Strategies for building and branding an English as a foreign language department

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Building an EFL department

Introduction

English is the number one international language in the world. It is the most used language of communication in all sectors. It is used in all branches of knowledge. Majority number of researches in all disciplines is conducted in English; even if they are not done in English, they are translated into English. Competence in English language gives a person the access to all available literature in any branch of knowledge. Business correspondences in the whole world are carried out in English. In multilingual business setting, English is used as medium of communication, so the people who know English stay ahead of others. International communication is also done in English. An extremely large amount of information in English is available on the Internet. This huge bulk of information facilitates research in all branches of knowledge. Language for all leading international media is English. So a person who knows English knows knowledge, information and updates of the whole world. In many big countries with diverse cultures and lot of languages, English is used as lingua franca.

Many a times, teaching of English language has fallen short of its goals. Sometimes, even after years of English teaching, learners do not gain the confidence of using the language in and outside the class. Their output of the language is limited to writing answers for literature questions and producing grammatically accurate, but, isolated sentences. Real communication involves ideas, emotions, feelings, appropriateness and adaptability. The conventional English class hardly gives learners an opportunity to use language in this manner and develop fluency in it. Thus, the main purpose of the language teaching course, i.e., developing skills in communication, is unfortunately, neglected.

Part 1 of this book titled 'Teaching English' focuses on some realistic policies for teaching English in EFL setting where English language has a limited use in society. The book deals with a few issues. It contains practical ways of building curriculum, materials and teaching methodologies of English department. Also, the book delves into the recent problem that English departments all over the world facing i.e. a professional competition with specialized major

basically Business Administration departments. The book presents a few techniques to handle this problem while retaining the basic motto and principles of English departments.

Curriculum

The objective of a university is not only creating marketable graduates but also catering knowledge among students. Moreover, we cannot ignore the importance of building students' career. Especially in the countries where English is used as a foreign language, people study English for an access to larger job market and better earning. When learning of English fails to provide good fortune, students become frustrated with their future and ultimately gathering knowledge turns meaningless. With the extended use of English language in all sectors, most of the employers now need people who hold excellent skills of English language not strong knowledge in English literature. Employers don't need experts of English literature; they need good users of English language. But a number of English departments in the world offer undergraduate and graduate degrees in English literature with a little focus on English language. These curricula offer only a few courses of English language skills. In many countries four year undergrad courses in English contain only 1-4 courses of English language skills which are also taught with a great deal of negligence. English departments lack modern curricula, proper methodology, perfect classroom activities, sufficient number of trained teachers, updated technology and good English language centers. As a result, by the end of undergraduate and graduate studies in English, students can write long answers on the issues of English literature but fail to speak properly in English. Now employers need people with English language skills basically in spoken English. At present, curricula of all undergraduate disciplines contain several courses of English language and skills. The courses are taught in interactive and practical method, so students of all disciplines know how to use skills of English language. For this reason, proficiency in the knowledge and skills of English language is not limited to English language and literature graduates only. As a result, banks and multinational companies employ business and economics graduate who possess good proficiency in English; media need business

as well as journalism and media graduates who are good in English; NGOs prefer business, economics and social science graduates who are proficient in English language. Only university English departments need a few teachers to teach literature courses. Even schools and colleges don't need English literature graduates; in fact, they need English language graduates. But still most of the English department curricula are dominated by English literary texts. Eventually, English literature majors, after their four year hard work, find themselves unemployed and their degrees not marketable.

While making English curriculum, universities should focus on the needs and goals of prospective students. Needs, goal, motivation level and background knowledge of students in EFL countries are completely different from those of the students in native English speaking countries. So when a western English language or literature curriculum is used in an EFL country, it obviously doesn't work. Moreover, EFL countries themselves are different from each other in regards of culture, financial standing and advancement in education as well as in students' needs, goal, motivation level and input in English language. So there shouldn't be any common curriculum for teaching English. English curriculum should be based on the needs, goal, motivation level and background knowledge in English of the target learners. In this case, western theories for teaching-learning of English language and literature as well as language acquisition will be applied, but teaching methodologies, lesson plans, class room activities and testing methods must be adapted to the needs and levels of the target students.

English departments need modern and updated curricula that meet demands of the age. The objectives of English curriculum should be to

> teach students issues and topics of their major disciplines (e.g. English language, Linguistics, English Literature).
> teach learners the strategies for using skills of English language perfectly.
> equip learners with all necessary professional skills to compete in the job market at home and abroad.
> make learners proficient in using modern and updated technology.
> make students competent to deal in real life situations and to introduce them to their respective strengths and weaknesses.

<u>Undergraduate study in English</u>

To meet demands of the day and to make English degrees marketable, curriculum for four year undergraduate study in English will be divided into two tiers:

Tier One: First 2 years

> **Fundamental courses of English language**
> **Introduction to genres of English literature**
> **Basic studies**

Tier Two: Last 2 years

> **Major courses**
> **Research methodology**
> **Professional orientation**
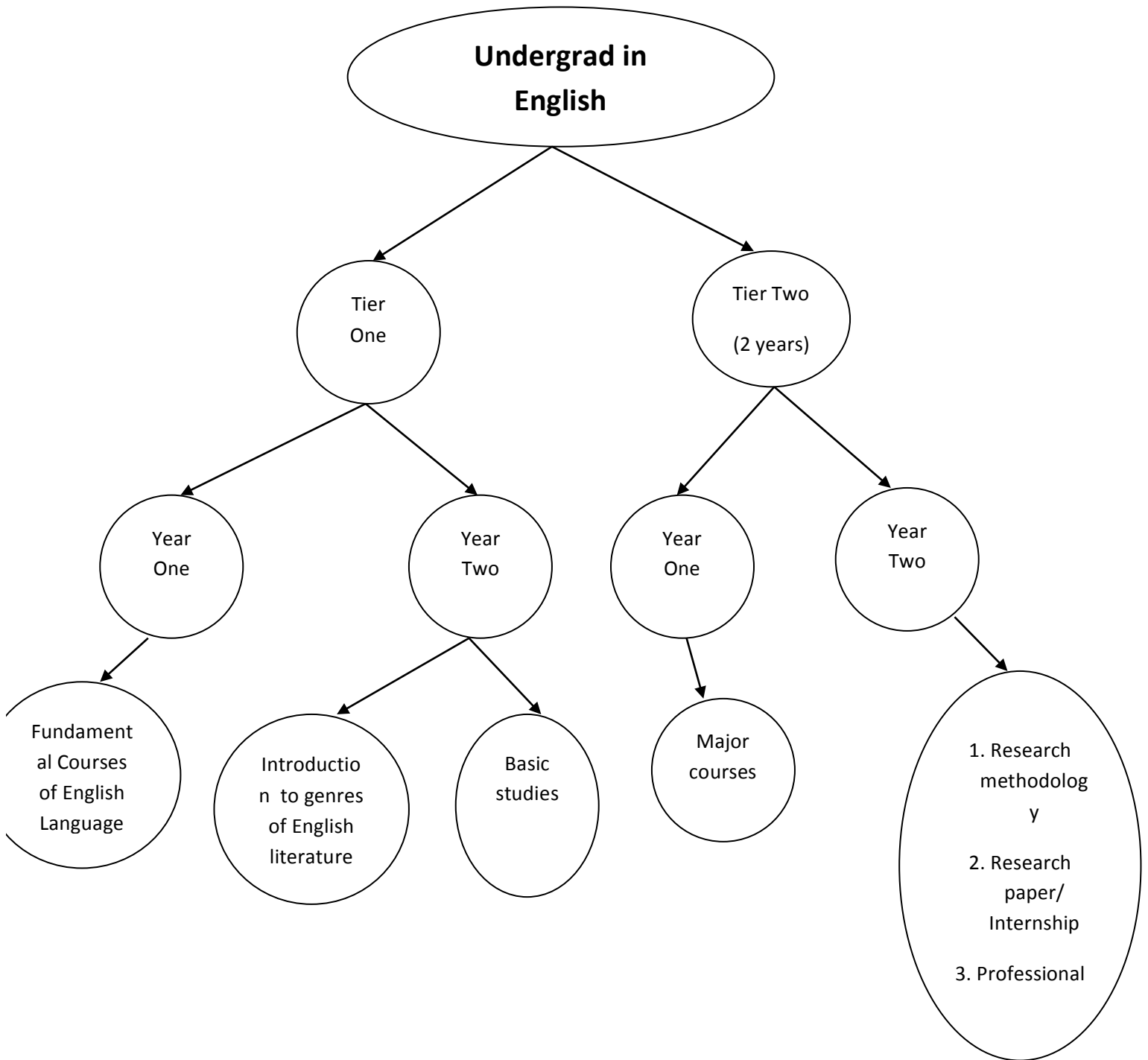> **Research paper/Dissertation/Internship**

Fig 1: Undergrad in English curriculum

Tier One:

In the first two years, all students admitted in undergraduate degrees in English will take foundation courses which will enable them to be proficient enough in English language to study English language and literature courses. During this period, they will take three kinds of courses—

        (i) Fundamental courses of English language
        (ii) Introduction to genres of English literature
        (iii) Basic Studies

Tier One Year One:

Fundamental courses of English language: In the first year, all students will study fundamental courses of English language i.e. courses of English language skills as well as grammar. In this period they will take the following fundamental courses of English language:

(a) Listening and Speaking: Listening and Speaking courses will be offered in the first two years. Students will listen to dialogues, conversation, speech, narration, reports and news. Classroom listening practices will be coupled with practices in Listening Unit of English Language Center. Course teachers may take their students to the Listening Unit once a week or fortnightly. Apart from the course, students will practice additional listening modules selected from various sources, watch English news, English movies and documentaries. Listening materials based on learners' own culture should be selected for both classroom and Listening Unit practices. Moreover, they should see documentaries made on their own cultures and countries.

In Speaking classes, learners will practice speaking, making speech, dialogue, debate, conversation and group discussion. Course teachers will always inspire learners to speak and take part in classroom discussion; moreover, they will encourage their pupils to participate in debate, impromptu speech, and other related practices. In the Conversation Café of the English Language Center, students will make different kinds of speech as well as will take part in conversation and presentation. The Conversation Café will arrange competitions of

speech, debate and presentation sessions. Hue (2010) lists some techniques for teachers to use in the speaking class.

They are:

a. Give students more time to do tasks.
b. Bring the task within students' experience.
c. Allow students to collaboratively solve communicative tasks (Nation, 2000)
d. Provide students with task guidance
e. Attend to individual student's needs and ability.
f. Change students negative beliefs and attitudes towards mistakes.
g. Boost students self-confidence.
h. Lower students anxiety in the classroom.
i. Encourage peer support in the classroom.
j. Be sensitive when assigning students into groups.
k. Tolerate L1 use when appropriate.
l. Make the classroom environment a non-threatening place (Oxford, 1999)
m. Introduce opportunity for students to speak English outside the class.

(b) Reading Comprehension: Learners will read passages from different English sources for two purposes—comprehension and pronunciation. Classroom reading classes will be aimed basically for comprehension. Students will read passages of different lengths from text and reference books. Course teachers will select the reading passages. They will explain reading strategies like skimming, scanning, telling back and guessing. Students will read the passages for understanding meaning of the texts. They will also explain synonym, antonym and different forms of words. In the Reading Forum of English Language Center, students will be exposed to reading a variety of English texts. They will read books, newspapers, magazines and many other materials. Teachers and teaching assistants responsible for running the Forum will select reading materials. They will select a good portion of reading materials from native cultures of the learners. While developing and selecting reading materials teachers must adopt and adapt the materials to competence, skills, motivation and goals of the target students.

(c) Writing: In all semesters, spread out in the first two year, writing courses will be offered to improve students writing skills. Placement test(s) will be given to students before making lesson plans. If needed, teachers will start with sentence skills and go gradually to writing paragraph and essay. Before moving to writing paragraphs and essays, students will learn applying pre-writing techniques. The techniques will help them generating ideas about the topics under question and also putting them down on paper. Moreover, the techniques will let them know how much they about the topics and which information they need to collect. They may practice several types of pre-writing techniques like free writing, questioning, making an outline, clustering or mind mapping, etc. Free writing is writing on a topic non-stop for say 15-20 minutes and putting down whatever comes to mind. Perfection in grammar, spelling or other linguistic issues is ignored here. Clustering or mind mapping is making a visual presentation of the ideas on mind by putting down the main points in circles and connecting them with straight lines. (Fig. 2)

Questioning asks the topic under question a few (10-15 approximately) questions and also answer those questions in few words. An outline makes 10-15 complete sentences on a topic.

They will teach how to write correct English sentences. Special focus will be given on spelling. Students will do exercises on fragments, run-ons and other sentence skills. When they will move from sentence to paragraph writing, they will know writing topic sentences perfectly. Using transitions properly is very important. Again, in writing essays, they will practice forming thesis statements. The main practice in writing class will be to keep on writing. Students will write in classroom as well as at home. Teachers will give them writing as home work and assignment on a regular basis. Teachers must give feedback on classroom writing, home work and assignment. In the feedback, teachers will identify places for improvement. The main point is: students will practice writing on their own. They will not copy from any printed or online material. Teachers will watch this matter very keenly. They will always check whether the writings are plagiarized. Moreover, teachers will not provide

any paragraph or essay to the class. The students who are very weak in writing will be sent to the Writing Center of English Language Center for intensive writing practice. Class teachers will make some notes on the student's writing and send them to the Center. Teachers will indentify students' weakness and areas of improvement in writing. Teachers and teaching assistants working at the Writing center will receive the students and give him necessary writing practice. They will also give them grammar practices if needed. In this way, class teachers and the Center will take care of weak students. As a team, concerned teachers will always keep a close contact among themselves about the progress of weak students. All together they will fix the best method, technique, material, practice and evaluation of weak students.
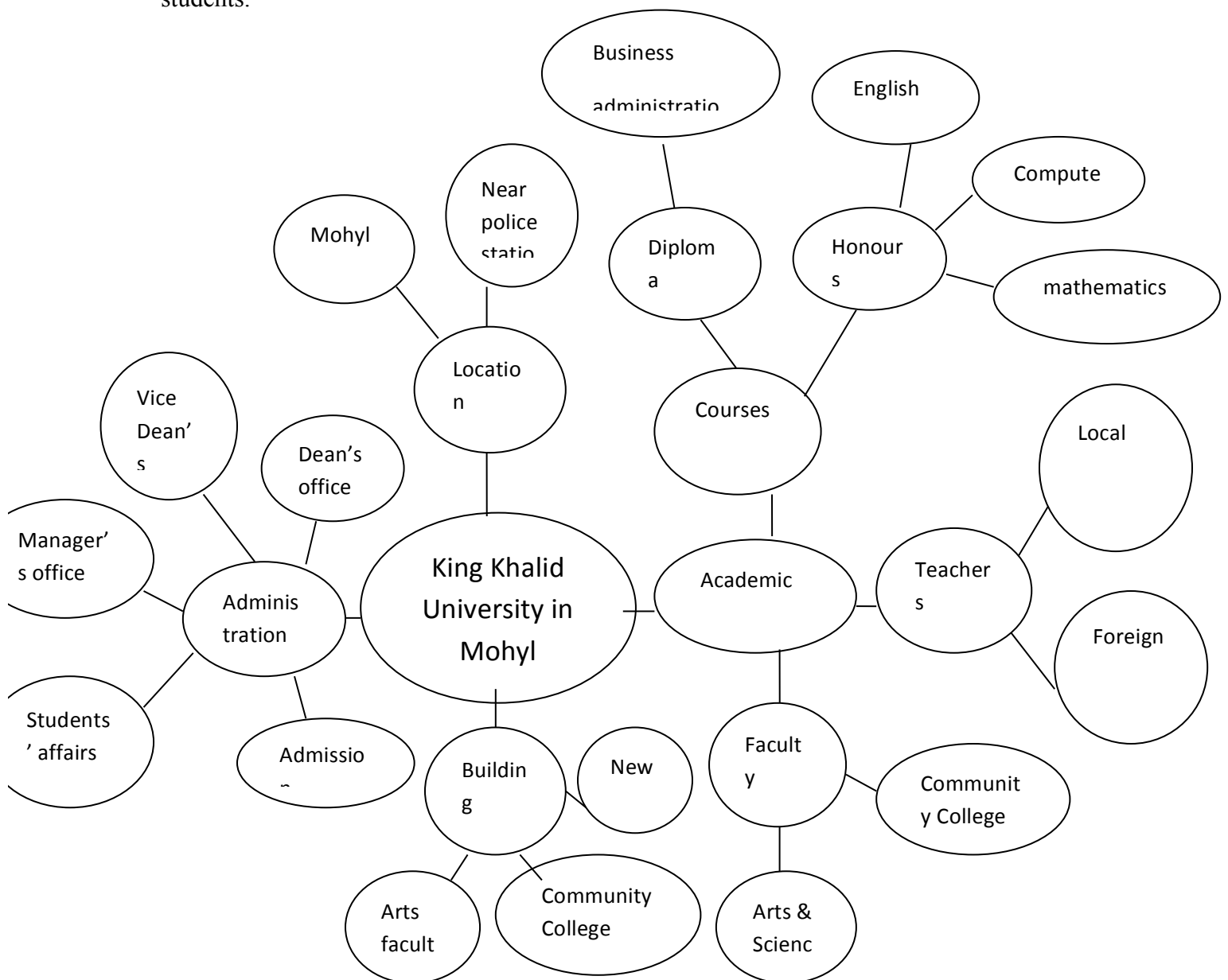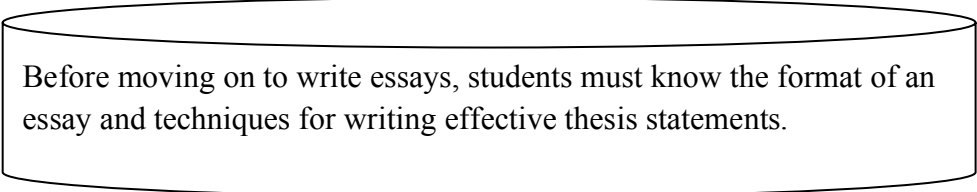
Fig 2: Clustering or mind mapping

(d) Advanced Reading and Writing: The students who pass pre-intermediate and intermediate levels of reading and writing courses will move to advanced level of reading and writing courses in the second year of Tier One. In Advanced Reading, they will read passages with higher level of difficulty. They will be introduced to literatures of different disciplines and fields. Teachers will use reading materials like excerpts of various disciplines that are related to daily life, newspaper articles, newspaper ads, stories, travel accounts, business reports, weather report and other materials. They will use reading strategies for better understanding.
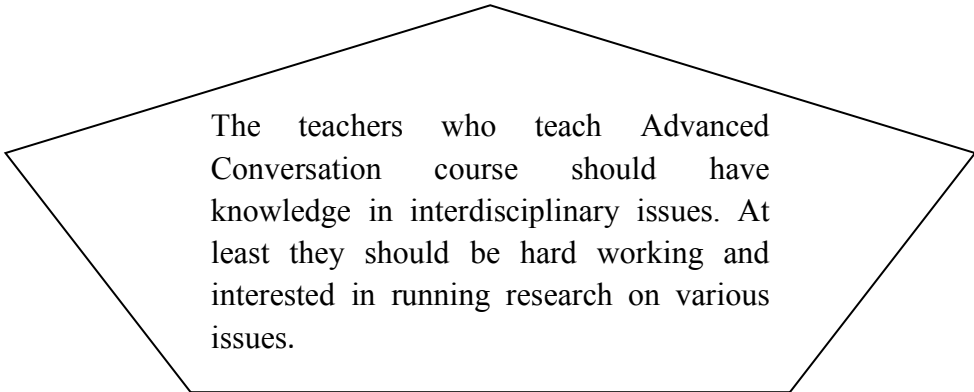
Before moving on to write essays, students must know the format of an essay and techniques for writing effective thesis statements.

Teachers will select reading materials so students can practice reading strategies as scanning, skimming, guessing and telling back. Similarly, in Advanced Writing course they will write various kinds of essay like narrative, descriptive, process analysis, compare and contrast and argumentative. At the beginning of the semester, students will learn the format of an essay and will know writing thesis statement properly. If they don't know the basics of an essay they can't write good essays. Once they start writing essays it's very difficult to go back to learning about the format of an essay.
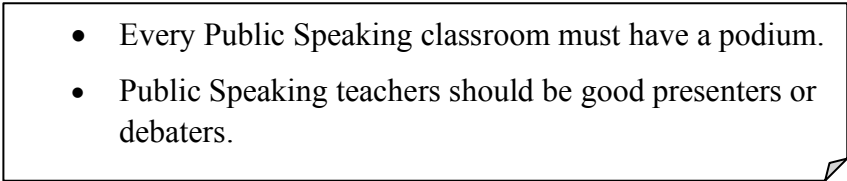
Advanced conversation: In the first year, students will take Advanced Conversation course in which they will carry on longer conversation on current topics and technical issues. They will learn to place their own arguments, counter other's arguments and conclude speech. They will also practice making critical analysis of issues and events. There will deal with be two kinds of issues—(a) general issues (b) discipline specific issues. General issues comprise everyday life issues and situations, recent local and

international issues, critical analysis of current topics and many others. Discipline-specific issues include issues of particular disciplines e.g. English literature, Linguistics, and media. They will take majors in Tier Two but from this course they can have some knowledge which will also help them decide the majors.

The teachers who teach Advanced Conversation course should have knowledge in interdisciplinary issues. At least they should be hard working and interested in running research on various issues.

(e) Public Speaking: The course Public Speaking prepares students for making several kinds of speech in public. In this course students learn making individual speeches. Students will select broad subject, narrow down and come to a suitable topic that they can talk on for like 5-7 minutes. Then they will collect necessary information and data, fix logic and prepare outline of speech-script. After that they will learn the methods of delivery: gesture, posture, pronunciation, stressing, intonation, pacing, pausing and eye contact. They should also know how to make introductions of speech as successful 'attention grabber', how to handle audience's emotion and put the audience at the center of the whole speech. Great writers like Stephen E Lucas, Osborne and Dale Carnegie in their books on public speaking have suggested different effective ways to make powerful speeches

- Every Public Speaking classroom must have a podium.
- Public Speaking teachers should be good presenters or debaters.

Grammar: In this age of Communicative Language Teaching (CLT), teaching grammar has become a crucial issue. CLT doesn't recommend teaching grammatical structures out of context.

The scenario is different in many EFL countries. If students start learning English through Grammar-Translation (GT) method and at one stage move to CLT all on a sudden, they can't catch up. As a result, they get scared or/ and lose interest in English which ultimately breaks down the whole teaching-learning process. If students study English language in properly practiced Communicative approach in schools, they find no difficulty in university. In some EFL countries, CLT is used in schools but students don't practice that properly. Students don't know grammatical structures because CLT doesn't teach grammar directly; on the other hand , they can't use English for communication because CLT is not implemented properly. So they learn nothing: neither grammar nor communication. At the end of the day, students find themselves in no man's land. When they come to university with very low input and almost zero level skills in English, they can't do well because here the language for communication is only English. They need to read major authors and very difficult texts (including classical English texts) in English, listen and understand teachers' lectures in English, respond to teachers in English, discuss with fellow students in English, make presentations in English and write answers to questions in English.

