Diploma in Elementary Education (D. El. Ed.)

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SECOND YEAR

Paper – 4

PEDAGOGY OF ENGLISH AT PRIMARY LEVEL

State Council of Education Research and Training

Andhra Pradesh State

Amaravati

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D. El. Ed. Course, Andhra Pradesh State

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UNIT – 1

UNIT-1

ISSUES OF TEACHING ENGLISH AT THE ELEMENTARY STAGE

1.1   INTRODUCTION

You know that English is one of the most important languages in the world. It can even be said to be the single most important language. Other languages are important too, but not for the same reasons as English are important. English is important because it is the only language that truly links the whole world together. The other languages may be important for their local values and culture. But, English can be used as a language in any part of the world. This is because at least a few people in each locality would know the language.

English is the mother tongue of more than 300 million people in the world. A study has shown that the language is spoken by more than 700 million people in the world which is next only to the Chinese language. But whereas Chinese is confined mostly to the Chinese sub-continent, English is used in all parts of the globe. It is the language of international politics trade, commerce and industry. We must learn English if we wish to have our say in the world. One out of every10 persons in the world knows English, 75% of the world's mail, 50% of the world's newspapers, over 50% of the world's radio station and more than 50% of the world's scientific and technical periodicals use English as medium of expression. Again, it is one of the six official languages of U.N.O. It is also the link language of the commonwealth countries. Thus, as an international language, English has created better understanding among the nations of the world and has been responsible for cultural give and take. It has facilitated mobility of teachers and students from one country to another and has opened worldwide chances for employment.

The visible impact of this presence of English is that it is today being demanded by everyone at the initial stage of schooling which further adds to the higher level of education too. Consequently, the role and importance of English language in our national curriculum has increased to a greater degree.

Sensing the importance of the language at different levels and perspectives, the government of India along with the state governments, have been taking various measures to introduce it at the grass root level. Recently, there has been a craze towards running government schools especially by providing instruction in English as a medium. Many model schools have been established keeping in view this aspect. The experts feel that to be able to grasp education at higher levels, children should be acquainted with English as early as possible.

Therefore, there is no denying the fact that English Language occupies a highly important position in the national and international scenario. Learning the language has become the need of the day. Thus it is expected that the pupils who are supposed to be the future leaders of the nation should achieve proficiency in the language at least to a minimum extent so that they are able to

face the challenges of the modern world. This unit focuses various aspects relating to teaching and learning of English.

1.2 OBJECTIVES

After studying the unit, you will be able to

1) understand the nature of language and be able to distinguish between learning and acquisition of a language.
2) understand the concept of multilingualism and how it can be used as a rich resource in learning/teaching of English.
3) understand the issues related to teacher proficiency
4) know how to prepare children for examination through language acquisition
5) appreciate English as a language of prestige and power
6) understand the politics of teaching English in India
7) understand the various factors of teaching English: developmental, socio-economic and psychological factors.
8) understand the pedagogy of comprehensible input in second language acquisition.

1.3 ISSUES OF LEARNING ENGLISH IN A MUTILINGUAL/MULTI-CULTURAL SOCIETY

The aim of English teaching is the creation of multilingual that can enrich all our languages; this has been an abiding national vision.

India is a country where people of different cultures and speech communities live together. This is more obvious in the metropolitan cities / state capitals such as Delhi, Mumbai, Kolkata, Chennai, Hyderabad, etc. This co-existence of different languages sometimes makes one wonder how to define the speech community of a particular place.

Activity
Dileep who has been to New Delhi talks about this situation with his friends in Hyderabad.

Read the following conversation:

Dileep : New Delhi is an amazing place for the number of languages people use there.

Ravi : What is so unique about it? Even in Hyderabad people use many regional languages such as Telugu, Urdu, Hindi, Lambadi, etc. along with English.

Dileep : That's true, but in Delhi it is different because people from all parts of the country are seen speaking their own languages along with Hindi and English. More importantly, they are quite comfortable in using these languages. It's truly a multilingual situation.

Ravi : I don't understand what you mean by the term 'multilingual'.

Dileep : It's very simple. When you use more than two languages, you become a 'multilingual'. So it won't be incorrect to say that even Hyderabad is multilingual.

Rajesh : Dileep, it sounds interesting. But don't you think that multilingualism may cause a hindrance to learning English or any other language ?

Ravi : No, not at all. In fact, it facilitates learning of other languages.

Rajesh : Exciting! Could you explain to me in some detail how multilingualism facilitates learning of other languages?

Ravi : Knowledge of other languages makes you more open minded and more receptive to varied cultural conventions, customs and usages and acts as a rich resource.

Rajesh : Don't you think that learning of many languages at the same time will increase the burden on the learners and delay the learning of other languages?

Ravi : No, not at all. In fact, when languages come in contact with each other, they enrich each other. Take for example, English. It could become a global language because it borrowed extensively from almost all the languages in the world.

Rajesh : Yes, that's true. Thanks for this rich input.

Activity

1) Ask your fellow teacher to list the languages they can speak. Then, present the results in a tabular form as given below:

Name of the person	Name of the Home language	Name/s of other languages				
		Language-1	Language-2	Language-3	Language-4	Language-5
1						
2						
3						

2) List the reasons why you wish to learn English.

Also tick ( ) the skill(s) that you'd love to acquire the most and also mention the reason why you would like acquire the specific skill.

Listening
Speaking
Reading
Writing

Analysis of the activities

It is clear from the conversation given above and the activities you have just concluded that multilingualism is a way of life in India. In fact, it is very difficult to think of any situation which can be exclusively called only monolingual. No one individual is a monolingual in the modern world. Every one of us uses several languages and dialects. What we need to think seriously is the ways to use this linguistic situation as a rich resource in learning any other new language. The prior knowledge of any language is an asset in our pursuit to be proficient in other language/s.

1.3.1   MULTILINGUALISM IN INDIA

Multilingualism can be defined as linguistic diversity and it is universal in nature. India is a perfect example of multilingualism. There are approximately 15 official languages in India and around 1500 dialects and varieties. Though English is a second language yet it enjoys more prestigious reputation than that of the mother-tongue-Hindi. Officially the three language formula exists in the Indian education system. Therefore, each educated Indian is supposed to know at least three languages and necessarily be a 'polyglot'. A polyglot is a person who is "able to speak more than two languages with approximately equal ease and comfort". This way every educated Indian is a polyglot or at least a bilingual in true sense of the term.

1.3.2   THE ROLE OF ENGLISH IN INDIAN MULTILINGUAL SETTING

English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of a country, and, secondly, it serves as a language of wider communication. It is the medium of instruction in almost all higher education institutions. English functions in the Indian socio-cultural context to perform roles relevant and appropriate to the social, educational and administrative network of India.

A polyglot in India is surely able to use English. It is because of the fact that English is taught as a second language. It becomes more powerful when there is a case of wider communication, international relation, literary expressions, business deal or the role of media.

Multilingualism is a sociolinguistic phenomenon that arises as a result of language contact. It is a situation in which two (i.e. bilingualism, specifically) or more languages (multi-lingualism) operate within the same context. Factors such as political annexation, marital relation, economic transaction, cultural association, educational acquisition and religious affiliation bring about multilingualism.

All the languages of India have equal validity before the law and under the constitution. No linguistic group has the right – the moral or constitutional right – to impose his language on any other linguistic group in the country.

One might even go further to say that no collection of linguistic groups have the linguistic right to impose their separate languages on the other linguistic groups in the country. Government should not confer on some Indian languages the potentiality of instruments of domination over other linguistic groups.

But, English is the language of integration in India. Amidst the compounding diversities of India especially in relation to the language question, the only language that guides the spirit of togetherness is English. English is also acceptable to all – even to those who shout against its irresistible dominance. As a Language of Wider Communication (LWC), English is used for communion, ceremonial purpose, and instrument of keeping records, information dissemination, self-experiment and embodiment of thought among the various linguistic groups of India. The common linguistic basis that constitutes a requisite for the existence of any nation is provided by English. So with English as the common tongue to all the ethnic groups, the collective sentiment of belonging together despite the individual or ethnic differences is forged.

Writing in English by Indian literary artists has also created a distinctive Indian literature marked by its own characteristics imbued with features of inter-cultural communication and cooperation. English is also the language of international relations and diplomacy – the language that mirrors India to the world.

As mentioned above English language is the nation's 'lingua *franca'*. It integrates all India as a linguistic entity. For the unity and development of India, it is ultimately suggested that the English language must continue to play its role.

1.3.3 MULTILINGUALISM AS RESOURCE FOR ENGLISH LANGUAGE TEACHING

India is a land of many languages. Many languages are spoken even in our state Andhra Pradesh. While teaching the target language English, the teacher must understand the multilingual scenario and consider it an advantage rather than a handicap. Everyone must respect the various languages like Telugu, Hindi, Urdu, Tamil, Kannada and Oriya, etc. spoken by the children and provide space for each linguistic community in the English classroom. Instead of teaching English Grammar mechanically in a boring manner, the English teacher may think of comparing and contrasting the structure of English Language with those of the different languages spoken by the children. Freedom should be given to the learners to use the mother tongue at every stage. They are expected to say a few lines about the pictures in the language they like. When they come across English expressions (words), they can say what they are called in Telugu or any other language they can freely express. There can be intermittent shift from L1 to L2 (English) and vice versa.

Multilingualism promotes scholastic achievement and cognitive growth and social tolerance; multilingualism should be taken as an advantage rather than a handicap in teaching the English (L2). Languages flourish in one another's company and they die if they are frozen in textbooks, dictionaries and grammar books. Hence the teacher should make use of the strategies of translation, paraphrase, code mixing and code switching very effectively and consider multilingualism a great resource for him / her in the teaching the target language. It is really an interesting and challenging task for the teacher to amalgamate the multiplicity of languages and

cultural practices and ethos [that the children bring to class and use it as a great resource to foster social tolerance, linguistic enhancement besides teaching the target language. S/he should explore the possibility of using multilingualism as a great resource through co-operative and collaborative reading. Then every child that belongs to a different linguistic community, speaking a different language, can voice it and feels that s/he is given proper space in the classroom.

Language is a complex phenomenon. It is not just a means of communication. Language is thought also. Language and thought are inseparable. When the learners' thoughts are provoked, even the target language gets generation. Thus, second language teaching can be effectively taken up by using direct method or bilingual approach. In the case of the use of bilingual approach, the knowledge of the mother tongue becomes essential. It is believed that translation method is dangerous for the teaching of English in India. But, if the careful use of first language (L1) is practiced invoking the thoughts of the learner, the same may yield fruitful results. However, it all depends on the expertise of the teacher as to how he uses one's mother-tongue in the second language classroom.

1.4   ISSUES RELATED TO TEACHER PROFICIENCY

The issue of teacher proficiency is of concern to language teachers themselves. Teachers want to know that they are up to date with their language and content knowledge. But, there is currently a perception that language teachers are not as proficient as is desirable.

The need for greater second language proficiency is strongly echoed. While recognising that the quality and supply of proficient language teachers is vital to the success of second language teaching, there does, however, remain some considerable ambiguity about how to define proficiency. The definition of 'language teacher proficiency' held by those in the field was broad and included attributes of a 'competent' language teacher. Thus, the definition of the term, proficiency, includes the terms such as 'quality', 'proficiency' and 'competency' which are used almost interchangeably and with imprecise definition.

As it is the case in all the other professions, teachers need to have competencies and thus be competent enough to achieve effective teaching. The competencies are defined as "the set of knowledge, skills, and experience, which manifests in activities". As the operators of the education system, teachers are expected to comply with the requirements of the profession, which most of the time are represented in such competencies required and listed in the official documents of Education.

It is believed that grammar and conversational skills were perceived as the most important components of language teaching. Hence, Chastain suggests that …

"the stress in second language learning and teaching [has shifted] from a language-based curriculum to a communication-based curriculum, and greater importance is placed on functional approaches. This orientation leads to recognition that linguistic accuracy is only one component of proficiency and to an

emphasis on communication as opposed to the memorization of linguistic forms for discrete-point test items."

1.4.1   LANGUAGE TEACHER PROFICIENCY IN GENERAL

Three broad components of language teacher proficiency were identified as 'linguistic knowledge', 'cultural knowledge' and 'pedagogical knowledge'.

The linguistic proficiency emphasised the need for teachers to be able to communicate successfully in the classroom environment: 'their ability to conduct a lesson in the target language, their ability to communicate with colleagues in the target language, their ability to access the internet in the target language'. Communicating effectively in the classroom requires that the teachers use appropriate language for the age group and skill level of the students they are teaching, and that they are able to apply the language to the practical situation of being in a classroom.

A high level of linguistic proficiency was necessary to teach language naturally in the classrooms. This entailed an up-to-date knowledge of specialist vocabulary and jargon specific to the content area, as well as an in-depth knowledge of the structure of the language. As well as an academic knowledge of the language, a high level of social language proficiency was also seen to be necessary, to ensure that students are exposed to natural language usage. Teachers also should be able to source appropriate resources for their teaching and be capable of translating and developing resources.

The term 'language teacher proficiency' suggests an emphasis on 'linguistic' knowledge as opposed to 'pedagogical' or 'cultural' knowledge. However, linguistic knowledge alone is not sufficient. There is also an expectation that teachers should have a thorough knowledge of the content area they are teaching. It is clear, however, that effective language teaching involves more than linguistic competence.

In this context, the issue of appropriate pedagogy attains prominence. A good teacher can be very successful in the classroom and help learners achieve learning outcomes with good pedagogy and lesser language ability. Linguistic proficiency is only one component. Teachers need to know what to do with those language skills.

Fluency is a skill. You have to know how to use the skill. And similarly, there are a number of elements of language teacher proficiency. Some factors may negate the strengths of another aspect. For example, if a teacher is very fluent but has no pedagogical skills, the lack of methodology will negate their fluency.

Pedagogical Knowledge

 Proficient language teachers need more than just linguistic knowledge to help students to achieve language outcomes. They also need the pedagogical knowledge to deploy the best effect in learning language in the classroom. This relates to their skills as a teacher, rather than their language skills. Firstly, there is a need for teachers to have a good understanding of the general

processes of teaching and learning, and knowledge of how to go about teaching the lessons for students. This encompassed the planning of the lessons, knowledge of how to go about implementing them and reporting on student outcomes.

Teachers need high levels of language proficiency, but they need two other things as well. They need proficiency in the genre/text types of the target culture and a very good understanding of the principles associated with collaborative learning, meta-cognition (teaching kids how to learn) and meta-language (teaching kids how to learn about a language through reflecting on their own language use).

Thus, mere focusing on linguistic knowledge appears to neglect the need for teachers to be able to impart that knowledge to students and trivializes the teaching knowledge needed to do so. A more holistic understanding conceptualises language teacher proficiency in terms of multiple knowledges, in other words, the qualities, skills and knowledges needed for teachers to teach languages effectively. These knowledges include not only linguistic knowledge, but also a sound understanding of socio-cultural and socio-linguistic knowledge and understanding of appropriate pedagogy including the ability to represent complex linguistic concepts, the flexibility to meet the needs of individual students and the contingencies of the second language classroom and the capacity for reflection and self-evaluation. Moreover, it appears that the competencies and knowledges required of language teachers may vary according to the role they are in, the stage of their career, and the particular programme type that they are teaching.

1.5 ACQUISITION OF LANGUAGE vs. PREPATING CHILDREN FOR EXAMINATION

Children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language. By the time a child is five years old, s/he can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never sit with children to explain them the workings of the language, their utterances show a superb command of intricate rules and patterns that would drive an adult crazy if s/he tried to memorize them and use them accurately. This suggests that it is through exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind. When it comes to second language learning in children, you will notice that this happens almost identically to their first language acquisition. And even teachers focus more on the communicative aspect of the language rather than on just rules and patterns for the children to repeat and memorize. In order to acquire language, the learner needs a source of natural communication.

The emphasis is to be on the text of the communication and not on the form. Young students who are in the process of acquiring a second language get plenty of "on the job" practice. They readily acquire the language to communicate with classmates. In short, we see this tendency in which second language teachers are quite aware of the importance of communication in young learners and their inability to memorize rules consciously (although they will definitely acquire them through a hands-on approach just as they did with their mother tongue)

Unfortunately, when it comes to adult students, a quick look at the current methodologies and language courses available clearly shows that communication is set aside, neglected or even disregarded. In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote memorization without even a human interlocutor to interact with.

The very same courses that promise you language independence and the ability to communicate upon completion of the courses do not offer you a single chance to engage in meaningful conversations. How could you be expected to communicate if you are never given the chance to speak with a real person? In some other scenarios, in which there is a teacher, the work done in class is mostly grammatically oriented: tenses, rules, multiple choice exercises and so on and so forth. Is this similar to the way in which a child 'acquires a language? Definitely not. No wonder why so many people fail in acquiring a second language naturally. Simply because whatever they are doing is highly unnatural and devoid of meaning to them. This is the field of language learning.

Language learning as seen today is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for our young learners – as it is not for adults either. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly. As teachers, it is our duty to make sure that our students 'acquire' rather than 'learn' the language.

With the acquisition paradigm children will become independent users of language where as through learning paradigm children will get conscious knowledge which helps them for preparing examinations. This is the situation with second language like English. If the child is not being engaged in meaningful interactions obviously it leads to memorization and vomit in the examinations. Do we want our children acquire in a natural setting or to memorize certain linguistic facts for the purpose of examination? As a teacher we have to think about this. Children may not get natural learning environment in English outside the school. Hence, schools should take up the responsibility of providing such environment. Not only the teachers teaching English, but other teachers also should take up responsibility in this regard. Here again comes the question of English as a language or a medium of instruction. Linguists suggest at various levels that English can be taught as a language only. If the child cannot understand the concept, s/he may resort to 'mug up' (recite) the matter rather than make an effort to understand it.

Language is to be taught so that the child may use it for his/her immediate communicative purposes, apart from gaining knowledge, thinking, introspect. If we focus more on examinations, the beauty of the language may be lost and children may not acquire the language in a free, fearless environment.

1.6   ENGLISH AS A LANGUGE OF PRESTIGE AND POWER

One of the major problems that has engaged our attention in the recent years is the role of English in the different fields of our life. Since independence, it has been playing a dominating role in our educational as well as national set up. Today, it has become a symbol of people's aspirations for quality in education and a fuller participation in national and international life.

Knowledge of English Language thus regarded as badge of superiority. It was a sure passport to power and affluence and prestige. The introduction of English Language in India proved as blessing in disguise. It ultimately led to the stirring of national spirit in the educated people. That is why a new movement arose in the various sections in national life – political, religious and social. Consequently the country made a stride in the path of progress, quite in keeping with things that were going on in the other civilized and free countries of the world.

Presently English is an international language and is not the language of the Britain only. It has been said that more people outside the island speak English than within it. Thus English is the gateway of the knowledge in all spheres of thought.

In a multi-religious, multi-cultural and multi-linguistic country like India, people are so attached, and naturally so with their local languages that they sometime end up treating people speaking other languages as foreigners or strangers. As India was a British Colony, English became an official language for all diplomatic and administrative purposes and conveniences, and thereby came to be widely used in both spoken and literary context. But the reason that English remained an official language after 1947 is attributed to the fact that as a language it played an important role in unifying regions with different people under the one flag and constitution. So, English could be rightly termed as the Lingua Franca of India. In a country where individual mother tongue number several hundred and according to 2001 census of India, over 30 languages are spoken by more than a million native speakers, English is one common language that is used by people from diverse background as an acceptable vehicular language with high levels of adoption over decades.

We have different experts all over the world who term English as the 'queen of languages'. Sri Rajagopalachari once pointed out that English was the greatest gift of Goddess Saraswati to India. The United Nations Organization (UNO) has given English the status of an official language not only because it is one of the most widely spoken languages, but also because the use of English has made the social and economic exchange between people of different countries and cultures practically possible.

Besides schooling and organized education systems prevalent in India, the competitive examination scenario also reflects importance of English. Most of the general tests, both the admission tests and the job – related ones have a complete section on this language. They are designed to test the candidate's power of expression, flair in English, comprehension skills, sound vocabulary as well as correct use of language. Thus, English constitutes a major portion of almost all competitive examinations.

David Graddol (2010) has made a very interesting observation on the role of English as the language of prestige and power. He maintains, "Throughout India, there is an extraordinary

belief amongst all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnetite is a heavy burden for any language and for those who have responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India. English is indeed a symbol for a better quality of life. It is also a powerful agent for change in our country. It is, therefore, considered to be a means of escape from the confines of one's social position and lack of opportunities. It opens the doors for social and economic aspirations. Sensing the importance of the language at different levels and perspectives, the government of India along with the state governments, have been taking various measures to introduce it at the grass root level. Recently, there has been a craze towards running government schools especially providing instructions in English as a medium. Many model schools have been established keeping in view this aspect. The experts feel that to able to grasp education at higher levels, children should be acquainted with it as early as possible. Therefore, there is no denying the fact that English Language occupies a highly important position in the national and international scenario. Learning the language has become the need of the day. Thus it is expected that the pupils who are supposed to be the future leaders of the nation should achieve proficiency in the language at least to a minimum extent so that they are able to face the challenges of the modern world.

In today's world of science and technology English has become the chief language in the Indian Education system. All the prestigious school and colleges use English as their medium of instruction. Today, careers in the field of science and technology, business and commerce, require a good knowledge of English. Most of the works in the field of space, nuclear technology, medicine etc. are available only in English and the vocabulary and terminology used in these are also available in the vary language. Therefore, the language has become a passport of getting a good job not only in the country but also in abroad and in almost all fields. Again with the growing importance of computers in every field the English language has received a further boost. The Radhakrishnan University Education Commission (1948) recommended that "English is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we give up English, we would cut ourselves off from the living stream of ever-growing knowledge."

Moreover, English is often used as a tool of power in all spheres of social life, be it education, religion, media, administration and so on. It is the language of rich and powerful. It is the only language that can be called a world language. The language scattered across continents and spoken by more than three hundred million people across the world and Indians can neglect its study of our own risk as this language plays a significant role in career enhancement and self development.

Today, English is becoming more and more popular all over the world. It has achieved the status of global language. It is the language of the United Nations and International summit meetings. English is the means of communication; it brings people from all over the world together. It is used as an access to knowledge, as an international language, as a window on the world, as a library language, as link language, as an essential language for overseas employment

and as an essential language for career growth. Thus, English is a tool of power, prestige and growth.

1.7   THE POLITICS OF TEACHING ENGLISH IN INDIA

English in India is a global language in a multilingual country. A variety and range of English-teaching situations prevail here owing to the twin factors of teacher proficiency in English and pupils' exposure to English outside school. The level of introduction of English is now a matter of political response to people's aspirations rather than an academic or feasibility issue.

Every educational system has certain objectives which aim at bringing about desirable changes in pupil. In order to bring about those changes, the institutions arrange learning experience. The success of learning can be judged only in terms of the changes brought about by this experience. This is a learning experience and evaluation.

The globalization necessitates the learning of a language which is international. Undoubtedly, English has become a world language rather than the language of only the English speaking countries such as the UK and the USA because the number of the people who use English as a means of communication exceeds much more than the number of the people who speak it as their mother tongue. In the case of English in India, more than two centuries, India has been directly and indirectly had influence of the language, English on all the fields, such as Education, Medical Science, etc.

Text materials relating to the subjects of Science, Engineering and Technology as also Medicine are available only in English. Moreover, all over India, there is no single language to unite the whole country. Since, in India, several languages are spoken and also one set of people are reluctant to learn one common Indian language, we have to borrow a new non-Indian language.

Considering the above facts, learning English, the universal language, as a Second Language, becomes inseparable branch as also unavoidable in Indian education system.

Teaching of English at the primary level is a worldwide phenomenon. In India, the teaching of English and its introduction have received great attention. Many states have already introduced or want to introduce English as a subject in primary classes, often from class-I. The level of its introduction has now become a matter of state policy responding to people's aspirations. The goals of English language learning at primary level are twofold: attainment of a basic proficiency, as is acquired in natural language learning and development of language into an instrument for knowledge acquisition. English in India is one of the main communication languages in a multilingual country. It is a symbol of participation in national and international life.

Linguistic overview of India (Political factor)

The language issue in India gives an interesting overview of political and social aspects of language planning and promotion. After independence from the British in 1947, the leaders of

the new Indian nation recognized the opportunity to unite many regions of India with a common, universal language, Hindi, but it did not assure dominance over the other languages in India. Initially, English, despite its prominence and distribution throughout the nation, was unacceptable for several reasons. According to Ralph Fasold (1988, p. 182), "the former colonial language (English) is an absolutely atrocious choice as a national language." Even though Hindi was the most natural choice, there were many blocks to its achieving success as the national language. So, although English was not an indigenous language, it became an 'Associate official Language', along with Hindi, according to article 343 of the Official Language Act, 1963, the 'Official Language of the Union of India' with eighteen 'National Languages', such as Telugu, Tamil, Bengali, Gujarati and Urdu, etc., that have a special status in certain individual states.

