

# *School of Language Studies*

SYLLABUSES  
OF THE  
ENGLISH STUDIES  
DEPARTMENT  
\_\_\_\_\_  
CERTIFICATE IN EDUCATION



School of  
Language Studies  
Institute of Education  
11 Education Road

INSTITUTE OF EDUCATION  
LIBRARY, SINGAPORE.

SYLLABUSES  
OF THE  
ENGLISH STUDIES  
DEPARTMENT  

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CERTIFICATE IN EDUCATION

March 1981

**INSTITUTE OF EDUCATION,  
LIBRARY, SINGAPORE.**

## C O N T E N T S

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L1 COURSE FOR CERT. ED. STUDENTS

- Title of Course: English as a First Language
- Course Code: EL 51103
- Duration: 120 hours
- Lecturer(s): English Studies Department Staff
- Department: English Studies
- Rationale: The success of teachers using English as a medium of instruction depends to a large extent on how they make use of the language, especially in the classroom. Their ability to communicate effectively with their pupils is, therefore, a most important asset.
- Moreover, teachers are their pupils' models of spoken and written English, and it is imperative that teachers' use of the language is worthy of imitation.
- Objective: By the end of the course, students should show improved ability:-
- a) To communicate orally with pupils in the classroom
  - b) To produce speech with acceptable pronunciation, stress, rhythm and intonation
  - c) To write grammatically and stylistically acceptable English and to express ideas coherently
  - d) To enjoy reading prose, drama and poetry and be able to analyse their stylistic features
- Content: This course comprises the following components:-
- 1) Oral Communication
    - (a) Language in the classroom
    - (b) Speech skills
  - 2) Written Communication
  - 3) Either Enrichment or The Use of English (students will be advised to select the option most useful to them)

PART I. ORAL COMMUNICATION (40 hours)

1.) Language in the Classroom (20 hours)

Specific Objectives:

By the end of this component of the course, students should show:-

- a) Improved ability to communicate with pupils in the classroom
- b) Ability to express themselves correctly and clearly when teaching

Content:

(Based on Flanders' Interaction Analysis Categories. Only his seven teacher-talk categories will be used).

- 1) Accepting feelings -- This consists of teacher statements which accept and clarify an attitude or the feeling of a pupil in a non-threatening manner. Predicting or recalling feelings are included.
- 2) Praising or encouraging -- Statements which carry the value judgement of approval,
- 3) Accepting or using ideas of pupils -- The teacher may:-
  - a) Merely repeat what a pupil has said, rephrasing a little and then go on to another train of thought
  - b) Attempt to paraphrase ideas expressed by pupils and in other ways introduce synonyms to see if they adequately represent what the pupil intended to say

- (c) Compare the facts, explanations, opinions, or points of view of pupils with those found in the text-book or pupil ideas with his own
  - (d) Ask questions built upon the concepts and logical connectives that a pupil has previously expressed and in this way help pupils to understand the consequence of their own ideas
4. Asking questions -- Questions asked by the teacher which serve to move the conversation to a next step, to introduce a new problem element and involve ideas which the teacher thinks are important and also questions which fall into the following sub-categories:-
- (a) Those involving concrete objects or events
  - (b) Those calling for the mental operation of grouping
  - (c) Those calling for the mental operation of inferring.
5. Lecturing -- Explaining, expressing opinions, giving information, making off-hand comments.
6. Giving directions or instructions -- Statements which are intended to produce compliance.
7. Criticising or justifying authority -- Statements which are intended to produce compliance.
8. Reading aloud - for communication purposes

Mode of Assessment:

The performance of the students in this component will be assessed on the basis of the following:-

- 1) Progress Rating — 50%
- 2) Formal Oral Test, comprising 100%
  - a) Passage for reading aloud — 10%
  - b) Language in the classroom — 40%

) Speech Skills (20 hours)

Specific Objectives:

By the end of this component of the course, students should:-

- a) Have an acceptable pronunciation, accurate in stress and near enough to standard English to cause neither ambiguity nor embarrassment
- b) Be aware of significant speech rhythms and be able to speak and read with good rhythm and expression
- c) Be able to project their voices and be audible and clear in the classroom

Content:

1. Exercises for promoting good voice and speech:-
  - (a) Relaxation
  - (b) Breathing (rib reserve breathing)
  - (c) Resonance - tone and vocal practice; the use of the resonator scale.

