



CHALIMBANA UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

ELE 2303: ENGLISH TEACHING METHODOLOGY

FIRST EDITION 2019

CHALIMBANA UNIVERSITY

PRIVATE BAG E 1,

LUSAKA

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Acknowledgements

Chalimbana University through the Directorate of Distance Education wishes to thank Joshua Zulu Ruth Mungala for the contribution to the writing of this module.

Introduction

This course introduces you to methods of teaching English as second language. The course traces the development of teaching theories and methods explaining how the methods came to be used as theories of language teaching and learning. Various aspects of planning, from schemes of work to lesson execution will be discussed. The teaching of all language components, including Literature will be discussed. The course also discusses errors that the learners in schools may have and how they can be corrected without dampening the moral of the learners.

Rationale

This course will help students to select appropriate methods for particular content and situations. It will also help nurture an eclectic teacher who will use many approaches, methods and techniques.

Course Outcomes

At the end of this course, the students will be expected to:

- explain the roles of a language teacher
- relate teaching of primary to that of secondary level
- apply various methods of teaching and testing
- explain principles governing the construction of teaching materials and aids in English language and literature
- trace the development of various teaching methods in English language
- discuss the importance of monitoring and the role of different supervisors in the ministry on the impact of English language teaching.

Assessment

Assessment	Comments	Percentage
Assignment 1	Written	20%
Assignment 2 (seminar)	Team work	10%
Test		20%
Final exam		50%
Total		100%

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UNIT 1:

ROLES OF A LANGUAGE TEACHER AND TERMINOLOGIES IN LANGUAGE TEACHING

1.0 Introduction

This section discusses the roles of a language teacher and some terminologies in the teaching of language. As a language teacher, you need to understand that you have a number of roles in the classroom. Teaching is just one of the many roles that you will have to perform in class. You will also need to be familiar with terminologies used in language teaching and learning. Let us now look at some roles of a language teacher and some frequently used terms in language teaching and learning.

Learning Outcomes

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

- Discuss the roles of a language teacher
- Explain the terminologies used in language teaching
- Apply concepts in language teaching
- Discuss language acquisition and learning

1.1 Roles of a Language Teacher

Teachers have different roles both in and outside the classroom. The role of the teacher undergoes fundamental changes with the delivery of a multidimensional second-language program. The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students are able to practice the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to learning a second language. Apart from that, teachers have other roles in addition to the provision of activities in the classroom. Lets now look at each one them;

The teacher as a learner

Teaching and learning is a continuous process and strategies may change from generation to generation. The role of a teacher is to convince the learners to see the value of learning language. To be able to do this, a teacher has to see issues from the learners' perspective. Before presenting material to the learners, a teacher should come to learn the challenges, concerns and expectations of the learners about a particular subject or topic. He or she should also help the learners see the relevance of taking language lessons.

Teacher as a facilitator

The teacher should support and direct the learners to self exploration. A teacher should lay a foundation for the growth of the students. A teacher should provide the best learning environment which reflects students' life in societal, intellectual and linguistic occurrences. Furthermore, the teacher acts as a resource by helping the students if necessary. He or She provides additional information or simply talks to them providing the resource of spoken language.

Teacher as a participant

To increase the effectiveness of learning it is necessary for the teacher to build a connection with the students by not only being a friend to the learners but also participate in the learning process. This means that a teacher needs to be at the level of students. Not only will the teacher gain an insight about the way students develop, but also give them the chance to interact with someone who has a much higher comprehension of the target language. This role improves the atmosphere in the class when the teacher takes part in an activity.

Teacher as a role model

Another of the teacher's roles is role modeling. This is an important role which goes beyond the classroom and influences learners throughout their life. Honesty, affection or fairness for example, are not only learned from parents but also from teachers at school. Therefore, a teacher must be fully aware that his behavior in general has a huge impact on

the personal development of his/her students. the teacher should also strive to use the target language correctly so that he or models to the learners the correct way to use the language.

The Teacher as an assessor

As a teacher, you should know that assessing the learners is an important tool in extracting knowledge from the learners. Teaching alone is not enough, the teacher ensure that you are aware of what the learners don't know and what they know so that they benefit from learning effectively. Assessment, therefore, can lead to effective learning if it is used correctly. As a teacher, you should analyze the way of teaching, observe what is going on in the classroom and investigate the ways students learn, with the aim to developing better methods of teaching.

Teacher as a manager

The role of a teacher as a manager is very significant in the learning process. The teacher should not only plan for his or her lessons in advance but also create an environment conducive for learning. The methods and techniques to be used in a lesson, teaching and learning resources and time management in the classroom are purely a responsibility of a teacher. good management skills by the teacher can lead to success in the teaching and learning process.

Teacher as an evaluator

Evaluation is one of the most important roles of a teacher. A teacher should know that learners' mistakes can be used positively in the learning process. Assessment can be done before the lesson, during and after the lesson. As a teacher you need to be fair in your assessment of the learners. The key should be to build the learners and not to kill their spirits.

Terms and Concepts in Language in Language Teaching

This section aims at exposing you to various terms and concepts used in language policy. It is important for you to be familiar with such terms because you need to participate with

clear understanding in discussions relating language policy in the Zambian context. This may only be possible if you get exposed to such terms. As teachers of language, it is important that you get understand that a first language is learnt differently from a second language. Lets now look at the following terms.

1.2 Language acquisition and Learning

There is an important distinction made by linguists between language acquisition and language learning. Learners acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form (Haynes, 2005).

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. It is the conscious process of gaining knowledge, competence or skill in a particular language by studying or by being taught a second language. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing (Haynes, 2005). The table below summarises the differences between language learning and acquisition:

1.2.1 Differences between language learning and acquisition

Language Acquisition	Language Learning
Language is acquired unconsciously	Language is learnt consciously
The child pick language in a real or natural environment	Learners learn the language in an artificial environment and in abstract.
All the people that use the language are the teachers to the child.	Only the qualified get the responsibility of teaching the language.
There is plenty of time in acquisition as the child spends the whole day listening and using the	Learning time is limited to few hours (periods).

language	
There is no testing in acquisition	The learners get tested by the teacher.
Takes a shorter period to know the language due to a rich linguistic environment	Takes years for someone to gain command of the language.

1.3 Linguistic Competence and Performance

Linguistic performance has to do with a person's knowledge of language in relation to grammar and other aspect of the language while linguistic performance has to do with a person's ability to use the language correctly in different real life situations (Zulu, 2016).

1.4 Terms in language teaching and learning

Official Language

An official language is one that is chosen and prescribed by the government for use in the judiciary, legislature and administration. The term "official language" does not typically refer to the language used by a people or country, but by its government, as "the means of expression. In Zambia, for example, English is the official language and is used in administration.

Vernacular Language

A vernacular language is an indigenous language of a country where a foreign language is being used as a national official language. In Zambia for example, Bemba, Lozi, Chewa, etc, may called vernacular languages in relation to the fact that English is the official language.

Lingua Franca

A Lingua Franca is a language that is used as a medium of communication for people who speak different first languages. In Zambia, English is the national lingua franca and the

official language. In addition, the seven indigenous official languages are lingua francae in their designated zones.

Speech Community

A speech community is a group of people usually in the same area speaking the same variety of a language.

Monolingualism

Monolingualism refers to being able to speak only one language by an individual, speech community or nation.

Bilingualism

This is the use of two languages by an individual, community, or nation. If two languages operate at par in any given community or geographical entity, then a situation known as bilingualism is said to exist.

Multilingualism

This is a situation where a person, speech community, or nation uses more than two languages in its or their operations. Zambia is therefore, a multilingual nation.

Polyglot

A polyglot is someone who is able to speak or write several languages

Familiar Language

A familiar language is one that is frequently used, heard, or experienced in a particular locality or community.

Local Language

A local language is one that is indigenous to a particular locality or speech community.

Register

A register is a language variety used by a social or occupational section of a community which may not be understood by non members of the section. It is a variety of a language used for a particular purpose or in a particular social setting, for example, language varieties of used by teachers, hunters, street vendors, military, court, etc.

Pidgin

This refers to a language that has arisen as a result of contact between people of different languages. It is usually a mixture of the languages that come into contact.

Mother tongue

Sometimes, the term "**mother tongue**" or "**mother** language" is used for the language that a person learned as a child at home (usually from their parents). Children growing up in bilingual homes can, according to this **definition**, have more than one **mother tongue** or native language

First language

A person's first language is any language, either local or foreign in origin which a person learns to speak first, and must have learnt better than any other in the course of growing up. It may be the mother tongue spoken at home or indeed any other language that a child gets exposed to first (Lwangala, 2016).

Second language

A second language may be said to be a language that an individual comes to learn after his or her first language. Other scholar have indicated that a second language may be that which a person has mastered as second best (Lwangala, 2016)

Medium of instruction

A language is said to be a medium of instruction if it is the one that teachers use to give instructions to the learner. A language may for a number of reasons be given the status of medium of instruction by the government.

1.5 Summary

In this unit, you discussed the various roles of a language teacher. Hope you now understand that teaching is not the only role the teacher has in class. In addition, terms and concepts in language teaching were also discussed. It is hoped that you now contribute with understanding in matters that deal with concepts and terms in language teaching in Zambia.

1.6 Prescribed Reading

Keller, T. (2011). *The Various Roles of the Teacher in the English Classroom*. Munich: GRIN Verlag

Larsen-Freeman, D., & Long, M. (1991). *"An introduction to second language acquisition and research."* London: Longman.

UNIT 2:

LANGUAGE TEACHING AND LEARNING METHODS

2.0 Introduction

This section discusses the various methods to language teaching and learning. It is important for you to know that approaches have interesting relationships with each other. They overlap, support, complement and even contradict each other. No single approach can answer all of every teacher's questions, so it's in your best interest to be open-minded enough to try all of them and begin to see which one works best in which situations. It's up to you, the teacher, to use the proper approach to get the job done given your unique classroom and assortment of students.

