

UNIT 1: LANGUAGE AND THEORIES OF LEARNING

INTRODUCTION

In this unit, you will learn the preliminary issues regarding language and learning. These are important because as a language teacher, your main goal is to get learners to learn English in a proficient manner. Follow this unit carefully as you are taken step by step to what language is and what we mean by the concept of language learning. You will also be introduced to different language learning theories.

OBJECTIVES

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

1. define language;
2. explain learning;
3. state theories related to language learning;
4. state the characteristics of different types of language learning theories; and
5. relate these theories to language learning and teaching.

HOW TO STUDY THIS UNIT

1. Read the sections thoroughly.
2. Check meanings of unfamiliar words in the dictionary.
3. Answer the questions in the activity sections.

WHAT IS LANGUAGE?

Language is a characteristic with which every human being is endowed or blessed. This unique gift of language is used naturally as one tool of expression consisting of different sub-skills. In the classroom, it is useful to organize learning to promote maximum effectiveness. For this very reason, language teaching is organized according to sub-skills. These sub-skills are in the areas of listening, speaking, reading and writing. But before going into how these sub-skills can be taught, it is useful to examine the nature of learning.

WHAT IS LEARNING?

Learning is a change in behaviour brought about by some systematic acquisition of facts, concepts, skills and so on. Learning leads to the acquisition of knowledge. Formal learning is conducted in a school environment by the systematic exposure to relevant materials like literature, history or science. Learning is not expected to make the learner a robot. Rather, learning should enlarge one's mental powers. This makes learning a visible source of empowerment.

WHAT IS A THEORY

To understand the learning process, some theories have to be examined. First, what is a theory? A theory is an assumption that is based on a hypothesis. The hypothesis is usually tested through the collection of some data. The data are usually analysed to ensure that the claims of the theory can be tested, verified and replicated (or repeated elsewhere).

The very complex nature of language makes it necessary to work with some theories that can facilitate language learning. This is more so when it is realized that the language sub-skills impose different challenges on learners. These challenges have to be handled carefully so that meaningful learning can occur.

INTEREST IN LANGUAGE LEARNING

Experts from different fields are interested in language, language theory and language learning. These experts include educationists, psychologists, philosophers and linguists. Several experts see language as just one form of human behaviour, while others see it as the product of one's culture and environment.

Many of these experts have advanced different theories of language and language learning. Thorndike (1963), is a prominent philosopher whose work on reinforcement and its effect on learning has remained an important source of reference. Thorndike emphasized the Law of Effect by saying that,

“If an act is followed by a satisfying stage of affairs, the probability of its reoccurrence in a similar situation is increased.”

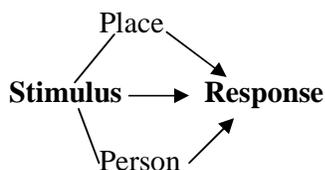
An example is given of a dog made to stand on its hind legs and being rewarded with some bones after completing the induced act. The point of the theory is that if you reinforce that action it will continue to be done or repeated. But if no reinforcement occurs again, the phenomenon of extinction sets in. This particular theory has shed some influence on language learning theory. On his part, Guthrie has been recognized for his contribution towards the mechanism or the forces that lie behind contiguous conditioning. He agrees with the stimulus producing learning but argues that the factors that increase the probability of reoccurrence is the presence of a combination of stimuli and, therefore, it is not reinforcement that triggers reoccurrence. According to Guthrie, the place of the action and the person appearing before the dog in the earlier example are the stimuli that encourage the subject to behave in a particular way.

The two theories of Thorndike and Guthrie have been represented below:

FIG. 1: Thorndike's Reinforcement Theory

Stimulus	Reinforcement	Response
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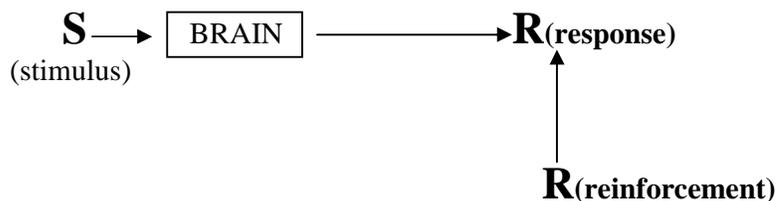
FIG. 2: Guthrie Contiguity Theory



B. F. Skinner (1904), has been closely connected with the behaviourist theory of language learning. He performed several experiments with rats. The rats were put in a box which had a small container or pan within it. A lever was introduced to allow the passage of pellets of food into the pan. Reinforcement made the rat to operate the lever when hungry because food was produced whenever the lever was operated. According to Skinner, secondary reinforcement takes place when a particular act becomes socially acceptable through the introduction of such reinforcements as praise, prize-giving or some patting on the back.

In the language learning context such expression as “good”, “excellent”, “very correct” are all signifiers or indicators of secondary reinforcement. On the contrary, when you give the negative form of observations or statements, then you are withholding the secondary reinforcement.

FIG. 3: Skinner’s Model of stimulus-response



While some have endorsed Skinner’s behaviourist theory, many others have identified specific weaknesses which include the following:

- a) Skinner was only interested in things observable.
- b) Skinner had little or no interest between the stimulus stage and the response stage.
- c) It would appear as if Skinner was not interested in introspects.

On account of the above, Skinner is seen to discuss language mainly in terms of direct link between stimulus and response. The theory does not account for the innate or abstract mental processes.

ACTIVITY I

1. What is a language learning theory?
2. State Thorndike and Skinner's theories of language learning. How can they be applied in classroom situation?

THE BEHAVIOURISTS AND LANGUAGE LEARNING

Language learning is described by the behaviourists as a process of habit formation. The main characteristics of the habit formation process are:

- a. Oral drills (concentration on careful listening for correct perception).
- b. Oral drills (practice especially with the tip of the tongue and the entire oral cavity).
- c. Carefully selected stimuli to minimize the occurrence of errors.
- d. Production of correct responses.
- e. Provision of immediate feedback and reinforcement:
 - i. Over-learning.
 - ii. Subconscious mastery of the pattern being learned.
 - iii. The attainment of the first 2 leads to automaticity, little or no interference is expected from the mother tongue.

Several centuries ago, especially in the early 40s and 50s, the behaviourist theory advocated pattern drills rather than explanation of language of rules.

ACTIVITY II

1. State four characteristics of the behaviourist.

COGNITIVE (CODE) LEARNING AND LANGUAGE LEARNING

The early cognitivists were mainly Gestalt psychologists. They were interested mainly in the whole, that is, everything looked at in sum total. They spent sustained periods looking at the different parts and seeing how they lead to the understanding of the whole. The cognivist called Kohler experimented with apes: A solution to a problem emerged when an animal perceives the part to have a relationship with the whole. Thus, the part is seen as a contributory element to the whole. The Gestalt Psychologists objected to the theory of stimulus response that is why Kohler contended by stating that between the stimulus and response, there exists some organizational pattern.



According to Kohler trial and error must not be equated with accidental fumbling or committing of mistakes. Rather, it involves some preliminary hypotheses that the individual learner is carrying out. The trial and error is reflective of an individual feeling through a system.

Example of the cognitive code learning procedure.

* **Daddy drove the care.** (Ungrammatical sentence)

This shows the mastery of a system which is wrongly applied. The system is that verbs in English select base+ -ed for their past tense.

Here, the child has correctly observed that "...ed" form is employed to show the past tense. But the mistake is brought about because the child has not recognized that there are many exceptions to that rule. Errors similar to the one cited above manifest or confirm the fact that the child is constantly searching for some patterns that reflect the make-up of English grammar.