The solution to this problem was 'The Three Language Formula' (TFL) which emerged as a political consensus on languages in school education. This was a strategy (not a policy) to accommodate at least three languages within the ten years of schooling. The All India Council for Education recommended the adoption of the Three Language Formula in September 1956. According to this formula, every child has to learn the following:

1) The mother tongue or the regional language;
2) The official language of the union or the associate official language of the Union so long as it exists (official language of the union is Hindi and its associate official language is English);
3) Modern Indian language or a foreign language, not covered under (1) & (2) above and other than that used as the medium of instruction.

The formula was formulated in response to demands from non-Hindi speaking states, such as Karnataka, Andhra Pradesh and mainly Tamil Nadu. But with the passage of time 'English' has taken over as the instrumental language, to the detriment of all other languages.

English in India is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible indicator of this presence of English is that today its teaching being demanded by many to be taught at the very initial stage of schooling, the mushrooming of private English medium schools and the early introduction of English in State schools. The NCF- 2005 stresses the use of child's mother tongue as a medium of learning at the primary level. The English teaching profession has consistently recommended a relatively late introduction of English and this is reflected in spirit in policy documents.

The teaching and learning of English today is characterised by the diversity of schools, classroom procedures and teaching of textbooks for the purpose of passing the examination.

English language in India - Historical context

If we look at the history of English in the country, English language gained entry in India with the entry of East India Company. Christian schools (through their missionaries) started functioning in the early 1800s. Macaulay's Minutes of Indian Education (1835) advocated the use of English as it was felt that 'Indians cannot be educated by means of their mother tongue.

English is the language'. He also envisaged that English would be the language of commerce, politics and judiciary.

Macaulay's minutes on education dated 2nd Feb, 1835 – approved by the then Governor General of India, William Bentick on March 7, 1835 – became the cornerstone of British India educational policy. English became a language of the affluent in the Indian sub-continent, as a result of this policy. The bureaucracy opened opportunities for those knowing English. It established itself as the language of the elite, intelligentsia and educated middle class.

Before Independence, the Education Act of 1835 saw many changes. William Adam's survey (1835) suggested English as medium of education. During World War-I the child's mother tongue gained attention with Mahatma Gandhi and Gopal Krishna Gokhale advocating its importance. The Sadler Commission appointed to look into problem of education called for a policy of coordination between English and the Indian vernacular languages.

After Independence several states adopted the policy of discontinuing teaching of English in primary classes in government schools. As English has become a major language to be used in scientific research, Information Technology and commerce sectors. There has been a significant change in public opinion in favour of English in the recent years resulting in revival of teaching of English as a language at the primary level.

Some of the factors behind the increasing use of English language in the recent years include growth of the middle class, rapid urbanization, changing employment trends, outsourcing of jobs to India in the IT sector, privatization of higher education institutions, widespread use of internet in daily life, popularity of India as a tourism destination, growth of hospitality sector, popularity of English TV channels and films, resulting in increased pressure of admission of young children in English medium schools.

David Graddol in his book `*English Next India, The future of English in India, 2009*' mentions that in India English is changing its status from a bureaucratic and elite language to one which plays an increasing role in the lives of all citizens. He feels that English has escaped from the library… it has long been thought of as a library language but spoken English skills are now increasingly needed both for higher studies and employment.

A State of the Nation Poll carried out by the Indian TV Channel CNN, in August 2009 found that 87% feel that knowledge of English is important to succeed in life.

As education has an important role in development in India, a number of Commissions and Committees set up by the Government have given their recommendations and suggestions on teaching of English. The Official Language Commission under B. G. Kher recommended seven years of English teaching in school. The report of the Education Commission (1964-1966) recommended teaching of English after the primary level. The Conference on Teaching of English in primary schools suggested changes in the thinking about the proper age and level for teaching of English in schools (Gokak, 1963). The Kunzru Committee (1959) recommended English as a second language. The Central Advisory Board for Education proposed the three-language formula, which was approved by the Conference of Chief Ministers held in 1961 and

was accepted as a part of educational policy – English was to become one of the three languages to be taught at upper primary level- But later most states modified this policy and decided to introduce English at the primary level itself.

Language learning is not just a matter of acquiring the skills of listening, speaking, reading and writing but it consists of developing a communicative competence where these skills are often used in an integrated manner along with several other abilities that help in conducting a dialogue. The place of English is not merely an educational issue, but it is also an issue of social change, personal advancement and national development.

English in India has become a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible indicator of this presence of English is mushrooming of private English medium schools. The pressure of admission in various states in the schools where English is taught from class I or is a medium of instruction from class-I itself, shows that English language has acquired an important and an inclusive place in the Indian psyche. It is now a known fact that the English medium schools have become popular as many parents want their children to study in such schools. Education being on the concurrent list of every state, the level of introduction of English has now become a matter of state policy responding to people's aspirations. This has made many states to accede to the demand of early introduction of English in state schools

Recent developments

India has one of the largest primary education networks in the world. Educational facilities have witnessed spectacular growth, with rapid increase in the number of schools and enrolment in these schools. In India, development of primary education has been given greater priority and more funds in recent years as it lays the foundation for individual and national development.

The Sarva Shiksha Abhiyan (SSA) launched in 2001 is Government of India's flagship programme for providing free and compulsory education to children of 6–14 years age. SSA seeks to provide quality elementary education including language skills. One of the goals is to "focus on elementary education of satisfactory quality with emphasis on education for life skills to be imparted to children for being successful." Teaching and learning of English is to be given due attention in the programme of improving quality of education.

The National Knowledge Commission (2007) felt that the time has come to teach English as a language in school. Early action in this sphere, would help us build an inclusive society and transform India once again into a 'knowledge society' which it was a few decades ago. This feature of India had disappeared in the last few decades. It has recommended that English teaching should start from class I so that after 12 years of schooling the learners will have access to higher education and equal access to employment opportunities. This commission has also laid emphasis on the significance of language not only as a medium of instruction or a means of communication but also as a determinant of success towards greener pastures. It was stressed that an understanding or the command over the English language is the most important determinant of access to higher education, employment possibilities and social opportunities.

It has been widely acknowledged that many children who complete schooling are not adequately proficient in English as a language and always suffer in the world of higher education because most of the books and journals are available only in English. Such students find it exceedingly difficult to compete for a place in our premier educational institutions. This phenomenon is imminent in the sphere of jobs also where proficiency in English is an essential and desirable qualification.

The Right to Education Act, 2009 marks a historical moment for elementary education in India. It is meant to ensure that every child has the right to guaranteed quality elementary education. This would also include learning of multiple languages in which English occupies an important place along with the mother tongue. The RTE act has made special provision for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who are disadvantaged due to social, cultural, economical, geographical, linguistic, gender or other such factors. The target of educating all children at least up to primary level by 2015 is one of the Millennium Development Goals. It will be in the fitness of things if all the children who complete primary education also have a minimum level of proficiency in English.

The National Curriculum Framework-2005 (NCF 2005) lays stress on the use of child's mother tongue as a medium of learning at the primary level. At the same time, Teaching of English in an appropriate manner to enable the child to acquire sufficient proficiency in the language has also been given due importance in the NCF-2005. As per the National Curriculum Framework- 2005 at the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world.

The English teaching experts recommend that English should be introduced late and not from class I and this is reflected in spirit in various policy documents.

The teaching and learning of English today is characterized by the diversity of schools and linguistic environments, and by systematically pervasive classroom procedures of teaching a textbook for success in an examination. The emphasis should be on teaching language use in meaningful and often multilingual contexts. For the majority of our learners, what is needed is a basic or fundamental competence in the target language.

1.8   KEY FACTORS AFFECTING SECOND LANGUAGE ACQUISITION

There are so many factors that affect the teaching-learning process in India. The students in India can be categorized into two; the one is having the regional language as medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second language, to the Indian students starts from the pre-schooling.

Further environment and family background play vital role in success of learning process. For example, countries like India, where majority of the people are farmers, have the poor background in education. Moreover, the income of majority of the families is not adequate. Hence, the parents are not interested in giving good education background to their children. In

contrast, they are willing to engage the children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching. Secondly, the infrastructure, viz. school buildings – class rooms, labs, etc. is not adequate as required. The first category of the students is almost compelled to attend their classes under the trees even after several five year plans.

Majority of the students are coming from village and also their parents are farmers and uneducated. If the nature fails, the survival of the farmers will be questionable. Hence, the students are mentally discouraged due to the family conditions.

In the second category, the students are having enough background in basic education since their parents are educated and they do not depend on the nature much. Many of the students from second category are joining in English medium schools and hence, they do not find much difficulty in pursuing their higher education.

Moreover majority of the families of second category are dwelling in towns and cities and hence, they have easy access of quality education. But, the first category of students is scoring good marks in the examinations conducted. It proves that they are having good writing skill in English. The only thing is that they have to be given training in oral English communication also. Hence, a common programme for English Language Teaching must be framed in the pre-schooling itself.

1.8.1   LEARNING A LANGUAGE

Each language is structured differently, and the different structures offer users different suggestions to meaning. So when we learn our first language, our brain / mind 'tunes into' the way the particular l1 works, and we learn to pay attention to particular cues to meaning that are most helpful. When we meet a new language, our brain / mind automatically tries to apply the first language experience by looking for familiar cues. Part of learning a foreign language is developing new understandings about the particular cues to meaning that the new language offers, and that differ from those of our first language. The transferability of knowledge, skills and strategies across languages depends closely on how the two written languages work.

1.8.2   ROLE OF A TEACHER

As said by Sir Philip Sydney, teaching is the end of all learning. A teacher's primary role is not only to enable the students to understand what he is intending to say or teach. It is also the duty of the teacher to understand what the student wants and says. In teaching-learning process, two things play the vital roles; one is the delivering capacity of the teacher and the other one is the receiving capacity of the students. Without the two aspects, the teaching-learning process will not be a successful one.

Teaching-learning process is just like making sound by clapping. Without two hands we cannot clap. Like that without a right teacher and the students, the teaching learning process is meaningless. Teaching should be a worthy of learning a concept deeply and broadly. Teaching should facilitate the students to face the world which is full of political, social, international as well as personal controversies, without fear. It should give self-confidence to the students. By the

effective teaching, the students should be enabled to go for right choices, judgments and also decisions individually.

In the process of teaching-learning, the teacher should try to understand the students first. Then only, he can enable the students to understand him or his teaching. Theory with practice on some of the teaching topics may enable the students to understand the concept easily. Success of a teacher in his/her attempt in enabling the students to understand what is the concept taught by the teacher, depends on the methods he/she applies.

The teacher may be a good, but the students' physical problem may lead him to ignore the teaching. Or sometimes, the background of family of the students may drive him to be dull. Hence, the teacher should take into account everything. At the school level, the teaching-learning process is checked up the teacher by repeated class tests and examinations. Based on the result (marks scored by the students), different methods are adopted to improve teaching in case of negative result. At the college levels also the same traditional (Macaulay) method of examinations is used. The only difference is the volume of syllabus prescribed for the colleges students will be more than that of the school level.

As Carl Rogers said, the teacher should first forget that she/he is a teacher. Instead, she/he must possess the skills of a facilitator of learning-genuineness, prizing and empathy.

1.8.3   TEACHING ENGLISH AS A SECOND LANGUAGE

The Council of Chief State School Officers (CCSSO), U.S., defines English language proficiency in this way: "A fully English proficient student is able to use English to ask questions, to understand teachers, and reading materials, to test ideas, and to challenge what is being asked in the classroom".

Four language skills contribute to proficiency as follows:

1) Reading - the ability to comprehend and interpret text at the age and grade appropriate level.
2) Listening - the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information.
3) Writing - the ability to produce written text with content and format fulfilling classroom assignments at the age and grade-appropriate level.
4) Speaking - the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question/answer sessions) within the classroom and in social interactions within the school.

Hence, the teacher should keep in mind while teaching English as a second language to the students.

In our country, as already said 75% of the students are from rural areas and they are coming through regional language medium schools. Hence, based on their background, we have

to design the syllabus and adopt methods to test their English language proficiency. Therefore, it is necessary to go for a detailed discussion as to whether the existing curriculum is fulfilling the need of the hour and suitable to the students in achieving their goals, the present methods for testing the proficiency of the students are suitable and opinion and suggestions from the teaching faculties of the English language in technical institutions are to be obtained.

Taking into consideration of all the above points and undergoing a detailed analysis, a real solution may be found out for the betterment of the students as well as society.

1.9 TEACHING ENGLISH AS A SECOND LANGUGE: DEVELOPMENTAL, SOCIO-ECONOMIC AND PSYCHOLOGICAL FACTORS

The development and the process of globalisation of English continue to have major social, psychological and economic effects. There are varied linguistic consequences very closely inter-connected with these social, psychological and the economic developments. In India, the role and the status of English has reached unprecedented height despite the political and the cultural tension. The effect of globalisation has changed the social mindset of the Indian community which is quite evident these days among the masses. This phenomenon has set a new trend in every domain of India especially in the Indian education sector. People of India want to educate their children in the best way possible. For that they are now of the opinion that education in English medium, and knowledge and dominance in English language can brand them as smart, suave and modern.

Our colonial masters left long ago, but the eagerness to learn and communicate in English is transferred on to us and is still an ongoing process. Furthermore, absence of a national language in India has added an extra block in the popularity of English in India. Although Hindi is the official language in India but the disgrace and the unpopularity of Hindi in the southern and eastern parts of India also contributes a great deal in the presence, popularity and the dominance of English in India.

Socio-Psychological effect of English

The sub-continental languages have now largely been replaced with English as the language of upper and middle classes. The traditional languages have been dumped for poor working and all English speakers have been made superior. English language is now regarded as the means of personal achievement and the language of necessity. The non-Hindi states are free to correspond with the central government in English. It has become a part of our national habit, the use of English acts as a binding factor throughout the nation but at large it is dividing the masses widely. There are many intellectuals and writers in India who are loyal to Indian languages and criticise Indian writing in English but their criticism is voiced in English, and moreover, they themselves write in English because of the market potential of English language.

The social, psychological and the cultural enigma associated with the local language are on constant decline. The presence and the dominance of English in India, is slowly overpowering the relevance of Indian language medium schools among the general public. Indian languages too are losing relevance among the general masses because of the impact of English. There is a

huge dis-interest in vernacular languages among Indians. The present generation does not get acknowledged with the language of their fore fathers instead they want to be known by English language. For example; if a school going child or any student from Telugu medium goes for higher education and does not understand or communicate in English then s/he is considered to be inferior, compared to those who have better understanding and communication skill in English. This gives a negative image about their mother tongue and they feel that the cultural heritage they possess is just a stigma. This feeling in children and youngsters makes them reject their legacy, culture, history, and identity associated with their mother tongue. As a point of fact, most of the rural class and the less educated people have always been ashamed of aspects of their identity and their language. This is why when people get good education and achieve some wealth, power and status in a society they leave behind their community and adopt the higher and socially respectable communities. This behaviour for modernization and westernisation is very closely associated with 'language shame'. This embarrassment of people about their own language slowly brings that language to death.

It is a fact that English and vernacular languages are used differently for different purposes in various domains. The use and the status of English are very eminent in the urban areas and especially among the higher class people. English language is used mainly in the formal domains, in the informal domains the mother tongue prevails. Still, English language has undoubtedly become the medium of creativity and self expression among India speakers.

India is a multi-lingual nation and English acts as a communicating language connecting especially the northern and the southern region, we can say that people use English as a strategy in order to be better understood. The craziness of running after English is seen mostly among the young generation. The youth feel that if they will speak English they can show that they are modern, and civilized. The more youngsters are exposed to English (educational institution), the more they use English even while speaking their mother tongue.

Use of any language is extrinsically related to area of residence, medium of instruction, amount of exposure to the language, prestige of the language, and frequency of the language use. The result of the study seems to reveal certain facts: (1) use of English language happen because of the prestige associated with it, (2) English is gaining more recognition because of public demand and high level of exposure of English through various sources, (3) people find English as a door to knowledge, jobs, education etc., (3) they find their mother tongue useful just for the purpose of spreading cultural and social values and a sense of unity in their own speech community, (4) people also think that they can maintain a separate identity while accepting and adopting elements from other community, i.e. „English".

English seems to be a possible danger to local languages if it starts too early for a child. English language should be an addition to a child's repertoire of languages not a substitution for their home language (Prahbu 2009). English should be taught in schools and colleges but not at the expense of the native tongue. Life in the 21st century, in an interconnected, globalized world, requires critical thinking skills and a sense of international- mindedness; Using English could be the route to create this interconnected, global/international understanding to learn empathy, tolerance and conflict resolution. But the other side of the coin looks very different.

The fact today is that, English language is used only by a few, usually in the urban areas of every region. It is used only in certain domains, and hardly ever as the language of intimacy.

1.10   THE NATURE OF LANGUAGE – LEARNING vs. ACQUISITION

1.10.1   LANGUAGE ACQUISITION

Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active player. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge. It develops familiarity with the phonetic characteristics of the language as well as its structure and vocabulary, and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values.

In acquisition-inspired methodology, teaching and learning are viewed as activities that happen on a personal and psychological level. The acquisition approach praises the communicative act and develops self-confidence in the learner.

A classic example of second language acquisition are the adolescents and young adults that live abroad for a year in an exchange program, often attaining near native fluency, while knowing little about the language. They have a good pronunciation without a notion of phonology, don't know what the perfect tense is, modal or phrasal verbs are, but they intuitively recognize and know how to use all the structures.

1.10.2   LANGUAGE LEARNING

The concept of language learning is linked to the traditional approach to the study of languages and today is still generally practiced in high schools worldwide. Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language, whose parts are dissected and analyzed. The task requires intellectual effort and deductive reasoning. The form is of greater importance than communication. Teaching and learning are technical and based on a syllabus. One studies the theory in the absence of the practice. One values the correct and represses the incorrect. Error correction is constant leaving little room for spontaneity. The teacher is an authority figure and the participation of the student is predominantly passive. The student will be taught how to form interrogative and negative sentences, will memorize irregular verbs, study modal verbs, learn how to form the perfect tense, etc., but hardly ever masters the use of these structures in conversation.

Language-learning inspired methods are progressive and cumulative, normally tied to a preset syllabus that includes memorization of vocabulary. It seeks to transmit to the student knowledge about the language, its functioning and grammatical structures, its contrasts with the student's native language, knowledge that hopefully will produce the practical skills of understanding and speaking the language. However, the effort of accumulating knowledge about the language with all its irregularity becomes frustrating because of the lack of familiarity with the language.

Innumerable graduates in Brazil with arts degrees in English are classic examples of language learning. They are certified teachers with knowledge about the language and its literature but able to communicate in English only with poor pronunciation, limited vocabulary and lacking awareness of the target culture.

Learning	Versus	Acquisition
Artificial	↔	Natural
Technical	↔	Personal
Priority on the written language	↔	Priority on the spoken language
Theory (language analysis)	↔	Practice (language in use)
Formal instruction	↔	Meaningful interaction
Deductive teaching (rule-driven, top-down)	↔	Inductive (rule-discovery, bottom-up)
Conscious process	↔	Sub-conscious process
Preset syllabus	↔	Evolving/emerging syllabus with learner-centred activities and scope for improvisation.
Translation of sentences with use of L1 included	↔	No translation, no L1
Activities ABOUT the language	↔	Activities IN the language
Focus on form	↔	Focus on communication/meaning
Produces knowledge	↔	Produces (an) ability

1.10.3 INTER-RELATIONSHIP BETWEEN ACQUISITION AND LEARNING AND ITS IMPLICATIONS

The clear understanding of the differences between acquisition and learning makes it possible to investigate their interrelationships as well as the implications for the teaching of languages.

First, we ought to consider that languages are complex, arbitrary, irregular phenomena, full of ambiguities, in constant random and uncontrollable evolution. Therefore, the grammatical structure of a language is too complex and abstract to be categorized and defined by rules.

Even if some partial knowledge of the functioning of the language is reached, it is not easily transformed into communication skills. What happens in fact is the opposite: to understand the functioning of a language with its irregularities is a result of being familiar with it. Rules and

exceptions will make sense and grammar, word choice and pronunciation will be employed appropriately if it "sounds" right. Language analysis and the deductive, rule-driven study of grammar are not only ineffective to produce communicative ability, but also frustrating. It is much easier and more enjoyable to <u>acquire</u> a language than it is to <u>learn</u> a language.

In his Monitor Hypothesis Krashen admits that the knowledge obtained through formal study (language learning) can serve to monitor speaking. Krashen, however, doesn't specify the language that would be the object of study, but it is logical to assume that he was using the study of Spanish as the basis for his inferences and conclusions because it is the dominant foreign language in the United States, and particularly in the state of California, where Professor Krashen lives and works.

Therefore, it is necessary to analyze the characteristics of the target language, their degrees of irregularity and difficulty and how that affects the applicability of Krashen's theory. It is also necessary to analyze the personal characteristics of the players in the teaching-learning arena.

1.11   THE PEDAGOGY OF COMPREHENSIBLE INPUT

The Input Hypothesis introduced by Stephen Krashen has been one of a number of hypotheses concerning the causes of the language acquisition. In Krashen's point of view, 'language acquisition' is more powerful and essential than 'language learning', and learners are able to acquire language only by understanding language containing linguistic features one step beyond their present level of knowledge or "comprehensible input".   A number of researches and theorists have, however, questioned this hypothesis and expressed their observations about the explanatory value of comprehensible input to language acquisition.

Krashen indicated that language acquisition is more powerful and essential than language learning and the only one way to acquire language is to be exposed to 'comprehensible input'.

1.11.1   THE INPUT HYPOTHESIS: STATEMENT AND SUPPORTING EVIDENCE

In accordance with the usual pedagogical approach in second and foreign language teaching, learners develop their fluency by first learning structures, and then practicing their usage in communication; but in contrast to this, Krashen (1982) conceived that learners acquire languages by understanding meaning first, and then acquiring structures. The input hypothesis can be thus restated as follows:

1) The input hypothesis is connected to acquisition and not learning.
2) Learners acquire by understanding language containing linguistic feature one step beyond their present level of knowledge (i + 1). In addition, context or extra-linguistic information will be used to help learners understand such language.
3) Comprehensible input or the so called (i + 1) will be automatically provided if the acquirer understands the input and there is sufficient of it.
4) Fluency in Speaking cannot be taught directly. It emerges over a period of time, on its own.

Krashen (1982) further developed his idea by presenting evidence supporting the hypothesis as follows:

Firstly, **first language acquisition in children:** The comprehensible input in second language is similar in some ways to "caretaker speech", the language that adults (parents and others) use with children. Its most important characteristic is that caretakers intend to communicate and convey messages to children, not to teach language. Moreover, caretakers do not provide the language exactly modified to the child's present level of linguistic knowledge. In other words, the input is roughly-tuned, not finely-tuned. The third characteristic is stated as the "here and now" principle. The conversation is mostly about the child's immediate environment, what is happening now (Krashen, 1982; 1988; Lightbown and Spada, 1999).

Secondly, **second language acquisition:** Krashen stated that second language learners are also exposed to the kind of modified input characterized as:

a) Foreigner talk, the term defined by Ferguson in 1971 for "the simplified speech used by a native speaker with a non-native speaker who lacked full understanding of the target language".
b) Teacher talk, described as foreigner talk in classroom environment.
c) Inter-language talk, the name given by Selinker (1972) to "learners' developing second language knowledge".

Thirdly, **the silent period and first language influence**: The silent period, a phenomenon that occurs in the beginning stage of child's second language acquisition, is explained by Krashen in terms of the 'input hypothesis', that is, the child's competence in second language is developed by listening and then understanding. Utterance producing ability will come when receiving enough competence in target language. Unlike the child in second language acquisition, adults and children in formal second language instruction are usually pressured to talk very early. However, the insufficiency of competence i.e., the lack of acquisition of second language rule results in errors (Krashen, 1982). Such errors are not the result of first language interference (cited in Krashen, 1982: 27).

Fourthly, **Advantages and disadvantages of first language rule use**: Use of first language rules allow the learners to produce utterances even though their competence in second language is not adequate for production, and this gives them opportunities to engage in conversation that can provide more comprehensible input. Despite the said advantage, it may not be able to encourage real progress in the second language.

Lastly, **applied linguistics research**: Krashen claimed that studies of the newer methods which focus on 'meaning' and not 'form', such as, Asher's Total Physical Response (TPR) and Terrell's Natural Approach can confirm that providing 'comprehensible input' method/s is better than any of the older approaches.