Learning Outcomes

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

- Apply various methods to teach the learners
- Explain techniques to language teaching methods
- Discuss advantages and disadvantages to language teaching methods
- Explain the relationships of the language teaching methods

2.1 Grammar-translation Approach

This is the classic way of teaching language. It began as a method to teach Latin and Greek and was generalized to teach any second language. The Grammar-translation Approach uses the students' native language to teach the target language. Grammar-translation classes are usually conducted in the students' native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the translation of classical texts.

There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation.

2.3 Direct Approach

The Direct Approach was a response to the Grammar-translation method. Its emphasis is on the spoken language and the development of oral skills rather than the written form as is the case with grammar translation. Grammar isn't taught explicitly but is learned inductively by the students through repeated exposure to the spoken language. Activities like pantomiming, word-picture association, question-answer patterns, dialogues and role playing give the students the chance to figure out the rules for themselves. There are no grammar drills or analyses of written sentences.

Only the target language is used in class. As teacher, you won't use the students' mother tongue to teach concepts. Listening and comprehension thus become central to this approach. There are no vocabulary lists to memorize, but there are a lot of words and phrases to listen to and become more familiar with the target language. The Direct Approach has also been called as "The Anti-grammatical Method" and "Reform Method."

2.4 Audio-lingual Approach

This approach is also known as "The Army Method." At the height of the events in World War II, military personnel needed to learn the languages of allies and enemies alike as they swept through the fields of Europe and Asia. The approach, which blossomed in the 50s and 60s, is all about structural patterns. Proponents believe that a language can be reduced to a basic set of sounds. Combine them and you have spoken words. Those words, when phonetically joined, become phrases and later become sentences. The Audio-lingual Approach gives higher priority to the spoken form than the written form. Classes are generally held using the target language.

Activities like role playing, dialogues and drills are used on learners until they get the pronunciations and rhythm right. Because Audio-lingualism borrows from the behaviorist

school of psychology, languages are taught through a system of reinforcement. A single word like “Good!” with a pat on the back, a clap from the class, a star on her paper are some of the reinforcements used. How do we know if something is a “reinforcement”? If it makes the students feel good about themselves or about the situation, then it is a reinforcement. Mistakes on the other hand, are quickly, but gently corrected. The end goal is the forming of linguistic speaking habits through correct repetitions.

2.5 The Situational Approach

Developed by British applied linguists in the 1930s, the Situational Approach has survived, so far, by complementing later approaches and methodologies such as Audio-Lingual Method and Communicative Language Teaching. According to the Situational Approach, and to insure that the language that is being taught is realistic, all the words and sentences must grow out of some real situation or imagined real situation. Thus, the meaning of words is tied up with the situations in which they are used. The learners know the meaning of the word “blackboard”, not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: “Look at the blackboard!”, “Clean the blackboard!”, “Write on the blackboard!”. This example stresses the association between the word “blackboard” and the action of “looking at it”, “cleaning it”, or “writing on it. Even if the classroom environment is limited, the teacher’s inventiveness should be put into practice in the pretence of a situation picked up from outside the classroom.

Since the purpose of teaching a foreign language is to enable the learners to use it, then it must be heard, spoken, read, and written in suitable realistic situations. Neither translation nor mechanical drills can help if they are not connected to practical life. Drilling words and structures or making a maximum of sentences out of substitution tables would, inevitably, lead to the unreality, boredom, and remoteness of the language process. The situational environment should be presented in such a way that even the slowest learner gets involved in what the teacher or the other learners do and say in the classroom. The idea of making the learners cooperate with one another underlines the social touch of this approach. Learners are always eager to take part in make-believe situations, especially when they assume roles and enact a situation before the rest of the class.

2.6 Cognitive Approach

Cognitive approach originates from cognitive psychology. Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts break down information and rebuild with logical connections, then our retention of material and understanding will increase.

When we are aware of these mental actions, monitor them and control our learning processes it is called meta-cognition, which varies from situation to situation, will greatly affect how individuals behave in a given situation. Understanding of language, or psycholinguistics, is essential to our understanding of print and oral acquisition of knowledge. Comprehension and perception will allow individuals to interpret information. Lastly, the overall motivation of the learner will determine how effective the information is retained or processed.

2.6.1 What is the objective of cognitive learning?

All cognitive learning activities are geared towards pushing students to work through different problems and stimuli. The goal is to get them thinking and applying problem-solving strategies without the use of preparation or steps that lead to an answer. You want to craft activities that will make your student apply logic, creativity, and close examination on the spot to produce an answer. Cognitive learning essentially relies on five principles: remembering, understanding, applying, evaluating, and creating. Lets look at each principle in detail:

Remembering

All activities that rely on remembering ask the student to recall previously learned information to complete the task at hand. This might be a great review for the beginning of class to see if students are comprehending lessons. Examples of activities on remembering may be:

- Answering questions based on the story heard or read

- Reconstruction of sentences and phrases.

Understanding

Understanding activities directly engage students to see how they interpret information. This is a particularly broad category that draws on students being able to analyze information from different angles and to recognize, interpret, and classify it. Here are a few activity ideas:

- Defending a point of view, or debate
- Creating a list of examples
- Classifying types of processes or events

Applying

Part of problem-solving has to do with applying specific skills and knowledge to produce the required results. Push your students to rely on what they've learned and figure out ways to succeed through fun activities:

- Solve problems or answer questions listed on the board
- Have students demonstrate knowledge or procedures in class

Evaluating

This principle focuses on analyzing information and making judgments based on it. Students will weigh information based on criteria previously learned. A few activities for your students can include:

Creating

Cognitive learning is centered on adapting to new stimuli and constructing methods to solve problems or address needs. Creative activities rely on students to produce original ideas to address prompts, organize thoughts, and devise a means of their own invention that will help them answer problems. These are just a few creating activities:

- Composing a poem or song
- Composition writing
- Summary writing

2.7 Communicative Approach

What good would it do any of your learners if they know all the different ways of conjugating a verb but fail to communicate a coherent message? Communication is essentially the rationale for language and the Communicative Approach seeks to develop those skills that enable students to meaningfully engage with each other. Interactive activities are the hallmark of this approach. As the teacher, your responsibility is to give the learners as much opportunity to give and receive meaningful communication as possible. For example, you can let students introduce themselves; share their hobbies using the target language. Instead of just presenting the language, you're giving them a task that can only be accomplished by using the target language.

The difference between statements shared in a round of show and tell and those found in textbooks is that the former are much more meaningful to your students. They're purposeful and in context.. Authentic materials are used every so often in the classroom.

A poster touting a concert or a flyer about some huge sale at a mall can be fertile ground for learning. In the Communicative Approach, students experience the target language as experienced by native speakers.

2.8 Summary

In this unit you have discussed various approaches and methods to language teaching and learning. it is important for you as a teacher to be familiar with such methods so that see which method is more useful in your class. Similarities and differences of the approaches will also help you to understand the changes in the theoretical perspectives of the methods

2.9 Prescribed Reading

Larsen-Freeman, D., & Long, M. (1991). *"An introduction to second language acquisition and research."* London: Longman.

UNIT 3:

THE TEACHING OF MACRO SKILLS

3.0 Introduction

In this section you will discuss the teaching Reading Comprehension, Summary and Composition. These skills are very important in the teaching of language. It is hoped that you will be equipped with the necessary skills that will make it easy to teach the macro skills in question. Let us now look at each macro skill and how it can be taught in class:

Learning Outcomes

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

- Apply the skills of teaching comprehension
- Apply necessary techniques when teaching the macro skills
- Discuss the advantages of each macro skill
- Explain ways of improving learners language skills

3.1 The Teaching of Intensive or Reading Comprehension

What is reading comprehension?

In simple terms, reading comprehension is the act of understanding or constructing meaning from what you are reading. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Further, it can also be said to be the process of working out the meanings of words, phrases, sentences and stretches of discourse presented in written texts of various genres (Lwangala, 2016). The act of comprehending is not simple to teach, learn or practice. There are two elements that can help one comprehend a piece of writing: **vocabulary** and **text comprehension**.

Vocabulary knowledge

In order to comprehend a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words do not make sense to a learner then the whole story will not either. The best vocabulary instruction is that which occurs at the point

of need. Teachers can pre-teach new words that learners will encounter in a text or help them to understand the unfamiliar words they will come across in a text.

Text comprehension

In addition to being able to understand each distinct word in a text, the learner also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Learners use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

How to develop reading comprehension

Developing reading comprehension is a long process. Reading comprehension strategies must be taught over an extended period of time by teachers who have knowledge and experience using them. Being able to read does not automatically translate to reading comprehension. Learners must be able to refine, practice and reinforce their reading comprehension strategies continuously. Teachers need to continue to help their learners develop reading comprehension strategies. Learners should be provided with diverse and challenging reading materials so that they learn new tools of comprehending texts. Content area materials such as textbooks, newspapers, magazine and journal articles pose different reading comprehension challenges for the learners and thus require different comprehension strategies. Genres that can be used in a comprehension lesson include: prose, poetry and play. However, prose happens to be commonly used in comprehension lessons. Ensure that learners are exposed to a number of topics in such lessons, such as: legal, scientific, economic, and religious. This is because of the need to acquire vocabularies of different trades so that they don't encounter difficulties in communicating with people of various trades.

Why is reading comprehension so important?

Reading comprehension is very essential to life. Learners' academic progression is highly dependent on how much they are able to comprehend the various materials they come across. Failing sometimes may be due to the fact that comprehension was not achieved and the learners can, therefore, not bring out what is required of them. In addition, much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, learners are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

Lesson procedure

Let us now look at the classroom procedure of teaching reading comprehension. Like mentioned earlier, teaching reading comprehension requires a lot of patience. Below we outline the steps that a teacher may use in a comprehension lesson.