(d) Articulation - exercises to increase awareness of sensation in the Speech Organe — the lips, tongue and the soft palate

2. The formation of vowels and consonants through mouth and tongue positions and through the study of phonetic symbols (IPA) in order to get a better idea of what is pronounced, and to enable students to refer to sounds independent of spelling).

Ear training and ear tests to help students recognise and distinguish different speech sounds in isolation and in connected speech. Nonsense words will also be given to help students locate difficulties of aural discrimination.

3. Common errors in pronunciation; local speech errors with remedies given.

4. Principles underlying spoken English

The use of elision, neutral vowel (schwa); linking finals, linking 'r', stress, phrasing, rhythm, and intonation. Use of /s/ /z/ /Iz/ /t/ /d/ /Id/

5. Practice exercises for Articulation, Pronunciation, Stress, Phrasing and Intonation

Exercises in Flexible Rhythm and Intonation

Tone and Tone-colour

Dynamic Speech

6. Reading practice

Intonation and dialogue prose

Verse and poetry reading



- (N.B. (1) Jingles and speech exercises given  
regularly for home practice  
(2) Tutorials for remedial work and individual  
laboratory practice)

Mode of Assessment:

The performance of the students in this component  
will be assessed on the basis of the following:

- |                                 |   |      |
|---------------------------------|---|------|
| 1. Progress Rating -- 50%       | } | 100% |
| 2. Formal Tests: Written -- 20% |   |      |
| Oral -- 30%                     |   |      |

Essential Reading

List:

1. Allen, S Living English Speech. UK: Longman,  
1978 ed. (RELC PE 5804 A 432)
2. Burnisten, C Spoken English in Further  
Education. London; Methuen Educational Ltd,  
1966 (FN 4121 Bur)
3. Bruce, K.C. Corrective English Speech Course  
for South-East Asia Hong Kong; Longman, 1959  
(RELC PE 5804 P8)
4. Longman Dictionary of Contemporary English.  
London; Longman 1978

PART II. WRITTEN COMMUNICATION (40 hours)

Specific Objectives:

By the end of this component of the course,  
students should:-

- a) Show improvement in writing grammatically  
correct and stylistically appropriate para-  
graphs, expository essays, letters and reports
- b) Show improvement in organizing their ideas  
within a paragraph and a longer piece of  
writing

c) Have a wider vocabulary

Content:

1. Sentence level problems (grammar, spelling, punctuation etc.) Some of the aspects of grammar to be dealt with will be:--
  - a) Countable and uncountable nouns
  - b) Omission of redundant determiners
  - c) Faulty usage of/omission of redundant prepositions
  - d) Phrasal verbs
  - e) Modals, especially will/would, can/could
2. Vocabulary development
3. Paragraph and composition writing (expository prose)
  - a) Paragraph development by listing  
by examples  
Essay development by examples
  - b) Paragraph development by comparison  
by contrast  
Essay development by comparison and contrast
  - c) Paragraph development by definition  
by classification  
Essay development by definition and classification
  - d) Letter-writing -- Letters of request and complaint

Mode of Assessment:

The performance of the students in this component will be assessed by Progress Rating

Essential Reading

List:

1. Crew, W. Singapore English and Standard English. Singapore; Eastern Univ. Press, 1977 (PE 3501 CRE)
2. Imhoof, F. & Hudson, H. From Paragraph to Essay. London, Longman, 1975 (On order)
3. Tompa, P.K. The English of Singapore and Malaysia. Singapore; Eastern Univ. Press, 1974 (PE 3501 TOM)

PART III Either ENRICHMENT or THE USE OF ENGLISH (40 hours)

(On the basis of their performance in PART II of the course, students are advised to take one of the two options offered.)