ACTIVITY III

1. Give **two** characteristics of:
 - a) behaviourist theory of learning; and
 - b) cognitive code-learning theory.

TRANSFORMATIONAL/GENERATIVE THEORY

The believers in this theory especially Noam Chomsky (1957), contend that a human being has an "inbuilt equipment" to learn language. This device is possessed by any normal human free of physiological abnormality. The theory has brought into prominence the presence of this special equipment now referred to as Language Acquisition Device (L.A.D.).

FIG. 4: Diagram of Language Acquisition Device



According to believers in transformational grammar, the internal structure of the statements consists of language universals. Examples of such universals include nouns and verbs common to all languages. Chomsky, a strong believer in transformational theory, contends that there are two main structures in any utterance – the surface structure and the deep structure. The surface ones are brought out from the deep structures.

The transformational theory also claims that several other sentences could be generated from an initial sentence e.g. **Bitrus likes his students**. The possible transformations that could come from the above sentence include:

- 1) The students are liked by Bitrus.
- 2) Those Bitrus likes are his students.
- 3) That Bitrus likes his students is a fact.
- 4) To like his students is what Bitrus has been known for.

According to the believers in transformational theory, the behaviourist theory does not make room for a learner to create new sentences. Chomsky dismisses the behaviourist theory because he sees it as fit for only animals and he considers it too simple and incapable of explaining the complexity of language.

ACTIVITY IV

1. What do we mean by Language Acquisition Device?
2. How from your experience do you think children learn mother tongue?

RELEVANCE OF THEORIES TO LANGUAGE TEACHING

Most language teaching materials are prepared directly or indirectly in accordance with some well-known theories. In the Nigerian classrooms, most teachers are guided by textbooks and other teaching resources. These textbooks have been written by those who believe in some of the theories discussed above. It is important to bear these theories in mind for three reasons.

- i) They provide the teachers with useful background information.
- ii) They enlighten us on some of the ways the human brain carries out learning.
- iii) They confirm that there are several ways in which learning language skills can occur.

In addition, the teacher needs the theories of language and language teaching so that he may have some scientific basis for his teaching.

The teacher needs to be able to evaluate his own methods and weigh them against prevailing techniques.

By knowing the theories, the teacher is placed in a position where he can select the most suitable technique for the particular topic he is teaching.

SUMMARY

You learnt that:

- Language is a unique characteristic with which every human being is endowed or blessed;
- Language teaching is organised according to the sub-skilled-listening, speaking, reading and writing;
- Learning is a change in behaviours as a result of a systematic acquisition of facts, concepts, skills;
- A theory is an assumption that is based on a hypothesis. A hypothesis is usually tested through the collection and analysis of data to prove the claims of a theory;
- Language learning/acquisition has generated interest among educationists, psychologists, philosophers, linguists, etc.
- There are behaviourists and cognitivists proponents of the theories of language hearing. The behaviourists believe that, “if an act is followed by a satisfying stage of affairs, the probability of its occurrence in a similar situation is increased.” In other words, if there is a stimulus, there will be a response and if there is re-inforcement, there will be a response. The cognitive theorists state that, “every part is contributory to a whole.” In other words, between the stimulus and response, there is some organisation;
- language learning theories are relevant because these
 - i) provide the teacher with useful background,
 - ii) enlighten the teacher on some of the ways the human brain carries out learning,
 - iii) confirm that there are ways in which learning language skills take place, and
 - iv) provide the teacher with some scientific basis for his teaching.

ASSIGNMENT

1. Why is stimulus an important aspect of language learning? State and explain the importance of reinforcement.
2. What is the relevance of the language learning theories treated in this unit to language teaching?

UNIT 2: TEACHING LISTENING-COMPREHENSION

INTRODUCTION

This unit takes you step by step through the teaching of listening-comprehension. Teaching reading in Unit 3 and listening about to be treated in this unit, have something in common. They are both receptive skills. That is, the skills that are used to receive messages or information in the English medium. In this unit, you will learn how to teach listening-comprehension in general, i.e. with no respect to a particular class or grade level.

OBJECTIVES

By the end of the unit, you should be able to:

1. define listening;
2. state specific areas where good listening should be trained;
3. state the steps in which the teaching of listening can be broken into; and
4. apply these steps to actual teaching of listening comprehension.

HOW TO STUDY THE UNIT

1. Read each section of the unit carefully.
2. Find meanings of unfamiliar words in your dictionary.
3. Attempt all the activities and cross-check sample answers by referring to the relevant sections where the sub-topic is discussed.

LISTENING AND ITS CHARACTERISTICS

Listening is the process that involves paying concentrated attention to what is heard with the main aim of identifying correctly the incoming statements and receiving information or message. Listening tasks may focus on sounds, words, sentences or passages. For good listening to take place, the correct environment must be provided. Sources of interference or distraction must be cut down to the very minimum. As much as possible, listeners should be fully informed beforehand the main reasons for listening. In many cases, it will be necessary for the listener to have notes or pads in which the important points are taken.

ACTIVITY I

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| <ol style="list-style-type: none">1. Define listening and its focus. |
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AREAS TO TRAIN FOR LISTENING SKILLS

Some of the specific areas in which good listening should be trained in English include these:

- i. Correct phoneme discrimination.

- ii. Accurate word identification.
- iii. Using surrounding clues to identify missing word or word groups.
- iv. Employing what is heard to answer pertinent questions.
- v. Cultivating anticipation strategies.
- vi. Using listening to know the main intonation contours in English.
- vii. Employing listening to detect the correct stress of poly-syllabic words.
- viii. Accessing the tone of a dialogue through careful and painstaking listening.
- ix. Listening to receive specific information or message interpretation.

As in training other sub-skills in English, the classroom lesson can be broken into five main steps.

- i. Introduction
- ii. Exploration
- iii. Practice
- iv. Consolidation (Reinforcement)
- v. Evaluation (Conclusion)

ACTIVITY II

1. List and explain **five** specific areas in which good listening should be trained

STEPS IN TEACHING LISTENING SKILLS

It should be borne in mind that the minutes or duration allotted each step would be determined by a careful assessment of the learner' rate of progress. Introduction, Explanation and Evaluation usually take the least amount of time. Practice and consolidation sub-sections take up most of the time available for training this sub-skill of listening. A sample lesson is used in this section to illustrate these steps.

Introduction: Today, we are going to learn how to listen for specific information. By specific information we mean ability to identify and note down important points of a continuous speech.

Explanation: To capture specific information, you must have a good listening ear. You need to be attentive and you should comprehend the major words or points in the continuous speech.

Practice: Take a piece of paper. Write down the major points as you listen to the passage to be read to you.

Large sums of money are being spent all over Africa to reconstruct old railway systems and install all new ones. The advantages of rail over road have been obvious for quite a while, but investment has been lacking. Now the money is there. Indeed, this is a new age for African railway transport system.

Students can work in pairs, small groups or as individuals to discuss the major points written down as they listened to the reading of the passage.

Consolidation: The teacher and the students work out the answers to the task. Any answer that is found to be correct acts as a positive reinforcement. Teachers are advised to give feedback that reinforces positively. The approach should be that of motivating and encouraging the students to perform well.

Evaluation: The teacher evaluates the success or otherwise of the lesson. He also notices the performance level of the students. He determines areas where re-teaching and further practice are needed.

Conclusion: The lesson is concluded. Major points are re-emphasized.

ACTIVITY 3

List and explain briefly **four** steps to teaching listening comprehension.