- i. **Brainstorming:** Before the learners are exposed to the text, it is important that a teacher brainstorms on the subject of the content of the text (Lwangala, 2016). This helps the learners to cognitively gather information (e. g vocabulary) from their experience that is related to the subject matter. Alternatively, a teacher can also use a pre-reading activity of **skimming** (reading to get a general impression). This can be done by giving the learners time in which to get general impression of the text. When skimming, the teacher can tell the learners to do the following:

- Reading the main heading.
- Reading all the sub headings if there are any.
- Reading the first line and the last line of each paragraph.

- Reading anything in the text that catches their eye; anything in bold print, anything in italics, anything in capital letters, etc.
- ii. Silent reading:** This should be done by individual learner with a goal of comprehending the text. It is an important undertaking in a reading comprehension lesson because it is at this point that the learner comes into contact with text and the discourse it contains. The following points are important:
- The ideal situation for silent reading is for each learner to have his or her own text book but in a situation where text books are not enough sharing is inevitable.
 - Encourage the learners to master the skill of reading fast.
 - Do not instruct the learners to look out for new words because the whole reading exercise may degenerate into a hunt for new words and text comprehension may be missed.
- iii. Individual work:** This is the point at which the learners are exposed to a set of questions prepared in advance. The questions can come in the following format:
- Multiple choice questions
 - Sentence completion
 - Filling in the blank spaces
 - Or composing their own responses
- iv. Group work:** After individual work, the learners should be put either in pairs or in groups of reasonable sizes. The fewer in a group the more chance the learners have to actively participate in the discussion. The answers given by the groups can be recorded on the board.
- v. Group reports:** Groups give their reports or answers to the class. The class should not debate the answers given by the groups at this point but the teacher should simply ensure that the group answers are recorded on the board.
- vi. Loud reading by the teacher:** This should be done after individual and group work and the learners are now anticipating feedback to their individual and group responses. Giving feedback to the learners should start by the teacher reading the text aloud. The purpose of the teacher reading the text aloud is to demonstrate to

them how to read it correctly, that is, to demonstrate the correct pronunciation, strategic positioning of pauses, intonation, etc.

- vii. Discussion of new words:** After the teacher reads the text aloud, new words should be discussed and the contexts on their use given. New words can also be discussed before the learners do their work so that they can easily work out the answers. However, this might work as a leakage since the purpose of the exercise is to make learners work out answers based on the context.
- viii. Class discussion of group responses:** This is a crucial part of the lesson because it is the part where the teacher gets to guide the learners by demonstrating the thought pattern that may lead them to identifying the answer. Here the teacher should guide the learners on which part of the text to find a particular answer and also give reasons as to why other answers may be wrong.
 - Avoid dictating the answers to the learners
 - Simply guide the learners on how to find the answers

3. 2 The Teaching of Summary Writing Skills

A summary is a shortened version of a text that highlights its key points or a piece of writing that presents relevant information from text (Nordquist, 2019). Summary writing skills combine reading and writing skills in that the learners have to first read a text, understand it and gather important information from it and then present that information in writing (Lwangala, 2016). In summary writing, the information has to be presented with economy, meaning using very few words, depending on the demand of a particular summary type. Let's now look at the types of summaries that common to second language learners.

a) Title Summary

This is a sort of summary where learners are given a text containing sets of related information and then are asked to work out the overall idea and express it in a short phrase by way of finding a suitable title. To be able to do this the learners have to be made aware the title is usually short, easy to recite in one breath and able to capture the main or overall idea. In the beginning the learners may be given a text

and a number of its possible titles. The teacher should then guide the learners that the most suitable title is one that captures the overall point that the text presents.

b) Note-Summary

Note-summaries are types of summaries where learners are given a text that contains bits of information explained with some elaborate details. The skills that learners need in this type of summary are:

- Distinguishing between the main points and its supporting points.
- Extracting the main points and presenting each one using few words and in note form instead of in full and complete sentences.

c) Prose Summary

Prose summary is one where learners are presented with a text from which they are expected to extract main ideas. After that the learners are then expected to connect their main points in a coherent text rather than in point form as in note-summary. In this type of summary the learners are expected to construct complete sentences with inter-sentential connectors.

Lesson Procedure

It must be mentioned that texts from which to derive a summary should not be long. A summary text can either be a short essay or part of an essay. The texts may be from various fields such as science, history, education, etc.

- **Discuss the components of a strong summary:** title and author, strong topic sentence, facts and no opinions, the 5 W's and H (who? what? why? where? when and how?), conciseness-say everything you need to say in as few words as possible.
- **Give the learners a sample summary:** show the learners a sample summary, read it together and discuss its components with the class.
- Give learners the summary writing strategies such as highlighting or circling important details or putting a star on the required information.
- Teach the learners how to order the sentences and connecting them with transition words and also paraphrasing the sentences.

- Provide the learners with an opportunity to work individually and later in groups on text provided by you the teacher.

3.3 The Teaching of Composition

What is English Composition?

The term *composition* is derived from the *verb to compose*. In life people compose a number of things, such as, songs, poems and stories. The Oxford Dictionary defines composition as “the way something whole or a mixture is made up.” Everything is made up (composed) of other things and so is English composition. A composition takes several ideas and puts them in an order, so readers can understand an idea or argument. In English composition, you learn how to “compose” or put together different elements to clearly communicate in writing. You also learn to write persuasively, logically and in as few words as possible at a level your target audience can easily understand. You’ll also learn how to organize your writing, so it flows logically (Dumbauld, 2018).

Basic Skills Needed in Composition Writing

According to Lwangala (2016:182) “composition writing of any kind involves three basic skills. these are: composing of idea, organizing the ideas and also expressing the ideas in writing using some suitable words and expressions”.

3.3.1 Types of Composition

There are two main types of composition taught and learnt in secondary schools. These are: Situational composition and Open or Free composition. The teaching and learning of these compositions has to be balanced so that neither is neglected. Let us now look at each one of them:

3.3.2 Situational Composition

In situational composition, the learners are made to imagine finding themselves in a situation. The composition demands that they use their second language knowledge and skills to react to a suggested situation as expected. The ideas are normally presented as part of the context of the situation.

Situational Composition Planning and Execution

Lesson Designing

Situational composition writing involves the teacher deciding on the following things:

- The kind of situation on which to base the lesson
- The role of the learner in that particular situation; e.g., candidates former teacher, nurse, victim, etc.
- The macro-function that learners are supposed to perform. That is, to recommend for enrolment.
- Decide on how you will present the situation to the learners.

Lesson Execution

In this lesson the teacher can introduce lesson by explaining the nature of the task around which the learners are to learn how to write an appropriate piece of written communication.

This would include the following:

- Explain the situation with the learners' own assumed role, e, g., role of former teacher to a learner.
- Link the activity to real life by explaining to the learners that they may need, for example, a reference letter when they leave school and want apply for a job or go to college.
- Discussing the form of communication the task would take. The skills of letter writing will have already been mastered by this time.
- Briefly discuss with the learners the format of the expected, e, g., formal letter. Remind them where to put the following things: the writer's address, the date, the receiver's address, the salutation, the heading and so on.

After introducing the lesson in this way, the teacher would then distribute the printed material or task. The following instructions would follow:

- Ask the learners to read the text silently and individually first.
- Then ask the learners to read along silently as you read the text is saying aloud.

- Discuss with the class to ensure that they understand what the text so that they are helped to digest the material. Help the learners to identify important traits. If a recommendation letter is the task to be performed, the question that a teacher would ask is: what does this tell us about this individual that is relevant to question of whether or not we should recommend him or her? In this case a teacher will solicit for character trait descriptions using such words as: hardworking, determined, focused, principled, experienced, cooperative, etc.
- From there, a teacher can discuss the points and get the learners to sequence them.
- Take the learners through an oral version of the task by discussing with them how points should be connected. Ask questions such as, what do we write here? How do we say it? This will expose the learners to a number of strategies of encoding ideas and expressing them in words.
- After this, the teacher can ask the learners to individually write the task as determined.

Range of Activity Types

Lwangala (2016) stated that lessons on situational composition writing aim to target the learners' development in thinking and writing skills that are needed for survival in real life situations. Some of the common situations that learners may find themselves in are:

- Being the secretary at a formal meeting and being asked to write minutes.
- Being the eye witness at the scene of a road accident, or some other incident and writing a statement to the police.

3.3.3 Open or Free Composition

In open or free composition, learners acquire the same skills as in situational composition. These skills are; how to compose ideas, how to organise them in a logical sequence, and then how to express them in their own words. Like in many other compositions, the guiding principle by which to do this is the consideration of the audience, the purpose and the readership. The main difference between open and situational composition is that in open or free composition the learners are not provided with the ideas to incorporate into a task;

instead, the learners have to compose the ideas by themselves. This is what is meant by open and free; the learners are free to decide what ideas to include: the choice is limitless.

Discourse Types in Open or Free Composition

As a teacher of English you need to expose your learners to all the four discourse types in open or free composition. The discourse types in question are: Narrative, Argumentative, Analytical and Descriptive. Making learners practice all the four discourse type will not only prepare them for examinations but also help them to broaden their vocabulary and expressions as they will be provided with an opportunity to use language in various situations. Let us now look at the discourses in question:

Narrative Composition

Narrative writing's main purpose is to tell a story. In narratives composition, a learner will be required to narrate a coherent story. A learner will need to explain a chain of events that are connected, starting from the first and ending with the last. The learner will create different characters and tell you what happens to them; sometimes the learner writes from the point of view of one of the characters: this is known as first person narration. Narrative writing answers the question: "What happened then? In narrative composition, the learners have the following responsibilities:

- Cognitive task of composing a story
- Deciding on the words to and structure to use to tell it
- Creating a certain effect in the reader

An example of a narrative question is: *Tell a story in which you got lost and explain how you found your way back home one rainy day.*

Argumentative Composition

This is the type of discourse where the learners have to present an argument. The purpose is to persuade the reader to agree with either the argument or the point of view advanced in the argument. To convince others to agree with the author's point of view, argumentative writing contains justifications and reasons. It is often used in letters of complaint,

advertisements, recommendation letters, and newspaper articles. In this type of discourse, the learners have to be guided by the possible reactions of the readers to what he or she is writing.