(.) Enrichment

Specific Objectives: To encourage close (intensive) and broad (extensive) reading through exposure to the major genres of contemporary writing, especially prose.

Upon completion of this component of the course students should be able to read prose, drama and poetry, and be able to analyse their stylistic features

Content:

Lectures and tutorials; written work

For intensive work, short excerpts and poems (Using as texts Moody and Rawlinson).

For extensive work, selected works (See texts)

Extensive work to reinforce intensive reading.

Texts:

1. Moody, H.L.B. Varieties of English. London; Longman, 1970 (PE 1111 Moo)
2. Rawlinson, D.H., The Practice of Criticism  
UK: Cambridge, 1968 (PN 81 RAW)

Fiction:

- ✓ 1. Graham Greene, The Quiet American
2. Mary McCarthy, The Group
3. Robert Yeo (ed), Singapore Short Stories Bk II

Journalism

4. John Hersey, Hiroshima
5. Alistair Cooke, The Americans, Letters from America 1969 - 1979

Autobiography:

6. Maxine Hong Kingston, Woman Warrior

Plays:

7. Edward Albee, Who's Afraid of Virginia Woolf
8. Eugene Ionesco, Rhinoceros/Chairs/Lesson  
(All books, except Moody's and Rawlinson's, are available as Penguins)

(3) The Use of English

(This component will cater to the needs of students who require continuing help with their spoken and written English from intermediate to advanced level. The groups will comprise, amongst others, those who have not performed to a satisfactory level in their Oral Communication and/or Written Communication components.)

Specific Objectives:

By the end of this component of the course, students should be able to:-

- a) Perform in selected simulated teaching situations with a reasonable degree of competence in English
- b) Read a text extract aloud fluently and in an interesting manner
- c) Write a letter or article concerning professional matters
- d) Write a report
- e) Put forward written proposals, recommendations and criticisms

Content:

This component of the course will remedy and extend speaking and writing skills in relevant communicative situations. Unlike previous components of the course, mechanical skills will be integrated with communicative skills.

1. Speaking

- a) Word stress and commonly mispronounced words
- b) Weak forms and stress (rhythm)
- c) Difficult phonemes
- d) Final consonants

Grammar e.g. must/have to

word order in indirect questions

confusion of how/what

Classroom register: appropriateness and non-appropriateness

Possible functions (Language in the Classroom)

- a) Expressing obligation
- b) Expressing approval and praising pupils
- c) Expressing anger and reproach
- d) Reading aloud

2. Writing

Possible topics -- a) Grammar e.g. S-V agreement

Past simple

Past perfect

Present perfect

Articles

Prepositions

(in, on, at, to)

Redundant prepositions

- b) Lexis --- Common errors
- c) Style: Appropriateness and register

Possible functions (Language outside the classroom)

- a) Writing letters concerning professional matters
- b) Writing reports from formal meetings
- c) Putting forward written proposals, recommendations or criticisms

Mode of Assessment

(For the whole course) There will be a written examination at the end of the 120 hour course. The marks obtained for the other components (Part I and Part II) will also be taken into consideration. The weightage will be as follows:

Part I	(A) Language in the Classroom	25%
	(B) Speech Skills	25%
Part II	Written Communication	20%
Examination Paper (One 3 hour paper)		<u>30%</u>
		<u>100%</u>

- Title of Course:** English as a First Language
- Course Code:** EL 51104
- Duration:** 120 hours
- Lecturer(s):** English Studies Department Staff
- Department:** English Studies
- Rationale:** The success of teachers using English as a medium of instruction depends to a large extent on how they make use of the language, especially in the classroom. Their ability to communicate effectively with their pupils is, therefore, one of the most important assets of a teacher. Moreover, teachers are their pupils' models of spoken and written English, and it is imperative that teachers' use of the language is worthy of imitation.
- Objective:** By the end of the course, students should show improved ability:-
- a) To communicate orally with pupils in the classroom
  - b) To produce speech with acceptable pronunciation, stress, rhythm and intonation
  - c) To write grammatically and stylistically acceptable English and to express ideas coherently
  - d) To enjoy reading prose, drama and poetry and be able to analyse their stylistic features
- Content:** This course comprises the following components:-
1. Oral Communication
    - (a) Language in the classroom
    - (b) Speech skills
  2. Written Communication
  3. Either Enrichment or The Use of English (students will be advised to select the option most useful to them)