Many countries still don't have trained teachers, well-equipped English language labs, adequate resources and proper environment for teaching, learning and practicing English. At all levels of education, teachers should first try to avoid teaching structures of grammar; they should teach grammar indirectly i.e. without mentioning definition of terms, rather giving plenty of examples and usages in real life situations. In short, they should teach grammar in context.

 Pekoz (2008) introduces a framework for implementing pre-, while- and post-stages to teach grammar. He said:

> Teaching grammar has lagged behind the integration of pre, while and post stages. Although grammar instruction has recently been associated with contextual teaching, we need to go beyond this movement to bring grammar instruction fully to life and to make it purposeful and communicative.

Nowlan (2008) explains several autonomous learning activities that Asian EFL learners can use outside class room for practicing English language skills. Rather than depending on grammatical

structures they should go for self-learning English language skills. Brown (2001) opines that learners should not be overwhelmed with linguistic terminology.

Instead of uttering definition of the grammatical terms, teachers will introduce students to plenty of examples and lead them to form their own conception about the terms. In this way learners will understand the terms better and use them properly in their on their own. We need to understand that learners have different individual learning style and capabilities.
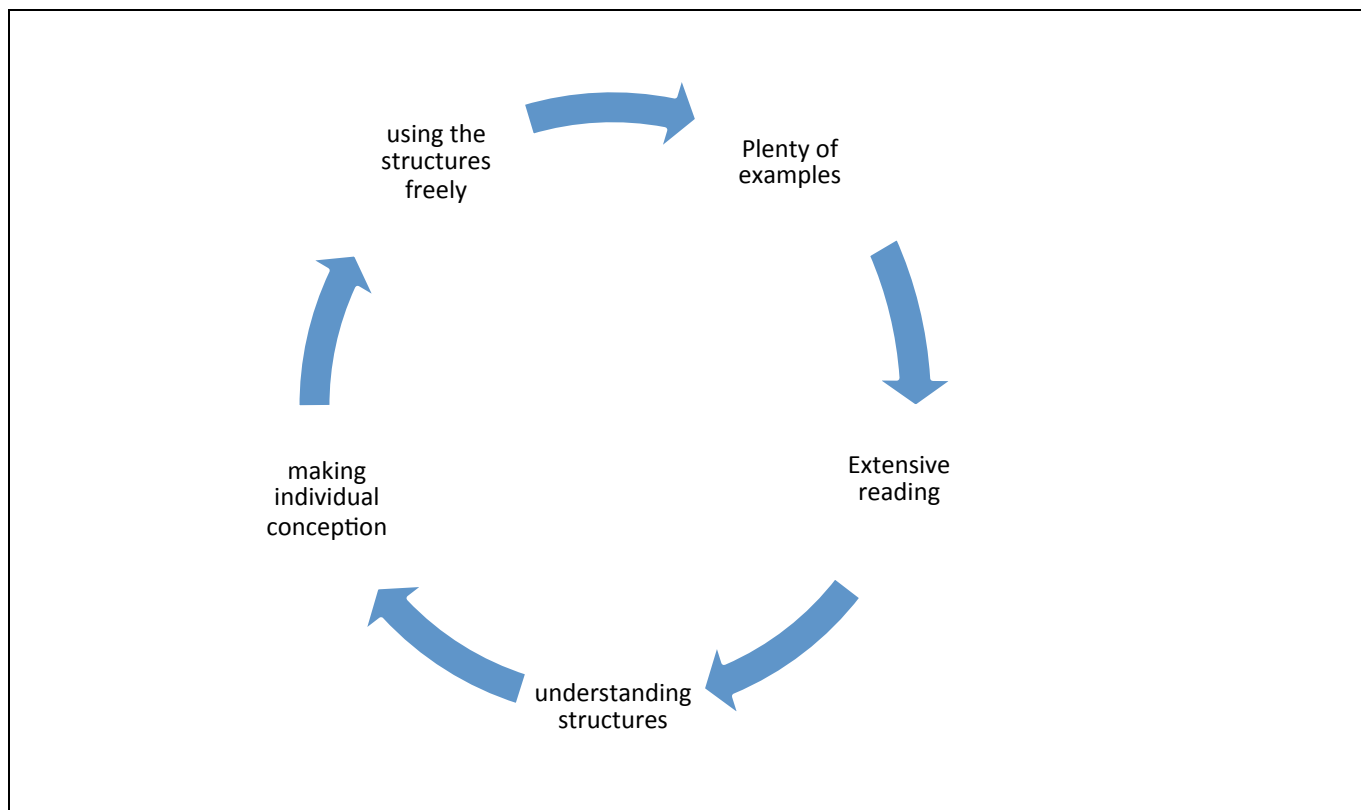
Fig 3: Teaching grammar in context

For sample course outlines of English language courses, please see Appendix 4

<u>**Tier One Year Two:**</u>

(i) Introduction to different genres of English literature:

All students who aim to pursue undergrad in English will take introductory courses to genres of English literature. The number of courses may vary. In Tier Two, students will choose their major but irrespective of their majors all students will study a few introductory courses in English literature in Tier One.

The following courses may be offered:

    (a) Introduction to English Literature

    (b) History of English literature

    (c) Introduction to Poetry

    (d) Introduction to Drama

    (e) Introduction to Novel

    (f) Introduction to Non-fiction

    (g) Introduction to Linguistics

(ii)   Basic Studies

(Students will also take a few courses that will help them study other courses of English language and literature).

    (a) Study skills

    (b) Vocabulary building

    (c) Business English

    (d) Introduction to Computer

Tier Two:

(i) Major courses, research and professional orientation.

In Tier Two, students will study four types of courses.

    (i).   Major courses

    (ii). Research methodology

    (iii). Professional orientation

    (iv). Dissertation/ Internship

<u>Tier Two Year One:</u>

(i). Major Courses: Before starting Tier 2, students will decide their major. In the rest two years of undergrad study, they will concentrate only on their major subjects. The department will make curriculum for all major disciplines. They will also arrange teachers, materials, equipment and technology to teach such courses. Every student will study foundation courses of English

language and literature for first two years and will study one major discipline intensively as well as will prepare themselves for job and do a research or an internship in last two years. The degree will be called BA (Honors) or Undergraduate in English majoring in (name of a major stream) e.g., BA (Honors) in English majoring in American Literature or 4-year undergraduate in English majoring in Business Communication. Following streams of major can be offered for undergrad study in English.

(a) English Literature

(b) American Literature

(c) World Literature

(d) Classics

(e) Literary studies

(f) English Language Studies

(g) Linguistics

(h) Applied Linguistics and ELT

(i) English for Specific Purpose (ESP)

(j) Business Communication

(k) Technical Writing

(l) Creative Writing

(m) Translation studies.

Tier Two Year Two

(i) Research Methodology: Students will take the course 'Research Methodology' to conduct research in their respective areas. A comprehensive idea about the types of research, research proposal, research terminology, documentation styles like MLA and APA will help students carry out research on their own which will help students do well in academic and professional career. Every research student must have a supervisor who will assist them throughout the period of the research. Submission of dissertation or term paper should be followed by defense and seminar. Selected research papers should be published in department or university journals.

Research supervisors should have a PhD degree or at least a few original, published research

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papers.

(iii). Professional orientation: All students irrespective of their majors will take 'Professional Orientation' course for better career. The course may be considered as non-credit but pass marks in this course should be considered as pre-requisite to passing the examination. The course will be comprised of the following elements:

(a) Business English & Business correspondences: Students will learn formal English, Business vocabulary, Business letter writing, CV/ resume writing, report writing, memo writing and press release writing.

(b) Meet the leaders: Students will be introduced to types, environment, required skills as well as professionalism of different jobs. Professionals from various job sectors will be invited to talk about required skills, work environment and their own experiences. Students will face mock interviews with these professionals who will later give their evaluation and feedback.

(c) Presentation skills: Students will learn doing presentation with multimedia projector, OHP, flip chart and poster paper.

(iv).Research paper or Internship: In the Final Semester, students will either write a research paper or do an internship. The students who take ELT, Media, ESP, Business Communication, Tourism and Hospitality as major can write term paper or do internship in the relevant organization and finally submit report. On the other hand, students who take Literature, World Literature, Classics, Linguistics, English Language Studies, Children's Literature, Translation, Creative Writing will write term paper. Teachers will make sure students learn some hands-on skills and knowledge in the internship. On the other hand, supervising teachers will ensure a standard quality in research papers. They will make sure that students follow research methodology properly, analyze points critically and present their thesis logically as well as clearly. Moreover, supervisors will make sure that the papers are based on original research and are not plagiarized.

Students must consult with guardians and teachers before deciding between research paper and internship.

Master of Arts in English

Four year BA (Honors) or Undergraduate program in English holds specializations and sufficient focus on professional development. It is expected that after completing undergraduate degree in English, students will be able to get good jobs and perform their respective responsibilities properly. Only the students who want to build their career in academia or research-related fields should go for master degrees. So the master degree programs will be research degrees, not course works. Admission into master degree programs should require standard marks e.g. high CGPA which will screen students for admission and ensure quality of learners. Moreover, the applicants should go through a written admission test that testifies their competence of study skills as well as English language skills. MA programs should be based on rigorous research and hands-on experience. Recommended streams of major for MA programs are:

(i).   MA in English Literature

(ii)   MA in American Literature

(iii).   MA in World Literature

(iv).   MA in Post-colonial literature

(v).   MA in African Literature

(vi).   MA in Literary Studies

(vii).   MA in English Language Studies

 (viii). MA in Linguistics

(ix).   MA in Applied Linguistics and ELT

(x).   MA in Theater Studies

(xi).   MA in Writing

(xii).   MA in Rhetoric and Composition

(xiii). MA in Technical Writing

(xiv). MA in Creative Writing

(xiii). MA in English for Specific Purpose

(xiv). MA in English and Media

(xv). MA in Academic Writing

(xvi). MA in Children's Literature

(xvii). MA in English and Communication

(xviii). MA in Translation Studies

(xix). MA in English for Science

(xx). MA in English for Business Communication

(xxi). MA in Educational Research.

At the end of MA program, students will either write a complete research paper/ dissertation or work at a relevant institution as an intern for practical experience. They must submit reports on the internship to their respective supervisors. For example, the students majoring in English Literature, World Literature, Literary Studies, English Language Studies and Linguistics should conduct intensive research and produce dissertation with elaborate literature reviews, while the students majoring in ELT, Creative Writing, Theater Studies, Writing, Technical Writing and ESP can either write research papers or work at some relevant institutions as interns and submit reports to supervisors.

Students must think clearly about their target job and also their respective strengths and weaknesses before deciding between research paper and Internship.

Needs Analysis

Needs analysis must receive an advanced priority in the total teaching-learning process as the English department will follow a learner-centered approach. Learners will be put at the center of the whole teaching-learning cycle while their needs will be analyzed rigorously. Needs Analysis is a broad idea that comprises learner's goal of learning, background knowledge and skills, target knowledge and skills, weaknesses and strengths as well as learning competencies.

The approach to needs analysis depends on the situation and context of teaching as well as learning. Pilbeam (1979) said, "Needs analysis should be concerned with establishing both a target profile of language skills which sets down the actual activities that the participants have to carry out (*Target Situation Analysis*), and a profile of personal ability in which the participants' skills in these activities is evaluated (*Present Situation Analysis*). (p. 23) Brieger (1997) suggested, "Needs analysis for Business English will set out to identify the range of general and specialist language knowledge required, together with general and professional communicative skills". (pp. 88-89) Donna (2000) described different types of needs analysis forms, questionnaires and interviews (with the learners' managers and with individual learners). (pp. 12-24) She also suggested two types of placement test: written placement test and oral interview. Ellis (1994) described several problems and their solutions in analyzing needs of the learners. He also included some sample interview task sheets for different parties like, pre-experience learners, job experienced learners and the companies and organizations. (pp. 57-70)

Ellis (1994) summarized learners' general needs for mastering Business performance:

- confidence and fluency in speaking.
- skills for organizing and structuring information.
- sufficient language accuracy to be able to communicate ideas without ambiguity and without stress for the listener.

- strategies for following the main points of fast, complex, and imperfect speech.

- strategies for clarifying and checking unclear information.

- speed of reaction to the utterances of others.

- clear pronunciation and delivery.

- an awareness of appropriate language and behavior for the cultures and situations in which they will operate. (p. 35)
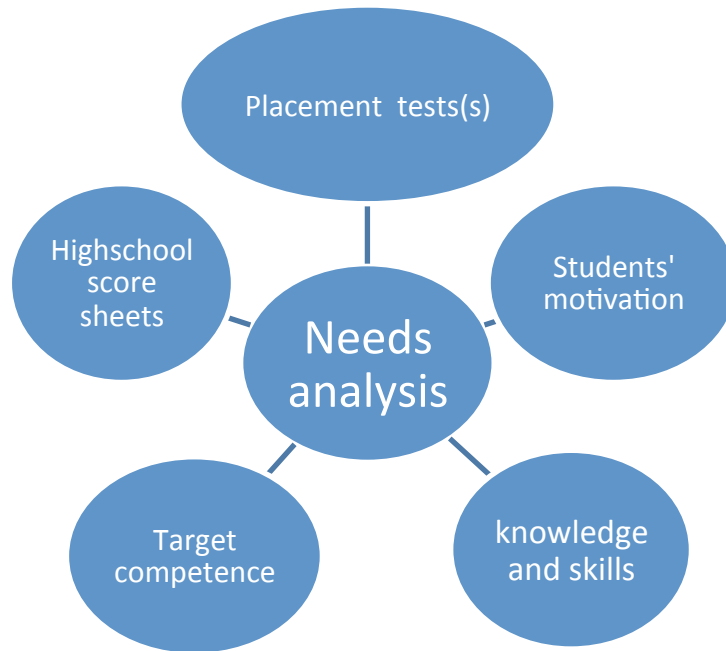
Fig 4: Needs Analysis

A good needs analysis leads to teachers design strong curriculum and create effective materials. Giving all students the same test at the time of admission doesn't justifie many of them. In the countries where students enter university with various levels of background knowledge and skills as well as motivation for studying English, the English departments should go for extensive methods for analyzing students' needs. A rigorous method with the following procedure can be used to analyze students' needs:

(a) **Scrutinizing certificates and score sheets:** Prior to admission, English departments will ask candidates for submitting high school terminal examination score sheets and will

check rigorously the marks basically those of English courses. Based on the scores they will short list the candidates.

(b) **Placement tests:** Short listed candidates will be asked for taking written and oral placement tests. In the written placement text, there will be questions on reading comprehension (unseen reading passages), vocabulary, guessing meaning of words from the context, short answers to questions, free-hand writing, use of words and transitions in writing and use of grammatical structures in context. In the oral test, English departments will test students speaking capability in one-on-one interview (as in IELTS) or speech format. A listening test (if possible) may also be given.

In the written test, a few questions may be set to test students' knowledge of English literature as well as the literature of the candidates' own culture.

(c) **Purpose statement:** A statement mentioning why the candidates want to study English will be asked from students and their guardians. This statement will specify students' goal of leaning and their target competence.

The responsibility of the English departments is to bridge student's present competencies to their target competencies of English language and literature.

Teaching Methodology

In English department, teaching-learning of English language and literature courses will be based on free reading, extensive practice, open discussion and creative writing where students will be put at the center of the whole learning process and teachers as facilitators. Text books will be used as a guide to the course but teachers will frequently refer to other books and materials. They will make a habit for students to surf the Internet and find relevant materials. If the department or university has the facility of e-learning, teachers and students will use that widely. Teachers will not provide hand notes because then the entire teaching-learning will be limited to those hand notes. Handouts may be given very selectively only to facilitate learning not to confine that. Teachers will always try to explain terms and topics in simple words from students' cultural and contextual perspectives.

English departments should follow modern, updated and practical teaching methodologies and techniques that ensure teachers' position only as facilitators and confirm students' maximum participation in the total teaching-learning procedure. Teaching of English language and literature courses should be done in interactive method. Evaluation process will also follow the same method so students will be discouraged to memorize, rather they will be inspired to be creative and communicative. Teachers will introduce topics and make them understandable with easy and practical examples. They will provide clues and resources to make students take part in discussion. In first 1-3 classes of every semester, every course teacher must provide students with detailed lesson plans with extended breaks-down of the lessons so students can study the topics before attending classes. At the end of every class, each teacher will announce topic for the next class. Classroom teaching will be basically based on open discussion, pair work and group work. Students will always be pushed to come up with their own ideas about the topic in discussion. This will make learners understand the issues and use them in real-life situations.

Teacher will introduce a topic and initiate discusssion

students will write essays as assignment

Teaching methodology

students will take part in open discussion and will do pair and group works

Students will go for extnesive reading.
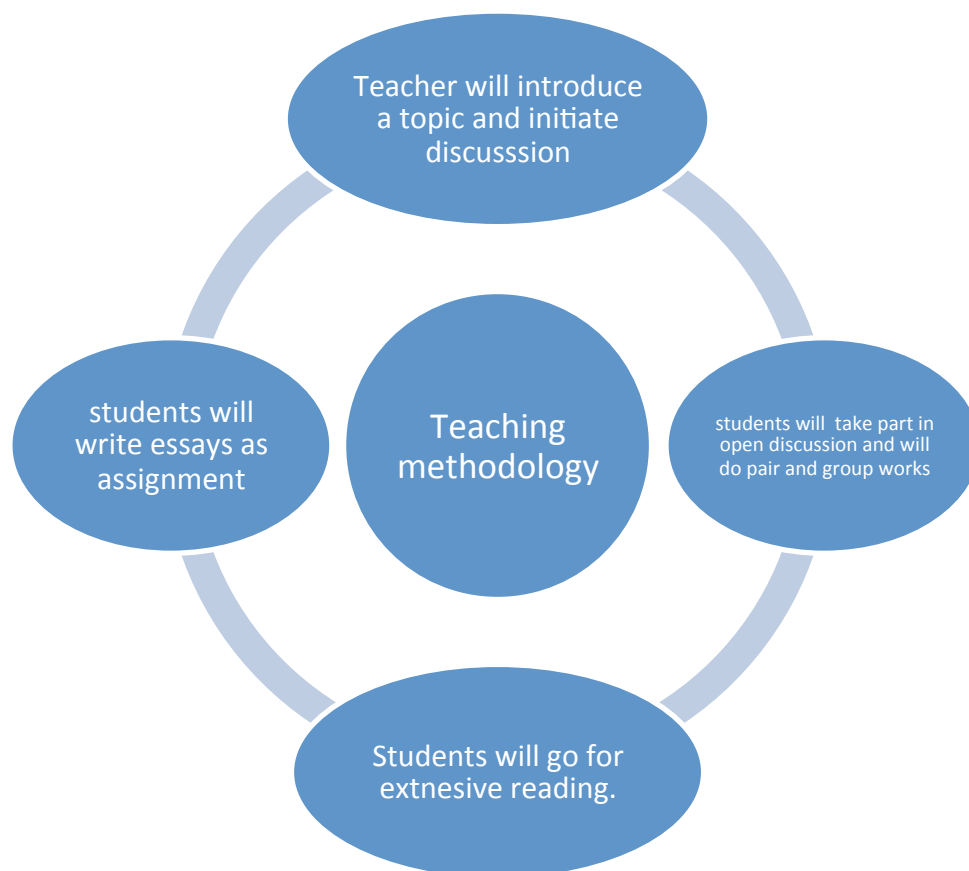
Fig 5: Teaching methodology

English, the only medium of communication: The medium of communication in the entire English department will be only English. Teachers, students and staff members will speak only in English. Teachers will speak and reply only in English. Even if teachers are spoken to in other language, they will reply only in English. Students will be discouraged in all possible ways to speak in any language other than English. They will not shift to any other language. If students, basically freshmen or weak students fail to understand English, teachers will use simple words and structures of English language.

Teacher's talking time (TTT): Teachers' talking in the class should be very restricted. They'll speak only to introduce topics and to bring students into classroom discussion. Teachers will facilitate discussion to get that going. In the middle of conversation, teachers can use gesture, posture and other body languages to avoid speaking. Teachers' maximum talking time should be limited to one third or one fourth of the total class time.

Motivation: For ensuring effective learning, student's motivation towards learning is very important. This should be an ongoing practice of English department to employ experts, experienced teachers and updated methods to check students' level of motivation for learning English. The department will try to check students' motivation for studying English through theadmission process (*see the chapter 'Needs Analysis*). When students are admitted into English department, teachers will deal with the motivation issue in two ways. First, they will discuss the importance, versatility as well as the global market for English degrees. Second, every batch or section will have an advisor who will give individual counseling to less-motivated students. One of the best ways of motivation is to introducing students to their respective strengths. Individual counseling will be based on very positive attitude. Student counselors will do psychological study of students and will try to know their personal and family matters that affect their study. They have to recognize the true nature and motivation level of the learners towards learning. Student counselors will then find solutions to the problems of individual students. They will be in regular contact with the guardians of students.

Communicative language teaching (CLT): Communicative language teaching (CLT) is a technique that allows people to learn a language through communication and interactive activities. In this technique learners don't learn the structures of grammar directly, rather they learn the usage. Native language of the learners is not used, rather all communication is held in the target language. CLT is an excellent technique for learning English but it requires a total environment with necessary trained teachers, class room activities, materials and tools. The technique is based on extensive use of the target language in modern and updated environment with modern materials and tools. When learners don't have sufficient practice of English, they can't learn the skills and ultimately they can't use the language. Countries like Bangladesh and South Korea faced countless challenges while embracing Communicative Language Teaching (CLT) to achieve heightened communicative competence and intercultural understanding.

Introducing Communicative Language Teaching (CLT) without proper piloting has created many troubles and the goal of teaching and learning of English language has also hampered in Bangladesh. As CLT is not applied in an appropriate manner at secondary and higher secondary levels in Bangladesh, students enter university with a confused understanding and insufficient knowledge as well as skills of English language. Now teachers teaching English language courses in Bangladeshi universities get three jobs: to make students unlearn improper knowledge and skills of English language, to teach them grammatical rules and also to teach them the methods of learning English language skills through communicative approach. All universities in Bangladesh follow Communicative approach to teach skills of English language, but still each of them has at least one English Grammar course at undergrad level. Vasilopoulos (2008) outlines practical suggestions for adapting CLT in university classroom. They are:

a. Teach four sills: writing, reading, listening and speaking.
b. Combine instructor lead and students centered approaches
c. Don't abandon grammar and individual work
d. Monitor pair and group work

Reference books and websites: Teachers will always inspire students to read reference books and browse relevant Internet websites. Lesson plans will contain names of reference books and websites. English departments should have reference libraries with encyclopedias, dictionaries, thesaurus and other reference books. Teachers will give home works and assignments to make sure students are reading reference books and surfing websites. Reading Forum of the English Language Center should have a good number of books. University libraries must have necessary books, while university website should contain e-books.