An example of a task that would require learners to write argumentatively is: *write an essay in which you should discuss who would be a more effective soccer coach in Zambia between an expatriate and a local coach.*

Descriptive Writing

Descriptive writing's main purpose is to describe, that is, to paint a picture with words only. It is a style of writing that focuses on describing a character, an event, or a place in great detail. A learner has to take time and be very specific in his or her descriptions. This type of discourse demands a good command of the vocabulary in that a learner should make a good choice of words to paint a picture. Let us look at the example below to have a clear picture of what descriptive writing does:

Example:

In good descriptive writing, the learner will not just say: “The vampire killed his lover.”

He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire sunk his rust-colored teeth into the soft skin of his lover and ended her life.”

Some topics that you can give to your learners on descriptive writing are:

- *The best food that they have ever eaten in their life.*
- *The way their friend was dressed at his birthday party.*
- *The state in which they found their friend when they arrived they visited him or her in the hospital.*

Analytical Composition

Analytical writing requires the learners to analyse and issue by tearing it apart and show how the parts are connected to form a coherent whole. The learners may be provided with a

summary of an issue and then tasked to identify its complexity and explain how the parts are connected. An example of an analytical question may be: *What are the effects of gender based violence in a home?*

Lesson Planning

When planning for the lesson, the teacher has to decide on two things; first the discourse type to target, and then the exact question to use. After deciding on the question to use, a teacher should think of the possible points to include in such a composition. A teacher will not impose the points on the learners so that they are led to know how they can use the points and also discover some others.

Lesson Procedure

The lesson on an open or free composition type should proceed the same way as in situational composition described earlier.

Before the learners are instructed to write, the teacher should ensure that the following things are done:

- Interpretation of the question or task by the learners.
- Brainstorming on the possible points for inclusion.
- Re-arranging of the points in some logical order.
- Some attempt at an oral version by the class.

3.4 Summary

In this unit you discussed the teaching of reading comprehension, summary and composition. It is hoped that you have gained the skills that will help you deliver your lesson with less difficulties.

3.5 Prescribed reading

Olateju, M. (2006). *Introduction to Applied Linguistics*. Lagos: NOUN.

UNIT 4:

ERROR ANALYSIS

4.0 Introduction

This section deals with error analysis in language teaching and learning. as a teacher of second language learners, you will need to have different view to the errors and mistakes that your learners make in the process of learning. You be exposed to a number of errors and mistakes that your learner would make in class and then suggestions on how to treat those errors and mistakes made.

Learning Outcomes

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

- Explain the difference between errors and mistakes
- Discuss the causes of errors in second language learning
- Explain how a teacher should treat errors and mistakes made by the learners
- Discuss the uses of errors and mistakes in language learning.

4.1 What is error analysis?

Error analysis is the branch of linguistics that is concerned with the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language learning. Richard (2002) defines an error as the use of a word, speech act or grammatical items in such a way that it seems imperfect and insignificant an incomplete learning.

We have two schools of thought when it comes to error analysis and philosophy. The first school of thought indicates that the errors that learners make have to do with the inadequacies of the teaching methodologies used. It is argued that if the teaching methodologies were adequate, the errors could not be committed. The second school of thought indicates that we live in an imperfect world and that error and corrections are part of us. We can avoid the regardless of the teaching methodology we would use.

Hendrickson (1987) mentioned that errors are signal that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well structured competence in the language. This will be shown from attempts made to put the error into context.

4.2 Errors, mistakes and lapses

An error is seen as a result of a learner's lack of proper language knowledge. In other words, the learner did not know the correct way and the error may occur repeatedly. Errors cannot be self corrected because the learner does not know or recognize the problem. Mistakes or lapses on the other hand are performance errors that are determined by situational factors such as tiredness. They happen when a person fails to utilise a known system correctly. Such mistakes include slips of the tongue and random ungrammatical formations. In most cases errors are identifiable by the learner and can be self corrected.

Some of the errors that learners make may include; misapplication of the rule, mispronunciation, misuse of a word or expression, grapho/phonic errors (reading eg, waist wrist). Errors can either be expressive or receptive

4.3 Causes of errors in second language learning

There are two major causes of errors in second language learning. The first one has to do with interference from the mother tongue. Such errors are also called interlingual errors or transfer errors. Examples of interlingual errors are mispronunciation and phonological errors eg bambas say **appy** instead of **happy**. of words and generalization of expressions. The second source of errors is attributed to intralingual errors or developmental errors. For example, generalization of rules-cook-cooked, cut-cuted or goed.

According to Corder (1976) errors are significant in three ways. First to the teacher, they allow the teacher to know how far a learner has progressed and also what the learners need to learn. Secondly, errors are device learners use to learn more and thirdly they provide evidence of how language is learned eg to researchers.

4.4 Categorization of Errors and Mistakes

Errors or mistakes are often categorized in terms of the area of the linguistic description of a given language. Errors that manifest through the use of the oral medium are known as

phonological errors. These include: wrong uttering of a sound, either vowel vowel or consonant; inappropriate stressing of syllables in an utterance, etc. Errors or mistakes that manifest themselves through the wrong spelling of words are called *graphological errors or mistakes*. An example can be citing the simple past tense of *choose* as *chossed*. Errors that manifest themselves through the wrong construction of individual words, such as putting together wrong morphemes are called *morphological errors*. Errors that manifest themselves through the construction of a sentence pattern are referred to as *syntactic errors or mistakes*. These may include sentences like *they goes there* instead of *they go there*.

It is acknowledged in linguistic science that native speakers also tend to commit breaches of one type or another in their use of the code of their language. The difference is that the causes of such errors may be other factors other than ignorance of the correct version. The errors that native speakers would make may include: transposition, substitution, blending of two words, direct repetition. The factors that may be responsible for a native committing such errors may be: physical or mental fatigue, emotional disturbance, or carelessness. Let us now discuss each error type and what is involved.

Transposition

Transposition is commonly encountered in speech and involves transferring of a syllable to a place where it should not be. This can happen within a word and also across words. An example can be in the sentences below:

Government has maintained to pledge.....

Instead of; *Government has pledged to maintain....*

Substitution

Substitution is the kind of error where a speaker uses a word that is similar in sound instead of the correct one. Let us look at the sentences below and see what substitution is illustrated.

Let me retaliate.....

Instead of; **let me reiterate....**

This type of error or mistake also occurs in writing by second language learners.

Blending

Blending is a situation where a speaker blends parts of different words to form a word that may not exist. For example, when talking about countries in the Southern part of Africa, a journalist says *Molawi* instead *Malawi*. The argument is that the cause of such a blend is that while he had the word Malawi in his focal point of his consciousness, he had the word Mozambique in the periphery too and the two had transferred with each other in the process of articulation.

Repetition

This is the type of breach in the code where either a syllable or an entire word is repeated or is articulated repeatedly in a speech stream. Repetition of a syllable may be: **re....re...re/mem...re/mem/ber**. Word repetition may be: **do you remember the....the...the boy**.

Self-Correction

This is a type of breach that involves restructuring. In this case, the speaker interrupts his own speech mid-course and starts it all over again with some changes in the part that he or she had already uttered. (*See example on transposition above*)

Pauses

Position pauses at syntactic boundaries help the listener to make appropriate sense of the speech stream. Pauses can do the following if not correctly used;

- They may make interpretation difficult if wrongly placed.
- If absent it can make comprehending difficult.

Referential Errors

Referential errors are those that occur when one uses an expression either not precisely or at least not quite intended. For instance, most Zambians might use the expression *walking fast* in place of *striding*. Circumlocution is yet another example of a referential error.

Circumlocution is a situation where a learner compensates for his or her short fall in vocabulary by giving a long description of something in many words instead of just using one precise word. For example, *dregs* can be referred to as: that which remains when after you have drunk the beverage.

Register errors

These errors manifest through the use of vocabulary and not respecting the field of language use. For example, *Doctor* is a general term for many medical practitioners but within the field there are dentists, surgeons, opticians, etc. Other words that people may misuse are words such as: instruction, order, request, etc.

Social errors

These are errors that occur when one uses a wrong term in a social context. This may even lead to the person being addressed feeling offended. For example, no head teacher would be happy to be addressed as *old man* or *old fellow*, the president would love to be as *your Excellency sir, etc.*

Textual errors

These are errors that are manifested in the contractual forms of the language: that is breach in the morphological and syntactical forms of a language. These may be as a result of lack of knowledge of the correct structure. Others causes may be the structure of his or her first language. This may result in the wrong construction of words and sentences by the learner.

4.5 Errors and the teaching process

Teachers cannot and should not attempt to correct all errors committed by the learners because the frequent correction can disrupt the process of language learning and discourages shy students. How then should teachers treat errors in the classroom?

- Teacher should correct errors that affect the general meaning and understanding
- Pay more attention to correcting errors affecting a large percentage of the students

- Pay more attention to errors relevant to pedagogical focus. For example if the focus of the lesson is on tenses, the correction of errors involving prepositions, conjunctions and others should not be emphasized by the teacher.
- High quality and frequent errors should be corrected more than less frequent one.

4.6 The Practical Uses/Relevance of Errors

The teacher benefits from the knowledge of the pupils' errors in that he/she is able to structure his teaching to meet those needs. Errors provide feedback to learning instructions. The effectiveness of the teacher's teaching technique, instructional materials are seen through the errors. The errors reveal parts of the learning tasks that have not been fully comprehended by the pupils. This information on errors will help him to direct the areas that need to be re-taught before going on to the next topic. It also helps in designing syllabuses for remedial work on the areas not understood. The errors reveal learners areas of need as they give a full picture of the problem areas in his language learning. The mistakes made by native speakers and learners of a language are different.