SUMMARY

- The unit defined listening as a process that involves paying concentrated attention to what is heard with the main aim of identifying correctly the incoming statements and receiving information or message. Nine areas were identified to train for listening skill e.g. correct phoneme discrimination, accurate word identification, cultivating anticipation strategies, listening to receive specific information or message interpretation, etc.
- Finally, six steps were outlined for teaching listening comprehension which are: introductions, explanation, practice, consolidation, evaluation and conclusion.

ASSIGNMENT

1. State the steps for teaching listening comprehension. Apply these steps to teaching a sub-skill of listening-comprehension of your choice.

UNIT 3: TEACHING OF READING

INTRODUCTION

Reading is one of the major activities performed in the classroom when teaching English as a second language. That is why this unit is devoted to it. The unit is important to you as a teacher because reading is pivotal to effective language teaching-learning process.

OBJECTIVES

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

1. define reading; and
2. state how to teach reading at primary and JSS levels.
3. list and explain the **five** suggested steps for teaching reading comprehension skill at the JSS level.

HOW TO STUDY THIS UNIT

1. Read the unit carefully.
2. Note steps suggested for the teaching of reading in your exercise book.
3. Check the meanings of unfamiliar words you come across in your dictionary.
4. Take time to attempt all the activities and assignments in the unit.

WHAT IS READING?

For the teacher to be effectively sensitized to the methods of teaching reading, the reading process has to be discussed. The reading activity or process involves an interaction between the reader and the written material. At the beginning level of reading, the learner looks at the written stimuli and attempts to pronounce the sound equivalent of the given alphabet. This is essentially oral reading. Gradually, the learner goes over words or word groups or sentences with the aim of identifying what they stand for in sound or meaning. At the intermediate or above beginning level, the learner looks at a written statement or text and attempts to identify the message contained in the piece or material. At the advanced stage, the learner examines the text or written material and employs his or her experience, the language skills and the clues available to move towards an understanding of the material.

In the advanced stage or level, reading is a negotiated activity. It is that which promotes an exchange between the reader and writer. What message is gained from a text would depend substantially on the visible language signals and the proficiency of the reader.

ACTIVITY I

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| 1. What is reading? Explain the different stages of reading. |
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CLASSROOM TEACHING OF READING

In preparing for the teaching of reading and the other sub-skills of language, the following factors must be borne in mind.

- a. The level of the learners.
- b. The material to be read.
- c. Time available for the lesson.
- d. Appropriate teaching aids suitable for carrying out an effective lesson.

In the Nigerian classroom, the teaching of reading is generally carried out at three distinct levels: the initial, the intermediate and the advanced.

Teaching Reading at the Primary Level:

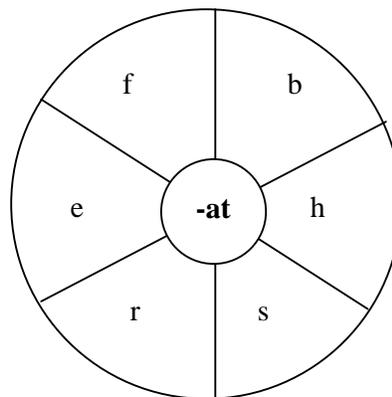
Reading at the initial level is generally begun as an oral activity. When this is the case the following steps are recommended:

Step 1: Introduction

Teacher identifies and introduces as naturally as possible the set of alphabet or words to be covered.

Step 2: Development

There are several words which can be completed with -at. The pronunciation change occurs only at the initial point. Note that the rule is simple. Add another alphabet and you'll have a completely new word. Another way of arriving at new words through what can be called a word wheel. At the center of the wheel is fixed the alphabet (-at). All around the wheel we have specific single alphabet.

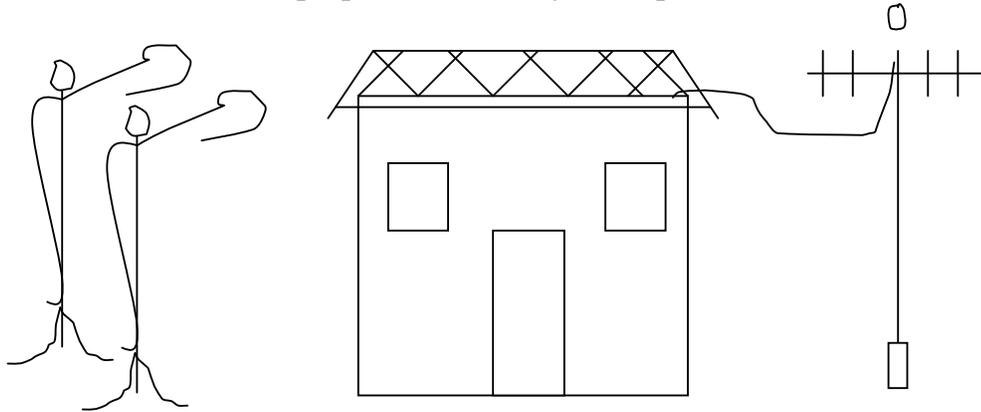


Further Development:

- The teacher presents as many words and word group as time allows for further practice.

- The learners can practice in groups of 2 or 4.
- They could be presented parts of words or be induced to complete the combinations.
- The learners can engage in matching items according to their various shades of resemblance.
- It would be borne in mind that the grouping may be based on any of the following: sound; spelling or form, meaning and word groups.

Some pictures could be used as props for vocabulary development:



- Example:**
- (1) A building is a place
 -
 -
 - (Pupils complete with any meaningful statements)*
 - (2) There are two
 - in this
 - (3) There is in
 -
 - (4) There is a aerial outside
 -
 - (5) There is aover the
 -

Expanding word groups as in:

- i- a group of boys
a group of men
a group of girls
a group of pupils
a group of teachers
a group of traders
a group of sailors
a group of musicians
a group of painters
a group of workers
a group of drivers
a group of singers

- ii- a basket of food
a basket of flowers
a basket of onions
a basket of clothes
a basket of socks
a basket of toys
a basket of biscuits
a basket of papers
a basket of rubbish
a basket of candle-sticks

- iii- a bottle of milk
a bottle of oil
a bottle of paint
a bottle of wine
a bottle of orange juice
a bottle of water
a bottle of scent
a bottle of pepper
a bottle of salt
a bottle of kerosene

- iv- near the house
after the house
next to the house
on top of the house
inside the house
beside the house

CONCLUSION

Teacher induces learners to practice and read with larger sets of materials. They are encouraged to handle larger word groups. Such word groups are combined with simple sentences. Such sentences can form part of simple stories. As much as possible, simple repetitions are included in the selections. All these steps are taken so as to ensure the adequacy of the in-class practice. After all, the main aim of the consolidation segment is to build on earlier achievement. See the sample in the box below:

Luka wakes up early

Everyday in the morning, Luka wakes up early.

He does not wake up late.

Luka greets his mother and father.

He likes his mother and father.

Luka helps to sweep his compound.

He likes his compound very much.

Teacher can then lead the learners to answer the following questions:

1. Does Luka wake up late?
2. When does Luka wake up?
3. What does Luka do to his mother and father?
4. Does Luka like his mother and father?
5. What does Luka do in his compound?
6. Is Luka a good boy?

ACTIVITY II

1. What are the steps to take in teaching reading at the primary school? Explain each step.

REINFORCEMENT

In the early stages of teaching reading, emphasis gradually shifts from oral production to reading comprehension. Comprehension or good understanding of a text or statement can be enhanced in many ways including.

- a. Acquiring a decent collection of vocabulary.

- b. Learning to distinguish between abstract and concrete words, plain and idiomatic senses.
- c. Mastering the skill of extracting information contained in sentences that may not have been stated openly.
- d. Getting to identify those points that interact with one another.
- e. Detecting cause-and-effect relationships.
- f. Recognizing the link between style and writer's intention.

