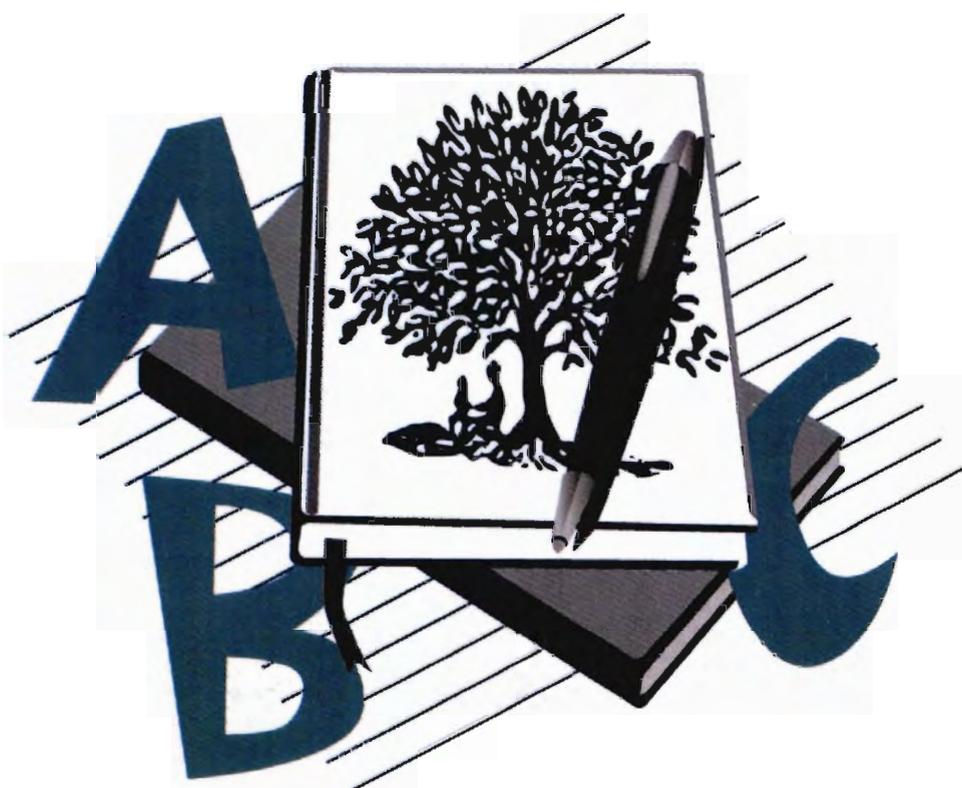


Introduction to English Language



Workshop Activity Book

English Language &
Literacy Course



First Edition - September 2005

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Workshop Activity Book

**English Language & Literacy Course
EN104-WAB
In Service - Stage 1 - Term 1**

Prologue

These booklets have been produced edited and reviewed by the SoE with technical and financial support from the SBEP and partners. The materials are recommended for printing and use as draft resource materials for In-service, Pre-service and phase training courses of New Sudan.

Comprehensive review process will be conducted after the completion of the whole course materials for various terms of stages 1 – 4 of the In-service and 1st to 2nd year of the Pre-service programs.

Constructive critical views and observations are welcomed by the Directorate of Teacher Education and Training to support and motivate the final material review panels.

William Ater Maciek
Undersecretary - SoE.
Rumbek
New Sudan

Acknowledgement

The SoE leadership thanks and appreciates the endless efforts exerted on the development of Teacher Education Programs in one way or another during and after the bitter years of war in South Sudan. More thanks goes to the Teacher Education Curriculum Technical Staff of the SoE and SBEP. Our Curriculum Development Centre Officers and the whole Teacher Curriculum Development Material Writers (CDOs') who voluntarily contributed to the success of this valuable educational gist are very much appreciated. The Typesetter and Desktop group is very much thanked for patience, perseverance and shrewdness.

We have been receiving numerous consultancy teams through our partners and their input is very much valuable in the end results. We shall continue to remember them, though some had very short period with us.

John Aguek Malith
Chairperson
Resource Material Review Committee



Contents

En 104 Introduction to English Language	3
Learning Outcomes	4
Learning Objectives	4
Topic One: Reading At the Applied Level	4
Activity 1: Informational Text Patterns	4
Sequence of Events Questions: Dinka and Nuer Peace Talks	4
Sequence of Events Graphic Organizer: Dinka and Nuer Peace Talks	6
Problem and Solution Text: Nelau’s Story	7
Problem and Solution Graphic Organizer: Nelau’s Story	8
Reflection on Text Structure Recognition Activity	9
Activity 2: Questioning the Author QTA	10
Reflecting on Questioning the Author	12
Activity 3: Self-Regulation and Monitoring while Reading	13
Self-Regulation and Monitoring While Reading	13
Reflecting on Self-Regulation and Monitoring While Reading	15
Activity 4: What are you thinking as you are reading?	16
Text-to-Self, Text-to-Text, Text-to-World	16
Reflecting on Text-to-Self, Text-to-Text, Text-to-World	18
Topic Two: Teaching Reading	19
Activity 5: KWL Strategy	19
KWL CHART	19
Reflections on Using KWL Chart	20
Activity 6: Oral Anticipation Guide	21
Oral Anticipation Guide	21
Oral Anticipation Guide: Feedback For Fellow Student Teachers	22
Reflections on Creating Oral Anticipation Guide	23
Activity 7: ReQuest	24
Reflections on Practicing ReQuest in Small Groups	24