There have been several other comments on the relevance and practical uses of errors in second language learning or acquisition. For example, Ancker (2000) cited in Darus, (2009) submits that making errors or mistakes is a neutral process of learning and must be considered as part of cognition. Weireessh (1991) considers learners' errors important because the making of errors is a device the learners use in order to learn. Thus, error analysis is a valuable tool to identify and explain difficulties learners face. It can also be used as a guide or reliable feedback to design a remedial teaching method.

4.7 Summary

In this unit we have dealt with errors analysis which looks at the errors and mistakes that second language learners make. We have looked at the causes of errors and mistakes in second language learning and also the types of errors that learners make in the learning process. The uses of errors and mistakes made by the learners have also been discussed.

Activity

Having looked at errors and mistakes in language learning, identify the errors and mistakes that learners make in your language lessons and suggest ways of eradicating them.

4.8 Prescribed reading

Olateju, M. (2006). *Introduction to Applied Linguistics*. Lagos: NOUN.

UNIT 5:

THE TEACHING OF LITERATURE

5.0 Introduction

In this unit you will with various concepts in the teaching of literature and then discuss the teaching of literature in class. It is important that you are exposed to how literature is taught so that you are equipped with the necessary skills needed to deliver a literature lesson. We start by explaining the concept of literature so that you are reminded of what it is.

Learning Outcomes

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

- a) Explain the concept of literature
- b) Discuss the elements of fiction
- c) Discuss characterization in literature
- d) State the difference between whole text and thematic approaches to literature teaching.
- e) Apply the thematic and whole text approaches to teaching literature

5.1 What is literature?

Literature is a term used to describe written and sometimes spoken material. Derived from the Latin word *literature* meaning "writing formed with letters," literature most commonly refers to works of the creative imagination, including poetry, drama, fiction, nonfiction, and in some instances, journalism and song (Lombardi, 2019).

5.2 The Key Elements of Fiction

5.2.1 Character

There are two meanings for the word character:

- i. **The person in a work of fiction:** Antagonist and Protagonist. One character is clearly central to a story with all major events having some connection to this

character; she/he is the protagonist. The character in opposition to the main character is called the antagonist.

- ii. **The characteristics of a person:** The Characteristics of a Person In order for a story to seem real to the reader, its characters must seem real. Characterization is the information the author gives the reader about the characters themselves. The author may reveal a character in several ways:
- a) his/her physical appearance
 - b) what he/she says, thinks, feels and dreams
 - c) what he/she does or does not do
 - d) what others say about him/her and how others react to him/her.

Characters are convincing if they are: consistent, motivated and life-like (resemble real people). Characters may take one of the following forms:

- a) **Individual:** round, many sided and complex personalities.
- b) **Developing:** dynamic, many sided personalities that change (for better or worse) by the end of the story.
- c) **Static:** stereotypes; they have one or two characteristics that never change and are often over-emphasized.

5.2.3 Theme

What exactly is this elusive thing called theme? The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave. In fiction, the theme is not intended to teach or preach. In fact, it is not presented directly at all. You extract it from the characters, action and setting that make up the story. In other words, you must figure out the theme yourself. The writer's task is to communicate on a common ground with the reader. Although the particulars of your experience may be different from the details of the story, the general underlying truths behind the story may be just the connection that both you and the writer are seeking. Here are some ways to uncover the theme in a story:

- o Check out the title. Sometimes it tells you a lot about the theme.
- o Notice repeating patterns and symbols. Sometimes these lead you to the theme.
- o What allusions are made throughout the story?
- o What are the details and particulars in the story? What greater meaning may they have? Remember that theme, plot

and structure are inseparable, all helping to inform and reflect back on each other. Also, be aware that a theme we determine from a story never completely explains the story. It is simply one of the elements that make up the whole.

5.2.4 Plot

A plot is a causal sequence of events, the "why" for the things that happen in the story. The plot draws the reader into the characters' lives and helps the reader understand the choices that the characters make. A plot's structure is the way in which the story elements are arranged. Writers vary structure depending on the needs of the story. For example, in a mystery, the author will withhold plot exposition until later in the story. What Goes into a Plot? Narrative tradition calls for developing stories with particular pieces -plot elements - in place. 1. Exposition is the information needed to understand a story. 2. Complication is the catalyst that begins the major conflict. 3. Climax is the turning point in the story that occurs when characters try to resolve the complication. 4. Resolution is the set of events that bring the story to a close. It's not always a straight line from the beginning to the end of story. Sometimes, there is a shifting of time and this is the way we learn what happened and why; it keeps us interested in the story. But, good stories always have all the plot elements in them.

5.2.5 Point of View

Remember, someone is always between the reader and the action of the story. That someone is telling the story from his or her own point of view. This angle of vision, the point of view from which the people, events and details of a story are viewed, is important to consider when reading a story.

Types of Point of View

a) Objective Point of View

With the objective point of view, the writer tells what happens without stating more than can be inferred from the story's action and dialogue. The narrator never discloses anything about what the characters think or feel, remaining a detached observer.

b) Third Person Point of View

Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice.

c) First Person Point of View

In the first person point of view, the narrator does participate in the action of the story. When reading stories in the first person, we need to realize that what the narrator is recounting might not be the objective truth. We should question the trustworthiness of the accounting.

d) Omniscient and Limited Omniscient Points of View

A narrator who knows everything about all the characters is all knowing, or omniscient. A narrator whose knowledge is limited to one character, either major or minor, has a limited omniscient point of view.

5.2.6 Setting

Writers describe the world they know. Sights, sounds, colors and textures are all vividly painted in words as an artist paints images on canvas. A writer imagines a story to be happening in a place that is rooted in his or her mind. The location of a story's actions, along with the time in which it occurs, is the setting. Setting is created by language. How many or how few details we learn is up to the author. Many authors leave a lot of these details up to the reader's imagination. Some or all of these aspects of setting should be considered when examining a story:

- a) **Place** - geographical location. Where is the action of the story taking place?
- b) **Time** - When is the story taking place? (Historical period, time of day, year, etc.)
- c) **Weather Conditions** - Is it rainy, sunny, stormy, etc?
- d) **Social Conditions** - What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?

- e) **Mood or Atmosphere** - What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

5.2.7 Conflict

Conflict is the essence of fiction. It creates plot. The conflicts we encounter can usually be identified as one of four kinds.

- a) **Human versus Human:** conflict that pits one person against another.
- b) **Human versus Nature:** this involves a run-in with the forces of nature. On the one hand, it expresses the insignificance of a single human life in the cosmic scheme of things. On the other hand, it tests the limits of a person's strength and will to live.
- c) **Human versus Society:** the values and customs by which everyone else lives are being challenged. The character may come to an untimely end as a result of his or her own convictions. The character may, on the other hand, bring others around to a sympathetic point of view, or it may be decided that society was right after all.
- d) **Human versus Self Internal conflict:** Not all conflict involves other people. Sometimes people are their own worst enemies. An internal conflict is a good test of a character's values. Does he/she give in to temptation or rise above it? Does he/she demand the most from him/herself or settle for something less? Does he/she even bother to struggle? The internal conflicts of a character and how they are resolved are good clues to the character's inner strength. Often, more than one kind of conflict is taking place at the same time. In every case, however, the existence of conflict enhances the reader's understanding of a character and creates the suspense and interest that make you want to continue reading.

5.2.8 Tone

In literature, tone is the emotional colouring or the emotional meaning of the work and provides an extremely important contribution to the full meaning. In spoken language, it is indicated by the inflection of the speaker's voice. Elements of tone include diction, or word choice; syntax, the grammatical arrangement of words in a text for effect; imagery, or vivid appeals to the senses; details, facts that are included or omitted. Further, tone can also be determined by three points, that is author's attitude or focus point toward his/her subject (the tone can be realistic, somber, depressing, romantic, adventurous, etc.), the devices used to create the mood and atmosphere of a literary work (the tone consists of alliteration,

assonance, consonance, diction, imagery, metre, theme, symbolism, irony, etc.) and the musical quality in language (, the tone depends upon the sounds of words, etc.)

5.3 How to Teach Literature

The teaching of literature comes in two-fold, that is, the whole text approach and thematic approach. The level of analysis differs depending on the approach adopted in the classroom. Let us look at the approaches we mentioned one by one:

5.3 1 Whole text approach

The whole text approach takes various levels of text analysis. Let us look at the levels of analysis in whole text approach.

- a) **First level of analysis:** this kind of analysis is based on the basic elements of text analysis which are: setting, plot, characterization, point of view. Here a text is analyzed in terms of content. An example can aspects to consider when establishing the setting of a text, where elements such as time and place are the determinant.
- b) **Second level of analysis:** this is an analysis that covers text one chapter after the other. The teacher may ask the learners to read a chapter of a text and come up with the main ideas in the chapter through a summary form.
- c) **Third level of analysis:** this level of analysis classifies the literary types into categories, that is, comedy, tragedy, satire, etc. it is also possible that some aspects of theme and subject can be discussed.
- d) **Fourth level of analysis:** this is the level of analysis that takes a philosophical and historical perspective of the text. An example can be that of narratives which in most cases functions as a mirror that gives an image of society. Here learners are made to relate a text to their own society. The philosophy and history of the text is attended to in the analysis. Learners are made to critically think and examine the issues in the text with the aim of relating the text to their own society.
- e) **Fifth level of analysis:** this is the level of analysis that pays particular attention to the language and style used in the text. The teacher should make the learners identify, analyze and appreciate the linguistic aspects of a text. This is the level that also analyzes figurative language used in the text. Examples of such figures could be, metaphors, similes, proverbs, etc.

5.3.2 Thematic approach

Having looked at the whole text approach to the teaching of literature, we now move on to yet another approach that a literature teacher can use in the classroom to teach literature. The thematic approach is rooted in the idea that literary text should be organized around a theme of a text. Here the learners identify the theme(s) in a text and also try to compare and contrast themes of various texts and can further relate it to their own society.