Homework and assignment: Teachers will give home works and assignments on a regular basis. In lesson plans, teachers should specify the marks for homework and assignments. They must give detailed evaluation process in the lesson plans. Teachers will ensure all students submit home works and assignments on due dates. They will give their feedback on students' home works and assignments. Furthermore, students will learn about nature, kinds and consequences of plagiarism. Every course should carry some marks for home work, assignments and power point presentation.

Tutorial class and consultation hours: Tutorial classes and consultation hours can help teaching in different ways. Basically weak and shy students are highly benefitted from these things. Very often weak students can't catch up the pace of lessons in regular classes, so they lag behind. And if they are already less motivated to learn they lose interest and don't turn up. Sometimes, shy and introvert students don't open up in regular classes. Furthermore, some limitations like insufficient class hour as well as internal and external factors hamper regular classes very frequently. In such cases, tutorial classes where teachers and teaching assistants teach only on a small number of students accelerate teaching-learning. Intensive care like diagnostic teaching is only possible through tutorial classes and consultation hours. In tutorial classes teachers or teaching assistants will give students an extensive practice of the subject. They will also focus on the basics.

Consultation hours should be specified in lesson plans. Teachers will also put up the hours on their office room and must maintain those hours. Consultation hour is very effective because students can solve their problems in one-on-one meeting with teachers. Shy and introvert students can open up themselves in consultation hours. For writing courses, consultation hours are more important. Department chairs should make sure that faculty members are available in the specified consultations hours. Teachers will also keep the track record of the students that come for consultation. Reports will be kept in personal files of students.
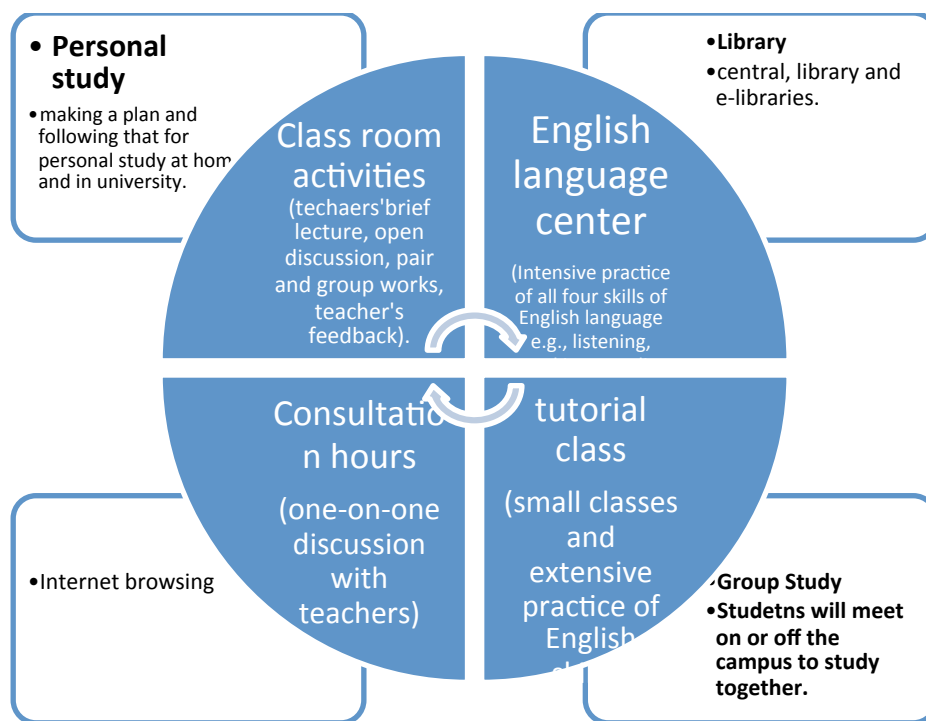
Fig 6: Study process

- **Personal study** • making a plan and following that for personal study at home and in university.
- **Class room activities** (techaers'brief lecture, open discussion, pair and group works, teacher's feedback).
- **English language center** (Intensive practice of all four skills of English language e.g., listening,
- •Library •central, library and e-libraries.
- **Consultation hours** (one-on-one discussion with teachers)
- **tutorial class** (small classes and extensive practice of English
- •Internet browsing
- •Group Study •Studetns will meet on or off the campus to study together.

Graphic organizers: Listening to teacher's lecture for a long period is monotonous and boring. Teachers should write the main points on the board or poster paper or show them on multimedia slides. If they cover the whole board with writing and ask students to copy them, many students will lose interest. Teachers should write only main points on the board. They should use graphic organizers like charts, graphs, flow charts, columns and bars to make lessons easy. Many students learn more from visual materials. When they listen to teachers and at the same time see the main points on the board, they learn quickly through audio-visual method. Students will also learn the use of graphic organizers basically for generating ideas before writing. Once they learn the techniques, students can use them for many purposes. For example, after listening and reading some stuff as well as before speaking and writing on some topic, they can write down main points and connect them with graphic organizers.

Learner-centered approach: In EFL countries, the learners with a variety of culture, knowledge level, proficiency, motivation and goal need learner-centered approach. Textbooks, other materials, teaching methodologies, techniques and class room activities used in western countries are not very often compatible with the goal, background knowledge, motivation level

and cultural context of the target students in EFL countries. In such countries students study English for at least 6-12 years but don't learn the language. Moreover, they can't use the language practically in real-life situations.

Textbooks, reference books, other course materials, teaching methodologies, techniques and classroom activities should be selected through learner-centered approach. Learners should be put at the center of the whole teaching-learning process. While determining courses, curriculum, lesson plans, text books, materials, methods, techniques and classroom activities, educationists and teachers should consider learner's age, culture, background knowledge, goal, present competence and target competence of target students. In many EFL countries, students don't understand more than 20-30 percent of the books written by Western native English writers. The education system in EFL countries is not compatible with that in native English speaking countries. For example, high school students in Western native English speaking countries write a good number of essays. By the time they enter a college or university they are already good writers in English and now look for stylistic excellence in their writing. In EFL countries, students start writing correct English sentences in university. Achieving stylistic excellence is a far cry. English language textbooks written by native English writers are full of their cultural elements. For example, John Langan's *English Skills* contains reading passages with elements of American high school culture like dating and prom day which confuse students of many other cultures. Educationists and teachers in EFL countries are aware of this problem but hardly have they strived for alternatives. King Khalid University in Saudi Arabia uses *Tapestry* Middle East Edition series of books as texts for teaching English language courses. The books are written in Islamic and Arabian context, so students learn skills of English language in their own culture. All EFL countries should look for such books or try to write such books.

Creating reading habit: Students will be introduced to reading strategies and exposed to extensive reading from cross-cultural issues. They should know reading strategies like skimming, scanning, telling back and guessing. Students will read English texts for two purposes—reading for comprehension and reading out loud for pronunciation. To achieve comprehension or understanding, students will read English books and materials by applying reading strategies. Teachers will guide the reading process and evaluate students' reading skills through various processes like broad answers, short answers, Multiple Choice Questions,

true/false, guessing meaning from context, synonym, antonym, matching and sentence making. Teachers will ask students to make their respective comments. Sometimes teacher will ask students read the texts loud. Then teachers will give their feedback on students' pronunciation of words, stress, accent and intonation. Reading for pronunciation can easily be applied in English literature classes where learners can read out poems, short stories and essays. Besides reading textbooks, learners should be encouraged to read English materials like story books, newspapers, pamphlets, brochures and online materials. Reading Forum of the English language center will provide students with reading materials. The Forum will arrange reading sessions and reading competitions for students.

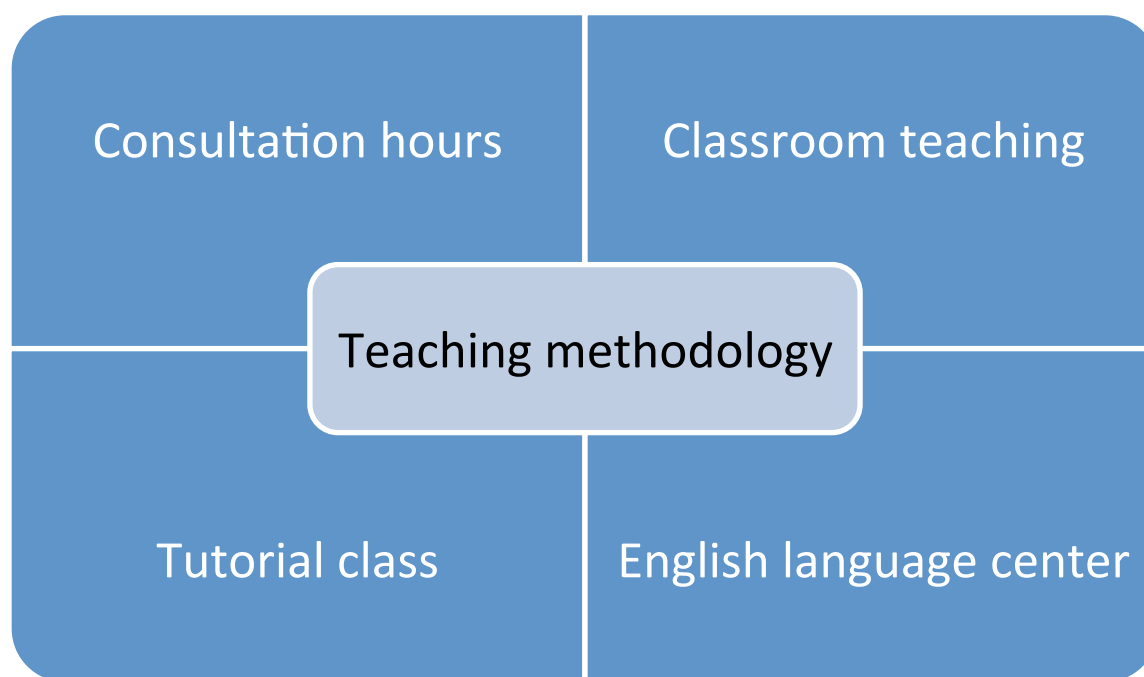| Consultation hours	Classroom teaching
Teaching methodology	
Tutorial class	English language center

Fig 7: Teaching methodology

Teaching vocabulary: Teaching vocabulary should receive a considerable importance in all English departments. Students need vocabulary in using all four skills of English language. While teaching reading courses, teachers must stress on vocabulary. They will encourage students guess meaning of unknown words from the context. They will also discuss synonyms

and antonyms of words in the texts. These techniques will improve students' stock of vocabulary. Different kinds of vocabulary cards are available in the market. Learners will be encouraged to buy and keep those cards with them. Each student must possess one standard English-English dictionary and one thesaurus. Teachers will introduce them to Internet sources for vocabulary. For example, www.dictionary.reference.com is an excellent website that offers meaning, origin, usage, synonym and antonym of English words. This is a talking dictionary as well. Learners can click and listen to both British and American pronunciation of each English word. Many websites offer word and vocabulary games. Teachers should familiarize students with these sites. Visnja Pavicic (2003) deals with improving students' abilities to explore, store and use English words.

Teachers can use vocabulary games in the class. This will make classes relaxed and enjoyable. It may also remove students' crankiness. Students can learn the use of English language in business setting, business communication etiquettes and business vocabulary.

Using drama in ESL class: Using drama in ESL classes is an excellent idea to pull in students to the main stream of learning English language. It helps students practice pronunciation, stress, intonation, vocabulary and contextual study of the text. Chauhan (2004) suggests : Using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short, an opportunity to use language in operation which is absent in a conventional language class.

Diagnostic teaching: Bowser (2005) quotes Guskey (2003) while defining Diagnostic Teaching as a "process of diagnosing student abilities, needs and objectives and prescribing requisite learning activities".   In diagnostic teaching, the teacher monitors the performance of students at different stages of learning like before, during and after teaching. Through this practice teachers can also check effectiveness of their lessons with individuals, small groups of students or whole classes. They can also check the effectiveness of the instruments used. Within a diagnostic teaching perspective, interacting and continuous assessment and instruction are used. Diagnostic teaching is very helpful for weak learners. Teachers should keep separate files for each student for recording all documents like high school grade sheet, high school teachers feedback (if possible), grades and exam papers of placement tests at the university, assignments, home works,

class room works, teachers feedback, feedback from English language center instructors, etc. Learners will go through continuous assessment which will allow teachers to tap into students' development in learning skills of English language and also know the remedies for the errors they make. Moreover, it will assist teachers in self-evaluating the effectiveness of curriculum, teaching materials and teaching methodologies they use. It will also help in developing understanding about students' use of the skills of English language. On-the-run assessments, systematic records of teachers' observations of students' learning over time and summative assessments will give a real picture of students' learning development.

Team teaching: To boost up teaching learning of English the department can follow 'team teaching' where two or more faculty members together plan, teach and evaluate the same group of students or same course. It will be more applicable for teaching weak students and well as soon-to-be-graduates. As it has been suggested in this book that teaching learning in the department will be held through classroom meetings, consultation hour, English language center and strong discussion among faculty members, these activities also need strong coordination and team work. Yuan (2009) discusses five modern and proven ways of creating effective team-teaching relationship.

Student's individual file (SIF): English department will keep one file for each student from the beginning of their admission. The file will record their activities, lessons and academic progress. The department may also keep it online. Teachers can access the file by putting in students' individual university identification numbers while students and their guardians can see only summarized parts of the records as permitted by the university. Following records and information could be recorded or uploaded in student's files:

1. Copies of students' high school certificates and score sheets.
2. Copies of written and oral placements tests with scores.
3. Two copies (one best and one worst) of home work and assignment of every course of every semester.
4. Copies of class test, quiz and assignment scripts and their scores.
5. Copies of all midterm examination and their scores.
6. Evaluation and comments of course teachers.

7. Evaluation and comments of teachers and teaching assistants of the English Language Center.

8. Score sheets of all examinations.

Teaching English literature

The objective of teaching English literature courses will be to introduce them to the texts and their contexts. Ancient style of teaching literature courses through teacher dominated, lecture-based classes should be avoided. Rather, learner-centered module and discussion-based classes are preferred for literature courses. Prior to starting a course the course teacher must provide a detailed lesson plan with the breaks down of lessons, marks distribution, text books, reference books, other necessary materials, websites and other links. If possible, teachers will post these lesson plans on the university website so students can read the texts on their own. Especially for novel courses this is very important. Learners must study a lesson basically the text before coming to class. Teachers will introduce the topics of discussion of the day, ask some questions or make a few hypotheses and will ultimately invite students to participate in the discussion. Teacher's talking time (TTT) will be limited to maximum one fourth to one third of the total class time.

Understanding, not memorization: Through teaching, evaluating and counseling, teachers will create an environment that discourages students to memorize answers. They will always ask students to write long answers where a large portion of questions will be based on students' own opinions. Same questions will not be repeated in the following years. Moreover, teachers will

never provide students with hand notes which in fact destroy students' creativity and make them crippled. Teachers will provide detailed lesson plans with names of text books, reference books, relevant materials and Internet sources so students can study the texts before coming to class. Literature classes will be based on discussion. In fact students will play the central role in class room discussion. Discussion may be held in the forms of individual presentation, pair work, group work and group discussion. Students will discuss themes, motif, stylistic matters, literary terms, literary theories and contextual issues related to texts. They will also compare texts with other relevant English texts. Discussion could be held in various ways. While giving their opinion students can talk individually or they can do it in groups. Sometimes they can indulge in debate. While reading poems and plays students can recite or act out literary texts in pairs and groups. They can also stage plays. In the lesson plans of literature courses a good portion marks should be given for active participation in classroom discussion.

Teaching Literature

- teacher will provide detailed lesson plan
- students will read text before class
- In class, teacher will introduce a topic
- students will discuss; teacher will only facilitate
- comparative study of texts
- students will write paper; they will peer review each other's papers
- Teachers will give their feedback on studetns' papers
- Students will make multimedia presenation on relevant topics.
- students will discuss with teachers in consultation hours
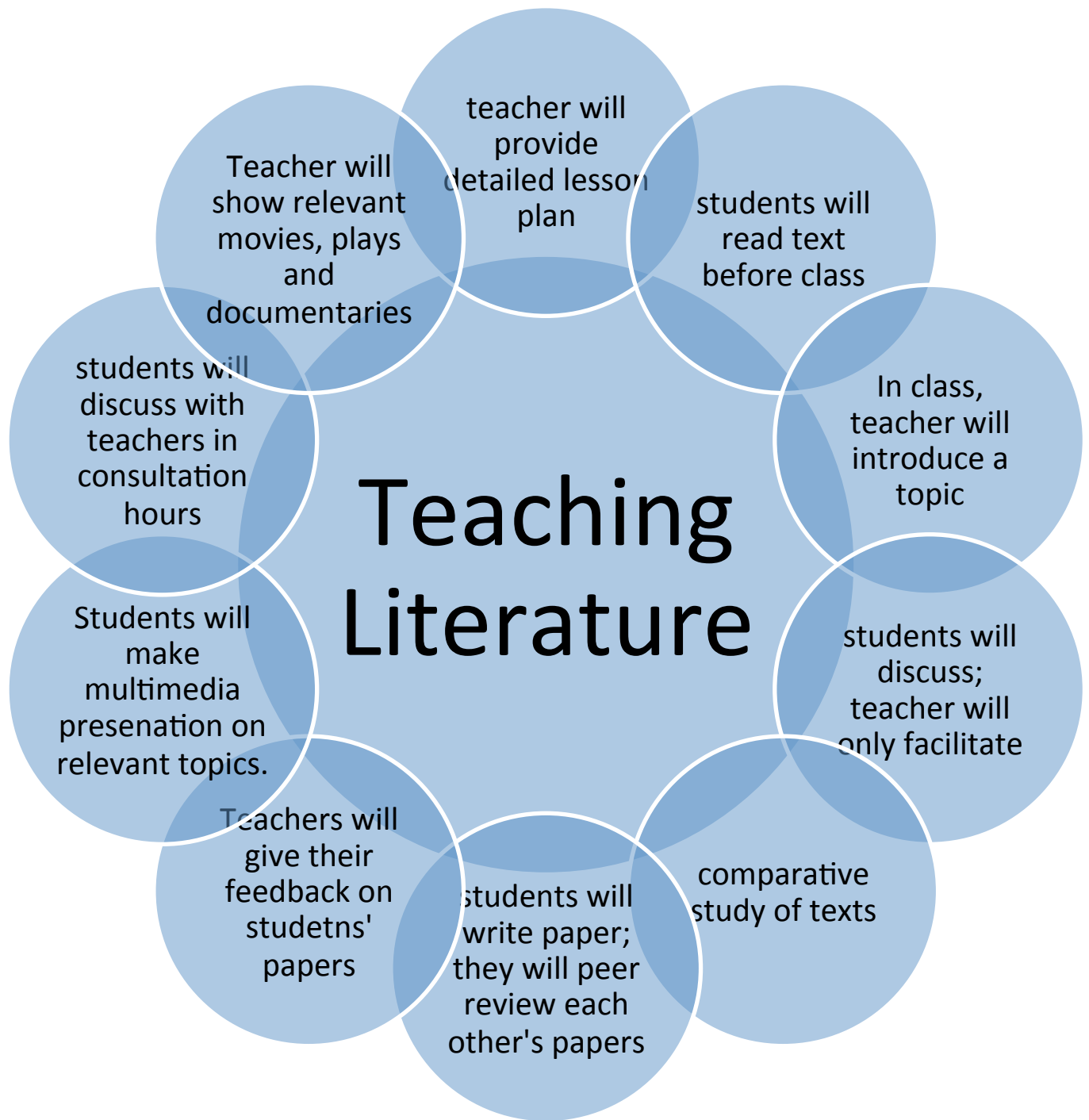- Teacher will show relevant movies, plays and documentaries

Fig 8: Teaching Literature

Essay writing: Writing essays should be a common feature for literature courses. Every literature course must require a student write 3-5 essays as assignment. In their writing courses students will learn the basic strategies for writing essays. For each literature course, there should be separate marks for essay writing or assignment. Teachers will go through the essays very minutely and return them with detailed written feedback. They should also have oral discussion with students. Teachers will distribute among students samples of good journal articles. Eventually students will learn academic writing and know how to write journal articles.

Presentation: Literature classes will use technology abundantly. Students will use multimedia projector for making presentation. They must know how to make nice, standard and smart multimedia slides. Also, they should know the strategies for presenting slides. Students should make at least one multimedia presentation for each literature course. Teachers will use multimedia projector very decisively. If they enter classroom, switch off the lights, start multimedia projector, give the lecture and then leave classroom, students do not learn anything because in the dark rooms students are totally isolated from the entire teaching-learning process. Multimedia presentation should be interactive. Teachers may address students during the presentation and ask them questions or ask for their comments. In the courses like History of English Literature, multimedia projector may be used to show genealogy of authors. Students will also use flip chart, OHP and other devices for presentation in the class rooms. Literature classes will also use computer and CD players to listen to standard pronunciation, nice recitation of poems, radio drama and audio books. Presentations are also very useful for comparative studies.

A literature classroom should be comprised of white board, flip chart, poster papers and markers. Teacher will write the topic of the day and main points on the board. Poster papers will be distributed among groups who will write the main points on the poster papers after they have the discussion. Then the poster papers will be displayed in the class. In literature classes teacher will ask students to read aloud poems, plays and essays. After they finish, teachers will give feedback on their reading with focus on pronunciation, accent, stress and intonation. They can also play CDs of native speakers' reading. Audio books of literary pieces available on the Internet may be of good use.

Watching movies: In class rooms or in the Conversation Café of English Language Center, teacher can show students movies based on English literary texts. While selecting movies, teachers should consider literary value and relevance of the movies to the curriculum as well as students' age and cultural perspectives. If needed, they can edit the movies before showing. Watching movies is an excellent idea through which students can associate themselves with story and context of English texts. Sometimes the department can arrange movie weeks for all students of the department and show good English movies and documentaries.

Comparative analysis: One of the main tasks of English literature teachers is to compare texts with other writings like other writings of the same author or other writings of the same period or other writings of the same genre or other writings of other languages. They will always ask learners to read other books and compare them with the texts. This will increase students' ability for comparative analysis. Teacher will explain strategies for compare and contrast theories.

Literary festival: A syllabus can't accommodate all books of literature not even all major writers and texts, but students of literature should be exposed to a broad periphery of world literature. Moreover, every day new books are being added to the total bulk of world literature. Also, new theories and terms are being invented. Furthermore, the branches of knowledge which are related to literature like art, theater and film are also being enriched every moment. Students of English literature should have idea about all of them. It's not possible to get all information from formal classes. In addition to literature classes, English departments may organize literary weeks and literary festivals. Some of the events that English departments may arrange in literary festival are:

(a) Seminars on different genres of English literature, art, film and media.
(b) Seminars on current critical trends of English literature, art, film and media.
(c) Recitation program/ competition.
(d) Staging plays.
(e) Creative writing competition.
(f) Exhibition of posters of literary persons.
(g) Wall magazine.
(h) Publication of little magazine.
(i) Cultural programs with recitation, singing and acting of English texts.

Reading sessions: English department may hold reading sessions on a monthly basis where teachers and students will read out their self-composed pieces of literary works. It may be informal.

