Ministry of Higher Education
KABUL UNIVERSITY

FACULTY OF LANGUAGES AND LITERATURE

ENGLISH DEPARTMENT CURRICULUM MANUAL

IN PARTNERSHIP WITH KANSAS STATE UNIVERSITY

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Kabul University English Program

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KABUL UNIVERSITY
FACULTY OF LANGUAGES AND LITERATURE
ENGLISH PROGRAM

The English curriculum, within the Faculty of Languages and Literature, at Kabul University, seeks to support the university's mission and goals in the following manner.

1. VISION AND GOAL

VISION

The English Department at Kabul University is confident that this university (KU) will provide leadership and support for the professional development of English speakers and English language instructors at this university and throughout Afghanistan.

In four years, KU will provide certification in 2 levels of English proficiency, a certificate of language competency in EFL, and a Bachelor of Arts degree in English. These programs will be nested within each other, with the EFL language competency certificate building to the Bachelor of Arts degree.

GOAL

The goal of this program is to prepare students to use , teach and access English for professional purposes, access global information, interact and work with international organizations and communities, further their education, and ultimately to improve the quality of life for themselves, their community, and their country.

The English Department at Kabul University believes that it should meet the highest standards of academic quality within the context of Afghanistan's Islamic values and traditions.

2. CONCEPTUAL FRAMEWORK

Kabul University English Department made two decisions when it began the process of reforming the department's curriculum. First was to put into place and practice principles of decision making that would promote excellence. Below are the six guiding principles the English Department implemented, utilizing these throughout the curriculum reform decision making process.

Six Guiding Principles

Promoting Excellence

| Principle 1 | Principle 2 | Principle 3 |
| High Expectations | Challenging Content | Quality Instruction |

| Principle 4 | Principle 5 | Principle 6 |
| Appropriate Assessments | Full Language Proficiency | Shared Responsibility |
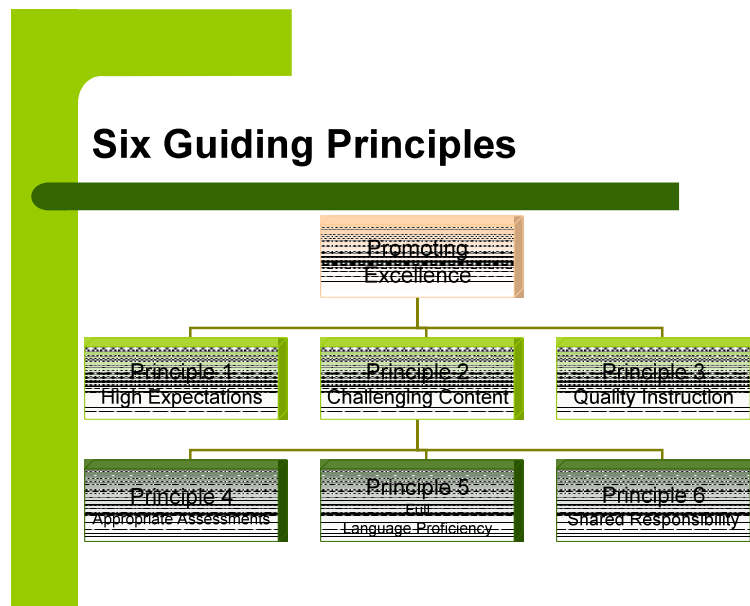
The second important decision the department made was to adopt a language teaching philosophy that would support not only the department's mission statement but the vision of Kabul University as well. The conceptual framework for the English department is based on this adopted language teaching philosophy below.

Within an organized educational context, the English Department at Kabul University believes that education needs to be considered on several levels, including cognitive, affective, and institutional. The faculty, staff, and administration of this program are committed to a constructivist, contextualized, learner-centered, performance-based approach to teaching and learning, which views learners as active agents in the learning process. In order to support this teaching philosophy, KU's English Department faculty has developed the following mission statement:

> *The English Department at Kabul University strives to be an innovative, empowering, and progressive community, which educates students to be critical thinkers, problem solvers, responsible, and lifelong learners who produce quality work in their individual pursuit of excellence by offering cooperative, challenging, and diverse learning experiences*

KU 's English Department also, in addition to its philosophy of teaching, believes that language is best acquired as the learner receives, interacts with, and negotiates through quantities of somewhat ordered, comprehensible input. Rich, socially

constructed input and output, presented in a motivating (i.e., relevant, authentic, and interesting), low-anxiety environment, provide the elements needed for this to take place.

Students are encouraged to critically analyze information in order to construct their own meaning. In the current, quickly moving information age, more important than any particular content of this time, is the ability for students to conduct independent analysis and think flexibly in order to collaboratively solve problems.

Understanding that there are differences in individuals' construction of meaning; topics are covered in multiple modalities, allowing for massive input and output on given topics. Additionally, multiple presentations of topics provide ample opportunity for individual internalization through reinforcement of appropriate patterns and contextualization.

Institutionally, in order to ensure a cohesive, efficient, accountable educational system, the KU English Department in the Faculty of Languages and Literature has developed student-learning outcomes for the students of English. They are listed below:

1. Students will be effective communicators in order to achieve personal and professional success.

2. Students will demonstrate applied linguistic skills in personal interactions and in their profession.

3. Students will demonstrate the ability to critically read a variety of text with 70% accuracy.

4. Students will recognize, analyze, and produce a variety of written text.

5. Students will have a basic knowledge of and the ability to discuss British, American and world literary genres and cultures.

6. Students will be able to operate the following four basic computer programs: Word, Excel, Power Point, and Explorer.

7. Students will independently conduct appropriate research using computers to access a variety of Internet and on-line library sources.

8. Students will be able to apply research methods in professional practice in order to contribute to the development of Afghanistan.

9. Students will demonstrate the ability to translate and/or interpret a variety of text with 70% accuracy.

10. Students will successfully apply study skills in academic life with the intent of using these skills to become lifelong learners.

The English Department will continually seek improvement to the program's student learning outcomes and course objectives as the department monitors student progress and program evaluations are conducted. Through reflection, the KU English Department ensures that the program is reaching the student learning outcomes it sets out to accomplish and thus serving its students effectively.

In such a manner, the KU English program assists students in gaining mastery of English and English Language Teaching (ELT) methods in order to develop individuals who will use English to make significant, positive contributions to the university and to the local and global communities.

The following precepts support the Conceptual Framework in practice.

PRECEPTS:

1. Keep goals, objectives, and outcomes in sight, always.

2. Provide a positive, supportive learning environment.

3. Ensure lessons are well planned.

4. Ensure teaching is learner-centered.
    a. Be flexible and adaptive to students' learning styles.
    b. Engage students in authentic, contextualized, high-interest, relevant tasks.

5. Encourage critical analysis and synthesis.

6. Maintain a balanced presentation in order to promote fluency and comprehensibility. Balance between fluency and form, and between grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

7. Provide frequent, constructive feedback and assessment as to how students are progressing.

8. Be clear with students about rules and procedures and stick to them.

9. Maximize English input and interaction.

10. Reflect upon/evaluate what you are doing and why you are doing it in an unending effort to improve the program.

3. PROGRAM OVERVIEW

A. PROGRAM DESCRIPTION

KU's Faculty of Languages and Literature's English program with a certification in EFL competency is designed to prepare students to use in their professional careers or/and teach English. The EFL competency will culminate in the award of a Certificate of Competency at the end of the second year of study, and, two years later, a Bachelor's of Art degree in English. Students who do not pass the EFL competency exam at the end of the sophomore year will need to take an intensive English course during the winter break in order to prepare to enter the junior year. Students will experience an increase in the level of English needed to successfully complete the academic requirements in junior and senior years.

KU will also equip students with the English language skills and professional skills necessary to effectively teach English in primary, secondary, and adult settings or enter other professional careers such as translators, linguist, writers, and government workers. Overall, students will be given the skills necessary to compete for professional occupations that will require a high-level of English.

The first four semesters of English academic study within this program are skills-based, focusing on the development of students' basic reading, writing, and listening /speaking skills, and emphasizing basic communicative and academic uses of the English language, all at the post secondary level.

As English levels progress, the program becomes increasingly content-based, integrating the content of English itself into the language acquisition process. Thus, starting in the fifth semester, content courses are linked to the English language courses. As such, the two components of the program, TEFL and English, serve to reinforce one another and provide clear, motivating application of learning to the students' future real world need and use of the English language.

In order to complete the requirements for the Bachelor of Arts degree in English, students will need to complete 264 units of study. Units are equivalent to contact hours per week, over a 16 -week semester. Contact hours per week lessen in some years of the program in order to allow students more time to conduct more extensive assignments outside of class.

i. PROGRAM OF STUDY (264 UNITS)

1. General Education (58 units)
Dari 1(4), 2(4), 3(4), 4(4)
History of Islamic Civilization 1(2)
History of Afghanistan 2(2)
Pashto 1(4), 2(4), 3(4), 4(4)
Psychology 3(2), 4(2)
Pedagogy 5(4)
Islamic Studies 1(1), 2(1), 3(1), 4(1), 5(1), 6(1), 7(1), 8(1)
Computers 3(4)
Study Skills 1(4), 2(4)

2. Basic English Skills (92 units)
Aural & Oral Skills **1**(6), 2(6), 3(4), 4(4)
Reading 1(4), 2(4), 3(4), 4(4), 5(4), 6(4), 7(4), 8(4)
Writing 1(6), 2(6), 3(4), 4(4), 5(4), 6(4)
Grammar 1(4), 2(4), 3(4), 4(4)

3. TEFL Specialization Core (68 units)
Introduction to Second Language Acquisition 7(4)
Introduction to Linguistics (4)
Linguistics 5(4), 6(4), 7(4), 8(4)
Introduction to Translation 4(4)
Translation 5(4), 6(4)
Translation Practicum 7(4), 8(4)
Introduction to Teaching Methodology 3(4)
Teaching Methodology 5(4), 6(4)
Teaching Practicum 7(6), 8(6)

4. Academic English Core (48 units)
Research Methods 5(6)
Writing the Research Paper 6(6)
Writing the Monograph 7(4), 8(4)
Technical Writing 7(4), 8(4)
Introduction to Literature 4(4)
British Literature 5(4)
American Literature 6(4)
World Literature 7(4), 8(4)

CURRICULUM STUDENT LEARNING OUTCOMES, OBJECTIVES AND INDICATORS

Kabul University
Faculty of Languages and Literature
English Program of Study

ii. Program's Student Learning Outcomes and Objectives

a. Definition of Terms

<u>Student Learning Outcomes(SLOs)</u>
Setting SLOs was the first step in the development of the new instructional program. These SLOs reflect what the English Department intends for the students to be able to do with English at the end of their four years of study. These are long-term goals. The English Department attempted to identify relevant, concrete, and motivational student learning outcomes (SLOs) appropriate for its students.

<u>Objectives</u>
Objectives are teachable chunks, which will be taught over the time of one complete course. Their accumulation over time forms the essence of the student learning outcomes.

<u>Indicators</u>
Indicators are smaller teacher chunks, which will be taught over the time of one or two lessons. Their accumulation over time forms the essence of the objectives.

It is important for teachers to clearly understand the student learning outcomes of the program and the objectives and indicators for each year of study. This enables teachers to create a clear picture of what their own courses will be about. A clear understanding of student learning outcomes, objectives and indicators will help teachers to be sure what material they are teaching and when and how it should be taught.

PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs)
(Long-term Goals)

1. Students will be effective communicators in order to achieve personal and professional success.

2. Students will demonstrate applied linguistic skills in personal interactions and in their profession.

3. Students will demonstrate the ability to critically read a variety of text with 70% accuracy.

4. Students will recognize, analyze, and produce a variety of written text.

5. Students will have a basic knowledge of and the ability to discuss British, American, and world literary genres and cultures.

6. Students will be able to operate the following 4 basic computer programs: Word, Excel, Power point, Explorer, and use these programs in academic life and the workplace.

7. Students will independently conduct appropriate research using computers to access a variety of internet and on-line library sources.

8. Students will be able to apply research methods in professional practice in order to contribute to the development of Afghanistan.

9. Students will demonstrate the ability to translate and/or interpret a variety of text with 70% accuracy.

10. Students will successfully apply study skills in academic life with the intent of using these skills to become lifelong learners.

Computer Objectives

Sophomore Year

SLO 6: Students will be able to operate the following 4 basic computer programs: Word, Excel, Power Point, and Explorer, and use these programs in academic life and the workplace.

Objectives

a. **Students will understand how use of the computer can help transfer knowledge in subject domains and apply this in their practice.**

b. **Students will understand and have the ability to use software and Web sites to create productivity, research, and learning enrichment.**

Indicators
1. Students will utilize PowerPoint, Excel, and Word to prepare academic papers and research.
2. Students will demonstrate the ability to perform advance searches in Google.
3. Students will evaluate and analyze website resources for quality and accuracy.
4. Students will create and operate e-mail programs.

c. **Students will incorporate the use of effective strategies for managing the computer.**
1. Students will learn about and incorporate the proper maintenance of the computer for longevity.
2. Students will demonstrate ethical use of the computer.
3. Students will follow the laws as they pertain to intellectual property rights and ownership of web materials.
4. Students will not plagiarize material off the web.

d. **Students will develop and implement a plan for the success of the computer for productivity and enrichment.**

Freshman Year

SLO 10: Students will successfully apply study skills in academic life with the intent of using these skills to become life-long learners.

<u>**Objectives**</u>   **a. Students will pursue personal growth and values.**
    <u>**Indicators**</u>
1. The students will be able to construct and analyze personal management charts of time and energy.
3. The students will be able to evaluate learning styles and apply them to life-long learning.
4. The students will be able to examine personal and educational values and compare those values to those of diverse cultures.
5. The students will be able to demonstrate effective instructor-student relations.
6. The students will be able to assess wellness concepts, including stress, diet, sleep and exercise and develop a personal health assessment and action plan.

b. Students will acquire academic study strategies.
1. The students will be able to appraise principles of learning and forgetting and practice mnemonic devices and concentration techniques.
2. The students will be able to apply lecture note taking techniques to lectures from the current semester.
3. The students will be able to assess textbook studying techniques and employ them to current textbooks.
4. The students will be able to compare and contrast study techniques for different courses.
5. The students will be able to formulate test-taking strategies for both objective and essay exams.
6. The students will be able to employ the use of computers to do library research.

c. Students will develop critical and creative thinking.
1. The students will be able to examine critical analysis techniques and demonstrate those techniques using problem solving and decision-making models.
2. The students will be able to assess creative thinking techniques and apply those techniques.

BASIC ENGLISH SKILLS OUTCOMES, OBJECTIVES AND INDICATORS

Oral (Speaking) **and Aural** (Listening) **Objectives**
(Short-term Goals)

Freshman Year

SLO 1: Students will be effective communicators in order to achieve personal and professional success.

    a. The students will develop basic fluency, accuracy, and confidence in spoken English.
      1. The students will demonstrate the effective production of the specific sounds of the English language at the syllable, word and sentence level.
      2. The students will demonstrate the ability to recognize and use syllable stress, rate, and intonation of American English.
      3. The students will develop accuracy and complexity in grammar and vocabulary.
      4. The students will develop awareness of levels of formality i.e. informal, formal and academic English.

Freshman and Sophomore Years

    b. Students will participate constructively in complete conversations in different circumstances.
      1. Students will participate constructively in small/or whole group discussions.
      2. Students will demonstrate understanding of implied meaning.
      3. Students will demonstrate the ability to listen to main ideas as well as details in everyday English conversation and in academic situation.

Sophomore Year

    c. Students will give clear oral academic presentations in front of the class.
      1. Students will listen to oral presentations/lectures or taped presentations/lectures and take appropriate notes on the material.
      2. Student will make presentations to the class.

SLO 5: Students will have a basic knowledge of and the ability to discuss British and American literary genres and cultures.

    a. Students will discuss topics and carry out tasks in small groups.

    b. Students will participate constructively in complete conversations in different circumstances.

Reading Objectives

SLO 3: The student will demonstrate the ability to critically read a variety of text with 70% accuracy.

   Freshman
   a. The student uses skills in alphabetics to construct meaning.

   b. The student reads fluently
      1. adjusts reading rate to support comprehension
   c. The student builds vocabulary.
      1. locates and uses reference materials available
      2. determines meaning of words through structural analysis
      3. determines meaning of words or phrases using context clues
   d. The student comprehends a variety of text (narrative, expository, technical, descriptive, and persuasive)
      1. uses prior knowledge to confirm prediction
      2. identifies characteristics of narrative, expository, technical, descriptive, and persuasive texts.
      3. understands purpose of text features
      4. uses information from the text to make inferences and draw conclusions.
   Sophomore
      5. uses paraphrasing and organizational skills to summarize information
      6. identifies the topic, main idea, supporting details, and themes in text across the content areas and from a variety of sources in appropriate-level texts.
      7. analyzes and evaluates how authors use text structure
      8. will become independent critical readers able to form opinions about texts and to argue these opinions convincingly.
      9. establishes purposes for both assigned and self-selected reading.
      10. follows directions presented in technical text.

   Junior and Senior
      11. responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during and after reading the text.
      12. compares and contrast varying aspects in one or more appropriate-level texts.
      13. explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.
      14. analyzes and evaluates how an author's style and use of literary devices work together to achieve his or her purpose for writing text.
      15. identifies the author's position in a persuasive text, describes techniques the author uses to support that position and evaluates the effectiveness of these techniques and the credibility of the information provided.
      16. distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotypes in various types of appropriate-level texts.

SLO 7: The student will independently conduct appropriate research using computers to access a variety of internet and on-line library sources.

Writing Objectives

Freshman

SLO 4: The student will recognize, analyze, and produce a variety of written text.
1. Students will utilize pre-writing skills.
2. Students will demonstrate understanding of the writing process.
3. Students will write basic paragraphs, using the writing process.
4. Students will practice writing in journals.
5. Students will practice note-taking skills.

Sophomore

SLO 4: The student will recognize, analyze, and produce a variety of written text.

a. The student writes a narrative text using the writing process.
1. composes a written piece with plot elements and also experiments with point of view and various narrative techniques.
2. selects and uses (1) personal experience (2) personal observation, (3) prior knowledge.
3. Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another.
4. analyzes and understands implications and consequences of plagiarism.
5. applies appropriate strategies to generate narrative text
6. writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution.
7. selects varied transitions to connect ideas and between paragraphs in the writing piece.
8. selects vocabulary and figurative language that conveys a particular tone and personality
9. incorporates words that are precise and suitable for narrative writing, which create appropriate imagery.
10. manages vocabulary particular to the topic and provides ease of understanding.
11. uses a variety of sentence structures and lengths.
12. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text.
13. uses fragments only for stylistic effect.
14. composes and selectively uses dialogue for effect and style.
15. uses correct mechanics and punctuation to guide the reader through the text.
16. uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.
17. spells familiar and most unfamiliar words and uses available resources
18. uses correct paragraph divisions to reinforce the organizational structure of the text.

b. The student writes expository text using the writing process.

1. develops a thesis statement based upon at least one main idea in response to a prompt.
2. clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs.
3. selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader's needs and to create appropriate point of view.
4. expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience.
5. analyzes and understands implications and consequences of plagiarism.
6. cites references for all sources of information and includes summarized and paraphrased ideas from other authors.
7. constructs a bibliography with a standard APA style format
8. applies appropriate strategies to generate expository text
9. writes a cohesive piece that includes (1) an introduction that draws the reader in (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion.
10. arranges information within each paragraph in a logical and effective sequence to meet the readers informational needs
11. uses appropriate transitions to connect ideas within and between paragraphs.
12. selects vocabulary and figurative language that convey a particular tone and personality
13. incorporates words that are precise and suitable for expository writing that create appropriate imagery
14. manages specialized vocabulary particular to the subject/topic to provide ease of understanding
15. uses a variety of sentence structures and lengths to make the reading pleasant and natural
16. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text.
17. uses fragments only for stylistic effect.
18. uses correct mechanics and punctuate to guide the reader through the text.
19. uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.
20. spells familiar and most unfamiliar words correctly and uses available resources
21. uses correct paragraph divisions to reinforce the organizational structure of the text.

    c. The student writes persuasive text using the writing process.
1. asserts an arguable proposition or opinion
2. selects and uses (1) personal experience (2) observation (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece
3. develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position
4. anticipates the reader's question(s) and provides balance with a counter-argument.
5. builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion
6. analyzes and understands implications and consequences of plagiarism
7. applies appropriate strategies to generate persuasive text
8. writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer's position through he logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position
9. arranges information within each paragraph in a logical and effective sequence to persuade the reader
10. uses appropriate transitions to connect ideas within and between paragraphs.
11. selects vocabulary and figurative language that conveys a particular tone and personality
12. uses language that is appropriate for persuasive writing and easy for the audience to understand
13. incorporates words that are precise, suitable for persuasive writing, and crate imagery
14. uses a variety of sentence structures and lengths to make the reading pleasant and natural.
15. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through his subject matter.
16. uses fragments only for stylistic effect.
17. includes convincing dialogue, if appropriate.
18. punctuates correctly to easily guide the reader thought he text
19. uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity.
20. spells words correctly and uses available resources
21. uses correct paragraph divisions to reinforce the organizational structure of the text.