PART I ORAL COMMUNICATION (60 hours)(A) Language in the Classroom (30 hours)

Specific Objectives: By the end of this course, students should show:-

- a) Improved ability to communicate with pupils in the classroom
- b) Ability to express themselves correctly and clearly when teaching

Content:

(Based on Flanders' Interaction Analysis Categories. Only his seven teacher-talk categories will be used.)

1. Accepting feelings -- This consists of teacher statements which accept and clarify an attitude or the feelings of a pupil in a non-threatening manner. Predicting or recalling feelings are included.
2. Praising or encouraging -- Statements which carry the value judgement of approval.
3. Accepting or using ideas of pupils -- The teacher may:-
  - (a) Merely repeat what a pupil has said, rephrasing a little and then go on to another train of thought
  - (b) Attempt to paraphrase ideas expressed by pupils and in other ways introduce synonyms to see if they adequately represent what the pupil intended to say
  - (c) Compare the facts, explanations, opinions, or points of view of pupils with those found in the text-book or compare pupil ideas with his own
  - (d) Ask questions built upon the concepts and logical connectives that a pupil has previously expressed and in this way help pupils to understand the consequence of their own ideas



4. Asking questions — Questions asked by the teacher which serve to move the conversation to a next step, to introduce a new problem element, and involve ideas which the teacher thinks are important and also questions which fall into the following sub-categories:-
  - (a) Those involving concrete objects or events
  - (b) Those calling for the mental operation of grouping
  - (c) Those calling for the mental operation of inferring
5. Lecturing — Explaining, expressing opinions, giving information, making off-hand comments
6. Giving directions or instructions — Statements which are intended to produce compliance.
7. Criticising or justifying authority — Statements which are intended to produce compliance.
8. Reading aloud — for communication purposes

Mode of Assessment:

The performance of the students in this component will be assessed on the basis of the following:-

1. Progress Rating — 50%
  2. Formal Oral Test, comprising
    - a) Passage for reading aloud — 10%
    - b) Language in the classroom — 40%
- } 100%

Speech Skills (30 hours)

Specific Objectives: By the end of this component of the course, students should:-

- a) Have an acceptable pronunciation, accurate in stress and near enough to standard English to cause neither ambiguity nor embarrassment;
- b) Be aware of significant speech rhythms and be able to speak and read with good rhythm and expression
- c) Be able to project their voices and be audible and clear in the classroom

Content:

1. Exercises for promoting good voice and speech --
  - a) Relaxation
  - b) Breathing (rib reserve breathing)
  - c) Resonance tone and vocal practice; the use of the resonator scale
  - d) Articulation - exercises to increase awareness of sensation in the Speech Organs -- the lips, the tongue and the soft palate
2. ~~The formation of vowels and consonants through mouth~~ and tongue positions and through the study of phonetic symbols (IPA) in order to get a better idea of what is pronounced, and to enable students to refer to sounds independent of spelling
3. Common errors in pronunciation; local speech errors with remedies given

## 4. Principles underlying spoken English

The use of elision, neutral vowels (schwa); linking  
finals, linking 'r', stress, phrasing, rhythm, and  
intonation.

Use of /s/ /z/ /Iz/ /t/ /d/ /Id/

5. Practice exercises for Articulation, Pronunciation,  
Stress, Phrasing and Intonation.

Exercises in Flexible Rhythm and Intonation

Tone and Tone-colour

Dynamic Speech

## 6. Reading practice

Intonation and dialogue prose

Verse and poetry reading

(N.B. (1) Jingles and speech exercises **given**

regularly for home practice;

(2) Tutorials for remedial work and individual  
laboratory practice.)