Seminar/conference: English departments must arrange seminars and conferences on the issues of English language, literature, technical writing and creative writing. Sub-topics that may be included in such seminars and conferences are:

(1) English language: Nature and forms of English language, World Englishes.
(2) Linguistics: Phonetics, Phonology, Linguistic theories, first and second language acquisition, Applied linguistics.
(3) English Language Teaching: Curriculum/syllabus, teaching methods and techniques, classroom activities, classroom management, testing, evaluation.
(4) Literature: English literature, American literature, African literature, Asian Literature, South Asian Literature, Commonwealth Literature, African-American literature, Post-colonial literature, Women's literature.
(5) Criticism: Literary theories, Literary studies.
(6) Writing: Creative writing, technical writing, rhetoric and composition.
(7) Business English: Business writing, Business vocabulary, Presentation skills

Journal: Every English department should have refereed journal of its own. They will invite scholarly articles from internal and external teachers, researchers and practitioners of English language and literature. It should have a strong editorial board comprising eminent scholars of the field. Articles should be selected through blind peer reviewing process. Deserving MA dissertations may also be considered for publication. This will encourage advanced students. A scholarly and reputable journal gives its department as well as the university a very good standing in academia.

Teaching Business English

Teaching Business English occupies a large portion of the curriculum of the total teaching-learning of English departments because the departments aim at creating graduates who are both skilled and knowledgeable. Courses of English language and literature will make them knowledgeable enough to be English graduates while regular practice of English language skills as well as presentation and business English will make them strong enough to grab best jobs in the market. Achieving knowledge and skills will go simultaneously; none of them will be compromised for other. Business English covers a wide range of English language skills, presentation, use of technology, professional orientation, Business writing, Business vocabulary, business terminology and Business conversation.

Roman (1981) has used a good example of the importance of Business English. He writes, "In 1979, *Fortune* magazine talked to many successful corporate executives about what Business schools should teach. Interviewers asked, 'What kind of academic program best prepares business school students to succeed in their careers?' Pretty much skipping the question, executive after executive said, in frustration, 'Teach them to write better'." (p. 1).

Lesikar (2002) puts it:

> Evidence of the importance that business gives to communication skills comes from a nationwide survey (in USA) of corporate recruiters. The recruiters ranked four communication skills (writing, speaking, listening, and interpersonal communicating) in the top five criteria for selecting employees. Further evidence comes from a recent study by Robert Half International of the 1,000 largest employers in the United States. In this study, 96 percent reported that employees must have good communication skills to get ahead. A similar study, this one concerning MBA applicants, concluded that 85 percent of recruiters hold communication skills to be the most important of the skills sought. In yet another study, this one of 500 undergraduate and graduate business students, business communication was ranked first among all core business courses. (p. 3)

Business English is difficult to define and limit in linguistic terms. Pickett (1986) suggests two particular aspects to business communication: communication with public and communication within (intra) a company or between (inter) companies. (p. 16) Regarding teaching Business English, Donna (2000) said, "Teaching Business English involves teaching English to adults working in businesses of one kind or another, or preparing (pre-experience students) to work in the field of business. (p.1) Ellis (1994) sketched the margin between Business English and general English as he said, "Business English differs from other varieties of ESP in that it is often a mix of specific content (relating to a particular job area or industry) and general content (relating to general ability to communicate more effectively, albeit in business situations." (p. 1) Again, Ellis (1994) set the purpose of a Business English course saying, "The purpose of a Business English course is to fulfill students' work related needs (including immediate needs). These are usually very specific and cover a wide range of language." (p. 3)

English language skill courses will be offered from the beginning of the undergrad study. The courses should be taught as communicatively as possible both in class room as well as in the English Language Center. A separate course titled Business English will be offered in Tier One Year Two. The objective of the course will be to equip English majors with knowledge and skills of Business sector and to teach them nature and basics of business English which are fairly different from literary and academic English. The curriculum of Business English course covers writing Business letters and other correspondences, job documents; learning Business vocabulary and terms as well as making Business presentation. The course must contain a good amount of marks on assignment and multimedia presentation.

In Tier Two Year Two, students will take professional orientation course where they will prepare themselves for job market. They will practice and revise writing cover letter, job application letter, business correspondences; will make Business presentation; will face mock interviews and will meet various professionals for having ideas about the required skills and work environment of those sectors.

Donna (2000) said:

Business English courses seem most successful when a range of methods are used and when methods are carefully selected to suit individual students. Using different methods at different times might well maximize the learning which actually takes place in class since individuals themselves seem to vary enormously in terms of learning style; even the same learner responds differently at different times, depending on level of difficulty, mood or need. If we are to select methods appropriately we must remain sensitive to our students and alert to their linguistic, intellectual, social, emotional, and professional needs. (p. 69)

It is noteworthy that Donna (2000) explained around 80 methods of Business performance which can be grouped in broader labels as talking to clients, telephoning, dealing with visitors, talking to colleagues, presentations and Q & A sessions, meetings, negotiations, and note taking. Sturtridge (1977) experimented on using simulation of a whole environment in an ESP classroom. Matthew (1987) showed the strategies to develop oral communication skills of EFL/ESL students. Business English experts have stressed the need of giving feedback on learners' writing as well as performance. Donna (2000) pointed out: "Developing students' skills in the Business English classroom is most effective if very specific areas of weakness are identified, e.g. dealing with the question and answer session after giving a presentation." (p. 126)

With sample formats, mark sheets, charts, marking scales, feedback sheets, etc., Donna (2000) discussed different methods to assess learners' progress of learning. (pp. 293-312) The approaches she recommended are: periodic achievement tests, portfolio assessment, end-of-course tests, external examinations, etc. The methods in which learners' learning progress in Business English courses is evaluated in Bangladesh are: class test, quiz, assignment, research paper, presentation, case studies, thesis, midterm examinations, final examination, etc. Carroll (1980) showed how to design, develop and implement communicative language tests in a Business English class. (pp. 21-35)

Dudley-Evans (1998) explained purpose, sources, selection, modification and presentation of materials for teaching Business English courses. (pp. 170-186)

Ellis (1994) said, "Business people do not always need to know the full complexities of English grammar and idioms. In a Business English course, some structural areas may require more attention than in a conventional course: for example, conditionals in negotiating, or modality for expressing possibility or politeness." (p. 9) Doff (1988) explained the methods to design, develop and implement grammatical as well as communicative activities for English language classes. Venolia (1995) presented strategies for writing better English.

Adamson (2003) describes the teaching technique named 'frame working' that uses the visual device of creating boxes or 'frames' in which students represent their linguistic input in short sentences or key words. The device is used to encourage business students to present their ideas in a concise manner, yet can also be employed with general English classes for non-business related purposes. Frame working is a relatively new expression (Ellis and Johnson, 1994) which basically means that a student must describe change(s) between two or more things or people over a time period. So this technique can be used to make comparative studies in Business English as well as in general English language and literature courses.

In many EFL countries, teaching Business English course is a new phenomenon and English language or English Literature graduates when employed as teachers find it difficult to teach Business English course. There is also lack of trained teachers, textbooks, reference books and other materials. This book presents titles of a good number of Business English books. (See Appendix 2).

Business English materials are available on the Internet which can be used in class room as well as in English language center. In this book you will find a good number of website addresses for teaching Business English courses. (See Appendix 3)

Evaluation and feedback

Feedback, evaluation and grading policies of the department should be open, explicit and learner-centered. Every teacher in their lesson plans must mention feedback and evaluation policies of the course in simple and clear manner. Moreover, they must explain the course evaluation policies in the first week of the semester. All class tests, midterm examinations and assignments given throughout the semester will carry equal importance of the final examination. Attendance in class should not carry any additional marks but attendance in less than 75% of classes will deprive students of taking the final examination. Breaks down of marks may vary from course to course. The department should have a committee to decide on the marks. If there are any marks for class participation, teachers must explain that at the beginning of the semester and record students' progress in class participation very carefully. If some marks are given for students' activities in the English Language Center that should also be explained in the lesson plans.

In speaking courses, teachers will give oral feedback in the class but they will record the feedback for each student in their record book that will give them a clear view of students' progress throughout the semester. In the feedback they will focus on pronunciation, proper use of words, stress and intonation. In writing courses, teachers should give extensive feedback on all class works, home works, assignments and tests. Teachers must make sure that students read their comments and correct their errors, while the department must observe teachers give feedback on students writing.

The use of feedback will be extensive in the English Language Center. In the conversation café, the teacher or instructor who will be observing students' speaking will not stop anybody in the middle of speech. They will let learners finish even if they make mistakes. Later on, teachers will provide feedback. The feedback will be based on pronunciation of words, stress, intonation and use of right words. In the writing center, teaching assistants will check students writing and give them feedback. They will give students additional works like extensive practice of grammar and so. Teaching assistants will hand over their feedback on students to respective course teachers.

For literature courses feedback is very important. Students will write essays on the topics given by course teachers. They can be given as home work or assignment. They will also write in the class. Plagiarism will never be tolerated. At the beginning of the course, teachers will explain policies for feedback, evaluation and plagiarism. For literature courses, home works and assignments should carry a good percentage of marks. Teachers will give detailed feedback on student essays. They must focus on thematic, critical, grammatical and linguistic issues. The students who make grammatical, linguistic and spelling errors frequently will be sent to English Language Center for additional practices.

Foundation English language courses will be offered in Tier One Year One and English department will observe students' progress from Placement test to the Final examination. Every course teacher must offer a Placement text at the beginning of the semester to learn about students' knowledge in content and language as well as to identify learner's strengths and weaknesses. Based on the Placement test, teachers will make lesson plans. They will also send weak students to English Language Center for intensive practice.

Answering broad questions will be encouraged in place of multiple choice questions in class tests, midterm examinations and final examinations. Departments may pass ruling on the maximum number of multiple choice questions in a single question paper. Multiple choice questions should be restricted mainly in the question papers of literature courses. Students will always be encouraged to write freely and also to incorporate their own opinions.

Every possible way will be implemented in the whole evaluation process to stop students copying or taking any unfair means. Measures should be preemptive. Since the beginning of the semester or academic year, teachers will inform and warn students of stringent punishment for taking any kind of unfair means. There should be strict and clear guidelines of punishment for copying. On the exam day, students will be checked before entering exam hall. They shouldn't be allowed to use cell phones during any kind of examination. If teachers provide handouts, they should be more careful during examinations. In classroom, teachers will explain definition, types, nature and consequences of plagiarism so students don't plagiarize in writing assignment and thesis papers. Keith-Spiegel & Whitley (2002) remind us of the many methods of cheating using a computer including: cheating on tests, plagiarism, facilitation, misrepresentation, failure to work as part of a group and sabotage.

There are several faults that lie with traditional methods of correcting grammatical errors. The outright correction of surface errors has been found to be inconsistent, unclear and that also overemphasizes the negative (Fregeau, 1999; Cohen, & Cavalcanti, 1990). Moreover, when this type of feedback is given, students for the most part simply copy the corrections into their subsequent drafts or final copies. The vast majority of students do not record nor study mistakes noted in feedback. Having students merely copied teacher-corrections is a passive action that does not teach students how to recognize or correct errors on their own. Fregeau (1999) discovered that the method of teachers indicating the presence or types of errors without correction is also ineffective.

Frodesen (2001) notes that indirect feedback is more useful than direct correction.

Often students do not understand why errors were indicated and simply guess the corrections as they rewrite. Other ineffective aspects of the marking of student errors are that it causes students to focus more on surface errors that on the clarity of their ideas, and it only stresses the negative. Just as with feedback on form, many faults have been found with standard practices of providing feedback on content (Cohen, & Cavalcanti, 1990). Fathman and Walley, as well as Fregeau report that teacher feedback on content in the form of teacher comments is often vague, contradictory, unsystematic and inconsistent. Just as with feedback on form, many faults have been found with standard practices of providing feedback on content (Cohen, & Cavalcanti, 1990). This leads to various reactions by students including confusion, frustration and neglect of the comments. Leki (1990) reports when presented with written feedback on content, students react in three ways. The students may not read the annotations at all, may read them but not understand them, or may understand them but not know how to respond to them. Teacher comments on content are of little use if students do not know what they mean or how to use them productively to improve their skills as writers. Finally, Fathman and Walley (1990) note, much like correction of grammar mistakes, comments on content tend to be negative and point out problems more than tell students what they are doing right. Despite these negative aspects, there are effective points to some of the common methods of teacher feedback. Fathman and Walley (1990) discovered that when students receive grammar feedback that indicate the place but not

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type of errors, the students significantly improve their grammar scores on subsequent rewrites of the papers. This idea is echoed by Frodesen (2001), who notes that indirect feedback is more useful than direct correction. Written feedback has also been found to be effective when it is coupled with student-teacher conferencing (Brender, 1998; Fregeau, 1999). As noted earlier, many students find understanding written feedback problematic. Conferencing allows both students and teachers a chance to trace causes of the problems arising from student writing and feedback, and to develop strategies for improvement. During these sessions, teachers can ask direct questions to students in order to gain a deeper understanding of student writings. Also, students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made. Finally, teachers can use conferencing to assist students with any specific problems related to their writing. This conferencing can be done in consultation hours. Fregeau (1999) notes that students want to participate in a process approach to writing that allows for multiple rewrites as well as conferencing of some sort. Brender (1998) asserts that students want to take part in conferencing and find it more effective than written comments. Leki (1990) points out that students prefer error correction methods that label mistakes and let them make corrections on their own. Finally, Cohen and Cavalcanti (1990) mention that students want to have some kind of feedback pertaining to the content of their writings.

> Brender (1998) asserts that students want to take part in conferencing and find it more effective than written comments.

Williams (2003) says, "Written feedback is essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to writing that requires some kind of second party feedback, usually the instructor, on student drafts." Kroll (2001) describes instructor's feedback as one of the two components most central to any writing course with the other being the assignments the students are given. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity. Without training in how to use the comments to better their writing, students are likely to either ignore the comments, misunderstand them, or fail to use them

constructively (Cohen, & Cavalcanti, 1990; Kroll, 2001). Students will practice peer editing in the class. Specially in writing classes, peer editing should be made a mandatory practice.

To lessen student confusion, teachers should consistently use a standard set of symbols or markings to indicate place and type of error and train students in what kinds of corrections to make based on each symbol. Lists of proofreading symbols can easily be found in most writing textbooks, or teachers can create their own. Furthermore, teachers should familarize students with the system so they will not be surprised when new symbols occur. (Williams, 2003)
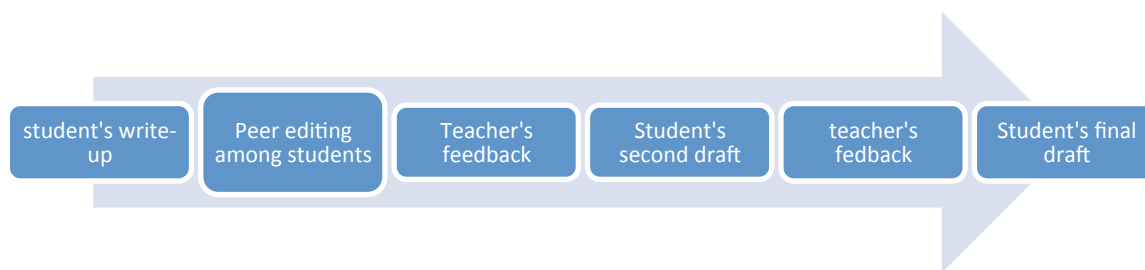

student's write-up → Peer editing among students → Teacher's feedback → Student's second draft → teacher's fedback → Student's final draft

Fig 9: Writing process

Teaching materials, resources and tools

While selecting, developing, adopting and adapting teaching materials and resources, the department will follow learner-centered approach. Target learners' background knowledge, goal of learning, culture, motivation, competence, capability and language skills will be considered. In many EFL countries, students have found western English language text and reference books difficult and non-friendly. Learners' poor background knowledge in English as well as low motivation to learn the language are two of many reasons. In some countries learners start taking English language courses late (e.g. from grade six or seven) which is another reason why students can't catch up with the difficulty level and required level of competence of the textbooks. Some contents and pictures of Western textbooks don't comply with culture of the countries they are used. As a result, teachers, students and their guardians feel embarrassed. For example, some English language textbooks have contents like dating, blind dating, prom day, divorce, sex, drug and weapon which are in many cultures are considered as taboos.

EFL countries should try to produce text and reference books on their own. Some publishers have come forward to publish context-specific text books that contain information and pictures which are compatible with culture and ethnicity of the target readers. *Tapestry* series has introduced Middle East edition of their text books that target Muslim students in Middle Eastern countries so the content and photos in the books comply with Islamic as well as Arab culture and tradition. Text and information related to Islamic history are also there. Thus, students learn skills of English language; still they uphold their respective religious, social and cultural values. If EFL countries can't produce English textbooks on their own they should at least adopt and adapt books and other teaching materials to their respective culture and values. They can follow the techniques as adding, deleting, modifying, (rewriting and restructuring), simplifying and reordering to adapt teaching methodology and contents of the textbooks to academic background as well as psychological, cultural and traditional mindset of the target students. For the books on reading skills, teachers and experts in Bangladesh can use reading passages based on Bangladeshi religious, cultural and traditional values. In that case, reading passages on Eid day, the month of Ramadan, Bengali new year (Pahela Baishakh), national days, War of

Independence and other issues can be included. The difficulty level used in the textbooks should also match with the competence and goal of the target students. Ministry of Education in Bangladesh has developed English language textbooks to use at secondary and higher secondary classes. Contents of these books are based on Bangladeshi tradition, cultural and values. But universities haven't yet created such reading texts and materials.

To create a total teaching-learning environment, English department needs necessary modern and updated resources and tools. Without sufficient number of resources and tools, modern methodologies and techniques can't be implemented. The department should possess the following resources for students and teachers.

(a) Rich seminar library with sufficient number of books, cassettes and CDs. The library should have a reference section with necessary reference books like dictionaries, encyclopedia, anthologies and thesaurus.

(b) Local and international English newspapers and magazines.

(c) Local and international refereed journals.

(d) Computers with high speed Internet connection.

(e) Access to e-libraries.

(f) Television sets

(g) CD players

(h) All necessary stationary for making charts, wall magazines and posters.

Proper use of resources and tools promotes teaching-learning process. Wisely selected and well-suited text books, reference books, course materials, handouts and websites make courses effective and classes enjoyable. Department will select effective and suitable text and reference books. Before selecting textbooks, materials and tools, the department will do the needs analysis of the learners and will also check reliability of the resources. They will also run a piloting on dummies before making final selection. Department will adapt teaching materials, resources and tools to competence and goal of the target students. Each English department must have a Curriculum and Material Evaluation Committee who will conduct research on the validity of curriculum, textbooks, reference books as well as other materials and resources. They will be aware of updated information regarding teaching materials and resources. Impact analysis of teaching-learning materials and resources will continue

throughout the year. The Curriculum and Material Evaluation Committee will check validity of resources and will report to the department. They will also alert the department about improper use of resources and tools.

Technology

The goal of English department is to create technology savvy graduates. It will use modern and updated technology. Classrooms will contain OHP and multimedia projector. English language center will have computers, multimedia projectors, OHPs, high speed Internet connection, television sets and necessary software. Technological competence will develop students' knowledge and professional skills. Moreover, the use of updated technology will allow the department to get connected to resources of the whole world. For example, if an English department is connected to database of libraries of other universities of the world or are affiliated with e-libraries, students and teachers of the department can have access to all these rich resources. Modern technology helps English departments to offer online teaching-learning through chatting, audio call, video call and video conferencing. Social networking websites like Face book, twitter and MySpace can also be used for educational purposes. Eaton (2010) reports that in first half of 2010, Skype had 124 million users who placed 95 billion calls of which approximately 40% were video calls. Educators have been incorporating Skype into their classrooms for a number of years now (Davis 2006). Pioneers of using Skype in the classroom immediately noted the potential for international connections between classrooms and students (Waters 2008).

Skype can be used in classrooms to empower EFL teachers and tutors to incorporate a simple and popular technology into their teaching practice and to give presentations and workshops. While describing uses of Skype, Eaton (2010) indicates:

> Skype is a communication tool that allows users to make audio and video calls over the Internet. Calls to other Skype users are free. Skype also offers a computer-to-land-line service for both local and international calls, as a fee-based service. Similar to needing an e-mail address to send e-mails, a Skype account is required in order to make and receive calls… Skype to make computer-to-computer calls. If both the account holder and the party on the other end have web cams, they can make a point-to-point video call. Users can see

each other throughout the call. If the connection is slow or if users do not have web cams, they can still make audio calls.

In EFL classrooms, Skype can be used to provide a variety of authentic learning experiences to students, including an interview with an author or other native English speaker, or international collaborative projects with other classrooms.

Franco (2010) offers teachers a brief overview of some Google applications and resources, which may be incorporated into teaching, whether in face to face, hybrid or online contexts. The paper also provides examples of how to utilize Google services and suggests some classroom activities to be implemented.

Wood (1999) suggests that Internet-based tasks fall into the following categories: Acquiring Skills, Virtual Touring, Searching for Information, Problem Solving, Generating Results, Researching, Exchanging and Publishing Information. Kentara (2007) advocates the following benefits: Student interest, vocabulary expansion, more interesting exercises, realism and more versatile assessment. However, an Internet enabled PC can also be an inlet for distractions such as personal email, playing Flash and Java games and personal messaging during lesson time. Brooke (2003) presents ways of using different kinds of video clips with students of various levels of English language proficiency. He encourages students of undergraduate level and more to make videos of interviews, mini-documentaries and advertisements of commercials products.