Freshman through Senior

SLO 7: The student will independently conduct appropriate research using computers to access a variety of internet and on-line library sources.

Grammar Student Outcomes and Objectives

Freshman

SLO 2: Students will demonstrate applied linguistic skills in personal interaction, and in their profession.

    a. Students will have a broad familiarity with the main terminology.

1. Students will recognize the parts of speech: nouns, pronouns, adjectives, prepositions, conjunctions, interjections, verbs and their tenses, and adverbs.
2. The students will be able to understand something of the cognitive processes underlying language.
3. Students will recognize grammar in context by making reading and writing connections.
4. The students will gain skill in making positive and creative use of the inevitable L2 user errors, which are a feature of second language performance. The principle is that errors and non-standard deviations can be viewed as a learning tool, as opposed to a constant source of embarrassment.

SLO 4: Students will recognize, analyze, and produce a variety of written texts.

1. The students will develop analytic competence in using the tools of grammatical analysis to improve in other areas, such as critical thinking, writing and editing.

Sophomore

SLO 2: Students will demonstrate applied linguistic skills in personal interaction, and in their profession.

    a. Students will have the ability to explain in plain language the internal relationships between the constituents of an English sentence.

1. Students will the different English sentence structures.
2. Students will recognize the different sentence structures and their functions.
3. Students will recognize English phrases and clauses.
4. Students will illustrate subject /verb agreement.
5. Students will avoid run-on sentences and sentence fragments.

SLO 4: Students will recognize, analyze, and produce a variety of written texts.

1. The students will develop analytic competence in using the tools of grammatical analysis to improve in other areas, such as critical thinking, writing and editing.

SLO 3: Students will demonstrate the ability to critically read a variety of text with 70% accuracy.

1. The students will gain the capacity to look at any English sentence or text and be able to visualize its internal organization.
2. The students will gain experience in adding value to the content of English language materials such as stories, dialogues, etc. by also exploring language forms.

Introduction to Second Language Acquisition Objectives

Senior Year

SLO 8: Students will be able to apply research methods in professional practice in order to contribute to the development of Afghanistan.

    a. Students will understand in detail what it means to know a human language.
1. The students will examine the major theories about language acquisition developed in different fields of study.
2. The students will examine the major theories about second language acquisition developed in the different fields of study.
3. The students will distinguish factors related to first language acquisition and second language acquisition.
4. Students will be able to translate the essence of a theory into practical applications for the classroom.
5. Students will be able to make personal choices concerning his/her role as a language teacher in the classroom.

SLO 2: Students will demonstrate applied linguistic skills in personal interactions and in their profession.

    a. Students will discuss problems and challenges in current research and theory.
1. The students will be able to articulate his/her own stand on theories of SLA and describe principles that will inform his/her future work in the field.
2. The students will respond in written form on the above topics using the conventions of applied linguistics.

SLO 3: Students will demonstrate the ability to critically read a variety of text with 70% accuracy.
1. Students will examine current literature about acquisition theory based on the analysis of arguments presented by language acquisition theorists and other researchers.

Translation Objectives

Junior Year

SLO 9: Students will demonstrate the ability to translate and/or interpret a variety of text with 70% accuracy.

    a. The student will demonstrate the ability to translate a variety of texts with 60% accuracy.
1. The students will be made aware of the history of and importance of translation.
2. The students will learn how to distinguish between the differences and similarities of functions and structures of the Source Language (SL) and the Target Language (TL).
3. The students will identify the mutual relationship of culture and language.
4. The students will demonstrate the basic knowledge of text and context analysis by reading literary works.

    b. The student will demonstrate the ability to translate semi-technical text with 70% accuracy.
1. The main objective at this level is to engage students in the practice of translation.
2. The student will learn how to deal with difficulties of text and how to consult dictionaries, experts and other resources.
3. The student will develop the skill of discovering "intention of the other" and central meaning of the text.
4. The student will demonstrate the ability to translate semi-technical text with 70% accuracy.

Senior Year

SLO 9: Students will demonstrate the ability to translate and/or interpret a variety of text with 70% accuracy.

    c. The student will be able to undertake technical translation with 80% reliability and marketability.
1. The student will continue engaging in real translation experiences as well as learning how to evaluate their works.
2. The student will be able to revise produced translation, consider the concept of naturalness and provision of reliable final version.
3. The student will be able to contribute to culture through translation by innovation such as coining new term and translating new scientific product.

    d. The student will be able to work independently, enter the market and provide professional services.
1. The practicum will provide the chance of independent work for students.
2. The student will be able to schedule translation and meet respective translation deadlines.
3. The student will realize that the area of translation is very vast and they will learn to focus on a specific area such as law, medicine, etc.
4. The student will be able to undertake serious translation jobs and provide fast, reliable and professional translation.

<p style="text-align:center">Linguistic Objectives</p>

Junior Year

SLO 2: *Students will demonstrate applied linguistic skills in personal interactions and in their profession.*

a. Students will explain the characteristics of natural language.
1. Students will identify the purpose of linguistic research.
2. Students will describe the communication chain
3. Students will distinguish between competence and performance.
4. Students will distinguish between prescriptive and descriptive rules.
5. Students will identify and provide examples of the design features of human languages.
6. Students will describe the design features of signed languages

b. Students will characterize the speech sounds of world languages (Phonetics)
1. Students will define the study of phonetics.
2. Students will classify sounds according to their articulation.
3. Students will use phonetic transcription to represent sounds.
4. Students will describe articulation of consonants and vowels.
5. Students will distinguish sounds unique to Dari, Pashto or English.
6. Students will distinguish segmental and suprasegmental features of speech sounds.
7. Students will identify sound waves of particular sounds.
8. Students will explain how phonetics applies to signed languages.

c. Students will describe distributions of sounds in English (Phonology).
1. Students will distinguish phonemes and allophones.
2. Students will describe the distribution of particular phonemes and their allophones.
3. Students will review phonological rules for the production of speech sounds.
4. Students will discuss phonotactic constraints of English and compare to those in Dari and Pashto.
5. Students will exemplify implicational laws of English
6. Students will solve phonological problems using data from world languages.

d. Students will examine the process of word formation (Morphology)
1. Students will describe how words are stored in the lexicon.
2. Students will distinguish inflection and derivation.
3. Students will explain derivational processes in English and give examples.
4. Students will describe how languages are classified by morphological type.
5. Students will diagram the hierarchical structure of derived words.
6. Students will solve morphological problems using data from world languages.

e. **Students will identify basic roles of words in a sentence (Syntax)**
   1. Students will define five concepts basic to the study of syntax: word order, constituency, phrase structure, lexical categories, and agreement.
   2. Students will classify words into lexical categories.
   3. Students will represent phrases and sentences in tree structure diagrams.
   4. Students will apply tests to identify constituents.
   5. Students will explain the concept of headedness and the study of typology.

f. **Students will distinguish reference and sense (Semantics)**
   1. Students will contrast different means of defining or representing word meanings and discuss advantages and disadvantages.
   2. Students will distinguish lexical and compositional semantics.
   3. Students will explain the different types of meaning relationships that exist between words.
   4. Students will discuss concepts that contribute to the meaning of sentences.

g. **Students will distinguish sentences and utterances and factors (Pragmatics).**
   1. Students will exemplify the different types of context and the concept of felicity.
   2. Students will discuss Grice's maxims for cooperative conversation.
   3. Students will explain the different processes used to draw conclusions when understanding utterances.
   4. Students will describe different types of speech acts.

Senior Year

SLO 2: Students will demonstrate applied linguistic skills in personal interactions and in their profession.

h. **Students will demonstrate understanding of language acquisition.**
   1. Students will distinguish various theories of first language acquisition.
   2. Students will describe how infants perceive and produce sounds, and how they acquire phonology.
   3. Students will discuss child acquisition of morphology, syntax, and word meaning.
   4. Students will describe features of child-directed speech.
   5. Students will examine phenomena associated with bilingualism.

i. **Students will demonstrate understanding of language storage and processing.**
   1. Students will identify physical features of the brain and their functions in processing and storing language.
   2. Students will describe common types of aphasia and their effects.
   3. Students will discuss speech errors and how they can help explain speech production.
   4. Students will explain factors affecting word recognition and lexical processing.
   5. Students will discuss types of structural ambiguity that effect syntactic parsing.

6. Students will identify some features of language processing and storage studied by psycholinguists.

j. Students will recognize language variations.
1. Students will identify terms used to distinguish different types of language variation.
2. Students will explain factors that distinguish speech communities.
3. Students will exemplify different types of language variation: phonetic, phonological, morphological, syntactic, and lexical.
4. Students will discuss regional and geographic factors that can affect language variation.
5. Students will discuss social factors that can affect language variation.

k. Students will demonstrate understanding of language contact.
1. Students will describe how language contact occurs and its possible results.
2. Students will exemplify the process of lexical borrowing in English and Dari or Pashto.
3. Students will distinguish pidgins and creoles.
4. Students will explain the concepts of adstratal, substratal, and superstratal languages.
5. Students will describe features of multilingual societies, including code-switching, language choice, and diglossia.
6. Students will examine the issues of language endangerment and language death.
7. Students will describe a case study of language contact.

l. Students will explore language change.
1. Students will explore causes and consequences of language change.
2. Students will describe relationships between languages and different models of language relatedness.
3. Students exemplify processes of sound change.
4. Students will describe how the morphological structure of a language can change.
5. Students will describe how new words can be added to a language.
6. Students will exemplify syntactic change in English.
7. Students will discuss how the meaning of words may change over time.

m. Students will understand the relationship between language and culture.
1. Students will discuss the relationship between language and identity.
2. Students will discuss the relationship between language and power.
3. Students will analyze the concept of linguistic relativity.
4. Students will describe the relationship between language and writing.
5. Students will describe different types of writing systems.

n. Students will recognize the role of linguistics in teaching foreign languages.
1. Students will discuss the role of linguistics in the teaching of foreign languages.
2. Students will describe career opportunities for linguists in pathology, audiology, and the legal field.
3. Students will examine the role of language in advertising.
4. Students will discuss how linguistic knowledge is used by code breakers.

Methodology Objectives

Sophomore

SLO 1: Students will be effective communicators in order to achieve personal and professional success.

    a. Students will examine, discuss, and demonstrate understanding of the major trends in language teaching.
        1. The students will observe, analyze, and discuss the principles, techniques, and the pros and cons of each language teaching method in order to apply the theories to their own future classroom teaching practice.

    b. The students will be made familiar with the necessary skills to manage an interactive, effective, and innovative language classroom.
        1. The students will have the opportunity to observe the classroom teacher to see how s/he facilitates the learning process and manages a class effectively.

    c. The students will be able to formulate their individual teaching philosophy in order to become confident classroom practitioners.

Junior

SLO 1: Students will be effective communicators in order to achieve personal and professional success.
    1. Explore the attributes of effective teaching.
    2. Analyze the adult teaching learning process.
    3. Use theory and research findings to analyze teaching strategies for EFL education.
    4. Evaluate teaching strategies used in various settings.
    5. Critique a variety of teaching modalities.
    6. Explore assessment and methods of evaluation.

Senior

SLO 1: Students will be effective communicators in order to achieve personal and professional success.
    1. Students will demonstrate an understanding of current theories of second-language acquisition research.
    2. Students will design a unit and daily lesson plans in alignment with the outcomes and objectives for language learning.
    3. Students will create lesson segments that reflect theory and practice.
    4. Students will design performance-based assessments.
    5. Students will use technology as a tool for professional development and to promote student learning.
    6. Students will develop the ability to reflect on their teaching, student learning and to make changes as warranted.

Research Methods

Junior Year

***SLO 4: The student will recognize, analyze, and produce a variety of written* text.**

 a. The student uses effective research practices.
 1. asks relevant, investigating, and researchable questions in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.
 2. locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.
 3. verifies the accuracy, relevance, and completeness of information.
 4. analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and themes.
 5. presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.
 6. analyzes, organizes, and converts information into different forms.
 7. documents sources of information using standard APA format.

 b. The student uses ethical research practices.
 1. analyzes and understand implications and consequences of plagiarism.
 2. expresses information in own words using appropriate organization and grammar, word choice, and tone sufficient to the audience.
 3. cites references for all sources of information including summarized and paraphrased ideas from other authors.
 4. constructs a bibliography with author, title, publisher, year, website name and address, and copyright date using standard APA style format.

SLO 7: The student will independently conduct appropriate research using computers to access a variety of internet and on-line library sources.

Writing the Research Paper

Junior Year

SLO 4: The student will recognize, analyze, and produce a variety of written text.

    a. Using effective research practices, the students will:
1. generate relevant investigation, and researchable questions in order to create a thesis/hypothesis
2. locate appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and the internet.
3. verify the accuracy, relevance, and completeness of information.
4. analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts, and themes.
5. present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.
6. analyze, organize, and convert information into different forms. document sources of information using standard APA format.

    b. Using ethical research practices, the students will:
1. express information in own words using appropriate organization and grammar, word choice, and tone sufficient for audience.
2. cite references for all sources of information including summarized and paraphrased ideas from other authors.
3. construct a bibliography with author, title, publisher, year, website name and address, and copyright date using standard APA style format.

**Note: Writing the Monograph in the Senior year will be performed as above. The students will work independently to complete monographs.

Technical Writing

Senior Year

SLO 4: The student will recognize, analyze, and produce a variety of written text.

a. The student writes technical text using the writing process.
1. develops a technical text focused on one main purpose.
2. clearly defines the main idea with selection of concise, logical, details that meet the reader's informational needs.
3. analyzes and understands implications and consequences of plagiarism
4. cites references for all sources of information and includes summarized and paraphrased ideas from other authors.
5. constructs a bibliography with a standard APA style format
6. applies appropriate strategies to generate technical text
7. organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs.
8. composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion.
9. uses appropriate transitions to connect ideas within the piece
10. writes with an awareness of purpose and audience
11. writes with authority so the voice is not distracting
12. selects words that convey the writer's message clearly, precisely, and professionally
13. selects words that consider appropriate connotation for the intended task;/format
14. writes compact sentences of phrases that make the point clear.
15. punctuates correctly.
16. uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity
17. spells words correctly and uses available resources
18. uses graphic devices that are clear, helpful, visually appealing, and supportive of the text.

SLO 7: The student will independently conduct appropriate research using computers to access a variety of internet and on-line library sources.

Literature Objectives

Sophomore

SLO 1: Students will be effective communicators in order to achieve personal and professional success.

    a. **Students will orally communicate and articulate creative and relevant responses to literary texts using appropriate terminology and concepts.**
    b. **Students will produce informed written responses to their reading and to class discussions in their literary journals and will respond thoughtfully to the insights of other readers.**

SLO 3: Students will demonstrate the ability to critically read a variety of text with 70% accuracy.

    a. **Students will demonstrate detailed understanding in analyzing the ways in which structure, form and language shape meaning in literary text.**
    b. **Students will become independent, critical readers able to form opinions about texts and to argue these opinions convincingly.**

Junior and Senior

SLO 4: Students will recognize, analyze, and produce a variety of written text.

    a. **Students will be able to identify key features of the main literary genres across cultures and historical periods.**
    b. **Students will understand the significance and influence of the contexts in which literary texts are written and received.**
    c. **Students will understand the key aspects of grammar and syntax relevant to the analysis of language in literary text and use the tools of grammatical analysis to edit and improve their writing.**
    d. **Students will plan and write both academic essays and informal journal entries in response to works of literature.**

SLO 5: Students will have a basic knowledge of and the ability to discuss British, American, and world literary works and culture.

    a. **Students will understand and be able to discuss the significance of literature and its contributions to various cultures.**
    b. **Students will use literary terms and concepts to interpret and respond to text in a variety of communicative settings.**

SLO 7: Students will independently conduct appropriate research using computer to access a variety of internet and on-line library resources.

SLO 9: Students demonstrate the ability to translate/interpret a variety of text with 70% accuracy.

    a. **Students' understanding of the mutual influence between culture and language will enable them to access symbolism, imagery and connotation in English literature.**
    b. **Students will demonstrate a basic knowledge of text and content analysis in their interpretation of literary texts.**

SLO 10: ***Students will successfully apply study skills in academic life with the intent of using these skills to become lifelong learners.***

      a. **Students will use journaling to explore and organize their thoughts, ideas, and responses to reading and discussions.**
      b. **Students will utilize a variety of academic reading and study skills.**
      c. **Students will demonstrate independent, critical and creative thinking.**

iii. GENERAL EDUCATION COURSE DESCRIPTIONS

Note: Numbers in parentheses following course titles represent contact hours per week over a standard semester and also equal units per course

A. COMPUTER TECHNOLOGY

Computers 3(4)

Provides multimedia lab support to students who want to improve or extend their language skills in the context of IT. The course is selectively created to take into account the recent developments in the fast-moving IT sector including; word processing, editing, excel, power point presentations, using technology for academic presentations, explorer for searching the web and receiving and delivering e-mail text. In this course students will explore how a computer can be a valuable tool when used as a learning tool. Students will discover how to guide use of the computer for productivity and learning enrichment. Throughout the course, students will practice by designing learning-centered activities. As a final project, students will select one activity to implement, to reflect on and to revise and then develop a detailed plan for the use of their new activity.

Prerequisites: This course must be taken in conjunction with 3rd semester English language courses.

b. Study Skills

Study Skills 1/2(4)
Provides instructional and practice material for the kinds of skills students will need if they are to succeed in their studies in English in an academic program. The course is intended for first-year students of English who will be using English as their language of instruction.

Prerequisites: There are no prerequisites for this course.

iv. BASIC ENGLISH SKILLS COURSE DESCRIPTIONS

a. AURAL & ORAL SKILLS (LISTENING AND SPEAKING SKILLS)

Listening & Speaking 1 (4)

Development of functional, social listening and speaking skills, which will prepare students to use English to function in everyday situations*.* The development of these basic interpersonal communication skills will form the foundation necessary to build an advanced, cognitive, academic proficiency in English.

Prerequisites: There are no prerequisites for this course.

Listening & Speaking 2 (4)

Advancement of academic listening and speaking skills, which will prepare students to use English to listen, speak, and interact in academic situations. Focus is placed on building an advanced, cognitive, academic proficiency in English.

Prerequisites: Listening & Speaking 1 must be taken prior to this course.

Listening & Speaking 3 (2)
Development of technical, content-based academic listening and speaking skills through a focus on discussions and presentations. This course is linked in content and serves as a support to the TEFL Core Course entitled: **Introduction to Teaching Methodology**

*Prerequisites: Listening & Speaking 2 must be taken prior to this course. This course should be taken in conjunction with TEFL Core Course entitled: **Introduction to Teaching Methodology** and **Computers**.*

Listening & Speaking 4 (2)
Mastery of technical, content-based academic listening and speaking skills through a focus on discussions and presentations. This course is linked in content and serves as a support to the Academic English Core Course entitled: **Introduction to Literature.**

*Prerequisites: Listening & Speaking 3 must be taken prior to this course. This course should be taken in conjunction with **Introduction to Literature**.*

b. Reading

Reading 1 (4)
Introduction to functional, academic reading skills through focused work on reading speed, reading comprehension, reading strategies, critical thinking, and general vocabulary practice.

Prerequisites: There are no prerequisites for this course.

Reading 2 (4)
Development of functional, academic reading skills through focused work on reading speed, reading comprehension, reading strategies, critical thinking, and general vocabulary practice.

Prerequisites: Reading 1 must be taken prior to this course.

Reading 3 (4)
Advancement of functional, academic reading skills through focused work on reading speed, reading comprehension, reading strategies, critical thinking, and academic vocabulary practice.

Prerequisites: Reading 1 and 2 must be taken prior to this course.

Reading 4 (4)

Introduction to technical, content-based academic reading skills through a focus on reading and critically analyzing research in areas of academic interest. This course is linked in content and serves as a preparation course to the Academic English Core Course entitled *Research Methods*.