Mode of Assessment:

The performance of the students in this component will be  
assessed on the basis of the following:-

- |                                 |   |      |
|---------------------------------|---|------|
| 1. Progress Rating -- 50%       | } | 100% |
| 2. Formal Tests: Written -- 20% |   |      |
| Oral -- 30%                     |   |      |

Essential ReadingList:

1. Allen, S. Living English Speech. U.K: Longman,  
1978 ed. (RELC PE 5804/A 432)
2. Burniston, C. Spoken English in Further  
Education. London; Methuen Educational Ltd, 1976  
(PN 4121 BUR)
3. Bruce, K.C. Corrective English Speech Course for  
South-East Asia. Hong Kong; Longman, 1959 (RELC PE 5804  
PB)

4. Longman Dictionary of Contemporary English.

London; Longman, 1978

Part II, WRITTEN COMMUNICATION (30 hours)

- Specific Objectives: By the end of this component of the course, students should:-
- a) Show improvement in writing grammatically correct and stylistically appropriate paragraphs, expository essays, letters and reports
  - b) Show improvement in organizing their ideas within a paragraph and a longer piece of writing
  - c) Have a wider vocabulary

- Content:
1. Sentence level problems (grammar, spelling, punctuation etc.) Some of the aspects of grammar to be dealt with will be:-
    - a) Countable and uncountable nouns
    - b) Omission of/redundant determiners
    - c) Faulty usage of/omission of redundant prepositions
    - d) Phrasal verbs
    - e) Modals, especially will/would, can/could
  2. Vocabulary development
  3. Paragraph and composition writing (expository prose)
    - a) Paragraph development by listing
 

by examples

Essay development by examples
    - b) Paragraph development by comparison
 

by contrast

Essay development by comparison and contrast

- c) Paragraph development by definition and classification
- d) Letter-writing -- Letters of requests and complaint

Mode of Assessment: The performance of the students in this component will be assessed by Progress Rating

Essential Reading

List:

1. Crew, W. Singapore English and Standard English.  
Singapore; Eastern Univ. Press, 1977 (PE 3501 CHE)
2. Imhoof M. & Hudson H. From Paragraph to Essay.  
London; Longman, 1975 (on order)
3. Tongue, R.K. The English of Singapore and Malaysia.  
Singapore; Eastern Univ. Press, 1974 (PE 1 TON)

PART III Either ENRICHMENT or USE OF ENGLISH (30 hours)

(On the basis of their performance in PART I and PART II of the course, students are advised to take one of the two options offered.)

(A) Enrichment

Specific Objectives: To encourage close (intensive) and broad (extensive) reading through exposure to the major genres of contemporary writing, especially prose. Upon completion of this component of the course, students should be able to read prose, drama and poetry, and be able to analyse their stylistic features.

Content:

Lectures and tutorials; written work

For intensive work, short excerpts and poems (Using as texts Moody and Rawlinson)

For extensive work, selected works (See texts)

Extensive work to reinforces intensive reading.

Texts:

1. Moody, H.L.B. Varieties of English. London; Longman, 1970 (PE 1111 Moo)
2. Rawlinson, D.H. The Practice of Criticism. UK; Cambridge. 1968 (PN 81 RAW)

Fiction:

1. Graham Greene, The Quiet American
2. Mary McCarthy, The Group
3. Robert Yeo (ed), Singapore Short Stories Bk II

Journalism:

4. John Hersey, Hiroshima
5. Alistair Cooke, The Americans, Letters from America 1969 - 1979

Autobiography:

6. Maxine Hong Kingston, Woman Warrior

Plays:

7. Edward Albee, Who's Afraid of Virginia Woolf
8. Eugene Ionesco, Rhinoceros/Chairs/Lesson

(All books, except Moody's and Rawlinson's, are available as Penguins)

(D) The Use of English

(This component will cater to the needs of students who require continuing help with their spoken and written English from intermediate to advanced level. The groups will comprise, amongst others, those who have not performed to a satisfactory level in their Oral Communication and/or Written Communication components.)

