

**ADDIS ABABA UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
POSTGRADUATE DIPLOMA IN TEACHING (PGDT)**

**Detailed Syllabus for English for Secondary School Teaching and Learning**

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# **POSTGRADUATE DIPLOMA IN TEACHING (PGDT)**

Course outline for English for Secondary School Teaching and Learning

## **1. Course Information**

Course Title: English for Secondary School Teaching and Learning

Course code: PGDT 501

Credit hours: 3 Credit Hours (7 ECTS)

Prerequisite course/s: NO

## **2. Course Description**

The course comprises language functions and communication skills required for running classroom teaching and learning processes through the English medium. It covers language functions for giving instruction, interacting in classroom as well as outside classroom spontaneous communication situations, expressing opinions in social interaction, for giving pair and group works, asking appropriate questions at different levels of a lesson, using technology and dealing with errors.

## **3. Objectives**

The overall aim of the course is to enable trainees use appropriate languages in the teaching learning environments.

### **Specific Objectives**

By the end of this module trainees will be able to:

- Give both written and oral instructions in English,
- Interact effectively both in class and outside the classroom teaching and learning contexts,
- use proper questions organise classes at different stages of a lesson, and
- give adequate feedback in English
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## **4. Detailed syllabus components**

Unit one: Giving instruction

Unit two: Dealing with the language of spontaneous communication situation

Unit three: Managing classroom  
Unit four: Question types  
Unit five : Using technological aids  
Unit six: Dealing with errors

## **5. Course assessment and strategies**

5.1. Classroom continuous assessment      60%

- a. Micro teaching                      20%
- b. Portfolio                              15%
- c. School observation report      15%
- d. Lesson analysis                    10%

5.2. Final examination                                      40%

## **6. Course requirements**

Students are expected to fully accomplish the activities set under each unit.

## **7. Grading schemes**

Grade

- 1. 80 and above = A
- 2. 70 - 79            = B
- 3. 55 -69            = C
- 4. 50 – 54            = D
- 5. Below 50        = F

**For marks in between, the grades could be weighted by adding (+) or (-)**

## 8. Reading Materials

Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.

Jones, M. (1995). Classroom English for Teachers. OUP.

Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)

Salabbari, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.

## Detailed Syllabus for the course English for Secondary school Teaching and Learning

<b>Unit one:</b>	<b>Why Classroom English?</b>	<b>( 2 hours)</b>
<b>Unit objectives</b> At the end of this unit students will be able to: <ul style="list-style-type: none"><li>• Identify how the training is relevant to their teaching profession,</li><li>• Demonstrate the qualities of good classroom English, and</li><li>• Identify unique features and areas of classroom English in teaching learning situations</li></ul>		
<b>Detailed Contents</b> <ul style="list-style-type: none"><li>• Different Communication situations and different languages</li><li>• Use of Classroom language in Ethiopian high schools</li><li>• When to /not to/ use English in the classroom</li><li>• Qualities of good classroom English,</li><li>• Elements of classroom English<ul style="list-style-type: none"><li>▪ Greetings</li><li>▪ Farewells</li><li>▪ Praising</li><li>▪ Disciplining</li><li>▪ Simple instructions</li></ul></li></ul>		

- Introducing a topic
- Asking questions
- Giving feedbacks

**General approach/methods/strategies:**

Teacher led demonstration followed by students' individual and group activities

Individual/pair/group works and role plays

<b>Detailed Activities</b>	
<b>Students' activities</b>	<b>Teacher's activities</b>
Identifying different language need in different communication contexts <ul style="list-style-type: none"> <li>• Identifying different communication situations</li> <li>• Listing different languages required to perform communication activities</li> </ul>	Gives instructions and directions on how to accomplish the activity Organize students into pairs/groups and whole class Provide feedbacks on students' works
When to /not to use English in the classroom <ul style="list-style-type: none"> <li>• Identifying when English should only be used to accomplish a task</li> <li>• Identifying when using English language should be mandatory</li> </ul>	Direct students to accomplish tasks Organise students into groups and asks them to report the negotiated answers.
Discuss on the use of Classroom English in Ethiopian high schools <ul style="list-style-type: none"> <li>• Sharing school experiences</li> <li>• Identifying activities done in classrooms</li> <li>• Explaining why English should be used in the classroom</li> </ul>	Asks questions to help learners explore their experiences with different teachers and Higher Education instructors as regards the use of classroom English. Organises students into groups and leads follow-up whole class discussions afterwards