English Language Center

Teaching of English language and literature courses will be a combined effort of classroom teaching and the intensive care of English language center. In EFL setting many students com, Students' poor background knowledge in English and inadequate practice of the language are basically responsible for their unexpectedly bad performance in university. Moreover, students have varied educational, social, economic and cultural background as well as individual learning style, perception and capability. So English departments should try to provide a one on one care to students to solve problems at least in the consultation hour if not possible in classroom. A complete English language center is able to create a learner-friendly and learner-centered environment where students can practice English language skills in real-life situations. The center should be equipped with adequate resource and modern technology and will be run by qualified teachers and teaching assistants. The center will have four sections:

(a) Listening unit

(b) Conversation café

(c) Writing center

(d) Reading forum

Writing Center	Listening Unit
English Language Center	
Reading Forum	Conversation Cafe
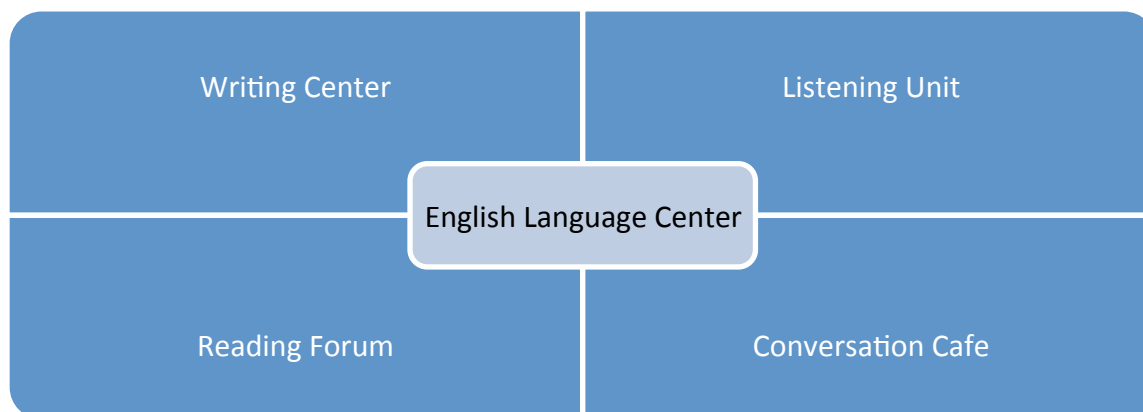
(a) **Listening Unit:** Listening unit should have computers, speakers, CD players, CDs, cassette players, cassettes, high-speed internet connection, headphones, books, television sets with satellite channels and multimedia projector. Learners will practice listening with CDs, cassettes, and resources of online English language labs on the Internet. They will watch good English movies on television and multimedia projector. Moreover, students will practice listening units of their foundation English language courses. Literature majors can listen to recitation of various literary texts and watch plays and movies based on literary texts. They will also listen to audio books. The Listening Unit must be comprised of computers with high-speed internet connection. Necessary CDs and softwares like standard English-English dictionaries, synonym-antonym dictionaries and word building should be installed in the computers. For example, CDs of Cambridge Advanced Learners' dictionary allow students know meaning, origin, usage, synonym and antonym of English words. Learners can also click and hear both British and American pronunciation of words here. There are some websites that offer dictionary and thesaurus. www. dicationary.reference.com is a very useful website. Some websites have games on vocabulary building. Students can use them for both learning and fun. A good number of online English labs are also available. Teachers and teaching assistants will be in charge of the unit. Their responsibility is to explore such websites and introduce students to them. *(For a lisi of online English labs, see Appendix 1).*

> The difficulty level of the listening materials should be compatible with students' level of competence. While selecting the materials, teachers should know the objective of that listening stuff.

Conversation Café: In this unit, learners will practice speaking in English in various simulated situations—formal and informal. Teachers and teaching assistants will help them run conversation. Native English speakers may be invited to the café to chat with students. The café will encourage students take part in dialogues, conversation, speech making, debating, presentation, and round table discussions on various topics. Teachers teaching foundation speaking courses will bring students to conversation café for practice. Experimented with

professional communication courses offered to final year undergraduate students at Nanyang technological Univesity in Sigapore. Ng (2008) shows how a discussion forum helps students practice speaking on various issues in different situations. He also shows how the forum can be used online.

> In a friendly manner, teachers will motivate and encourage students to speak in English.

(c) Writing Center: Learners can revise grammar and practice free-hand academic, technical and creative writing in the writing center. Writing course teachers will send weak students, who need to practice grammar intensively, correct spelling, make appropriate sentences and learn vocabulary to the center. Teaching assistants will help learners complete the assignments. In addition, the writing center will encourage students to make wall magazines as well as to publish their creative write-ups in the English dailies. One qualified faculty member should be assigned as head of the center.

Writing course assignment

Creative writing

Grammar practice

Sentence skills practice

Punctuation practice

Editing practice
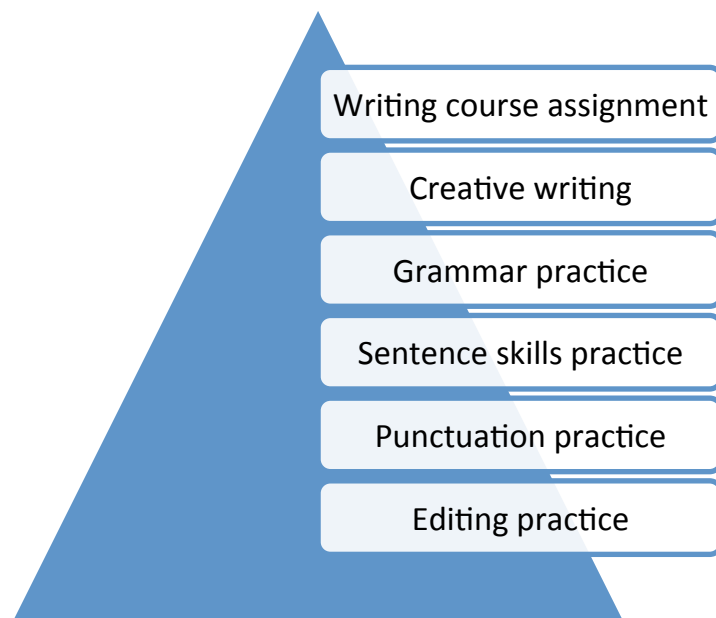
Functions of the Writing Center

Writing Center facilitators should bring in ways how students can practice college writing with fun. Baird (2010) talks about an innovative process:
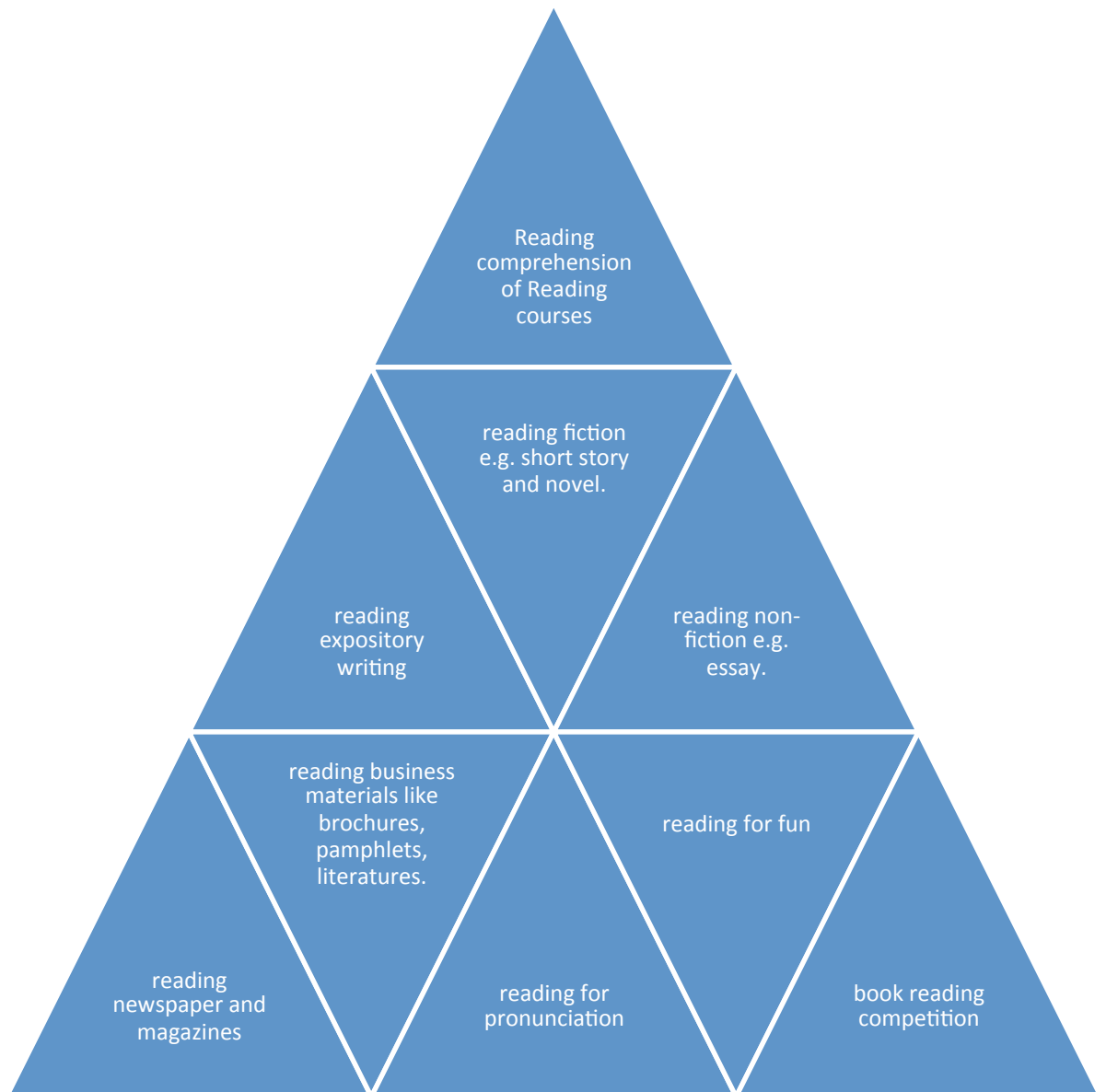
> The *Kamishibai* (Japanese for "paper drama") is a creative way for students to engage in writing… Its features allow students to create and organize ideas, and to present them in an academic and enjoyable manner. Students get to invent, and present arguments without intimidation; they collaborate, micro-teach, change strategies, and fine tune their thoughts before committing their writing to the scrutiny of the teacher.

Wardman (2010) prescribes a writing project of putting students to create hand-written newspapers in the class. He piloted the project at a university in northern England and found it effective.

(d) Reading Forum: According to Richards (2002), the ideal way to integrate extensive reading into the EFL curriculum is through a separate stand-alone extensive reading course in which students read and report on their reading to the teacher and other students. Realistically in many places this is not possible. Again whenever one or several courses are created on reading, the reading practice is limited to some specific reading texts and time. Extensive reading should be free and liberal. People have different kinds of reading habit, pace and interest. Reading courses offered in classrooms can't meet such individual variations but the Reading Forum of English Language Center may be the right place for extensive reading where books, magazines, newspapers and other reading materials on various topics and issues collected from different sources can create reading habit among students and ultimately increase their knowledge. Reading Forum can be operated in association with the seminar library of the department; or, it can be operated separately. There is no alternative to reading. The department should encourage its students to read extensively. The Reading Forum will possess local and international newspapers, magazines and books on different subjects and genres. Researchers have confirmed that extensive reading is beneficial to learners in terms of increasing print exposure (West and Stanovich 1989), writing ability (Tsang 1996), receptive and productive skills (Elley and Mangubhai 1983) and vocabulary acquisition (though numbers vary widely; see Krashen 1993; Horst 1998; Laufer 2003 for some very different and interesting discussions). The goal is to create fluency and enjoyment in the reading process (Clarity 2007), and studies which have

shown very impressive results are studies which have devoted a serious amount of time to an extensive reading program. (Elley & Mangubhai: 1981). So reading programs should be designed in such a way that books and other reading materials suit age, interest, receptive ability and difficulty level of students. The programs should be stretched out in a manner that students find reading interesting rather boring or painful. Clarity (2007) presents a plan to implement extensive reading program. Many early childhood educators ignore the teaching of expository texts (Duke 2000). Expository texts include biographies, essays, how-to-do books, encyclopedias, reference books, experimental books, scientific reports, newspaper articles, and so on (Reutzel & Cooter 2007). The decrease in the teaching of informational texts causes a lot of children to have difficulties in understanding these materials. Negligence in learning through expository texts in the early grades affects children's reading success after the third grade (Chall, Jacobs, & Baldwin 1990). Providing children with more opportunities to explore expository texts is encouraged (Snow, Burns, & Griffin 1998; Yopp & Yopp 2000, 2006).

The more frequently EFL learners come across unknown words, the more likely they are to get confused about comprehending what message or messages a text carries. Additionally, expository texts are harder to read because they explain particular contents unlike fictional texts in which readers can easily follow the plot. This causes EFL learners feel that it is difficult to read informative texts. (Iwai 2007). And if learners don't give up reading, the more they put efforts into understating the texts, the more they get closer to the required confidence level in reading.

Reading comprehension of Reading courses

reading fiction e.g. short story and novel.

reading expository writing

reading non-fiction e.g. essay.

reading business materials like brochures, pamphlets, literatures.

reading for fun

reading newspaper and magazines

reading for pronunciation

book reading competition

Functions of the Reading Forum

The goal of reading is "to construct text meaning based on visually encoded information. Schemata, background knowledge, consists of "generalized information abstracted from a variety of instances and show the relationships among their component elements (Koda 2007). Research shows that having rich schemata on a subject matter is related to better reading comprehension (Hudson 2007). García (2003) presents different studies on how teaching specific reading strategies, such as self-questioning and making inferences, positively influence English language learners' reading outcomes. Dammacco (2010) introduces the necessary elements for the successful execution of a text-based task and focuses attention on ways to manipulate text in order to facilitate a learner-centered communicative flow.

Robin (2003) assists teachers learn how to help students make the transition from intensive to extensive reading by using news stories and the 5 W's of journalism.

Short courses at English Language Center:

Money matters. A university needs a huge amount of money for its operation basically for a private university money is a hard because usually private universities don't receive any financial support from government. For private universities, money is a hard fact. Usually private universities deny spending money on English language centers considering it a loss project. Now- a-days English departments receive less number of students compared to that of business departments. But they must understand that an English department is incomplete without a complete English language center. Moreover, even if a university doesn't have an English department (e.g. technological universities), still it needs an English language center for teaching students of other disciplines skills of English language. To make English language center financially viable, the university can offer various short term English language courses for people of different ages and academic levels. The courses will bring university revenue as well as publicity and reputation. The courses may be:

    (a) General English
    (b) Spoken English

(c) Writing

(d) Business English

(e) Presentation Skills

(f) Professional Orientation

(g) IELTS and TOEFL preparation

(i) English for Job

(j) English for Hotel Management and Hospitality

(k) English for Nurses

(l) English for skilled labors

(m) Grant Writing

The Center may offer English language courses online too. The Center can offer totally online courses for professional people don't afford to attend regular classes. Moreover, they can also go for low residency programs where learners will finish majority part of the course on line but will attend classes for a short period of time at their convenience. In many developing countries higher education is mainly capital-centered. People living in remote areas miss the opportunity of higher education. However, many professionals working and living in remote areas need higher degrees for promotion in their jobs. They may need degrees like MA in English (with many concentrations), MA in Teaching and other professional degrees. Again, people of all ages may like short courses of English language as well as preparation courses for standardized tests as IELTS and TOEFL. English department in association with English language center and Professional Training Center can offer on campus, online and distance modes. For online courses, phone call, email, chatting and video conferencing will be used to conduct lectures and tutoring. They can also use newspapers, television channels and radio channels. The Center will decide on the policies for lessons, attendance, assignment, evaluation and grading. Thus, people from all over the country can take the privilege of the Center. People of all ages will be benefitted. As young people are very prone to technology, they will love to study online, while working people can study in their preferred time at their own pace.

Professional Training Center

English department will establish a training center to train up teachers, staff and students of the university as well as to offer professional courses for people of different ages and professions outside the university. The Center may be used for the following purposes:

(a) **Training sessions for new faculty members:** Newly appointed teachers, mainly fresh graduates will go through training on English language and basic teaching methods. So teachers should be recruited before 2-3 months of starting the next semester. As the medium of teaching for all disciplines now is English, all new teachers irrespective of their disciplines must have some training in English language. Moreover, they will be taught basic theories of teaching, modern teaching methods and techniques, teaching with modern technology, teaching ethics, professional ethics, time management, rules and regulation of the university, ways of dealing with difficult students, facilitating weak students, developing students morality, helping students in co-curricular and extra-curricular activities, self-development and time management. Teachers will also have sessions on teaching their respective disciplines which will be carried out by experts in those fields. Professional Training Center headed by the English department will organize all training sessions.

(b) **Professional orientation:** The center will coach soon-to-be-graduate students to make them competent for job market. They will be trained in professional orientation, professional ethics, Business English and English language skills. Basic professional orientation will be carried out by English department teachers who will conduct sessions on Advanced English language skills, Business English, professional English, presentation skills, use of modern technology and professional ethics.

As students take English language courses at the beginning of their undergraduate study, many of them forget the use of English by the time they reach the final year of undergraduate level. In the Center they will brush up English skills. Also they will practice Business English like writing business letters, memos, emails, cover letter, CV, resume, portfolio, meeting minutes and proposal. Students will attend mock interviews and make demonstrations and presentations on multimedia projectors. Blake (2005a) has formulated lessons for students to practice job interview. Such simple lessons can be used

for regular practice. Moreover, Blake (2005b) presents ideas of lessons for giving students an orientation into part-time jobs while keeping them busy with practicing English language skills. The Center will hire experts to talk on professional ethics and management. They will conduct sessions on specific professions as well as their recruitment process, ethics, nature, management and secrets of success.

(c) **Training for university staff:** The Training Center will offer training to existing and newly recruited staff of the university in order to ensure best possible professional outcome from them. As the English departments will be completely English environment, staffs should be proficient in English language.

(d) **Teacher training for the teachers of schools, colleges and madrasas:** Training will be focused on modern teaching methods, teaching English language skills through communicative approach, making presentation, professional skills, communication skills, time management, office manners and etiquettes.

(e) **Corporate training:** The center will cater professional trainings like corporate training to the executives of business firms, government staff, private company officials and NGO staff.

The Center may offer training on English language, corporate training, teacher training and other courses in distance mode as well. The programs can be totally online or short residency ones. Thus people from all over the country even from outside the country can take the privilege of the Center. Phone call, email, chatting, video conferencing, TV and radio shows will be used to conduct lectures. The Center will decide on the policies for lesson, attendance, assignment, evaluation and grading.

Teacher recruitment

English department must follow a rigorous policy to recruit teachers. In the job advertisements the expected major or discipline should be mentioned. For example, the department should decide whether they need teacher for teaching language, literature, linguistic or ESP courses. Recruitment process will be as follow:

First, the candidates will submit their portfolio with: a cover letter, a CV with contact address of three referees, attested copies of academic certificates, transcripts, testimonials, experience certificates, sample lesson plans, copies of published journals articles (if any) and a writing sample. Second, the department will short list candidates based on the portfolio and will call the deserving ones for a writing test. On the writing test there should be four types of question—

(1) **General English:** A few grammatical questions followed by composition writing. Grammar questions will follow TOEFL grammar standard while writing will be based on IELTS writing.

(2) **Major-specific descriptive questions:** A few broad questions based on specific majors like Literature, Language, Linguistics, Applied Linguistics, ELT and ESP. A few questions will be on related terms and also a few more on analytical analysis.

 (3**) Teaching methodology:** Candidates will be asked how they will teach a particular course,

(4) **Case building:** A case will be given and candidates will be asked to solve that. For example, they may be asked the ways they will deal with weak or difficult students or they will teach grammar in context.Third, short listed candidates will be called to give a demonstration or teach a class by using multimedia projector. University high officials, English department teachers, expert(s) of the particular discipline/ major will comprise the class. They will ask the candidates relevant questions and judge their knowledge in the discipline as well as skills in English language.Fourth, short listed candidates will be called for an interview with the university authority to decide terms and conditions of the job as well as financial and related matters.

Teacher development and teacher education

English department teachers should go through an on-going development process which will never stop. After recruitment, teachers will take a comprehensive training on modern teaching methods of all four skills of English, teaching English literature, presentation skills, use of technology, use of teaching-learning aids, making lesson plans, dealing with difficult students, helping weak students, evaluating scripts, professional ethics, classroom management, time management, professional ethics, manners and etiquettes.

English department will arrange mini workshops and presentation sessions where teachers will reflect on the issues of teaching English language and literature. Sometimes, experts from outside the university may be invited to evaluate the presentations and place their comments. Workshops may also be arranged in association with English language and literature teachers and practitioners of other universities. In the workshops, topics and issued relating teaching and learning of English language and literature courses will be discussed. For example, the workshops will focus on the policies for improving the condition of weak students and bringing them to the mainstream learning, dealing with large classes and many other issues.

Peer observation and feedback on teaching improve teaching-learning quality. The department may formulate a questionnaire which will be used for peer observation among teachers. After the observation, teachers can share their ideas and feedback with each other. English department can also arrange a workshop on the evaluation process. The department will have course-wise committee of teachers who will sit regularly to improve quality of teaching and form question papers. This practice will ensure uniformity among teaching techniques and the materials they use. Teachers will use the Discussion Room of the department for these purposes.

Academic activities like conducting research, attending workshop and seminars at home and abroad, writing articles and getting them published in journals as well as presenting articles at conferences develop teachers' expertise and also expose them to an enriched academic arena which directly and indirectly facilitates the English department as well. The university must encourage teachers to go through these activities. Moreover, the university should provide

financial support to the deserving teachers. These scholarly activities should carry points in teacher's promotion and increment. Exchange programs with English departments of other universities will help teachers and students interact and share ideas. Many universities now have affiliation with other universities abroad which can be used for this purpose. Open and free exchange of information between universities will facilitate both universities grow academically. Now-a-days it's very much possible with advanced technological support. Teachers should go for higher education either at home or abroad. The university authority must be encouraging. (For information about short courses on EFL, see Appendix 3)

Infrastructural support

The English department should be a complete home for teaching-learning as well as practicing English. Teachers, students and stuff will stay in the department for a long time. If MA and other professional courses are offered, the department will remain open from 7am to 9 pm 7 days a week. So the department must provide all necessary supports e.g. supply of all utilities like water, power and gas. The department must ensure the supply of pure and hygienic drinking water as well. Large classrooms with sufficient ventilation are needed. A good number of classrooms, discussion room, Dean's/ Chair's office room, staff room, teachers rooms, common rooms for male and female students, at least 4-5 rooms for English language center, 3-4 rooms, Professional training center and a seminar library are essential for English department. Toilets should be sufficient in number and also in good condition. In the classrooms, chairs and desks should not be fixed to the floor i.e. not bolted to the ground, rather movable so they can be arranged in different ways in language classes for classroom activities. Each classroom must be equipped with white board, podium, OHP, flip chart stand and other tools. If possible, each classroom should have a multimedia projector. An ideal ESL classroom is inviting and print rich. Posters, pictures, diagrams and charts should be displayed throughout the space. Everyday items in the room should be labeled in English. The department should have a separate room for teachers' discussion, evaluation and meetings. The department building should have enough parking space. Cleaning and maintenance of the department building is very important. The department needs a spacious and clean café where students can work, relax, eat and drink. Maintaining of hygiene in the café is a must.
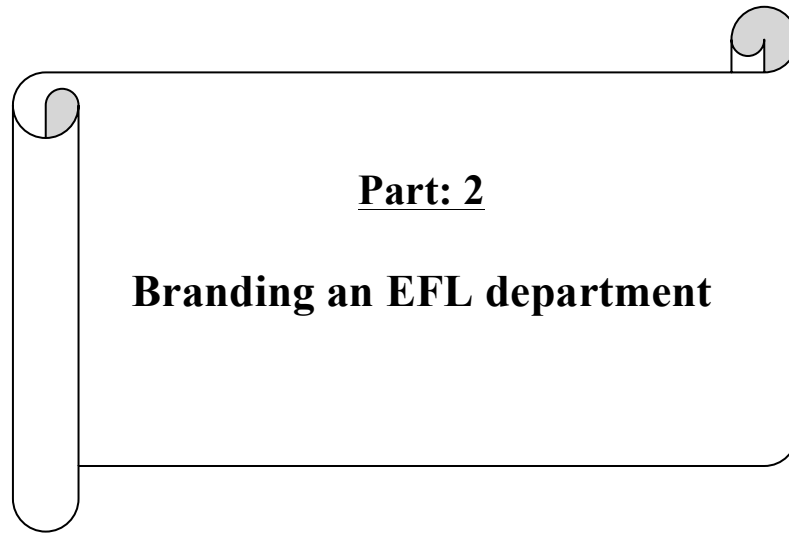
Part: 2

Branding an EFL department

Introduction

In many EFL countries, state-run-universities fail to admit a vast number of high school graduates because the concerned governments can't afford higher education for all of them. For this reason, private universities pop up as alternative dome of higher education. They offer undergraduate and graduate degrees in English. English departments of private universities fall in competition with other departments on two grounds. First, as they don't receive any grant from government, they need to collect all money on their own. For revenue they need to depend on student enrollment. Thus, they have to compete with other English departments. Second, English departments fight with Business departments. Many prospective students and their guardians go for business degrees for a larger job market. To deal with this crisis, English departments need practical curriculum, strong teaching-learning environment, well-thought-out brand promise and a foolproof campaign. In fact, English departments need two kinds of branding—external and internal. For external branding they should go for advertisement, campaign and sponsoring events, while for internal branding they should update their curriculum, teaching methodology and the whole teaching-learning environment.

