

**Fw: Course Review**

1 message

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To: Shahnawaz Qureshi <msqureshi@manuu.edu.in>

Mon, 4

----- Forwarded Message -----

From: Robin Cathey <rcath5@gmail.com>
To: "syedhaseebuddins@yahoo.com" <syedhaseebuddins@yahoo.com>
Sent: Monday, October 29, 2018, 02:54:19 PM GMT+5:30
Subject: Course Review

Dear Sir,

Please find my review of the course to date. Should you have any questions, please let me know and I will be happy to provide further information.

Best,

Robin

Out of about 120 students selected for the course, approximately 80 students remain active participants in the course. I chose students based upon what year they were in (final-year students received priority,) gender (female students received priority) background (Madrassa-educated students received priority,) goals (students who aimed to reach out to other students or give back to society) and to some extent, location (students from Kashmir are well-represented.)

In the beginning weeks, students were encouraged to communicate about given topics and solve problems in English in small groups. Initially, students were very shy and noticeably uncomfortable speaking in English. However, after only a couple weeks, students feel very confident speaking with me one-on-one, in front of the whole class, and in mixed groups. Their groups are mixed often to encourage them to speak to students from a variety of backgrounds--language, region, gender. Once they became more comfortable speaking in English, problem solving and collaborating in groups, we branched out into grammar through writing, reading to understand and teach, and pronunciation focus.

Students were given a writing task in which they followed a given model/sample for introducing themselves. They received their writing back with editing codes and were asked to edit their writing based on the legend (e.g., SP=spelling error; VT=wrong way, students took responsibility for their own editing rather than relying on the instructor to correct their mistakes. They worked in groups to study their errors and learned how to correct them.

Next, students read short news articles, answered questions and discussed the articles in a group. After thorough analysis of the articles, they were assigned new groups in which they taught their article to students who had not read it. Students then presented on the activity detailing what they learned about the topic and the 6 vocabulary words they were required to learn (2 per article.)

Currently, we are completing a pronunciation workshop where students are learning proper word stress, vowel sounds, and consonant placement. They work together in groups and use websites to practice articulation, mouth and jaw opening, and tongue placement after receiving instruction and practice as a class. They use general IPA symbols to distinguish between sounds, vowel sounds and voiceless consonants in particular.

All of these activities were done in groups or with partners and required students to negotiate meaning, as well as their opinions, in English. The aforementioned activities spanned over at least several days as other communication activities were also being done.

Over the next several weeks, students will begin to prepare short presentations in groups to practice academic/formal language and presentation skills. They will also complete more advanced writing, news, and pronunciation activities as they know the structure.

Next semester, I hope to repeat the course with new batches, 8 weeks at a time in order to reach as many students as possible. I would like to advertise a session for women only so that they can feel more comfortable working in practicing articulation. I also hope to create a new course for students who receive a certificate from this course.

4/5/2021

Maulana Azad National Urdu University Mail - Fw: Course Review

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