The reinforcement segment in the classroom is used to build on the earlier gains. Such further build-up could be through simple questions, more practical activities or more induced productions from the learners. Let us look at the above passage:

“Luka wakes up early”.

The following points could be used for further reinforcement:

- Teacher: A person who does not work hard does what?
Learner: He plays.
Teacher: Yes, but what is another word for that habit?
Learner: Lazy.
Teacher: Good. He is lazy. Is Luka lazy?
Learner: No Luka is not lazy. Luka works hard.
Teacher: Is Luka a bad boy?
Learner: No, Luka is a good boy.
Teacher: Does Luka hate his parents?
Learner: No, Luka likes his parents.

ACTIVITY III

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| 1. Describe consolidation and reinforcement stages of teaching reading. |
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EVALUATION

This segment is devoted essentially for recapturing the salient points earlier presented. Reading, as we have seen, involves the reader going over the printed material to identify what has been written (orally). Reading at the intermediate and advanced levels involves going over a text or passage to get the message contained. In reading comprehension, several sub-skills are used to carry out correct interpretation. Such sub-skills include the correct handling of contextual use of words, identifying appropriate degrees of emphasis given the points of the text and learning to go beyond the words or sentences to detect such qualities like tone, attitude and inference.

To evaluate how much of the lesson has been grasped, some random selection of learners could be done. Different questions and simple tasks can also be employed to gauge the depth of understanding.

Look at the passage in the box below. It can be given as reinforcement exercise or take-home assignment.

Are you going to Jos?

Passenger: Is this taxi going to Jos?

Taxi driver: Yes. Are you going to Jos?

Passenger: Yes. But how much is your fare to Jos?

Taxi driver: It's ₦600:00 only.

Passenger: But that is too much. Last week I paid only ₦400:00. Why the high increase?

Taxi driver: Because the price of fuel has gone up very high.

Passenger: But isn't your own increase too high?

Taxi driver: No. It isn't too high. It's ₦600:00 only to Jos. Are you really going to Jos?

After reading the above, answer the questions below, by ticking against the letter that best completes the sentence.

1. From the dialogue we can say that the passenger is:
 - a. happy
 - b. friendly
 - c. surprised
 - d. dirty

2. The person who answered the traveller's question was:
 - a. joking
 - b. praying
 - c. playing
 - d. serious

3. When the fare goes up we say it has:
 - a. increased
 - b. decreased

- c. fallen
 - d. relaxed
4. Another word for “only” as used by the driver is:
- a. exactly
 - b. lonely
 - c. mainly
 - d. almost
5. Towards the end of the conversation the driver seemed to be:
- a. uncertain
 - b. cooperative
 - c. repetitive
 - d. sad

ACTIVITY IV

1. Why is reading an important activity?
2. How can reading be taught at the primary school?

TEACHING READING COMPREHENSION AT JSS LEVEL

This section concentrates on the teaching of reading comprehension at the JSS level. The section is a practical demonstration of how the five suggested steps of teaching English Language skills can be applied to reading comprehension teaching.

The Five Suggested Steps

Reading-comprehension teaching has been anchored on five major suggested steps. These steps are not to be seen as the only ones. They are suggested as a means to making teaching of language skills meaningful to you.

The five (5) steps are stated below:

1. Presentation.
2. Introduction.
3. Practice/Classroom activity.
4. Reinforcement.
5. Evaluation.

Presentation

A love letter, newspaper editorial or passage from a book could be brought by the teacher to the class. Any of these could be photocopied and presented as some materials that could be used to teach reading comprehension. Where funds to buy or photocopy are not available, the English textbook recommended can be used. In looking at these materials, the students are reminded that the theme had been presented by the author following specific convention.

These include using words, phrases, and sentences, to relay the themes and sub-themes. The material is organized in paragraphs or sub-sections. Teachers' presentation should be systematic and in orderly fashion. It can go from simple to complex, familiar to unfamiliar, known to unknown, and so on.

Introduction

Reading comprehension is different from reading aloud. Reading compels the reader to use the cues provided in the text to determine the intended meaning. Occasionally, some words or phrases from the text to be read could be discussed behind the text. In the passage: "Creating a New School Community", some of the key words that could be pointed out include organization, community, dynamism and facilities.

The text can be introduced in a captivating and vivid manner. It should be introduced in such a way that the student will want to read it with keen interest.

ACTIVITY V

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| 1. What are the things that a teacher should do when presenting a reading passage? |
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CREATING A NEW SCHOOL COMMUNITY

Some critics today consider the school as being badly in need of an ecological overhaul. These critics insist that the phenomenon of the school is less like an organization and more like a community. In such a community, everybody is seen as a participant with a voice. For a community to remain alive to its responsibility and demands, the members must contribute their part as players do when contributing as team members. Those within the community must know and identify with the goals of the group. Mechanisms must also be worked out for changing the course of action if that is considered a necessity for success. In certain instances, change may be drastic, while on some occasions a change may be all-embracing – that is, affecting also the members of the community.

For a meaningful change to be ushered in, especially at the secondary school level, the principal has to become dynamic and purposeful. Staff members have to become resourceful and the students properly motivated. All these are needed to become resourceful and the students properly motivated. All these are needed to make the school environment become lively, enticing and enriching. The school population will be challenged to identify the institutional strengths and weaknesses, limitations in equipment and the diminishing learning facilities. Part of the task will be to identify how the negative effects of the above elements on instructional outcomes could be minimized.

Those interested in school reform will be prepared to sacrifice a reasonable proportion of their time and talents to ensure that the students receive concrete guidance in their studies and in the management of their spare time. A great premium will be placed by such personnel on the necessity to always prepare the entire study programme before a term commences while at the same time insisting on a meticulous carry out or realization of the laid out study programme during the school term.

By J. S. Aliyu (Mimeograph)

Students are asked to read the passage silently. Portions can be read aloud by the teacher for sound effect or to motivate them to read the passage. Pre-reading activities such as background discussion, producing what the passage is about, etc can also be done before the passage is read silently.

Practice

To ensure that students grasp fully the points contained in the paragraph, specific questions will need to be raised. The following are sample questions:

1. What according to some people is needed by the school today?
2. Specify at least two steps that may be taken for a school to achieve success.
3. What is implied in paragraph three regarding the way school work is to be tackled?

More questions could be asked especially on important words that could be underlined. Here, students could be asked to provide synonyms, antonyms and meaning to idiomatic expressions as used in the passage and using contextual clues. Word selected must fall across all grammatical classes. There should be nouns, verbs, adverbs, adjectives and pronouns. Examples from the text include the following – badly, participants, alive, changing, resourceful, motivated, instructional, concrete laid-out, premium.

Another practice in probing comprehension could take the form of making students to work in cooperative groups, in pairs, in gender-based formations, etc to summarize each paragraph. Still another practice could take the form of specifying the characteristics or qualities of the new school envisaged as placed against the traditional schools. Discussion web in which groups take some controversial issues on the passage can be organized. Pros and cons perspectives may be brought out and conclusions drawn at the end of the discussion or argument.

ACTIVITY VI

- | |
|--|
| <ol style="list-style-type: none">1. How will you introduce a reading passage?2. Give three ways of introducing a passage. |
|--|

REINFORCEMENT

At this stage the students are made to see some of the different levels of expression. Those that could be selected for additional practice include the following:

- a. Reading for literal or surface comprehension.
- b. Identifying related ideas.
- c. Locating the antecedent for each important pronoun.
- d. Recognizing enumerated items according to their order of importance.
- e. Detected cause effect relationship.