Specific Objectives:

By the end of this component of the course, students should be able to:-

- a) Perform in selected simulated teaching situations with a reasonable degree of competence in English
- b) Read a text extract aloud fluently and in an interesting manner
- c) Write a letter or article concerning professional matters
- d) Write a report
- e) Put forward written proposals, recommendations and criticisms

Content:

This component of the course will remedy and extend speaking and writing skills in relevant communicative situations. Unlike previous components of the course, mechanical skills will be integrated with communicative skills.

1. Speaking

Speech problems -- a) Word stress and commonly mispronounced words

b) Weak forms and stress (rhythm)

c) Difficult phonemes

d) Final consonants

Grammar e.g. must/have to

word order in

indirect questions

confusion of how/

what.

Classroom register: appropriateness  
and non-appropriateness

Possible functions (Language in  
the Classroom)

- a) Expressing obligation
- b) Expressing approval and  
praising pupils
- c) Expressing anger and reproach
- d) Reading aloud

## 2. Writing

Possible topics -- a) Grammar e.g. S-V agreement

Past simple

Past perfect

Present perfect

Articles

Prepositions

(in, on, at, to)

Redundant pre-  
positions

b) Lexis -- Common errors

c) Style: appropriateness and  
register

Possible functions (Language outside the Classroom)

- a) Writing letters concerning professional  
matters
- b) Writing reports from formal meetings
- c) Putting forward written proposals, recommendations  
or criticisms



Mode of Assessment

(For the whole course):

There will be a written examination at the end of the 120 hour course. The marks obtained for the other components (Part I and Part II) will also be taken into consideration. The weightage will be as follows:

Part I	(A) Language in the Classroom	25%
	(B) Speech Skills	25%
Part II	Written Communication	20%
	Examination Paper (One 3 hour paper)	<u>30%</u>
		<u>100%</u>

Group A Teaching Subject/ENGLISHCOURSE FOR CERT. ED. STUDENTS

- Course Title: The Teaching of English in Primary Schools
- Course Code: EL 53104
- Duration: 210 hours
- Lecturer/s: English Studies Department Staff
- Department: English Studies
- Rationale: The main purpose of this course is to provide students with the basic methodological skills necessary to teach English in the primary schools. The course is weighted in favour of middle and upper primary.
- Objectives: Upon completion of the course, the students should be able to:-
- (a) Apply linguistic theory to the learning modes of their students and to the language material they are given
  - (b) Use a wide variety of methods in teaching the four major skills (Aural, Oral, Reading and Writing) and select methods appropriate to the level, ability and interest grouping of a primary school class
  - (c) Select and/or devise enrichment activities suitable for both the learner and the Ministry of Education syllabus
  - (d) Organise a reading programme for both early and developmental reading
  - (e) Devise tests which are valid and reliable

Content:I. LANGUAGE THEORY1. The nature of language

- what it is and how it works
- language as a system of arbitrary symbols whose meanings are based on conventions; concepts of language as it relates to reality
- varieties of language: the significance of dialects and non-standard forms to the classroom teacher
- levels of language: the concept of register, formality, and language appropriateness as a means of assessing 'correctness'

2. The communicative functions of language

- identification of linguistic notions present in all languages
- the relevance of a notional syllabus to primary school English classes in the Singapore context
- language functions in the primary classroom

3. Language acquisition and language learning

- how a child acquires his first language
- second language learning: including difficulties in learning a second language and their significance to second language teaching in the classroom
- cognitive development and language learning
- bilingualism: what it is and what problems it presents for the child learner

4. A pedagogical description of the English language to assist the teacher of English in the classroom
- the place of English as a local and world language
  - a review of the phonemes of English with identification and function; students will be required to analyse actual errors in word classes made by pupils, using the grammar they have learnt to account for these errors. A knowledge of the grammatical code will give the student teacher insight into the "erroneous hypotheses" formed by his pupils as he will be aware of the breaches to the code.
  - the Structure of English: the range and function of the sentence and clause patterns of English, plus a system of analysis of such patterns for use as a teaching tool and teacher background