<p>Qualities of good classroom English</p> <ul style="list-style-type: none"> <li>• List some of the qualities of classroom language</li> <li>• Developing a common list for different learning activities by both students and teachers in class</li> </ul>	<p>Gives individual/pair/group tasks Accepts students' lists and develops a common list for the class</p>
<p>Elements of classroom English</p> <ul style="list-style-type: none"> <li>▪ Developing language items to use the following language functions. <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Farewells</li> <li>▪ Praising</li> <li>▪ Disciplining</li> <li>▪ Simple instructions</li> <li>▪ Introducing a topic</li> <li>▪ Asking questions</li> <li>▪ Giving feedbacks</li> </ul> </li> <li>• Role-playing using the language items :</li> </ul>	<p>Organises students into larger groups and assign them to prepare list of expressions used to for each function. Assigns them to role-play using the language.</p>
<p><b>Assessment strategies and techniques</b> Project: Observing actual classroom and reporting the critique of their classroom observation orally and in writing</p>	<p>Assigns students in pairs to observe a class and asks them to prepare an observation report for presentation.</p>
<p><b>Instructional Resources (Materials and Equipment)</b> Laptop. LCDs Videoed lessons TV set or Film Projector</p>	
<p><b>References</b></p>	

Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.

Jones, M. (1995). Classroom English for Teachers. OUP.

Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)

Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman  
English Language Teaching.

## **Unit two: Dealing with the language of spontaneous communication situation**

**4 hours**

### **Objectives**

At the end of this unit, the students should be able to:

- Relate the target language to their immediate environment
- Use the language in any spontaneous situations
- React to interactions which are not part of the classroom processes

### **Detailed Contents**

Reacting to different spontaneous situations

- Taking register
- Student coming late
- Noise coming from outside
- Sneezing/Illness /in class/before class, etc.
- Hot or stuffy/ no enough light in the classroom
- Inviting guest(s)
- Farewells for the weekend/holiday/celebrations, etc.
- Leaving class early



<b>General approach/methods/strategies:</b> Generally the unit requires extensive discussions spontaneous communication situations. For this, pair work, group work, role play and whole class discussions are recommended	
<b>Detailed Activities</b>	
<b>Students' Activities</b> Reacting to spontaneous situations <ul style="list-style-type: none"> <li>• Taking register</li> <li>• Student coming late</li> <li>• Noise coming from outside</li> <li>• Sneezing/Illness /in class/before class etc.</li> <li>• Hot or stuffy/ no enough light in the classroom</li> <li>• Inviting guest(s) to class</li> <li>• Farewells for the weekend/holiday/ celebrations, etc.</li> <li>• Leaving class early</li> </ul>	<b>Teacher's Activities</b> Explains that spontaneous communication contexts are common and are difficult to have a complete list. Asks the students to add more spontaneous situations to the list Organises the class in pairs to identify the appropriate language expressions for each spontaneous situations. Allows them to practice the languages In pair: one from each pair will play teacher's roles and the other plays student roles in each situation. Then regroups students into larger groups and allows them to practice the languages.
<b>Assessment strategies and techniques:</b> Presentation of role plays	Assigns each group to prepare a role play on one of the spontaneous situations and assesses their performances
Instructional Resources (Materials and Equipment) Laptop. LCDs Videoed lessons TV set  Slides and photographs OHP	
<b>References:</b>	

Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.

Jones, M. (1995). Classroom English for Teachers. OUP.

Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)

Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.

### **Unit three: The Beginning of Class**

**6 hours**

#### **Objectives:**

By the end of this unit students will be able to:

- Go to a new class and start presenting a lesson
- confidently introduce yourself
- take the register
- put the lesson information on the board correctly
- present the topic of a lesson

#### **Detailed contents**

Language of first classroom encounter

- Greetings
- Self introduction
- Expression to quieten the class
- Taking register
- Asking for wellbeing
- Beginning a lesson
- Asking for putting things away
- Starting a Plasma Class
- Asking late comers

