



Dear Time Readers 2

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Let me thank those wonderful hearts who responded to my previous write-ups, with their appreciations and acknowledgments, over the corridor-corners and through SMS.

No wonder, the mythological bird, Phoenix became popular among today's youth through Harry Potter Series. An adult Phoenix sacrifices its own life, by jumping into fire, not to confront the end, but to show us the emergence of a new Phoenix from ashes. Yes, time to see new readers as new writers. My thanksgiving should not go a waste, so why can't I take this opportunity to invite you all to join our Dear Time Readers' Club?

Given a chance to write upon the topic 'most favourite things', my English students had

poured down different, delirious ideas, spontaneously. It was quite encouraging to read most of them rating education and knowledge as their primary focus. It is not fair if I don't mention some evidences, because their contributions played a major role in popularizing the concept Dear Time Readers. For instance, Hind Rashid Aqil Al-Azizi wrote:

English is my favourite language. I like to speak, read and write English like native speakers. I am working to achieve my ambition. My favourite pastime activity is reading. Sometimes, I like to do something different, so I try to write. I like writing especially in English.

I like to read and write poetry. I hope, one day, to write for a famous magazine. Students like Hind Rashid and her determined ambition, with her choice of words like 'working to achieve' hoping to write for a famous magazine expresses a more promising future of students community in Oman.

So, our University readily gives her the right opportuni-

ty to practice writing and to improve her skills during student-life through Isharaqa and to prepare her well-equipped, to publish her article in a famous magazine, sooner or later? Hence, I found the idea of DTReaders Club quite convincing, as well.

Membership is made easier for students, who are willing to enjoy shared-reading. All you have to do is,

1. Read a bed-time story/ anything of your interest and
2. Write to us the gist of what you have read, with the details of the author, also.

Your writings will be published with your name and details. The students' power which accounts to more than 4,000 in our campus, could easily contribute to 4 pages, at least, every month in our Isharaqa. Quantity and Quality can be made simultaneous by your contributions creative, or inspired.

What are you waiting for? Pen down the ideas, experiences, and facts that fascinate you. And send them to DTRReader@unizwa.edu.om

THE NURSING PROGRAM OF UNIZWA

The Nursing Program in the University of Nizwa is conducted in the School of Nursing as a branch of studies under the College of Pharmacy and Nursing. The School of Nursing is headed by its Associate Dean Prof. Dr. Nafsiah Shamdudin and assisted by Prof. OSCAR, an Assistant Dean, a group of lecturers, Clinical Instructors and Clinical Nursing Lab Coordinators. The program was started in 2004 offering the Bachelor of Science in Nursing (BSN), Bachelor of Science in Nursing (BSN) Bridging and Diploma of Nursing.

The school has its vision that is to be the centre of quality of nursing education in the Sultanate of Oman. The School of Nursing endeavors to produce graduates who are equipped with a spectrum of knowledge, skills and attitudes of professional nurses in clinical nursing practice, nursing education, nursing management, research and publication, and nursing leadership roles.

The implementation of the programs is based on the integration of theory and practice. The theory components are conducted in the university and the practice components in the designated hospitals and polyclinics around Dakhliya region including Nizwa, Izki, Bahla and Sumail as well as Birkat Al Mouz. A designated number of hours shall be covered by the students to practice the skills they have learnt in the Nursing Skill Laboratory at the university before they are sent to the clinical areas for practice.

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Language Teaching (CLT) Communicative (Part One)

Communicative Language Teaching (CLT) has been regarded as an ideal teaching approach in the field of teaching English as a foreign language (TEFL) by many researchers and practitioners for the past three decades. However, EFL/ESL methodology has evolved from a structuralist approach to CLT.

The underlying theory of CLT is the communicative competence that Hymes, 1972 called for. It has become the driving force that shapes the planning, implementation, and evaluation of English as a second and foreign language programs in most parts of the world. According to the communicative competence, students do not simply learn the linguistic structures and grammar rules. Instead, they have to learn how to use the language properly. In other words, CLT is an approach to teaching a foreign language that focuses primarily on engaging students in meaningful communication in the foreign language.

CLT is an approach and not a method. The latter includes that CLT capitalizes on the true purpose of language, i.e., a means of communication. Its emphasis is on the creative and spontaneous use of language, rather than strictly linguistic accuracy. Characteristics of the approach include the exclusive use of the target language by the instructor in the classroom, in which students are provided with many opportunities to use foreign language within a relevant context. This results in emphasis on mean-

ing rather than on accuracy and form. One of the characteristics of CLT is that almost everything that is done is done with a communicative intent.

Students use the language a great deal through communicative activities such as games, role-playing, and problem solving tasks. Another characteristic is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. Finally, students in small groups often carry out the activities in CLT. Small numbers of students interacting are favored in order to maximize the time allotment to each student for learning to negotiate meaning. In other words, a communicative approach is based on negotiation between all the parties concerned.

The goal of CLT is to enable learners to develop a communicative competence and this widely used concept in language pedagogy was coined by Dell Hymes as an expansion of Chomsky's linguistic competence. In Hymes' formulation, it is a competence 'when to speak, when not, and as to what to talk about and with whom, when, where, in what manner. Communicative competence implies linguistic competence, but the main focus is on the social and cultural rules of language use.

Another part of the concept is strategic competence, skills that are particularly useful for foreign language users whose linguistic and sociolinguistic competence is restricted. Strategic competence can be described as 'how to get meaning across in spite of an imperfect command of the language.

Communicative Language Teaching can be described as: (a) communicative competence is the goal of language teaching and (b) developing pro-

cedures for the teaching of the four language skills that acknowledge the interdependence of language and communication, expression, and negotiation on the part of the language learner. In addition, CLT was described as a 'revolution' because it is different from the previous approaches to the teaching of foreign languages. In other words, communicative language teaching has been hailed as a revolution in EFL/ESL teaching methodology. It has achieved a solid base of widely-accepted principles setting it apart from previous paradigms. CLT represented a major shift from a focus on other subject areas. It is worthwhile to point out that the major goals for students in the initial stage are

1. To view reading and writing as a meaning-making process.
2. To develop isightí vocabulary.
3. To use context and graph phonic cues in reading and writing.
4. To use themselves as readers and writers.

In other words, students need to use the language skills meaningfully in their daily communication as they interact with others and express their individual needs, and not only for the sake of getting certain grades at the end of a certain course study.



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