An example of the pronouns and their antecedents can be seen in paragraph two where (all these) refers back to the points earlier mentioned regarding the principal and the staff member.

In cause-effect relationship paragraph three spells out the need for reform-oriented participants to assist students in managing their time and talents. This is expected to lead to: time and talent plus good management and guidance equals to positive results.

Reinforcement could be done primarily by the reader. It could also be done in collaboration with the students.

EVALUATION

This could be through exercises to measure how much the students know. The teacher should also measure the success or otherwise of the approach, techniques and tasks/activities given.

SUMMARY

- Reading is an important process that involves an interaction between the reader and the written material. There are three stages in teaching reading which include beginning or initial, intermediate and advanced levels.
- In teaching reading, four factors must be borne in mind and these are: the level of the learners, the materials to be read, time available for the lesson and the appropriate teaching aids suitable for carrying out an effective lesson.
- Teaching reading at the primary school is the initial stage which is essentially an oral activity. At this level, a number of steps are employed which include: introduction, development (further development, use of pictures for vocabulary development, expanding word groups), conclusion, re-inforcement and evaluation.
- At the JSS level, five steps have been identified in teaching reading and these are: presentation, introduction, practice classroom activity, re-inforcement and evaluation.
- You are advised to practice the steps on your own in the respective classes you may be in contact with.

ASSIGNMENT

1. Outline how you will teach reading in the primary school.

UNIT 4: TEACHING OF GRAMMAR: PRESENTATION AND EXPLANATION

INTRODUCTION

In the previous units, attempts were made to expose you to the general principles of teaching and learning English, Diverse English learning theories were exposed to you. You were also shown how to teach reading-comprehension and listening which are the two receptive language skills relevant to effective communication. This unit is structured to include the concept of teaching grammatical structures and practical demonstration of teaching of grammar across levels. Also included in the module is the teaching of writing.

Grammar teaching is crucial to accurate use of English. To some people, the correctness of the grammar of the language determines the literacy level of the users of English. Bad grammar suggests illiteracy, lack of education and carelessness. That is why the teacher should take the teaching of this component very seriously. In this unit, you will learn the various steps to take in the teaching of grammatical structure. Grammar teaching should not stop with mechanical explanation. Practice is a very important component of grammar teaching so also is reinforcement and evaluation. All these components are discussed in this unit.

OBJECTIVES

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

1. determine the features of the English grammar;
2. state as well as apply the steps to be followed in teaching grammatical structure;
3. train learners to practice grammatical structures; and
4. identify and explain steps to be taken in reinforcing and evaluating grammar in classroom situations.

HOW TO STUDY THE UNIT

1. Read the unit carefully.
2. Note the steps for teaching grammar in your exercise book.
3. Check meanings of unfamiliar terms in your dictionary.
4. Attempt all activities as you go through the unit.

TEACHING GRAMMATICAL STRUCTURE

In English grammar, attention is paid to the manner in which words are combined to form grammatically correct sentences. The pattern of such sentences represents their structures. For effective teaching of structures, the teacher needs to explain, dramatise and involve the students in extensive practice sessions. The practice may include completion exercises or

forming sentences according to the model provided by the teacher, reordering, transforming, substituting, replacing, converting and combining of sentences by manipulating their grammatical structures.

The five (5) steps to be followed are these:

- Step 1: Presentation.
- Step 2: Introduction.
- Step 3: Practice/Classroom activity.
- Step 4: Reinforcement.
- Step 5: Evaluation.

ACTIVITY I

1. What is grammar?
2. How can it be taught?

PRESENTATION

You can start the grammar lesson with presentation of facts such as stated here.

English sentences are made of word groups. These perform different functions to make the sentence grammatically correct. This is similar to having an exercise. One step does not make a complete exercise. An individual carrying out an exercise must move the hands, legs and the rest of the body to complete the exercise. Another illustration is in producing a lengthy work like, “examination”. Here, all 5 syllables must be carefully produced one after the other to make a complete pronunciation.

Look at the different word groups given below:

- i. Our dogs
- ii. bark fiercely at
- iii. strange faces

Learners may be asked to locate, identify or analyse the components in the word groups. They may also be asked to determine the function of each word in the different word groups.

Explanation

In many sentences, nouns are used as subjects. Examples include:

- i. Many girls like pink cardigans.
- ii. Female police officers have increased in Nigeria.
- iii. Rimi College, Kaduna, is famous.
- iv. Our Captain scored the first goal.

You can tell the students that in all the sentences above, the underlined nouns serve as subjects to the sentences in which they have occurred. When nouns serve as subjects, they determine whether the verb will be singular or plural. The normal convention is that a plural noun selects a plural verb. Similarly, a singular noun selects a singular verb.

The picture created can be illustrated by the teacher using simple analytical model as in:

My sister pays her rent regularly.

Singular subject	+	Singular Verb
Sister		Pays

Our bothers pay their rents regularly.

Plural subject	+	Plural Verb
Brothers		Pay

In some sentences, the subject is not easy to identify. Examples are provided below.

- a. One of my friends was late to school.
- b. Only the first of the groups was received.
- c. Lydia with her sister was wearing jeans.
- d. Nobody knows the details of the accident.

In all of the above sentences, students can be directed to identify the subject item as individuals, in pairs, in groups, collaborately, and so on. Attention could be paid to the word or words that determine the outcome of the entire sentence. Let us look at sentence (a).

One of my friends was late to school.

Since we know that this sentence is grammatically correct, we could start by directing the student to identify the main verb. Once “was” is correctly identified, the one becomes the most likely subject.

Similarly, in “b” we see “was received” as the verb group. Again, we make the students see that the emphasis is on “the first”. It should be noted, therefore, that “of the groups” is only an extension of the noun group. This is why the sentence can be reduced to: “The first was received”.

The following are guidelines for explaining grammatical items to students:

1. Be simple: Your explanation should not contain too many linguistic jargons, especially at the lower classes.
2. Be systematic: Your explanation should be logically presented e.g. from simple to complex, known to the unknown, first operation to the second operation, etc.

3. Use ample illustrations: Explanations are better done using charts, diagrams, pictures, etc for clarity purposes.
4. Do it collaboratively: Carry along the learners in your explanation. Involve them as you explain grammatical concepts.
5. Self Discovery Approach: Let them discover some of the grammatical facts for themselves, may be from their textbook.
6. Beware of rigidity: Explanation is not necessarily before practice. You can practice the grammatical item before explanation.
7. Give Rules where necessary: Do not run away from giving rules. Give rules after thorough explanation.

ACTIVITY II

1. Give three ways in which a grammatical structure can be explained.
2. What are the things you should not do when explaining a grammatical item?

TEACHING GRAMMATICAL STRUCTURE II: PRACTICE, REINFORCEMENT AND EVALUATION

Practice Activities in a Grammar Lesson:

The practice activities that are performed in a grammar lesson are too numerous to be exhausted here. Only a few will be mentioned. You can make the students to practice grammatical items through the following:

Substitution: They can substitute one grammatical item with another. E.g. substitute a verb with another verb.

Replacement: Students can replace a grammatical item with another. E.g. present tense verb replaced by the past.

Transformation: They can transform active sentences to passive ones.

Reordering: As in re-ordering a positive sentence to a negative one.

Identification: Getting the students to identify the grammatical item in context.

Combining: Combining two simple sentences into one.

Completion: Completing a sentence with the correct verbs or nouns.

Drilling: Pattern practice drills of different forms (e.g. substitution, replacement, conversion, etc.)