*Prerequisites: **Reading 3** must be taken prior to this course. This course should be taken in preparation for the Academic English Core Course entitled **Research Methods.***

Reading 5 (4)

Development of technical, content-based academic reading skills through a focus on reading and critically analyzing readings in a variety of content areas. This course is linked in content and serves as a support to the Academic English Core Course entitled *Research Methods.*

*Prerequisites: **Reading 4** must be taken prior to this course. This course should be taken in conjunction with the Academic English Core Course entitled **Research Methods.***

Reading 6 (4)

Development of technical, content-based academic reading skills through a focus on reading and critically analyzing readings from a variety of EFL and English research text. This course is linked in content and serves as a support to the Academic English Core Course entitled *Writing the Research Paper.*

*Prerequisites: **Reading 5** must be taken prior to this course. This course should be taken in conjunction with Academic English Core Course entitled **Writing the Research Paper**.*

Reading 7 (4)

Approaching mastery of technical, content-based academic reading skills through a focus on reading and critically analyzing readings in second language acquisition and English for the purpose of writing. This course is linked in content and serves as a support to the Academic English Core Courses entitled *Writing the Monograph* and *Technical Writing.*

*Prerequisites: **Reading 6** must be taken prior to this course. This course should be taken in conjunction with Academic Core Courses entitled **Writing the Monograph** and **Technical Writing**.*

Reading 8 (4)

Mastery of technical, content-based academic reading skills through a focus on reading and critically analyzing readings for the purpose of writing. This course is linked in content and serves as a support to the Academic English Core Courses entitled *Writing the Monograph* and *Technical Writing.*

*Prerequisites: **Reading 7** must be taken prior to this course. This course should be taken in conjunction with Academic English Core Courses entitled **Writing the Monograph** and **Technical Writing**.*

c. WRITING

<u>Writing 1(6)</u>
Introduction to academic, sentence and paragraph writing skills, including the formatting and organizing of paragraphs and process writing. Attention is paid to structure as it influences the comprehensibility of writing products.

Prerequisites: There are no prerequisites for this course.

<u>Writing 2</u> (6)
Development of academic writing skills, including the formatting and organizing of paragraphs, and process writing. Attention is paid to structure as it influences the comprehensibility of writing products.

Prerequisites: Writing 1 must be taken prior to this course.

<u>Writing 3</u> (4)
Advancement of academic writing skills, including the formatting and organization of essays, and process writing. Attention is paid to structure as it influences the comprehensibility of writing products.

Prerequisites: Writing 2 must be taken prior to this course.

<u>Writing 4</u> (4)
Advancement of academic writing skills, including the formatting and organization of more essays and an introduction to a variety of academic writing genres and process writing. Attention is paid to structure as it influences the comprehensibility of writing products.

Prerequisites: Writing 3 must be taken prior to this course.

<u>Writing 5</u> (4)
Refinement of academic writing through language analysis, focusing on fundamentals of linguistics. Students will develop and analyze their own papers based on the fundamentals of structural linguistics. Students will also have opportunities to read and produce rewriting of their essays. This course is linked in content and serves as a support to the TEFL Core Course entitled *Linguistics 5(4).*

Prerequisites: Writing 4 must be taken prior to this course. This course should be taken in conjunction with Linguistics 5(4).

<u>Writing 6</u> (4)
Development of technical, content-based academic writing skills through continuous focus on linguistics, research skills, and organizational structure. Students will also have opportunities to read and write reviews on EFL, English language and literature topics. This course is linked in content and serves as a support to the Academic English Core Course entitled *Writing the Research Paper.*

Prerequisites: Writing 5 must be taken prior to this course. This course should be taken in conjunction with Writing the Research Paper.

Introduction to Second Language Acquisition 7(4)

Historical overview of teaching and learning theories from psychological and philosophical perspectives and to know how these have paralleled theories of second language acquisition. The course examines first language acquisition process in comparison to second language acquisition process. This course will serve as an introduction to the TEFL Core course sequence and will introduce the context in which all of the other courses will sit.

Prerequisites: There are no TEFL Core prerequisites for this course.

Introduction to Translation 4(4)

This course is designed to be an introduction to the history, theory, and practice of translation. The course introduces students to the basic elements of the translation process and concepts including the following: a brief history of translation; types of texts; text, context and structural differences between SL and TL (source and target languages); and translation and culture.   This course works as the first stage of translation. Students will translate simple texts; these texts are non-technical and mostly have simple grammatical structures. Students will translate a short story from English as a semester project.

*Prerequisites: **Introduction to Second Language Acquisition** should be taken prior to this course.*

Principles and Methodology of Translation I 5(4)

This course discusses the principles and methodology of translation which includes the following topics: types of translation; units of translation; meaning, equivalent forms of translation norms; semantic and syntactic adjustments in translation; and un-translatability.

*Prerequisites: **Introduction to Translation** should be taken prior to this course.*

Principles and Methodology of Translation II 6(4)

The purpose of this course is to discuss the theoretical aspects of translation. Recent trends in translation studies including research on social and ideological aspects of translation, hermeneutics and relation between culture and translation will be some of the topics discussed. The course will also contain critical reading, reviews and evaluation of translated texts.

*Prerequisites: **Principles and Methodology of Translation I** should be taken prior to this course.*

Translation Workshop 7(4)

The purpose of this course is to develop the translation skills of students in different areas and familiarze them with offical/legal, literary, political, and religious terminology. Students will discuss and translate texts from religious sources, Aghanistan laws and other sources such as Times and Newsweek. It is mainly a practical course with the purpose of making students ready for the practicum

***Prerequisites: Principles and Methodology of Translation II** should be taken prior to this course.*

Practicum in Translation 8(4)

Students must complete one term of translation practice. In order to successfully fulfill the translation practice requirements, students must document their translating experience in a journal and integrate their translations as well as reflections upon their practical training within their portfolios.

***Prerequisites: Translation Workshop** should be taken prior to this course.*

Introduction to Linguistics I 5(4)

This course is the first in the four-semester linguistics sequence. The first two semesters introduce concepts important to understanding the nature of world languages: how different languages function and what features they have in common. Although the primary focus of the course sequence is English linguistics, data from other languages are used for the purposes of contrasting and examining linguistic features not present in English. The first semester introduces the design features of world languages, and then examines in detail phonetics, and phonology.

***Prerequisites: Introduction to Second Language Acquisition** should be taken prior to this course.*

Introduction to Linguistics II 6(4)

This course is the second in the four-semester linguistics sequence. The first two semesters introduce concepts important to understanding the nature of world languages: how different languages function and what features they have or do not have in common. Although the primary focus of the course sequence is English linguistics, data from other languages are used for purposes of contrasting and examining linguistic features not present in English. The second semester examines in detail how morphology, syntax, semantics, and pragmatics combine with phonetics and phonology to allow successful communication.

***Prerequisites: Introduction to Linguistics I** should be taken prior to this course.*

Application of Linguistics I 7(4)

This course is the third in the four-semester linguistics sequence. The final two semesters of the sequence introduce various fields of linguistic research. In so doing, students must apply those concepts learned in the introductory semesters to different world languages and the observed phenomena associated with them. Although the primary focus of the course sequence is English linguistics, data from other languages are used for the purposes of contrasting and to examining linguistic features not present in English. The third semester introduces concepts garnered from the fields of first and second language acquisition, language storage and processing, language variation, and language contact.

***Prerequisites: Introduction to Linguistics II** should be taken prior to this course.*

Application of Linguistics II 8(4)

This course is the final offering in the four-semester linguistic sequence and it continues the introduction of various fields of linguistic research. In so doing, students must apply those concepts learned in previous semesters to different world languages and the observed phenomena associated with them. Although the primary focus of the course sequence is English linguistics, data from other languages are used for purposes of contrasting and examining linguistic features not present in English. The fourth semester examines processes of language change and the relationship between language and culture, and introduces the study of animal communication, the field of computational linguistics, and other applications of linguistic theory.

Prerequisites: Application of Linguistics I should be taken prior to this course.

Introduction of Language Teaching Methodology 4(4)

Examination of theories, approaches, methods, and techniques of teaching listening, speaking, reading and writing skills to English language learners. Emphasis placed on the practical application of theories to daily classroom activities. Students will formulate their own philosophy of teaching statement before the end of the semester.

Prerequisites: Introduction to Second Language Acquisition should be taken prior to this course.

Teaching Methodology I 5(4)

The goal of this course is to familiarize students with the field of TEFL and EFL Teaching. Each teacher has their own personality in the classroom and the ways they like to teach English. This course will help students relate to their experiences as a student, and how they relate to his/her own teaching style and classroom persona. We will also consider the learning styles of students and the significant effect learning styles have on the process of learning. You will study the physical environment of the classroom and consider how something such as seating arrangements has a profound impact of the relationship of the student's ability to master content.

Prerequisites: Introduction of Language Teaching Methodology should be taken prior to this course.

Teaching Methodology II 6(4)

This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular L2 textbooks currently in use around the world, evaluate already developed lesson plans, develop lesson plans of their own, engage in short demonstration lessons that showcase state-of-the-art teaching techniques, and complete a literature review on a topic of personal interest.

Prerequisites: Teaching Methodology I should be taken prior to this course.

Teaching Practicum 7/8(6))
Students must complete two terms of practice teaching. In order to successfully fulfill the practice teaching requirements, students must document their teaching experience in a teaching log and integrate their lesson plans as well as reflections upon their practical training within their Portfolios.

Prerequisites: This course is intended to be taken in the final two semesters of the program.

vi. ACADEMIC ENGLISH COURSE DESCRIPTIONS

Research Methods 5(6)
Students will learn how to write academic papers. This course will introduce students to the characteristics and various approaches to designing and conduct qualitative and quantitative research projects in education research. The lessons will also help the students craft a thesis statement, provide information on how to use the library and the internet to search for sources, tips to improve writing skills for academic writing, and how to cite sources correctly. The course also directs the student to useful sites on the internet about researching and writing.

Prerequisites: Writing 7 and 8 should be taken prior to this course.

Writing the Research Paper 6(6)
The goal of this course is to familiarize students with a variety of academic texts and their applications to research papers. Students will be asked to produce a 10-page research paper that reflects on how their opinion and commitment work with and against the varying viewpoints of other authors. This engagement with other sources will be demonstrated through the topics which students choose to write about, the sources they consult, the quotations they cite, the way they incorporate those quotations in the body of their papers, and clarity and sophistication of the style and vocabulary they use to get these ideas across to their readers.

Prerequisites: Writing 7 and 8, and Research Methods should be taken prior to this course.

Writing the Monograph 7/8(4)
This yearlong course is a graduation requirement. Students are required to independently write a 30-page research monograph directed by a dedicated faculty advisor. The topic is on a relevant language or literature topic and adds to the body of professional literature. The monograph requires original research and analysis. The monograph must adhere to the standards of academic research, writing and documentation.

Prerequisites: Writing the Research Paper should be taken prior to this course.

Technical Writing 7/8(4)

This year-long course is designed to discuss technical writing as a process for organized expression of ideas and knowledgeable opinion; oral presentation and writing of letters, reports, memos, and proposals for effective communication; utilization of word-processing software to assist in the writing process.

Prerequisites: Writing the Monograph and Computer Skills should be taken prior to this course.

Introduction to Literature 4(4)

This introductory level literature course is designed to help students acquire the tools for understanding, appreciating, and critically analyzing poetry, fiction and non-fiction prose and drama. Students will examine literary elements and compare themes from texts of recognized literary merit from a broad range of cultures and historical periods.

Prerequisites: No prerequisites are required to be taken prior to this course

British Literature 5(4)

This course provides a broad overview of literary and cultural developments in British literature from Shakespeare's time until today, tracing the development of selected literary styles and periods. The texts studied have been chosen for their influence upon British life and culture, and for their compelling ability to speak to contemporary readers across the world. Students will consider a variety of critical perspectives and consider the effects of biographical, cultural, literary, historical and social contextual influences upon writers and their work.

Prerequisites: Introduction to Literature should be taken prior to this course

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American Literature 6(4)

This course is the study of American literature across various genres including the short story, the novel, poetry, drama, the essay, and literary criticism. Students will expand their knowledge of writers, philosophical movements, and key themes in American literature and culture from its beginning until approximately 1950.

Prerequisites: Introduction to Literature should be taken prior to this course.

World Literature 7/8(4)

This year-long course focuses on poetry, drama, novels, and short stories from around the world, exploring across cultural themes, techniques and modes of representation in different times and cultures. The works selected for study are those that have circulated outside their culture of origin, gaining new meanings and new relevance in other languages, nations and traditions. Students will consider the role of literature in culture and society and will continue to develop their understanding of some historical, cultural, and theoretical approaches to the interpretation of literature. They will consider the vital role that literature plays in promoting intercultural understanding and will begin to grapple with the challenges presented by the translation of literature into a foreign language and culture.

Prerequisites: Introduction to Literature should be taken prior to this course.

Curriculum of Kabul University English Department (1386/2008)

No	Subjects/Semester	1	2	3	4	5	6	7	8	Exam	Remarks
1	Grammar	4	4	4	4						
2	Oral & Aural Skills	6	6	4	4						
3	Reading	4	4	4	4	4	4	4	4		
4	Writing	6	6								
5	Writing			4	4	4	4				
6	Writing the Research Paper						6				
7	Writing the Monograph							4	4		
8	Technical Writing							4	4		
9	Introduction to Literature				4						
10	British Literature					4					
11	American Literature						4				
12	World Literature							4	4		
13	Introduction to Translation				4						
14	Translation					4	4				
15	Translation Practicum							4	4		
16	Second Language acquisition							4			
17	Linguistics					4	4	4	4		
18	Introduction to Teaching Methodology			4							
19	Teaching Methodology					4	4				
20	Teaching Practicum							6	6		
21	Study Skills	4	4								
22	Research Methods					6					
23	Computer			4							
24	Pedagogy					4					
25	Psychology			2	2						
26	Dari	4	4	4	4						
27	Pashto	4	4	4	4						
28	Islamic Studies	1	1	1	1	1	1	1	1		
29	History of Afghanistan		2								
30	History of Islamic Civilization	2									
	Total Subjects	9	9	10	10	9	8	9	8		
	Total Hours per Week	35	35	35	35	35	31	35	31		

New Curriculum of Kabul University English Department (1386/2008)

No	Subjects / Semesters	1	2	3	4	5	6	7	8	Exam	Remarks
1	Grammar	4	4	4	4						
2	Oral & Aural Skills	6	6	4	4						
3	Reading	4	4	4	4	4	4	4	4		
4	Writing	6	6	4	4	4	4	4	4		
5	Writing the Research Paper					6	6	4	4		
6	Literature				4	4	4	4	4		
7	Translation				4	4	4	4	4		
8	Second Language Acquisition							4			
9	Linguistics					4	4	4	4		
10	Teaching Methodology			4	4	4					
11	Teaching Practicum							6	6		
12	Study Skills	4	4								
13	Computer			4							
14	Pedagogy					4					
15	Psychology			2	2						
16	Dari	4	4	4	4						
17	Pashto	4	4	4	4						
18	Islamic Studies	1	1	1	1	1	1	1	1		
19	History of Afghanistan		2								
20	History of Islamic Civilization	2									
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											
	Total Subjects	9	9	10	10	9	8	9	8		
	Total Hours per Week	35	35	35	35	35	31	35	31		

لان درسی)کریکولم(جدید دیپارتمنت انگلیسی پوهنحی زبان و ادبیات پ پوهنتون کابل)1386(

ملاحظات	امتحان	8	7	6	5	4	3	2	1	مضامین/ سمستر	شماره
						4	4	4	4	گرامر	1
						4	4	6	6	محاره)مهارتهای گفتاری و شنیداری(	2
		4	4	4	4	4	4	4	4	خوانش	3
								6	6	نگارش	4
				4	4	4	4			نگارش	5
				6						نگارش اثر تحقیقی	6
		4	4							تحریر مونوگراف	7
		4	4							نگارش فنی/ تخنیکی	8
						4				ادبیات مقدماتی	9
					4					ادبیات بریتانیا	10
				4						ادبیات امریکا	11
		4	4							ادبیات جهان	12
						4				قدماتیترجمه م	13
				4	4					ترجمه	14
		4	4							کورس عملی ترجمه	15
			4							مهارتهای ارایه و پیشکش موضوعات	16
		4	4	4	4					زبانشناسی	17
							4			اصول تدریس مقدماتی	18
				4	4					اصول تدریس	19
		6	6							تدریس آموزی	20
								4		مهارتهای آموزشی	21
					6					اصول تحقیق	22
							4			کمپیوتر	23
					4					پیداگوژی	24
							2	2		روانشناسی	25
						4	4	4	4	زبان دری	26
						4	4	4	4	زبان پشتو	27
		1	1	1	1	1	1	1	1	ثقافت اسلامی	28
									2	تاریخ تمدن اسلام	29
									2	تاریخ معاصر افغانستانs	30
											31
		7	8	7	8	10	10	9	9	تعداد مضامین	
		31	35	31	35	35	35	35	35	مجموعه ساعات درسی	

C. POLICIES AND PROCEDURES

The policies and procedures of the English Department at Kabul University are documented in this manual. The English Department maintains written policies and procedures for both instructors and students. These policies and procedures will continue to be developed, refined, and documented over the next 2 years through a collaborative effort between KU and the Partnership Consultants.

A summary of the *English Department Student Handbook Policies* is included on the following pages. Ultimately, all of the following items should be documented; many of these items are already currently documented in this manual:

i. ACADEMIC POLICIES AND PROCEDURES

Entry Exam of English Proficiency
What is Expected of Students
Class Size
What Students Should Expect
Class Attendance Policy and Records
Homework and Late Work Policy
Grading and Record Keeping
Academic Honesty Policy
Classroom Participation and Conduct Policy
Assessment & Comprehensive Testing Policies and Procedures
Dismissal Policy
Advancement Policy
Cheating, Attempted Cheating, or Bargaining with Instructors
Program Details
Course Syllabi Template and Examples
The General Service List
Materials
Lesson Plan Template
Evaluations (Faculty and Program)   o Forms and Procedures
Teacher Coaching
Introduction to Teaching and Learning
Support Systems
On going Staff Development

Entry Exam of English Proficiency Required

During the first week of students' freshmen year, they will take the Michigan Test of English Language Proficiency (M-TELP), an exam that tells the faculty how ready students are to study in an all English-speaking environment. Due to the necessary confidentiality of these exams, they are not included here, but are on file at the English Department in KU including all key, administration, and score reporting forms. Based on the results of this exam students will be accepted into the program.

It is recommended that teachers can interpret the students' scores in the following manner:

Michigan Test of English Language Proficiency
(M-TELP)

Norms and Interpretation
Proficiency Recommendations

Undergraduates in liberal arts and education.

96-100	Can compete with native speakers of English on equal or nearly equal terms. No restrictions need to be placed on election of courses.
90-95	Proficient enough in English to carry a full-time academic program. Some allowance may have to be made for written work and for heavy reading assignments.
85-89	May take up to ¾ the normal academic lad plus a special course (4 hrs. per week) in English as a foreign language.
80-84	May take up to ½ the normal academic load plus a special course (4 hrs. per week) in English as a foreign language.
70-79	May take from ¼ to 1/3 the normal academic load plus a special intensive course (10 hrs. per week, non-credit) in English as a foreign language.
69 and Below	Not proficient enough in English to take any academic work.

Of those students chosen for the program, students will be grouped into sections of Freshman A, B, or C. Recommendations for sections in semester two will be made by the instructors.

English Please!

Students are encouraged to please only speak English during class time! At first this may be very difficult to do, but students should work together with their classmates and teachers to only speak English in class. If students have questions, which need to be answered in their first language, the students should ask their instructor after class. Students should have fun with English. It is more important at this point to communicate awkwardly in English than perfectly in the first language. Students already know their first language; this is time to use English. All language classes will be carried out entirely in English, and students are expected to speak only English as well. The only exception to this will be any descriptions of class policies.

Class Size

The English Department at Kabul University recognizes that for effective language instruction, class size needs to be at a minimum. The English Department will do its best to keep class size at a maximum of 30 students each. At this time, this goal will be dependent on teacher availability.

Class Attendance Policy

All courses are grounded not only in instructional delivery but in projects, attendance, daily assignments, presentations, midterm exams, class participation and final exams. Because of the emphasis on students, participants will be expected to: (a) attend all scheduled sessions, and (b) participate in all related in–class activities tied to the particular discussions of that session. Students' active participation in all class activities will insure the greatest possible benefit from the learning environment. A minimum of 75% class attendance is mandatory. Failure to comply may result in the exclusion from the final exam.

In the event that students do miss class, they are responsible for keeping up with all work that they miss. Students will need to speak to their Instructor if they have an attendance problem. If they miss class for sickness or other reason, they will need to discuss with their teacher whether or not they can make up a missed exam or class work. Remember students are responsible for doing all of the work for the class, even on days they miss.