1.11.2   REFLECTIONS ON THE HYPOTHESIS AND ITS TEACHING IMPLICATION

Comprehensible input is conceptually very fruitful for second-language development. Harmer (1991), however, argued that superficially it might seem that comprehensible input can undoubtedly help students to acquire the language that they are hearing or reading if they can more or less understand it.   In fact, it is not easy to say that acquisition is more plausible than learning. Ellis (1990) and Lightbown and Spada (1999) also pointed to the lack of direct empirical studies that can support the effectiveness of input hypothesis.

According to studies of the role of meaning-focused instruction, it appears that not only comprehensible input but also negotiation of meaning is crucial for the acquisition of new linguistic competence. Krashen acknowledged that both one-way and two-way interaction can be a source of modified input and two-way interaction i.e. conversation is a good way of providing comprehensible input. However, he insisted that two-way interaction is not certainly necessary for comprehensible input and learner is also not required to be active participant to understand the input (Ellis, 1990).

There are others who reject one-way interaction which learners are just passive recipients of comprehensible input and do not need to speak at all. One example provided by Pisa, Young and Doughty (1987) showed that the modified interaction is more powerful than modified input in order to lead much more comprehension. According to the interaction hypothesis, negotiation of meaning is very helpful when difficulty in communication occurs and learners need to obtain input and feedback that can serve as linguistic data through conversational repair e.g. asking clarification questions, checking their comprehension, clarifying vocabulary, and verifying meaning.

In addition, Swain (1985) advocates the output hypothesis which claims that learners need opportunities to practice language with native speakers to develop language competence (Ellis, 1990).

It has long been believed that providing comprehensible input can play an important role in second language acquisition. Many researchers, however, argue that it is valuable but incomplete for learners' continued language development. Unlike Krashen, some support the form-focused instruction whereas some insist on the power of interaction. It all, in fact, reflects individuals' believe in different approaches. It is advised that careful consideration for benefit and concern of those approaches.

1.12   SUM UP

➢ English is one of the most important languages in the world. It can even be said to be the single most important language. Other languages are important too, but not for the same reasons as English are important.
➢ Multilingualism is a way of life in India. Multilingualism can be defined as linguistic diversity and it is universal in nature.

- A polyglot is a person who is "able to speak more than two languages with approximately equal ease and comfort". And so, every educated Indian is a polyglot or at least a bilingual in true sense of the term.
- Multilingualism promotes scholastic achievement and cognitive growth and social tolerance; multilingualism should be taken as an advantage rather than a handicap in teaching the English (L2).
- Three broad components of language teacher proficiency were identified as 'linguistic knowledge', 'cultural knowledge' and 'pedagogical knowledge'.
- The linguistic proficiency emphasised the need for teachers to be able to communicate successfully in the classroom environment: 'their ability to conduct a lesson in the target language, their ability to communicate with colleagues in the target language, their ability to access the internet in the target language'.
- Children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place.
- Knowledge of English Language is regarded as badge of superiority. Thus, English is often used as a tool of power in all spheres of social life, be it education, religion, media, administration and so on. It is the language of rich and powerful.
- English in India is a symbol of people's aspirations for quality in education and a fuller participation in national and international life.
- There are so many factors that affect the language teaching-learning process in India. The students in India can be categorized into two; the one is having the regional language as medium of study from the primary level and the other is having English as the medium of study.
- In Krashen's point of view, 'language acquisition' is more powerful and essential than 'language learning', and learners are able to acquire language only by understanding language containing linguistic features one step beyond their present level of knowledge or "comprehensible input".

1.13   PRACTICUM

1.13.1   ASSIGNMENT

1) What is multilingualism? Explain how it serves a resource for English language teaching?
2) What do you think of the proficiency of English language teachers in India?
3) How do you perceive the relation between acquisition of language and preparing children for examination?
4) What do you understand the politics of English language teaching in India?
5) 'English is considered as the language of prestige and power' – Explain.
6) What do you think are the key of factors affecting second language acquisition?
7) What differences do you notice between learning and acquisition of language?
8) What is Stephen Krashen's input hypothesis? What are its implications?

1.13.2   PROJECT WORK

- ➢ Visit a nearby corporate English medium school and interact children of class-5 to know how many languages (speaking only) each child knows. Also ask them how often they use different languages. Note down in your note book their comfort levels in using different languages. Prepare report and share it with your classmates.

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CHAPTER – 2
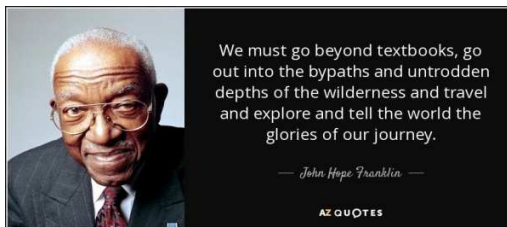
We must go beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world the glories of our journey.

— John Hope Franklin —

AZ QUOTES

UNIT-2

TEACHING LEARNING MATERIALS AND TEXTBOOKS

2.1   INTRODUCTION

Teaching Learning Material (TLM) can be used effectively to capture and sustain the attention of the learners. Very often, these materials are used to explain any concept in the best possible way. The selection and presentation of relevant material in the classroom depends on the creativity of the teacher. As it is observed that children learn in many ways and from different sources, the teacher has to provide opportunities to the children. Hence teachers are suggested to engage the children in meaningful tasks, for which he/she has to use the material prepared, purchased or procured. In general children are interested to participate in activities and do tasks on their own. TLM assists them in attempting a lot. Hence teachers have to take care while using the material in the classroom. Any material that is used to teach or learn is called teaching learning material.TLM can be classified as audio, visual or audio- visual etc. Real objects, models, specimens, pictures, mobile phones, computer etc, are some examples.

Meaningful language production will take place through oral and written discourses. During the production of discourses children produce individually first and then share their products in groups. Teacher edits one group product by negotiating with the whole class. The edited group products will be compiled and it is called a big book. Thus, the big books are the children's group products after editing. Big books evolve in the class for every written discourse task. Big books encourage the children to participate actively in the groups. Theme pictures are also very important at primary level to elicit vocabulary and ideas along with oral and written discourses in the classroom. Hence teachers have to make use of the theme picture to the fullest extent in the classroom for generation language.

A textbook is a manual of instruction or a standard book of study. It holds an important role in teaching English. It is developed as per the needs of the learner and the society. Textbook development takes place by following the guiding principles suggested at national and state level and according to the vision of the State. Textbooks are developed as per the themes suggested at national level. Different genres are also given due weightage along with targeted discourses at primary level. A text book is an organized book in which the material is presented properly and intended for use in school curriculum. Hence any book, which is specifically written for use in classroom instruction, can be considered a textbook. Much of the classroom teaching plans around the textbooks prescribed. Textbooks provide the basis of the content, kind of language tasks, assumptions on language learning. Textbooks supplement the teacher's classroom instruction. Though there are many sources of learning all those sources supplement the textbook. Hence proper care has to be taken in developing textbooks, especially at primary level.

2.2   OBJECTIVES

The student teachers will be able to …

➢ Know the nature of teaching learning material at lower primary level(classes I & II), and at middle primary level(classes III, IV & V)
➢ Understand what a Big Book is and how Big Books are emerged.
➢ Understand the relevance of Big Books and the theme pictures in teaching English at primary level.
➢ Know the philosophical background of the development of textbooks in our state.
➢ Know the guidelines of NCF 2005, RTE 2009, NCFTE 2010, Position Paper on teaching English and APSCF 2011 regarding development of textbooks.
➢ Know the core themes and other themes suggested at national level for the selection of textbook material.
➢ Understand how a unit is organized in the revised English text books.
➢ Define the term 'academic standard' and different academic standards targeted at primary level.
➢ Understand the specific indicators prescribed for specific academic standards as well as for different discourses.

2.3   NATURE OF TEACHING LEARNING MATERIAL

Teaching Learning Material (TLM) is an expression used to describe the resources the teachers use in the classroom to carry out instruction and learners use to enhance their understanding. Preferably, TLM will be made to suit the content in which they are being used, to the students in whose class they are being used, and the teacher for effective teaching. TLM appears in many shapes and sizes, but they all have in a common the ability to support teacher's teaching and learner's learning. The teaching learning material is largely grouped into (a) audio aids, (b) visual aids, and (c) audio-visual aids.

Teaching Learning Materials are used

➢ to make the teaching and learning joyful.
➢ to reduce the boredom and fatigue.
➢ to break the monotony.
➢ to ensure the language skills of the children.
➢ to draw the attention of the students.
➢ to make the classroom attractive and lively.
➢ to bring out the innate abilities of the teachers as well as students.

2.3.1 NATURE OF TEACHING LEARNING MATERIAL AT LOWER PRIMARY LEVEL (classes-I & II)

Activity: Display of an innovative material

Observe the following 3 photos from a primary school.

(i)   *The students are from a rural government primary school children.*

(ii)   2nd class children displaying word strips and speaking on them

(iii)   Children participating in a written task with the help of a material prepared by the teacher
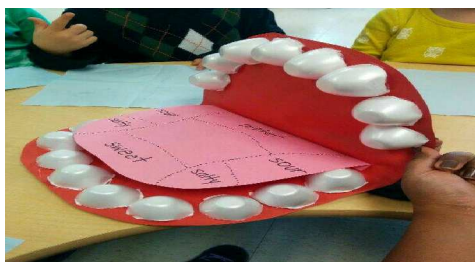
Questions for interaction:

- ✓ What class is it?
- ✓ What are the children displaying?
- ✓ How is the classroom?

Now, let's reflect on the questions above.

The nature of Teaching Learning Material selected at lower primary level should be like the following:

➢ Learner friendly in a child centered way.
➢ Relevance and appropriateness.
➢ Low cost, No cost and availability.
➢ Scope for preparation or collection.
➢ Scope for interaction and communication.
➢ Level specific, need based.
➢ Scope for flexibility.
➢ Scope for activity based.
➢ Scope for tasks.
➢ Focus on introduction of alphabet, simple words.

Suggested Teaching Learning Material at Lower Primary Level (Classes I & II)

✓ Photographs, toys, dolls, crayons, water colours, pencils, sketch pens, models.
✓ Flash cards / alphabet dominoes, Match stick drawings.
✓ Stick figures drawn by the teacher on the board / a chart
✓ Chocolate/soap/medicine/health drink wrappers and other such materials in the environmental print
✓ News paper clippings, advertisements, brochures, pamphlets.
✓ Work sheets, activity sheets, tasks..
✓ Charts, calendars, word and sentence cards.
✓ Picture cards (larger in size for whole class activity, smaller for individual, group or pair activity; theme based….
✓ Maps, clocks, Wall charts, building blocks, toys….
✓ Pre-recorded audio / video materials
✓ Teacher's / learner's writing on the board / chart / wall magazine
✓ Computer Assisted Language Learning material
✓ Digital classroom material.

2.3.2   NATURE OF TEACHING LEARNING MATERIAL AT MIDDLE PRIMARY LEVEL (III, IV & V)
Similarly, the nature of Teaching Learning Material at middle primary level (classes-III, IV & V) should have …
✓ Relevance and appropriateness.
✓ Low cost, No cost and availability.
✓ Scope for preparation or collection.

✓ Scope for interaction and communication.
✓ Need based.
✓ Scope for flexibility.
✓ Scope for activity based.
✓ Scope for tasks.
✓ Challenging and scope for meaningful engagement.
✓ Appealing and attractive.
✓ Manageable

Suggested Teaching Learning Material at Lower Primary Level (III, IV & V)

In addition to the material suggested at lower primary level, the following material is also suggested at middle primary level.

✓ Puppets (Paper bag, glove, finger puppets)
✓ Language Games and activities.
✓ Child literature from National Book Trust (NBT) and Children Book Trust of India etc.,
✓ Using the school building and campus as a learning place,
✓ English clubs and tests, reading corner, library, wall magazines, manuscript magazines, school/classroom blogs, e-journals, school website
✓ Visual media (Short films, documentaries etc)
✓ New media and language (Blog, twitter...
✓ Social media like Whatsapp, facebook etc.

Note:
1) Any material that the teacher feels relevant can be made use of at any level depending on the discretion of the teacher.
2) Some of them are non- pedagogic material. Let's discuss now regarding authentic / non-pedagogic material.

2.4   AUTHENTIC/ NON PEDAGOGIC MATERIAL

Do the following tasks.

Task1:

Go through the following materials. Note down the words and expressions used in English in them.

Discussion points:

Why is some information given in English?
Can we use them in our English classrooms?
How do we use them?

Task 2:

Ask the children to collect greeting cards they have received. Let them exchange their cards. Conduct a pair work to collect the information related to the card like who has sent, to whom the card is sent, on what occasion it is sent…

Task 3:

Ask the children to collect any postings in whatsapp of their family members or friends on any famous day.
Let them share in groups.
Let them talk about it.

- ✓ Now observe how the children have participated, how these tasks differ from the tasks given in the textbooks.

- ✓ Now identify at least three ways in which these tasks differ from the text book tasks.

Point for discussion:

Choose any material that is being used in the classroom. Analyse the theory of language, theory of learning, learner needs and learning objectives built into it.

"Materials development" refers to all the processes made use of by practitioners who produce and use materials for language learning. The term 'material' refers to anything that facilitates learning or teaching either in the classroom or through self direction. As it is already known that textbooks can't expose students to examples of real language used in everyday life, teachers must use additional resources. Authentic materials in language teaching or learning make teaching-learning more effective and more interesting. Materials such as newspapers, name boards in shops, etc. which are not originally designed for teaching-learning purposes are called authentic/non-pedagogic materials. Such materials offer a rich source for language learning. Think of various materials that we use in our language classroom apart from the materials given in textbooks.

This has resulted in search for alternate materials, instead of looking for specific materials. Teachers now look for authentic materials which bring the external world into the classroom. Such materials which were not originally conceived for pedagogic purposes have come to known as non-pedagogic materials. These offer a rich source for language learning.

Thus the Authentic Materials are:

❖ Nunan (1989): "any material which has not been specifically produced for the purpose of language teaching." (as cited in Macdonald, Badger &White, 2000)

❖ Bacon & Finnemann (1990): "authentic materials are texts produced by native speakers for a non-pedagogical purpose."

Authentic Vs. Non-authentic Materials:

Authentic Materials	Non-Authentic Materials
- Language data produced for real life communication purposes. - They may contain false starts, and incomplete sentences. - They are useful for improving the communicative aspects of the language.	- They are specially designed for learning purposes. - The language used in them is artificial. They contain well formed sentences all the time. - They are useful for teaching grammar.

(Adams, 1995; Miller, 2003)

Example of Authentic Materials: (Hedge, 2000; Baird, 2004)

Spoken: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates.

Written: Recipes, articles, train timetables, advertisements, brochures, poems, application forms, and instruction for use of equipment.

Gebhard (1996) categorized into four categories

1) Authentic listening / viewing materials – TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories, novels, radio advertisements, songs and documentaries etc.
2) Authentic Visual materials – slides, photographs, paintings, children's art work, stick figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books and calendars etc.
3) Authentic Printed Materials – newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, chocolate wrappers, tourist information brochures, university

catalogues, maps, comic books, greeting cards, grocery coupons and bus/train schedules etc.

4) Realia (Real world objects)

According to Harmer (1994), the use of authentic materials helps learners in the following ways.

✓ Authentic materials assist language learners to become better readers and better learners which ultimately lead them to produce good language.
✓ Language acquisition process will be better and faster.
✓ Students feel satisfied over their achievement in the proficiency of the language because the skills they gain make them feel that they can face the situations in their real life too.

Limitations of using authentic/non-pedagogic material:

✓ Authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes and de-motivate low level students.
✓ Authentic materials may be too culturally biased.
✓ Many structures are mixed in such materials; causing lower levels have a hard time decoding the texts.
✓ The use of authentic materials is time consuming for the teachers.
✓ Authentic materials may not expose students to comprehensible input at the earliest stages of acquisition.

(Guariento & Morley, 2001; Martinez, 2002; Kim, 2000)

Task 3:

Design three tasks by using a poster to teach vocabulary.

ADDITIONAL RESOURSES

Point for discussion: What are the pictures about?

The above pictures are the cover pages of popular children's story books. Children enjoy the books when they are printed in multi colour, with nice pictures and good illustrations and simple sentences. Such books are a great resource to learn English. Since one of the goals of English language teaching is to make the child an autonomous learner by transforming language

into an instrument for knowledge acquisition, children should be encouraged to learn on their own from a variety of resources. Hence a plethora of resources should be put at the disposal of the children.

Task-1: Select a poster of any social issue. Present it in the classroom. Interact with the children to elicit vocabulary and assign a writing task based on the poster.

Point for discussion: How is the poster used as a resource for teaching and learning English?

Think of other resources. Here are some. The resources suggested below can not only help children to learn English , but also help teachers with limited competence to improve their language competence, which in turn can improve the effectiveness of English language teaching/ learning processes in the classroom.

- ✓ class/club/school/public library
- ✓ textbooks of higher classes in the same stream and other streams (CBSE, ICSE)
- ✓ pictorial dictionaries, learner's/standard dictionaries, dictionaries of idiomatic English field-specific dictionaries such as the dictionary of biology, etc.
- ✓ thesauruses, encyclopedias, children's knowledge library, 'Tell me Why' books self-help books, 'Do it Yourself' books, personality development books.
- ✓ big books, picture cards, reading cards, graded readers, special charts like 'Spark Charts'.
- ✓ magazines like Chandamama, Amar Chitra Katha in English and regional languages, newspapers in English and regional languages.
- ✓ children's literature(books written for/by children) and other literary genres.
- ✓ bilingual texts and bilingual dictionaries appropriate to the region.
- ✓ talking books (books with audio CD/cassette), recorded audio/video lessons or programmes.
- ✓ self-learning courses through video/audio materials or interactive CDs
- ✓ dedicated radio and TV programmes.
- ✓ encyclopedias / dictionaries / thesauruses available in electronic format
- ✓ English learning resources available on the world wide web like http://www askoxford.com, http://www.bbc.co.uk/worldservice/learningenglish, Wikipedia, etc.

The children should also be encouraged to find some human resources to supplement/ complement the classroom teaching. This resource is always ignored or neglected. The learner's surroundings too are a rich resource if properly identified and tapped into. English club/forum in the school can also be another important human resource.

The following are some publishers who publish children's story books in English which serve as a great resource of teaching and learning English.

- NBT, CBT
- TULIKA
- TARA
- KARADI TALES
- KATHA
- EKALAVYA
- KALPAVRIKSH

- DIGANTAR
- RIVER
- VBS, UDAIPUR.
- AZIM PREMZI FOUNDATION
- MV FOUNDATION
- PRATHAM

2.5   LOW COST – NO COST TEACHING LEARNING MATERIAL (TLM)

Activity-1

(i)   Observe the following photo collected from a classroom blog maintained by a primary school teacher.
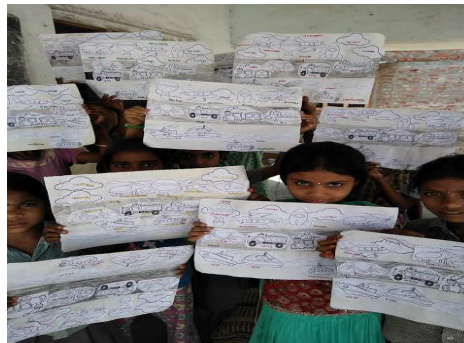
What did the children display?

How much money, do you think the teacher has spent for the preparation of this material?

(ii)   Now, observe the following picture:

Now reflect:

➢ Do you think the material used here can be purchased or procured or both?
➢ Can an English teacher develop and make use of such material in the classroom?

(iii)   Now observe the following photos collected from a post in a blog.

Class-2 children from a government upper primary school are participating in a speaking activity using low cost material.

Now go through the following regarding the nature of 'low cost' and 'no cost' TLM.

- ➤ The materials are in conformity with the specific learning goals, levels of the learners.
- ➤ Materials should be easy to display and use in the specific learning situations.
- ➤ Should have high relevance with the text and the context, individual learning and peer learning, and scope for interaction
- ➤ These materials come out of the innovative practices of the reflective teachers.
- ➤ They are in conformity with the specific purpose and for specific goals.
- ➤ Possess relevance to the text and context; allows self/peer learning through interaction.
- ➤ Easily accessible.
- ➤ Can be prepared or procured with the help of the students.
- ➤ It is the teacher's vision and outlook that makes the material low cost- no cost.
- ➤ Most of the authentic pedagogic material is low cost –no cost.

Let's see the use of some material in detail:

FLASH CARDS

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence.

Flash cards can be bright and colourful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation

Flash cards can serve a variety of purposes. Flash cards are made from thick paper or card board on which words/phrases/sentences are written one side and the relevant picture is drawn. These are useful in following look and say method for introducing words/ phrases/ sentences. Word making and sentence making can be practiced by using flash cards. Flash cards are shown as a flash to introduce the relevant/key words/phrases/sentences etc.

Flash cards are a really handy resource to posess and can be useful at every stage of the class. They are easy to present, practise and recycle and when students become familiar with the activities used in the class.

Memory game

- Place a selection of flash cards on the floor in a circle.
- Students have one minute to witness/memorise the cards.
- In groups, they have two minutes to write as many names as they can recollect.

Drilling activities - Invisible Flash cards

- ✓ Stick nine flash cards on the board and draw a grid around them.
- ✓ Use a pen or a pointer to drill the nine words. Always point to the flash card you are drilling.
- ✓ Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
- ✓ When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
- ✓ Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.
- ✓ Depending on the age group, put the flash cards back in the right place on the grid, asking the children where they go, or ask students to come up and write the word in the correct place on the grid.

Identification activities - Reveal the word

- ✓ Cover the flash card or word card with a piece of card and slowly reveal it.
- ✓ Students guess which one it is.
- ✓ Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
- ✓ Alternatively, flip the card over very quickly so the children just get a quick glimpse.
- ✓ Repeat until they have guessed the word.

Total Physical Response activities:

- ✓ Point or race to the flash cards.
- ✓ Stick flash cards around the class.
- ✓ Say one of them and students point or race to it.
- ✓ Students can then give the instructions to classmates.
- ✓ You can also incorporate flash cards into a game of Simon Says. 'Simon says, jump to the T-shirt' etc.

   Alphabet cards both upper case and lower case also can be prepared and shown to the children while introducing a word like if the teacher says the word 'bird' four students pick the alphabet cards 'B', 'I', ;R', and 'D.

2.5.1   BLACK BOARD/CHALK BOARD

Task 1:

Make a note of what have you written on board. Compare it with what have you written under board work of your period plan.

Task 2:

Observe children what are they doing while you are writing something/drawing on the board?

   Among all the materials used, the board either black or white is most significant. Let's reflect how we use the board and how it should be used.

   The blackboard may be used in English language classroom in different ways. Both teachers and students may use it appropriately. Primarily we use it to write words, phrases, sentences or any text, to draw pictures. It can be used to practice hand writing also like pattern practice, strokes, curves, half circles, double rule, four-rule, broad rule etc.....

   Care has to be taken by the teachers while writing on the board. Most of us cover the entire board while writing so that it is not completely visible to all the students. Effective use of board is also an important skill to be acquired by the student teachers. Hence they should be given ample opportunities to use the board in the language classroom.

   A board in an English room can be used in a multiple way. Teacher can write the key/ relevant words/ expressions that are generated through interaction at various stages of classroom transaction. The board may be divided into two or three partitions in which larger part of the portion will be in the middle so that the teacher may write the words or phrases that are elicited on the left side portion, Sentences in the middle portion and to draw diagrams on the right portion.
   While describing a picture the teacher can write the naming words on the left side margin, action words on the right side margin and the sentences in the middle/ larger portion of the board.

The board is useful to write the glossary, questions for checking comprehension, questions asked during scaffold reading so that every child will read it to answer. Children should be given chance to use the board frequently in the language class, especially at lower primary stage. Children should be given scope to write/ draw on the board through which their participation in the classroom transaction is ensured.

The criteria for effective blackboard work can be listed as follows:

✓ **Neatness:** The board should be used very neatly. Whatever that is written or drawn on the board should be understandable easily. No extra curves and strokes, careless writing is not at all suitable for the children to go through.

✓ **Organisation of the space:** the space of the board is to be used judiciously to write the key vocabulary, expressions and to draw pictures. Optimum use of the space is required by the teacher.

✓ **Visibility:** A board is basically a visual material, so whatever is done on it should be visible to the whole class. The size of the board depends on the size of the class and the classroom. Visibility is as important for pictures as for writing.

