Textbook materials can be used in four ways,

1. For addition.

~~#~~ Personal engagement.

~~#~~ word study.

~~#~~ word game.

2. For adaptation.

3. For replace.

4 stage procedure:

Analysis: the teacher can look through the various books on a analysing each for answers to the questions on the next page.

It help have a chart to write down the answers for this so that the information clearly displayed.

Piloting: by far the best way to find a book's strengths and weakness to try it out with a class, seeing which lessons work and which during teachers are teaching more than one group at the same level, they may to teach two different books to compare them.



(19)

consultation: Before choosing a book, teachers should try and find out if any of their colleagues have used the book before and how well they are going with it. Through discussion, they can get an idea about whether or not a book is likely to be right for them.

Gathering opinions: Anyone who might have an opinion on the book worth speaking to, from the publisher and bookshop owners, to colleagues and friends. It is also a good idea to let students look through the book and see how they react to a first sight of it. If they express a preference you agree with, they are likely to be more committed to the textbook.

Guidelines to choose a good book

area	questions to consider
Price	How expensive is the textbook? Can the students afford it? Will they have to buy an accompanying workbook? Can they afford both? What about the teacher, can he or she pay for the teacher's book and tapes?
Layout and design	Is the course available? Are all its components in the shops now? What about the next level? Has it been published? If it is available, what about tapes, videos etc?
Methodology	What kind of teaching and learning does the book promote? Can teachers and students build appropriate ESA sequences from it? Is there a good balance between study and activation?



skills

Does the book cover the four skills (reading, writing, listening and speaking) adequately? Is there a different ~~different~~ balance between the skills? Are there opportunities for both study and activation in the skills work? Is the language of the reading and listening texts appropriate? Are the speaking and writing tasks likely to engage the students interest?

syllabus

Is the syllabus of the book appropriate for your students? Does it cover the language points you would expect? And they in the right order? Do the reading and listening texts increase in difficulty as the book progresses?

topic

Does the book contain a variety of topics? Are they likely to engage the students interest? Does the teacher respond to them well? Are they too adult or too childish?

Stereotyping

Does the book contain represent people and situations in a fair and equal way? Is there stereotyping of certain nationalities? Does the book display conscious or unconscious racism or sexism?

Teachers Guide

Is there a good teachers guide? Is it easy to use? Does it have all the answers the teacher might need? Does it contain a statement of intention which the teachers and students feel happy with?

