



FEDERAL UNIVERSITY OF  
TECHNOLOGY OWERRI

## AFRICA CENTRE OF EXCELLENCE IN FUTURE ENERGIES AND ELECTROCHEMICAL SYSTEMS (ACE-FUELS)

Handbook for English Language Support  
Programme (ELSP)



**ACE | FUELS**

**Africa Center of Excellence in Future  
Energies & Electrochemical Systems**

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## 1. INTRODUCTION

### ***1.1 The Description of the Programme***




This programme on language skills and language teaching methods is designed by the Federal University of Technology, Owerri, Nigeria for a group of teachers from UK Educational College of Hainan School, China. The programme aims at addressing the communicative needs of teachers of English as a foreign language. Its purpose is to equip the teachers with effective English language skills that would enable them to effectively carry out their teaching tasks to the benefit of their students. To achieve this, therefore, the programme has been structured into six courses: listening, speaking, reading, writing, grammar and teaching methods.

### ***1.2 The Philosophy of the Programme***

English has assumed the status of a global language. As a result, nations of the world, other than those who speak English as a first language, learn English either as a second language or a foreign language. In such nations, an appreciable level of proficiency in English is needed by the natives in order to be relevant in the world. Therefore, there is the need for them to improve their oral and written skills in the language. Such proficiency can only be achieved with a properly designed language programme that is assiduously pursued in a conducive learning environment and using the right methodology.

### ***1.3 Objectives of the Programme***

The specific aims and objectives of the programme are:

-  to train the teachers to acquire adequate competence in the four basic language skills, namely listening, speaking, reading and writing, and the grammar of the English language.
-  to equip the teachers with the necessary language teaching skills.
-  to avail the teachers a conducive environment that would create an ample opportunity for them to interact meaningfully in English with proficient speakers of English, which will in turn help them to achieve appreciable level of proficiency in English.

## 2. LISTENING SKILLS:








### 2.1 Course Description

This course focuses on listening and the importance of acquiring effective listening skills. Also, the course explains the basic listening modes and how one can improve one's listening efficiency. It also exposes poor and good listening habits and how they affect listening ability and effective learning. Similarly, the course helps learners to master the techniques for achieving active and critical listening efficiency.

Activities such as perception check, interpretive check and evaluative check are taught. The students are given opportunities to engage in practical exercises to test the listening skills taught.

### 2.2 Course Objectives

At the end of the programme, students will be able to:

-  take organized notes through listening.
-  identify and distinguish main ideas from supporting details in speech occasion and texts while listening.
-  make use of contextual clues to infer the meaning of unfamiliar words in listening situations.
-  identify the speaker's purpose and tone.
-  make inference and prediction in discourse situation.
-  analyze, evaluate and discuss the content of a lecture or listening passages/messages.
-  utilize digital literacy tools.

### 2.3 Course Content

- i. What is Listening?
- ii Importance of Listening
- iii. Types of Listening
- iv. Basic Listening Modes
  - ✓ *Attitude*
  - ✓ *Attention*
  - ✓ *Adjustment*

### v. Listening Situations/Contexts

- ✓ *Listening for specific Information*
- ✓ *Listening for discreet Items*
- ✓ *Listening for appreciation/evaluation*
- ✓ *Listening for entertainment*
- ✓ *Listening for self-development and personal relationships*
- ✓ *Listening to academic lectures, seminars and public speeches*

### vi. Ear Training Techniques

- ✓ *Listening to models of English speech and practice in oral speech in the language laboratory or on recorded cassettes*

### vii. Factors Affecting Listening Efficiency

### viii. Cultivating Good Listening Habits

### ix. Listening Comprehension Passages

### x. Modelling Good Listening Habits

### xi. Writing from Dictation

### xii. Body Language and Listening

- ✓ *The effects on speakers/listeners*
- ✓ *Key gestures*






## 3. SPEAKING SKILLS:

### 3.1 Course Description

This course provides the learners with an introduction to English phonetics and phonology. The program covers all aspects of the English speech sounds at the segmental and supra-segmental levels. It explains not only how the English speech sounds are articulated but also focuses on the nature of syllable and syllable structure, rhythm, stress and intonation patterning in the language. A significant aspect of the course will be on phonemic transcription and pronunciation training. The aim is to enable the learners improve their conversation and presentation skills and express themselves in appropriate academic English.