✓ **Error free:** Whatever that is written on the board is recordable. If any mistake is committed while writing on the board, it cannot be ignored. Hence teachers should take care while writing on the board.

2.5.2   MATCH-STICK DRAWING
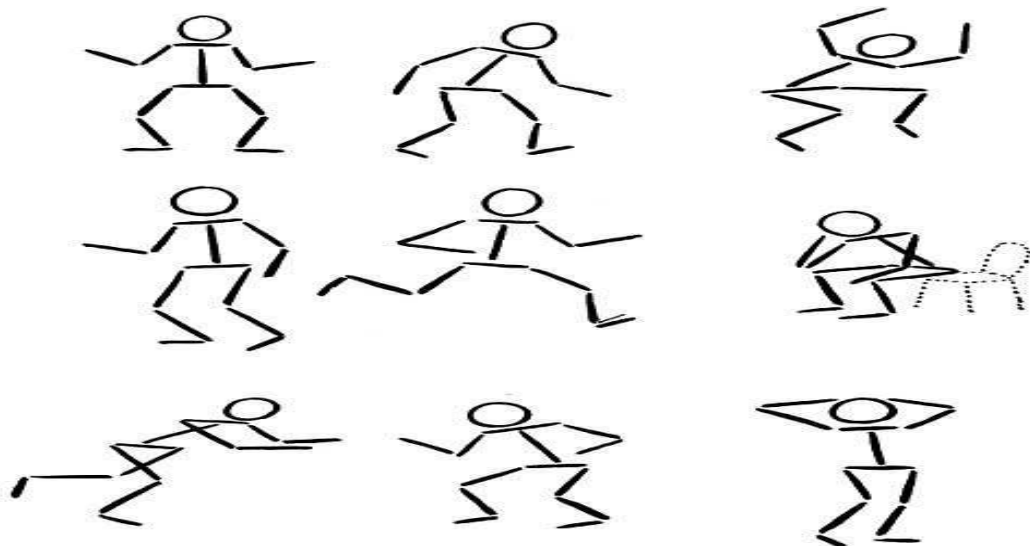
Simple matchstick diagrams can be used to create situations

A little practice in drawing the match stick figures will keep the teacher in good position. In these figures, a simple stroke this way or that way can do wonders as animated as live shows.

Matchstick figures are also used where language may be a barrier. Due to the simplification of the shapes and forms, nearly everyone can recognize the human shape through this style of drawing. Think about the signs for men and women on public toilets!

No matter how complex or complicated are things, they can be summarized as a simple combination of lines and dots. The features of stick figures are simple, easy to understand, vivid, and so on. And the characters of pupils are lively, naughty and absent-minded. There are some difficulties for students to concentrate as long as 45 minutes, so it is very important to find an effective way to teach pupils English.

In English language learning, the use of prepositions is difficult for students to grasp their correct usage. In this context, Nanda, V.K says, *If the teacher is an expert in blackboard drawings, simple match stick diagrams can be used to create situations*. There are many non-objective meanings of preposition, such as when learning "under" and "on". If teachers teach the prepositions only by mouth, it is very difficult for students to understand what the meanings are and how to use them. But if pictures are drawn such as 'a cat under a table', or 'an apple on the desk', and then explain the usage of the two prepositions orally, it will be very easy for students to understand them.

Task:

Collect some action words/ phrases with prepositions and sentences, introduce them by using match-stick drawings to your fellow student teachers.

2.5.3   ENGLISH TEACHER'S KIT

It is expected that every English teacher should possess his/her own kit of items for preparation of 'low cost' or 'no cost' TLM in their day to day classroom situations. The teacher's kit normally contains the materials that include a small pair of scissors, a gum/glue bottle or Fevistick, a cello-tape, a match box, sketch pen set, a bundle of twine thread are the permanent material of the kit. Teacher also needs to collect various materials like news paper clippings, wrappers, pictures, small stories, cartoons, comics from different sources and kept in the teacher's kit.

Task: Prepare your own kit to teach English.

2.6   ROLE OF BIG BOOKS

Activity

Observe the above cover pictures. Talk about them.
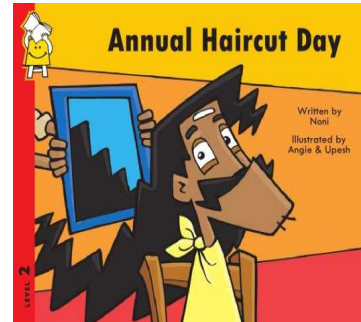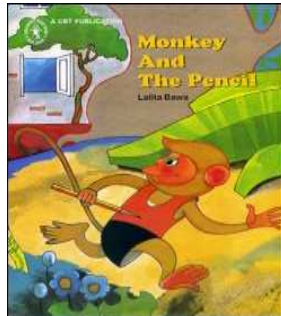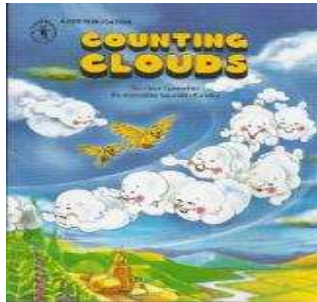
Point for discussion:

What do they have inside?   How will they be presented?

The above are story books for young learners of English published by popular children book publishers. A story with a theme that suits children will be given with coulourful picture illustrations and simple sentences. The story is divided into scenes and each scene with a story thread in one or two sentences will be given on each page. The larger portion of the page is dedicated for picture. The pictures depict the scene and are normally drawn by an artist. Such books are considered as big books. Books like mentioned above are also published in large size compared to the textbooks and note books. Hence they are called big books.

Some teachers prepare their big books and also encourage the children prepare big books. When the childrens' written works/products are compiled together to form a theme based book, it is also called/known as Big Book.

Features:

➢ The size of pictures and words in big books are exciting to children.
➢ Big books are a fun way to motivate children to want to read and to create an exciting way for them to experience books.
➢ The size of pictures helps children to focus attention and follow the story as they are learning to listen.

Big Books are a treat because they are big, really big. Big Books are large enough that all children in the classroom can clearly see the characters and read what is written. Big Books

are almost like small cinema screens that suddenly open and take young learners for an imaginary ride. And even more interesting than going on this ride is to be able to engage in significant dialogue with the children and intertwine our and their experiences and lives with the stories. This mixture of amazement, imagination, student validation, and relevant language make a powerful a memorable affective learning experience.

Big Books make reading a fun experience for young learners while being a powerful tool for language learning. Maxi-format illustrations will captivate any class or group and enlarged text will allow children to see and follow words as they are pointed to and read by the teacher. Big Books bring reading to life for all children in the class. They are an ideal way to make reading a shared experience and fun group situations will then help develop confident and motivated individual readers.

By using big books

➤ children enjoy them using in story time.
➤ Children also enjoy having a chance to 'read' big books on their own or with parents, and enjoy having a chance to take them home, too.
➤ children feel involved in the action and they even forget that it is a formal teaching situation.
➤ comprehension is almost immediate, with instant clarification and support from the teacher.
➤ children develop observation skills.
➤ help in teaching frequently used vocabulary.
➤ initiation may be encouraged in the form of prediction, observation, connection, clarifying, asking questions, making comments, entering a story world and using their own imagination.
➤ barriers for children struggling to read will be broken down.

Big books give students exposure to longer texts, as well as the individual components of language in a meaningful context.

Other version of the concept of Big Book

Another version of the concept of big book is presented here. Let's go through it and understand it thoroughly.

One of the most important aspects in language classroom is 'the classroom interaction' where there is more scope for thinking and reflecting. The children are encouraged to produce oral and written discourses in the classroom since language exists only in the form of discourses. A big book is a collection of the edited children's group products of a written discourse task. As language exists in the form of discourses, the Government of Andhra Pradesh has proposed modular transaction in the classroom teaching which is dealt with in detail in unit 4. The shift in the new approach to teaching-learning process, material, assessment is reflected in the curriculum revision, syllabus design and textbook development. As a part of language teaching,

input is provided in terms of discourses, that means children are exposed to discourses like story, rhyme, letter, description, conversation etc., the output from children is also expected in terms of discourses. Hence, discourse construction is an important activity in the classroom. Children produce oral as well as written discourses. The discourse construction follow some steps like eliciting the content either with the help of a picture or from the reading text, assigning a discourse task, children make an individual attempt of the task, present it randomly by one or two individuals, refine the task in groups through collaboration by negotiating with the group, and the presentation of teacher's version is followed by the editing of other group products etc. Thus, the teachers compile all the edited group products and make into Big Book. This compilation is called a big book. The number of big books depends on the number of written discourses of a unit.

Steps in preparing a big book:

- ✓ Assign a discourse task (written) to the children.
- ✓ Let them attempt the task individually.
- ✓ Ask one or two to present their versions.
- ✓ Let them sit in groups and refine the task through sharing.
- ✓ Edit one group product by negotiating with the whole class.
- ✓ Ask the group members to write the edited version neatly on a piece of chart.
- ✓ Compile such pieces which are called big books.
- ✓ Display them in the 'our reading corner' (ORC)

Big books emerge as the teacher assigns creative expressive tasks to the children.

2.7   USING THEME PICTURES IN ENGLISH CLASSROOM

Activity

Observe the following pictures.

Picture -1:

Picture- 2:   **Insert Picture given on Page no.7 of 'My English world-5**

Compare the two pictures. Which picture depicts a theme?
Which picture has more scope for interaction?
Which picture has more scope for assigning a discourse task?

It is very clear that the second picture has more scope to elicit more words and is useful for developing the vocabulary. Since the picture depicts a scene, there is scope for talking about the place of the scene, persons involved in the scene, the action that is going on in the scene, the scene prior to the present scene, the scene that follows the present scene, etc.

The following questions are useful for eliciting vocabulary.

- ✓ What objects/persons/places/actions do you see in the picture?
- ✓ How many people are there?
- ✓ What is the woman doing?
- ✓ What time, do you think is it?
- ✓ Where is the scene taking place?

We may elicit the words like family, home, dining room, dining table, utensils, dishes, standing, filling, packing, a man , a woman, children, a boy, a girl, a camera, skipping rope, water bottle etc.

There is a scope to elicit oral and written discourses like description, conversation, story etc…..

Same discourse may be given to different levels of children by providing necessary clues.

Task 1

For group-A students: Describe the picture in your own words.

Task 2

For group-B students: Write 5 sentences about the picture.

Use the following clues:

Family, dining room, getting ready, packing, filling water.

Task3

For group-C students: Write 5 sentences about the picture.

Use the following clues:

Family, four, two children, school bags, dining table……….

The teacher has to provide a context.

Task4

It is Ravi's family. They are getting ready for a picnic.

Now tell me what things you take with you if you go to a picnic.

Task5

Ravi has enjoyed a lot in the picnic. He wants to write a letter to his friend about it,
Now help Ravi to write a letter to his friend.

Task6

Ravi's sister Radha wants to share her experience with her friend on a mobile.
Build a conversation between Radha and her friend.

Theme pictures are one of the most important and frequently used materials in English classroom. Pictures have been used since many years to teach or learn any foreign language. Pictures help to understand various aspects of language. Pictures are useful in developing language skills, enhancing vocabulary, producing oral as well as written discourses. The theme picture that is selected for interaction should contain scenery so that there will be scope for eliciting vocabulary, theme, and ideas from the children. Still pictures do not give much scope for interaction. In general the theme pictures are provided in the beginning of a unit as a face sheet. The discussion on the face sheet should lead to the theme of the reading text as well as the theme of the unit, since the theme of the unit recurs in all the components of the unit.

2.8 ENGLISH LANGUAGE LABORATORY

The **language laboratory** is an audio or audio-visual installation used as an aid in language teaching. They can be found, amongst other places, in schools, universities and academies. Perhaps the first lab was at the University of Grenoble in 1908. In the 1950s up and until the 1990s, they were tape-based systems. Current installations are generally multimedia and Personal Computers (PC). The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations.

The content that is now used in the new language labs is much richer and self authored or free: now not just audio, but video, flash based games, internet etc. and the speed and variety of the delivery of media from teacher to student, student to teacher, is much quicker and therefore much more engaging for both teacher and student.

The principle of a language lab essentially has not changed. They are still a teacher-controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language labs have the same principle. A software-only language lab changes the concept of where and what a language lab is. Software can be installed and accessed on any networked PC anywhere on a school, college, or university campus. Software-only systems can be located in one room, from room-to-room or campus-to-campus.

There are different features of language lab, which make the students to have interactive session. It provides equal opportunity to all the students to hear the instructor irrespective of

place where they are seated. There will be less miscommunication because of direct sound transmission. It also provides the privacy that encourages the shy students to speak without any hesitation. In addition instructor can speak to individual or group of students in privacy without interrupting rest of class. Language labs motivate students to talk freely and lose the shyness when talking in front of their friends. Attention on subject is increased resulting in better retention of the concepts. Furthermore, it develops the listening and communication skills, since they hear correct pronunciation through their headphones. Learner will show more enthusiasm and excitement in learning lesson because of learning lab system. Teacher can look after each student, which is not possible in case of the regular classroom. In a lab instructor can communicate with many students by pressing a mouse key in order to talk with students. Efficient use of time and learning efficiency is much more than usual classroom learning. This set up fosters more interactive session between students and teacher. The language lab brings variety in teaching learning process instead of boring verbal centered teaching. The student's progress can also be monitored regularly so that teacher can provide feedback based on individual pace and ability. Finally, the students can learn the lesson at their own pace thus allowing the classroom as student-centered approach.

Further developments in language labs are now apparent as access moves from a fixed network and related Microsoft operating systems to online and browsers. Students can now access and work from these new 'cloud' labs from their own devices at anytime and anywhere. Students can interrogate and record audio and video files and be marked and assessed by their teachers remotely.

2.9 PHILOSOPHY AND GUIDING PRINCIPLES OF TEXTBOOK DEVELOPMENT

"*Think of a textbook that is customized for each student's needs and interests and includes opportunities for interactive practice and collaboration with others. That is the potential of tablets.*" – Anonymous.

Activity

Activity-1: Collect textbooks of English at primary level used up to 2011. Compare them with the present textbooks in terms of the philosophy and guiding principles followed in each of them.

Activity-2: Collect text books of English at primary level from other states and compare them with our text books in terms of the approach, philosophy and guiding principles followed.

Activity-3: Compare our English textbooks with the textbooks of NCERT (Mari Gold series) and observe how the philosophy and guiding principles are reflected in them.

Let's see the philosophy and guiding principles for the development of present English Textbooks in the state of Andhra Pradesh:

The main goal for any language curriculum is literacy. Here the term 'literacy' is not used in its narrow sense of 'the ability to read and write' but in its broader sense (as defined by UNESCO) of "the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

NCF - 2005 says that the goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes (Basic Interpersonal Communication Skills or BICS) and the development of language into an instrument for abstract thought and knowledge acquisition (Cognitive Academic Linguistic Proficiency or CALP) through literacy.

Ludwig Wittgenstein has rightly said, "The limits of my language are my limits of my universe". By the time the learner finishes her/his school, she/he should become an autonomous learner and use her/his linguistic competence to extend the limits of her/his universe and achieve her/his goals. This is possible only through a language-across-the-curriculum approach that breaks the barriers between English and other languages and subject areas. Respecting each other's language (and culture) in our multilingual classrooms paves way for social harmony.

We have been talking in terms of LSRW skills as the objectives of languages teaching (in more recent times we have started talking about communicative skills, accent neutralization and voice training, etc). This exclusive focus on discrete skills has had fairly adverse consequences. We now plead for a more holistic perspective on language proficiency. After all, when we are Speaking, we are also simultaneously Listening and when we are Writing, we are also Reading in a variety of ways. And then there are many situations (e.g. friends reading a play together and taking notes for its production) in which all the skills in conjunction with a variety of other cognitive abilities are used together. (Syllabus for Language Teaching, NCF - 2005)

Since language is not the totality of the language skill but the manifestation of inner competence in performing these skills, the learning outcomes are stated in terms of the learner's competence to do a language task. For example, 'the competence to participate in conversations and respond in a way appropriate in terms of person, place and the topic of conversation' involves not only the learner's skills in: listening with comprehension, speaking, and non-linguistic communication, but also their sensitivity to the topic of conversation and their tolerance to the other people's opinions.

Assumptions on language and language learning

The convergence of theoretical linguistics, cognitive psychology and experiential pedagogy has derived new insights into language pedagogy. With these insights, we can propose the following theoretical assumptions on language and language learning:

- Language is a biological system which gets unfolded in human beings.
- Language acquisition is a non conscious process.
- Language is acquired not through learning and practising isolated language facts such as words, structures but through clusters of linguistic expressions involved in the reception and production of discourses.
- Language is not the totality of the four skills (LSRW) but manifested of the inner competence in the performance of their skills.
- Language acquisition can take place only in a collaborative environment where the child gets ample opportunities to get involved in interpersonal and intrapersonal communication.
- Language is acquired not through repetition but through recurrence.
- Language acquisition is facilitated not by learning linguistic facts (such as vocabulary, structures) in isolation but through the clustering of these facts in meaningful discourses.

The present Textbooks are developed based on the principles of constructivism and critical pedagogy. Critical pedagogy explores the social dimension of a constructivist, child centered and process oriented classroom. The approach to language followed here is the cognitive interactionist approach, which conceives language both as a social construct as well as an individual construct. Various skills of language are integrated and the scope for constructing different discourses is in-built in the classroom process which is known as holistic approach.

2.9.1   NCF - 2005 GUIDING PRINCIPLES

- ✓ connecting knowledge to life outside the school;
- ✓ ensuring that learning shifts away from rote methods;
- ✓ enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- ✓ making examinations more flexible and integrated into classroom life
- ✓ nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.
- ✓ Creating multiple texts from given text,
- ✓ Teacher role from teaching to facilitator
- ✓ Sharing ideas and collaborative learning
- ✓ Scope must be given for divergent responses in place of single answer.
- ✓ Learning must be multidisciplinary, educational focus,
- ✓ Child must be active participant rather a recipient of information,
- ✓ Learning must provide variety and challenge, and be interesting and enjoying.
- ✓ Learning takes place both within and outside school. Learning is enriched if two arenas interact with each other.
- ✓ Children learn in a variety of ways; through experience, making and doing things, experimentation, reading, discussion, asking questions, listening, thinking and

reflecting, expressing oneself in speech, movement of writing- both individually and collaboratively.
✓ All children are naturally motivated to seek and are capable of learning.

2.9.2.   RTE 2009 – QUALITY ASPECTS

✓ Conformity with constitutional values
✓ All-round development of the child
✓ Building of the child's knowledge, potentiality and talent.
✓ Development of physical and mental abilities to the fullest extent
✓ learning through activities, discovery and exploration in a child friendly and child centered manner.
✓ the child's mother tongue serving as far as possible as the medium of instruction Curriculum to address diversities and various levels of children as a result of mainstreaming of out of school children / dropouts in age specific grades.
✓ Making the child free of fear, trauma and anxiety and helping the child to express views freely, no punishments, child abuse etc
✓ Comprehensive and continuous evaluation of child understanding of knowledge and the ability to apply it.

These factors can be deemed to provide a fairly comprehensive coverage of the indicators of a child centered curricular policy for the school education. RTE clearly envisaged re-examining the curriculum keeping the above factors in view.

2.9.3.   APSCF- 2011 GUIDING PRINCIPLES:

Recent researches on brain development and alternative active learning pedagogies such as higher order thinking skills, critical pedagogy, social construction, multiple intelligences, learning styles etc., have changed the landscape of teaching learning processes in schools and this must be reflected in the curriculum

State Vision

The vision of AP is that ALL children should receive high quality education and become responsible citizens with an acute sense of the other. They should be aware of their environment and think about it critically. They should listen carefully and speak fearlessly. They should be able to understand what they hear and read; but they should also be able to question it. Teachers should promote these skills, provide meaningful teaching learning processes in natural and friendly environment that enable children to express themselves freely and ask questions. Teachers are collaborative learners and reflective practitioners. Parents and community should have a sense of ownership and participate in the life of the school. In a world which is becoming increasingly materialistic and competitive, school should become a space for reflection, cooperation and promotion of human and ethical values.

Major Directions of Curriculum Reforms

Curricular reforms are a regular activity. We are living in a dynamic society and this dynamism should reflect in curriculum reforms. The following are the major directions in curricular reforms.

State Curriculum Frame Work – Guiding Principles

- ✓ Keeping the potential of the child to learn always in focus,
- ✓ Respecting the systems of knowledge such as languages children bring to school,
- ✓ Connecting knowledge to life outside the school; children should not feel that what they are learning at school has no relevance to their lives.
- ✓ Ensuring that learning is shifted away from rote methods and the focus should be on interactions, project work, analysis etc.
- ✓ Enriching the curriculum to provide for overall development of children rather than remain textbook centric.
- ✓ Making examinations more flexible and integrated into classroom life; more focus on assessment for learning than assessment of learning,
- ✓ Promoting social constructivism, issue-based curriculum and critical pedagogy across curricular areas,
- ✓ Nurturing towards flora and fauna and respect for bio-diversity and social diversity, respect to the work shall be promoted as a part of school curriculum.
- ✓ Locating classroom practices in the languages and cultures of children.

Most of we notice the change in Textbooks but not understand the change in the curriculum which includes:

- ➢ the shift in approach to language and language learning
- ➢ the shift in academic standards
- ➢ the shift in classroom process
- ➢ the shift in assessment
- ➢ the shift in the role of the teacher, learner and the Text Book
- ➢ the shift in societal needs

2.9.4. RECOMMENDATIONS OF POSITION PAPER ON TEACHING OF ENGLISH

Teachers

- ✓ All teachers who teach should have basic proficiency in English.
- ✓ All teachers should have the skills to teach English in ways appropriate to their situation and levels, based on their situation and levels, based on knowledge of how languages are learnt.

✓ These two recommendations have implications for the content of pre-service and in-service teacher-education programmes.

Curriculum

Curriculum is a set of planned activities which are designed to implement well defined educational aims in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statement of criteria for selection of content, and choices in methods, materials and evaluation.

Curriculum is a source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials, how learning should be assessed, teachers must be prepared, schools monitored, Curriculum is the source of all works related to education.

Curriculum is a plan that interprets educational aim viz-a-viz both individual and society to arrive at an understanding of the kinds of learning experiences schools must provide to children. The curriculum framework document provides direction to take up various educational activities, development of syllabus and textbooks etc.

Syllabus refers to the content of what is to be taught in a subject and the knowledge, skills and attitudes which are to be fostered in a child together with state specific objectives the source of all works related to education.

✓ A variety of materials should be available to provide an input-rich curriculum, which focuses on meaning.
✓ Multilinguality should be the aim in English medium as well as regional-medium schools.
✓ Similarly, language-across-curriculum perspectives should be adopted.
✓ This has implications for textbook design and choice of appropriate methods (class libraries and media support)

Evaluation

✓ Evaluation to be made an enabling factor for learning rather than an impediment. Ongoing assessment should document a learner's progress through the portfolio mode.
✓ Language evaluation need not be tied to "achievement" with respect to particular syllabi, but must be reoriented to the measurement of language proficiency.
✓ National benchmarks for a set of English-language tests.
✓ language proficiency should be evolved as a preliminary to the preparation of a set of English language tests.

Task4: Make a comparison of the guiding principles of NCF, RTE, and APSCF regarding teaching of English at primary level.

2.10   NEED AND IMPORTANCE OF TEXTBOOKS IN SCHOOL CUERRICULUM

'I have always felt that the true textbook for the pupil is his teacher.'–Mohandas K,Gandhi.

There are great teachers who can do away with textbooks and do a great job. But for many an Indian teacher, a textbook is an essential part of English language teaching. It saves time, gives direction to lessons, and facilitates a wide variety of activities in the classroom. A good textbook, for a teacher with limited language proficiency is often a good tool to improve her own language competence. The way teachers say 'I like this textbook' or 'I don't like this textbook' suggests that every teacher has some expectations about the textbook, though they differ from teacher to teacher. For the learner, an English textbook is an important thing – important to do homework, to prepare for the examinations and to learn on her own. It is an interesting thing too, because it brings with it stories, plays, poems and some interesting pieces of information on a wide variety of topics. The way some students treasure some of their textbooks long after they have completed their studies suggests that the textbook is more than a teaching-learning medium.

Richards (1998: 125) says "The most commonly found elements in second and foreign language classrooms around the world are teachers, learners, and textbooks. While the roles of teachers, teaching, and learners have been the focus of a vast body of discussion and research over the years, much less attention has been given to textbooks. Yet in many schools and language programs the textbooks used in classrooms are the curriculum.

The utility of a textbook:

➤ It is a tool in the hands of the teacher for formal teaching.