This approach has its own advantages and disadvantages. Let us first look at its advantages;

- a) Since critical thinking is key in thematic analysis, memorization and rote learning is gotten rid of
- b) In this type of approach, learners passively acquire vocabulary
- c) Thematic approach can help learners adopt different styles of writing.
- d) The teacher can cover as many texts in the classroom as possible.
- e) The exposure that learners get in the analysis of themes helps learners to get a deeper understanding of the text and their society.
- f) It further helps the learner to relate a text to real life.

Disadvantages

Despite its advantages, the thematic approach may have some disadvantages as well. Below are some of its disadvantages:

- a) It pays less attention to the study of language
- b) It comes with its own restriction
- c) Sometimes themes may not be obvious in a text
- d) It kills learners' pleasure of reading.

It is important for the teacher to keep the learners motivated in the class by avoiding strategies that promote rote learning. Below we suggest techniques that a teacher can use to keep a literature lesson interesting:

- a) Dialogue
- b) Question and answer
- c) Role-play

- d) Speeches
- e) Debates and
- f) games

5.4 Summary

In this unit we explained the concept of literature and discussed the various elements of fiction in literature. The unit also dealt with the teaching of literature and suggested the approaches that can be used to teach literature to the learners. The approaches in question are the thematic and the whole text approaches. If you want to read further on the topic you can read more on it in the books whose titles are given below.

Activity

Design a literature lesson where you will teach using the thematic approach and applying the following techniques;

- a) discussion
- b) debate
- c) game
- d) role-play

5.5 Prescribed Reading

Olateju, M. (2006). *Introduction to Applied Linguistics*. Lagos: NOUN.

UNIT 6:

LANGUAGE TESTING

6.0 Introduction

What do you think is involved in language testing? As a teacher of language you do test your learners from time to time. There are different types of tests and testing which you need to acquaint yourself with as a teacher. You also need to know how you are supposed to go about testing your learners. In this section, we look at how you can do this as a teacher.

Learning Outcomes

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

- demonstrate understanding of the concept of language testing
- explain the different types of tests correctly
- design tests for your learners accordingly
- interpret test scores for your learners correctly

6.1.0 Testing, Assessment and Evaluation

6.1.1 Testing

As you may know testing is a measuring device concerned with specific achievements of given objectives. It is usually associated with achievement relative to specific classroom objectives.

6.1.2 Assessment

According to Duncan and Dun (1988), assessment is the process of gathering information by teachers about their pupils. Assessment has three functions namely;

- To diagnose the learning process in pupils. Assessment as a diagnostic tool provides information on what a pupil has learnt so that remedial action is taken and there after further learning may take place.
- To provide information or to make inferences about the functioning of schools and their accountability.
- To certify or qualify pupils.

Assessment is a two way process:

- (a) By teachers about their teaching and
- (b) Pupils about their progress.

6.1.3 Evaluation

Evaluation deals with finding out as far as possible the worth of a process, system or programme. It is concerned with the overall success or worth of a programme and involves finding out the value of something. In this case, the learners' performance. Evaluation also refers to the process of making a value judgement or decision.

Measurement and Evaluation

Although the term measurement is often interchanged with the term evaluation, there is a subtle distinction between the two. Evaluation in one sense is a form of measurement: either the performance of a student or a programme. In another sense, evaluation is judgemental in nature, that is, it attempts to find out the worth of an experience, a process or system.

Measurement is basically concerned with qualitative descriptions of students' performance. It does not imply judgement as to whether a process or programme is worth all the effort, time and energy being expended on it. Thus measuring is more specific than evaluation. Testing is a good example of measuring device. Measurement is concerned with the specific achievement of a student in terms of stipulated objectives.

Measurement or testing and evaluation are intricately interwoven educational processes. Evaluation involves making judgments about the decisions made in terms of set goals. Such judgement is based on composite of different types measurement obtained from tests, projects, reports, assignments, examinations, etc.

Testing and Evaluation

Testing forms an integral part of student evaluation. It is usually associated with student achievement relative to specified classroom objectives. Evaluation, on the other hand, is concerned about the overall success or worth of a programme.

6.1.4 Why Test?

Hughes (1988) outlines the reasons for testing students as follows:

- To discover how students have achieved the objectives of a course of study
- To diagnose students' strengths and weaknesses
- To identify what students know and what they don't know
- To assist placement of students by identifying the stage or part of a programme most appropriate to their ability.
- To reinforce learning and motivate students.

6.1.5 Types of Tests

There are four commonly known kinds of tests. These are:

- (a) **Proficiency Tests**- are tests that are devised to establish the level of proficiency which a student has reached. Proficiency is defined as having sufficient command of the language for a particular purpose, e.g. a test used to determine whether someone can function successfully as a United Nations Translator, or whether a student's French is good enough to follow a course of study in a French University.
- (b) **Achievement tests** – are tests that are directly related to languages courses. Achievement tests measure subject mastery. Their purpose is to establish how successful individual students: groups of students or the courses themselves have been achieving objectives.

Achievement tests are categorized into two. These are:

- i. Final achievement tests -are tests that are administered at the end of the course of study.
 - ii. Progress achievement tests -are tests intended to measure progress that learners are making.
- (c) **Diagnostic tests**- are tests that are used to help intensify the learners' strengths and weaknesses. The results of these tests will show what sections of the work should be re-taught and whether further practice is

essential, thus indicating clearly to the teacher whether the students are ready to move on to new work.

- (d) **Placement tests (aptitude tests)**-are tests that are developed with a view to identifying students who will have difficulties in learning another language. Aptitude tests measure capacity to learn a given content.

6.2.0 Characteristics of Good Test

The following are the characteristics of a good test:

Validity

The test measures what it is supposed to measure. The validity of a test shows the relationship between the data obtained and the purpose for which they were collected. In other words, it shows whether the test accomplishes what it is supposed to measure or accomplish. Without validating a test we cannot generalise our result findings.

Reliability

The test is consistent in its measurement. Reliability concerns consistency of test judgments and results. Test reliability deals with suitability or accuracy of the data collected from a test. Thus, if repeated two or more times under similar conditions, a reliable test should produce identical results. A test eliciting widely divergent results when administered to the same subject, class or group cannot be considered reliable.

Objectivity

- Two scores would give the same score to the same response.
- Has a Clearly Defined Purpose. A test should have a clearly defined purpose whether diagnostic, achievement or motivational.
- Provides test items Constant with these Purposes
- Diagnostic items reveal strengths and weaknesses. Achievement items place students in rank order: each student occupies a position in relation to other students according to their mastery of those achievements tested. Motivational items stimulate further study.
- Provides emphasis on test items according to that which is stressed in teaching.

- For instance, if ability to think critically is stressed, the items should not emphasise retention of facts.
- Uses items or more than one type in order to extend the scope of Measurement. For example, completion, multiple choice, true/false, matching, essay
- Arranges items in a progression from easy to difficulty
- Difficulty items, if used at the beginning of the test, discourage the less able from trying at all. The average student should make 50 percent of the possible score.
- Provides for ease of administration and interpretation
- The directions are clear and concise (succinct). The scoring key has been made out in advance so that students can be informed exactly how the items will be scored.

6.3 Types of Test items

Questions on a test are called items. There are basically two broad categories of tests. These are objective and subjective tests.

Objective Test

An objective test is a test in which all questions are devised in such a way that they can be marked without any subjectivity on the part of the marker. Examinees do not compose their own answers but select the correct answer or answers from a given list. The correct answer is predetermined so that all markers mark exactly based on the same rules and each examinee receives exactly the same score no matter who marks their script. These tests do not offer a learner an opportunity to answer from outside the meaning embedded in the stem or question itself.

Objective test items have only one specific correct response, irrespective of who scores the item. Examples of objective tests are multiple choice items, fill-in, true/false, or completion, etc.

In an objective test, however, students' responses are restricted to a number of symbols, words, phrases or simple sentences, one which is considered to be the best answer out of several plausible alternatives.

Objective test items have a precisely predetermined correct response no matter what form it takes or what educational objective it assesses. Marking and scoring are objective.

Types of Objectives Tests

Multiple Choice

This normally consists of a ‘Stem’ (question or statement), a small number of responses, only one of which is correct (the key), the others, though plausible are incorrect and are called destructors (foils). For example:

Stem:

A test, which measures accurately and consistently whatever has (or has (or has not) been learned is:

Answers:

- (a) Objective
- (b) Proficiency
- (c) Diagnostic
- (d) Achievement

Multiple Responses

The number of possible answers (options) is larger and more than one correct response. The candidate has to indicate which one is correct. The beginning of question (stem) usually states how many answers are required. This is demonstrated in the subsequent example:

Stem:

Which three of the following verbs would be acceptable for use in a list of specific objectives?

- (a) Understand
- (b) State
- (c) Draw
- (d) judge
- (e) Know
- (f) Appreciate

True-False or Alternative Response

This type of test is best to assess factual knowledge. The major weakness of the True/false test is its encouragement of guessing. This however, can be ameliorated (eliminated) by informing pupils that marks will be deducted for guesswork and then applying a simple formula in scoring the items

Example:

A noun is a naming word. True/False.

Matching Pairs

This form of objective test is appropriate when the purpose is to test pupils' ability to make correct association between two pieces of information, e.g. names and dates, structure and functions in Biology etc. Matching pair items are easy to score and to administer as the only required response to the pupil being to draw a line between correctly matched items e.g.

Draw lines to link the correct country

London	France
Lusaka	Zimbabwe
Harare	England
Paris	Zambia

Advantages (merits) of an Objective Test

- It is very easy to mark and score.
- It is applicable to a wide range of subject matter, there is a good or wide syllabus coverage.
- A wide sampling of knowledge can be tested per unit of working item.
- It is valid and reliable
- It allows for testing of factual information of more complex thought processes
- It is applicable to nearly all test items
- It can be used to measure different types of educational objectives.