Branding defined:

The American Marketing Association (AMA) defines a brand as a "name, term, sign, symbol or design, or a combination of them intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of other sellers." (Lake) The goal of branding is to distinguish a company, institution, organization, product or service from the competition and create a lasting impression on the target prospect's mind. David Ogilvy, often called 'the father of advertisement', defines a brand as "the intangible sum of a product's attributes: its name, packaging, and price, its history, its reputation, and the way it's advertised." (Postman) Philip Kotler states, "A brand is a name, term, sign, symbol, or design or a combination of them, intended to identify the goods and services of one seller or group of sellers

and to differentiate them from those of the competitors." The Dictionary of Business and Management defines a brand as 'A name, sign or symbol used to identify items or services of the seller(s) and to differentiate them from goods of competitors.' Jared Spool, a web site usability expert, says, "Branding means creating an emotional association (such as the feeling of success, happiness, or relief) that customers form with the product, service, or company." Walter Landor, one of the greats of the advertising industry, said, "Simply put, a brand is a promise. By identifying and authenticating a product or service it delivers a pledge of satisfaction and quality."

Research and study: A target market lies at the center of branding. Research and study are next logical steps to gain a sociological understanding of target customers and what they want from a product or service. Development of a brand revolves around this basic understanding of customer psychology. A product must be established as the only possible answer to the customer's want. The question that arises here is: how developing a brand is different from advertising. The answer is—they aren't distinct activities but are mutually interdependent. But where advertising stops at making a product more desirable than its rivals, branding goes a step further to try and establish the product as the first name that comes to customers' mind when they think of that product group.

Research on the prospective students' needs: A university, with the help of its English department and a research or advertising firm (that the university will hire), will conduct rigorous research on needs and goals of the prospective students of English department. Among many other things, they'll consider current trends of choice of students and their guardians, preferred major streams, branding, job market evaluation, location and financial issues. Needs, goals and preference of students depend on many factors as age, level of study (short course, undergrad, grad, research or professional degrees), academic background, goal of study, motivation, aptitude, job market demand, location of the university and financial condition.

Determining educational brand

Branding of higher education depends on many factors like

    (a) complete teaching learning environment of the university

    (b) academic and social reputation of the university

    (c) brand promises they provide

    (d) the way they deal with all stakeholders (including current students) of the university

    (e) resources as faculty members, libraries and laboratories

    (f) admission policies

    (g) evaluation process

    (h) research works

    (i) co-academic and extra-curricular activities

    (j) the relationship they maintain with other universities at home and abroad

    (k) the liaison with reputable companies and organizations

    (l) performance in various competitions at home and abroad

    (m)performance of the graduates in the job market

If a university sets up a brand promise, they also feel the challenge to meet that in entirety which helps the university to progress. On the other hand, other people including the prospective students have the right to know the facilities and research opportunities the university offers so the deserving ones may avail them.

What are the strengths of a university? Certainly, total teaching-learning environment, academics and student experience are foundational elements of a university. Brand image of a university highly depends on academic qualification and work experiences of the faculty members. In the case of English departments, if the faculty members are from native English speaking countries or they have academic degrees from native English speaking countries certainly they go a step ahead of English departments of other universities. Again, students' experiences build the ground for branding. Current and former students create an image of their university that people outside trust. That's why students are called 'best ambassadors'. While branding, a university must find out how people outside basically the prospective students perceive of their university—what do

they think about them? How the employers in the country consider their degrees and certificates? Students of some universities receive job offer even before finishing their graduation while students of some other universities can't manage a good job even after 2-3 years of completing their study. Why? How is a degree of your university evaluated in the society? How do people look at you when you tell them the name of your university? Now you need to sit down and evaluate features of the universities employers as well as other people like. Is it those features why the universities stand out from the long queue of universities and other higher education institutes?

Academic offerings, student experience, institution's prestige, research opportunities, fair and tough admission tests, use of modern and updated technology as well as 'intangibles' comprise a higher education brand promise. And prospective students are hyperaware of the numerous brand images in higher education. Abundant online tools, publications and other resources make today's students better informed.

Modern and global curriculum

With the expansion of global trade and business, business degrees have got an elevated demand in the entire world. On the contrary, literature degrees have been hard-hit due to their squeezed use. Business, media and social science graduates now replace English graduates. Apparently, English is facing a tough time but the reality is English has become wider and richer. English for Specific Purposes has extended hundreds of avenues for the use of English language. The only thing is now English language has specific vocabulary and applicability for particular disciplines and fields. English for Law is considerably different from English for Architecture. Every discipline has its own jargons, structures and ways of expression. Some people argue that English literature degrees have no job in the current business world. Also for the expansion of field-specific studies like Media, Journalism, Communication, Publishing Science, and Development Studies, English Literature majors are not hired to work in these fields. To some extent this is true, but it has another side too. With the modernization of education policy and splitting of disciplines, English Literature too has got several streams like American Literature, Post-colonial Literature, Post-modern literature, Women's literature, African Literature, Indian Literature and Creative Writing. These specialized avenues of English literature have got specific

jobs as well. For example, Post colonial and Women's literature majors get the opportunity to work in different developing and research organizations. Creative Writing majors work in publishing companies, newspapers and advertising firms. Again, for wider periphery of English language use, more teachers are needed to teach English language course, so a vast number of English graduates majoring in English Language Teaching and Applied Linguistics are in demand. Very easily we can link English language courses to Business Communication. Linguistics and Applied Linguistics courses can be connected to the study of Communication and Anthropology. Split of Literature degrees have rather opened up new opportunities for research. English literature graduates with very good command of doing research can work in academia, education policy, research and development sectors. We have to ensure that the MA in English literature contains research methodology and students do an extensive research at the end of their study.

A university has to try creating among all its stakeholders including students, teachers and staff a sense of belongingness so everybody feels proud or at least happy for being a part of the larger community of the university. For this reason, it's very important to fulfill all promises that the university makes to students, teachers and staff.

Brand promotion

The desired brand identity (how you want others to perceive the university) must be defined before the brand promise is made and delivered. Brand rationale, brand attributes and brand benefits should be clearly articulated and consistently reflect the university's values while aligning with constituent expectations. The brand lives in the hearts and minds of those we serve. Consequently, the logical place to begin defining the brand identity is with an assessment of the existing brand image for various constituent groups valued by the university. Though the assessment can take many forms, the desired outcome is to gain insight into the current reality. The current reality is then compared against the institution's vision for its brand identity to determine where gaps between the two exist. Recognized gaps enable marketers to target a brand strategy—increasing the probability of achieving related institutional objectives. A targeted brand strategy fosters effective positioning of a school's brand among competitors along with the management of brand assets such as institutional image, brand equity, the brand message, and

the promise inherent in the brand message. Too often, the brand strategy is devoid of any assessment data and thus, positioning and messaging are not grounded in the current reality or a gap analysis linked to institutional aspirations. The end result is typically a failed promotional campaign defined by empty or unfulfilled promises.

There are five universal strategies of branding. They are:

1. **Seek to understand constituent needs.** Surveys, focus groups, observations, a review of historical data, and the like are used to collect information for pattern matching of constituent behaviors and understandings that reflect their needs of the institution. An English department prior to branding must collect information about other English departments as well as current and prospective students.

2. **Identify market segments that are highly valued by the institution.** Define the characteristics of each segment, including motivators and barriers to supporting the institution's objectives. Keeping the motto of the university in mind, the English department will ascertain its marketing policies.

3. **Determine which brand attributes will remove or lessen identified barriers and exploit motivators.** English department's marketing policies should also be learner-centered. Expectations and problems of all on campus and distance students must be entertained.

4. **Use relevant brand attributes to effectively position the institution against would-be competitors.** What are your institutional strengths and competitor weaknesses associated with the needs of a particular market segment? How can you capture this niche and defend it against all who seek to encroach upon your market space? The branding English department will list own strengths and weaknesses as well as those of other English departments. For example, a lot of professionals are interested doing MA in English but there is no university at the heart of the busiest commercial area of the capital. And the professionals don't have time and energy to attend evening classes in the suburb. What you do open a city campus in that commercial area to offer professional master degrees.

5. **Differentiate the institution from competitors through relevant communications.** While remaining true to the corporate brand message, spin the marketing message in a way that differentiates your institution from competitors and is relevant to the targeted segment. Describe

how their unique needs will be met by your institution (often referred to as a value proposition). Convey to them how your value proposition is different from direct competitors. Identify needs, objectives and problems of the prospective students and directly hit them with your clearly stated solutions. Convince them that you understand their problems and you are the only university to solve them. And show them how you will do that. If some students have severe problem with speaking in English, tell them you have a modern and equipped English language lab as well as trained and cooperative instructors.

Promise delivery

Once the brand promise is broadly understood, there are five steps to ensuring consistent delivery of the promise of the brand.

1. **Define the brand promise.** The definition must be based on the institution's personality—congruent with what the institution espouses to be and more importantly, consistent with institutional behavior. Most colleges and universities have clearly articulated core values, which should be fundamental elements of the brand promise definition. These values and thus, the brand promise must be relevant both to internal and external constituents. Employees, for example, must passionately believe in and care about the promise for it to be authentically delivered through the educational experience and student services. Relevancy does not equate to standardized adoption, but instead it translates to individualized interpretations and behavior associated with the promise. Hence, the promise must be malleable enough to be accepted and practiced by different subcultures within an institution as well as individuals with their own unique beliefs and values. In the academy, this is the only practical way to strike a balance between the objective of universal adoption and maintaining a modicum of autonomy. Collectively, the college or university community must define desired expectations and behaviors associated with the promise.

2. **Live the brand promise.** Consider the role of all faculty, staff, and administrators as "institutional trust agents." In reality, every encounter people have with the institution is a "moment of truth." You have thousands of institutional "moments of truth" every day. Whether the encounter occurs in the classroom, in an administrative office, through a

campus event, online, in person, or on the phone, each experience either fosters or erodes institutional trust. Think for a moment about your own personal and professional relationships. Is there a single valued relationship in your life that is not built on a foundation of mutual trust? Our students, their families, the school's alumni, and others we serve are fundamentally the same. They will desire a relationship with an institution only if they trust you.

3. **Operationalize the brand promise.** The promise must be personified through our services, business transactions, human interactions, information delivery, and learning experiences. It must be embedded in the culture and become a part of our institutional DNA. It must be viewed as a covenant between the institution and those we serve—never to be broken. Finally, it requires an unfaltering focus on identifying and eradicating promise gaps using some combination of people, processes, pedagogy, and technology.

4. **Deliver the brand promise consistently.** To achieve consistency, institutions must (1) clearly define the desired constituent experience and (2) ensure the employee experience is aligned with the desired constituent experience. For instance, if a staff member feels mistreated by the institution, it will be virtually impossible for that individual to effectively represent the brand promise to the students they serve. So, to improve consistency of promise delivery to our constituents, we must first create an environment for employees that are conducive to feeling passionate about the organization and its promise. The campus environment must be one that values the contributions of individuals and proactively enhances human capacity.

5. **Convey the brand promise.** Too often, higher education organizations permit their constituents to form impressions of the institution in an information vacuum—usually based on anecdotes, media coverage, and the negative experiences of the few. Effectively conveying the promise requires an ongoing internal and external campaign. It requires careful management of constituent expectations, the promotion of promise delivery successes, as well as intentional efforts to build institutional loyalty over time.

To mitigate image and trust issues, adopt a two-pronged approach to branding—promotion and promise delivery. Branding should not be relegated to just another marketing exercise. First and foremost, it must be about systemic institutional change. Use branding as a catalyst for defining

who the institution is and what it aspires to become. If implemented properly, branding can be a means of unifying the campus around a common purpose and vision. That said, you are advised against using the term "branding" to rally the institution around a change effort. To many in academia, branding is an impure concept best left to the commercial sector. So, cast the branding effort in a context that is more palatable such as "institutional promise" or "constituent engagement." With acceptable terminology, a holistic approach, and the necessary antecedents for success in place, the conditions exist to radically improve an institution's image and future reality.

Following factors may help brand an EFL department:

(1) **Good reputation of the university:** If the university that owns the English department has good marketability and a high social status, the English department also enjoys reputation.

(2) **Faculty members:** Highly educated and renowned faculty members basically with higher degrees from native English speaking countries attract students and their guardians a lot. If the department has native English speakers as teachers that helps brand the department very easily. In the media advertisements, the department should mention leading faculty members and their academic degrees.

(3) **Resources:** If the department is resourceful, it will bring many more students than other ones.

(4) **Infrastructural support:** Infrastructural support matters a lot in dragging students. Nice and spacious building, large and air-conditioned classrooms and the location of the department very often lead prospective students make decision to its favor.

(5) **Affordable tuition fees:** Some private universities charge very high tuition fees that deter students. If the universities make less profit, find some other sources to make revenue and thus charge less fees more students will be able to get admission. For example, the department can earn a good amount of money by offering short course to people of different ages outside the university from the English Language center and Professional Training Center.

(6) **Scholarship and waiver:** with the money earned through English Language center and Professional Training center, the English department can offer scholarship and waiver to

poor but meritorious students. Thus the teaching-learning environment of the department will improve with the presence of meritorious and dedicated students.

(7) **Teaching method:** If an English department rejects traditional lecture-based classes and take up modern and updated teaching methods based on classroom activities and more interaction between teacher and students, the department will get more students.

(8) **Teacher-student relationship:** Good teacher-student relationship is very important for running an English department.

(9) **Credit transfer facilities to foreign universities:** Credit transfer facilities with English departments of foreign universities basically with the universities in native English speaking countries will facilitate sharing information regarding teaching methods, research, materials and strategies.

(10) **Co-curricular and extra-curricular activities:** Co-curricular and extra-curricular activities play a pivotal role

(11)   **Students are the best ambassadors:** If existing students are happy with the university, they will bring new students. Students are the best ambassadors. They always talk about the strengths and weaknesses of the their university to their friends, relatives and acquaintances. If they like their university they inspire others to study there; on the other hand, if they are not satisfied with their university, they discourage others to enroll into the university. The responsibility of the university as well as the department is to keep existing students happy. In this case, fulfilling the brand promise is very important. This is the best advertisement.

(12)   Renowned, well-educated and well-trained faculty members: Academic and professional background of faculty members influence prospective students and their guardians. Those English departments that are run by renowned academicians with good academic background from good-ranked foreign universities and also nice track of professional experience in reputable universities at home and abroad attract good number of students.

(13)   Teaching-Learning resources: A university can't be imagined without teaching-learning resources like updated books, CDs, DVDs, computers, multimedia projectors, OHPs and other resources as well as tools for the use of teachers and students. These

materials are essential to teach courses of both literature and language in a participatory and communicative manner.

(14)   **Good relation:** Good relation with other English departments of public and private universities in the country will give the department a good exposure and will also open up channels for information for teachers and students. English departments should always go for exchange of teacher, students, ideas, information and events with other English departments home and abroad. Academic, co-academic and extra-curricular activities can be arranged between these departments. Again, on departmental occasions, English departments can invite each other and thus strengthen their mutual bond.

(15)   **National and international events:** Arranging conferences, seminars and workshops on the issues of English language and literature is a very good way of promoting English department. If an English department holds these events at national and international level, they will bring very good reputation to prospective students and their guardians. On these occasions, the department will also receive coverage in t he media and this is the best advertisement.

(16)   **Departmental journal:** Every English department should have a journal of its own where teachers, students and practitioners of English language and literature of the said department as well as of other English departments at home and abroad will publish their articles. The journal must have an editorial/ review board consisted of experts of the respective disciplines. Articles must be reviewed through blind peer reviewing process. Moreover, the journals should try to get affiliation of local and international accreditation bodies. If the journal manages to create credibility among its target readers, it will bring the department many students, much good will and huge revenue. Many universities think publishing a journal individually from English department is not cost effective, but this is not true. A good journal brings reputation, good will and revenue to English department as well as to the university.

(17)   **Co-academic and extra-curricular activities:** Co-academic and extracurricular activities are the crowns of a private university. Well-organized and quality activities prove strengths of the university. Many students especially those who have been involved in these activities since their childhood want to study in a university that holds a strong record of these practices. For example, a good debater who is in high school now will

prefer studying in a university that has a good track record in debating. In this business era, where good communicative skills in English carry a strong chance of getting better jobs, students find interest in these activities to prepare themselves for future. Moreover, these activities help department as well as university in promotional initiative. If English department celebrates various days and festivals like pahela baishakh, ekushay February, the Independence Day, Victory Day, etc., media basically the FM radio cover the events. Thus the department as well as the university is promoted free of cost. One Australian educator has used Skype for inter-school debates (Smethurst, 2009). This may be of interest to language teachers, as it is noted that activities such as debates and speech competitions in the target language are on the rise (Eaton, 2010a).

(18)   **Financial benefits:** Affordable tuition fees and other financial benefits invite students from all parts of the society while high tuition fees deter a good number of students hailed from middle class and lower middle class families. Scholarships, waivers (at the time of admission, during study, undergraduate, graduate, etc.), student loans, etc. can bring the department a good number of students. The university can also arrange part time on-campus jobs for students. Again, if the directors of the university have some other businesses, they can employ competent students in those ventures as well. With these financial benefits, students also feel comfortable in the university and thus they grow a strong attachment with the university.

(19)   **Teacher-student relationship:** Teachers should be friendly with students but not friends. Students must have access to teachers to share their ideas and also to solve problems; but, teachers should never let students consider themselves cheap. Sometimes, this is very difficult to maintain this relationship because it depends much on the teachers' individual personality, education, family and social background, individual perception, etc. These issues should be taken into consideration during teachers' recruitment procedure. Moreover, in all faculty meetings teachers must be briefed of this matter.

(20) Credit transfer facilities to foreign universities: Many students have a desire to pursue higher education from reputable universities in USA, UK, Australia and other developed countries. If universities in Bangladesh have credit transfer facilities, it will promote credibility of the university.

(21) Administration's behavior and attitude towards students influence students' satisfaction level. Here by administration, I mean university officials and teachers who are related to dealing with students.

(22) **Students are the best ambassadors**

Treating current students serve two-way interest. First satisfaction among the current students reduces drop out of students. Second, satisfied current students bring more students to the university because students are the best ambassadors. Universities should keep the promise they make. Sometimes a university authority doesn't keep the promise they make at the time of admission. For example, some universities promise that they will give a certain amount of scholarship on the result of the university examinations but suddenly they change the policies or create new rules all on a sudden to save that money which deprives students. Private universities take many promotional measures but sometimes they forget that the existing and former students are their best ambassadors. If existing students are pleased with their university, they will bring new students. Moreover, prospective students and their guardians enquire about their universities from existing and former students. So this is very important to keep existing students happy because they do the best advertisement for the university.

(23) Distance and online education: many working people want to take further degree for better career or for other reasons, but they can't avail that for the constraints of time and distance. English departments offer professional English degrees like short courses, teacher training, creative writing courses and MA in English online. It could be offered in two modes—completely online or short residency mode in which students need to attend classes or meet the supervisor for a few days or weeks.

Advertisement and other promotional activities:

(1) **Newspaper ad:** Advertisements featuring strengths and specialties of the university in general and those of English department in particular should be published in regional and national newspapers on a regular basis. While making the ads, they should consider the unique features of the university and the specialties of English department. For example, if the university has faculty members with higher degrees from native speaking countries

that should be emphasized. Or if the department offers an MA in Creative Writing that other universities don't have, that should be emphasized. These ads should be published in both national and regional newspapers of the country.

(2) **Department specific ad:** The university should also publish ads featuring only English department. Unique features and specialties of the department should be presented in a way that prospective students and their guardians will consider the department as the only place for studying English. For example, if the department possesses a good English language center with modern and updated equipment that should get a good place in the ads. Academic qualification of the faculty members and prospective career opportunities of English language and literature courses should be stressed. The brand promise of the department must be stated in the ads perfectly.

(3) **Billboards**: Billboards upholding the specialties of the university as well as the English department set at important points of urban and rural areas in the country.

(4) **Banners:** Festoons and banners with the highlights of the department hung on special cultural, religious and traditional occasions, days and festivals will help publicize the department. Banners and festoons should also be sent to rural areas.

(5) **Brochures:** Colorful brochures with the features of the university and the department can be distributed among prospective students. Special features of the department including tuition waiver and accommodation (if there is any) should be mentioned in the brochures. Brochures should be distributed among prospective students at the university admission office, HSC examination centers throughout the country, coaching centers, book fair, trade fair and other relevant places and events.

(6) **Sponsoring event**: This is the age of advertisement and sponsorship. Sponsoring national and international events like sports, cultural, educational and scientific conferences, etc, draw attention of teachers, scholars, journalist and people of all walks of life who are in fact guardians of prospective students of the department. Moreover, sponsoring national and international events like seminars, workshops and conferences on the issues of English language and literature help promoting the department.

(7) **FM radio ad:** In most of the countries, FM radio channels play a pivotal role on the society in entertainment, advertising and social new working. Young people listen to these channels almost the whole day because they can access them from their cell phones.

They love these channels because the programs mostly suit their age, choice and temperament. The universities can use these channels for promotion as the listeners are their target prospects.

(8) **TV and radio programs:** The department can make English language teaching programs for TV and radio channels. These programs will give good impression about the department and draw attention of prospective students. The department can also sponsor educational programs, education related talk shows, debate programs, general knowledge competitions and foreign programs like BBC English teaching programs. Usniversities can make programs like *Learn English, English drama, English Music*, etc. for television and radio channels.

Financial and good will benefits:

If universities spend money on English department, the department provides the respective universities with revenue, technical support and good will:

1. An English department makes money from its students. The more the department expands with increasing number of students, the more the university earns revenue from students.

2. A strong and resourceful English department helps students of other departments improve skills of English language. Teachers of English department teach students of all disciplines. If English department possesses well-educated and well-trained teachers, modern learning resources and a complete English language lab, all students of the university will be benefitted.