➤ It will serve as a handy instructional material and a welcome support and guide.

➤ It is a memory aid to the pupils.

➤ It provides readymade material for classroom exercise.

➤ It consolidates what pupils have learnt orally.

➤ It avoids unnecessary repetitions, waste of time and energy.

➤ It is an exercise ground for reading.

➤ It brings a system in the teaching work.

➤ The text book provides opportunities to the students to equip with the knowledge.

SCERT, A.P designed textbooks that reflect the second langue teaching -learning philosophy given earlier, and the themes suggested by NCF – 2005. But a text book assumes its value in accordance with the teacher who uses it. Its value can be increased multifold in the hands of a competent teacher or decreased to a big zero in the hands of an incompetent.

2.11   FEATURES OF ENGLISH LANGUAGE TEXTBOOKS

The English textbooks should have the following features:

- ✓ They should match the cognitive levels and socio-cultural background of children, and uphold and encourage all the secular values enshrined in the constitution.
- ✓ They need to be sensitive to perspectives of equity (gender and societal) and harmony (between humans, and between humans and nature)
- ✓ They should reflect local arts such as Burrakatha, Voggukatha, Harikatha, etc.; local customs, culture and traditions; and provide opportunities for children to talk about them using their own languages along with English.
- ✓ They should contain good narratives which can be used to give the richest kind of linguistic input to the learners.
- ✓ Lessons should be based on a wide variety of discourses like, songs, stories, poems, conversations, autobiographies, essays, letters etc., which lead to thought provoking questions that sensitize children to various issues, and in the process help them develop their language competence.
- ✓ The lessons should represent different regions, ages, interests, cultures, people, and rouse interest among children to read extensively. They should have language tasks such as extending poems (adding lines) and stories; concluding stories; writing conversations; puppetry; dramatization; mono action; reviews; descriptions; translations; project works; riddles; cultural songs; proverbs; idioms etc.
- ✓ They should contain (particularly in stages 1 and 2) attractive and thought provoking pictures and illustrations appropriate to the lesson. Printing and paper should be of high quality
- ✓ They should have spaces to promote individual, group, and whole class activities. The language tasks (priority should be given to self-learning tasks) should lead to observation, exploration, discovery, and research. They may also consist of quiz, matrix, puzzles, language games etc.
- ✓ Enough space should be allocated in the textbooks to enable the learner to record his/her self assessment and answers to language tasks.
- ✓ They should have a good glossary, cross references, references to other resources, and an index of vocabulary and language items.
- ✓ They should be suitable for continuous comprehensive evaluation and help learners achieve the class level competencies.
- ✓ The text book should contain adequate subject matter.
- ✓ Scope should there for developing theme based vocabulary.
- ✓ Each unit should have meaningful tasks at the end.
- ✓ Relevant pictures should support the subject matter.
- ✓ The 'get up' of the book should be attractive and comprehensive.

- ✓ Clear and neat print on quality paper is very essential.
- ✓ Bold and thick print for the lower classes and thin print for the higher classes.
- ✓ The printed matter should be free from language and typographical errors.
- ✓ The binding should be strong, yet text book be flexible, and the size of the book be handy and the price fair and reasonable.
- ✓ The teacher and students must be given hints as to how to use the text book.
- ✓ The text book, if accompanied by a hand book, will be a boon to the teachers and also the students, for doing the follow up work.
- ✓ Table of contents with page numbers should clearly be given.
- ✓ For the higher classes, specially, glossary of unfamiliar words with pronunciation details must be provided.

Task5: Go through the textbook of class I and class IV or V. Make a list of features that you observe from the list mentioned above with examples.

2.11.1   SELECTION OF THEMES

The following themes that are compatible with NCF are suggested for making of textbooks

A. CORE THEMES

1) Self ,family, home, friends and pets
2) Neighborhood and community
3) The nation – diversity and heritage
4) The world-India's neighborhood
5) Adventure and imagination
6) Sports and Games
7) Issues relating to adolescence
8) Science and Technology
9) Peace and Harmony
10) Travel and Tourism
11) Mass media
12) Art and Culture
13) Health and Reproductive health

B) OTHER THEMES

1) Environment
2) Mystery
3) Fashion and shopping
4) Films, Media
5) Festivals

6)   Education and career
7)   People-differently abled, marginalised sections etc
8)   Freedom
9)   Disaster management
10)   Crime and violence
11)   Agrarian Issues
12)   Social issues-Dowry, Migration, violence against women, Old age problems, Child labour, unemployment, Globalisation etc.

We cannot develop a language pedagogy overlooking these assumptions. This implies that any learning package which takes recourse to practising language elements through repetition cannot fetch the desired outcome.

2.11.2   THE PROCES OF TEXTBOOK DEVELOPMENT OF A.P.

The earlier textbooks have focused more on reading comprehension tasks. Activities to enhance vocabulary, grammar and reading have got prominence in the earlier textbooks. In spite of undergoing 7 years of English language teaching and learning, children are unable to come up with the expected standards. Students are unable to use English effectively either in oral or written form. This is because only focus is given on content not on form in the earlier textbooks. Textbooks have focused more information rather than providing language tasks. No scope is given to the children for meaningful engagement until following the guiding principles of NCF 2005. It has advocated language development through contextually rich resources. Variety of genres is to be introduced to the children gradually. Actual use of target language is to be given priority rather than knowing about the language. Performance is to be given preference than competence. Hence the expected outcomes are redefined using academic standards.

A comprehensive Handbook which details the approach, methodology, techniques of transaction, planning and evaluation is developed along with the Textbook as a comprehensive package of learning materials.

The activities suggested in the Textbook are suggestive and not prescriptive. Teachers are free to adopt and modify the suggested activities to suit to the level of the learners of their classroom keeping the constructivist paradigm in mind.

The earlier textbooks contained reading passages and exercises built upon a set of vocabulary and structures presented to the learners in a graded manner. The teachers were supposed to teach the vocabulary items and the structures in a contextualized manner. Most often these elements were treated as discrete entities. The focus of teaching was to make the students learn these elements. The lessons in the various units did not have any thematic relationship among them. Instead of presenting graded vocabulary and structures the new English textbooks contain selections from different genres of discourses such as short stories, plays, poems etc. These are organized into different units, each unit dealing with a certain theme. Each theme deals with some values that every citizen in our country should acquire. They are taken from the suggested list of themes given in NCF 2005. It is not only the reading passages that are

thematically related; all the components of the units including activities such as study skills and project work are also related to the themes.

The issue that is treated as theme provides the necessary context, involvement, inputs and experiences. This contextual relevance helps the teachers and the children as it provides a sound background for language learning and teaching. Introducing each unit in certain themes that are well within the experiential orbit of the children paves way for realizing the objectives of teaching and learning English while children form and alter their attitudes and construct knowledge of the world around them. The learners are ushered into this theme with the help of theme pictures given as the style sheet for introducing the theme and the face sheet(a contextual picture) at the beginning of each unit. This is further strengthened by the reading passages and the other inputs that follow in the unit. Teachers have to understand the relevance of the theme and ensure that sufficient brainstorming takes place in the class so that the students get an opportunity to perceive the theme from multiple perspectives and assimilate it.

2.11.3   UNIT STRUCTURE

Task 1

Go through the class I English text book. Verify whether the themes selected in each unit has followed the list suggested from the core themes and other themes?

Let's discuss the structure of a unit for classes I to V.

Class 1 text book consists of 8 units.

- The themes selected are from the immediate environment of the surroundings of the child such as family, fruits and vegetables, vehicles, school etc.,

- Each unit is divided into 3 parts.

Part A – Rhyme for listening

Part B – A story/passage (Main Reading Text)

Part C - Mechanics of writing along with alphabet practice.

- 44 English sounds are distributed among all the units.
- By the end of class 1, child will get thorough understanding about alphabet and sound system.
- Each unit starts with a rhyme to develop listening ability followed by saying aloud certain expressions.
- Getting vocabulary with the help of the pictures, objects etc.

The textbook has given scope for systematic presentation of alphabet and the system of their utterance.

Child will get confidence if he/she gets vocabulary of the target language. Hence many words are introduced with illustrations.

- The textbook is appealing with colourful pictures.
- Scope is given for self learning by producing tasks like joining the dots, colouring etc.,
- All the academic standards are given due importance in designing the tasks.
- Language games are given prominence to enrich vocabulary and language skills.
- Unit 8 is dedicated to only stories and rhymes which are meant for extensive reading, reading for pleasure.

Clear instructions are provided like

- Let' say
- Let's talk
- Let's write together
- Let's listen and enjoy
- Let's repeat
- Let's answer
- Let's draw and colour
- Let's do
- Let's sing
- Words to remember etc., which help the teacher as well as students.

Task 2

Read the units of class II English textbooks and identify the themes selected in each unit.

Class II text book consists of 8 units.

- Themes selected are suitable to the level of class 2 children like habits, village fair, calendar etc.
- Each unit is divided into 3 parts
- The key words of rhyme, reading text are picked and provided with pictures under the title' *words to remember'*. If the words are familiar smooth and thorough reading and understanding will takes place.
- Simple exercises and tasks are provided under the headings
- Let's read

Task 3

Go through the text book of class III, IV and V. Compare the unit structure followed.

- Class 111,1V & V textbooks consists of 8 units each.
- Each unit is divided into 3 parts, Part A, part B and Part C.

- Part - A is meant for rhyme or song. Primarily it is for recitation which helps in practice of sounds. Apart from recitation the song should also be discussed. For this glossary and comprehension questions are provide after the rhyme/song.
- Part – B is meant for main reading text which is followed by glossary, comprehension questions, vocabulary, grammar and project work.
- Part – B starts with a picture which reflects the theme of the unit for interaction
- The teacher is expected to use the picture for eliciting vocabulary, ideas, etc.
- The teacher can also use the picture for generating picture based description, conversation or story.
- Glossary is provided in detail after the reading text followed by comprehension questions, vocabulary tasks, grammar tasks writing tasks and project work
- The tasks provided are child friendly.
- In Part – C, a story is given for extensive reading. Listening input is given at the end of the unit. This is meant for teacher's narration and for interaction.
- The writing tasks includes self description, describing an object, a letter, a diary entry will help to promote the creative expression of the child.
- Project works are provided for developing the language skills, inculcating the habit of collecting material, reading habit etc.

2.12 ACADEMIC STANDARDS

The aim of classroom transaction is to help the learners to realize certain standards and not to teach the whole text book.

Academic standards define the knowledge and the skills that students are expected to learn a subject in each grade. Academic standards are designed to provide a clear path for student to gain the proficiency that is required to learn increasingly complex material in the next grade.

We are familiar with performance indicators stated under the ideal domains of grammar vocabulary and the domains of skills, and discourses. In a holistic approach to language none of these can be given undue prominence without putting the others at stake. Since assessment is inseparable from learning it is something that has to take place at every stage of transaction. Grammar, vocabulary and language skills can be assessed only by embedding them in discourses targeted at a certain level of transaction. We can put the language competencies in six broad categories;

Task 1:

Select a unit from class-V English textbook. Read all the components. Find out the language competencies that each component targets?

Point for discussion:

Is language treated as skill based or competency based? What areas of competencies do you observe in the textbook?

The latest text books are developed based on academic standards targeted. let's see the broad categories of the academic standards.

2.12.1   BROAD CATEGORIES OF ACADEMIC STANDARDS:

1) Listening and Speaking
2) Reading comprehension
3) Conventions of writing
4) Vocabulary
5) Grammatical awareness
6) Creative expression (Oral and Written discourses)

Points for discussion:

➢ Do we respond to all that we listen to in the same manner? Why?
➢ What do we think when we listen to something?
➢ What do you mean by comprehension? When do we say that we have comprehended something?
➢ What and how do we read any material?
➢ Why do we read anything?
➢ Why do we write from left to right or top to bottom in a page?
➢ Whatever that we speak or write is grammatically acceptable? How do you know?
➢ What role does vocabulary play to use any other language in oral and written form?
➢ What is creative expression? How many types are there?

Let's see in detail.

1) LISTENING AND RESPONDING:

Hearing is a physiological activity. Listening is a cognitive process. Meaning is attached to hearing when we listened to something. In class room teaching learning process mere listening of child is of no use the child should respond to the teacher.

Listening comprehension is getting the gist of what is listened to. Whereas listening and responding includes thinking about what is being listened to, reciprocating and responding other orally or in the written form.

Observe the following tasks:

Task 1:   Here is an announcement. Listen to it.

The faculty members and student teachers are informed that the institute has decided to go for a field trip this Friday to the zoo park. 4 buses are arranged and will start from the hostel blocks at sharp 7 A.M. All the student teachers and the faculty members are informed to be ready by 6.45 A.M and board the busses allotted.

Now, fill the blanks with suitable words/ phrases.

The field trip is to_____.
The buses start from_____.
On _____ the field trip will be conducted.
_____ buses are arranged for the field trip.
_____and _____ are going for the field trip.

Task 2: Answer the following questions.

1 The field trip is to the zoo. Do you like the place? Do you suggest any other place?
2. How many persons, do you think, are going for the field trip?
3. What things do you want to take with you to the field trip?
4. What suggestions do you give to your co students regarding visiting a zoo?
5. Why are the field trips organized?

Point for discussion:

What task do you think is suitable to target the academic standard Listening and Responding? Why?

In general, listening comprehension targets fixed responses which are common to anybody whereas the questions that are asked to develop Listening and responding targets free responses which are not common to all and provide scope for thinking and language production naturally. Scope for interaction is the prime focus of the academic standard L/R. Even while interacting with the students based on a picture or a story, it is better to provide tasks for both listening comprehension and listening and responding. This is an important slot to be capitalized on in the classroom for producing oral discourses also. Listening and responding is to be targeted after ensuring listening comprehension. Moving from global to local, general to specific, personal is to be observed through L/R.

2) READING COMPREHENSION

Why is reading?

  ➢ It is for getting meaning
  ➢ It is for understanding a given text
  ➢ It develops our knowledge of the language

Teaching a child to read is to make sure that a child is reading.

  a) Fluently
  b) With enjoyment
  c) Reading with understanding

At primary level a child should Read level specific pictures, graphs, tables and decode the ideas

- ➢ Read a variety of language forms with comprehension
- ➢ Reads and develops own perception

3) CONVENTIONS OF WRITING

'Writing' is expression of oneself freely by following accepted written symbols.

Writing is the expression of ideas in written form. The important features of writing are writing clearly and knowing how to organize information and ideas logically. A legible and fast writing is an asset to every person. We follow certain conventions in writing which includes format, writing from top to bottom on a paper, writing from left to right, punctuation marks, paragraphing etc to make the written part clear and readable.

4) GRAMMATICAL AWARENESS:

Language is often called as a skill rather than a subject. The teaching of grammar place an important role in acquiring language. A language learner need not acquire all the grammatical items of a language because an individual learner cannot make use of all the grammatical knowledge when he/she uses the languages.

The targeted indicators in grammatical awareness

- ➢ He words – she words
- ➢ Tenses
- ➢ Structures
- ➢ Prepositions
- ➢ Grammar should not be taught directly in primary level.
- ➢ It should be embedded in the T.L.P.
- ➢ Grammar should be acquired by the children in a non conscious way.
- ➢ Grammar is to be taught through providing input discourses or output discourses.

5) VOCABULARY

Vocabulary usually grows and evolves with age and serves as a useful and fundamental tool for communication and acquiring knowledge.

Initially, in the infancy, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows as child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. The reading and writing vocabulary are attained through education.

Activities

- ✓ Concept maps
- ✓ Word games
- ✓ Missing letters
- ✓ Guess the meaning
- ✓ Find the similar rhyming words
- ✓ Making words from the given word

6) CREATIVE EXPRESSION

Creative expression is of two types, oral and written. Especially for the children whatever that comes originally can be considered as creative expression.

- ✓ A child many use variety of sentences or expressions to express their feeling thoughts likes dislikes etc.
- ✓ Children generally describe their experiences; describe a picture, a person place, thing situation.
- ✓ Children talk to themselves or talk to others in formal or informal gatherings they converse with each other they also say stories effectively all these are called creative expression.

Through creative expression only original language output will be ensured.

- ✓ After transacting a rhyme teacher can ask the children to add the lines or produce parallel rhymes….
- ✓ After telling a story a teacher can ask the children to suggest a different conclusion for the story.
- ✓ Teacher can use pictures to get them described or generate a conversation from the children.
- ✓ Teacher can ask the children questions for interaction such as 'If you were a bird …., 'If you were a teacher ………. Etc'
- ✓ The teacher can ask the child to build a conversation, prepare a notice, design a poster, plan a recipe…. from the text.

2.12.2 CLASS WISE TARGETTED DISCOURSES (CREATIVE EXPRESSIVE TASKS)

S.No	Details of the Discourses	I	II	III	IV	V
1.	Conversations	■	■	■	■	■
2.	Descriptions	■	■	■	■	■
3.	Rhymes /Songs /Poems	■	■	■	■	■
4.	Narrative/ Story	■	■	■	■	■
5.	Diary			■	■	■
6.	Letter			■	■	■
7.	Message/E-mail /SMS/invitation			■	■	■

8.	Skit/ Drama			🟥	🟥	🟥
9.	Slogans/placards			🟥	🟥	🟥
11.	Essay (all types)			🟥		🟥
12.	Poster/ Notice/Announcement			🟥	🟥	🟥
13.	Speech					🟥

2.12.3   GRADING INDICATORS

Grading indicators are fixed according to the academic standard and discourses. Let's go through them.

LISTENING AND SPEAKING

		I	II	III	IV	V
1	Listen to simple instructions and directions and interactions and responds accordingly	🟥	🟥	🟥	🟥	🟥
2	Listen to a variety of discourses and responds accordingly in the classroom situations	🟥	🟥	🟥	🟥	🟥
3	Recites rhymes/ songs and poems	🟥	🟥	🟥	🟥	🟥
4	Tells stories, narrates experience and produces a variety of level-specific oral discourses	🟥	🟥	🟥	🟥	🟥
5	Role-plays, enact drama /skit,	🟥	🟥	🟥	🟥	🟥
6	Pause	🟥	🟥	🟥	🟥	🟥
7	Rhythm		🟥	🟥	🟥	🟥
8	Reflections of emotions (wherever relevant)			🟥	🟥	🟥

READING COMPREHENSION:

		I	II	III	IV	V
1	Reads level specific pictures, cartoons, graphs, tables, etc. and decodes the ideas	🟥	🟥	🟥	🟥	🟥
2	Reads a variety of discourses with comprehension	🟥	🟥	🟥	🟥	🟥
3	Reads and develops one's own perceptions	🟥	🟥	🟥	🟥	🟥
4	Refers dictionary, thesaurus, and other reference materials					🟥

Note: The level of reading material will be decided considering the discourse features.

VOCABULARY AND GRAMMATICAL AWARENESS

	Indicators	I	II	III	IV	V
1	**Vocabulary and Word level structure (Morphology)**					
1	Prefixes			▓	▓	▓
2	Suffixes			▓	▓	▓
3	Tense forms			▓	▓	▓
4	Auxiliaries and modals (be, have, do, will, shall, etc			▓	▓	▓
5	Agreement (Person, number, gender)			▓	▓	▓
6	Reflexives and reciprocals (myself, each other ...)			▓	▓	▓
7	Gerunds (verbal nouns)			▓	▓	▓
II	**Syntax and word level grammar**					
8	The structure of simple sentences	▓	▓	▓	▓	▓
9	Subordination (adverbial connectives with when, if, as, because, since, etc.)				▓	▓
10	Complementation (I think that ...)				▓	▓

Caution: The competencies related to grammar and vocabulary can be assessed only in the context of oral and written discourses for which the indicators related to discourse features are also to be taken care of.

CONVENTIONS OF WRITING

	Indicators	I	II	III	IV	V
I	**Capitalization**					
1	Approximation of use with beginning of the names and sentences	▓	▓	▓	▓	▓
2	Uses wherever it is applicable				▓	▓
II	**Punctuation Marks**					
3	Full stop	▓	▓	▓	▓	▓
4	Comma	▓	▓	▓	▓	▓
5	Question mark			▓	▓	▓
6	Quotation marks					▓
7	Space between words and sentences		▓	▓	▓	▓
8	Spelling		▓	▓	▓	▓
9	*Write a variety of discourses maintaining the conventions of writing and Layout		▓	▓	▓	▓

2.12.4 INDICATORS FOR DISCOURSE WISE FEATURES FOR CREATIVE EXPRESSION

CONVERSATION/DIALOGUE

	Gradation of Indicators	Classes				
		I	II	III	IV	V
1	Begin conversation – Initiation	■	■	■	■	■
2	Respond appropriately to the initiation	■	■	■	■	■
3	contain one or two exchanges		■	■	■	■
4	Contain three or four exchanges			■	■	■
5	Express ides and feelings relevant to the context			■	■	■
6	Proper sequence of exchanges			■	■	■
7	Sustaining the conversation					
8	Contextual relevance and maintaining of social norms			■	■	■
9	Uses connectives contextually				■	■
10	Uses pronouns properly	■	■	■	■	■
11	Uses formulaic expressions	■	■	■	■	■

DESCRIPTIONS

	Gradation of Indicators	Classes				
		I	II	III	IV	V
1	Describe objects/things/persons in their immediate environment and state one or two attributes	■	■	■	■	■
	Coherence					
2	Does not digress		■	■	■	■
3	Uses connectives contextually		■	■	■	■
4	Uses pronouns properly	■	■	■	■	■
5	Sentences are relevant to the context			■	■	■
6	Describe objects/ things/persons creating images				■	■
7	Uses a variety of sentence forms				■	■
8	Proper sequence of ideas			■	■	■

SONG/RHYME/POEM

	Grading Indicators	Classes				
		I	II	III	IV	V
1	Keeps the rhythm	███	███	███	███	███
2	Sings the line with action	███	███	███	███	███
3	Follows regular structural pattern			███	███	███
4	Identify the rhyming words			███	███	███
5	Adds lines to the poem as per music and thematic grid	███	███	███	███	███

2.7   SUM UP

TLM is an essential component of classroom teaching practice. The selection and presentation of relevant material in the classroom depends on the creativity of the teacher. As it is observed that children learn in many ways and from different sources, the teacher has to provide opportunities to the children. Hence teachers are suggested to engage the children in meaningful tasks, for which he/she has to use the material prepared, purchased or procured. In general children are interested to participate in activities and do tasks on their own. Teachers have to take care while using the material in the classroom. Big books are the children's group products after editing. Big books evolve in the class for every written discourse task. Big books encourage the children to participate actively in the groups. Theme pictures are also very important at primary level to elicit vocabulary and ideas along with oral and written discourses in the classroom. Hence teachers have to make use of the theme picture to the fullest extent in the classroom.

Textbook development took place by considering the suggestions and by following the guiding principles suggested at national and state level and according to the state vision. The text books are developed by keeping the themes suggested at national level. Different genres are also given weightage along with targeted discourses at primary level. Though there are many sources of learning all those sources supplant the textbook. Hence proper care has to be taken in developing textbooks, especially at primary level.

2.8   ASSIGNMENT

1) Discuss the need and importance of teaching material in classroom transaction.
2) Discuss how a picture is useful in teaching or learning English at primary level.
3) What strategies and techniques do you use to prepare or procure teaching learning material to achieve the targeted academic standards?
4) What suggestions do you give to procure and make use of authentic material in the English classroom?
5) Mention the guidelines suggested by NCF 2005, RTE 2009, and discuss how they are reflected in the textbooks development?

6) Are the academic standards suggested at primary level to cover all the aspects of English teaching and learning? Justify
7) What is the role of textbooks in teaching English at primary level?
8) Discuss the salient features of the textbooks at primary level?
9) How big books are useful in teaching English?
10) How conventions of writing are different from written expression?

2.9   PROJECT WORK

1) Go through the documents that are mentioned in the chapter regarding teaching English and note down the common suggestions regarding TLM and textbooks.
2) Go through the textbooks of classes I –V and observe the selection of texts and analyse whether they are in conformity with the state vision?
3) Procure some authentic material, use them in the classroom to teach vocabulary/grammar and make a report of the progress made by the children.
4) Select a unit from class V textbook. Identify some words which are suitable to introduce through match stick diagrams.
5) Prepare big books for a unit and write about your experiences in developing them.
6) Select any text from classes I- V. Note down the tasks suggested and categorise them based on the academic standards suggested.
7) Prepare at least 5 tasks for lower primary and middle primary level keeping the academic standards in mind.
8) Prepare your own teaching kit to teach English and present before the class.
9) Visit any primary school and observe the list of available sources of TLM and comment on their utilization.
10) Go through the indicators suggested for different academic standards, and prepare tasks on your own.

