



**ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD  
(Department of English Language and Applied Linguistics)**

Dear Students,

We welcome you to our Diploma in TEFL programme. This is basically a programme for teaching you how to teach English language to others. However, you might notice that a great deal of the course material is intended to improve your own English language skills and at the same time to acquaint you with the latest trends and strategies for handling these skills in the class rooms. The programme consists of eight courses and mandatory component of twelve days workshop.

The study package you receive should include the following study material of 5659 course:

1. The Language Skills-I, 5659
2. Supplementary Reading material (The Language Skills I & The Language Skills II)
3. Two audio cassettes
4. Two assignments
5. Six assignment forms.

In case any item is missing, please contact.

**Mailing Section  
Allama Iqbal Open University  
Sector H-8, Islamabad.**

We hope you will enjoy and benefit from the course.

Good luck

Course Coordinator  
(5659)

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**WARNING**

1. **PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

**Course: The Language Skills-I**

**Course Code: 5659**

**Level: Dip TEFL**

**Semester: Autumn, 2012**

**Total Marks: 100**

**Pass Marks: 40**

**ASSIGNMENT No. 1**  
**(Units 1–9)**

- Q.1 Explain the statement “all the skills are active in nature, but not to the same degree”. Write a detailed answer particularly explaining how listening and reading skills, which we normally consider as passive skills, are actually active. (10)
- Q.2 What are the sub-skills involved in listening? Discriminate between discrete listening and global listening and explain why listening skills have not been given their due place in language classes? (10)
- Q.3 Explain the following terms with examples: (20)
- i. Intensive and extensive listening
  - ii. Roughly tuned input
  - iii. Finely tuned input
  - iv. Authentic and non-authentic listening text
- Q.4 Prepare a detailed lesson plan based on listening skills. Explain how you will create expectations, set a listening task for students, give feedback and follow up task. (15)
- Q.5 Speaking is an activity that takes a lot of effort on part of the speaker. It is not only about assembling sentences in the abstract, it is also about producing them and adapting them according to circumstances, making rapid decisions about implementing them smoothly, and adjusting our conversation according to unexpected problems that we may find on our path. Explain the process of speaking and the sub-skills involved in it, in the light of the above statement. (10)
- Q.6 Prepare a lesson plan on Speaking Skills. It will be evaluated keeping in mind how much innovative you are in preparing the speaking activities that focus on students' active involvement and how they are helpful in promoting fluency in the beginning of the lesson and accuracy at production stage. (15)

- Q.7 Explain the process of reading in detail. What are different purposes for which we read and how does reading differ in each case? Also explain what problems a reader might face who is reading a text from a foreign culture. (10)
- Q.8 Prepare two activities each for the following reading sub-skills: (10)
- i. Skimming
  - ii. Scanning
  - iii. Previewing
  - iv. Prediction
  - v. Anticipation

## **ASSIGNMENT No. 2**

This assignment is a research project. You will be required to select a topic from the ones given below, conduct research and prepare a brief report on your findings in the given area. You will submit your research report to the tutor within the scheduled period and present the report in the 2<sup>nd</sup> Assignment Presentation Workshop which will be held soon after the classes. (Schedule / plan of the presentation workshop will be communicated by the tutor concerned or the Regional Director concerned)

The 2<sup>nd</sup> assignment carries 100 marks; 40 marks for the written report and 60 for the presentation. You need to pass both the components separately securing at least 16/40 in written assignment and 24/60 in presentation part. If you fail to obtain the required marks, you would be declared fail even if you have passed the written exam and other assignment of the course.

A few guidelines for the presentation and the written report:

- a) The written report should have an introduction, body and conclusion. It should be written in clear concise and correct English.
- b) It should be 5-8 double spaced typed / 10 to 12 handwritten pages.
- c) The presentation will be assessed and evaluated mainly in:
  - i. Communication skills
  - ii. Language accuracy
  - iii. Language fluency
  - iv. Presentation style
- d) You may use transparencies charts or any other material to make your presentation impressive.

**Prepare your project on any one of the following topics. Your tutor will allot different questions to different students equally dividing them according to the number of the students. For example, in a class of 16 students, the same topic will not be assigned to more than four students.**

1. In a listening skills lesson, the teachers first of all creates expectations within the students, then assigns a task, students listen and perform the listening task and then the teacher gives feedback.

Select ten students of any level to check their listening skills. Play a cassette to check their listening skills by giving them a listening task based on the recorded text, and record your observations. Now develop a lesson plan based on the above said five stages. After implementing the lesson in the above said manner, assess the students' listening again by giving them the task that you gave before teaching through the lesson plan. Record your observation again to see how the lesson plan has been helpful in developing their listening skills. Submit a report based on comparison of students' performance before and after the implementation of the lesson. Also attach the lesson plan with your report.

2. Speaking skills are a neglected area in English language teaching in our schools. The students are neither given practice of speaking, nor are their oral skills assessed in the examinations.

Prepare a questionnaire based upon different ideas regarding how to improve the situation with reference to teaching speaking skills. Select at least five teachers of English from government schools and five from private schools. Get your questionnaire filled and write a research report analyzing their responses. In the light of the data that you collect, write recommendations to improve the situation regarding teaching of speaking skills.

3. How will you teach speaking skills in a class in a way that aims at developing both fluency as well as accuracy? Select two groups of students of secondary level. Test their speaking skills by giving them an speaking activity and grade them according to their performance. Now, prepare two speaking skills lesson plans in the light of guidelines in Unit 5 in your book and teach speaking skills to one of the groups with the help of these lesson plans. Now check the performance of both groups and grade them in the same way as you did before teaching the lesson. Now see if there is a difference in performance of the experimental group (the group that was taught with the help of the lesson plan) and the control group (the one that was taught in traditional way). Present your findings in form of a report. Attach the lesson plans with the report.
4. Lack of motivation is a big factor behind foreign language students' avoiding reading the texts written in foreign language. Prepare a questionnaire each for students and teacher of English. Get the questionnaires filled by at least ten students of secondary level or above and at least five teachers of English. The students should be asked about what are the reasons of lack of motivation, and the teachers should be asked about how to motivate the students and promote reading in foreign language texts. Prepare a report based on the responses of the student and the teacher and submit it to your teacher. Enclose the copies of the questionnaire that you get filled by the students and the teachers.