Disadvantages (demerits) of an Objective Test

- It is difficult to prepare and is time consuming
- It encourages guess by learners, though the learner does not know the answer, he has a 50% chance of success if she/he guesses.
- It may lead itself to ambiguous terminologies
- Multiple choice test items may lead themselves to irrelevant clues or options.
- There is little opportunity for a learner to plan and organise her/his own answer, to demonstrate divergent thinking and to express her/his response.

Subjective Tests (Essay tests)

The essay test is quite different from an objective test. It requires learners to organise their thoughts and express them to the questions asked in writing composition of considerable length. The essay type of test has been defined by many people in different ways. The words used are:

To compare, outline, define, analyse, discuss, explain, evaluate etc.

An essay test in this case can be defined as, one or more questions administered to a group of learners under certain conditions, to elicit their response in writing at length for purpose of testing how much they have remembered of something they have learned, how fully they have understood it, or how far they can give as reasonable explanation to it. It can also give them the opportunity to express original ideas about the subject.

Essay test items allow learners a wider expanse of knowledge in relation to their own experience or competence. Essay test items have no single answer. Students may be given a variety of responses. Examples of subjective test items include the essay, composition, discussion, etc.

The distinction between objective and subjective tests lies in the manner in which they are graded. Subjective (essay) tests allow students to express themselves freely in their answers to particular questions. To a large extent, the emphasis is on students overall understanding of the subjective in question.

Advantages (merits) of the Essay test

- It provides the teacher with knowledge about the competence of the learners in written expression.
- It gives the learners practice in the choice and correct use of words to express themselves, either orally or in written expressions.
- It encourages originality and creativity in learners.
- It encourages clear thinking and logical organisation of ideas in the learners.
- It accords pupils time and space to express their own point of view about an issue, a problem, or situation requiring their contributions.
- It encourages learners to adopt different study techniques such as making summaries, outlines and listing of ideas.
- It helps learners to perceive relationships and trends between situations.
- Time for preparation is less than for objective test.
- It reduces the possibility of guess work.
- More emphasis is laid on skills than recognition or recall of knowledge.

Disadvantages (demerits) of the essay test

- The marking or grading requires expert judgement, which is difficult to obtain.
- Scoring is unreliable and time-consuming on the part of a teacher.
- Validity is low. Sampling is limited or focus is only limited to syllabus area
- Marking is subjective
- Writing is time consuming on the part of the candidates.
- At times irrelevant factors are considered, such as poor language, handwriting, spelling, grammatical errors, and arrangement of ideas rather than facts.

6.4 Characteristics of good questions

Whatever type of question being asked by a teacher, certain factors must be taken into consideration. These include:

- Clarity: Ambiguous questions tend to lead to different interpretations by students.

- **Simplicity:** Similarly, a complex question with many terms or phrases and with no specific focus tends to confuse students.
- **Specificity and challenge:** On the other hand, when a question is obvious and lacks challenge, students often rely on mere recall of information or the use of low level of cognition. In such cases their creativity and ingenuity are discouraged (ingenious investing, constructing, organizing, cleverly contrived and ingenuity – skill in contriving plan skill).

6.5 TESTING

What is testing?

- Testing is the assessment of what has been learned in a language course or some part of a course (Heaton John Ollerjr, 1979).
- Testing is an act of reinforcing learning and motivating the students, and a means of assessing the students' performance in the language.

Why testing?

According to Hughes A (1989), there are several reasons for testing a student:

- To discover how far students have achieved on the objectives of a course of study.
- To diagnose students strength and weaknesses
- To identify what they know and what they don't know
- To assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability.
- To measure language proficiency regardless of any language course that candidates may have followed.
- To reinforce learning and motivate students

6.5.1 Fundamental aspects of Language Testing

According to Anum P. SELEMI (1988), there are four fundamental aspects of language testing.

- Evaluate-measurement, discrimination, comparability
- Practical- administrability, economy, testing environment, acceptability
- Instructional- feedback, test-course interdependence
- Theoretical- the form a test takes is also significantly controlled by theory, or theories of language, language learning and language teaching espoused by the course of instruction.

The Evaluative Aspect

The evaluative aspect is divided into three components as follows:

Measurement

Quantification of learning is one of the classic functions of testing. A good test is supposed to measure accurately and consistently whatever has (or has not) been learned. This is what is meant by the term reliability. A good test is by definition reliable. Generally speaking or discrete pointing, test is likely to be more reliable than its subjective communicative counterpart. This does not imply that subjective tests are never reliable. There are techniques, like multiple scoring by means of which even subjective tests may be made to acquire a sufficient degree of reliability.

Discrimination.

Closely related to reliability are discrimination and grading. A test should provide us scores on the basis of which we can discriminate between good and bad students. Fair objectively and to place them is a reliable rank order, that is the teacher, should come to know, as a result of evaluation relative achievement levels of her/his students.

A central issue in this respect is whether the learners are to be evaluated against each other or on the basis of pre-determined performance criteria; that is, whether evaluation should be normally referenced or criterion referenced.

Comparability

Test results obtained as a consequence of administering a (presumably) reliable testing instrument should be comparable with test results obtained from any other similar test even though the test in question were taken by different tests and test groups in addition to being so on a single test with a single group.

The practical aspect

This aspect is more conveniently discussed under four sub-headings;

Administrability

A test that is both reliable and valid is not good if it is problematic with respect to ease of administration practicability of performance required of the learner.

Economy

A good test is expected to provide as much information is required with the minimum expenditure of item, effort and resources (Carrol, 1988).

The test environment

The test environment must be pleasant and congenial. A student taking an examination in a room with temperature scoring as high as 50 degrees centigrade (50c) is more probably not destined to do well in that examination.

Acceptability

This is rather a neglected aspect. Being a practical educational instrument, a test will succeed better if it is acceptable to learner in most respects.

Normally the test constructors (i.e. teachers in the present context) think of testing an expert domain. However, it is important to consider whether that is regarded so by the test taker.

Ironically, remarks porter (1983:177), while speaking of setting authentic tasks in test, it might be the authentic tasks which lack face validity in the eyes of person being tested,

though not in the test developers because of their novelty the foregoing points (1 to 4) will affect the reliability of a test one way or the other for better or for worse.

The Instructional aspect

One most important aspect of the testing process is the instructional. This basically concerned with the relationship of the test to course of the language programme. An important feature of this relationship is how testing influences the mode of teaching by providing insights into the learning process. Feedback is the term used for kind of testing to cause flow of information.

Feedback

Assessment is the major, perhaps the only, source of objective feedback available to the teacher with regard to:

- d) The effectiveness of her/his teaching and
- e) Both individual and collective progress that has taken in the course. Testing in this sense is there primarily to promote learning, it should as far as possible, be subordinate to the latter. There is a lot to be said in favour of fully integrating assessment into the teaching process.

One way to do this is to test more frequently, but of course much less obtrusively. Testing should be built into a programme of instruction in such a way that it becomes inseparable from learning. Judging from this view point, it would appear that single end-of-term examination becomes available so late in the process that it is no longer usable with the same set of learners. Another advantage of frequent testing (though not too frequent) is that it may cause students to lose at least some intense fear of assessment, test anxiety, as it is generally called, that occasional examinations are so often known.

Testing-course Interdependence

The main consideration on this score is that it is the course, the syllabus, and the teaching obtrusive – unpleasantly or unduly noticeable that are supposed to dictate the content and format of a test, not the other way round. Whatever effect assessment has on the instructional process is termed as ‘backwash’ which may be good or bad.

Good backwash means that the test and the course of instruction influence each other reciprocally, and that testing is beneficial to the teaching / learning process. The test objectives and the course objectives, ideally speaking should be the same or at least should correspond very closely.

All testers too often tend to select items that are easy to test and convenient to score. As obvious, the former point is related to practicality, the latter to reliability. While to ensure these two important conditions of effective testing are highly desirable—indeed essential—this must not be done at the cost of validity. In short, one would do well to avoid being tempted into assessing – eminently testable and scorable though one’s item may be – things s/he did not intend to test in the place or ought not to be testing anyway. When in this way, assessment under determined by the nature of instruction, assumes dominant role undoubtedly negative and results in teaching for examinations. This type of backwash is characterised by a largely one sided course relationship as shown in (Fig 1B)

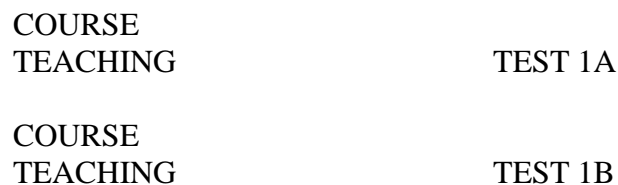


Fig 1: Types of backwash

In some situations, the teacher may be faced with a predetermined pattern of teaching and testing. Typically the only form of assessment considered worth serious attention is the annual/end practically free to make and give some tests (which may or not carry weight towards final assessment) during the course of study, or that s/he is

willing perhaps even eager to prepare and administer frequently quite a few well-designed classroom tests in order to be in control of the learners' progress.

As with the content, the difficult level of a test is also decided by the nature of the course. Difficulty here does not only mean the official level of course but also the actual proficiency level of the learners in the course.

6.5.2 Interpreting test scores

Teacher's inability to interpret test scores reflect a major weakness of our educational system. With this view in mind, we shall examine a number of simple statistical tools used to analyse test scores. The interpretation of test scores underlines very important issues in education.

Averages

We cannot discuss objectively such problems as standard average performance valid or reliable test, and so on, without having some norm to serve as frame of reference. Whatever, we are generalizing test results we talk in terms of reference population. It is common to hear a girl being described as slim, light-weight or of an average height. The terms 'slim and light weights are more difficult to measure than average height. The concept of average refers to the idea of the arithmetic mean.