3. Students are losing interest in studying English literature for a falling demand of English degrees in job market at home and abroad; but, still nobody denies the importance of English language in national and international arena. This is why, fundamental English language courses are compulsory for all students irrespective of their majors. That English department teachers teach students of all departments of the university saves the university a lot of money and efforts. The universities that don't have English departments still hire English language teachers to teach Business, Engineering, Pharmacy and other majors.

4. With a good relationship with English departments of other universities, the department exposes itself to a larger arena.

5. The English Language Center makes students of English department in particular and students of the entire university in general competent users of English language skills. It also earns money from the short courses offered to people of different ages through on campus and online modes.

6. The Professional Training Center under English department earns revenue from the training courses offered to teachers and other professionals.

With maximum use of the resources of English department, following things will be ensured:

- Best use of the potentialities and skills of teachers.
- Best use of the strengths of students.
- Best possible reputation of the department and the university.
- Highest financial benefits.

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Yopp, R. H., & Yopp, H. K. (2006). Informational texts as read-alouds at school and home. Journal of Literacy Research, 38(1), 37-51

Yuan, Yuan. (2009) Five Steps to Creating an Effective Team-teaching Relationship from http://iteslj.org/Techniques/Yuan-TeamTeaching.html

Appendix-1

Web links of online English language labs:

1. VISIONet Digital Language Lab
   (http://dllnetlanguagelab.com/visionet_language_lab_academic.html)

2. English Listening Lesson Library Online (http://www.elllo.org/)

3. Free English pronunciation practice (http://fonetiks.org)

4. English language lab on face book

5. Language lab on twitter (http://twitter.com/languagelab)

6. Language lab.com (http://www.languagelab.com/)

7. Language learning community (http://www.livemocha.com)

8. Digital language lab software (http://www.wairs.net/languagelab.html)

9. American English pronunciation (http://www.fonetiks.org/engsou2am.html)

10. free online pronunciation, (http://www.fonetiks.org/)

11. Smart lab-language lab software (http://www.digitallanguagelab.com/)

12. Randall's ESL Cyber listening lab (http://www.esl-lab.com/)

13. online library and language lab (http://www.repeatafterus.com/)

14. Purdue University Online Writing lab (http://owl.english.purdue.edu/)

15. Interactive English vocabulary exercise online
    (http://www.englishmedialab.com/vocabulary.html)

16. Running a college language lab (http://www.slideshare.net/ETAI2010/running-a-college-language-lab)

17. The language lab (http://www.thelanguagelab.ca/programs-public-esl.php)

18. Computer-assisted language learning (http://en.wikipedia.org/wiki/Computer-assisted_language_learning)

19. English learning center (http://newterra.chemeketa.edu/faculty/l3/iesl/iesl.htm)

20. Learn English naturally (http://www.eslprintables.com/forum/topic.asp?id=861)

21. Language lab solutions (http://www.robotel.com/en/language_lab_solutions.php)

22. English Town-The world's #1 English school.(http://googlear.englishtown.com/online/lp)

23. Online English (http://www.englishjet.com/english_courses_files/online_courses.asp)

24. Listening English online (http://tesl-ej.org/ej31/m1.html)

25. Learn English Online (http://www.qgroupplc.com/)

26. Zybro-digital language lab (http://www.languagelabsoftware.com/)

27. English listening language lab (http://www.airnyc.org/info/English-Listening-Language-Lab-Online-35394.html)

28. American language institute (http://www.americanlanguage.org/Pages/ALI/Engine.aspx?id=692)

29. English teaching lab (http://englishteachinglab.blogspot.com/)

30. Online English language resources (http://www.mcgill.ca/files/gps/ResourcesESLNov09.pdf)

31. English language laboratory (http://www.englishlanglab.com/

32. ESL exercises (http://www.englishmedialab.com/)

33. Digital language lab solutions. (http://www.ecoleglobal.com/digital_language_lab_solutions.html)

34. SVAS language lab (http://svas102.weebly.com/)

35. Virtual English language classroom (http://mariavaldes.wordpress.com/2009/10/29/english-language-lab-asturias-ella-new-units/)

36. Kaplan online English course (http://www.kaplaninternational.com/courses/online/learn-english-online.)

37. Internet 4 English classrooms (http://www.internet4classrooms.com/esl.htm)

38. The Morristown library (http://www.jfpl.org/EnglishSecond.cfm)

39. Doyle online writing lab (http://academic.reed.edu/writing/esl_resources.html)

40. Orell multimedia language lab (http://www.languagelab.in/links/School-mangement-software.htm)

41. Online Language courses (http://www.worldwidelearn.com/language-courses/online-language-course.htm)

42. Online Business communication training (http://www.thelanguagelab.ca/2010/06)

43. Digital language lab software (http://www.indiastudychannel.com/resources/94030-digital-language-lab-software.aspx)

44. English listening online (http://www.elllo.org/english/About/Interviews.htm)

45. Language lab resources (http://www.cpcc.edu/langlab/esl/Langlab%20reference-materials)

46. Learning a language lab (http://www.articlesbase.com/online-education-articles/learning-a-language-lab-by-knowing-what-type-of-learner-you-are-3060972.html)

47. Language lab (http://www.hss.iitb.ac.in/LanguageLab.html)

Appendix-2

<u>Books for business English</u>

All the books and articles included in 'Works Cited' section are essential readings for teachers and instructors. Along with them, the following ones are also recommended for reading:

Bachman, L & Palmer, A.S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.

Bailey, Edward PA.(1992). *Practical Guide for Business Speaking.* New York: Oxford University Press.

Baugh, L Sue. (1995). *How to Write First-Class Business Correspondence*. USA: NTC Publishing Group.

Baugh, L Sue. (1990). *Handbook for Memo Writing*. USA: NTC Business Books.

Becker, Dennis & Paula Borkum Becker. (1994). *Powerful Presentation Skills*. Illinois: Business One Irwin Press.

Frendo, E (2005) *How to Teach Business English*, Pearson Longman

Gilsdorf, Jeanette Wortman. (1989). *Business Correspondence for Today*. New York: John Wiley & Sons.

Goodman, Micheal B. (1984). *Write to the Point*. New Jersey: Prentice-Hall, Inc.

Guffey, Mary Ellen. (1988). *Essentials of Business Communication.* Boston; PWS-KENT Publishing Company.

Hamper, Robent J & Baugh, L Sue. (1995). *Handbook for Writing Proposals*. Illinois: NTC Business Books.

Lesikar, Raymond V & John D Pettit. (1989). *Business Communication* (6th ed). Illinois: Irwin.

Lesikar Raymond V & Flatley, Marie, E. (2002). *Basic Business Communication*. Boston: Mc-Graw-Hill Irwin.

Lesikar, Raymond & John D Pettit. (1989). *Business Communication* (6th). Illinois: Irwin.

Lewis, Mel. (1987). *Writing to Win*. London: McGraw-Hill Book Company.

Murphy, Herta A & Charles E Peck. (1980). *Effective Business Communication*. New York: McGraw-Hill Book Company.

Richards, J. C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Scrivener, J. (1995). *Learning Teaching*. Oxford: Heinemann.

Timm, Paul R & James A Stead. (1996). *Communication Skills for Business & Professions*. New Jersey: Prentice-Hill, Inc.

Underhill, A. (1990). *Sound Foundations*. Oxford: Heinemann.

Weir, C. *Understanding and Developing language Tests*. (1993).Hemel Hempstead: Prentice Hall.

Business letters:

Bender, James F. (1952). *Make Your Business Letters Make Friends*. New York: Mc Graw-Hill Book Company.

Brill, Laura. (1981). *Business Writing Quick and Easy*. New York: American Management Association.

Bruun, Erik (ed). (2001). *The Forbes Book of Great Business Letters*. New York: Black Dog & Leventhal Publishers.

Buckley, Earle A. (1957). *How to Write Better Business Letters*. New York: McGraw-Hill Book Company Inc.

Bury, Charles. (1984). *The One Minute Business Lett*ers. Texas: Modern Communication Associates.

Damerest, William A. (1996).Resourceful Businrss Communication. New York: Hartcourt, Brace & World, Inc.

Delvin, Frank J. (968). *Business Communication.* Illinois: Richard D. Irwin Inc.

Eddy, Don (ed). (1994). *How to Say Things Right in a Business Letter*. California: Montery Publishing.

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Goodman, Micheal B. (1994). *Write to the Point*. New Jersey: Prentice-Hall, Inc.

Goeller, Carl. (1974). *Writing to Communicate*. New York: Doubleday & Company, inc.

Griffin, Jack. (1993). *The Complete Handbook of Model Business Letter*. New Jersey: Prentice-Hall.

Grady, James F & Milton Hall. (1942). *How to Dictate Better Letters*. New York: Harper & Brothers Publishers.

Gilsdorf, Jeanette Wortman. (1989). *Business Correspondence for Today*. New York: John Wiley & Sons.

Lamb, Sandra E. (1998). *How to Write It*. California: Ten Speed Press.

Menning, JH. (1976). *Communicating through Letters and Reports*. Illinois: Richard D Irwin Inc.

Nauheim, Ferd. (1982). *Letter Perfect*. New York: Van Nostrand Reinhold Company.

Naether, Carl A. (1936). *The Business Letter: Principles and Problems*. New York: D Appleton Century Company.

Poe, Ann. (1998). *The McGraw-Hill Handbook of More Business Letters*. New York: McGraw-Hill.

Memorandum/memo:

Baugh, L Sue. (1995). *How to Write First-Class Business Correspondence*. USA: NTC Publishing Group.

Brill, Laura. (1981). *Business Writing Quick and Easy*. New York: American Management Association.

Goeller, Carl. (1974). *Writing to Communicate*. New York: Doubleday & Company, inc.

Lamb, Sandra E. (1998). *How to Write It*. California: Ten Speed Press.

Lesikar, Raymond V & Pettit, John D. (1989). *Business Communication* (6th). Illinois: Irwin.

Lesikar Raymond V & Flatley, Marie,E. (2002). *Basic Business Communication*. Boston: Mc-Graw-Hill Irwin.

Email:

Lamb, Sandra E. (1998). *How to Write It*. California: Ten Speed Press.

Lauchman, Richard. (1998). *Write for Results*. New York: amacom.

Alfred, Gerald J. (2000). *The Business Writer's Handbook*. New York: St. Martin's Press.

Lesikar Raymond V & Marie E Flatley. (2002). *Basic Business Communication*. Boston: McGraw-Hill Irwin.

Notes and Messages:

Gilsdorf, Jeanette Wortman. (1989). *Business Correspondence for Today*. New York: John Wiley & Sons.

Lawrence, Nelda R. (1964). *Writing Communication in Business*. New Jersey: Prentice Hall, Inc

Murphy, Herta A & Peck, Charles E. (1980). *Effective Business Communication*. New York: McGraw-Hill Book Company.

8.2.5 Report:

Comfort, Jeremy. (1984). *Business Report in English.* London: Cambridge University Press.

Gilsdorf, Jeanette Wortman. (1989). *Business Correspondence for Today*. New York: John Wiley & Sons.

Kupsh, Joyce. (1995). *How to Create High Impact Business Reports*. USA: NTC Business Book.

Lawrence, Nelda R. (1964). *Writing Communication in Business*. New Jersey: Prentice Hall, Inc.

Menning, JH. (1976). Communicating through Letters and Reports. Illinois: Richard D Irwin Inc.

Mclntosh, Donal W. (1972). *Techniques of Business Communication*. Boston: Holbrook Press, In

Mort, Simon. (1992). *Professional Report Writing*. UK: Gower.

Naether, Carl A. (1936). *The Business Letter: Principles and Problems*. New York: D Appleton Century Company.

Thomsett, Michael C. (1988). *The Little Black Book of Business Reports*. New York: amacon.

Proposal:

Freed, Richard C. (1995). *Writing Winning Business Proposals*. New York: McGraw-Hill, Inc.

Kapp, Karl M. (2003). *Winning E-Learning Proposals*. USA: J Ross Publishing.

Meader, Ray. (1991). *Guidelines for Preparing Proposals*. Michigan: Lewis Publishers Ltd.

Meeting Minutes:

Brill, Laura. (1981). *Business Writing Quick and Easy*. New York: American Management Association.

Lawrence, Nelda R. (1964). *Writing Communication in Business*. New Jersey: Prentice Hall, Inc.

Press release:

Baugh, L Sue. (1995). *How to Write First-Class Business Correspondence*. USA: NTC Publishing Group.

Lamb, Sandra E. (1998). *How to Write It*. California: Ten Speed Press.

Lawrence, Nelda R. (1964). *Writing Communication in Business*. New Jersey: Prentice Hall, Inc.

Job application letter and CV/Resume:

Baugh, L Sue. (1995). *How to Write First-Class Business Correspondence*. USA: NTC Publishing Group.

Bruun, Erik (ed). (2001) *The Forbes Book of Great Business Letters*. New York: Black Dog & Leventhal Publishers.

Damerest, William A. (1966). *Resourceful Business Communication*. New York: Hartcourt, Brace & World, Inc.

Goodman, Micheal B. (1984). *Write to the Point*. New Jersey: Prentice-Hall, Inc.

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Lesikar, Raymond V & Pettit, John D. (1989). *Business Communication* (6th). Illinois: Irwin.

Lesikar Raymond V & Flatley, Marie E. (2002).*Basic Business Communication*. Boston: Mc-Graw-Hill Irwin.

Murphy, Herta A & Peck, Charles E. (1980). *Effective Business Communication*. New York: McGraw-Hill Book Company.

Helpful books on Business Performances *(Verbal communication in different business and social settings, making effective Presentations, facing Interviews, etc.):*

Dilts, Robert B. (1994). *Effective Presentation Skills*. California: Meta Publications.

Kalish, Karen. (1997). *How to Give a Terrific Presentation*. New York: American Management Association.

Leech, Thomas. (2004). *How to Prepare, Stage and Deliver Winning Presentations*. New York: American management Association.

Peoples, David A. (1988). *Presentation Plus*. New York: John Wiley & Sons.

(2004). *Presentations that Persuade and Motivate*. Boston: Harvard Business School Publishing Corporation.

Parry, Howell. (1991). *Successful Business Presentation*. Surrey: Croner Publications Ltd.

Sjodin, Terri. (1995). *Salespeak*. Texas: The Summit Publishing Group.

Tisdale, Judy Jones. (2005). *Effective Business Presentation*. New Jersey: Prentice-Hall.

Snyder, Elayne. (1990). *Persuasive Business Speaking*. New York: American Management Association.

Thomsett, Michael C. (1989). *The Little Black book of Business Speaking*. New York: American Management Association.

Timm, Paul R & James A Stead. (1996). *Communication Skills for Business & Professions*. New Jersey: Prentice-Hill, Inc.

Walther, George R. (1991). *Power Talking*. New York: GP Putnam's Sons.

Helpful books on Business grammar, organization, style, editing and vocabulary:

Bailey, Edward P. (1996). *Plain English at Work*. New York: Oxford University Press.

Goodman, Micheal B. (1984). *Write to the Point*. New Jersey: Prentice-Hall, Inc.

Goeller, Carl. (1974). *Writing to Communicate*. New York: Doubleday & Company, inc.

Grady, James F & Milton Hall. (1942). *How to Dictate Better Letters*. New York: Harper & Brothers Publishers.

Henry, Jim. (2000). *Writing Workplace Cultures*. Southern Illinois University Press.

Keenan, John. (1982). *Feel Free to Write*. New York: John Wiley & Sons

Lambuth, David. (1976). *The Golden Book of Writing*. New York: Penguin.

Lawrence, Nelda R. (1964). *Writing Communication in Business*. New Jersey: Prentice Hall, Inc.

McKinnon, William T. (1983). *Aspects of Modern Business Style*. Bergen: Universitetsfortaget.

Naether, Carl A. (1936). *The Business Letter: Principles and Problems*. New York: D Appleton Century Company.

(1996). *Webster's New Business Writers Guide*. New York: Smithmark Publishers.

Reynold, John Frederick. (1995). *Professional Writing in Context*. New Jersey: Lawrence Erlbaum Association.

Helpful books on business communication concepts and strategies:

Deal, T. and A. Kennedy.(1988). *Corporate Cultures*. Harmonsworth: Penguin.

Delvin, Frank J. (1968). *Business Communication*. Illinois: Richard D. Irwin Inc

Dowd, Karen O. (1994). What Corporations Seek in MBA Hires: A Survey. *Selections,*10,34-39

Hudson, Randolf H. (1983). *Business Communication: Concepts, Application, and Strategies*. LA: Roxbury Publishing Company.

Murphy, Herta A & Peck, Charles E. (1980). *Effective Business Communication*. New York: McGraw-Hill Book Company.

Mead, R. (1990). *Cross Cultural Management Communication*. Chichester:Wiley.

Hudson, Randolf H. (1983). *Business Communication: Concepts, Application, and Strategies*. LA: Roxbury Publishing Company.

Ray, Charles M. (1994). Criteria for Business Graduates' Employment: Human Resources Managers' Perceptions. *Journal of Education for Business*, 140-144.

Schleppegrell, Mary (1990). Business English: An International Survey. *English for Specific Purposes*, 9, 23-27.

Appendix-3

Helpful websites for teaching Business English:

www.rong-chang.com/business.htm

www.teachingenglish.org.uk/transform/teachers/specialist-areas/business-english

www.onestopenglish.com/

www.businessenglishonline.net/Business

www.teachingenglish.org.uk/try/links/Business-English%7CEnglish-for-Specific-Purposes

www.onestopenglish.com

www.business-spotlight.de/teachers/

 www.cambridge.org/elt/resources/professional/

www.businessenglishonline.net/

www.oup.com/elt/teachersclub/business_english/

 www.pearsonlongman.com/business/teachers

www.youtube.com

www.accent-international.com/executive.htm

www.eslcafe.com/

www.besig.org/links.htm

www.asian-esp-journal.com

www.businesscommunication.org

www.businessenglishonline.net

www.businessenglishtraining.com

www.bbc.co.uk/worldservice/learningenglish/

www.rosettastone.com/organizations

www.communicaid.com/business-english-courses/index.php

http://users.utu.fi/micnel/business_english_lexis_site.htm

http://iteslj.org/links/TESL/Business_English/

www.eslteachersboard.com

www.tefllogue.com/in-the-classroom/teaching-business-english.html

http://www.eslbase.com

http://www.eccthai.com/training/teachbizhome.asp

http://eleaston.com/biz/bizhome.html

8.7 Websites for courses of TEFL and Teaching Business English:

http://www.global-english.com/tesol-busfoundation.htm

http://www.teflcorp.com/

http://www.eslcafe.com/

http://www.englishtc.co.uk/

http://www.justtefl.com/

http://www.teachertube.com/groups_home.php?urlkey=TEB

http://www.ihlondon.com/courses/tteuktcl.asp

http://www.teachingenglish.org.uk/transform/teachers/specialist-areas/business-english/courses-qualifications

http://www.eccthai.com/training/teachbizhome.asp

http://www.oxfordseminars.com/Pages/Teach/specialization/business_english.php

http://www.bell-centres.com/courses/teachers/campus/programme/10_teaching_business_english.asp

http://www.tesol-ua.org/tefl-certificates/

Appendix 4

<u>Sample lesson plan: 1</u>

Name of university:
Department: Geography and Environment
Course Title: Foundation English Language
Course Code:
Credit Hour: 2
Class Schedule:
Course Instructor:

Course Objective:

The objective of the course is to turn its learners into confident users of the four skills i.e. listening, speaking, reading and writing of English language. Unfortunately, even after twelve year study of the language; moreover, many students exhibit poor command of English language. English is the most domineering international language, moreover, most of the books studied at the honors level are written in English. This lesson plan is an attempt to brush-up students' knowledge of English. Lessons on speaking, speech making, presentation and listening will develop learners' oral communication skills. Lessons on sentence skills will assist the learners in revising their technical knowledge of the language. Lessons on reading (including Geographical terms) will teach the learners the techniques of reading different English texts effectively. The writing lessons will turn them into excellent writers. This is expected that after completion of the course, learners will be more confident, accurate, and expert users of English language.

Evaluation:

A total of five tests (one on each module in the form of quiz, presentation, and assignment) will be given. All of them will be counted, so students are advised to take the tests on scheduled dates. If a student misses a test on some valid reason, a make-up test may be arranged with the permission of the department chairperson. Midterm and final examinations will be given in due time.

Marks Distribution:

Presentation	10%
Reading Quiz	10%
Writing Assignment	10%
Listening Quiz	10%
Language Skills Quiz	10%
Midterm Exam	15%
Final Exam	35%
Total	100%

Breaks-down of the course contents:

Lesson No.	Module	Topic
1		Ice-breaking, discussion on the lesson plan
2	Speaking	Techniques of avoiding stage fear, Getting started to speech making, Topic selection, Making introduction and conclusion of a speech
3	Speaking	Making the body of a speech, Audience analysis, Delivery.
4	Speaking	Extempore and Impromptu speeches
5	Speaking	Informative speech
6	Speaking	Persuasive speech
7		**Speech Delivery**
8	Sentence Skills	Subject-verb Agreement
9	Sentence Skills	Fragments and Run-ons

10	Sentence Skills	Punctuation Marks
11		**Quiz on Sentence Skills**
12	Listening	Listening Practice
13	Listening	Listening Practice
14	Listening	Listening Practice
15		**Quiz on Listening**
16		**Review Class**
17		**Midterm Examination**
18	Reading	Reading Comprehension
19	Reading	Reading Comprehension
20	Reading	Reading Comprehension
21	Reading	Reading Comprehension with Geographic words & terms
22	Reading	Reading Comprehension with Geographic words & terms
23		**Quiz on Reading**
24	Writing	Pre-writing Techniques
25	Writing	Writing Effective Topic Sentence
26	Writing	Paragraphs: Descriptive, Narrative, Cause & Effect
27	Writing	Paragraphs: Argumentative, Compare & Contrast
28	Writing	Thesis Statement, Structure of an essay
29	Writing	Essay: Argumentative, Compare & Contrast
30	Writing	Summary
		Writing Assignment due
31		**Review Class**
32		**Review Class**
33		**Final Examination**

Textbooks:

Langan, John.   *College Writing Skills with Readings*. (6th edition).McGraw-Hill.

Lucas, Stephen, E. *The Art of Public Speaking*. (7th edition). McGraw-Hill.

Soars, John & Liz. *Headway*. Pre-intermediate, students' book with CD. (2nd edition). Oxford
                   University Press.

Reference books:

Hornby, A.S.   *Oxford Advanced Learner's Dictionary of Current English*.
                   (7th edition). Oxford University Press.

Imhoof, Maurice.   *From paragraph to Essay*.Longman.

Lincoln, Heffernan. *Writing: A College Handbook*. Norton.

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.

Course Instructor information:

<u>Sample Lesson Plan: 2</u>

Course title: Study Skills
Course code:
Credit hour: 2
Level:
Section:
Course Instructor:
Semester:
Class schedule:

Pre-requisite: Pre-intermediate level English proficiency

Course objective: The course aims at providing freshmen English majors with an orientation
into reading and learning strategies of English language and literature. It focuses on the basic
techniques and methods of studying English. The techniques include using a dictionary, learning
vocabulary, writing outline, reading strategies, reading textbook, making notes, using a library
and tips for passing examination. It is expected that at the completion of the course, learners will
be able to read English text and reference books appropriately. Moreover, they will be able to
write confidently in English.