### 3.2 Course Objectives

At the end of this programme, the learner will be able to:

-  produce and identify the basic English sounds correctly.
-  distinguish between the sounds and the letters of the English language.
-  produce and isolate sounds in words and sentences.
-  identify rhyme in words and sentences.
-  become competent and confident in spoken English

### 3.3 Course Content

- i. Phonetics and Phonology (Descriptions and Distinctions)
- ii. Speech Production Process
- iii. The Speech Organs
- iv. The English Speech Sounds:
  - ✓ *Vowels (Pure Vowels, Diphthongs, Descriptive criteria)*
  - ✓ *Consonants (Detailed Articulatory Classifications)*
  - ✓ *Stops; Fricatives; Affricate; Nasals; Laterals; Gliding Consonants etc*
- v. Syllables: *Syllabic Consonants; Syllabic Structure; Syllabic Boundaries; Consonant Clusters*
- vi. Stress: Word Stress; Sentence Stress; Stress and Rhythm
- vii. Intonation: Falling Tones; Rising Tones; Mixed Tones
- vii. Exercises: Transcription; Discussion; Conversation
- ix. Examination

## 4. READING SKILLS:







### 4.1 Course Description

This course (Reading Skills) is designed primarily to expose the learners of English as a second language or a foreign language to the basic skills necessary for reading efficiency. The course, among other things, will introduce the learners to types of reading, factors that can give rise to poor reading habit, techniques for faster reading, and steps towards a meaningful reading and understanding. The course will make provision for practical reading exercises that would expose the learners to

varied reading materials from different fields, including literary works of different genres.

### **4.2 Course Objectives**

At the end of the course, the learners will be able:

-  to differentiate between various reading types.
-  to identify poor reading habits and avoid them.
-  to vary their reading speed to suit the reading material at hand.
-  to interpret the literal and the underlying meanings of a text and answer questions based on it.
-  to read aloud efficiently.
-  to read and analyse literary texts.

### **4.3 Course Content**

- i. Overview of Reading and Comprehension
- ii. Types of Reading
- iii. Reading Faults
- iv. Reading Speed and Techniques for Faster Reading
- v. Study Reading (SQ3R)
- vi. Steps towards a Meaningful Reading and Comprehension
- vii. Techniques for Answering Comprehension Questions
- viii. How to Analyze a Literary Text.




## **5. WRITING SKILLS**

### **5.1 Course Description**

The first part of this course introduces learners to the rudiments of continuous writing. In the second part, the learner is taught the specific types of writing encountered in our day to day life, especially in the workplace.

### **5.2 Course Objectives**

At the end of the course, the learners will be able to:

-  compose coherent texts in English.
-  organise texts effectively.
-  write various text types encountered in the field.

### **5.3 Course Content**

- i. The paragraph – kinds of paragraph development
- ii. Paragraph unity, coherence and emphasis
- iii. Essay types – narrative, descriptive, expository, argumentative
- iv. Stages in essay writing
- v. Business letters
- vi. Reports – research reports, special investigation reports, laboratory reports, feasibility study reports, etc
- vi. Proposals
- vii. Manuals
- ix. Memorandums
- x. Minutes
- xi. Speech writing
- xii. Punctuation

## **6. GRAMMAR AND VOCABULARY DEVELOPMENT**







### **6.1 Course Description**

The grammar component of this course is designed to teach learners of English the basic rules that can guide them in the formation of acceptable sentences of the language. In vocabulary development, the learner is taught the morphological structure of English words, word formation processes and some meaning relationships that exist among words. Also taught are the different levels of meaning – denotative and connotative.



### **6.2 Course Objectives**

At the end of the course, the learners will be able to:

-  identify the various categories at the word level.
-  discuss how words function in their different structural positions in English
-  recognise grammatical relationships at the phrase and clause levels
-  recognise different sentence types and the basic concept of sentence expansion in discourse
-  demonstrate knowledge of the nature of English words and expressions
-  explain the denotative and connotative uses of the language.

### **6.3 Course Content**

i. Introduction

ii. Parts of speech

iii. Tenses

iv. The phrase and clause as grammatical categories

v. The Basic sentence patterns

vi. Sentence types – simple, complex and compound sentence

vii. Sentence functions – statements, questions, commands, etc.

vii. Sentence agreement (Concord)

ix. Voice

x. Direct and reported speech

xi. Word formation processes – affixation, clipping, blending, borrowing, neologism, compounding, etc.

xii. Lexical relationships – synonyms, antonyms, homonyms, hyponyms, ambiguity

xiii. Denotative and connotative meanings

xiv. Figures of speech and idiomatic expressions