## II. LANGUAGE SKILLS

### A. Oral/Aural

1. Grammar drills and ways of disguising and situationalising them
2. Questioning forms, from drill-based ones to the open-ended type
3. Language games - their appropriateness and administration
4. Combinations and pair work
5. The application of poems, songs, stories and drama to specific language learning situations

6. Aids to language practice -- their construction and use

B. Reading

1. Vocabulary building
2. The Look-and-say technique
3. Phonics
4. Structural Analysis
5. Using context clues
6. The kinaesthetic approach
7. The language experience method
8. The shared book technique
9. Comprehension - from word-matching to inference
10. Reading for different purposes
11. The basal reader
12. Developing independent reading

C. Writing

1. Motivation
2. Selection of input
3. The oral build-up
4. Types of exercises, from controlled to free
5. The possibilities of individual, pair, group and class writing
6. The effect of different audiences
7. Correction and marking
8. Penmanship

III. ENRICHMENT

1. Educational drama for general and specific classroom purposes
2. Techniques and applicability of story-telling and story-reading
3. Methods of poetry exposure, appreciation and writing
4. The development of the extensive reading habit

## IV. Teaching at the Lower Primary Levels

A. Early reading

1. Diagnosing and grouping the class
2. Group management
3. Early reading methods
4. Developing a unified reading approach

B. Oral/Aural Competence

1. Drills, their uses and limitations
2. Questioning techniques
3. Situational practice
4. Reinforcement activities

C. Early Writing

1. Developing controlled exercises
2. Penmanship

D. Integration and skills

1. Theoretical basis for the total English lessons concept
2. Methods of devising lessons that cover a broad spectrum of language skills

V. Language Testing

1. Rationale
2. Oral/Aural objectives and techniques
3. Readability, Reading Age and Reading Tests
4. Evaluating and marking writing

Mode of Assessment:

The performance of students in this course will be assessed on the basis of course work and a final examination in the following proportions:-

Linguistic Theory	20%
Major Language Skills	20%
Enrichment	10%
Lower Primary Methods	10%
Language Testing	10%
Final examination	30%

Students will be ~~expected to perform~~ and be assessed on micro-teaching throughout the course. Assignments range from practical model-making to rigorous language study.

Essential ReadingList:

1. Longman Dictionary of Contemporary English. London; Longman 1978.
2. Crewe, W.J. Singapore English and Standard English: Exercises in Awareness. Singapore; Eastern University Press, 1977 (PE 3501 Cre)
3. Tongue, R.K.: Controlled and Guided Composition Singapore; RELC, 1976 (PE 1408 Ton)
4. Baruch, J and Woon, D. A Handbook of Communication Activities for Young Learners. Singapore; RELC, 1978 (RELC/Ap/Op/6)

5. Spache and Spache. Reading in the Elementary School. Boston; Allyn and Bacon, 1977 (LB 1573 Spa)
6. Rogers, J. Group Activities for Language Learning. Singapore; RELC 1978, (PE 1065 Rog)
7. Matterson, E. This Little Puffin. Harmondsworth, Middlesex; Penguin, 1969 (LB 1140.5 Gram)
8. Hopkins, J. Pass The Poetry Please. New York; Citation Press, 1972 (LB 1575 Hop)
9. Chambers, A. Introducing Books to Children. London; Heineman Ed. Bks., 1973 (Z 1037 Cha)
10. Karlin, R. Teaching Elementary Reading. New York; Harcourt, 1975 (LB 1573 Kar)
11. Shepard D.A. Comprehensive Reading Methods. Columbus, Ohio; Merrill, 1978 (LB 1632 She)
12. Heaton, J.B. Writing English Language Tests. London; Longman (PE 1066 Hea)