Evaluation: Two Midterm tests and one Final Examination will be given. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, participating in class works/activities actively as well as submitting home works and assignments on due date.

Breaks down of marks:

class participation (Home work, quiz and assignment)-------------20%

Midterm Examination-1   ------------------------ -------------15%

Midterm Examination-2   ------------------------------------15%

Final Examination   ------------------------------------50%

Total   100%

Grading: University grading policy will be followed.

Textbook:

Yorkey, Richard C. (1982) *Study Skills for Students of English*. McGill-Hill, Inc., New York.

Reference book:

Hornby, A.S. *Oxford Dictionary of Current English*.

Syllabus

Midterm Examination-1:

Lesson	Teaching -Learning focus	Class activities	Additional activity and home work
Chapter 1: Studying in English	Motivation, concentration, distraction, place of study, time of study	Learners will read aloud and talk about their respective study.	Students will make their respective study plans Exercises 1-9, 1-10
Chapter 2: Using an English Dictionary	The authority of a dictionary, British and American English, functions of a dictionary	Students will solve the exercises in pairs and groups. Teacher will facilitate. He will also give feedback on home work.	Exercises 2-7, 2-8, 2-9, 2-10, 2-19, 2-30, 2-37
Chapter 3: Learning the Vocabulary	Word formation, changing parts of speech, present	With the help of English-English dictionaries,	Teacher will introduce students to the IPA

| of English | and past participles as adjectives, word stems, guessing meaning from the context, recording the meaning of words, fixing the meaning | students will solve the exercises in pairs and groups. Teacher will facilitate. | transcripts and symbols Exercises: 3-9, 3-12, 3-16, 3-20 |

Midterm Examination-2:

Lesson	Teaching-learning focus	Class activities	Additional activity and home work
Chapter 4: Writing an Outline	Definition and techniques of writing outline, topic outline, sentence outline; expository writing, main ideas and supporting details	Students will practice writing outlines. They will peer review the write-ups	Students will practice writing outlines on various topics Exercises 4-5, 4-8, 4-12
Chapter 5: Improving Your Reading	Reading speed and comprehension, predicting, patterns; paragraphs of analysis, description, compare and contrast, analogy, definition; skimming and scanning	In pairs and groups, students will read aloud and solve exercises. Teacher will facilitate. He will also give feedback on home work.	Students will read different kinds of write-ups collected from varied sources, like newspapers, books, advertisement, the Internet, etc.

Final Examination:

Syllabus of Midterm 1 + Midterm 2

Sample Lesson Plan: 3

Course title: Writing -4
Course code:
Credit hour: 2
Level: 4
Section:
Course Instructor:
Semester:
Class schedule

Pre-requisite: Writing-3

Course objective: This course will introduce students to several pre-writing techniques, encourage them to keep journal and enable them to write different kinds of paragraphs and essays, like descriptive, narrative, process analysis, compare and contrast, informative, analytical and persuasive. The course will also focus on writing business correspondences. Regular writing in the class, reading well-written selections from the text book as well as keeping a journal at home will make learners confident and proficient in writing. Every chapter stresses on an important aspect of language skills, like fragments, run-ons, use of propositions, etc. By reading the rules and solving exercises, learners will be able to write error-free and effective sentences.

Evaluation: Two Midterm tests and one Final Examination will be given. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, writing in the class regularly, submitting home works and assignments on due date, keeping the journal properly, etc.

Breaks down of marks:

Attendance and class participation----------------20%

Midterm Examination-1   -------------15%

Midterm Examination-2   -------------15%

Final Examination   ------------ 50%

Total   100%

Grading: University grading policy will be followed.

Textbook:

Sokolik, M.E. (2005). *Tapestry-Writing 4*. Thomson Heinle, USA.

Reference books:

Imhoof, Maurice and Herman Hudson**.** (1976). *From paragraph to essay*. Longman, UK.

Langan, John. (2005) *English Skills*. McGraw-Hill, USA.

Syllabus

Midterm Examination-1:

Lesson	Teaching-learning focus	Class activities	Additional activity & home work
Chapter 1 Getting Ready to Write: Begin at the Beginning	Brainstorming, free writing, quick writing, word mapping, keeping a journal, correcting subject-verb agreement errors	Teacher will introduce techniques of word mapping, free writing and keeping a journal; students will practice them on different topics. Learners will solve exercises on subject-verb agreement	Diagnostic test: writing a paragraph. Word mapping on several topics. 3 journal entries per week Additional practice on Subject-verb agreement
Chapter 2 Narration: A Story to Tell	Brainstorming on personal experiences, discovering resources on campus and in the community, avoiding sentence fragments.	Teacher will introduce the basics of a paragraph like parts and structure of a paragraph; writing topic sentences. Students will brainstorm and write narrative paragraphs	Narrative and biographical paragraphs Writing topic sentences and supporting details Additional exercises on correcting sentences fragments
Chapter 3 Description: Building Images	Free writing on buildings and structures, using pictures, fixing run-ons, comma splices, and misused conjunctions.	Students will brainstorm and write descriptive paragraphs They will solve exercises on fixing run-ons, comma splices, and misused conjunctions.	Writing descriptive paragraphs. Additional exercises on run-ons, comma splices Learning necessary vocabulary

Chapter 4 Processes: Simple Magic	Making outline for reading and writing, understanding the audience, writing process analysis paragraphs, using articles properly	Learners will make outlines. They will write 'How to Do 'paragraphs and solve exercises on use of articles	Extensive practice on writing outlines Writing process analysis paragraphs Additional exercises on the use of articles
Chapter 5 Evaluation: Comparing Different Views	Using comparison and contrast in writing. Writing parallel structures effectively	Students will write compare and contrast paragraphs on persons, objects, experiences, and ideas. They will solve exercises on parallel structures.	Reading and writing different types of compare and contrast paragraphs. Additional exercises on parallel structures

Midterm Examination-2:

Lesson	**Teaching-learning focus**	**Class activities**	**Additional activity & home work**
Chapter 6 Informing: Diseases that Affect Us	Parts of an essay. Techniques of writing an essay. Thinking about the purpose of writing. Using prepositions correctly	Teacher will introduce students to writing an essay. Learners will write informative essays	Writing informative essays on diseases. Using library and Internet resources. Additional practices on using preposition
Chapter 7 Researching: Getting to the Source	Avoiding plagiarism in writing Developing a clear point of view in research writing Using quotations effectively and correctly	Teacher will define 'academic plagiarism' Students will read and discuss well-written research papers Learners will write effective conclusions	Reading a sample research paper on the common cold Writing a research paper on a selected topic
Chapter 8 Analyzing: All in the Family	Writing effective thesis statement for analytical writing Using specialized	Students will write and peer review thesis statements They will also learn in	Reading a story about family traditions and conflicts Writing analytical essays

	vocabulary to write about literature Making paragraphs coherent and unified	groups and pairs how to make paragraphs coherent and unfired Teacher will give his feedback	
Chapter 9 Persuading: Making a Case	Examining writing for important features Understanding common problems and pitfalls in persuasive writing Eliminating wordiness	Students will write persuasive essays. They will also review the write-ups in pairs and groups Teacher will facilitate	Reading promotional materials from a non-profit organization Persuasive essays on students' chosen topics Making simple advertisements
Chapter 10 The Science of Business, the Business of Science	Understanding and using proper writing formats in workplace communication Using spelling rules to avoid mistakes in spelling	Students will practice writing business correspondences like memo, letter, proposal, report, etc. They will do exercises on correcting spelling	Learning features of Business English Writing a business or project proposal Solving additional exercises on spelling correction

Final Examination:

Syllabus of Midterm 1 + Midterm 2

Sample Lesson Plan: 4

Course title: Advanced Reading-2
Course code:
Credit hour: 3
Level: 2
Section:
Semester:
Class schedule:
Course Instructor:
Pre-requisite: Reading-1

Course objective: The course will teach students reading strategies, introduce them to new vocabulary, and inspire them to create individual and collective reading habit. Photos,

illustrations and other graphics will draw students' attention, while the updated topics and interesting reading passages will make learners interested in the content. Building vocabulary has been given special importance in the course. Students will learn reading strategies like skimming and scanning. This is expected that at the completion of the course, students will be able to understand English texts properly by using reading strategies. They will also develop their English vocabulary and reading habit.

Evaluation: Two Midterm tests and one Final Examination will be given. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, participating in class works/activities actively, submitting home works and assignments on due date, etc.

Breaks down of marks:

Attendance and class participation-------------20%

Midterm Examination-1   -------------15%

Midterm Examination-2   -------------15%

Final Examination   --------------50%

Total   100%

Grading: University grading policy will be followed.

Textbook:

Ryall, Michael. (2005). *Tapestry-Reading 2*. Thomson Heinle, USA.

Reference book:

Hornby, A.S. *Oxford Dictionary of Current English*

Syllabus

Midterm Examination-1:

Lesson	Teaching -Learning focus	Class activities	Additional activity and home work
Chapter 1: The Cycle of Life	Using photos, illustrations, and other graphics to prepare students to read.	Students will read the selections for reading speed and comprehension	Making a binder to organize materials

Lesson	Teaching-learning focus	Class activities	Additional activity and home work
	Vocabulary building		
Chapter 2: Jobs, Occupations and Careers	Learning footnotes Working on new vocabulary Skimming	Students will skim through long passages. They'll look for synonyms and antonyms	Discussing students' respective career planning
Chapter 3: The Spirit of Competition	Increasing reading speed Dealing with difficult parts of a text Vocabulary building	In groups, students will read to increase speed. They will also improve comprehension skills and find synonyms	Time management policies
Chapter 4: Law Makers and Law Breakers	Improving vocabulary by reading English newspapers	Students will read English newspapers and discuss in groups	Students will be encouraged to read English newspapers daily
Chapter 5: Beyond Science	Working on synonyms and antonyms	Students will read the selections and discuss synonyms and antonyms of selected words	Making study/ reading groups

Midterm Examination-2:

Lesson	Teaching-learning focus	Class activities	Additional activity and home work
Chapter 6: Language, literacy and bilingual education	Distinguishing between facts and opinions when reading Using encyclopedia	Students will read the text and discuss in pairs and groups	Reading newspaper articles
Chapter 7: On the Move	Previewing comprehension questions	Students will preview questions before starting to read passages	Collecting reading materials from different sources like newspapers, the Internet, etc.
Chapter 8: Cultural Perspectives	Reading aloud to improve pronunciation and rhythm	Students will read aloud. Teacher will provide feedback on pronunciation and stress.	Playing cassettes and CDs of standard pronunciation

Final Examination:

Syllabus of Midterm examination 1 + Midterm examination 2

Sample Lesson Plan: 5

Course title: Grammar -2
Course code:
Credit hour: 3
Level:
Sections:
Semester:
Class schedule:
Course Instructor:
Pre-requisite: Grammar-1
Course objective: In this course, students will practice rules and applications of English grammar. Different kinds of exercises, like fill in the blank, choosing the correct options, selecting appropriate words, correction, matching, etc. will make students confident in using English grammar. The text book contains charts of grammatical rules which will help students use grammar appropriately. Extensive practice in class in pair and groups as well as at home will make students better users of English grammar.

Evaluation: Two Midterm tests and one Final Examination will be given. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, participating in class works/activities actively, submitting home works and assignments on due date, etc.

Breaks down of marks:

Attendance and class participation-------------20%

Midterm Examination-1   -------------15%

Midterm Examination-2   -------------15%

Final Examination   --------------50%

Total   100%

Grading: University grading policy will be followed.

Textbook:

Azar, Betty Schrampfer. (2003). *Fundamentals of English Grammar*. (Third Edition). Longman, USA.

Syllabus

Midterm Examination-1:

Lesson	Teaching -Learning focus	Class activities	Additional activity and home work
Chapter 8 Connecting Ideas	Connecting ideas with and, but, or, either, neither, because, even though and although	Teacher will discuss grammatical rules Students will solve the exercises in pairs and groups.	Exercises: 8, 16, 22, 27
Chapter 9 Comparisons	Making comparison, comparative and superlative, modifying comparatives, double	In pairs and groups, students will discuss the grammatical rules of the chapter.	Exercises: 7, 13, 18, 24, 31
Chapter 10 The Passive	Active and passive sentences; transitive and intransitive verbs; modals, participial and participial adjectives	Teacher will discuss grammatical rules Students will solve the exercises in pairs and groups. Teacher will facilitate	Exercises: 5, 10, 13, 21, 25
Chapter 11 Count/noncount Nouns And articles	Count and noncount nouns; use of several, a lot of, many, much, few, little; use of articles	In pairs and groups, students will discuss the grammatical rules of the chapter.	Exercises: 7, 15, 24, 29

Midterm Examination-2:

Lesson	Teaching-learning focus	Class activities	Additional activity and home work
Chapter 12 Adjective clauses	Using who, whom, that in the adjective clauses; using verbs and prepositions in adjective clauses	Teacher will discuss grammatical rules Students will solve the exercises in pairs and groups	Exercises: 2, 11, 16, 21
Chapter 13	Verb+ gerund, verb+	In pairs and groups,	Exercises: 1,5, 10, 15, 23,

Gerunds and infinitives	infinitive, preposition+ gerund, use of by and with, infinitive +too/ strong	students will discuss the grammatical rules of the chapter. They will then solve the exercises Teacher will facilitate	34
Chapter 14 Noun Clauses	Noun clauses with who, what, whose+ be; noun clauses that being with if or whether	Teacher will discuss grammatical rules Students will solve the exercises in pairs and groups	Exercises: 2, 5, 8, 15, 24, 31

Final Examination:

Syllabus of Midterm examination 1 + Midterm examination 2

Sample Lesson Plan: 6

Course title: Intensive English
Course code:
Skill: Writing
Credit hour: 3
Section:
Semester:
Class schedule:

Skill Instructor:

Course objective: Writing part in the Intensive English course prepares students to write freely, correctly and confidently. This is an elementary level course that utilizes innovative ways to drag students' attention to writing. The text book is full of photos, charts, graphs, pictures, and clues that help students generate their ideas and also assist them in developing compositions step by step. Additional space is provided at the end the book where they can put down the complete paragraphs. Every chapter contains a word bank that introduces learners to new English vocabulary. At the completion of the course, learners are expected to write in English in an organized manner.

Evaluation: Two Midterm tests and one Final Examination will be given. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, participating in class works/activities actively, submitting home works and assignments on due date, etc.

Breaks down of marks:

Attendance and class participation-------------20%

Midterm Examination-1　　　　-------------15%

Midterm Examination-2　　　　-------------15%

Final Examination　　　　　-------------50%

Total　　　　　　　　　　　100%

Grading: University grading policy will be followed.

Textbook:

Get Ready to Write compiled by King Khalid University Institute of English & Translation: Unit of Language & Intensive Programs.

Syllabus

Midterm Examination-1:

Lesson	Teaching -Learning focus	Class activities	Additional activity and home work
Chapter 1 Writing about Yourself	Getting ready to write a paragraph Writing a paragraph about what you like to do Writing about a classmate	Students will fill in all parts Then they'll write the sentences in paragraph form on page 98	Writing a paragraph about Myself Writing on pp. 97, 98, 99
Chapter 2 Writing about your family and friends	Writing about your family Making a family tree Writing about a family member	Students will fill in the form about family	Writing a paragraph about a family member Writing on pp. 99,100 Editing.
Chapter 3 Writing about daily	Getting ready to write about daily activities Getting ready to write about	Students will fill in the forms about daily activities and special days	Writing paragraphs about holidays Writing notes

activities	special days Writing a note		Writing on p. 101
Chapter 4 Writing about lifestyles	Getting ready to write about physical fitness Identifying parts of a paragraph Writing statements from graphs	Students will fill in the questionnaires and forms about fitness They will learn to write topic sentence and supporting details	Additional exercises to write topic sentence and supporting details of a paragraph Writing on p. 101
Chapter 5 Writing about people	Getting ready to write about people's appearance Writing about how you look like .Writing a paragraph with examples Describing people's character .Describing own character	Students will fill in the questionnaires and forms In pairs and groups, they will describe each other	Writing about historical events Writing more paragraphs with examples Writing on p. 102 Editing

Midterm Examination-2:

Lesson	Teaching-learning focus	Class activities	Additional activity and home work
Chapter 6 Writing about places	Describing where you live Describing a picture Describing a room Writing a post card Writing a letter	Students will see the pictures, fill in the gaps and write descriptive paragraphs	Writing paragraphs about Home, College, Home Town, etc. Writing on pp. 103, 104 Editing
Chapter 7 Writing a Description	Getting ready to write description,; writing about gift shop catalogue, dream car, etc.	Students will fill in forms, gaps and cards. They will write will use special vocabulary for description.	Writing about your own car. Students will describe each other. Writing on pp. 105,
Chapter 8 Writing Instructions	Writing a recipe, first-aid instructions, telephone massages	Students will write recipe of their traditional food, put down first-aid instructions and write imaginary telephone massages in pairs and	Extensive pair and group works. Editing.

		groups.	
Chapter 9
Writing about past events	Getting ready to write
Practicing time order
Writing a narrative paragraph
Writing about memories	Students will write narrative paragraphs
They will practice time order	Peer editing
Writing o pp. 106 & 107

Final Examination:

Syllabus of Midterm examination 1 + Midterm examination 2

Sample Lesson Plan: 7

Course title: Intensive English

Course code: 012

Skill: Reading

Credit hour: 2

Section:

Semester:

Class schedule:

Course Instructor:

Course objective: Reading part of this English for Specific Purpose course allows students to read selections in the field of computer science and gradually prepare them to read English text and reference books in Computer Science and Information System. The textbook contains small chapter about the basic topics which are followed by exercises. Learners will read the passages, solve the exercises and try to comprehend the meaning of English texts in the field.

Evaluation: Two Midterm tests and one Final Examination will be given. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, participating in class works/activities actively, submitting home works and assignments on due date, etc.

Breaks down of marks:

Attendance and class participation-------------20%

Midterm Examination-1   -------------15%

Midterm Examination-2   -------------15%

Final Examination   --------------50%

Total   100%

Grading: University grading policy will be followed.

Textbook:

Mazyad, Suleiman, Saleem. (2008). English for Computer Science. 2nd edition. Intermediate

level. King Fahd National Cataloging –in-Publication, Riyadh.

Syllabus

Midterm Examination-1:

Lesson	Teaching -Learning focus	Class activities	Additional activity and home work
Unit 1	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Unit 2	guessing meaning, scanning and skimming, getting main idea, understanding reading structure, cause and effect, vocabulary,	Learners will discuss about the pictures, preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Unit 3	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	In pairs and groups, learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will compare the selection to other materials of management information system
Unit 4	getting main idea, scanning and skimming, understanding reading structure, guessing meaning, cause and effect, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	With the help of teacher, students will read additional materials

Unit 5	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	In pairs and groups, learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Midterm Examination-2			
Unit 6	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Unit 7	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Unit 8	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Unit 9	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic
Unit 10	Scanning and skimming, getting main idea, understanding reading structure, guessing meaning, cause and effect, vocabulary,	Learners will preview questions, read the passages, guess meaning from the context, solve the exercises	Students will read additional materials on the same topic

Final Examination:

Syllabus of Midterm examination 1 + Midterm examination

Sample Lesson Plan: 8

Course code and title: Research Methods

Credit hour: 2

Pre-requisite:

Course Instructor:

Course objective: The objective of this course is to introduce students to the process, terms, approaches and mechanism of research and also assist them in writing research proposals for their projects.

Course description: In this course, students will learn about research and receive preliminary hands-on idea of conducting a research. First, they will study the terms which are closely associated with research. Second, they will be introduced to different approaches to research like practical, experimental, descriptive and historical; they will also be exposed to various research methods like qualitative, quantitative and combined. Third, they will learn how to make research questions and write research proposal. Students will read research articles from various print and electronic sources. Moreover, they will practice the research process step by step. The course will assist students in collecting, analyzing and interpreting data. Finally, they will learn definition, nature and consequences of plagiarism.

Evaluation: Two Midterm tests and one Final Examination will be given. Each student will submit a research proposal for his project before the Final examination. Attendance is absolutely necessary. Students having less than 75% of attendance will not be allowed to take the Final Examination. Class participation means attending every class, participating in class works/activities actively, submitting home works and assignments on due date.

Breaks down of marks:

Attendance and class participation-------------20%

Midterm Examination-1   -------------15%

Midterm Examination-2   -------------15%

Research Proposal   -------------10%

Final Examination   --------------40%

Total   **100%**

Grading: University grading policy will be followed.

Textbooks:

Markman, Roberta H, Peter T Markman and Marie L Waddell. (2001). 10 Steps in Writing the
            Research Paper. BARRON'S.

Sowell, Evelyn J. (2000). Educational Research: An Integrated Introduction. New York:
            McGraw-Hills.

Reference books:

Brog, W., Gall, M. & Joyce, G. (2002). Educational Research: An Introduction. Longman.

Cash, Phyllis. (1977). How to Write a Research Paper Step by Step. Monarch Press.

Wagenen, R. (1991). Writing a Thesis: Substance and Style. Prentice-Hall.

Syllabus

Midterm Examination-1:

Lesson	Teaching -Learning focus	Class activities	Additional activity and home work
Research terms, approaches and methods.	Terms like thesis, thesis statement, research, educational research, approaches, methods induction and deduction.	Lecture and group discussion.	The instructor will provide handout on the terms.
Forming research questions and research proposals.	Elements of a research proposal.	Learner will practice making research questions. They will also start writing first draft of the research proposal.	Instructor and students will collect samples of research proposal from different sources.
Practicing research process from Step 1 to Step 5.	Step 1: Find a subject Step 2: Read a general article. Step 3: Formulate a temporary thesis and a temporary outline Step 4: Prepare the preliminary bibliography Step 5: Take note from	Students will select subjects for their respective research projects. They'll make temporary thesis, outline and bibliography. Moreover, they will learn to take notes.	Learners will apply brainstorming activities to choose subjects for their projects and will read research articles from print and electronic sources on their subjects.

	relevant sources		
Midterm Examination-2			
Step 6 to Step 10	Step 6: Label note cards and revise the working outline Step 7: Write the first draft. Step 8: Revise the text; write an introduction and a conclusion Step 9: Fill in parenthetical references Step 10: Write the final draft	Students will use index cards for taking notes and making the bibliography. They will write body paragraphs, introduction and conclusion. Moreover, they will learn to use MLA documentation format.	Learners will compare MLA and APA documentation styles.
Plagiarism	Definition, nature and consequences of plagiarism.	Students will learn to avoid unwanted plagiarism.	Instructor will identify plagiarist paragraphs in sample research articles.

Final Examination:

Syllabus of Midterm examination 1 + Midterm examination 2

Honesty policy: If unfair means is found in examination paper or plagiarism is identified in the research proposal, that particular paper will be crashed immediately.