Grammar in Meaningful Contexts: Practicing grammar in diverse contexts e.g. market, home, school, reading of passages containing the grammatical items, etc.

ACTIVITY III

1. Give two ways a grammatical item can be practiced.
--

FURTHER EXAMPLES ON PRACTICE IN TEACHING GRAMMATICAL STRUCTURE

Let the students look at these sentences and select the most appropriate verb or verb group for each blank.

- i. Their late coming (has, have) annoyed the principal.
- ii. When people (smokes, smoke) they (take, takes) serious risks.
- iii. Today's cars (runs, run) very fast (.)
- iv. Our clothes (resembles, resemble) usually very attractive(.)
- v. Colours of the rainbow (is, are) usually very attractive(.)
- vi. The newest of the balls (were, was) bought yesterday.
- vii. The sound of the bells (have, has) been very irritating.
- viii. My box with my book (was, were) missing.
- ix. The three year-old girl (was, were) able to pronounce many words accurately.
- x. The only woman pilot (has, have) resigned from the famous airlines.

Further practice can take the form of getting students to identify the main verbs for the subjects in the sentences.

ACTIVITY IV

1. Show other ways the practice activity above can be used for teaching grammar.
--

THE SCHOOL PERSONNEL

The school personnel must see that a proper site-based management exists to carry out the traditional administrative roles while tinkering with some innovative ideas. It would be the role of such administration, for instance, to monitor how satisfactory each teaching staff keeps to the scheme of work and how preparing of specific lesson notes occurs in line with

curricular objectives. Equally, such an administration will be expected to try out the idea of the portfolio assessment in each subject area for the students of that particular institution. Simply put, portfolio assessment involves the use of tests and examinations to gauge the performance of the students as far as that school can establish. A good portfolio assessment takes into account the specified amount of skills and concepts that a school expects the students to acquire. A judiciously selected portfolio assessment incorporates both local and external criteria in determining what the student ought to know. Some examination specialists believe that high standards cannot be taed about without full recognition of both national and local criteria. They claim that a school with sufficient initiative will strive for a good balance between meeting the national requirements as well as satisfying the local uniqueness or peculiarities.

In the text provided above, the main verbs have been underlined. Now, get the students to identify the subjects with which those verbs agree.

(By J. S. Aliyu, Mimeograph)

This activity can be done as individuals, in pairs, groups, diverse gender-based formations and so on. It is an example of practicing grammar in a meaningful context.

Reinforcement

Students can be made to check out the substitution table below. It should be noted that at least 12 separate grammatical sentences can be formed. The procedure is to look at the three columns and choose those word groups from the right and left columns that can go with the verbs in the middle column.

Our school mistress always The class monitor often	comes	early to school prepared to sing before others
The father of the twins One of the councilors The security man The food vendor	goes	near the post office early to the stadium frequently to the office

Evaluation

Teacher should give both in-class exercises and take-home assignments to provide avenues for further practice. Some exercises could focus on those nouns that are always plural, with students being required to select them. That is, students should state whether the verbs will be singular or plural. Examples:

- a. Minutes (written record)
The minutes (was, were) ... read just one day after the meeting.
- b. Socks
My socks (were, was) ... missing after the stage performance.

- c. The regalia (looks, look) ... quite appropriate for the class demonstration.
- d. Our spectacles (was, were) damaged during the riot.
- e. Only the ashes (was, were) buried after the fatal fire accident.

In addition to the above any suitable sources can provide materials for further practice. Variation in the degree of difficulty will be determined by the rate of progress noticed by the teacher.

ACTIVITY 5

Show how the activity above can be done in a meaningful context.

SUMMARY

- Teaching English grammar means paying attention to the way words are combined to form grammatically correct sentences. The pattern of sentences formed represents their structures.
- The teacher needs to explain, dramatise and gets his students to practise extensively in order to achieve effective teaching of his lessons on structures.
- The practice may include completion, re-ordering, transforming, substituting, replacing, replacing exercises, converting and combining sentences by manipulating their grammatical structures.
- You also learnt that presentation, explanation, classroom practice (as individuals, in pairs, in diverse group formations, etc.), re-individual and evaluation are methods that would be adopted by the teacher to effectively teach grammar lessons.

ASSIGNMENT

1. Show how you will use pattern – practice drills to teach grammar.
2. Why is the teaching of grammar significant?

UNIT 5: TEACHING OF WRITING

INTRODUCTION

This unit takes you through a very important aspect of English and that is writing. Writing is a basic tool for language used. Thus, it must be systematically developed. In this unit, you will learn what writing is and how it can be developed and taught. You will also be exposed to the process of teaching different writing types.

OBJECTIVES

By the end of the unit, you should be able to:

1. define writing;
2. list and explain steps to take while teaching writing;
3. list different types of writing;
4. state important guides to writing different types of writing; and
5. apply the techniques suggested to teaching different types of writing.

HOW TO STUDY THE UNIT

1. Read the unit carefully.
2. Provide your answers to the activities and compare with the sample answers at the back of this book.
3. Cross-check your answers by re-reading the relevant portion of the unit.
4. Check the meanings of unfamiliar words in your dictionary.

WHAT IS WRITING?

Writing involves putting down in a continuous set of sentences ideas or feelings that are real or imagined. At the early stage of developing writing skills, the learner may concentrate on letter formation. He or she learns to differentiate between lower or upper cases (sometimes called small and big letters). The essential goal of teaching handwriting skills is to ensure that the learner follows the conventional symbols. These symbols are put together to form words which in turn are used to form sentences.

Let us consider the various steps to be taken

A note left by a friend could serve as a natural example of a written piece. When looked at carefully, this note has interesting and unique characteristics.

c/o Factory Manager,
Bacita Sugar Company,
Jebba.

June 24th, 2004.

My dear Bala,

Greetings to you after such a long silence.

I planned to surprise you. My uncle said he was visiting Lokoja so I jumped into his car. Surprisingly, Uncle never complained. Perhaps the biggest surprise is the news that you too travelled.

Since you went by air, you'll tell me all your experience.

My love to your siblings and parents.

Your class mate,

Maryam.

In order to teach this, you can (but not necessarily) take the following steps?

- Step 1:** Present the sample of the letter to the class.
- Step 2:** Get the pupils to study the sample. Studying the sample can involve analyzing the letter into its component parts.
- Step 3:** Guide them to write. This may take different forms. A common one is to guide the students by deleting some parts of the letter and asking them to fill in the gaps.

E.g. c/o _____
 Bacita _____
 Date _____

Dear _____

How are _____? I hope you are _____.

Why the long _____? I wrote you _____ but no reply. When will you _____ home. We _____ you so much.

Your _____

- Step 4:** Work in pairs or groups to fill in the blanks. This is followed by whole class discussion of the activity.

Step 5: Get the students to attempt to write an informal letter of their own.

Step 6: Let them work in pairs or groups to read, share or present what they have written with one another.

At the intermediate and advanced levels, the student is trained to master writing as a craft. These stages reveal that every theme or subject matter requires its own form of writing or presentation. An exciting experience may be written about in a light-hearted mood. Here, the choice of words and the format will show that the subject matter is nothing too serious or solemn.

The points so far made suggest the need for continued training in writing development. The learner has to write, edit by cancelling the inappropriate points and improving upon earlier drafts.

ACTIVITY I

1. What is writing?
2. What are the stages involved in writing?

STEPS IN TEACHING WRITING

The 5 steps in teaching writing are similar to the earlier ones presented for the other areas of language. They include:

- | | |
|---------|---------------|
| Step 1: | Presentation |
| Step 2: | Introduction |
| Step 3: | Practice |
| Step 4: | Reinforcement |
| Step 5: | Evaluation |

Types of Writing

Writing appears in different forms and setting. A letter, a note a memorandum, a text message on your handset, a poem, a narrative, a novel, a leaflet, a written prayer, an advertisement, a road sign, a bank statement, a report, an obituary announcement (written), a manual, some prescription and all other related materials represent various writing forms.