Icons Used in this book:



Topic



Activity



En 104 Introduction to English Language

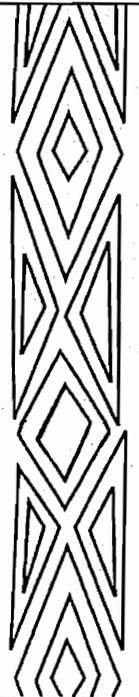
Learning Outcomes

- Student teachers will be able to form ideas and express opinions based on what they read.
- Student teachers will be able to use strategic reading strategies to so that they are able to read at the applied level.
- Student teachers will reflect on their practice.
- Student teachers will be able to teach their students how to form ideas and express opinions based on what they read.
- Student teachers will be able to teach their learners how to critically analyze text.



Learning Objectives

- On Completion of this unit student teachers should be able to
- Identify patterns in informational text such as cause and effect and sequence of events.
 - Practice critical reading as you experience reading strategies such as the Questioning the Author exercise.
 - Increase their independent reading skills through engaging in self-monitoring comprehension exercises.
 - Develop their critical thinking, analysis and reflection skills through recording personal connections you feel to the text.
 - Make observations about how the text connects to other text they have read and the larger world.
 - Identify what they are thinking before, during, and after reading.
 - Help their learners generate questions about the text they are reading.
 - Cultivate learners who read with purpose as they make predictions about what they are reading and reflect on what they have read.





Topic One: Reading At the Applied Level



Activity 1: Informational Text Patterns

Learning Objectives

- Identify patterns in informational text such as cause and effect and sequence of events.



Instructions

Which text was the sequence of events and problem and solution? You correctly recognized the text pattern if you think the Dinka and Nuer peace talks is the sequence of events text, and Nelau's story is the problem and solution text. Please discuss the questions below in small groups and document your answers in both the sequence of events boxes as well as the graphic organizers. A graphic organizer is another way to document what you read. You will notice some portions of the graphic organizer are complete. This was done to give you an idea of how to use them. Also, please complete the reflection questions about this activity.

Sequence of Events Questions: Dinka and Nuer Peace Talks

1. What happens between the Nuer and Dinka in July 1999?

2. What causes their meeting to happen?



3. What are the important factors that cause this peace meeting to take place?

4. What happens at the meetings?

5. What are some of the outcomes of the meeting?



Sequence of Events Graphic Organizer: Dinka and Nuer Peace Talks

For decades the Nuer and Dinka fought over land and cattle. Spears were the weapons of choice and women and children were not hurt in the exchanges.

At some point, the weapon of choice became the AK-47 and women and children were also hurt in the exchanges between Nuer and Dinka. The elders in the Dinka and Nuer tribes agreed to work with the Sudanese council of churches to organize a peace conference.

The groups first meets in Dinka land



Next they move to the Nuer land



Lastly, the group meets in Wunlit



Problem and Solution Text: Nelau's Story

1. What is Nelau's problem?

2. What causes Nelau's problem?

3. What are the effects of Nelau's problem?

4. What steps is Nelau taking to address the problem of being HIV positive?

5. What is the result of Nelau speaking out to others about being HIV positive?



Problem and Solution Graphic Organizer: Nelau's Story

Problem

Who has the problem?

What is Nelau's problem?

Why is being HIV positive a problem?

Solution

Attempted Solutions

Outcomes

--	--

End Result

--

Source: From Harry Noden and Richard Vacca, Whole Language in Middle and Secondary Classrooms. Copyright 1994 by Allyn & Bacon, Reprinted by permission in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 405.



Activity 2: Questioning the Author QTA Instructions

Learning Objectives

- Student teachers will practice critical reading as they engage in the Questioning the Author exercise.



In small groups read, Article One, *Negative Customs and Traditions Affecting Women and Girls in the New Sudan*. Discuss and record your responses to the questions in the box. Please also record your reflections on the QTA strategy in the reflection box.

1. What is the author trying to say about the state of women's rights in New Sudan?

2. What does the author of the report want readers to consider when sharing quotes such as 52-year old Martha Yum's from Rumbek, "Once the dowry is paid, you have no voice in your home. An older man, for example, is able to 'afford' marrying a very young girl, but his sons will father her children. It does not matter whether this girl is in love with her own age mate or not, she has to succumb to her fate."?



3. What is the significance of the author's message?

4. Do the recommendations at the end of the report make sense with what the author told us before?

5. Do you think this report is written clearly? Do you think the author could improve the report?





Activity 3: Self-Regulation and Monitoring while Reading

Learning Objectives

- Student teachers will strengthen their independent reading skills through engaging in self-monitoring comprehension exercise



To be in control of reading and writing, learners must know what to do when they have trouble or get confused while reading. This is what comprehension monitoring and self-regulation are all about.