If students must be absent on the day of a test /quiz, they will need to try to tell their instructor in advance to discuss the possibility of a taking a make-up test. It is up to the instructor's discretion as to whether or not a student will be able to make up a missed test. If the student misses a test, the student may receive a zero on that test!

Coming to Class On-Time

In order to acquire English, exposure to and practice with the language during class time is very important. There is often a lot of work to do in a short period. It is a distraction to everyone when students enter the classroom late. Arriving late will affect the student's attendance record as follows: ***2 late arrivals = 1 absence.*** These absences will reduce the student's final grade. Students need to do whatever is necessary to be in class on time ready to begin working every day. Excessive lateness will cause a student to fail the class.

Homework and Late Work Policy

Students in the English Department are expected to finish all assigned homework before coming to class the next day. This is essential. If a student does not complete his or her homework, the student will not be prepared to participate fully in class. If a student misses class, it is that student's responsibility to find out what he or she has missed and to make up any missed homework or class work.

Guidelines for submission of the assignments:

Unless otherwise indicated, all assignments need to be submitted to the teacher according to the due dates listed on the course timeline.

- Any assignments that are submitted past the due date will be subject to the following point deduction system:
    1. One day late: loss of 2 points for that assignment.
    2. Two days late: Loss of an additional 3 points for that assignment.
    3. Three days late: loss of an additional 5 points for that assignment.
    4. Four days or more late: loss of 100% of points for that assignment.

Any requests for extensions must be made prior to the posted due date to the student's teacher. Requests will be considered on an individual/group basis and extensions may be liable for additional percentage loss upon the discretion of the teacher.

Grading and Record Keeping

COURSE GRADING SYSTEM:

A participant's course grade in ___*(course name here)*_____ will be determined according to the following point schedule:

Attendance	(10 points)
Daily assignment	(10 points)
Presentation	(15 points)
Mid Term Exam	(20 points)
Class Participation	(10 points)
Final Exam	(35 points)
Total Possible	**(100 points)**

Academic Honesty Policy
Academic Dishonesty: Plagiarism and cheating are serious offenses and may be punished by failure of the exam, paper, project and failure of the course. For more information refer to the current *Students' Handbook*.

The English Department at Kabul University has an honor and integrity system based on personal integrity, which is understood to be sufficient assurance in academic matters that one's work is performed honestly and without unauthorized assistance. Students by admission, acknowledge and agree to abide by the honor and integrity system. The policies and procedures of the honor system apply to all students enrolled in the English Department.

A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated**: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."** The understanding in all classes in the English Department is that all work will be accomplished individually, unless permission is given in advance of an assignment. If students are in doubt, please ask. If a student is caught in violation of the pledge, it can result in a fail on the exam, project or course.

Classroom Participation and Conduct

Students who fail to participate, attend, or cooperate with program guidelines may also be dismissed from the program allowing instructors to focus their time on students who are motivated to learn.

Cell Phones

All cell phones must be off during class. Failure to keep a phone off may result in your being asked to leave class for the day, which will be counted as an absence.

ASSESSMENT

Assessment includes all activities, which help the instructor to understand how the students are doing in achieving the program goals, outcomes and objectives. Assessment occurs in the classroom everyday. Instructors should continually be assessing their students' progress towards the goals, and providing students with useful feedback based on this assessment. Assessment can take many forms including, but not limited to, placement testing, observations of students performing language tasks, correction of homework assignments, review of student portfolios, or formal tests.

Assessment will take the following forms in this program:

- Placement Testing
- Daily, On-going Assessment
- Assessment Rubrics
- Regular Tests and Quizzes
- Final Exams
- Comprehensive Exams

Placement Testing

Daily, On-going Assessment

On a daily basis, the instructor will be assessing students' progress towards the lesson objectives and course goals and outcomes and providing useful feedback to students on this progress.

ASSESSMENT

⬇

INFORMATION ABOUT WHAT STUDENTS HAVE LEARNED

⬇

HELPFUL FEEDBACK TO STUDENTS AND TEACHERS

⬇

LEARNING OPPORTUNITY
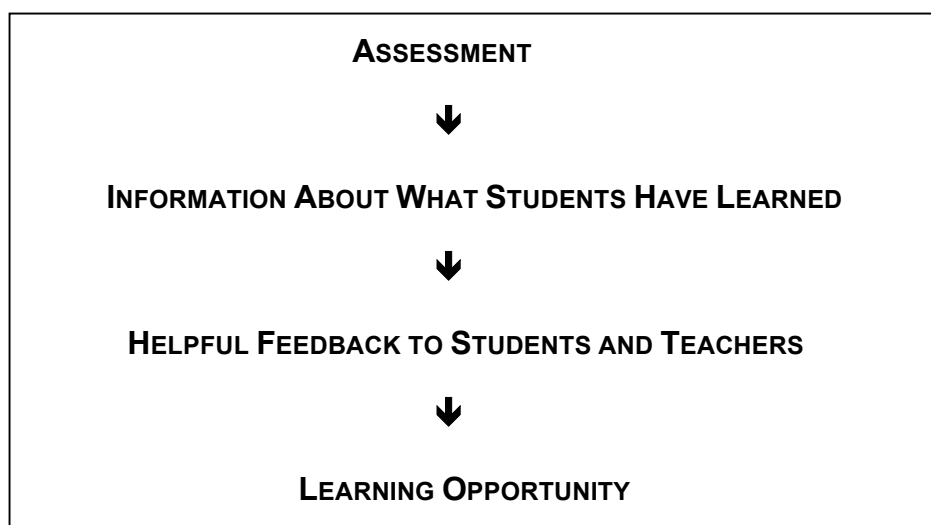
It is important that assessment be used as a learning tool for the students, providing students with information and feedback about what is important to learn and how they are progressing in achieving these skills.

Instructors should make it clear to students how they will be assessed (i.e., what are the key learning objectives desired) before they start any activities. One very useful tool for assessing performance on a task is called the Assessment Rubric.

Assessment Rubrics provide students with clear, detailed information about the desired learning outcomes. It will be up to the instructor to breakdown larger objectives and outcomes into smaller learning steps for the students.

Assessment Rubric

An assessment rubric is a grid, which allows you to grade students on task performance. First you will want to define the **Dimensions** (criteria, skills, etc.), which you would like to see the students demonstrate. Next, you will want to divide these Dimensions into **Benchmarks** (rankings, scores, descriptive feedback, etc.)

	Benchmark #1	Benchmark #2	Benchmark #3	Score with Comments
Dimension #1				
Dimension #2				
Dimension #3				

Here is a sample rubric used to score a particular writing assignment:

Writing Rubric					
	3	**2**	**1**	**0**	**Points**
Main Idea/Topic Sentence	Main/Topic idea sentence is clear, correctly placed, and restated in conclusion.	Main/Topic idea sentence is either unclear OR incorrectly placed, but is restated in the conclusion.	Main/Topic Idea sentence is unclear AND incorrectly placed, but is restated in the conclusion.	Main/Topic Idea sentence is unclear, incorrectly placed, and not restated in the conclusion.	
Supporting Detail Sentences	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relates back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	
Elaborating Detail Sentence(s)	Supporting detail sentences are elaborated on sufficiently.	Supporting detail sentences are somewhat elaborated upon.	Some supporting detail sentences are elaborated on slightly.	Supporting detail sentences are not elaborated on at all.	
Legibility	Legible	Marginally Legible	Not legible in places	Not legible	
Mechanics and Grammar	Summary has very few errors in punctuation, capitalization, and spelling	Summary has some punctuation, capitalization, and spelling errors, but they do not interfere with comprehensibility	Summary has some punctuation, capitalization, and spelling errors, which interfere with comprehensibility	Summary has significant punctuation, capitalization, and spelling errors, which interfere significantly with comprehensibility	
Total					

There are many websites that can assist you with writing rubrics.

Final Exams
At the end of each course, students will take a final exam that measures how well they have achieved the outcomes and objectives of that course. Instructors will need to prepare these exams individually with the intent of preparing students to succeed on their Comprehensive Exam.

Comprehensive Exams
At the end of year two, students will also take a EFL Comprehensive Exam. Students cannot pass to year three without passing the EFL Comprehensive Exam. This exam will test students' ability to use, integrate, and apply all of the English skills they have been developing in all of their English classes. In order to prepare students for this exam, other language skills and real-life applications should be integrated into each course. If students are able to accomplish the outcomes within each course, they should do well on this exam. In order to pass on to year three, students will need to score between 60-65%. A testing committee in the English Department of KU will score and maintain records on this exam.

At the end of the senior year (year four) students will be required to take an exit exam. This exam will test the student learning outcomes of the program. Students will have to achieve a minimum of 75% in order to pass the exam. A testing committee in the English Department of KU will score and maintain records on this exam.

The intent of the EFL Comprehensive Exam and Exit Exam is to take pressure off the instructors from those students and parents who put pressure instructors for grades. As the instructors will not see the exam before testing time, they will be able to explain to students that it is their goal to prepare the students for this exam by equipping them with the skills needed to reach the specified outcomes. The instructors will be able to explain that they do not have the exams, so any grade changing or inflating will be pointless.

Dismissal
It is the English Department's hope that every student will successfully pass each course and we will make every effort in this regard; however, students who fail to progress, participate, attend, or cooperate may be dismissed from the program.

Failure to Progress
Students who are not able to pass this course will be able to retake the course one time. If a student fails the course for the second time; he/she will be dismissed from the program.

Cheating, Attempting Cheating, or Bargaining with Instructors
Students who cheat, attempt to cheat, or who attempt to bargain with instructors or administrators for grades will be subject to review and may be dismissed from the program. This is a serious offense as it cheats the student himself, his classmates, and the reputation of the institution. The future ability of students to become gainfully employed with this degree will be based on the quality reputation of this program which is developed through the quality students the program produces. Cheating hurts everyone and helps no one.

4. PROGRAM DETAIL
A. CLASS SCHEDULE

i. SEMESTER 1: (AS OF MARCH 2010)

Morning Classes

	Sat	Sun	Mon	Tues	Wed	Thurs
8:00-9:30	Literature	Pashto	Conversation	Reading	Conversation	Writing
9:40-11:10	Linguistics	Reading	Grammar	Islamic Studies	Grammar	Dari
11:10-12:30	Writing	Dari	Pashto	Literature	Psychology	Linguistics

Afternoon Classes

	Sat	Sun	Mon	Tues	Wed	Thurs
12:30-1:40	Study Skills	Reading	Writing	Reading		Writing
1:40-2:50	Grammar	Dari	Islamic Studies	History of Islam	Pashto	Dari
2:50-4:00	Writing	Oral/Aural Skills	Pashto	Oral/Aural Skills	Grammar	Oral/Aural Skills

Evening Classes

	Sat	Sun	Mon	Tues	Wed	Thurs
4:00-5:20	Literature	Pashto	Conversation	Reading	Conversation	Writing
5:20-6:40	Linguistics	Reading	Grammar	Islamic Studies	Grammar	Dari

SECTIONS AND ROOM ASSIGNMENT

Section	Room	Section	Room	Section	Room	Section	Room
Freshman A		**Sophomore A**		**Junior A**		**Senior A**	
Freshman B		**Sophomore B**		**Junior B**		**Senior B**	
Freshman C				**Junior c**			

Class Schedule
ii. Semester 2: (as of March 2010)

Morning Classes

	Sat	Sun	Mon	Tues	Wed	Thurs
8:30-9:40	Literature	Pashto	Conversation	Reading	Conversation	Writing
9:50-11:00	Linguistics	Reading	Grammar	Islamic Studies	Grammar	Dari
11:00-12:10	Writing	Dari	Pashto	Literature	Psychology	Linguistics

Afternoon Classes

	Sat	Sun	Mon	Tues	Wed	Thurs
12:10-1:10	Study Skills	Reading	Writing	Reading		Writing
1:20-2:20	Grammar	Dari	Islamic Studies	History of Islam	Pashto	Dari
2:30-3:30	Writing	Oral/Aural Skills	Pashto	Oral/Aural Skills	Grammar	Oral/Aural Skills

Evening Classes

	Sat	Sun	Mon	Tues	Wed	Thurs
3:30-4:50	Literature	Pashto	Conversation	Reading	Conversation	Writing
4:50-6:10	Linguistics	Reading	Grammar	Islamic Studies	Grammar	Dari

SECTIONS AND ROOM ASSIGNMENT

1/ Year	Room	2/ Year	Room	3/ Year	Room	4/ Year	Room	5/ Year	Room
Class A		**Class A**		**Class A**		**Class A**		**Class A**	
						Class B			

COURSE SYLLABI

Kabul University
Faculty of Languages and Literature
English Language Program

Introduction

A carefully planned, clearly written, comprehensive syllabus is one of the most important resources provided by the English department to its students at Kabul University. A well-designed syllabus performs many functions for the instructors and for the students: it outlines course expectations, organizes information, sets the tone for class interactions, and guides student learning. A carefully constructed syllabus helps the instructors to prevent misunderstandings regarding the course goals and objectives, assessment and evaluation standards, grading policies, and student or faculty behavior.

University or Department Policies and Guidelines

Kabul University has a general policy concerning the course syllabus and it was important to ascertain what the policy was prior to developing a course syllabus for the English department. Additionally, the English department had specific guidelines they expect instructors to follow in the creation of course outlines. It is the responsibility of the faculty members of the department to check with the Head of the department to clarify any expectations the department may have on what the syllabus should contain and how it should look.

At the English Department of Kabul University: The Faculty Manual guidelines concerning your statement of course requirements are very general, stating only that:

Faculty members must prepare a Statement of Course Requirements for each course they teach. Students must receive, in writing, in the first or second meeting of a class:
- a statement of scope, content, and expected learning outcomes of the course
- a list of texts and materials to be used throughout the course, including any additional fees or costs
- a description of grading policy and practices
- a description of teaching style (e.g., fixed outline, lecture, discussion, class-directed, or evolutionary)
- a description of any substantive departure from the content published in the Course Schedule.

Recommended Minimum

The value and use of a syllabus is determined by the quality and range of information provided. The following list of recommended items comes from a careful review of the literature, an analysis of high-quality syllabi rated by students and faculty, and a survey of student evaluations of course syllabi. While developing a syllabus in the English department at Kabul University, the following items must be included:

- instructor information
- course information
- method of instruction
- course description
- course objectives
- course calendar or schedule
- course policies
- textbooks and supplies
- assignments
- grading
- specific notes or safety rules

Making Changes

Since it is impossible to cover all contingencies in the planning stages of a course, students need to be advised by the instructors that changes may happen as the semester progresses. Instructors must give students any changes in writing with reasonable notice.

Beyond the Classroom

Departmental Files: The English department requires instructors to submit course syllabi the first day of the new semester. The department archives the copy for future reference. If the courses which an instructor is to teach have been offered before, s/he might find it helpful to review the course syllabi developed by faculty members who have previously taught the course.

Internal and External Review: Frequently it is encouraged that the faculty ask a colleague from inside and outside the English department or university to review their syllabus and to provide a critique that can be placed in their personnel action file for retention, tenure, or promotion consideration. A positive outside review can be an important part of your teaching portfolio.

Remaining Current: Disciplines and materials to support teaching and learning rarely remain static: updating a course syllabus on a regular basis is highly encouraged in the English department. Making adjustments after receiving feedback from students or peers is a vital way for the faculty to strengthen their course. Faculty should always incorporate changes or innovations in their teaching methods as they develop their teaching philosophy.

The Syllabus in Action

In today's world of increasing pressures and demands on faculty and students, the course syllabus has taken on new importance. Students and faculty are finding that the syllabus functions as:

- a road map to guide the teaching and learning process
- an organizational tool to help manage the teaching and learning process
- a contract to ensure that all parties are clear on the expectations and responsibilities associated with the course

In order to keep the faculty focused on course development and writing of the syllabus; a course syllabus checklist has been developed for the department. On the following pages are the checklist and a model course syllabus for teacher reference.

COURSE SYLLABUS CHECKLIST

Kabul University
Faculty of Languages and Literature
English Department

SYLLABUS CHECKLIST

_____ Header
- Kabul University, Faculty of Languages and Literature, English Department

_____ English Faculty Mission Statement

_____ Instructor Information
- Name, office number, telephone numbers (office & home if O.K. to be contacted at home), e-mail address, and office hours.

_____ Course Information
- Course title, course description, number of hours per week, semester, meeting dates and times, and classroom location. (The course title and description should match the information in the university catalog.)

_____ Course Objectives *(see student learning outcomes)*
- Show how objectives relate to the four broad categories of the CF.
- Show how objectives address standards

_____ Class Instructional Strategies
- Examples include cooperative learning, use of technology, field experiences, small group discussions, lecture, etc.

_____ Course Requirements, Assessment Strategies, and Information Related to Course Grade Determination

_____ Policies
- Attendance Policy
- Other policies such as late assignments, extra credit, redoing assignments, etc.
- The following are *required* or *suggested* by the DE at Kabul University
    -Academic Honesty Statement *(required)*
    -Expectations for classroom conduct (see attached statement)
    -Expectations regarding cell phones in the classroom

_____ Course Schedule Organized in Relation to Content and Meeting Dates

_____ Statement for Copyright Notification

_____ Bibliography
- Bibliography should reflect current research including but not limited to the Knowledge Base that supports the Conceptual Framework.

Model Course Syllabus

Kabul University
Faculty of Languages & Literature
Department of English

Grammar Course: Sophomore (B)
Second Semester, 2009 (1388)

Instructor: ....
Office: 109, Department of English
Office hours: By appointment

English Department's Mission Statement:

The English Department at Kabul University is an innovative, empowering and progressive community, which educates students to be critical thinkers, problem solvers, responsible lifelong learners who produce quality work in their individual cooperative, challenging and diverse learning experiences.

Course Description and Objectives:

The grammar course is designed for the undergraduate learners of English as foreign or second language, in the department of English at Kabul University, who wish to have a high level of competence in English and wish to enter different careers. In this course, students will learn:
- ✓ Relationships between the constituents of an English sentence,
- ✓ The use of grammatical features in contexts
- ✓ The role of grammar in the use and learning of language
- ✓ The relationship between grammar and writing
- ✓ To develop analytic competence in using the tools of grammatical analysis to improve other areas, such as critical thinking, writing and editing.
- ✓ The students will gain experience in adding value to the content of English language materials such as stories, dialogues, etc. by exploring language forms.
- ✓ Recognize and analyze different grammatical features through reading
- ✓ How to do research and write a research paper

Required Textbook:

Please note: Assigned textbook reading for this course is **NOT** optional. It is expected that all course participants **READ** all assigned readings BEFORE coming to class, beginning an assignment, and **BEFORE** contacting the instructor (s) concerning activity questions, which directly relate to **ASSIGNED** readings.

- ✓ Maurer, Jay. (2006). *Focus on Grammar: An Integrated Skills Approach 3rd ed*. New York: Pearson Education.

Reading Materials:

- ✓ Supplemental materials will be provided as needed. Also, additional readings will be assigned.

Class Instructional Strategies:

In this course, students are expected to come to the class on time as responsible adult students. They must keep the classroom environment friendly and have positive attitude with their classmates. They are required to respect each other and comply with all Islamic religious and Afghan cultural values. Students are also asked to complete individual

assignments and/ or research using technology. They are also asked to work on projects either individually or collaboratively. Collaborative group and/ or pair activities (discussions, expressing opinions, making inferences, comparison, sharing ideas and presentations) are also included in this course.

Course Grading System:
Your assignments' grades in Grammar Course will be determined as follows:
- ✓ Attendance and Participation   15 (pts)
- ✓ Reading Response   10 (pts)
- ✓ Research project (e.g. Lit Review)   30 (pts)
- ✓ Mid Term exam   15 (pts)
- ✓ Final Exam   30 (pts)
      Total Possible   100(pts)

Academic Honesty Policy:
Academic Dishonesty: Plagiarism and cheating are serious offenses and may be punished by failure of the exam, paper, project or failure of the course. For more information, refer to the current *Student's Handbook*. The English Department at Kabul University has an honor and integrity system based on personal integrity, which is presumed to be sufficient assurance in academic matters that one's work is preformed honestly and without unauthorized assistance. Students, by admission, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor System apply to students enrolled in the English Department. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."** The expectation in this class is that all work will be accomplished individually unless my permission is given in advance of an assignment. If you are in doubt, please ask. A breach of academic honesty can result in a failure in the course.

Late Work Policy:
Guidelines for submission of the assignment:
- Unless otherwise indicated, all assignments need to be submitted to your teacher according to the due dates listed to the Course Timeline.
- Any assignments that are submitted late according to the due date will be subject to the following point deduction system.