<b>General Approaches/methods/strategies</b> Generally the unit requires students to practice in realistic situations: questioning. Role play, simulation, and individual work followed by pair and group work would seem to be very effective to present the lesson.	
<b>Detailed Activities</b>	
<b>Students' Activities</b>	<b>Instructor's Activities</b>
Language of first classroom encounter <ul style="list-style-type: none"> <li>• Greeting the class</li> <li>• Introducing oneself to a new classroom</li> <li>• Asking the class to keep quiet</li> <li>• Taking register</li> <li>• Asking for wellbeing</li> <li>• Preparing the class to start a lesson</li> <li>• Asking for putting things away</li> <li>• Starting a Plasma Class</li> <li>• Asking late comers</li> </ul>	Asks the class to explore their experiences Asks students individually to list expressions used to perform each the activities Takes answers from the class and write the language for each activity and develop a comprehensive list for the class. Assigns students into large groups to simulate the activities one by one. Then instructs them to present their team work on one of the activities
<b>Assessment strategies and techniques:</b> Presentation of the simulation	Assesses their performance on the simulation
<b>Instructional Resources (Materials and Equipment)</b> Laptop. LCDs Videoed lessons TV set Slides and photographs OHP	
<b>References</b>  Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.  Jones, M. (1995). Classroom English for Teachers. OUP.	

<p>Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)</p> <p>Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.</p>	
<b>Unit: four: Giving Instructions</b>	<b>6 hours</b>
<p><b>Objectives</b> At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Give clear instructions of both simple and multiple stages in a lesson</li> <li>• Use different strategies to check students' understanding of instructions</li> </ul>	
<p><b>Detailed Contents</b></p> <ul style="list-style-type: none"> <li>○ Giving simple instructions <ul style="list-style-type: none"> <li>▪ Calling students to: <ul style="list-style-type: none"> <li>• come in,</li> <li>• go out, to stand up,</li> <li>• sit down,</li> <li>• put hands up,</li> <li>• put hands down,</li> <li>• hold books,</li> <li>• write down, etc.</li> </ul> </li> </ul> </li> <li>○ Giving nonverbal instructions</li> <li>○ Giving multiple instruction at different stages in a lesson</li> </ul>	
<p><b>General Approaches/methods/strategies</b> In this unit, students should take turns to practice the activities. Miming, role play, simulation, and individual work followed by pair and group work can be some of the alternative methods for presenting the lesson</p>	
<b>Detailed Activities</b>	

Students' Activities	Instructor's Activities
<p>Giving simple instructions: Calling students to:</p> <ul style="list-style-type: none"> <li>▪ come in,</li> <li>▪ go out,</li> <li>▪ stand up,</li> <li>▪ sit down,</li> <li>▪ put hands up,</li> <li>▪ put hands down,</li> <li>▪ hold books,</li> <li>▪ write down, etc.</li> </ul> <p>Giving nonverbal instructions</p> <p>Giving multiple instructions at different stages in a lesson</p> <p>Integrating verbal and nonverbal instructions for clarification on instructions</p> <p>Repeating instructions in different ways</p>	<p>Allow students to instruct each other using appropriate language. Puts students into pairs and allow them to mime each of the simple instructions to one another. Then selects some students to mime some of the instructions and students should respond to the mimes non-verbally.</p> <p>Assigns each student to list instructions at different stages of a lesson on progress; introduction stage, presentation stage, and consolidation stages.</p> <p>Lists the instructions under each category and prepares comprehensive language content for the class which they use during their micro teaching practices. For example,</p> <ul style="list-style-type: none"> <li>• At the beginning of a lesson <i>Go to page ----; Read the title -----</i></li> <li>• Presentation stage <i>Complete -----</i></li> <li>• Stabilisation stage <i>Tell us the major points of today's discussion</i></li> </ul> <p>Gives instructions and asks students to clarify instructions.</p> <p>Gives instructions and asks students to repeat in some different forms.</p> <p>Assigns students to observe classrooms at school and prepare an analysis of the instructions given and report their observation for the class</p>
<p><b>Assessment strategies and techniques:</b></p> <p>Presentation of school classroom observation on both verbal and nonverbal</p>	<ul style="list-style-type: none"> <li>• Assesses students' school classroom observation reports</li> </ul>

instructions	<ul style="list-style-type: none"> <li>• Gives oral and written feedback</li> </ul>
<b>Instructional Resources (Materials and Equipment)</b> Laptop. LCDs Videoed lessons TV set  Slides and photographs OHP	
<b>References:</b>  Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.  Jones, M. (1995). Classroom English for Teachers. OUP.  Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)  Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.	
<b>Unit Five: Question types</b>	<b>6 hours</b>
<b>Objectives:</b> By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>• Identify any gaps in their grammatical knowledge of questions in the English language.</li> <li>• Use questions as important methodological tool in the teaching and learning processes.</li> <li>• Use different question types in their micro teaching sessions.</li> </ul>	
<b>Detailed contents</b> <ul style="list-style-type: none"> <li>• Uses of questions</li> </ul>	

- Questioning versus teacher talk
- Easy and difficult questions
- Types of questions
- “wh” questions
- Auxiliary verbs

### **General Approaches/methods/strategies**

In this unit, individual works should be given especial emphasis. However, after individual works, students should be assigned to work in pairs and groups. Thus, demonstration, group practices, role plays, simulation and microteaching can be employed for conducting the class.