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UNIT – 3

CHAPTER-3

APPROACHES TO THE TEACHING ENGLISH

3.1 INTRODUCTION

The history of Language teaching in India has a long tradition. Memorization of vocabulary and translation of sentences often formed the major part of such learning process in the past. Ancient languages such as Sanskrit and Pali were mastered in India through the process of memorization of texts and vocabulary lists. "Learning vocabulary lists indeed formed the core of language learning."But this tradition of language teaching has been subjected to a tremendous change, especially, throughout the 20th century.

The way one learnt English is not exactly the way he/she teaches it. Again, the way one acquired one's mother-tongue may be quite different from the way one learnt English. It is clear that no single approach or method is appropriate for all learning styles. Student teachers will get the meaning and difference among the terms approach, method and technique.

In this chapter student teachers will be familiarized with the theoretical postulates of different approaches like S-O-S approach, Communicative approach and methods of teaching English starting from the grammar translation Method up to Discourse Oriented Pedagogy are discussed in detail along with the features, advantages and limitations of different approaches and methods. The relevance of comprehensible input in acquiring second language acquisition is dealt. Some light is thrown on the second language acquisition theories propounded by linguists like Stephen krashen, Steven Pinker, Vivian Cook and Lev Vygotsky. The discussion on approaches and methods will pave way to explore the field of ELT later by the student teacher. They will critically analyze the merits and limitations of different methods and adopt suitable method in their teaching practice. They will understand the need and importance of the approaches followed in the text books at primary level. Cognitivistic voew of learning has brought tremendous changes in teaching learng a language. Knowledge construction takes place only when the child is engaged in meaningful tasks. Hence constructivistic view of language learning propounded by psychologists like Jean Piaget and Noam Chomsky is also talked about. Children learn in different ways. Depending on their nature of learning children are categorized into 4 kinds namely auditory, visual, tactile and kinesthetic. Suitable tasks are suggested for different kinds of learners. Young learners are very active and enthusiastic in acquiring any language. The challenges for addressing the young learners in the English class is discussed. It is very common that teaching English to large classes in India. Hence student teachers are to be equipped with strategies to address large classes. The role of socio- psychological factors is also dealt in this chapter. The classroom instruction has been changing according to the needs and aspirations of the public and the parents. Hence there is a shift in paradigm is observed at different levels in different fields which includes material production, classroom transaction process and assessment procedures. The student teachers are to be equipped with the shift in paradigm. Narrative is one of the best discourses. It is suggested that input is to be presented

through discourses and output may be expected in terms of discourses, which paves way for natural acquisition of English language. Among the discourses narrative is considered as the best discourse .The narrative ensures the participation of the children in language acquisition process physically, psychologically and emotively. The emotive aspect of the narrative is very important for language acquisition. Hence the student teachers are to become effective narrators in the target language. They are free to use mother tongue using the strategy of code switching while narrating a story. Providing rich input through discourses is the basis for Discourse Oriented Pedagogy. Discourses are two types – oral and written.

3.2 OBJECTIVES

After going through this chapter student teachers will be able to …

> - define the terms 'Approach, Method and Technique'
> - distinguish the concepts 'Approach, Method and Technique'
> - know the features and emergence of Behaviorist, Structural Approaches and Communicative approach.
> - discuss in detail different methods of teaching English like Grammar-Translation Method, Direct Method, Suggestopedia, Silent Way etc.
> - know the relevance of The pedagogy of comprehensible input in teaching and learning Second language.
> - discuss Second Language acquisition theories proposed by Stephen Krashen, Steven Pinker, Vivian Cook and Vygotsky.
> - understand the theoretical postulates of The Cognitive and Constructivist Approach and their classroom implications.
> - discuss the nature and role of learners in second language acquisition.
> - know about different kinds of learners – nature of young learners and beginners.
> - understand and equip themselves regarding teaching large classes and the socio-psychological factors involved in it.
> - know about the State specific initiatives in materializing the paradigm shift in teaching and learning English at primary level.
> - understand the need and importance of narrative as a pedagogical tool
> - discuss the emergence and relevance of following Discourse Oriented Pedagogy in teaching English as a second language.

3.3   METHODS AND APPROCHCES

3.3.1   APPROACH

Edward Anthony, an American applied linguist identified the three levels of conceptualization and organization of the terms, approach, method and technique. The three terms approach, method and techniques are hierarchically related to each other. An approach describes the nature of the subject and a point of view regarding its various aspects. It is a self evident truth (axiom), a received principle, and therefore, philosophical, describing the nature of the subject matter to be taught. The method results from the approach. The techniques are based on the method. An approach is a set of correlated assumptions dealing with the nature of

language and the nature of language teaching and learning. It states the point of view, philosophy, an article of faith in something which one believes.

3.3.2   METHOD

A method which originates from the approach is concerned with an orderly presentation of language to the students. It is procedural and influenced by the factors like the goals of the course, the student's age, proficiency level, cultural back ground and the relationship between learner's mother tongue and the target language. It is usually accompanied by textual materials.

3.3.3   TECHNIQUE

A technique is implementation; It takes place in the actual class room. It is a particular trick, or strategy or device used to accomplish an immediate objective. Techniques must be consistent with the method and therefore in harmony with the approach as well. Learning strategies are techniques used by the student that facilitate the process of understanding, retaining and applying knowledge. They are specific actions taken by the learner to make the learning easier, faster, more enjoyable, and more self directive and more transferable to known situations. Teaching strategies are used by the teacher to facilitate understanding and to make content more accessible. They are immediately visible and identifiable.

`   An approach is the level at which assumptions and beliefs about language and language learning are specified; whereas, method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

3.4   BEHAVIOURIST AND STRUCTURAL APPROACHES

A branch of learning, English Language Teaching is an application of language learning theories and approaches. Theoretical orientations and considerations have been the concerns of English Language Teaching and its development as a branch of study. Our main concern here is how to apply them to our own teaching / learning situations in practical terms. There are various schools of thought and development in psychology- behaviorism, Cognitivism, Developmental Psychology and Affective Psychology.

We can thank researchers such as Pavlov, Skinner, and Watson for behaviorism-based techniques employed in US classrooms as well as the Audiolingual Method of second-language instruction. Skinner's theory of operant conditioning is based on the concept that learning results from a change in overt behavior. Applied to language acquisition, one learns language by emitting an utterance (operant), which is reinforced by a response by another (consequence). If the consequence of the imitated behavior is negative, one does not repeat the behavior; if the response is positive, one repeats the behavior. Repetition then leads to habit formation. Thus, behaviorists agree with the likes of Francis Bacon and John Locke that one is born a tabula rasa, a blank slate, and all learning is the result of outside stimuli. From this thinking sprang the popular Audiolingual Method, which left grammar-translation by the wayside.

Behaviorist view of learning is like an associative process called conditioning. It is based on stimulus and response. According to them learning is an operant conditioning. A child learns many speech sounds produced by people around him/her. With the passage of time, he/she learns to respond to these sets of sounds. Here begins conditioning of language. The more the child is exposed to the process of conditioning the stronger in the effect. The child begins to imitate the speech sounds. For the desired response, he also produces a vocal stimulus. The members of his/her family understand some of his signals. Thus, some behavior pattern is rewarded and reinforced. And a bond of association is formed. At the same time, the child's behaviour pattern, which fetches no desired result, is left by him/her. According to the behaviourists language is learnt with the help of use and practice, creation of meaningful new patterns and their production; motivation to make effort for correct linguistic response to stimulus constant attention to language practice; reception and production; reinforcement of correct response to stimulus, and so on.

Needless to say, learners produce language through habit formation. The learners copy the people with whom they interact. Correct imitation is rewarded and they are encouraged to imitate more and more. Most of the methods like Grammar Translation Method, Direct Method etc. and approaches like S-O-S approach are based on these ideas of language

3.5.   S-O-S APPROACH
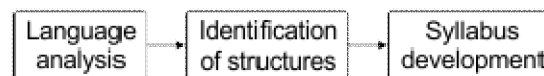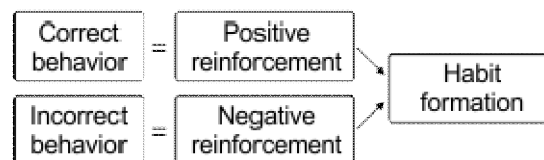
The primary goal of the structural syllabus is to build language competence through what Widdowson terms as USAGE knowledge of linguistic rules. The starting point of structural materials is HOW utterances are formed. Structural approach has its origin in America and the chief contributors are Charles Fries and Robert Lado. It aims at teaching the pupils the essential tools of language in the early stages of language learning.

These tools can be mastered only by practicing their use. Structures were considered as the most important tool for language learning. Palmer, Hornsby and other linguists classified the major grammatical structures into sentence patterns which could be used to internalize the rules of English structure.

Structural approach also gives importance to speech. The learner must get the opportunity of hearing others speaking, and develop the ability to speak the language. Oral drilling is used to

ensure the real understanding of the structures. Hence this approach is also referred to as the oral approach. Gestures, actions, pictures and black board drawings are also used for explaining structure as supplements.

This approach is also referred to as situational language teaching. The teacher provides situations for the target structure. The learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. Extending structures and vocabulary to new situations takes place by generalization. The learner then applies what he has learned in the new situation.

The S-O-S approach focuses on

- Selection (choosing grammatical and lexical content).
- Gradation (Organizing and sequencing of the content).
- Presentation (practice of an item in a course).

So, structural approach means teaching certain selected structures in a certain order. The learning process is divided into three stages.

- Receiving knowledge,
- Memorizing it by repetition
- Using it in practice to the extent that it becomes the personal skill and the habit.

FEATURES

According to Geeta Nagaraj the features of S-O-S approach is…

- Speech is the basis of language teaching-new language items and vocabulary items are presented orally before they are presented in the written form.
- The language items which are commonly used by native speakers in their day-to-day language are selected for teaching.
- The items are also graded according to their usefulness, frequency and teachability.
- The language items thus selected are presented and practised in meaningful situations.
- Vocabulary items are selected with reference to the general service list.
- Reading and writing are based on items which have already been introduced and practiced orally

LIMITATIONS

- Since the importance is given to repetition, mistakes if created could lead to habit formation.
- Creativity and uniqueness of the individual are neglected.
- The learner is required simply to, listen and repeat what the teacher says.

3.6 COMMUNICATIVE LANGUAGE LEARNING

This approach grew out of theories that the second language learners need to learn to face the real world and real life situations. It emphasis on learning to communicate through interaction in the target language. Communicative language teaching is any classroom practice that helps students develop their communicative competence in an authentic context. Any such practice is an acceptable and beneficial form of instruction. Thus, in the classroom, CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practise and develop language functions. It promotes judicious use of grammar and pronunciation focused activities. The introduction of authentic texts into the learning situation, an attempt to link classroom language learning with language activities outside the classroom is the basis of CLT. The Bangalore project(N.S.Prabhu, 1987) gave prominence to the CLT which has emerged as a reaction against the Structural Method existed during 1970s and 1980s. He has began with the hypothesis 'Form' is best learnt when the focus is on 'meaning'. Dr. N.S. Prabhu draws a distinction between 'linguistic competence' and 'communicative competence' and says that there is a logical relationship between the two. Prabhu says that a language structure is best acquired when the learners' attention is focused on meaning, when the learner is preoccupied with understanding, working out, relating or conveying messages and copes with the language

PRINCIPLES OF COMMUNICATIVE APPROACH

According to Richards and Rodgers

- ➢ Language is a system for the expression of meaning.
- ➢ The primary function of language is for interaction and communication.
- ➢ The structure of language reflects its functional and communicative uses.
- ➢ The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse
- ➢ Language learning is a natural process.
- ➢ Language learning needs tolerance on the part of the teacher.
- ➢ Errors are natural part of learning and over a period of time they take care of themselves.
- ➢ Language learning happens best when the atmosphere is relaxed and the kearner receives encouragement.
- ➢ Language learning happens best when language is used with purpose.

Richards and Rodgers consider three kinds of instructional materials currently used in CLT and label these as: 'text-based, task-based, and realia

Classroom activities used in communicative language teaching include the following:

- ➢ Role-play
- ➢ Interviews
- ➢ Information gap

- ➢ Games
- ➢ Language exchanges
- ➢ Surveys
- ➢ Pair-work
- ➢ Group discussions.
- ➢ Giving instructions / suggestions.
- ➢ Describing a trip / thing / place.
- ➢ Narrating an event.
- ➢ Seeking and giving information.
- ➢ Talking about an object / Topic.
- ➢ Answering questions.
- ➢ Writing letters.
- ➢ Writing a report.

ADVANTAGES

- ✓ It lays emphasis on language practice.
- ✓ In this approach pupils involve more in the learning process.
- ✓ Pupils get more opportunities to express individually. This enables them to become fluent speakers.
- ✓ It provides for teaching of every day real world language used in variety of socio cultural situations.
- ✓ It makes the students to have a real purpose in using the language.

LIMITATIONS

- ➢ The student's mother tongue has no place in the theoretical basis of CLT.
- ➢ The communicative approach is deemed a success only if the teacher understands the student.
- ➢ CLT is too rigid with regard to some useful language teaching activities like teaching grammar, drill like practice or translation.
- ➢ When the information gap is created in the classroom the activity may become unrealistic and impractical because the learners perform the activity in an artificial situation.

3.7   ECLECTIC APPROACH

- ➢ Larsen-Freeman (2000) and Mellow (2000) both have used the term principled eclecticism to describe a desirable, coherent, pluralistic approach to language teaching.
- ➢ Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions.
- ➢ The use eclecticism is due to the fact that there are strengths as well as weaknesses of single theory based methods. Reliance upon a single theory of teaching has been criticized because the use of a limited number of techniques can become mechanic.

> The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Almost all modern course books have a mixture of approaches and methodologies.

Advantages of an eclectic approach

- ✓ **Safety**: The use of a variety of ideas and procedures from different existing approaches and methods will increase the chances of learning taking place.
- ✓ **Interest**: Teachers need to use different techniques to hold the learners' attention.
- ✓ **Diversity**: Different learning/teaching contexts require different methodologies.
- ✓ **Flexibility**: Awareness of a range of available techniques will help teachers exploit materials better and manage unexpected situations. Informed teaching is bound to be eclectic.

Let's now discuss some methods of teaching English

3.8   GRAMMAR-TRANSLATION METHOD

The Grammar Translation Method (GTM) is perhaps the oldest of all the methods of teaching English. It is a way of learning a language through a detailed study of its grammar. The typical grammar translation text book had lessons organized on grammar points. Grammar rules were explained and illustrated using sample sentences. Rules were presented first and various examples followed. Hence the learning was deductive. Students were required to translate sentences and passages from the target language to the mother tongue and vice versa. The sentence was the basic unit of teaching and language practice. Some sentences like proverbs were learned by heart

FEATURES

- ➢ A Traditional way of teaching Latin and Greek. In the 19th century used to teach French, German and English.
- ➢ Typical lesson consisted of a) presentation of grammatical rule, b) specially written text that demonstrated the rule, c) list of new words, d) translation exercises, e) grammar exercises.
- ➢ Emphasis on learning to read and write.
- ➢ Long, elaborate explanations of the intricacies of grammar are given.
- ➢ Medium of instruction is the mother tongue.
- ➢ No provision for the oral use of language.
- ➢ Little attention is paid to the content of texts, which are treated as exercises in in grammatical analysis.
- ➢ Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- ➢ High levels of accuracy were emphasized.
- ➢ Vocabulary items were presented in the form of bilingual lists to be memorized.

ADVANTAGES

- ✓ Grammar translation method was widely accepted because it was economical and time saving.
- ✓ It provided clarity of new and difficult words, offered the shortest way to learn foreign language.
- ✓ As far as the beginners are concerned, they can learn the language easily since it is done in their own language.

LIMITATIONS

H.E. Palmer catalogues the weaknesses of this method in the following words:

"It is one which treats all languages as if they were dead, as if each consisted essentially of a collection of ancient documents to be deciphered and analysed. It is the one which categorically ignores all considerations of domain of teaching of English.''

- ➢ It can only be claimed that grammar-translation focus is entirely on form, and not meaning.
- ➢ Fails to provide a great deal of comprehensible input.
- ➢ Grammar-translation implicitly assumes that conscious control of grammar is necessary for mastery. In other words, learning needs to precede acquisition.
- ➢ This assumption necessitates that all target structures be introduced and explained.
- ➢ Grammar-translation, should result in very low amounts of acquired competence; what comprehensible input is available faces a high affective filter, and learning is vastly overemphasized.
- ➢ Through this method listening and speaking skills are not developed.
- ➢ All words and phrases have no English equivalence.
- ➢ There was no opportunity for developing child's own language experience.
- ➢ Since the students by-hearted the use of language they can't use it naturally.

3.9   DIRECT METHOD

Exposure to natural language using everyday vocabulary and grammar is the best way to learn language without having to master the rules is the belief system of the practitioners of Direct Method. The Direct method was also called as natural method or reformed method. In this method the learner was expected to learn the new languages in a natural manner like his mother tongue.

Direct method is a method of teaching a foreign language especially a modern language through conversation, discussion and reading in the language itself without the use of pupil's language, without translation and without study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions. According to H. Champion "*To teach directly is to establish a direct or immediate association between experience and expression between the English word, phrase, or idiom and meaning*". Direct Method employs association of ideas and objects or concepts 'experience with expression' according to M.L.Tickoo. Popular

techniques used as part of this method were lecturing, reading original and unabridged texts followed by summarizing the texts both orally and in writing.

PRINCIPLES

Oral Practice: The Direct method lays emphasis on oral teaching. Thorough practice and drilling is given to the pupils for listening, imitating and speaking. In this way the learner picks up fluency in speech.

The unit of speech is a sentence: In the Direct method emphasis is laid on speaking full sentences and teacher presents every sentence with the help of appropriate situations.

Inhibition of mother tongue: As far as possible mother tongue is not used while teaching English. The language should be associated with the meaning directly.

Inductive teaching of grammar: In the Direct method emphasis is laid on functional grammar. Grammar is taught indirectly and inductively.

Progressive teaching of new vocabulary: New vocabulary is taught after careful selection and gradation. The teaching of vocabulary is progressive. New words are taught by pointing objects, or pictures or explanations or using in suitable context.

ADVANTAGES

- ✓ The Direct method is psychologically a sound method because it follows the natural process of learning the mother tongue.
- ✓ It expands vocabulary which improves expression. Pupils also acquire fluency in speech.
- ✓ The Direct method aims at practical command of English language. It also facilitates critical study of literature.
- ✓ It makes teaching learning process a pleasant activity.
- ✓ It facilitates thinking in English which improves the expressional ability of the students.

LIMITATIONS

- ➢ There is no enough writing and reading and hence it is an incomplete method in terms of LSRW skills.
- ➢ The ordinary teachers cannot do justice to language teaching. It needs individual on pupils, which is not possible.
- ➢ It is a difficult, time taking and expensive method.
- ➢ It mainly rests on functional grammar, but knowledge of formal grammar is also necessary.

3.10   AUDIO LINGUAL METHOD

Audio lingual method originated as a part of an intensive training programme for the American military personnel. Bloomsfield and others formulated this method based on oral practice. It involved guided conversation with a native speaker who provided model utterances.

The Audiolingual Method was first known as the Army Method because it had been adopted by the military during the Second World War when it became evident that most Americans were hopelessly monolingual. ALM is not unlike the Direct Method in that its purpose is to teach students to communicate in the target language. The Audiolingual Method is a purely behavioristic approach to language teaching. It is based on drill work that aims to form good language habits, and it makes use of extensive conversation practice in the target language. Students enter the target-language classroom with their cognitive slates entirely blank—at least in theory—and they receive various linguistic stimuli and respond to them. If they respond correctly, they enjoy a reward and repeat the response, which promotes good habit formation.

FEATURES

- **Dialogue** memorization.
- **Repetition drill:** Students repeat the teacher's model as accurately and as quickly as possible to learn the lines of the dialog.
- **Transformation drill:** The teacher gives students a certain kind of sentence pattern. Students are asked to transform a sentence into a negative sentence.
- **Question-and-answer drill:** This drill gives students practice with answering questions.

LIMITATIONS

- The learner is expected to be 'active' but this involvement is merely mechanical.
- The mental process is not involved in the learning.
- The approach believes that errors should be prevented by presenting the material in small steps.
- This rigid criterion of simplicity makes the process uninteresting for the child.

3.11   BILINGUAL METHOD

Dr. C.J. Dodson of Whales University proposed this method. This method makes use of two languages. "*The mother tongue and the target language English. This method is a combination of the Grammar Translation Method*" and Direct Method. The learners knowledge of mother tongue is utilized for learning the target language. Sentence is the unit of learning. Learners are encouraged to speak in English only.

PRINCIPLES

Restricted use of mother tongue: The teacher uses the mother tongue in a restricted manner to give the meanings of new words, idioms, grammatical rules and sentence patterns.

Intensive practice of patterns: In English to form the correct language habits, the pupils will be given rigorous practice of sentence patterns without the use of mother tongue.

Mother tongue is used only during early stages: The use of mother tongue will be gradually dropped as the pupils advanced in learning.

Introduction of reading and writing after pattern practice: After pattern drilling, reading and writing will be introduced. Word to word translation is not used. Here the sentence is the unit of speech.

ADVANTAGES

- ✓ The use of mother tongue saves a lot of time and promotes quick understanding.
- ✓ The labour of the teacher is saved. In the place of situations he uses mother tongue to convey the meanings of words.
- ✓ It suits all types of teachers because it does not burden them with extra information.
- ✓ It promotes fluency because there is stress on speech and pattern practice.
- ✓ It is suitable to all types of schools, i.e. rural and urban.
- ✓ It makes use of the linguistic habits already acquired by the pupils in the process of learning his mother tongue.

LIMITATIONS

- ➢ In the hands of untrained and unimaginative teacher, this method becomes translation method. So, it requires teachers who are adequately trained and who have an excellent command over English.
- ➢ The purpose of teaching a foreign language is not to make a comparative study. While contrasting the features of the two languages, there is a possibility of confusion.
- ➢ Learning the meanings by translation will prevent direct taking in English, hence there is no correspondence between thought and expression.
- ➢ The use of mother tongue, while teaching English, spoils the continuity and fluency of language. This may spoil the English atmosphere in the class also.

3.12   DR. WEST'S NEW METHOD

This method was evolved by Dr. Michael West, who taught English in India for a number of years and was well-aware of the English language teaching situation in India. He found that for Indian learners of English, learning to read English was easier than speaking it. He recommended an emphasis on reading not only because he regarded it as the most useful skill to acquire in a foreign language but also. He produced a list of 2000 most frequently used words from a list of ten million words. The lost is called GSL (General Service List) of English words. He further divided this list into six levels and developed reading books called New Method Readers.

FEATURES

- The possibility of devising techniques of language learning geared to specific purposes, in this case the reading objective.
- The application or vocabulary control to second language texts, as a means of better grading of texts.
- The creation of 'graded readers.
- The introduction of techniques of rapid reading to the foreign language classroom.

3.13   TOTAL PHYSICAL RESPONSE

Total physical response (TPR) is a language-teaching method developed by James Asher. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. Listening serves two purposes; it is both a means of understanding messages in the language being learned, and a means of learning the structure of the language itself. Grammar is not taught explicitly, but is induced from the language input.

In total physical response, students are not forced to speak. Instead, teachers wait until students acquire enough language through listening before they start to speak spontaneously. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress. Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups. While the majority of class time in total physical response is spent on listening comprehension, the ultimate goal of the method is to develop oral fluency. Asher sees developing listening comprehension skills as the most efficient way of developing spoken language skills.

Lessons in TPR are organized around grammar, and in particular around the verb. Instructors issue commands based on the verbs and vocabulary to be learned in that lesson. However, the primary focus in lessons is on meaning, which distinguishes TPR from other grammar based methods such as grammar-translation. Students are expected to subconsciously acquire the grammatical structure of the language through exposure to spoken language input. Initially, students learn the meaning of the commands they hear by direct observation. After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the words the students have learned. Instructors limit the number of new vocabulary items given to students at any one time. This is to help students differentiate the new words from those previously learned, and to facilitate integration with their existing language knowledge .Some typical other activities are role plays and slide presentations. There is little error correction in TPR. Errors made by beginning-level students are usually overlooked, but as students become more advanced teachers may correct more of their errors. TPR lesson plans should contain the detailed commands that the teacher intends to use. Total physical response lessons typically use a wide variety of realia, posters, and props.

ADVANTAGES

- ✓ Students enjoy getting out of their chairs and moving around.
- ✓ Simple TPR activities do not require a great deal of preparation on the part of the teacher.
- ✓ TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities.
- ✓ It is good for kinesthetic learners who need to be active in the class.
- ✓ Class size need not be a problem and it works effectively for children and because of its participatory approach.
- ✓ TPR may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities.