  * One day late: Loss of 2 points for that assignment.
  * Two days late: Loss of *an additional* 2 points for that assignment (4 pts total).
  * Three days late: Loss of 100 % of points for that assignment.

Any requests for extensions must be made **PRIOR** to the posted due date to your teacher. Requests will be considered on an individual/ group basis, and extensions may be liable for additional percentage loss upon the discretion of the instructor.

Class Attendance Policy:
This course, like all courses associated with the English Department, is grounded not only in instructional delivery, but also in projects, attendance, daily assignment, presentations, midterm exam, class participation and final exam. Because of the emphasis on students, participants will be expected to: (a) attend all schedule sessions, and (b) participate in all related in- class activities tied to the particular discussions of that session. Students' active participation in all class activities will ensure the greatest possible benefit from the learning environment. A minimum of 75 % class attendance is mandatory. Failure to comply may result in the exclusion form of the final exam.

Cell Phone Policy:
All cell phones shall be turned off during the lesson. Students who fail to abide by this policy shall be asked to leave the class and will be counted absent from class.

Statement for Copyright Notification:
Students are prohibited from giving or selling this **SYLLABUS** and **TEXTBOOKS** to or being paid for taking them by any person or commercial firm without the express written permission of the instructor teaching this course.

Course Evaluation*:*
The course is evaluated as follows:

1. Attendance and Participation (15%)
Kabul University attendance policy requires students to be punctual and attend classes regularly. Thus, you must come to the class well prepared, having done the reading assignments, and be ready for the class discussion. You are also expected to participate in classroom activities and be active. In addition to the attendance book provided by the office, I will also keep record of your attendance. For three hours of absence, you will lose 1(pt) of your grades. In case of participation, you will be evaluated based on your active participation in classroom activities, discussions, readings, and prior preparation.

2. *Reading response (10%)*
When writing response papers, you are required to summarize the main idea and the most important points of the assigned text, and be ready to discuss those in the class. You may ask question (s) if you do not understand anything. Reading responses are evaluated on both quantity and quality. In case of quantity, it should, at least, be one full page (double space New Times Roman 12). In case of quality, the reading response should integrate: 1) a clear summary of the text in your own words, 2) appropriate grammatical structures, proper punctuation and capitalization, 3) organization of ideas, correct spelling and etc.

3. *Final project (30 %)*
As per requirement of this course, you are supposed to do a comparative study of English-Pashto or English-Dari. In this study, you are to do research on **Past Tense.** Areas of the study will integrate: past tense introduction, past tense formation, use (s) of past tense, and etc. You need to use at least six sources (three sources of English and three sources of your native language) for this research project.

The paper (literature review) should not be less than 10 pages (double spaced New Times Roman 12). You are required to use APA style while writing the paper, and follow all rules of writing a research paper. The paper should be free of any type of errors and will be evaluated for a good summary of what you have studied, grammatical structures, punctuation, capitalization, organization of ideas, spelling, paraphrasing, in-text citation and etc.

4. Midterm exam (15 %)
Your answers to the exam questions will be evaluated based on accurate and correct answers. If you miss the exam the first time, you will lose 5points. That is, you can take the exam again, but your score will be calculated from 10%.

5. Final exam (30 %)
The same as midterm exam**.** You must not call me on exam issues rather you can talk to me at the university. Recommendations (واسطه وىا سفارشات) are strictly prohibited.

Course Schedule

Week 1
Day 1: Course Introduction (i.e. course policy, assignments and etc.)   **Day 2**: "Introduction to the sentence structure" -pp.46

Week 2
Day 1: Introduction to the sentence structure (Cont.)   **Day 2: "**Count and Non Count Nouns"-pp.114

Week 3

Day 1: "Quantifiers"-pp.141
    ✓ Reading response for " Definite and Indefinite Articles"-pp.128
 Day 2: "Agreement"- pp.167
    ✓ Reading response for "Modification of Nouns"-pp.153

Week 4
Day 1: "Adjective clauses" -pp.181   **Day 2:** "Adjective Clauses" (Cont.)-Adj. Clauses with Prepositions; Adj. phrases"-   pp.195   ✓ First Draft of Bibliography is due.

Week 5
Day 1: "The Passive"- pp.220   **Day 2:** "The Passive" (Cont.)   ✓ Reading Response: "The Passive to Describe Situations and Report Opinions"- p 235

Week 6
Day 1: "Gerunds" -pp.258   **Day 2:** "Gerunds" (Cont).   ✓ Reading response for **"**Parallelism"-pp.248

Week 7
Day 1: " Infinitives"- pp.272   **Day 2:** "Infinitives" (cont.)   ✓ Mid Term Exam: Review all readings, class/lecture notes and exercises

Week 8
Day 1: "Adverb Clauses"- pp.310   ✓ Reading Response for "Parallelism of Gerunds and Infinitives" -pp.288   **Day 2: "**Adverb clauses"(Cont.)

Week 9
Day 1: "Connectors"-pp. 338   **Day 2:** "Connectors" (Cont.)   ✓ Reading Response for "Adverbs:Functions,Types,placement and meaning-pp.296

Week 10
Day 1: Noun Clauses: Subjects, Objects, and Complements"-pp. 364   **Day 2:** "Noun clauses"(Cont.)   ✓ Reading Response for " Sentences and Fragments"- pp. 356

Week 11
Day 1: "Direct and Indirect Speech" -pp.37   **Day 2**: "Direct and Indirect Speech (Cont.)"   ✓ Reading response for " Adverb and Adverbial Phrases"-pp. 326

Week 12
Day 1: "Conditionals; Other ways to Express Unreality"-pp. 408   **Day 2:** "More Conditions; The Subjunctive" p.421   ✓ **Final project due**

Week 13
Day 1: Subjunctive (Cont.)
Day 2: "Avoiding Run-On Sentences and Comma Splices"-pp. 435

Week 14
Day 1: "Modals to express Degrees of Necessity"- pp. 72-88
Day 2: "Modals to Express Degrees of Certainty"- pp. 89
✓ Reading response for **"**Modals and other auxiliaries"- pp.55

Week 15:

Note: The syllabus is subject to change.

THE GENERAL SERVICE LIST

The General Service List was created in 1953 by Michael West. It includes 2,284 words selected to be of the greatest "general service" to learners of English for the purpose of basic interpersonal communication. The words are listed in order of frequency.

SUBLIST 1 OF THE GENERAL SERVICE LIST

This sublist contains the most frequent words of the GSL: 001 – 200

the	what	where	same	order
be	time	much	another	eye
of	up	should	begin	plan
and	go	well	while	run
a	about	people	number	keep
to	than	down	part	face
in	into	own	turn	fact
he	could	just	real	group
have	state	because	leave	play
it	only	good	might	stand
that	new	each	want	increase
for	year	those	point	early
they	some	feel	form	course
I	take	seem	off	change
with	come	how	child	help
as	these	high	few	line
not	know	too	small	
on	see	place	since	
she	use	little	against	
at	get	world	ask	
by	like	very	late	
this	then	still	home	
we	first	nation	interest	
you	any	hand	large	
do	work	old	person	
but	now	life	end	
from	may	tell	open	
or	such	write	public	
which	give	become	follow	
one	over	here	during	
would	think	show	present	
all	most	house	without	
will	even	both	again	
there	find	between	hold	
say	day	need	govern	
who	also	mean	around	
make	after	call	possible	
when	way	develop	head	
can	many	under	consider	
more	must	last	word	
if	look	right	program	
no	before	move	problem	
man	great	thing	however	
out	back	general	lead	
other	through	school	system	
so	long	never	set	

SUBLIST 2 OF THE GENERAL SERVICE LIST

This sublist contains the most frequent words of the GSL: 201 – 400

city	though	simple	easy
put	young	within	although
close	less	love	record
case	enough	human	sit
force	almost	along	determine
meet	read	appear	level
once	include	doctor	local
water	president	believe	sure
upon	nothing	speak	receive
war	yet	active	thus
build	better	studentmonth	moment
hear	big	drive	spirit
light	boy	concern	train
unite	cost	best	college
live	business	door	religion
every	value	hope	perhaps
country	second	example	music
bring	why	inform	grow
center	clear	body	free
let	expect	ever	cause
side	family	least	serve
try	complete	probable	age
provide	act	understand	book
continue	sense	reach	board
name	mind	effect	recent
certain	experience	different	sound
power	art	idea	office
pay	next	whole	cut
result	near	control	step
question	direct	condition	class
study	car	field	TRUE
woman	law	pass	history
member	industry	fall	position
until	important	note	above
far	girl	special	strong
night	god	talk	friend
always	several	particular	necessary
service	matter	today	add
away	usual	measure	court
report	rather	walk	deal
something	per	teach	tax
company	often	low	support
week	kind	hour	party
church	among	typecarry	whether
toward	white	rate	either
start	reason	remain	land
social	action	full	material
room	return	street	happen
figure	foot		education
nature	care		death

Sublist 3 of the General Service List
This sublist contains the most frequent words of the GSL: 401-600

agree	minute	piece	exist
arm	remember	sometimes	north
mother	purpose	beauty	suggest
across	test	trade	station
quite	fight	fear	effective
anything	watch	demand	food
town	situation	wonder	deep
past	south	list	wide
view	ago	accept	alone
society	difference	judge	character
manage	stage	paint	English
answer	father	mile	happy
break	table	soon	critic
organize	rest	responsible	unit
half	bear	allow	product
fire	entire	secretary	respect
lose	market	heart	drop
money	prepare	union	nor
stop	explain	slow	fill
actual	offer	island	cold
already	plant	enter	represent
effort	charge	drink	sudden
wait	ground	story	basic
department	west	experiment	kill
able	picture	stay	fine
political	hard	paper	trouble
learn	front	relate	mark
voice	lie	below	single
air	modern	space	press
together	dark	apply	heavy
shall	surface	decide	attempt
cover	rule	share	origin
common	regard	desire	standard
subject	dance	spend	everything
draw	peace	sign	committee
short	observe	therefore	moral
wife	future	various	black
treat	wall	visit	red
limit	farm	supply	bad
road	claim	officer	earth
letter	firm	doubt	accord
color	operation	private	else
behind	further	immediate	mere
produce	pressure	wish	die
send	property	contain	remark
term	morning	feed	basis
total	amount	raise	except
universityrise	top	describe	equal
century	relative	ready	east
success	throw	horse	event
	outside	son	employ

Sublist 4 of the General Service List
This sublist contains the most frequent words of the GSL: 601-800

defense	lack	hall	due
smile	hair	slight	season
river	science	command	manner
improve	relation	patient	fit
game	profession	combine	left
detail	pattern	summer	progress
account	quick	enjoy	neither
cent	medical	length	strength
sort	influence	proper	notice
reduce	occasion	express	finish
club	machine	health	opinion
buy	compare	chief	bill
attention	husband	evening	western
ship	blue	store	truth
decision	international	language	wrong
wear	fair	degree	travel
inside	especially	lay	suit
win	indeed	current	bank
suppose	imagine	gun	exact
ride	surprise	dog	honor
operate	average	hotel	brother
realize	official	strange	quiet
sale	temperature	separate	marry
choose	difficult	boat	corner
park	sing	fail	handle
square	hit	clean	danger
vote	tree	dress	hospital
price	race	anyone	pool
district	police	gain	promise
dead	touch	pain	blood
foreign	quality	object	shoot
window	former	knowledge	scene
beyond	pull	depend	literature
direction	chance	dollar	arrive
strike	prove	advance	film
instead	argue	shape	base
trial	settle	arrange	freedom
practice	growth	population	bar
catch	date	yes	maybe
opportunity	heat	sell	hang
likely	save	mention	suffer
recognize	performance	dry	manufacture
permit	count	check	frequent
serious	production	poet	rock
attack	listen	sleep	loss
floor	main	join	burn
association	pick	hot	sun
spring	size	bed	audience
lot	cool	electric	essential
stock	army	dream	glass

Sublist 5 of the General Service List
This sublist contains the most frequent words of the GSL: 801-1000

prevent	marriage	finger	representative
poem	bridge	spot	search
poor	declare	propose	pure
inch	lady	shop	escape
song	cross	broad	crowd
skill	daily	replace	stick
post	afternoon	reply	telephone
popular	attend	extent	avoid
radio	director	lock	garden
animal	balance	employee	favor
conscious	wash	ahead	news
worth	capital	sight	unless
eat	speed	spread	dinner
election	block	wind	someone
faith	citizen	approve	signal
wave	mouth	destroy	yard
murder	hill	none	ideal
model	green	pound	warm
forget	please	fame	miss
extend	motor	importance	shelter
edge	agency	reflect	soldier
distance	encourage	advantage	article
memory	governor	match	cry
recommend	worry	regular	captain
division	affair	wage	familiar
staff	shoulder	refuse	seat
leg	bright	existence	guest
discussion	mass	hardly	weak
address	sample	perform	excite
fly	pretty	title	king
dependent	repeat	tend	everyone
ball	roll	exercise	wine
shake	push	thin	hole
frame	trip	coat	duty
extreme	council	bit	beat
engineer	clothe	mountain	perfect
thick	parent	youth	bottom
comfort	forward	behavior	compose
latter	sharp	newspaper	battle
camp	straight	secret	expense
oil	gas	ability	cattle
discover	weight	sea	flow
examine	discuss	soft	kitchen
difficulty	fix	justice	dust
tooth	load	reasonable	bottle
middle	master	circle	admit
choice	whatever	solid	tear
refer	round	page	tire
enemy	rapid	weapon	expression
practical	laugh	fast	exception

B. TEXTBOOKS

Textbook Evaluations
A bewildering number of new textbooks flood the worldwide EFL market year by year, making it more difficult each year to choose the right book for class. The English department has decided that current textbooks selection methods in adult EFL are unsatisfactory and that there is a need for a new approach or an alternative way of choosing textbooks.

This decision was based on four presuppositions:
1. A large number of adult EFL classes around the world today are using textbooks which were not chosen by the careful application of objective evaluation criteria.

2. Today the procedure for choosing textbooks in many countries is often haphazard and teaching materials are rarely chosen by the application of some criteria. A common method is for Heads of departments to obtain a few new textbooks which are briefly looked over or flicked through by the more experienced instructors in the department, after which books are chosen on the basis of the subjective judgments of those instructors. Many times this occurs because instructors are often either unaware of the existence of checklists, cannot obtain them, do not want to make the effort to use them or are put off by their length and complicated nature. These factors and time pressure to choose a textbook quickly make this process inevitable.

3. The ongoing failure to create and use objective criteria when selecting textbooks is an abdication of the responsibility of departments and instructors to provide learners with materials that are as relevant as possible to their needs, and to ensure that the investment of money and the learners' investment of time in study are fully justified.

4. One effective way of ensuring that the needs and wants of learners are given careful consideration when choosing textbooks is to apply a written checklist of appropriate selection criteria to potential textbooks.

The goal of the checklist presented here is not to analyze textbooks in great depth from a linguistic or pedagogic viewpoint, but to allow as thorough an evaluation as possible to be made in the time normally allocated for textbooks assessment, enabling a comparative and objective evaluation of textbooks to be made before they are chosen for use in class. The checklist was written in England and designed for use worldwide. The checklist takes elements from the checklists of EFL experts and adapts them, with the addition of new items and a new scoring system. The hope with this flexible checklist is that English and EFL departments will choose textbooks on the basis of the needs and wants of their own learners.

<div align="center">**COURSBOOK EVALUATION CHECKLIST**</div>

This checklist is designed for evaluating textbooks used for teaching English as a Foreign Language.

Name of evaluator………………………………………..
Title of textbook…………………………………………
Publisher……………………………………………….
Date of publication………………………………………
Stated level of learners……………………………………
Cost of student's book……………………………………
Cost of teacher's book……………………………………
Cost of cassette tapes……………………………………...
Is book now available (Yes/No)………………………......
If No, when will it be available?…………………….......

This checklist is designed to produce a score for any evaluated textbook. Scores are not explained in absolute terms but can be used for comparison if more than one textbook is evaluated.

Rate the criteria below numerically on a scale from 0 to 2 in the blank space before each one, as follows:-

> 2 = Good
> 1 = Satisfactory
> 0 = Poor.

The scoring table is given at the end of the checklist.

Section I. General Impression
( ) 1. Flick through the book briefly. The overall appearance is attractive and will be appealing to learners.
( ) 2. Overall, the book appears to be up-to-date.
( ) 3. The book's description of itself appears to match the contents.

Section II. Technical Quality
( ) 4. The book is durable, with a strong cover, and is printed on good quality paper.
( ) 5. The printing and illustrations are of high quality and the book has an attractive layout, without densely cluttered pages. It has been well edited.
( ) 6. Color is used but not to a distracting extent.

Section III. Cultural Differences
( ) 7. Any cultural bias in the book is restricted to a degree acceptable to your learners.
( ) 8. (Teaching in a non-Western culture) Cultures other than Western or American are also portrayed in the book.
( ) 9. The cultural tone overall is appropriate for use in your setting.

Section IV. Appropriateness
( ) 10. The materials, language focus and activities are in general appropriate for your learners.
( ) 11. The textbook will meet the long and short term goals specific to your learners.
( ) 12. Learners are not asked to perform roles or activities unacceptable in your setting.
( ) 13. The activities are adaptable to personal learning and teaching styles.

Section V. Motivation and the Learner
( ) 14. Materials used in the book are authentic and up-to-date to an acceptable degree.
( ) 15. Materials used have intrinsic interest and will appear relevant and interesting to learners.
( ) 16. Materials with variety and pace are used.
( ) 17. Personal involvement of learners is encouraged.
( ) 18. The book encourages learners to assume responsibility for heir own learning.
( ) 19. There is a problem-solving and competitive element.
( ) 20. The book exploits the social nature of classrooms.

Section VI. Pedagogic Analysis
( ) 21. Methodologically the book is in line with your school's approach to language learning.
( ) 22. Methodologically the book is in line with current worldwide theories and practices of language learning.
( ) 23. Pronunciation: there is sufficient work on recognition and production of individual sounds.
( ) 24. Pronunciation: there is sufficient work on recognition and production of stress patterns and intonation.
( ) 25. The balance between listening, speaking, reading, and writing skills development in the book is appropriate to your particular learners and learning situation.
( ) 26. Skills integration is given sufficient attention.
( ) 27. The development of discourse and fluency skills is given sufficient attention.
( ) 28. The book contains adequate formal learner achievement tests.
( ) 29. There are activities for communicative interaction and the development of communicative strategies.
( ) 30. The balance between individual work, pairwork, groupwork, and whole-class work in the book is appropriate for your particular learning situation.
( ) 31. One goal of the book is enabling learners to use English outside the classroom situation.
( ) 32. New structures are presented systematically and in a meaningful context.
( ) 33. New items receive sufficient and varied practice.
( ) 34. The meaning of new vocabulary is presented in context.
( ) 35. The grading of new items is not too steep or to gentle for your learners.
( ) 36. In general the activities in the book are neither too difficult nor too easy for your learners.
( ) 37. The book is sufficiently challenging to learners.
( ) 38. There are mechanisms for giving regular feedback to learners.
( ) 39. Units are not based around a storyline which may force the teacher to use every unit in sequence.
( ) 40. There is variety in the makeup of individual units.
( ) 41. Useful guidance is given to learners on correct use of the book.
( ) 42. The style of used speech and texts is appropriate for our learners.
( ) 43. There is provision for the book to be used for self-study by lone learners.
( ) 44. New items are reviewed and recycled throughout the book.
( ) 45. The book matches the syllabus of your school to a sufficient extent.

Section VII. Finding Your Way through the Student's Book
( ) 46. There is an adequate contents page.
( ) 47. There is a comprehensive index.
( ) 48. There is a complete summary of functions.
( ) 49. There is a summary of new and reviewed grammar.
( ) 50. There is a list of topics used in the book.
( ) 51. There is a list of new vocabulary.
( ) 52. If audio is used, there is a transcript in the student's and/or teacher's book.
( ) 53. Sufficient guidance is given for the needs of both experienced and inexperienced teachers.

Section VIII. Supplementary Materials
( ) 54. A teacher's book is available and gives useful and complete guidance along with alternative activities.
( ) 55. A workbook is available and contains appropriate supplementary activities.
( ) 56. Cassette tapes or CD's are of good quality construction.
( ) 57. Sound quality of audio is good with no hissing, distortion, background noise, or other problems.
( ) 58. Audio has a variety of voices and they are native speakers talking at normal speed.
( ) 59. If the book is part of a series, other books in the series are also suitable for use in your school.
( ) 60. The textbook, teacher's book, tapes and workbook are not prohibitively expensive for your students/school.