### **Detailed Activities**

#### **Students’ Activities**

- Identifying uses of questions in class
- Distinguishing questioning versus teacher talk
- Constructing easy and difficult questions
- Developing types of questions
- Constructing “wh” questions
- Producing questions with auxiliary verbs
- Microteaching of subject areas

#### **Instructor’s Activities**

Asks students to list why their teachers ask questions to help them explore their experiences of uses of questions.

Asks students what distinguishes questioning from teacher talk. Then assigns students into groups and allows them to compare their answers

The instructor teaches a lesson in the subject areas and asks them to jot down the types of questions he/she used during the presentation.

Ask them to classify the questions into easy and difficult questions.

Asks students to prepare a lesson in their field of study to micro-teach it at a group level.

Asks members of the groups to jot down the types of questions the presenters used for peer mentoring.

Ask the class to report the types of questions

	<p>presenters used and write them on the board under the “wh” or the auxiliary verb questions. Provides correction where necessary..</p>
<p><b>Assessment strategies and techniques</b>  Project 2: students visit schools and observe actual lessons and prepare critical reports on the types of questions used in the teaching learning situations.</p>	<p>Assess the reports orally and in writing</p>
<p><b>Instructional Resources (Materials and Equipment)</b>  Laptop.  LCDs  Videoed lessons  TV set    Slides and photographs  OHP</p>	
<p><b>References</b>  Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.    Jones, M. (1995). Classroom English for Teachers. OUP.    Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)    Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.</p>	
<p><b>Unit six The End of a Lesson</b> <span style="float: right;"><b>3 hours</b></span></p>	



<b>Objectives</b>  At the completion of this unit students will be able to: <ul style="list-style-type: none"> <li>• Express the time to stop/not to stop a lesson..</li> <li>• Give directions on home works at the right time..</li> <li>• Express farewells in English language.</li> </ul>	
<b>Detailed contents</b> <ul style="list-style-type: none"> <li>• Indicating the time to stop</li> <li>• Asking for wait time</li> <li>• Giving home works</li> <li>• Suspending activities for upcoming session</li> <li>• Expressing farewell when leaving a class</li> </ul>	
<b>General Approaches/methods/strategies</b> Large group in which students peer teach their subjects could be a good context for implementing the activities.	
Detailed Activities	
<b>Student Activities</b> <ul style="list-style-type: none"> <li>• Telling students the time is up/its time to stop</li> <li>• Asking for wait time to remind/ inform</li> <li>• Giving home works</li> <li>• Informing what are to be completed before the next session</li> <li>• Arranging students to leave the class</li> <li>• Expressing farewell when leaving a class</li> </ul>	<b>Teacher Activities</b>  Asks students to jot down what their instructors do/say to indicate that they are winding the days lesson. Receives students' responses and develops the language list under: time to stop, wait a minute, home work, next time, goodbye and leaving the room. Assign students into large groups for peer teaching and each member of the groups prepares lessons. Instructs students to use the language to indicate

	the end of their lessons.
<b>Assessment strategies and techniques</b> Students peer teach in groups	Organises students into peers and asks them to assess each other.
<b>Instructional Resources (Materials and Equipment)</b> Laptop. LCDs Videoed lessons TV set  Slides and photographs OHP	
<b>References:</b> Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.  Jones, M. (1995). Classroom English for Teachers. OUP.  Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)  Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.	
<b>Unit seven Using Technological Aids</b>	<b>6 hours</b>
<b>Objectives</b> At the end of this unit students will be able to: <ul style="list-style-type: none"> <li>• use classroom language of operating technological aids effectively.</li> <li>• use classroom language of classification and comparison.</li> <li>• demonstrate the operation of technological aids using appropriate language.</li> </ul>	
<b>Detailed Contents</b> <ul style="list-style-type: none"> <li>• Language for operating technological aids in class</li> </ul>	