English as a Second LanguageCourse for Cert. Ed. Students

- Course Title: English as a Second Language
- Course Code: EL 51102
- Duration: 60 hours (Two Semesters)
- Lecturer/s: English Studies Department Staff
- Department: English Studies
- Rationale: As most students are posted to English-medium schools, this course is designed to enable students to function in that environment. The course will deal with staffroom interaction report writing and administrative tasks in English.
- Objectives:
- (i) To upgrade students' listening, speaking, reading and writing skills in English.
  - (ii) To help students function as teachers in an English-medium school.
- Content: At the beginning of the course the students will be given a diagnostic test to determine their level of English. The course will be designed to meet the language needs of students highlighted in the test.
- The areas covered are:-
- 1) Oral communication
  - 2) Vocabulary development
  - 3) Listening comprehension
  - 4) Reading comprehension
  - 5) Report writing
  - 6) Composition writing
  - 7) Extensive reading
  - 8) Common errors in Singapore English

Assessment:

Continuous assessment.

Essential Reading

List:

- (a) Tongue, R.K. The English of Singapore and Malaysia.  
Singapore; Eastern Universities Press Sdn. Bhd,  
1979. (PE 3501 Ton)
- (b) Longman Dictionary of Contemporary English. London;  
Longman 1978

PG Course for Cert. Ed. Students

<u>Course Title:</u>	Creative Writing (Personal Growth)
<u>Course Code:</u>	EL56102
<u>Lecturer/s:</u>	English Studies Department Staff
<u>Department:</u>	English Studies
<u>Duration:</u>	30 hours
<u>Rationale:</u>	<p>This course is aimed at providing a form of self-expression for students who can write and wish to go beyond essays and projects. Creative writing, by sharpening their sensitivity to words, could help them to write better essays. It could also help those who are teaching language and literature realize the potential of their own students. It could also encourage them to read in areas they are not likely to do in the usual literature courses, e.g. SA/Literature. Finally, it may help them discover creative writing as a hobby.</p>
<u>Objectives:</u>	<p>The main objective is not to teach students how to write but to improve their writing. Students are selected on condition that they have written already and are prepared to write and submit their works for consideration at least once in two weeks. Upon completion of their course, they should:-</p> <ol style="list-style-type: none"> <li>a) Be able to write competently in their chosen genre/genres</li> <li>b) Be aware of other genres that they could try</li> <li>c) Be able to guide their students in secondary schools especially those who write creatively</li> <li>d) Know the works of at least two Singapore authors</li> <li>e) Know the works of authors who write innovatively</li> </ol>

Content1) Written

Students may write and submit any of the following:

- a) Poems
- b) Stories
- c) Plays
- d) Journalistic pieces, showing distinct stylistic features

(Each student must submit a piece of written work once in two weeks.)

2) Oral

At every weekly session, works submitted will be:-

- a) Discussed, without authors' names being disclosed (for the first three sessions)
- b) Defended, once authors names are know (from the fourth session onwards)
- c) Improved on

3) Exposure to Singapore Writers

- a) Required reading of at least two Singapore authors
- b) Exposure to these authors who will lead discussions and suggest improvements.

Assessment:

Performance will be assessed on:-

- a) Works submitted which will have to be gathered into a file, incorporating suggestions for improvements,
- b) Quality of oral comment during classwork.

Distribution of marks will be out of 100

Written	.	.	.	.	70
Oral	.	.	.	.	<u>30</u>
					<u>100</u>

Essential Reading

1. Robin Skelton. The Practice of Poetry. London; Heinemann, 1971 (PN 1111 Skc)
2. Scott, W.S. Skills of the Poet. New York; Harper and Row, 1977 (PN 1042 Sco)
3. Allen, W. Writers on Writing. London; Phoenix House 1958 (PN 137 All)
4. O' Connor, F. The Lonely Voice. London; Macmillan, 1965 (809.31 OCO Dewey)
5. Bates, A.E. The Modern Short Story London; Michael Joseph 1972 (PN 3353 Bat)
6. Cowley, M. (ed) (ed) The Paris Review Interviews Series 1 - 4. New York; Specker and Warburg, 1957 (PN 453 Par)