ACTIVITY II

1. Identify **four** types of writing you have been exposed to in this unit.
2. How do you use the steps above to teach the topic? The most interesting football.

TEACHING OF WRITING: TYPES OF WRITING

Important Guides on How to Write

There are four important guides to be borne in mind before one writes: These include:

- a. Some reasons for writing.
- b. Something worthy of being written down.
- c. Some appropriate style for writing the chosen theme.
- d. Consideration of the target audience to read the writing.

The letter, the memorandum (memo, the newspaper, the class notes) are all common examples of writing. Each one has its own style used to convey the contents. In addition, each material carries specific intentions which may include any of these:

- i. information
- ii. providing guidance or counseling
- iii. admonition
- iv. rebuttal
- v. propaganda
- vi. supplication

ACTIVITY III

1. State important guides to writing.

TEACHING WRITING WITH GOOD MODELS

An effective starting point in teaching writing is through the imitation of good models. The student can be shown a well written piece and made to write a similar piece on himself/herself. For example, a sample letter, memo, story, argumentative essay, or descriptive writing can be made available to the students to study and to write their own. As they study these, major components of the essay should be noted. In case of a letter, for example, the address, salutation, main body of the letter should be correctly written by the students after careful study of the model. The closing salutation should also follow the accepted convention.

In each presentation, the sub-tasks should be carefully spelt out. At this early stage, the student should not be over-flogged with details. In many instances, the skeletal frame should be used as the most realistic baseline. That way some concrete gains would be attained after each lesson.

ACTIVITY IV

- | |
|--|
| 1. State the importance of imitation in writing. |
|--|

PROCESS APPROACH IN TEACHING WRITING

Process approach has become a common way of teaching writing. In this approach, students start writing with transforming first draft, second draft, third draft as the case may be for example.

1st Effort: I went to Ilorin by train in 1994. When I climbed down with my luggage, I missed my steps. “Can you explain what happened?” My classmates later asked.

“I can’t”, I replied. “But I’ll never forget my first journey by train”.

2nd Effort: **My first Visit to Ilorin**

I went to Ilorin after my primary education in 1994. I went by train. When the train stopped, I climbed down with my luggage. But I missed my steps.

Suddenly, I saw myself in the Railway Clinic. “Can I explain what happened?” you may ask. “I can’t”. All I know is that I spent over five hours there.

Finally, I left with my uncle. We got to his house at 8 o’clock in the night. I will never forget my first journey by train.

ACTIVITY V

- | |
|--|
| 1. Look at the two written efforts above and bring out similarities and differences. |
|--|

PROCESS APPROACH TO TEACHING WRITING CONTINUED

After brainstorming stage, whereby the writer writes points, expressions, words or sentences that come to mind on the topic to be written, the writer attempts the first draft or effort as shown in the above example.

In the second effort, the writer attempts a remarkable improvement on the first draft. Sentences are formed. Vocabulary items are well selected. Joining of sentences is attempted. The third draft may be a revision of the second draft. Logicality of ideas is taken care of. Ideas are packaged properly. Paragraphs are properly formed and spellings taken care of. The writer may move to the final stage or draft where all writing formalities are finalized. Practice activities can be done as individuals, in pairs, groups, and so on. Final drafts can be displayed to boost the students’ ego and rekindle their interest to want to write more.

SUMMARY

- Writing is the putting down a continuous set of sentences, ideas or feelings that are real or imagined. There are three stages of teaching writing and there are beginning, intermediate and advanced stages.
- The teacher may or may not use the following approach to teach writing. First, the teacher produces and presents to the class a sample of a written materials e.g. letter, poem, narrative etc, gets the students study the materials by analysing the components and guides them to write.
- You learnt that the five steps in teaching writing include presentation, introduction, practice, re-enforcement and evaluation.
- You learnt the important guides to writing which are reasons(s) for writing, something worthy of being written down, appropriate style for writing the chosen theme, consideration of the target audience to read the writing.
- You also learnt about the process approach to teaching writing. In this process, students start writing by transforming first draft, second draft, third draft and so on until the best draft is produced and displayed to boost students' ego and kindle their interest to want to write more.

ASSIGNMENT

1. Use the steps suggested in this unit to teach your students to write a formal letter.
2. List and explain the steps to be taken to teach letter writing.

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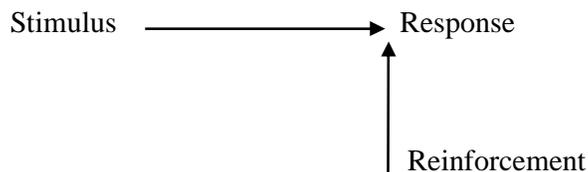
ANSWERS TO ACTIVITIES/ASSIGNMENT

UNIT 1: LANGUAGE AND THEORIES OF LEARNING

ACTIVITY I

1. A language learning theory is an assumption that is based on a hypothesis that language is complex due to the various sub-skills (listening, speaking, reading and writing) which can only be meaningfully acquired through a systematic acquisition of facts, concepts skills etc.
2. Thorndike is associated with the Law of Effect. That is to say that, if an action is followed by a satisfying stage of affairs (result), then probability of its reoccurrence in a situation is increased. Thorndike believes in Stimulus-Reinforcement and Response in language learning situations.

B. F. Skinner has been linked with the behaviourist theory in language learning. In other words, secondary reinforcements usually produce response. His theory is graphically presented thus:



Both Thorndike and Skinner's theories can be applied in the teaching of English language in the classroom situation since both theories stress stimulus, response and reinforcement. The teacher/text serves as stimulus for the student to respond. If the student responds appropriately, he is further encouraged (reinforcement). By so doing, the various sub-skills in the teaching of any language can be acquired.

ACTIVITY II

Four characteristics of the behaviourist theory of language learning include:

1. Oral drills (concentration on careful listening for correct perception).
2. Oral drills (practice especially with the tip of the tongue and the entire oral cavity).
3. Carefully selected stimuli to minimize the occurrence of errors.
4. Production of correct responses.

ACTIVITY III

Two characteristics of behaviourist theory include:

1. Production of immediate feedback and reinforcement which include over learning, subconscious mastery of the pattern being learned and automaticity i.e. little or no interference is expected from the mother tongue.
2. Production of correct response.
3. Carefully selected stimuli to minimize the occurrence of errors.

Two characteristics of cognitive code-learning theory include:

- (i) Each part has a relationship with the whole or each part contributes to the understanding of the whole.
- (ii) Cognitive-code theorists contended that between stimulus and response, there is organizational pattern.

ACTIVITY IV

1. Language Acquisition Device (L.A.D.) is an equipment with primary linguistic data as input. From this equipment, you can have knowledge of grammar of English. You can also have knowledge of surface and deep structures of English.
2. Children that are free from physiological abnormalities learn their mother tongue because of an “inbuilt equipment” to learn the languages of their mother tongue. Every language has structures of statements that consist of language universals like nouns and verbs. Also, there are two main structures in any utterance – the surface and deeper structures which children acquire from their mother tongue naturally.

ANSWER TO ASSIGNMENT

Take your answers to 1 and 2 to your course tutors for discussion and grading.

UNIT 2: TEACHING LISTENING-COMPREHENSION

ACTIVITY I

1. Listening is a process that involves paying very close attention to what is heard with the main purpose of identifying correctly the incoming statements and receiving information or message.