LIMITATIONS

- ➤ TPR is often criticized as being only suitable for beginning students.
- ➤ Because the students are only expected to listen and not to speak, the teacher has the sole responsibility for deciding what input students hear.
- ➤ It does not give students the opportunity to express their own thoughts in a creative way.

3.14   SUGGESTOPEDIA

Suggestopedia considered to be the strangest of the so-called "humanistic approaches" was originally developed in the 1970s by the Bulgarian educator Georgi Lozanov.

The approach was based on the power of suggestion in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

The original form of suggestopedia presented by Lozanov consisted of the use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points. In theory at least, large chunks of the dialogues would be internalized by the learners during the readings due both to the relaxed and receptive state of the learners and to the positive suggestion created by the music.

Lozanov suggests that the human brain could process great quantities of material if simply given the right conditions for learning, among which are a state of relaxation and giving over the control of the teacher. Music is central to this method. Lozanov (1982) indicates that this method transcends the language classroom and can be applied in other school subjects. He claims that about 200 to 240 new words may be introduced each lesson.

FEATURES

➢ Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.
➢ "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.
➢ The teacher assumes a role of complete authority and control in the classroom.
➢ Self-perceived and psychological barriers to learners' potential to learn are "desuggested". Music, drama and "the Arts" are integrated into the learning process as often as possible.
➢ Music, drama and "the Arts" are integrated into the learning process as often as possible.

ADVANTAGES

✓ Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible".
✓ Music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson.
✓ Students work from lengthy dialogues in the target language, with an accompanying translation into the students' native language.

LIMITATIONS

➢ Errors are tolerated, the emphasis being on content and not structure. Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.
➢ Homework is limited to students re-reading the dialog they are studying - once before they go to sleep at night and once in the morning before they get up.

3.15   SILENT WAY (CALAB GOTTANGO)

Silent Way is a language-teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching method. Gattegno introduced the method in 1963, in his book '*Teaching Foreign Languages in Schools: The Silent Way'*. It is usually regarded as an "alternative" language-teaching method

The method emphasizes learner autonomy and active student participation. Silence is used as a tool to achieve this goal; the teacher uses a mixture of silence and gestures to focus students' attention, to elicit responses from them, and to encourage them to correct their own errors. Pronunciation is seen as fundamental to the method, with a great deal of time spent on it each lesson. The Silent Way uses a structural syllabus and concentrates on teaching a small number of functional and versatile words. Translation and rote repetition are avoided, and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test.

3.16   THE PEDAGOGY OF COMPREHENSIBLE INPUT

Krashen has given us a wonderful concept: In language acquisition, 'the only thing that works, the only thing that counts is giving people messages they understand.' This is what is today known as giving comprehensible input. This concept has tremendous implications in second language pedagogy. How do we ensure comprehensibility of the input? The answer to this question crucially depends upon how we interpret the words comprehension and understanding.

In Krashen's words children require 'comprehensible input' in the second language. 'Comprehensible input' refers to using language which children are capable of understanding, and at the same time holds challenge for them. An important part of making this language comprehensible is providing it in natural, communicative situations that are meaningful to children and this will help children in meeting the challenge. For example, if children in your class know some words in English then 'comprehensible input' might mean using these words in sentences that are meaningful for them. A teacher may give instructions like - rub the black-board, pick up the pencil, read from the chart etc., to children where the context and the teacher's actions/ demonstration will help the child in building meaning around words like black-board, pencil and chart she already knows. Thus, here the teacher provides 'comprehensible input' in the form of instructions which contain words that a child is familiar with and at the same time the challenge of understanding the instruction can be met because of the context in which it is being given.

Unlike traditional second language teaching approaches which require the child to learn the structure/grammar rules first and then practice them as communication, second language acquisition requires 'going from meaning' to 'structure'.

Krashen clearly states that 'speaking fluency cannot be taught directly. Rather it, 'emerges' over time, on its own. The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input. Early speech will come when the acquirer feels "ready"; this state of readiness arrives at somewhat different times for different people, however. Early speech, moreover, is typically not grammatically accurate. Accuracy develops over time as the acquirer hears and understands more input.

Comprehensible input doesn't mean that the input contains words and sentences that the child has already known, but the integration of the new expressions with the known expressions. Students use their known information to understand new linguistic ideas through comprehensible input.

3.17   SECOND LANGUAGE ACQUISITION (SLA)

Acquiring second language is challenging as children either do not encounter the language at all in their home environment or do so to a limited extent. Children also get only few hours of exposure to the second language during school time and more often than not for languages like English this exposure may not be possible at all as the teacher herself may not know the language. In this section we will discuss whether children can 'acquire' their second languages like their first. In doing so, we will discuss the various factors that affect the acquisition of second languages in the classroom.

Let's discuss SLA theories proposed by Stephen Krashen, Steven Pinker, Vivian Cook and Lev Vygotsky.

3.18   STEPHEN KRASHEN'S THEORY (NATURAL APPROACH)

Stephen Krashen is an expert in the field of linguistics, specializing in the theories of language acquisition and development. Krashen's theory of second language acquisition consists of five main hypotheses.

The acquisition learning hypothesis

There are two independent systems of second language – the acquired system and the learned system. Acquisition refers to a non conscious process that involves naturalistic development of language proficiency through understanding and using language in meaningful contexts. Learning on the other hand refers to a process in which conscious rules about a language are developed. This hypothesis mainly emphasizes that consciously gained knowledge of rules does not become acquisition.

Monitor hypothesis

The monitor hypothesis explains the relationship between acquisition and learning. The monitoring function is the practical result of the learned grammar. Conscious learning functions only as a monitor or editor that checks and repairs the output of the acquired system. There is individual variation among language learners with regard to 'monitor' use. Krashen distinguishes those learners who use monitor all time (over users), those who have not learned or who prefer not to use their conscious knowledge (under-users), and those learners that use the 'monitor' appropriately (optional users).

The natural order hypothesis

This hypothesis is related to the acquisition of grammatical structures. These grammatical structures follow a 'natural order' which is predictable. Some of the structures tend to be acquired early while others late. This order seemed to be independent of the learner's age, first language back ground, etc. The errors are signs of a naturalistic developmental process of language acquisition.

The input hypothesis

This hypothesis states how the learner acquires a second language. It is concerned with acquisition not learning. The learner progresses along the natural order when he/she receives a language 'input ' that is one step beyond her/his current stage of linguistic competence. Eg – A learner is in the level of 'i stage. Comprehensible inputs are given in order to make the level i+1. All the students are not in the same level of linguistic competence. Hence the teacher should ensure that each child receives an input that is appropriate for his/her current stage of the

linguistic competence. Ability to speak fluently cannot be taught directly, but emerges independently in time when the child builds up a competence.

Affective filter hypothesis

Krashen shows the view that a number of affective variables play a role in second language acquisition. These variables include motivation, self esteem, anxiety etc. Lack of motivation and self esteem, or anxiety may form a mental block that prevents comprehensible inputs from being used for acquisition. The teacher's talk can meet the requirements for comprehensible input with the student's participation by changing classroom environment suitable for language acquisition.

Learners with a low affective filter acquire language better as they are able to receive more, interact with it with greater confidence and thus have a higher degree of receptivity to the input. A low- stress environment is thus a potentially richer source of language acquisition.

3.19   STEVEN PINKER

Children acquire language quickly, easily, and without effort or formal teaching. It happens automatically, whether their parents try to teach them or not. Although parents or other caretakers don't teach their children to speak, they do perform an important role by talking to their children. Children who have never spoken will not acquire language. And the language must be used for interaction with the child; for example, a child who regularly hears language on the TV or radio but nowhere else will not learn to talk.

Children acquire language through interaction — not only with their parents and other adults, but also with other children. All normal children who grow up in normal households, surrounded by conversation, will acquire the language that is being used around them. And it is just as easy for a child to acquire two or more languages at the same time, as long as they are regularly interacting with speakers of those languages. The special way in which many adults speak to small children also helps them to acquire language. Studies show that the 'baby talk' that adults naturally use with infants and toddlers tends to always be just a bit ahead of the level of the child's own language development, as though pulling the child along. This 'baby talk' has simpler vocabulary and sentence structure than adult language, exaggerated intonation and sounds, and lots of repetition and questions. All of these features help the child to sort out the meanings, sounds, and sentence patterns of his or her language

There is no one point at which a child learns to talk. By the time the child first utters a single meaningful word, he or she has already spent many months playing around with the sounds and intonations of language and connecting words with meanings. Children acquire language in stages, and different children reach the various stages at different times. The order in which these stages are reached, however, is virtually always the same.

The first sounds a baby makes are the sounds of crying. Then, around six weeks of age, the baby will begin making vowel sounds, starting with aah, ee, and ooh. At about six months, the baby starts to produce strings of consonant-vowel pairs like boo and da. In this stage, the child is playing around with the sounds of speech and sorting out the sounds that are important for making words in his or her language from the sounds that aren't. Many parents hear a child

in this stage produce a combination like "mama" or "dada" and excitedly declare that the child has uttered his or her first word, even though the child probably didn't attach any meaning to the 'word'.

Somewhere around age one or one and a half years, the child will actually begin to utter single words with meaning. These are always 'content' words like apple, cookie, doggie, run, and see — never 'function' words like and, the, and of. Around the age of two, the child will begin putting two words together to make 'sentences' like doggie run. A little later on, the child may produce longer sentences that lack function words, such as big doggie run fast. At this point all that's left to add are the function words, some different sentence forms (like the passive), and the more complex sound combinations (like str). By the time the child enters kindergarten, he or she will have acquired the vast majority of the rules and sounds of the language. After this, it's just a matter of combining the different sentence types in new ways and adding new words to his or her vocabulary.

3.20   VIVIAN COOK

In the 1970s and 1980s Professor Vivian Cook introduced various research methods in second language acquisition. He favoured an experimental approach to second language research and conducted various experiments.

In the early 1990s he proposed the multi-competence approach to second language acquisition. Multi Competence is 'the knowledge of two languages in one mind', and it holds that those who know more than one language have different minds from those with only one language, because knowing two languages changes the way people use their first language, and even the way they think. These multi-competent individuals should be called 'L2 users rather than 'second language learners', because the word 'second' has negative connotations, and the word 'learner' should only be applied to those who are learning a language. All human beings have the potential for becoming multi-competent, so monolinguals are not indicative of what the human mind can achieve. This has implications for language learners and teachers, for instance the purpose of L2 Learning is to become a multi-competent user of more than one language, not to become a copycat of a native speaker of another language; the native speaker is not the best L2 teacher; L2 learners are allowed to use their first language in the classroom. Also, teachers and learners must bear in mind that L2 learning changes how people think. Cook first argued that knowledge of more than one language can change how people think and provided evidence in the first ever workshop devoted to the topic on 'Bilingual Cognition', 2002.

The multi-competence viewpoint sees the goal of learning as becoming a successful L2 user. Cook argues that banning the use of the first language will not stop learners from using it to help their language learning, it will not make its use invisible to the teacher. Instead Cook suggests that teachers should think about how both languages can be made use of in suitable ways.

3.21   LEV VYGOTSKY'S THEORY OF SECOND LANGUAGE ACQUISITION

Second Language Acquisition has undergone major changes during recent decades. Different theoretical perspectives made language teachers and curriculum developers behave and think differently as to how language learners should learn a second language. Vygotsky's Socio-

Cultural Theory holds that social interaction and cooperative learning are paramount in constructing both cognitive and emotional images of reality just as Vygotsky claimed that "*children's thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment*". The theorists of Socio Cultural Theory contend that learning occurs as a result of shared experiences in a range of social settings. Another common belief within the framework of Socio Cultural Theory is the notion that learning occurs effectively when students interact with one another in foreign language classrooms, yet Socio Cultural Theory should not be viewed as a theory just for learners. We must be well aware that the knowledge of Socio Cultural Theory can also be useful for teachers to discover and create ways to set up tasks and activities which can allow for the facilitation of language learning.

Socio-Cultural Theory, based on Vygotskian thought, is a theory about the development of human cognitive and higher mental function. The theory specially emphasizes the integration of social, cultural and biological elements in learning processes and stresses the socio-cultural circumstances' central role in human's cognitive development. Second Language Acquisition is concerned with the process of how a new language other than the native language is acquired and how much this is affected by other disciplines, among which is Socio-Cultural Theory. This theory facilitates reflection on some of the problems on second language acquisition from a new perspective. In addition, this new perspective provides some pedagogical implications for foreign language teaching.

The theory argues that the development of human cognitive and higher mental function comes from social interactions and that through participation in social activities requiring cognitive and communicative functions, individuals are drawn into the use of these functions in ways that nurture and "scaffold" them. "From a social-cultural perspective, children's early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture". "Learning is embedded within social events and occurring as an individual interacts with people, objects, and events in the environment".

The central constructs of the theory are mediation, regulation, internalization, the zone of proximal development, verbal thought and activity theory.

3.22   COGNITIVIST AND CONSTRUCTIVIST APPROACHES TO S.L.A

3.22.1   COGNITIVE THEORY OF LANGUAGE LEARNING

Cognitive theory defines learning as "a semi-permanent change in mental processes or associations".   Cognitivists do not require an outward exhibition of learning but focus more on the internal processes and connections that take place during learning.

The main assumption of cognitive psychology is that there are cognitive processes that take place and influence the way things are learned. Explanations for how cognitive processes work are known as information processing theories or models. The three-component model of information processing is taught in Educational Psychology. It looks something like this:

Important classroom principles from cognitive psychology include meaningful learning, organization, and elaboration.

Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply cognitive approach to learning and teaching, we focus on the understanding of information and concepts.

Piaget's cognitive theory states the children actively construct their understanding of the world and go through stages of cognitive development. It means that Piaget described cognitivism in the stage development of children when they are ready to construct the meaning of things through their own understanding which starts from the simple to complex thing. Knowledge and thinking skills provide the substance and tools for cognitive problem solving (Bandura, 1989:9). There are two processes underlie in cognitive construction. They are organization and adaptation. Organization is important in order the children construct the meaning of thing which make sense to them by organizing our experience. Adaptation is differentiated into two ways. They are assimilation and accommodation. Assimilation occurs when individuals adjust to new information. For example: Newborns reflexively such everything that touches their lips (assimilation), but after several months of experience, they construct their understanding of the world differently. They don't suck fuzzy blanket (accommodation). Piaget developed the cognitive development because he believed that the children pass the four stages of cognitive development.

Vygotsky is a Russian psychologist who emphasized the cognitivist theory based on the developmental analysis, the role of language, and social relation.

Bruner described cognitivism as the process of thinking that occurs in interaction in social environment and also influence the development of technology.

The cognitive view takes the learner to be an active processor of information. It means that the cognitive theory tries to create the people to be active to think. The implication of cognitive theories in educational field is to produce the students to find the problem solving, discovery learning, and project based learning.

3.22.2   CONSTRUCTIVIST VIEW OF LANGUAGE LEARNING

Jean Piaget and some other psychologists believed that learning occurs when the learners are actively engaged in the process of meaning making. They have advocated that knowledge builds on the existing knowledge. The existing knowledge is called 'schema' and this needs to be activated in order to provide or construct new knowledge.

Four principals that govern the constructivist teaching are as follows:

➢ Learners are active participants in the process of learning.
➢ The learning environment is open and information can come from any source.
➢ All work in the class needs to be interactive and learner centered.

- ➢ Teacher becomes a facilitator and assists learners to become responsible and independent.

In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). For example, using a text or a set of pictures/visuals on a transport system coupled with discussions will allow young learners to be facilitated to construct the idea of a transport system.

Initial construction (mental representation) may be based on the idea of the road transport system, and a child from a remote rural setting may from the idea centered on the bullock cart. Learners construct mental representations (images) of external reality (transport system) through a given set of activities (experiences).The structuring and restructuring of ideas are essential features as the learner's progress in learning. For instance, the initial idea of a transport system built around road transport will be reconstructed to accommodate other activities. The engagement of learners, through relevant activities, can further facilitate in the construction of mental images of the relationships (cause-effect) between a transport system and human life/economy.

However, there is a social aspect in the construction process in the sense that knowledge needed for a complex task can reside in a group situation. In this context, collaborative learning provides room for negotiation of meaning, sharing of multiple views and changing the internal representation of the external reality.

3.22.3   SOCIAL CONSTRUCTIVISM

Social constructivism is a new form of constructivism suggesting that learners first construct knowledge in a social context and then they individually internalize it. In a social constructivist classroom the teacher organizes and conducts learning activities that focus on group sharing, motivate student to work individually and in collaboration. She encourages assessing themselves and their peers in addition to her own assessment.

Social constructivism implies working together to construct knowledge through the social interactions of a group. The educationists' major concern is about the implication of this approach on teaching and learning. The strategy of social constructivism is group interaction and collaborative learning. This strategy also gives students opportunities to practice 21st century skills in communication, knowledge sharing, critical thinking and use of relevant technologies. The learners actively construct their own knowledge rather than receive the information transmitted by the teacher. Broadly it means information cannot be merely deposited into the learner's head but it must be discovered through divergent and creative thinking.

- ➢ Learning results from exploration and discovery. Active exploration for new information and meaning construction by linking it to the previous knowledge and experience , results in learning.

- Learning is a community activity. It is facilitated by shared enquiry. Learners reflect on and share their insights in the groups. The role of the learner in assessment is continuous, active and critical. Self assessment is crucial in social constructivism.
- If the activities in the class room are issues and problems that the students encounter in the real world, then learning becomes more meaningful.

Students develop collaborative skills and problem solving ability. There is ample scope for participation and transfer of knowledge and strong foundation for communicating ideas. Reasoning skills and thinking skills develop greatly in the students. He/ She is able to analyse and synthesize ideas and get deeper understanding with the subjects. Qualities like self regulation, self determination, community feeling and perseverance can be developed through the effective use of this approach. Intrinsic motivation will lead the child towards better achievement.

Only an effective teacher can be an effective mediator. This efficacy of the teacher leads to the construction of knowledge. Maintaining the motivation level of all students in the class rooms is a tedious process for the teacher. Low proficient learners are not getting enough opportunity for sharing their ideas.

3.22.4   CONSTRUCTIVIST CLASSROOM

A constructivist classroom fosters critical thinking, flexibility, creativity and active learning. Shift is from a transmission instructional practice to a constructivist and transactional model.

The following aspects are often encouraged and integrated into the classroom setting:

- the classroom environment is comfortable and non-threatening
- the construction of knowledge is done through reciprocal student-to-student or student-to teacher interaction
- emphasis is on the learning process by actively engaging in activities
- each attempt at constructivism is an opportunity for …
    - experimentation
    - risk
    - challenge

3.22.5   THE ROLE OF TEACHER IN THE CONSTRUCTIVIST CLASSROOM

Facilitator's role: The role of the teacher in constructivist philosophy is adapting to the learner's needs and gives them the freedom to construct knowledge for themselves. Each learner is considered as a unique individual, with cultural background, individual disposition, and prior knowledge influencing their learning. The teacher must consider all these factors, and then assist the learner in pursuing new knowledge and placing what they have learned into the context of their own lives.

Scaffolding: The teacher should pay attention to two particular factors in assisting learners. First, they should consider the learner's zone of proximal development and give the learners the help they need in constructing new knowledge and meanings. Second, they should facilitate peer interaction and cooperation between learners, since the social and the cultural context of learning is essential in constructivist philosophy.

Modeling: While much of learning is self-directed, the teacher has a lot of work to do. They must ensure that learners have access to sufficiently challenging material to grow, but not so challenging that learners become hopeless and give up on their self-directed efforts. The teacher must be flexible and adapt to learners' individual interests and needs. And the teacher must ensure that the environment is positive and supportive, so that students will feel emotionally secure and able to challenge themselves cognitively.

Coaching: The role of the learner in constructivist philosophy is to engage and interact with the world around them, with peers, with authorities, and with educational materials. Through active engagement the learner constructs knowledge and meaning, observing how objects and ideas interact, and creating a cognitive framework for making sense of it all. The learner is often free to pursue on his/her own as long as they are challenging themselves and forming new ideas throughout the process.

Learners are not in competition with one another: they are expected and encouraged to work cooperatively, sharing knowledge and perspectives. Learners may often take on the role of teacher in some area where they have particular knowledge, thereby both assisting their peers and reinforcing their own knowledge.

3.22.6   NATURE AND ROLE OF LEARNERS

The nature and role of learners in constructivist classroom is different from that of the traditional approach. The learner's role is very crucial in the constructivist classroom. The learner is no longer a passive receiver of information rather than a constructer of knowledge on his/ her own by engaging meaningfully in discourse tasks. The child learns from his/her colleagues through collaboration. Through sharing the layers of knowledge will be improved. Here Howard gardener's multiple intelligence comes in to scene. The child uses all multiple intelligences in acquiring language. The child learns through interaction with the teacher, co-students and the material. Through interaction thinking will be generated which leads to language production.

3.22.7   DIFFERENT KINDS OF LEARNERS

When we are teaching English to kids, as teachers we need to be aware of the differences in learning styles of our students so that we can incorporate all of these learning styles into our lessons. Being able to identify which types of learners our students are will help us to make sure they don't get left out of learning effectively.

Below are the 4 different learner types and details on different activities to suit their learning styles.

VISUAL LEARNERS:

Visual learners learn best by looking. The enjoy reading (and often prefer to see the words they are learning) and seeing pictures.

Visual learners respond well to:

- information on the whiteboard
- flash cards
- colorful pictures
- videos
- story books with pictures
- computer graphics maps
- charts
- cartoons
- posters

If we fill our classroom with colorful, attractive posters, picture charts, readers with lots of colorful illustrations learners will be visually stimulated to learn.

AUDITORY LEARNERS

Auditory learners learn best by listening. They work well with spoken instructions and learn quickly by listening to stories and songs. They will not need to see written words to learn.

Auditory learners respond well to:

- song/rhymes
- listening to stories
- poems and riddles
- verbal instructions and explanations
- listening activities
- participating in oral activities like descriptions and conversations.

Songs are an obvious source and encourage the learners to listen and sing along. It is better if a song which fits the theme or target vocabulary. Using stories in lessons is something children love. There are lots of readers available. Listening exercises which require students to listen to instructions in order to complete a task are to be provided. Always children are to be allowed for oral communication during activities – pair or groups work together are to be set up where students have to talk and listen to each other to complete the tasks.

TACTILE LEARNERS

Tactile learners learn physically by touching and manipulating objects.

Tactile learners respond well to …

- ➢ Action songs
- ➢ Craft
- ➢ drawing
- ➢ playing board games
- ➢ making models (e.g. with play doh or lego)
- ➢ feeling in the bag activities
- ➢ following instructions to make things
- ➢ recipes

Tactile learners need to feel and touch – without this they won't internalize new vocabulary / structures easily. Let them touch and feel everything! When using flashcards, always pass them around (you'll see the tactile learners really come to life at this point). Have lots of objects available to teach new vocabulary. When we teach new words we can let our students touch and play with the objects.

Use puppets for role playing structures and let your students touch, cuddle, and tickle. Also, try setting up feeling type activities – place an object in a bag and have students feel and guess what it is, use blindfolds and have students feel things or find their way around the classroom.

Let the tactile learners express themselves by drawing and making things. Have them draw a scene with new vocabulary that they have just learned, or build and make things.

KINESTHETIC LEARNERS

Kinesthetic learners learn physically by moving around. Kinesthetic learners respond well to …

- ➢ Action songs
- ➢ playing games in which they need to use their whole body (e.g. Dumb Charades)
- ➢ doing exercise type activities which require running and jumping
- ➢ movement activities
- ➢ making models
- ➢ craft activities
- ➢ following instructions to make something
- ➢ setting up experiments

Kinesthetic kids always want to be on the go. Just sitting and watching/listening won't keep them interested for long. Have lots of gestures to use with songs and let them act out new vocabulary.

3.22.8   NATURE OF YOUNG LEARNERS AND BEGINNERS

Young Learners have characteristics which distinguish them from teenagers and adults.

Young Learners:

- have a short attention span.
- are very active (kinesthetic).
- are egocentric.
- love praise and reward.
- are less shy than older learners.
- enjoy imitating and are skilful in listening accurately.
- enjoy learning through playing, acting, making and doing.
- are imaginative.
- understand language as units not separate words.
- interpret meaning without necessarily understanding the individual word.
- learn indirectly rather than directly.
- develop physically, mentally and conceptually.

Teachers who handle the young learners and beginners have to …

- speak English in class all the time.
- keep children's attention by asking them questions.
- react positively to what children say even if words are not complete or perfectly pronounced.
- repeat naturally the words/phrases said earlier.
- add to or improve what children say.
- facilitate understanding of instructions and tasks through use of L1.
- treat errors tacitly.