Many adjectives are used to describe people, be they are tall, short, light-weight or even to super intelligence must thus be constructed in terms of a reference population. In the same way, we use certain terms to try to describe students' performance as precisely as possible. Below are terms that are commonly used in tests together with their corresponding explanations.

Population

A collection of subjects sharing common attributes. In educational terms a reference population can be defined as a specified group of people to which a subject or the

characteristics of a subject are being referred, compared or generalised. It is on the basis of this frame or reference that a subject's behaviour is considered normally or abnormal. A sample is a subgroup of a specified population.

Average score

Suppose Moonga scores 30 on an English test. This score, known as the raw score, tells us very little about his performance. We are likely to want to ask further questions, such 'Did Moonga score all the points possible or 30 out of 50 or 50 out of 100? Is he an average, below or above average student compared with his age mates or classmates/ the concept of average can be defined in different ways but in this study we shall be concerned with only three forms of average, these are arithmetic mean, the median and the mode.

Arithmetic mean

This refers to the scores obtained by dividing the total sum of scores with total number of scores in the class or group. To answer the question about Moonga's performance, let us examine the scores in table 1 on the next page.

NAME	RAW SCORE (X)
Banda	25
Chirwa	19
Moonga	30
Pimpa	26
Sitali	45
Timothy	40
Wachila	17
Zulu	38
Total x	240

From the table 1 we learnt the following additional information:

- i. Total $x = 240$
- ii. Number of subjects $(N) = 8$
- iii. (Σ) is a Greek letter standing for sum of (i.e. X is equal to the sum of all the scores- x_s)

Median

This is the point (score) midway between the highest and the lowest scores. Another way to analyse the score in table 1 is to focus our attention on the score that rank s in the middle. To obtain the median we must first of all rank the score in an ascending order as illustrated in table 2 below since there is an even number of scores, there can be only an imaginary middle value (represented by the broken line) the median is between the fourth score (30) and fifth score (26). To obtain the median, we find an average of these two scores that are closest to the middle, splitting the difference 30 and 26 gives the median.

Arranging the scores in order gives: 45, 31, 20, 18, 15, 13, 10, 8....using our formula, the median = $(18+15) / 2 = 33/2 = 16.5$. Altogether there are eight scores i.e. N is even. The median is between the fourth and fifth scores the fourth student scores 18 the median will be 18.

When N is odd, the median is $(N+1) / 2$ when all individual scores are arranged in order. Suppose another student, who scores 6, joins the eighteen students to become the ninth. By applying our formula, the median is 15, leaving four scores on both sides.

NAME	RAW SCORE (X)
Sitali	45
Timothy	40
Zulu	38
Moonga	
Pimpa	26
Banda	25
Chirwa	19
Wachila	17

Table 2.

The median is the average of 30 and 26, or $56/2=28$. Now calculate the mean and from the above figures.

Mode

The mode is a third way by which we may consider the concept ‘average’. Suppose in a language test the group of students obtain the following grade;

NAME	RAW SCORE (X)
Linda	22
Michail	28
Faustine	36
Kelvin	30
Annie	22
Jane	30
Redson	40
Vincent	22

The score 22 occurs more frequently and so it is the mode.

A distribution in which there are two of frequently occurring scores is known as bimodal there are more than two sets of such frequently occurring scores, distribution is multimodal.

Evaluation

1. What is testing and what the reasons for testing?
2. Discuss the different types of tests
3. Discuss the fundamental aspects of language testing
4. Distinguish objective from subjective tests

6.6 Conclusion

Testing is an important element in teaching and learning and has to be conducted almost always for feedback purposes. This unit has discussed types of tests and types of test items

6.7 Summary

This unit has dealt with testing. We are sure you had a good time looking at types of tests and reasons why testing must be done. We hope you have been able to decipher what is required of you as teacher of language as regards testing.

6.8 Prescribed Reading

Olateju, M. (2006). *Introduction to Applied Linguistics*. Lagos: NOUN.

UNIT 7:

LESSON PLANING AND DOCUMENTATION

7.0 Introduction

This section discusses the process of lesson planning and other documents in the teaching process. Teaching in class is just one of the many activities that a teacher should do. The advantages and disadvantages of lesson planning and all necessary documents in the teaching process will be discussed.

Learning Outcomes

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

- Explain the stages of a lesson plan
- Discuss the importance of lesson planning
- Use the required documentation in the teaching process
- Explain the relevance of other documents in the teaching process.

7.1.0 Professional Documents

These are the documents which are used by the teacher in the preparation; implementation and evaluation of teaching/learning process. Teachers utilize different documents during school teaching experience. These include the official school curriculum, subject syllabus, scheme of work, lesson plans, and record of work.

7.1.1 Curriculum

- This is a national document where a syllabus for a specific subject is derived.
- Teachers must read and understand the curriculum at national level for them to link its content to what is in the syllabus for their specific subject areas.
- The curriculum is designed and developed by the Ministry of Education and is therefore a policy which schools are expected to implement.

7.1.2 Syllabus

This is a national document where specific subject content in form of objectives and topics are contained and these are usually in a suggested sequence based on logicity and levels of difficulty.

- In the Zambian situation this document is designed and developed by subject specialists commissioned by the Ministry of Education and is therefore an official document of the Ministry and teachers are expected to follow it in their teaching.
- When you graduate with a good degree and you join the permanent teaching fraternity, you could be one of the teachers invited to join the English subject panel to work on the syllabus, so it is important you understand the theories governing syllabus design which you studied under the third year course.

7.1.3 Schemes of work

- It is a detailed breakdown of the syllabus in terms of lessons, weeks, terms and year for the purpose of orderly and systematic teaching.
- This is a plan of topics is extracted from the English or Zambian language syllabus detailing what to be taught in a term and week.
- This plan is a product of the teacher unlike the first two documents of curriculum and syllabus.
- The importance of the scheme of work is that it guides the teacher and department on what to teach in which week. It also helps sections and departments to share components to teach and in case of absence of a teacher, the substitute teacher is guided on how to proceed.
- It also helps in establishing which components have been covered or not. The details of an ideal scheme of work are given in table 1 below.

7.1.4 Lesson Plan

- This is a plan of work to be covered or done in a particular lesson. It is extracted from the scheme of work.

- The lesson plan is important because it helps the teacher to be organised and run the lesson smoothly. It also helps the teacher to focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance.
- A lesson plan helps to prepare and assemble teaching and learning resources. It also helps to contextualise in advance the teaching strategies and methods to be used in a particular lesson.
- Lesson plans also help to select and design appropriate assessment methods. In the event that one teacher has an emergency, another teacher can take over to teach the lesson using the same plan.

Advantages of a lesson plan include:

- It helps with sequencing and orderliness of lesson activities
- It helps with planning for lesson activities, techniques, methods to use in the lesson
- It helps with selection of lesson resources such as textbooks to be used
- It helps with planning and selection of teaching aids
- It helps enhance teacher confidence
- It helps with anticipation of potential difficulties that learners may encounter
- It helps with smooth teacher substitution in the event of the subject teacher being absent.

The details found in a lesson plan are as follows

Biographic data Section (Bio data section)

This section contains details of the school, teacher, subject, class, time, objectives (Rationale), references and materials to use in that lesson.

Introduction Section (Teacher Exposition)

This is where the topic of the lesson is presented and rule explanation and any other concept relating to the topic is explained. New concepts and phrases are explained under

this section. The lesson may start with revision where the previous topic is related to the new topic or it may start straight with the new topic of the day.

Development section

This is a practice stage for learners having understood the topic from the introduction. Activities under this section may include group discussion, debate, oral exercise, quiz, written exercise and homework. Anything that can help learners internalise the teaching point by practicing falls under this section. It involves development of the new teaching point in the minds of the learners.

The Conclusion

The Conclusion Stage of the lesson is where summing up of the content learnt in the lesson is done. Conclusion is divided into two parts namely: Cognitive closure and social closure. Under cognitive closure, the teacher asks learners what they have learnt from the lesson and learners respond. The teacher agrees if it's correct and if it's wrong, he corrects the pupils. It is recommended that this process is participatory with learner involvement. Teachers should avoid summarising the lesson on their own.

Under social closure, the teacher praises the pupils for their participation in the lesson and encourages learners who had difficulties during the lesson so that learners can go home motivated.

Evaluation section

Evaluation of the lesson is based on whether or not the learners got the exercises given in development stage correctly or not. Teachers usually say, the lesson was successfully taught as the learners got almost all the exercises given to them both orally and in writing correctly. Others would say, the lesson was taught but some learners did not understand the topic well as they got most of the questions wrong in their exercises, therefore, there may be need to reteach the lesson in future.

Note:

Lesson plans differ in style but the key components must always be there as these are crucial in every lesson. It is also important to note that other topics such as literature may

demand a different format of a lesson but the stages may not be very different from the ones discussed in this section.

7.1.5 Records of work

This is a document where all the work done or covered by the teacher is recorded or entered every day. This document is more prominent at secondary level where teachers account for what they have taught. This document relates to the scheme of work. While the scheme of work contain work planned to be taught, record of work shows what has been taught and it includes comments on the success or failure of the lesson.

Records of Work is important as it helps with accountability and transparency as it shows work covered by the teacher in a particular subject within a given period under review (week or term). In the event that the teacher is transferred or changed, it is easy for another teacher to trace where to start continuing from by taking over that particular class. Records of work also help in the evaluation of schemes of work after a period of time. It is through records of work that uniformity in content coverage in case of variations and differences in implementation. A sample record of work is shown below:

Evaluation

- Explain why the professional documents are important to the teacher.
- Why the lesson plan is seems to be so crucial in the teaching profession?
- Explain the differences between the schemes of work and a record of work

7.1.6 Summary

This unit discussed various documentations. A teacher should always possess these documents for effective teaching. The documents are not only vital to an individual teacher but also to the learners and your supervisors to ensure quality education delivery in schools.

7.1.7 Prescribed Reading

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