What materials or activities are missing from the book which should be included?
……………………………………………………………………………………..
What helpful ways of learning are missing from the book which should be included?
……………………………………………………………………………………..

Other comments:…………………………………………………………………….

Summation:-…………………………………………………………………………

Evaluator's Signature…………………………………………Date:…./……./………..

SCORING TABLE

There are 60 items on the checklist, with 2 points possible for each item. Items should be weighted before using the checklist to reflect their relative importance in your teaching situation.

Scoring procedure:-
        a. Enter the desired weightings in the 'weight' column.
        b. Enter the score you gave for each item.
        c. Multiply each score by its weighting factor.
        d. Add up the totals to get the final score.

ITEM	SCORE	WEIGHT	TOTAL	ITEM	SCORE	WEIGHT	TOTAL
1.	X	=		31.	X	=	
2.	X	=		32.	X	=	
3.	X	=		33.	X	=	
4.	X	=		34.	X	=	
5.	X	=		35.	X	=	
6.	X	=		36.	X	=	
7.	X	=		37.	X	=	
8.	X	=		38.	X	=	
9.	X	=		39.	X	=	
10.	X	=		40.	X	=	
11.	X	=		41.	X	=	
12.	X	=		42.	X	=	
13.	X	=		43.	X	=	
14.	X	=		44.	X	=	
15.	X	=		45.	X	=	
16.	X	=		46.	X	=	
17.	X	=		47.	X	=	
18.	X	=		48.	X	=	
19.	X	=		49.	X	=	
20.	X	=		50.	X	=	
21.	X	=		51.	X	=	
22.	X	=		52.	X	=	
23.	X	=		53.	X	=	
24.	X	=		54.	X	=	
25.	X	=		55.	X	=	
26.	X	=		56.	X	=	
27.	X	=		57.	X	=	
28.	X	=		58.	X	=	
29.	X	=		59.	X	=	
30.	X	=		60.	X	=	

Subtotal:………   Subtotal:………

TOTAL SCORE FOR THE COURSEBOOK…………………………..

Note: The textbook should be reassessed periodically in the light of the results of learner achievement tests and learner and teacher judgments.

Amount	Class	Father's Name	Name
	Junior	A.Ghafoor	Abdul Qaiyum

Second Semester	First Semester	
Study Skills for Students of English	Study Skills for Students of English	1
The Art of Styling Sentences	The Art of Styling Sentences	2
First Steps in Academic Writing 2	First Steps in Academic Writing 2	3
English Grammar in Use	English Grammar in Use	4
Focus on Grammar 4	Focus on Grammar 4	5
Academic Listening Encounters	Clear Speech	6
Reading Matters 2	Listening & Speaking (Tapestry)	7
Reading Power 2	Reading Matters 2	8
	Reading Power 2	9

Fourth Semester	Third Semester	
Blue Print 2	Blue Print 2	10
Basic Grammar in Usage	Basic Grammar in Usage	11
Focus on Grammar 5	Focus on Grammar 5	12
Communicating Effectively in English	The Non-Stop Discussion Workbook	13
Academic Presentation	Tapestry 4	14
Reading Matters 3	Reading Matters 3	15
Advanced Reading Power	Advanced Reading Power	16
Introduction to Literature	Computers	17
Introduction to Translation I (no book)	Introduction to Teaching Methodology	18

Sixth Semester	Fifth Semester	
TKT (Teaching Knowledge Text) Preparation (Methods)	Contemporary Topics 2 (notetaking skills)	19
Improving the Grammar of Written English: The Editing Process	Improving the Grammar of Written English :The Editing Process	20
Research Matters	Research Matters	21
The Research Paper, 14th Edition	The Research Paper, 14th Edition	22
Reader's Choice 5th Edition	Reader's Choice 5th Edition	23
Discovering Fiction : A Reader of North American Short Stories	Macbeth (Literature)	24
Language Files 10 (Linguistics)	Language Files 10 (Linguistics)	25
Translation III (no book)	Translation II (no book)	26
Journeys through American Literature	Teaching Methodology (Penny Ur)	27

Eighth Semester	Seventh Semester	
Ten Steps to College Reading Skills, 4th Edition	Ten Steps to College Reading Skills, 4th Edition	28
Writing the Monograph	Writing the Monograph (no book)	29
Technical Writing (by Kaplan)	Technical Writing (by Kaplan)	30
The Story and Its Writer	The International Story: Anthology with Guide-lines for Reading and Writing about Fiction	31
Translation IV (no book)	Translation IV (no book)	32
Language Files 10 (Linguistics)	Language Files 10 (Linguistics)	33
Teaching Practicum	TKT (Teaching Knowledge Text) Preparation Method	34
Longman Preparation for the TOEFL		35

D. Lesson Plan Brainstorming Worksheet Template

LESSON PLAN: CONCEPT WEB

OBJECTIVES

COURSE

CONCEPTS/
SKILLS

STUDENT'S INTERESTS AND
NEEDS/BACKGROUND

MATERIALS

LESSON
FOCUS

ACTIVITIES

EVALUATION IDEAS

LESSON **P**LAN **C**ONTINUED: **F**ORMAL **W**RITTEN **L**ESSON **P**LAN **T**EMPLATE

Lesson Plan Template

Course:	Name:	Date:
Topic:	Unit:	Year of Study:

Materials Needed:

Student Learning Outcome(s):
Objective(s):

Anticipatory Set	
Input:	
Modeling:	
Guided Practice:	
Independent Practice:	
Evaluation:	
Closure	

Comments:

Components of a Lesson Plan

Materials Needed

Student Learning Outcomes: (SLOs)
The teacher needs to know what standards of performance are to be expected and when students will be held accountable for what is expected. The students should be informed of the expectations, the SLOs.

Objective(s)
Before a lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What should the student, specifically, be able to do as a result of the teaching?

Anticipatory Set (Attention Grabber)
Anticipatory set is sometimes called a "hook" to **grab** the student's attention.
- To put students into a receptive frame of mind.
- To focus student attention on the lesson
- To create an organizing framework for the ideas, principles, or information that is to follow.
- To extend the understanding and the application of abstract ideas through the use of examples or analogy…used any time a different activity or new concept is to be introduced.

Teaching: Input
The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Teaching: Modeling
Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level.

Teaching: Checking for Understanding
Determining whether students have "got it" before proceeding further into the lesson. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins.

Guided Practice
An opportunity for each student to demonstrate grasping of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Independent Practice
Once students have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be homework, group work, or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization, enough different contexts so that the skill may be applied to any relevant situation; not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

Evaluation
Determine whether students truly understand the lesson and to measure if the objectives have been achieved. This can be done formally or informally or can be done through projects, examinations, interviews, questioning, etc.

Closure
Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring concepts together in their own words to make sense out of what they have just been taught. "Any questions? No. OK, let's move on" is NOT closure.

Course: GS EL	Name:	Date: May 2009
Topic: Education	Unit: R&W Theme 1, Lesson 1, pp 6-7 (Semester Session 4)	Year of Study: 2009
Materials Needed: pen, eraser		
Student Learning Outcome(s): SLO3: Students will demonstrate the ability to critically read a variety of text with 70% accuracy.		
Objective(s): The student uses skills in alphabetic to construct meaning.		
Anticipatory Set	Teacher copies this text onto the board [include the "mistakes"] *At the moment i am studying maths and science at school. I quite like Maths but I quite don't like Science. In the future I will study geography at university. It will be Excellent! I will learn about countries like the USA and brazil.* The students should identify the 7 mistakes and discuss what the correct answer is. The teacher then goes through the answers with them.	
Input:	Post the objectives while the monitor collects homework: • Learn what subheadings are used for • Learn to identify the main verb in a text • Use correct punctuation • Learn the verb 'to learn' Inform students of correct punctuation in English: Capital letters at the start of sentences, and for study subjects, cities, nationalities, countries, languages, names and geographical features. [capitalization for study subjects only applies to languages and to named geographical features in A.E.]	
Modeling:	Complete Lesson 1 p 6 ex. B together. Students have to tick the items that have capital letters and leave blank the ones that do not.	
Guided Practice:	• Look at the article on p 7. Before telling them to turn to p7, tell them not to read anything on the page – just look at the pictures. Ask students to guess what the article might be about. • Explain to the students that understanding a text does not necessarily mean understanding every word. There are strategies for learning to read in a foreign language, and we are going to use some of them today. Tell students to be patient and to follow the activities one by one. • Work through Exs. C & D, p 6. First, go through the meaning of the words *heading, subheading, paragraph.* • Introduce the verb *to learn* on the board. Tell students that the verb *to learn* is often preceded by a time phrase such as *yesterday, this morning, in Science,* etc. Tell students that the verb can also be followed by prepositions which can also change the meaning of the verb. • Read the sentences in Lesson 2 (p 6, ex. A).Follow the instructions to numbers 1, 2, and 3 together. Summarize with the students that there are three *to learn* verbs: *to learn about, to learn that* and *to learn how.* Tell students that the words following the verb are prepositions.	
Independent Practice:	Complete p. 6 (lesson 2) ex. C. Work in pairs to summarize the text. Homework: Learn new vocabulary from today's lesson.	

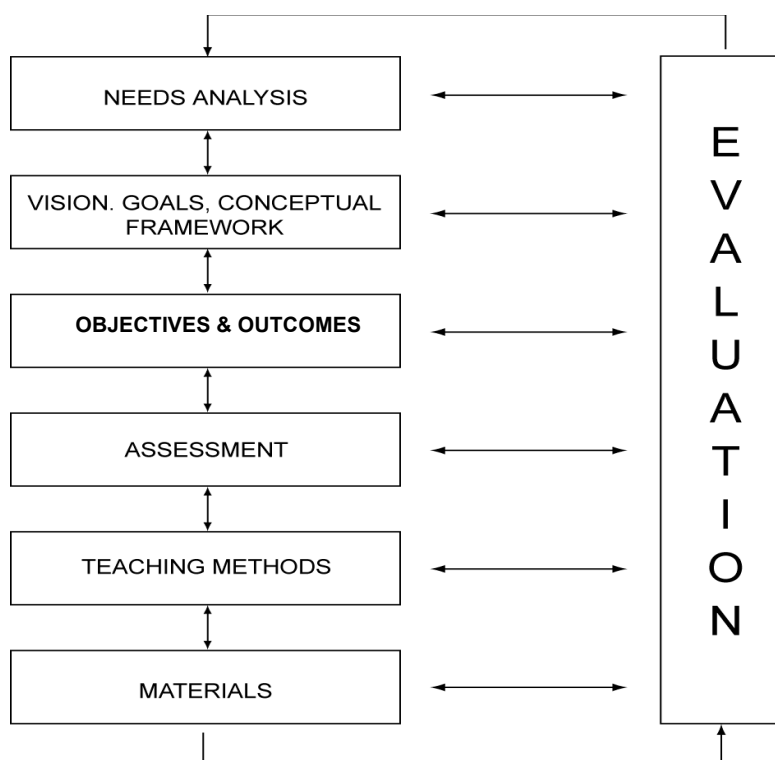| Evaluation:	Ask volunteers to tell about one thing they learned (different from the others).
Closure	Review the purpose of a subheading. Discuss the reading strategies learned for approaching a difficult text.

Comments:

E. EVALUATIONS

In order to contribute to the on-going quality of the program, it will be important to continually evaluate what we are doing, why we are doing it, and how well we are doing it. Namely, we will want to review whether we are pursuing the right things and doing so in the best way. Curriculum and program development are never completed. They are on-going, never-ending processes of asking, "Are these still our needs and goals, and is this the best way to fulfill them?"

We *ASSESS* student progress and we *EVALUATE* program success.

Systematic Curriculum Design

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┌─────────────────────────┐        ←──────→        ┌──────────┐
│     NEEDS ANALYSIS      │                         │    E     │
└─────────────────────────┘                         │    V     │
            ↕                                        │    A     │
┌─────────────────────────┐        ←──────→         │    L     │
│  VISION. GOALS, CONCEPTUAL │                       │    U     │
│       FRAMEWORK         │                          │    A     │
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│  OBJECTIVES & OUTCOMES  │                          │    N     │
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│      ASSESSMENT         │                          │          │
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┌─────────────────────────┐        ←──────→         │          │
│    TEACHING METHODS     │                          │          │
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│       MATERIALS         │                          │          │
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As time progresses, we will implement several forms of instructor and program evaluation. In the first semester of each academic year, the following evaluations are recommended:

- Coaching Observations of Instructors (Feedback goes only to Instructors)
- Formal Evaluations of Instructors

The Coaching Evaluation process will begin shortly after the start of the 2010 term in order to provide instructional support to the KU English language faculty in regards to implementing the new curriculum. Feedback from the classroom observation will only go to the KU instructors for their professional development and in preparation for their formal yearly evaluation. The Coaching Tool form is included on the following pages and should be reviewed carefully by all KU English language instructors as it reflects the core instructional values of the program.
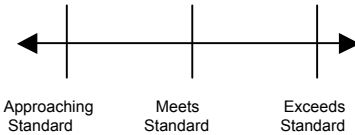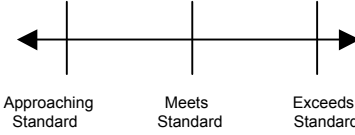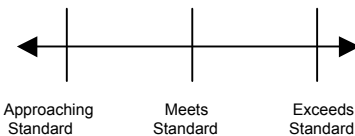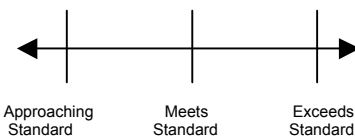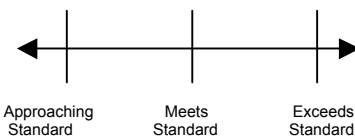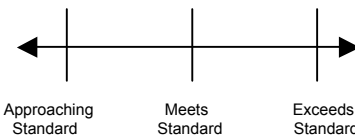
One formal evaluation of each instructor should occur once each semester. These official evaluations are to be kept in the instructor's portfolio held by the Head of the department for review when considering permanent faculty status, scholarship awards, and for promotional purposes. These are confidential files that will be kept in a locked file cabinet in the Head of the department's office.
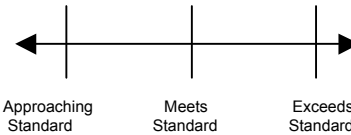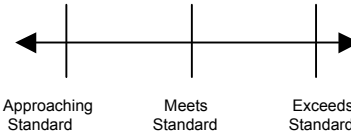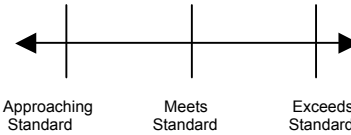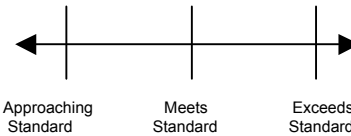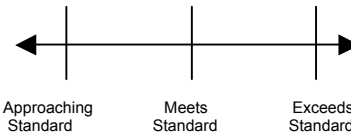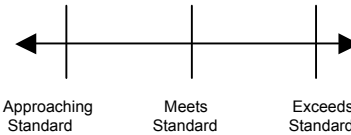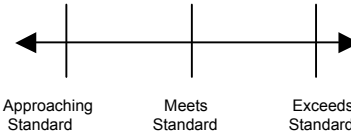
The following evaluations should be conducted during the second semester of the academic year:

- Formal Evaluations of Instructors
- Student Evaluations of Needs, Goals, Courses, Instructors, and Materials
- Instructor Evaluations of Needs, Goals, Courses, Materials, and Procedures

Documents to be used for these evaluations are also included on the following pages. The Student Evaluations and the Instructor Evaluations will be conducted at the end of the term, with results coming directly to the KU/KSU lead English language consultant or head of the curriculum committee who will compile and summarize findings in order for the curriculum committee to discuss program modifications and present them to the faculty.

KABUL UNIVERSITY
ENGLISH DEPARTMENT TEACHING BENCHMARKS
(COACHING TOOL ONLY)

BENCHMARKS	COMMENTS
1. CLASSROOM ENVIRONMENT The atmosphere of their English classes influences students' success in language learning. It is important that the instructor maintains a positive, supportive classroom environment. A good rapport can be established by being friendly and helpful and never "talking down" to students. Teacher functions more as a facilitator of learning than as a lecturer. The teacher also needs to foster respect amongst students, encouraging all students to participate openly and equally in class, free from ridicule.	Approaching Standard — Meets Standard — Exceeds Standard
2. LEARNER-CENTEREDNESS The teacher's work is to facilitate learning, not to merely give information. Thus, important aspects of a teacher's job understand the learning process, how students learn language, and how students learn differently from one another. Teachers must be able to gather information from individual learners in the process of learning, to analyze and interpret what they see and to validate or rethink what they are doing in order to facilitate learning amongst each student. When a teacher is able to adapt their teaching style and approach to an individual's learning style, preferences, needs, and motivations, we can say that the class is learner-centered.	Approaching Standard — Meets Standard — Exceeds Standard
3. BALANCE OF LANGUAGE PRESENTATION Language presentation is balanced in order to promote fluency and understandability between fluency and form, and between all aspects of communicative competence (i.e., grammatical , discourse , socio-cultural , and strategic competence).	Approaching Standard — Meets Standard — Exceeds Standard
4. GOALS, OBJECTIVES, OUTCOMES, FEEDBACK, and ASSESSMENT Teacher prepares students to meet course goals, outcomes, and objectives. The outcome(s) of each class meeting is/are made clear and students can see how meeting this/these outcome(s) will help them to reach other overall course goals and objectives. Throughout each class meeting, students are given supportive feedback as to how they are progressing towards meeting those outcomes. Assessment is used throughout the term to provide constructive feedback to students. Teachers must prepare students to successfully complete their end of term comprehensive exam. It is anticipated that at minimum 80% of students in class should be able to pass the exam. (Note: The comprehensive exam is prepared and scored by the testing committee of the ED/KU.)	Approaching Standard — Meets Standard — Exceeds Standard
5. LESSON PLANNING Teachers develop their own daily class lesson plans working within the conceptual framework and course syllabus. Teachers should have a lesson plan in writing for each day of class. This plan should be evident by clear goals, objectives, and outcomes, and the smooth, effective flow of class activities. Lesson plans should include a well-rounded variety of activities. Activities should be of high interest, authentic when possible, and relevant to students.	Approaching Standard — Meets Standard — Exceeds Standard
6. CLASS PARTICIPATION/ENGLISH INTERACTION In order to succeed at the task of learning English in the program, it is essential that all students are active participants in every class, and that no student dominates or is uninvolved. In order to accomplish this goal, the teacher must act as a facilitator and guide in class activities so that <u>the majority of class time</u> is spent in production of the English language involving all students. The teacher encourages fluency and is not overly critical of individual's mistakes/errors of form. Aside from official class policies and procedures, classes should be carried out entirely in English.	Approaching Standard — Meets Standard — Exceeds Standard

7. CRITICAL THINKING Teacher creates learning activities which promote analysis, negotiation of meaning, synthesis, and problem solving.	Approaching Standard — Meets Standard — Exceeds Standard
8. REFLECTIVE PRACTICES Teacher reflects upon teaching practices, policies, and procedures in order to continually improve program.	Approaching Standard — Meets Standard — Exceeds Standard
9. HOMEWORK The length and difficulty of homework assignments are appropriate to the level of the majority of students in a given class. There should be no assignments which are merely "busywork". Homework assignments should be interesting, useful and relevant both to class materials and to the student's life outside of English classes. Students will see the purpose of homework assignments which relate directly to the lesson for a subsequent class or to the overall plan of the course.	Approaching Standard — Meets Standard — Exceeds Standard
10. CLASS PERIODS AND TEACHING OBLIGATIONS Each teacher is assigned to teach a specified number of classes at certain levels throughout the term. Teachers are responsible for teaching every hour, which has been assigned to them unless arrangements have been made with the program coordinator in advance for the substitute. Classes are expected to begin and end on time.	Approaching Standard — Meets Standard — Exceeds Standard
11. RECORDS OF STUDENT ATTENDANCE AND PERFORMANCE Teachers are required to keep accurate records of student attendance, punctuality, diligence and progress , and communicate these to the administration as required for attendance records, progress reports, and dismissals when necessary. Only administration can dismiss a student from the program; however, any student who is not performing to required standards should discussed with administration as early as possible so that student counseling and assistance can be utilized before dismissal becomes the only option.	Approaching Standard — Meets Standard — Exceeds Standard
12. ADMINISTRATIVE PERFORMANCE To keep the program operating smoothly, it is necessary for teachers to adhere to the stated policies and procedures and to be strict in their insistence that students adhere to program policies and procedures as well. In addition, teachers are expected to cooperate with and support all staff members and other teachers, both within and outside of the classroom, in all matters relating to the operation of the program. If the teacher has been assigned administrative responsibilities in addition to teaching responsibilities, he/she is expected to carry these out in a timely, thorough manner.	Approaching Standard — Meets Standard — Exceeds Standard
13. PROFESSIONAL IMAGE Since teachers significantly influence the public image of the program, they are expected to dress appropriately in class and to maintain a neat, clean, and professional appearance.	Approaching Standard — Meets Standard — Exceeds Standard