The focus of listening may include sounds, words, sentences etc.

ACTIVITY II

The five areas that good listening should be trained include:

1. Pupils should be trained in accurate word identification. The teaching of correct pronunciation of words will assist pupils to identify words accurately.

2. Pupils should be trained to use surrounding clues to identify missing words or group of words. When pupils have been trained, they can identify nouns, verbs etc. required to complete verbal sentences e.g. John ___ a boy. The missing verb `is' is needed to complete the above sentence. John __ to school yesterday. The missing verb `went' is the obvious verb needed to complete this sentence.
3. Pupils should be taught to employ what is heard to answer pertinent questions. The teacher tells a short story and after asks some questions. Those who listen attentively will use the facts in the story to answer correctly the questions asked by the teacher.
4. Accessing the tone of a dialogue through careful and painstaking listening. At this level, if the proper registers have been taught, the pupils should be able to say whether the dialogue is religious or political one.
5. Pupils should be trained to receive specific information or message interpretation. At this level, pupils can be directed to carry out an assignment after listening to the teacher.

ACTIVITY III

The four steps that teaching listening comprehension can be done include:

1. **Introduction:** Here, the teacher tells the students to listen for specific information. The teacher teaches the students the ability to identify and note down important points of a continuous speech.
2. **Explanation:** In order to capture specific information, the pupils must have good listening ears. The pupils must be attentive and comprehend the major points in a continuous speech.
3. **Practice:** This means writing down on a piece of paper the major or key points read to you.
4. **Conclusion:** Here, the teacher re-emphasizes the major points.

ANSWER TO ASSIGNMENT

Present your effort to your course tutor for discussion, assessment and grading.

UNIT 3: TEACHING OF READING

ACTIVITY I

Reading is a process that involves an interaction between the reader and the written materials.

There are three levels of teaching reading and they include:

- a) the beginning level;
- b) intermediate stage; and

c) advanced levels.

The beginning level simply means that the learner looks at the written materials or stimuli and attempts to pronounce the equivalent sound of the alphabets. This stage is the oral reading stage.

The intermediate stage is the point where the reader looks at a text and attempts to identify the message contained in it.

The advance stage is the one that the learner looks at a written material and employs his experience, language skills and the available clues in order to understand the material.

ACTIVITY II

There are two basic steps that a teacher can take to teach reading at the primary school level. They are introduction and development.

Introduction requires the teacher to identify and introduce as naturally as possible the set of alphabets or words to be covered.

Development is a stage where many things can take place in order to teach pupils effective reading. The teacher can teach pupils to complete certain words with ___at e.g. c with ___at gives cat; b with ___at gives bat and e ___at gives eat. Further more, the teacher is expected to present as many words and word group as time permits for further practice.

The learners can practice in groups of two or four. The pupils can be presented parts of words or be induced to complete the combinations.

The learners can engage in matching items according to their shades of resemblance.

The teacher bears in mind that the grouping may be based on sound, spelling (form), meaning and word groups.

Pictures can be used as props for vocabulary development while teaching reading.

ACTIVITY III

Consolidation in teaching reading refers to that stage where the learners are expected to handle wider sets of materials and practice adequately in classroom situations. The main purpose of this is to build on earlier achievement.

The reinforcement stage refers to a shift from oral production to reading comprehension. Reading comprehension can be enhanced in many ways e.g. acquiring a decent collection of vocabulary, learning to distinguish between abstract and concrete words, mastering the skill of extracting information contained in sentences that may not have been stated openly, getting to identify those points that interact with one another, detecting cause and effect relationship, recognise the link between style and writer's intention etc.

ACTIVITY IV

Write your answers to questions 1 and 2. Take your answers to your course tutor for discussion, assessment and grading.

ACTIVITY V

When a teacher is presenting a reading passage to the class, he must do the following:

- a) Get a photocopy of a passage from a book, newspaper editorial and take to the class.
- b) Where photocopy is not available, the recommended English text book can be used.
- c) The teacher reminds the students that the theme of the chosen material has been presented by the author according to specific convention e.g. words, phrases and sentences.
- d) The material is organised in paragraphs or sub-sections.

ACTIVITY VI

Any reading passage should be introduced in a captivating and vivid manner to arouse the interest of the students to want to read the passage themselves.

Three ways of introducing a passage are:

1. The presentation should be systematic and orderly e.g. from familiar to unfamiliar, from simple to complex etc.
2. Some words or phrases in the text should be explained/discussed behind the text.
3. The teacher can ask questions based on previous knowledge.

ANSWER TO ASSIGNMENT

Take your written answers to your course tutor for assessment and grading.

UNIT 4: TEACHING OF GRAMMAR: *PRESENTATION AND EXPLANATION***ACTIVITY I**

1. Grammar refers to the rules/manner in which words are combined to form grammatically correct sentences.
2. In order to effectively teach grammar, the teacher needs to explain, dramatise and involve the learners in extensive practice sessions. The classroom activities may include completion exercises or forming sentences according to the model provided by the teacher, substituting, replacing, re-ordering, converting and combining of sentences by manipulating their grammatical structures.

ACTIVITY II

1. Three ways that a grammatical structure can be explained are:
 - a) Be simple.

- b) Be systematic.
 - c) Use simple illustrations.
2. The teacher should not do the following when explaining a grammatical structure:
- a) His explanation should not contain many linguistic jargons especially at the lower class.
 - b) The explanation should not be illogically presented i.e. it should start from simple to complex, familiar to unfamiliar.
 - c) The teacher should not use few illustrations but rather use charts, diagrams, pictures etc for clarity purposes.
 - d) The teacher must not explain concepts as if to passive objects. He must involve the learners or he must carry them along.
 - e) The teacher must not show them all the grammatical facts but learners must be encouraged to discover some grammatical structures themselves.
 - f) The teacher must not be rigid in his approach. Explanation can be made after practice and not necessarily before practice.
 - g) The teacher must not run away from giving rules but should do so where necessary.

ACTIVITY III

1. Two ways a grammatical item can be practiced are by
- a) **Substitution:** This means that one grammatical item can be substituted with another e.g. substitute verb with another verb.
 - b) **Transformation:** This means that learners can transform active sentences to passive ones.

ACTIVITY IV

The learners can be taught to identify the main verbs for the subjects in the sentences provided and the exercises can be done as individuals, in pairs or groups or diverse gender-based formations.

ACTIVITY V

Show your work to your course tutor for discussion, assessment and grading.

ANSWER TO ASSIGNMENT

Write out the answers to questions 1 and 2 and take to your course tutor for assessment and grading.

UNIT 5: TEACHING OF WRITING**ACTIVITY I**

1. Writing involves putting down in a continuous set of sentences, ideas or feelings that are real or imagined.
2. The stages of teaching writing skill include the early, intermediate and advanced stages.

ACTIVITY II

1. Four types of writing you have been exposed to include: letter, note, a poem, narrative etc.
2. Write out your lesson and take to your course tutor for discussion, assessment and final grading.

ACTIVITY III

For any writing activity, there must be four important guides. They include:

- a) Some reason(s) for writing.
- b) Something worthy of being written down.
- c) Some appropriate style for writing the chosen theme.
- d) The target audience to read the writing.

ACTIVITY IV

Imitation is very important because the students learn how to write similar good letters, narratives, poems like the ones they have studied.

ACTIVITY V

Take your written similarities and differences on the 1st and 2nd efforts to your course tutor for assessment and grading.

ANSWER TO ASSIGNMENT

Take your written answers to questions 1 and 2 to your course tutor for assessment and final grading.