Instructions

In small groups, read Article Two, *From Survival to Thrival, Children and Women in the Southern Part of Sudan*. Discuss and record your responses to the sample below. Please also complete the reflection questions posted below.

Self-Regulation and Monitoring While Reading

1. Are there words that I don't understand? If so, record them below.

2. Is there any information in *From Survival to Thrival*, that doesn't agree with what I already know?



3. Are there any ideas that don't fit together because I can't tell who or what is being talked about?

4. Are there any ideas that don't fit together because I can't tell how the ideas are related?

5. Is there any information missing or not clearly explained?

Source: Linda Baker quoted in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.),78.





Topic Two: Teaching Reading



Activity 5: KWL Strategy

Learning Objectives

- Student teachers will be able to help their learners identify what they are thinking before, during, and after reading.
- Student teachers will be able to help their learners anticipate what will happen next and reflect on what they have read.



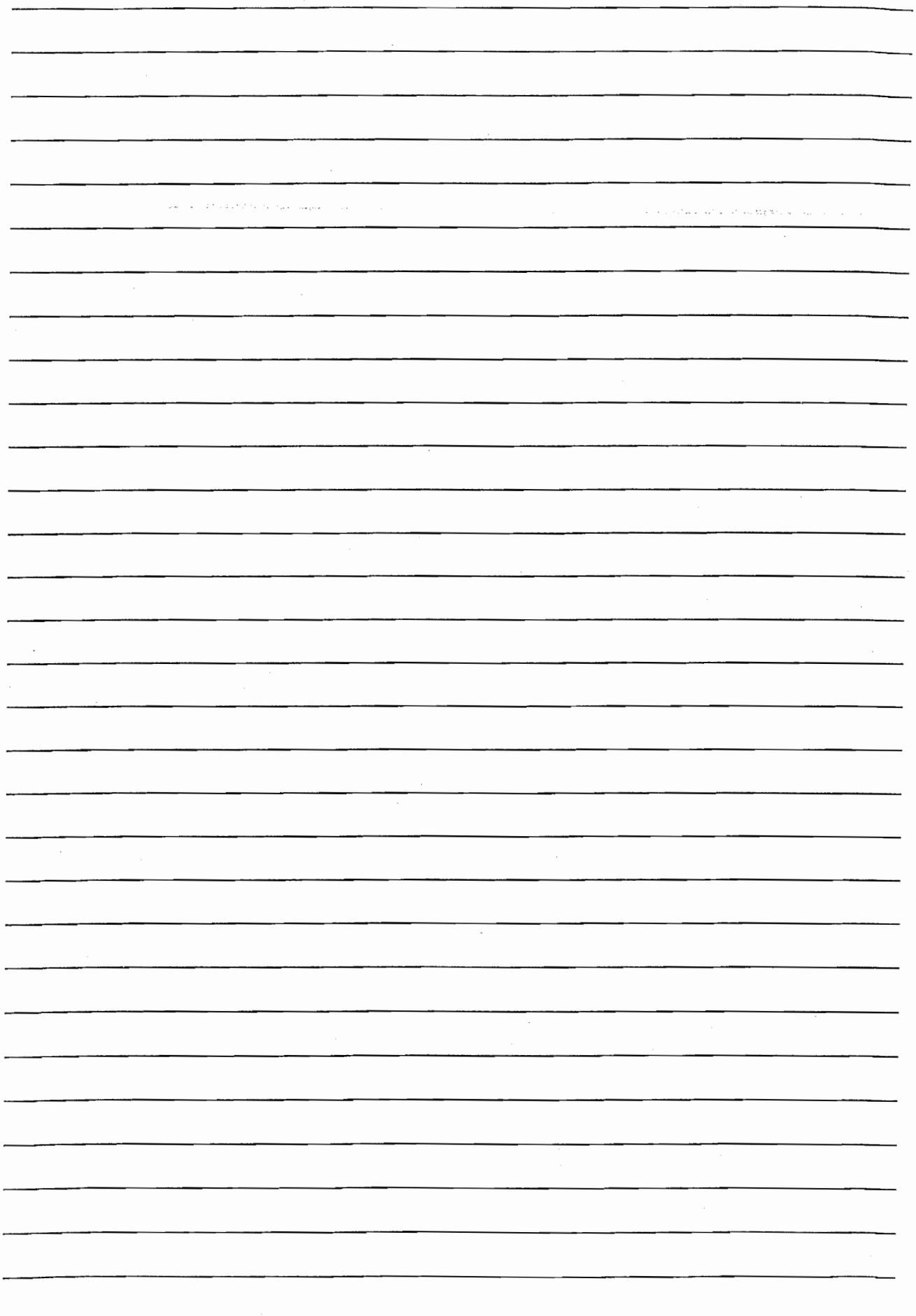
Instructions In small groups, please review the KWL chart. Discuss and document how you might use it with your learners. Make sure to also complete the reflection activity.

KWL CHART

What do I Know?	What do I Want to know?	What have I Learned?

Source: Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 323.







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