Please attach copies of the following items to this review:

❏ Instructor Input to Evaluation (optional) ❏ Sample daily lesson plan ❏ Class records (grades, attendance)

FORMAL TEACHER EVALUATION FORM

ENGLISH LANGUAGE PROGRAM

FORMAL INSTRUCTOR OBSERVATION FORM

Instructor's Name _____

Course _____   Semester:

_____

Description of class/sequence of activities (provide time intervals): follows lesson plan format [General class theme/topic: _____]

I. Instructional Practices

A. Organization and Planning

• Instructor has obvious plan for class time.	1 2 3
• Uses warm-up/review to start class.	1 2 3
• Instructor models vocabulary/structures to be studied before student practice.	1 2 3
• Activities are sequenced by level of difficulty and language production.	1 2 3
• Instructor employs a mix of activity type (small group, whole class, etc.)	1 2 3
• Teacher devotes time to all four language skill areas.	1 2 3
• Teacher paces classroom activities well (timing of activities effective).	1 2 3
• Teacher relates current lesson to previously learned material.	1 2 3
• Embeds cultural information in content.	1 2 3
• Class session has a definite conclusion.	1 2 3
• Routine established for homework, reading assignments, class information.	1 2 3
• Routines are established for asking questions/getting student feedback.	1 2 3

Comments_____

_____

_____

_____

B. Overall Command and use of English

1. Pronunciation	Strong	Acceptable	Weak
2. Grammar	Strong	Acceptable	Weak
3. Vocabulary	Strong	Acceptable	Weak
4. Overall fluency	Strong	Acceptable	Weak
5. Clear (loud) enunciation	Strong	Acceptable	Weak
6. Maximum use of English for level	Strong	Acceptable	Weak

Comments_____

_____

_____

_____

C. Clarity of explanations

- Introduces topic at beginning of class (verbal and/or written).   1 2 3
- Uses clear examples.   1 2 3
- Provides both auditory and visual explanation.   1 2 3
- Explanations are clear and concise, well-planned and organized.   1 2 3
- Explanations are appropriate to level of course.   1 2 3
- Uses visual aids, gestures, expressions, etc. to help convey meaning.   1 2 3
- Guided practice (whole class) is provided for each objective   1 2 3
- Independent practice (individual or small) is provided for each objective.   1 2 3

Comments_____

_____

_____

_____

II. Professionalism of Instructor
- Instructor arrived on or ahead of time.   1 2 3
- Instructor is dressed professionally.   1 2 3
- Instructor maintains professional demeanor.   1 2 3
- Instructor respects student differences and opinions.   1 2 3

Comments_____

_____

_____

_____

III. Teacher-Student Interaction
A. Instructor's Behavior (Circle all that apply)

1. Eye contact   Constant   5 4 3 2 1   Avoids

2. Rapport with students   Evident   5 4 3 2 1   Absent

3. Responses to student errors   Appropriate 5 4 3 2 1   Inappropriate
                                  (focus on meaning)   (focus on grammar)

4. Teacher-centered environment   0-20%   5 4 3 2 1   80-100%

5. % of class time students had
   opportunity to speak   75-100%   5 4 3 2 1   0-20%

6. Students called on   Varied   5 4 3 2 1   Same

B. Students' Behavior   (Check all that apply)
_____ volunteer

_____ active
_____ prepared for class
_____ (try to) communicate in English
_____ respect instructor
_____ inattentive/bored/lost
_____ ask questions in English
_____group/pair communication in English
_____background conversation/misbehavior
_____ lack of books or other materials

Comments on areas that need improvement:

_____

_____

_____

_____

Summary of Strengths:

_____

_____

_____

_____

_____

This instructor needs to be observed next semester.   Yes / No

I have discussed this report with the observer. I have attached comments if desired.

_____   _____   _____
Instructor's signature   Date   Observer's signature

_____ Sᴜʟʟᴀʙᴜs ғᴏʀ ᴄᴏᴜʀsᴇ ᴛᴜʀɴᴇᴅ ɪɴ

_____ Lᴇssᴏɴ Pʟᴀɴ ғᴏʀ ᴏʙsᴇʀᴠᴀᴛɪᴏɴ Tᴜʀɴᴇᴅ ɪɴ

_____ Fᴏʟʟᴏᴡ ᴜᴘ ᴍᴇᴇᴛɪɴɢ ᴏᴄᴄᴜʀʀᴇᴅ (ᴅᴀᴛᴇ:_____)

*****Aᴛᴛᴀᴄʜ ᴅᴏᴄᴜᴍᴇɴᴛs ᴛᴏ ᴛʜɪs ᴇᴠᴀʟᴜᴀᴛɪᴏɴ ᴀɴᴅ Gɪᴠᴇ ᴛᴏ ᴛʜᴇ Hᴇᴀᴅ ᴏғ ᴛʜᴇ Dᴇᴘᴀʀᴛᴍᴇɴᴛ

KABUL UNIVERSITY ENGLISH PROGRAM STUDENT EVALUATION OF COURSES

1. How well does the current Goal Statement (listed below) for the English program match your goals and needs?

Goal Statements:
The goal of this program is to prepare you to use English for interacting and working with and for international organizations and communities, access global information, further your education, teach English, and ultimately to improve the quality of life for yourself, your community, and your country.

Does Not Match   Matches a Little   Good Match   Perfect Match

What is your goal in studying English?

3. Please rate your _____ course and the instructor in the following categories:

Teacher created a comfortable learning environment.	Never	Rarely	Sometimes	Usually	Always
I had many opportunities to interact in English in this course	Never	Rarely	Sometimes	Usually	Always
The teacher always had a well planned lesson.	Never	Rarely	Sometimes	Usually	Always
The teacher was able to make adjustments when I didn't understand/I was able to learn from this teacher.	Never	Rarely	Sometimes	Usually	Always
The course helped me to reach the stated goals, objectives, and outcomes.	Never	Rarely	Sometimes	Usually	Always
The teacher presented the course in an interesting way.	Never	Rarely	Sometimes	Usually	Always
The teacher had clear rules and ensured that they were obeyed equally by all	Never	Rarely	Sometimes	Usually	Always

Please comment on your overall experience in this course: Do you feel that the materials and other standard materials were appropriate for this course?

Not at all   A Little   Usually   Yes, they were perfect

Please comment on the usefulness of the materials for this course:

KABUL UNIVERSITY ENGLISH PROGRAM EVALUATION BY INSTRUCTORS

1. How well does the current Goal Statement (listed below) for the English program match the goals and needs of the students, KU administrators, and Afghan community?

Goals Statement:
The goal of this program is to prepare you to use English for interacting and working with and for international organizations and communities, access global information, further your education, teach English, and ultimately to improve the quality of life for yourself, your community, and
your country.

Not at all   A Little   Usually   Yes, they were perfect

Response

Do you have any recommended modifications for the Goal Statement? If so, list them here.

>

2. Which course are you currently teaching?_____

3. Please comment on the appropriateness of objectives and outcomes for this course. If you would like to make any modifications to the objectives and outcomes, please comment below.

>

4. How did the textbook(s) work for this course? Were their levels appropriate? Were they interesting to the students?

>

5. Would you like to make any recommendations for this course in future? Approaches? Activities? Rules? Procedures?

>

5. INTRODUCTION TO TEACHING & LEARNING

Throughout the next years, we will be exploring much about the process of teaching and learning a foreign language. To begin, we will cover two essential and foundational topics: Communicative Language Teaching and Learner Variables.

A. COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) focuses on the ability to use language to communicate meaning. This approach differs from language teaching which focuses on learning rules, patterns, and definitions. Thus, within CLT the definition of communicative competence is important. Canale and Swain (1980)[1] defined four aspects of communicative competence as outlined below.

COMMUNICATIVE COMPETENCE

> ➢ **Grammatical Competence** – The ability to understand linguistic structures
>
> ➢ **Discourse Competence** – The ability to connect sentences in a meaningful way
>
> ➢ **Sociolinguistic Competence** - The knowledge of social and cultural rules of the L2 environment
> Examples: formal/informal speech depending upon circumstances
>
> ➢ **Strategic Competence** – The ability to utilize strategies in order to communicate in a language, such as repetition, hesitation, fillers,

CLT is often characterized by:
1.) A balanced focus on all aspects of communicative competence, not only on Grammatical Competence.

2.) A balanced approach to develop fluency and comprehensibility. Care is taken not to impede fluency with over attention to form.

3.) Authentic use of language in performance-based activities. Ultimately, the aim is for language use to be spontaneous; thus, it is the instructors' job to create learning activities which bridge the students from rehearsed language use to independent, spontaneous language use in real-life tasks. This is sometimes referred to as "Task-based" instruction.

4.) A focus on the learner and their particular language use needs. This is sometimes referred to as "Learner-Centered" instruction.

---

[1] Canal, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

COMMUNICATIVE LANGUAGE TEACHING

View of Language	Views Language as Communication Focuses on all aspects of communicative competence: grammatical, discourse, socio-linguistic, and strategic
Language Focus	Communication of meaning Attention to fluency first and then form as it affects comprehensibility
Language Skills Emphasized	All skills- listening, speaking, reading, and writing
Nature of Discourse	Authentic oral and written language
Role of Teacher	Facilitator of Learning
Classroom Format	Pairs, Small groups
Learning Environment	Classroom linked to outside community and world
Nature of Student Interaction	Collaboration with all students and teacher
Goal of Curriculum	Develops communicative competence focused on accomplishing learner's language purposes
Criteria for Course Content Selection	Students' personal experiences and communication needs to accomplish goals
Types of Activities	Authentic tasks and cooperative activities
Types of Materials	Authentic texts and materials, realia, computers, videos
Assessment	Rubrics, portfolios, authentic tasks Meaningful, informational-rich feedback

TRADITIONAL CLASSROOM
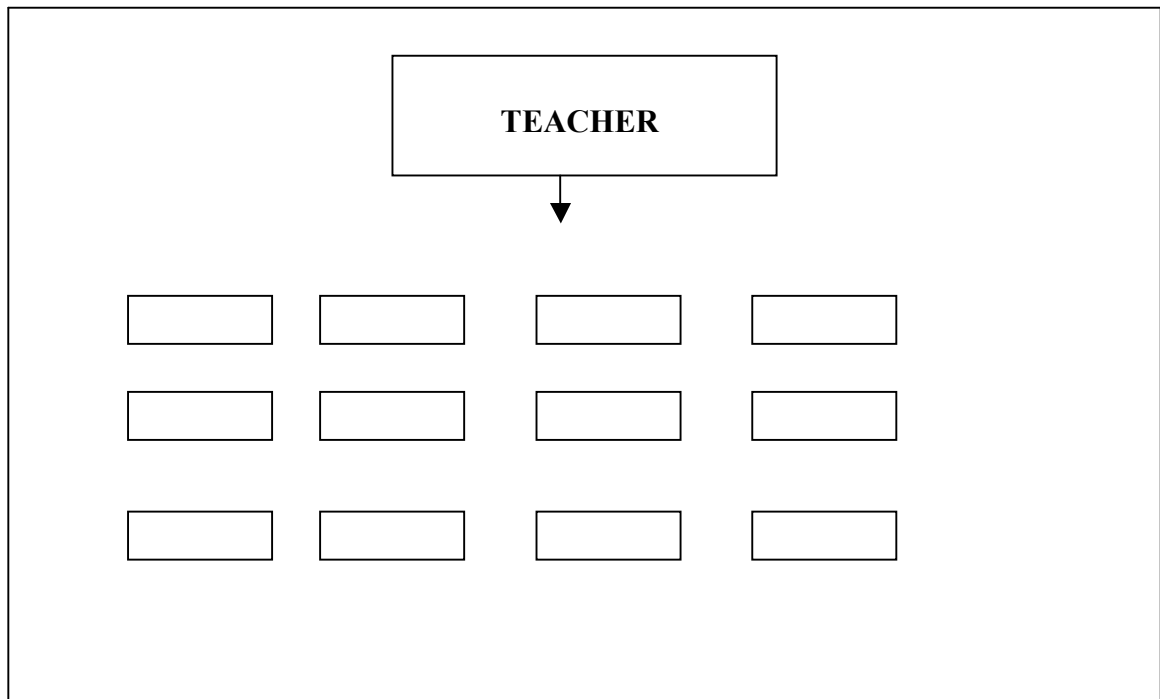
COMMUNICATIVE CLASSROOM
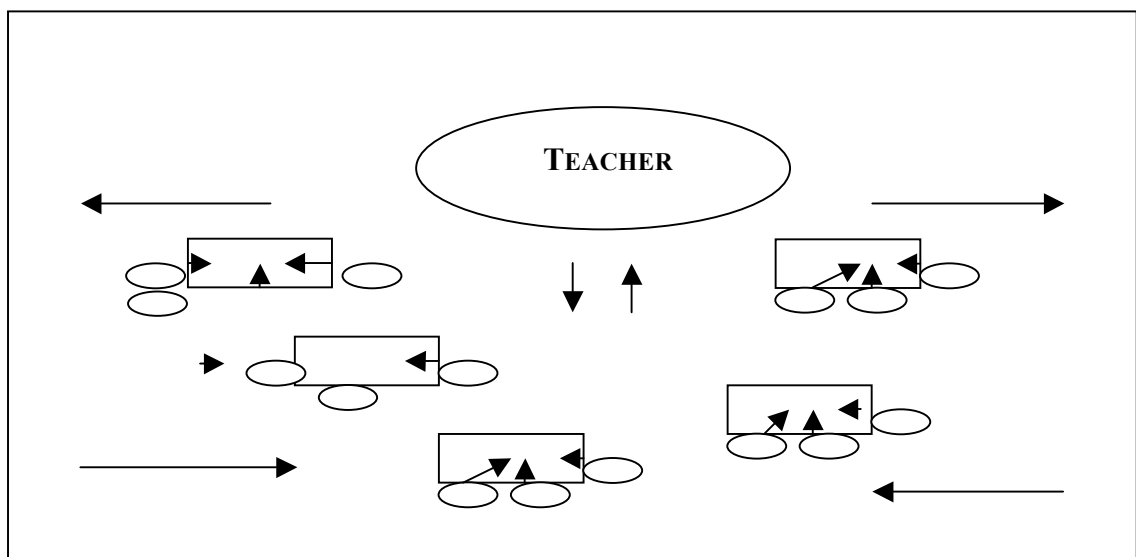
B. LEARNER VARIABLES

Every learner learns differently. The way that one person comes to understand something is not necessarily the way that the next person will come to understand that concept.

It is essential that teachers understand these variables, are aware of how their individual students learn, and know how they as teachers can accommodate the range of learning styles in their classrooms.

There are several learner variables to take into consideration including, but not limited to, the following:

LEARNER VARIABLES FOR CONSIDERATION	
Sensory Styles	Visual, Auditory, Kinesthetic, Tactile
Cognitive Styles	Field Dependent, Field Independent, Analytic, Global, Reflective, Impulsive
Personality Styles	Tolerance for Ambiguity, Extroverts, Introverts, Risk Taking, Face Saving
Multiple Intelligences (Howard Gardener)	Spatial, Musical, Interpersonal, Intrapersonal, Logical, Linguistic, Kinesthetic, Naturalist
Learner Preferences	Environment, time, types of activities, teacher response

"The student's job is to learn the language; the teacher's job is to learn the students." --Caleb Gattegno
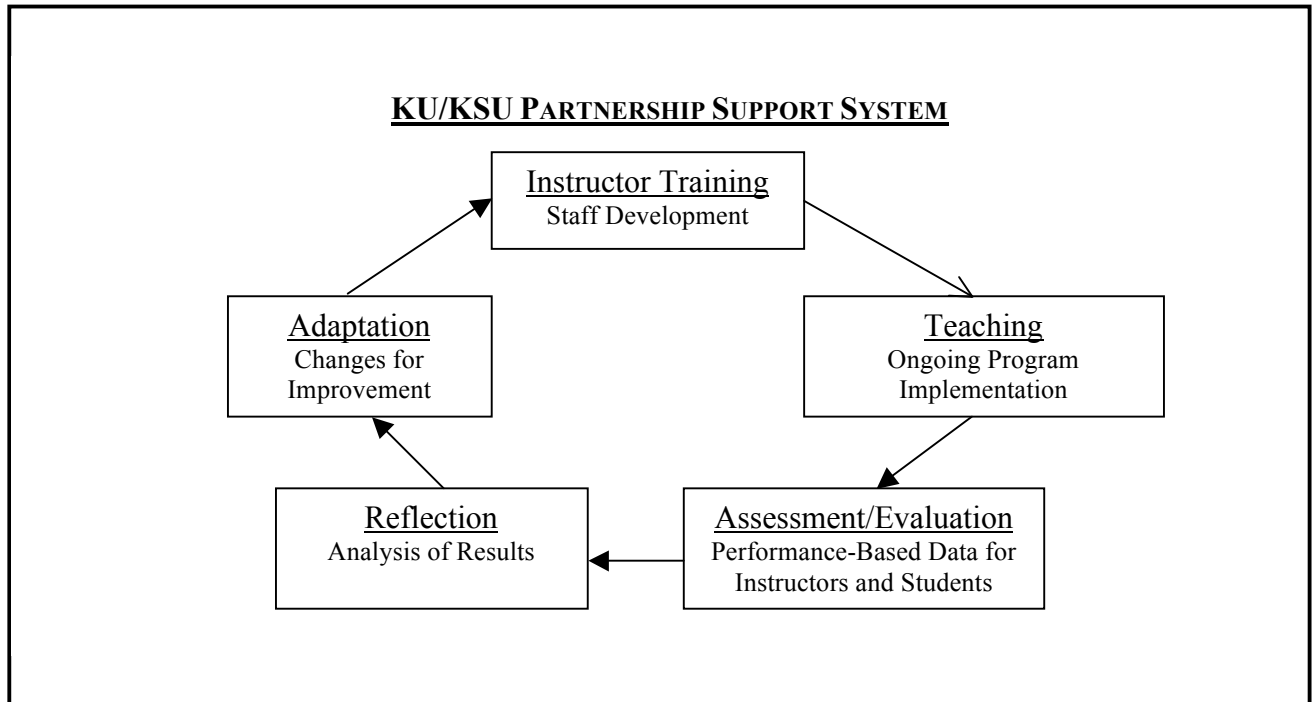

C. LEARNER VARIABLES IN THE CLASSROOM

 In order to adapt teaching to account for learner variables, a teacher should:

1.) Vary presentation styles and classroom activities to accommodate the range of learners.

2.) "Learn the learners" by identifying each student's learning preferences and styles.

3.) Support the students in moving beyond their comfort styles and preferences. At times a task will require use of a style which is neither comfortable nor easy for a student. Teachers should provide smaller steps and bridging activities for students to achieve these tasks.

4.) Value all learning styles and strengths. No particular learning style is better than another. Students can learn much from each other as they come to appreciate learning styles and approaches which are different from their own.

6. SUPPORT SYSTEMS

A. KU / KSU PARTNERSHIP

On-going support will be available through the KU/KSU Partnership consultants. Interactive sessions will take place during the term of the partnership that will provide support to instructors in lesson planning, program policy and procedure development, and reflective/adaptive practices.