<ul style="list-style-type: none"> <li>• Language of classification</li> <li>• Language of description</li> <li>• Language of explanation</li> <li>• Language of comparison</li> <li>• Language of contrast, etc.</li> </ul>	
<b>General approaches/methods/techniques</b> Active learning methods such as Group discussion, demonstration, total physical response, etc. can be employed	
<b>Detailed Activities</b>	
<b>Students' Activities</b>	<b>Instructor's Activities</b>
<ul style="list-style-type: none"> <li>• operating technological aids in class</li> <li>• classifying technological aids</li> <li>• Describing technological aids</li> <li>• Comparing technological aids</li> <li>• Contrasting technological aids</li> <li>• Preparing and using technological resources and other teaching aids</li> </ul>	<p>Selects and organises classroom teaching aids for teaching purposes.</p> <p>Operates the teaching aids in action/ without using language and asks students to describe what she/he does.</p> <p>Asks students to generate more languages of classification, description, comparison and contrast.</p> <p>Assigns students to demonstrate subjects in their areas of study.</p> <p>Asks students to classify, describe, compare and contrast different teaching aids</p> <p>Asks students to prepare different teaching aids for class use and micro-teach using them.</p>
<b>Assessment strategies and techniques</b> Students practice microteaching	Assesses students' use of appropriate language in demonstrating lessons.
<b>Instructional Resources (Materials and Equipment)</b> Laptop. LCDs	

<p>Videoed lessons TV set Models Realia Slides and photographs OHP</p>
<p><b>References</b></p> <p>Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.</p> <p>Jones, M. (1995). Classroom English for Teachers. OUP.</p> <p>Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)</p> <p>Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.</p>
<p><b>Unit eight: Language for dealing with errors and feedback</b> <b>6 hours</b></p>
<p><b>Objectives</b></p> <p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• identify languages for error correction and feedback.</li> <li>• use appropriate praise and feedback with correct intonation.</li> <li>• use appropriate language when dealing with students oral and written errors.</li> </ul>
<p><b>Detailed contents</b></p> <ul style="list-style-type: none"> <li>• Language of praise at different stages of students' responses (verbal and nonverbal)</li> <li>• Constructive comments versus de-motivating comments</li> <li>• Types of errors and appropriate language to correct them accordingly</li> <li>• Paraphrasing as a means for correction</li> </ul>

- Use of word/sentence stress for error correction
- Peer correction
- Error correction codes
- Self correction

### **General approaches/methods/techniques**

Individual work followed by Pair work. Group work and whole class discussion could be an effective method of presentation

### **Detailed Activities**

<b>Students' Activities</b>	<b>Instructor's Activities</b>
<ul style="list-style-type: none"> <li>• Praising students efforts at different stages of a lesson both verbally and nonverbally</li> <li>• Giving Constructive comments and avoiding de-motivating comments</li> <li>• Identifying types of errors and using appropriate language to correct them accordingly,</li> <li>• Paraphrasing student sentences to correct errors</li> <li>• Using word/sentence stress for error correction</li> <li>• Peer correction</li> <li>• Developing error correction codes</li> </ul>	<p>Asks students to make list of the types of feedback and error corrections they consider as encouraging and de-motivating.</p> <p>Prepares lists of the two categories for the class.</p> <p>Presents a model lesson on English language grammar. Asks students to list expressions of praises he/she used during the lesson.</p> <p>Asks students challenging questions in which they might make mistakes and paraphrases students' for correction.</p> <p>Uses different stress and intonation mechanisms to correct errors.</p> <p>Designs tasks in which students correct each other (peer correction)</p> <p>Allows students to develop the skill of using code when giving feedbacks.</p> <p>Assist students to selfcorrect</p>
Assessment strategies	Assesses student reports as per the set criteria

<p>Project three: students observe a for at least three periods and prepare reports on the language use of teachers to correct written and spoken errors and techniques used in giving feedback.</p>	
<p><b>Instructional Resources (Materials and Equipment)</b></p> <p>Laptop. LCDs Videoed lessons TV set</p> <p>Slides and photographs OHP</p>	
<p><b>References</b></p> <p>Hughes, G. S. ( 1980). A Handbook of Classroom English. OUP.</p> <p>Jones, M. (1995). Classroom English for Teachers. OUP.</p> <p>Ministry of Education and Graduate School of Education University of Bristol. (2004). Language in Education in Ethiopian Schools: A Handbook for Teachers and Teacher Educators. Addis Ababa: (mimeograph)</p> <p>Salabarri, S. (1995). Classroom Language: Handbook for the English Classroom. Oxford: Heineman English Language Teaching.</p>	