KU/KSU PARTNERSHIP SUPPORT SYSTEM

```
                    Instructor Training
                    Staff Development

   Adaptation                              Teaching
   Changes for                          Ongoing Program
   Improvement                          Implementation

        Reflection              Assessment/Evaluation
     Analysis of Results        Performance-Based Data for
                                Instructors and Students
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B. INTERNATIONAL EXPERT STAFF

International expert staff will provide support to assist with program implementation as follows:
- Serve as an on-site liaison for the Partnership Project in the communication of the program goals, methods, and procedures.
- Teach English within the program as needed and time allows.
- Assist the current KU faculty in developing their own English language skills.
- Provide support to KU faculty as they are developing daily lesson plans.
- Assist with orientation and placement testing for new students.
- Assist the current English in-country director and department head to oversee the implementation of the new program procedures and policies.

C. WEBSITE

A long-term goal of the department is to establish a KU English Program website that will include on-going program information, teaching resources, and teaching assistance. The website can also provide for students their syllabi for downloading, assignment boards, and exam schedules.

D. On-going STAFF DEVELOPMENT

In the winters of 2008 and 2009, through the KU/KSU Partnership, KSU conducted intensive English training to the KU English faculty. Methodology workshops were also conducted two or more times a year. These training sessions provided additional program development and teacher training opportunities. The staff development committee of the English department will supervise and organize ongoing workshops and training seminars once the KU/KSU Partnership has ended. It is expected that the staff development committee will conduct 4 workshops/seminars a year: One by the third week in June; the third week in August; the first week in November; the third week in December of each academic year.

ENGLISH FOR SPECIFIC PURPOSES (ESP)

Kabul University
Faculty of Languages and Literature
English Language Program in Other Faculties

A. CONCEPTUAL FRAMEWORK FOR ESP AT KABUL UNIVERSITY

English for Specific Purposes

The major difference between English for Specific Purposes (ESP) and English as a Foreign Language (EFL) lies in the learners and their purposes for learning English. ESP has been referred to as "applied ELT (English Language Teaching)" as the content and aims of any course are determined by the needs of a specific group of learners. ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management. ESP's focus means that it is integrated into a subject matter area important to the learners. ESP integrates subject matter and English language instruction. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their major fields of study, whether it be computer science, veterinary science, or agriculture. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation. The ESP class takes subject matter content and shows students how the same information is expressed in English. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.

The **absolute characteristics** of ESP are:

- ESP is designed to meet the specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the specialism it serves.
- It is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.

Today, ESP practitioners are adding to these absolute characteristics by also becoming increasingly involved in intercultural communication and the development of intercultural competence.

The **defining characteristic** of ESP is that teaching and materials are based on the results of a needs analysis and an English placement exam. The key questions are:

- What do students need to do with English?
- Which of the skills do they need to master and how well?
- Which genres do they need to master either for comprehension or production purposes?
- What do the exam results tell us about the students?

Traditionally ESP courses were typically designed for intermediate or advanced adult learners; however, nowadays many students are starting to learn academic or vocational English at a lower level of proficiency.

ESP has become increasingly important in Afghanistan as:

- There has been an increase in vocational training and learning throughout the country.
- With the spread of globalization has come the increasing use of English as the language of international communication. More and more people are using English in a growing number of occupational contexts in Afghanistan.
- Students in Afghanistan are starting to learn and therefore master general English at a younger age, and so can move on to ESP at an earlier age.

In some English speaking countries governments are launching initiatives to help citizens obtain the practical English skills necessary to function in the workplace. For example, the new ESOL for Work Qualifications are designed to help employers and employees access courses which offer them the functional language skills demanded across a variety of employment sectors. Content includes topics such as use of technology, customer care, health and safety.

Many teachers in the English department at Kabul University are often afraid of making the transition from teaching general English to teaching ESP. There is also the danger that the novice ESP teacher will only use materials that they feel comfortable with and will not stretch their learners. The depth of knowledge of a subject matter that a teacher requires depends on a number of variables which include:

- How much do the learners know about their specialism?
- Are the students pre-experience or post-experience learners?
- How specific and detailed are the language, skills and genres that the learners need to learn?

Although an instructor perhaps doesn't need to be an expert in a specialist area, s/he does need to have some awareness and feel for a particular vocational area and ideally should stay in that faculty for a significant period of time to become familiar with the faculty's vocational area. The three Cs for helping teachers to improve their knowledge and skills in a particular area of ESP are:

- *Curiosity*
  The teacher should be interested in the subject area and want to learn more.
- *Collaboration*
  Teachers should seek out subject specialists, show them their work and ask for their feedback.
- *Confidence*
  Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

At Kabul University The general skills that a general English teacher uses e.g. being communicative, using authentic materials and analyzing English in a practical way are also applicable to ESP. It is also suggested that teachers should:

- Think about what is needed and don't just follow an off-the-shelf course or course book.
- Understand the nature of their students' subject area.
- Work out their language needs in relation to their specialism.
- Use contexts, texts, situations from their subject area.
- Use authentic materials.
- Make the tasks as authentic as possible.
- Motivate the students with variety, relevance and fun.
- Take the classroom into the real world and bring the real world into the classroom.

Like it or not, the days of the EFL generalist teacher may be numbered, so it might just be time for English instructors at Kabul University to explore the possibility of working in ESP!

Acronyms in ESP
CLIL (Content and Language Integrated Learning)
EAP (English for Academic Purposes)
EBP (English for Business Purposes)
ESAP (English for Specific Academic Purposes)
EGAP (English for General Academic Purposes)
EMP (English for Medical Purposes)
EOP (English for Occupational Purposes)
EPP (English for Professional Purposes)
EST (English for Science and Technology)
EVP (English for Vocational Purposes)
EWP (English for/in the Workplace)

B. ANALYZING THE NEEDS OF STUDENTS

In the area of ESP it is critical to become acquainted with the English language needs of students in other faculties. At Kabul University we believed it was important to:

- Become acquainted with the institution and its requirements.
- Identify how learners will use English in their technical fields.
- Assess the student's level of understanding of spoken English.

 Some of the questions we wanted answers for were:

- What are the purposes for which the students will use English? Will it be mainly for oral communication, written communication, reading, or to do research?
- What language skills will the students need to develop in order to perform these tasks? Will the receptive skills of reading and listening be most important, or the productive skills of writing and speaking—or some other combination?
- What kind of design do you need in regard to the needs assessment to help answer these questions?

The English department recognized that the needs assessment, in order for it to be successful, would require interviews and interactions with three sources of information at each faculty: the administrators, the content area instructors, and the students themselves.

- ***Faculty Administrators*** should be interviewed soon after beginning the start up of the English sub-department in the faculty. It is important that the English sub-department manager and teachers integrate themselves into the new faculty. Ask the administration about facilities and equipment which are available to you and find out if the faculty has any funds available for you to acquire materials or equipment. Finally ask to be introduced to the subject matter instructors in the vocation area you are teaching.
- ***Content Area Instructors*** are valuable resources for the ESP teacher. If the ESP course is English for Engineering, for example, the instructors in the engineering department of the institution should become close working partners with the ESP instructor to share information about the students' needs for English and the ways they will use the English they are learning. Ask the instructors for samples of English language materials they will be using: textbooks, research articles, and, if possible, look at copies of old exams and materials which students used in secondary schools, if they are available. These can be adapted and used in the ESP class to reinforce what is taught in the content area classes. Ask the subject area teacher to show you any equipment and lab facilities used by students. Spend time in the laboratory to determine first-hand the kinds of interactions that are important to the students in their acquisition of English.
- ***Student Surveys/Interviews*** will help you in the final purpose of the needs assessment—assessing the learners' current level of understanding of spoken and written English. An assessment of the students' ability to comprehend English is done at this time for your benefit as an instructor, not to test the students' language skills. You need to know what the general level of comprehension of spoken English is among the students in order to prepare your initial lesson to them. It is not necessary at this point that you thoroughly assess your students' level of competence in English before the course begins, but interviewing a few students before the first class meeting will guide your preparations. In a survey students can also give you information about what they perceive as their needs for English.

- ***English Placement Exam*** will also help give you a complete picture of where your students' levels of English are at. It also helps to place students in the correct level of instruction, providing better language instruction.

The English placement exam used in the English department at Kabul University is the English Placement Test (EPT) produced by the University of Michigan in Ann Arbor, Michigan, USA. The department uses all 4 forms of the test, rotating the forms each year for test security reasons. Once the placement test is administered according to proper testing protocol, students are placed in the appropriate language level classroom.

On the following pages are the two surveys used in the needs assessment of students in other faculties.

STUDENT ASSESSMENT OF STUDENT NEEDS FOR
Name of your faculty_____

This form will be used in each faculty to assess the needs.
For _____students, can you rank order which English language skills you think are the most to least important, using 1, 2, 3, and 4?

        1 = most important to 4= least important

                _____   Speaking
                _____   Reading
                _____   Writing
                _____   Listening

Can you assess the students' current level of knowledge of the following skills by ranking the following 1, 2, 3, and 4?

        1 = skill known the best   to   4 = skill known the least

                _____   Speaking
                _____   Reading
                _____   Writing
                _____   Listening

Please put a √ next to the most important 10 things students need to learn
Please put a + next to the topics that are the easiest for the students
Please put an X next to the topics that are the most difficult for the students.

I need to learn more English to be able to_____   .

_____   feel more comfortable at work and in social situations.
_____   use legal and tax services.
_____   use the library.
_____   evaluate mass media information.
_____   learn more about people's effect on the environment.
_____   use dictionaries and encyclopedias.
_____   use a computer.
_____   do better on tests.
_____   organize a portfolio of my education and goals.
_____   take advantage of job training opportunities.
_____   interview for a job.
_____   understand and participate in conversations.
_____   understand movies, radio, and TV programs.
_____   understand specific instructions.
_____   participate in a variety of one-to-one conversations, including telephone conversations.
_____   participate in group discussions.
_____   describe an event or situation.
_____   read stories.
_____   read newspaper and magazine articles.
_____   read graphs and maps.
_____   write a newspaper article.
_____   proofread a newspaper article

_____ guess meanings from context clues

FACULTY ASSESSMENT OF STUDENT NEEDS FOR
Name of your faculty_____

For _____ students, can you rank order which English language skills you think are the most to least important, using 1, 2, 3, and 4?
1 = most important to 4= least important
_____ Speaking
_____ Reading
_____ Writing
_____ Listening

Can you assess the students' current level of knowledge of the following skills by ranking the following 1, 2, 3, and 4?
1 = skill known the best   to   4 = skill known the least
_____ Speaking
_____ Reading
_____ Writing
_____ Listening

Please put a √ next to the most important 10 things students need to learn
Please put a + next to the topics that are the easiest for the students
Please put an X next to the topics that are the most difficult for the students.

The students need to learn more English to be able to _____ .
_____ feel more comfortable at work and in social situations.
_____ use legal and tax services.
_____ use the library.
_____ evaluate mass media information.
_____ learn more about people's effect on the environment.
_____ use dictionaries and encyclopedias.
_____ use a computer.
_____ do better on tests.
_____ organize a portfolio of my education and goals.
_____ take advantage of job training opportunities.
_____ interview for a job.
_____ understand and participate in conversations.
_____ understand movies, radio, and TV programs.
_____ understand specific instructions.
_____ participate in a variety of one-to-one conversations, including telephone conversations.
_____ participate in group discussions.
_____ describe an event or situation.
_____ read stories.
_____ read newspaper and magazine articles.
_____ read graphs and maps.
_____ write a newspaper article.

| _____ | proofread a newspaper article |
| _____ | guess meanings from context clues |

C. <u>Developing Language Skills</u>

Listening, reading, speaking, and writing---these are the four basic language skills taught in the English sub-departments at Kabul University. We refer back to the needs assessment conducted in a particular faculty to show us which of these skills should be emphasized in those particular ESP classes. From our three years of experience in organizing the sub-departments, we now expect students will need priority help in developing their writing and reading skills. The English Department at Kabul University believes no skill should be taught in isolation.

D. <u>Program Design</u>

Setting Student Learning Outcomes (SLOs) and course objectives was the first step in the development of the English instructional program for other faculties at Kabul University. It was important to maintain the SLOs for the English department as a connection to the department; however, the objectives of the individual faculty programs will differ as the needs in each of those faculties will differ the higher the English level of the students grow.

Below are the student learning outcomes (SLOs) and the objectives presently developed for the ESP program in the faculties at Kabul University.

KABUL UNIVERSITY ENGLISH DEPARTMENT
STUDENT LEARNING OUTCOMES (SLOs) AND
SUB-DEPARTMENT OBJECTIVES

Reading SLOs and Indicators for Sub-department Students

SLO 3: Students will demonstrate the ability to critically read a variety of text with 70% accuracy

READING OBJECTIVES BY LEVEL

BEGINNER
The student…..
- predicts using pictures.
- understands simple sentences and paragraphs.
- identifies parts of speech in sentences.
- comprehends simple short stories.
- answers true/false and multiple choice questions.

ELEMENTARY
The student…..
- predicts using pictures and titles.
- understands longer sentences uses joining words and commas.
- identifies parts of speech in sentences.
- understands referential demonstratives.

- understands prepositions.
- finds reasons using 'because' and 'so'.
- comprehends short stories.
- uses context to understand vocabulary.
- finds factual information.
- answers true/false, multiple choice and short answer questions.

PRE-INTERMEDIATE
The student…..
- predicts from previewing.
- skims and scans for information.
- uses chronological markers for understanding.
- understands pronoun reference.
- understands basic word forms and some affixes.
- identify main ideas.
- recognizes dates and periods.
- comprehends level appropriate short stories.
- uses context to understand vocabulary.
- distinguishes fact from opinion and can make inferences.
- answers various types of comprehension questions true/false questions.

INTERMEDIATE
The student…..
- predicts from previewing.
- skims and scans for information.
- uses chronological markers for understanding.
- understands pronoun reference and referential demonstratives.
- understands various words forms and meaning and patterns for basic affixes.
- understand extended reading texts.
- identifies main ideas and supporting ideas.
- retells or restates ideas.
- uses context to understand vocabulary.
- distinguishes fact from opinion and makes inferences.
- answers various types of comprehension questions.

Writing SLOs and Indicators for Sub-department Students

SLO 1: Students will be effective communicators in order to achieve personal and professional success.
SLO 2: Students will demonstrate applied linguistic skills in personal interactions and in their profession.
SLO 4: Students will recognize, analyze, and produce a variety of written text.

WRITING OBJECTIVES BY LEVEL

BEGINNING
The student…..
- forms simple statements and questions.
- uses present, present progressive, and past tenses.
- uses 'be' in statements, questions, and with 'there'.
- uses 'can, want, and would like'.
- uses prepositions of place and time.
- uses capital and lower case letter correctly.
- uses subject, object, and possessive pronouns.
- begins sentences with capital letters and ends with correct punctuation.

ELEMENTARY
The student…..

- forms simple statements and questions.
- uses present, present progressive, past and future tenses.
- uses 'be' in statements, questions, and with 'there'.
- uses prepositions of place and time.
- uses words and phrases to express ability.
- uses subject, object, and possessive pronouns.
- begins sentences with capital letters and ends sentences with correct punctuation.

PREINTERMEDIATE
The student…..
- forms simple and compound sentences using proper conjunctions.
- uses simple, progressive, and perfect tenses.
- uses modal verbs.
- produces correct use of questions and questions words.
- uses phrasal verbs.
- uses plural and singular nouns and pronouns correctly.
- constructs short paragraph with a topic sentence and supporting sentences.
- begins sentences with capital letters and ends sentences with proper punctuation.

INTERMEDIATE
The student…..
- uses plural and singular nouns and pronouns correctly.
- uses active and passive voice.
- uses complex sentences.
- compares and contrasts, shows reason, and cause and effect.
- uses reported and quoted speech with correct punctuation.
- uses chronological markers and transition words.
- selects proper gerund or infinitive for sentence completion.
- uses adjective and noun causes.
- expresses opinions.
- constructs organized paragraph with topic sentences and supporting sentences.

Listening SLOs and Indicators for Sub-department Students

SLO 1: Students will be effective communicators in order to achieve personal and professional success.

SLO 2: Students will demonstrate applied linguistic skills in personal interactions and in their profession.

LISTENING OBJECTIVES BY LEVEL

BEGINNING
The student…..
- understands isolated words and simple learned vocabulary.
- understands simple directions.
- understands simple statements and questions when spoken clearly and slowly.
- understands main idea in basic discourse.

ELEMENTARY
The student…..
- has basic vocabulary to understand simple conversations.
- understands simple explanations and directions.
- completes basic cloze passages.
- understands main ideas and some details in basic discourse.

PREINTERMEDIATE
The student……
- has vocabulary to understand appropriate level conversations.

- listens and responds appropriately in social settings.
- understands and follows more complex explanations or directions.
- completes basic dictation exercises.
- listens for order in basic English discourse.
- understands main ideas and details in basic discourse.

INTERMEDIATE
The student…..
- has sufficient vocabulary to understand an extended discourse
- responds appropriately to received information
- demonstrates sufficient listening comprehension to understand main ideas and details in extended discourse on various topics
- *has vocabulary to understand appropriate level conversations*
- *listens and responds appropriately in social settings*
- *understands and follows more complex explanations or directions*

Speaking SLOs and Indicators for Sub-department Students

SLO 1: Students will be effective communicators in order to achieve personal and professional success.
SLO 2: Students will demonstrate applied linguistic skills in personal interactions and in their profession.

SPEAKING OBJECTIVES BY LEVEL

BEGINNING
The student…….
- produces learned phrases within predictable areas of need.
- vocabulary consists of phrases for handling basic needs and courtesies.
- produces questions and answers involving learned material.

ELEMENTARY
The student……
- asks for and states basic information.
- participates in simple conversations using learned materials.
- conveys information using simple grammatical constructions.
- requests help and clarification.

PREINTERMEDIATE
The student…..
- uses learned idioms and vocabulary.
- uses simple oral grammar patterns.
- states simple points of view.
- participates in conversations regarding familiar topics.
- develops fluency in conversational settings.

INTERMEDIATE
The student……
- uses simple and some complex grammatical structures.
- produces common verb and noun collocations.
- participates in discussions of non-personal topics.
- initiates and maintains conversational exchanges.
- uses learned idioms.
- expresses opinions and ideas easily.

Once the department had set long-term goals, we were ready to select materials and classroom exercises that lead to the development of appropriate skills. The task before us was to design a

program which challenges the more advanced students without intimidating and discouraging those whose English skills may be weak. We also faced the challenges of somewhat large classes for language learning, few materials, and little equipment. In order to try and overcome these obstacles the department did the following:

- *Theme:* We built our English sub-department program around a series of themes, rather than choosing different topics at random. You will see this approach illustrated in the lesson plans and materials chosen for each individual faculty.
- *Topic:* is a convenient unit of syllabus and course schedule organization. The topics of interest and importance to students were identified from our interviews/surveys conducted in each faculty. Ideally, we tried as much as possible to make our English instruction parallel to what the students were learning in their content courses for maximum transfer of knowledge.
- *Texts:* Which address the chosen topic were selected with the students' needs in mind. We selected one or more reading passages concerned with each topic we had chosen. We selected topics and readings which built on one another and developed common vocabulary. The reading passages continue to serve as the unit core from which classroom activities and exercises develop. Vocabulary, listening comprehension exercises, and grammar and writing exercises are based on the reading selection chosen for each unit.
- *Objectives:* Selections of topics and readings were appropriate in helping students reach the objectives designed for the courses. You can review the objectives and Student learning outcomes (SLOs) above. Teachers are required to display the objectives for each lesson because we believe students will benefit from knowing the objectives of a lesson. Objectives are chosen from the list above for each unit of instruction to address the specific skills that we want to develop in the students in other faculties.
- *Spiral Concept:* A spiral concept was kept in mind while designing the units. Such a design calls for the recycling of materials and vocabulary to provide review and reinforcement covered in earlier units.

E. <u>Material Selection and Development</u>

The materials we teach in the faculties are chosen primarily for their relevance to the content area. We selected from authentic materials wherever possible. Developing materials is time and energy consuming, so we took advantage of any materials which were already available for our use. Because we were unable to order class sets of books for student use, the commercial materials available were more useful to us as resources than as textbooks. Also the use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP.

We have begun the process of developing a resource bank of pooled materials that are available to all ESP instructors. Instructors are encouraged to familiarize themselves with useful instructional materials, and we consider the habit of reviewing these materials is part of growing as a teaching professional. The English department at Kabul University recognizes that ESP is an approach and not a subject to be taught; therefore, curricular materials will unavoidably be pieced together, some borrowed and others designed specifically. Resources in all English sub-departments include authentic materials, ESL materials, ESP materials, and teacher-generated materials. In the ESP classroom, student-centered instruction, the appropriateness of materials includes student comfort and familiarity with the material, language level, interest, and relevance.

F. <u>Program Management and Evaluation</u>

When the English Department began this project to revamp the English sub-departments in other faculties, the general teaching experience among the English faculty was an experience where instructors felt overwhelmed by the large class sizes and the diverse

needs that they faced as an ESP instructor. Because of this no-win situation, the English instructors and the English department had the reputation in the university as the worst teachers from the worst department on campus. In order to correct this experience it was important for the curriculum committee to develop a program which would be well-structured and in which the expectations for students and for instructors were very clear.

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NOTES, THOUGHTS, QUESTIONS, AND APPLICATIONS

NOTES, THOUGHTS, QUESTIONS, AND APPLICATIONS

NOTES, THOUGHTS, QUESTIONS, AND APPLICATIONS

NOTES, THOUGHTS, QUESTIONS, AND APPLICATIONS