Organizing the Young learners Classrooms …

- Make a list of everyday instructions.
- Make a list of classroom language for each activity and prepare to use it during the day.
- Use wall charts or posters to help children remember that you are doing English.
- Encourage children to use English for routine classroom requests by praising any effort they make.

3.22.9   TEACHING LARGE CLASSES

What exactly do we mean by large classes? What challenges do they bring, and how can we develop our own solutions for teaching English in large classes

The concept of large class depends on various factors but in general it is limited to the ratio of student and teacher. The size of the class varies from country to country. In the U.S. or in U.K. or in any developed country the class size is around 20, where as in Indian sub continent it is around 40, in the African countries it may be around 60 or more. Apart from size there are other factors to be considered for large classes are the physical space available, accommodation, availability of resources, teachers etc.

Common problems faced by all teachers including English teachers in handling Large Classes:
- Inability to follow of student-centered approach.
- Limited opportunity of the students to express in English.
- Participation of all students is not possible in all tasks.
- Class management and organization
- Organizing group work
- Maintaining discipline and control
- Inability to find out the problems of the learners
- Inability to assess the children's performances
- Inability to provide feedback to the students required.
- Lack of adequate resources.

The teachers in large classes face a lot of challenges in teaching a foreign language like English. Here are a few.

Practicing language skills: We all know that to learn a language, we need to use it. However, in large classes, it can be a real challenge just getting learners to speak English. Some may feel unwilling to talk together in a foreign language, others may need help deciding what to say, and once we get them started it can often be a challenge to manage the noise levels. Aside from speaking, we may also need lots more storybooks for reading practice and audio equipment to practice listening skills.

Providing feedback to learners: To improve and learn from their mistakes, language learners need feedback, and this becomes more challenging in large classes. The obvious example of this is marking written work, but we also need to give feedback on speaking skills (both praise and correction) and help each individual learner.

Examples of possible solutions for teaching English in large classes

What follows are a few ideas from different fields that may help you teach English in large classes effectively. They are given as examples to inspire your creativity rather than offer definitive solutions. They include an approach, a strategy and an activity.

3.23   SOCIAL FACTORS THAT INFLUENCE S.L.A.

The following are some of the factors that influence acquisition of Second language.

- ✓ the linguistic nature of the community whether bilingual or monolingual.

- ✓ the political climate in relation to bilingualism whether supporting bilingualism or monolingualism.
- ✓ the socioeconomic status of the learner whether high or low.
- ✓ the language learning context whether formal or informal,

3.24   PSYCHOLOGICAL FACTORS THAT INFLUENCE S.L.A.

Aptitude

Aptitude is a specific talent for language, different from general intelligence: Aptitude has a high correlation to language learning success, while intelligence does not. Everyone does not have an aptitude for languages: there are exceptionally talented learners (very high aptitude): Outstanding language learners are those who do not have a very high IQ, but do have very high 'marks' on the memory part of language aptitude. They exceed at assimilating new material: capable of dealing with large quantities of material to be memorized quickly and easily.

Attitude

Learning a foreign language can be facilitated if the student adapts positive attitudes towards that language, i.e. if the attitude is positive, language learning will be high; but if the attitude is negative, language learning will be low. Krashen argued that language is closely related to the attitude when he says: "a positive language attitude let the learners have a positive orientation towards learning English". Gardner also tried to give a clear picture of the fact that attitudes are more highly related to achievement than others when he adds: "the concepts of attitudes towards learning a second language are itself complex so perhaps it is reasonable to expect that some aspect of attitudes are more highly related to achievement than others"

Motivation

The issue of motivation has been central in language learning research. One of the most important variables which determine the individual differences in shaping language learning outcomes is learner's motivation. Today, new technologies provide learners with wide opportunities which allow them to study and learn languages, but since these opportunities are largely available on a voluntary out-of-school basis, they further highlight the importance of learner motivation. For this reasons, the learners who are strongly motivated are much more likely to succeed mainly in foreign language learning. Learning and teaching English as a foreign language in one speech community require specific motivational factors so as to achieve high responses.

Motivation can be triggered by …
- ➢ taking under consideration their age and their level of language competence in L1 and L2.
- ➢ adopting activities that are within their interests.
- ➢ designing meaningful tasks.
- ➢ integrating fun, play and imagination in your teaching program.
- ➢ being prepared to act.
- ➢ keeping the affective filter low.

3.25 STATE SPECIFIC INITIATIVES

Status of English in A.P.

English in our country is at present the symbol of power and the language of the legal system, higher education, pan-regional administrative network, science and technology, trade and commerce. It has come to represent modernization and development, and, as a link language, it has acquired international as well as intra-national roles over the years. In this backdrop we, the people of AP, want our children to get quality education in English language. In order to address the expectations of the people the Government has introduced English in class 1 and it will be taught in classes 1 to 12. The Government has also opened parallel English medium divisions and English medium schools across the state. At the same time we believe the objective of acquiring English should be to empower the individual to protect her language and culture and resist all invasions on these and thereby liberate oneself from colonial clutches.

State Curriculum Frame Work – Context and Challenges

Recent researches on brain development and alternative active learning pedagogies such as higher order thinking skills, critical pedagogy, social construction, multiple intelligences, learning styles etc., have changed the landscape of teaching learning processes in schools and this must be reflected in the curriculum.

State Vision

The vision of AP is that ALL children should receive high quality education and become responsible citizens with an acute sense of the other. They should be aware of their environment and think about it critically. They should listen carefully and speak fearlessly. They should be able to understand what they hear and read; but they should also be able to question it. Teachers should promote these skills, provide meaningful teaching learning processes in natural and friendly environment that enable children to express themselves freely and ask questions. Teachers are collaborative learners and reflective practitioners. Parents and community should have a sense of ownership and participate in the life of the school. In a world which is becoming increasingly materialistic and competitive, school should become a space for reflection, cooperation and promotion of human and ethical values.

State Curriculum Frame Work –Perspectives

➤ From Teacher centered to learner centered.
➤ From Teaching to Learning.
➤ From Textbook oriented to Experiential oriented.
➤ From Lecture method to activity based.
➤ From memorizing the knowledge to construction of knowledge.
➤ Cooperative, collaborative and communicative classrooms and learning.
➤ Continuous and comprehensive evaluation becomes part and parcel of learning and recording learner development continuously.

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- Child is given importance and the curriculum is learner centered – learning through engagement of children in challenging activities, projects.
- Focus on learning environment and on student learning outcomes.
- Assessment is continuous and comprehensive, focus on assessment for learning, evaluation system de-emphasis memory.
- Life skills to be reflected in the competencies.
- Values to be integrated with classroom activities.
- Curriculum and textbooks reflecting our democratic and secular heritage.
- Medium of instruction shall be in children mother tongue as far as possible at elementary level Multi Lingual approaches should be applied in various subjects.
- Learner centered approach based on constructivism in language education and non languages.
- Textbook is treated as one of the many materials to be used in the classrooms.
- Promotion of thinking process of the child with critical pedagogy.
- Focus on learning based on cognitive and social construction including multiple intelligences
- Teacher as reflective practitioner and collaborative learner.
- Focus on teacher empowerment through self and support by system – focus on teaching strategies and methodologies and understanding the nature of subjects.
- Focus on teacher competencies, teaching standards.
- Undertaking teacher appraisals
- Focus on improved parent teacher collaborations – intended process and outcomes.
- Studies on training needs of teachers
- Teachers as Researchers – conducting action researches and case studies.
- Focus on identification of sources of information and using.
- Focus on teacher's role as facilitation and scaffolding.
- Making classroom environment challenging with interactive, questioning, discovering and deliberating – providing opportunities to children to construct knowledge.
- To develop teacher capacity in creative arts and heritage crafts.
- To develop teacher made test papers and implement formative assessment and help child to improve learning.
- Use of ICT in classrooms.
- Teachers work collaboratively breaking the style of working in isolation and take up whole school based programs.
- To make teachers feel multi grade teaching and diversities as advantage rather than limitation.
- Using the technology and assisting devices for improved classroom transaction.
- Teacher preparation and active learning pedagogies.

3.26   PARADIGM SHIFT IN SECOND LANGUAGE TEACHING

It is not enough that our learners store information in their short term or long term memory, depending on what is stored and for what purpose. They need to go beyond the information and build their higher-order thinking skills.

Let's enumerate a few points

- We have to give more attention to the role of the learners. This shift is generally conceived as changing teacher-centred instruction to learner–centred or learning centred facilitation.
- The focus must be on the learning process rather than on the products that learners produce. This shift is from product –oriented teaching to process –oriented facilitation.
- Greater attention is to be paid to the social nature of learning rather than on student as separate, de-contextualized individuals.
- We need to focus on the diversity among learners. Individual differences are to be viewed not as barriers for learning but as potential resources that are to be recognized, appreciated and catered to.
- We have to consider the views of those internal to the classroom rather than the views of those who come from outside to study classrooms, evaluate what goes on there and engage in theorizing about it.
- We must pursue ways that connect the school with the world beyond and use them as means for promoting holistic learning.
- We have to help students understand the purpose of learning and develop their own purposes. We have to shift from part-to-whole orientation to whole-to-part approach.
- This involves such approaches as beginning with meaningful whole texts rather than small units such as letters/sounds, words and sentences.
- We have to acknowledge the importance of meaning rather than drills and other forms of rote learning.
- Learning is to be viewed as a lifelong process rather than something done to prepare for an examination.

3.27   NARRATIVE AS A PEDAGOGIC TOOL

Narrative as a discourse can be used to give richest kind of linguistic input to the learners. The listeners/ readers who are exposed to the narrative identify or associate themselves with those characters and got an emotional attachment. As the narrative appeals to the listeners/ readers at the emotional level, it causes the production of language.

- ✓ The narrative allows a holistic treatment of second language.
- ✓ It accommodates different discourses; we can incorporate descriptions, conversations and rhymes into the text of a narrative.
- ✓ Unlike the other discourse forms (for example, essay, poem, letter, etc.) a narrative as a discourse can accommodate all these types of sentences quite naturally.
- ✓ It incorporates all possible prosodic features such as stress, intonation, modulation.

✓ The "narrative gaps" created by the teacher can be filled by the learners by constructing target discourses.
✓ Narratives capitalize on the emotive aspect of the language. This is of vital importance in the language class because experience is sustained in human minds as emotional gestalts.
✓ It can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

3.28   ENSURING HOLISTIC TREATMENT OF LANGUAGE

In order to ensure holistic treatment of language APSCF proposed discourse oriented pedagogy at all levels of learning English. A discourse is a mode of communicating certain ideas meaningfully in a particular situation. The intuitive idea is that both the input and output will be focusing on discourses which will take care of the treatment of language by embedding sentences, words and sounds in them contextually. In the initial stages, the emphasis is on the use of varied modes of discourses through the basic skills. Learning experiences should be targeted to provide the learner sufficient scope for the integration of the basic skills in their language acquisition process. Moreover, one language function can be served through different forms of language and one form of language can have different functions. These possibilities should be addressed in the language acquisition process. Simple discourses like conversations, rhymes, descriptions, stories can be worked out at this level.

3.29   DISCOURSE ORIENTED PEDAGOGY

A discourse is a mode of communication of certain ideas meaningfully in a particular way in a particular social situation. Ex. Narrative, Rhyme, Conversation, Descriptions etc.

Providing input through discourses and expecting output through discourses is the basis of Discourse Oriented Pedagogy. Language exists only in the form of discourses. Hence language production takes place by targeting meaningful discourses in the classroom. Children construct discourses in two forms oral and written. In the DOP, children will be engaged in meaningful interactions to produce oral discourses. Teachers have to provide context through which scope will be given for producing written or oral discourses. Pictures that contain scenes are more useful to target a discourse. Discourses differ in indicators. Level specific discourse tasks may be provided to children depending on their level. Discourses targeted class wise along with indicators to assess are provided in chapter 2 of this textbook.

The following are the features of Discourse Oriented Pedagogy:

✓ Discourse oriented pedagogy can be adapted to suit any level of learners.
✓ Discourse oriented pedagogy takes care of skill development.
✓ There is a solid foundation of research stemming from cognitive psychology and learning theory.
✓ In this pedagogy the focus is on process but not on the product. So any teacher who is sincerely interested in becoming a discourse facilitator can become one.
✓ Discourse oriented pedagogy proceeds from whole to part.

3.30   SUM UP

Student teachers are familiarized with the theoretical postulates of different approaches like S-O-S approach, Communicative approach and methods of teaching English starting from the grammar translation Method up to Discourse Oriented Pedagogy are discussed in detail along with the features, advantages and limitations of different approaches and methods. Language acquisition is ensured through comprehensible input and if the child is properly motivated. Second language acquisition takes place if the input is comprehensible, the affective filter is low, The discussion on approaches and methods are useful to explore the field of ELT. The knowledge of the approaches, methods help the student teachers to understand the approaches followed in the text books at primary level. The awareness on Cognitivistic view of learning will have an impact on the student teacher to understand the abilities of the children and can plan his classroom transaction accordingly .Knowledge construction takes place only when the child is engaged in meaningful tasks .The constructivistic view of language learning propounded by psychologists like Jean Piaget and Noam Chomsky provides confidence to the student teacher in teaching English as a second language.. Children learn in different ways. Depending on their nature of learning children are categorized into 4 kinds namely auditory, visual, tactile and kinesthetic. Suitable tasks are suggested for different kinds of learners. Young learners are very active and enthusiastic in acquiring any language. The student teachers will develop capacity building to handle young learners and beginners and also how to handle large classes. The shift in paradigm which is observed at different levels in different fields, material production, classroom transaction process and assessment procedures is a welcome change for the student teachers to adapt themselves to the current situation. They need to become good narrators so that they enjoy their English classes. They have to adapt the discourse oriented pedagogy in their classroom transaction process so that their children produce oral and written discourses in meaningful contexts.

3.31   ASSIGNMENT

1) Differentiate the terms approach, method and technique.
2) Discuss the salient features of Grammar Translation
3) What method, do you think, is suitable to our students? Justify?
4) How do you use English language laboratory in developing language skills in English?
5) Discuss the emergence and salient features of Communicative approach in India?
6) Make a comparison between the S-O-S approach and Communicative approach.
7) Discuss in detail the theories of Stephen Krashen and Steven Pinker.
8) Discuss the impact of socio and psychological factors on SLA.
9) What Is Comprehensible Input?
10) What is the significance of Comprehensible input in ESL classroom?
11) What are the techniques that can be used to make the input comprehensible?
12) How narrative is the best pedagogic tool in teaching English?
13) Discuss the shift in paradigm in teaching and learning English.
14) Discuss the salient features of Discourse Oriented Pedagogy.

3.32   PROJECT WORK

1) Collect some textbooks from different publishers and analyze the approach they followed.
2) Compare and contrast the SLA theories proposed by different linguistics.
3) Comment on the state specific initiatives regarding SLA in our state.
4) Observe the approach followed in the textbooks of A.P. and Telangana.
5) Talk to some young learners and observe how they learn English language.
6) Design tasks for different kinds of learners, conduct them and record your observations.
7) Observe the role of mother tongue during narration of any story and make a report.

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UNIT – 4

Good teaching is far more about the PROCESS than it is about the CONTENT…..

UNIT-IV

CLASSROOM TRANSACTION PROCESS

4.1 INTRODUCTION

It is a well known fact that children acquire language in a variety of ways, through experiencing, participating in discussion, making and doing things, asking, thinking, reflecting and expressing oneself through speech or writing, listening to the teacher and various audio inputs, interaction with teachers, peers and environment, etc. So children require opportunities of all these kinds in the course of their language development. But when we analyze our classroom practices, such type of opportunities are rarely provided in many schools. Hence it leads to memorisation. No understanding of concepts is taking place as a result the learner forgets the concept after examination. No motivation is being sustained among students. In this way our schools promote stereotype teaching, discouraging critical thinking, which is widely recognised as an important, even essential skill for the knowledge age. Our classroom practices have very less focus on the development of thinking patterns among the students. However we need to keep faith in child's creative instinct and should not ignore vital dimensions of human capacity to create new knowledge and think critically. NCF- 2005 also emphasises the contribution of children's experiences, their voices, and their active involvement in the process of learning. These learning experiences at school should pave the way for construction of knowledge, fostering creativity and improving students thinking abilities as well as a source of joy, but not stress.

In recent years there has been growing interest and much research into ways of developing children's thinking and learning skills. This has been informed by growing knowledge about how the brain works, how people learn and how teaching approaches or strategies can help to improve children's ability to think and learn. Many researchers suggest that making meaning, developing the capacity for abstract thinking, reflecting, problem solving, critical thinking, etc. are the most important aspects of learning. So if students are to function successfully then they must be equipped with life-long learning and thinking skills necessary to acquire and process information in a multifaceted and increasingly complex world, where information changes quickly and new ideas can be distributed and adapted almost instantaneously. Today it is important that students imbibe critical thinking skills, so that they can be both inventors and the critics of the new information. So critical thinking should be the focus of schooling. Learning to think critically means that 'Learning how to question, when to question and what questions to ask', 'Learning how to reason', when to use reasoning and what reasoning methods to use'. So in short we can say that critical thinking is self-directed, self-disciplined, self monitored and self-corrective. Hence our classroom transaction should focus on fostering critical thinking skills among the children.

Hence each component of the text book is designed to provide scope for interaction that leads to language production in interpersonal and intra personal communication. So the units are divided into modules and each module is given due weightage foe transaction. The modular

transaction process is discussed in detail in this unit. Process steps to be followed before the reading process starts and after reading are dealt in detail since we look language acquisition is a process not a product, process to transact each module is given priority. Through this the holistic treatment of language will be addressed. Latest techniques like graphic reading, organic reading, graphic writing and graphic writing are introduced. Using the concept of Howard Gardener's Multiple Intelligence (MI) theory the classroom transaction process is suggested. Accordingly individual, collaborative tasks are provided so that peer learning will be ensured. Editing children's products in groups is a new concept after the discourse tasks are refined in groups by negotiating with other groups. Here the teacher has to provide alternatives rather than overt correction. The edited products are published as big books. Here the role of Discourse Oriented Pedagogy which is discussed in the earlier chapters is clearly visible in generating language by producing oral and written discourses. Tasks are suggested for low proficient learners also. The challenges of dealing multi level and multi grade is also addressed in depth.

4.2   OBJECTIVES

By going through this unit student teachers will be able to …

- ➢ know what Modular transaction of a unit is.
- ➢ know different modules of a unit: pre-reading, reading and discourse constructing and editing
- ➢ understand the role of interaction in transaction of different modules in a unit.
- ➢ discuss the steps in teaching.
- ➢ know the objectives and Strategies of Pre-reading session.
- ➢ understand the relevance of theme related interaction and production of oral discourses.
- ➢ know the objectives of reading process and the micro-process of reading.
- ➢ understand the process steps for Individual reading and Collaborative reading.
- ➢ understand how to extrapolate the text.
- ➢ know what Graphic reading and Graphic writing are.
- ➢ know the objectives of Post-reading and Process of discourse construction.
- ➢ understand the process of Individual writing, Refining through collaboration.
- ➢ know what Graphic writing for the beginners is.
- ➢ know how to Edit the written discourses and Publishing children's products.
- ➢ know how to Deal with textual exercises (vocabulary, grammar, study skills, project work).
- ➢ know the strategies for addressing low proficient learners.
- ➢ understand the Multi grade and multi level teaching strategies

4.3   THE MODULAR TRANSACTION

Task:

- Collect the textbooks used 5 years before and compare them with the existing textbooks.

Through paradigm shift it is evident that every moment in the classroom transaction is to be given importance. Earlier, the reading texts are alone given top priority and the other components of a unit are used to deal independently and separately where there was no link between the components. The components were treated as water-tight compartments. The revised pedagogy has recommended a modular mode of transaction which gives scope for critical thinking, minute concentration on the process in which interaction takes the lead role in transaction.

A module is an item of transaction. Different modules of a unit are: face sheet/ trigger picture, listening input, reading text, rhyme/poem, textual exercises. Previously, we used to focus the reading text and discussion of the reading text was considered the crux of a unit. The other components are not given much importance. Hence, the textual exercises were given based on the reading text only. Since listening texts were not given prominence and the tasks were based only on the reading text. As a result, there was no natural process of acquiring a language. Since each component provides scope for oral and written production of language, each module needs to be transacted compulsorily. A specific transaction process is suggested for different modules of a unit, which we call as 'modular transaction'. We will see the transaction of different modules in this unit.

4.3.1   PRE-READING, READING, DISCOURSE CONSTRUCTION AND EDITING

> **Point for discussion:**
>
> - ✓ If the components of a unit are divided on a certain criteria, what criteria do you follow?
> - ✓ What, do you think, is the crucial component of a unit?
> - ✓ When do you think discourse construction is to be attempted?

The modules are categorized based on the reading process as Pre-reading, Reading, Discourse construction and Editing. Any language development programme focuses ultimately on the preparation of the individual an independent reader. Hence, what do we do 'before reading', what is to be done 'during the reading process', and what will be done 'after reading' are to be kept in mind in classroom transaction process. Hence the modules of a unit are divided as 'pre-reading, reading, and post-reading that includes Discourse construction.'

4.4.   ROLE OF INTERACTION IN TRANSACTING DIFFERENT MODULES IN A UNIT

The language teachers should have a clear understanding of the process to be followed in each module. The teaching and learning process is not something that takes place between the teacher and the individual learner only. There is a process of collaboration where the learner shares their ideas and learning experiences with their peers exploring new ideas and coming to consensus.

The present pedagogy suggests holistic approach to classroom transaction in which the 'process' is more important rather than the product. Hence, the interaction in the classroom is given prominence during the transaction process. This leads to acquisition of language as envisaged by NCF and APSCF. Interaction that cuts across all these modules becomes a vital component of classroom transaction. Interaction is not as mere asking questions and eliciting responses, but dialoguing with the learners using various strategies and linguistic devices such as reporting, seeking agreement, asking for opinions, seeking confirmation, interpreting, analyzing, taking positions, justifying and summing up. The teacher has to have fairly good understanding of the purpose of interaction at various stages and the exact language that is to be used to meet this purpose. We have to understand that the objectives of different modules are different. Similarly the steps of transaction also vary according to the module. Transaction process slightly changes for stage-1(Lower Primary) and for stage-2 (Middle primary). Whatever the stage may be, attainment of basic proficiency in the target language is considered as the criteria for second language acquisition. Realizing the academic standards prescribed for the stages planning and presenting the tasks in the classroom is done. The level of the tasks may vary for different stages. It is extremely important to bear in mind that the aim of classroom transaction is to help the learners achieve academic standards, and not to teach the whole text book mechanically. Instead of focusing only on comprehension exercises and their answers, we need to go for meaningful interaction with the learners.

The classroom process envisioned in the revised curriculum provides space for the learners to collaborate whether it is in reading, producing discourses or editing. The teachers as facilitators have to understand the process of sharing and the synergy that can be generated through the process. The classroom should be neither teacher centred, nor learner centred; it should be learning centred. So, the onus of transaction process is to involve the child in meaningful tasks which targets the suggested academic standards.

For a child any word/phrase is an idea. Each idea may be reciprocated by the teacher using a meaningful expression which will become listening exposure to the children. For example while showing any picture if the child says by pointing to any objects "a bat'. In his mind he/she may be thinking to express an idea like "It is a bat." So, whenever the child comes out with expressions using words/phrases, the teacher has to say it in a sentence. Children possess innate ability to assimilate what they have seen in the picture and form some ideas in their mind, and try to give verbal form to their ideas using the already formed knowledge of structures or with the exposure provided to them. Hence, the teachers are to see that the children get meaningful exposure through authentic listening inputs. In this way, children try to construct knowledge on their own. The role of the teacher is here to provide opportunities to the children to construct their knowledge. The teacher has to facilitate the self learning of the children. Gradually, the support of the teacher is to be withdrawn based on the children's progress towards independent learning.

Children may respond in mother tongue during interaction. The teacher has to supply equivalent expression in English and say it aloud in the class so that the children will listen to the expression in English. This is called as mega phoning. Through mega phoning children will get the correct pronunciation also. Individual perceptions and divergent thinking on the part of the learners are the prime focus of interaction at this stage.

Let's see in detail.

There is a scope for 3 types of interaction in the classroom.

- ➢ Teacher –pupil interaction
- ➢ Pupil – pupil interaction
- ➢ Pupil – text – interaction

Let us identify the slots in classroom transaction where the teacher can interact with the learners.

- ➢ Initial interaction
- ➢ Interaction based on the theme picture.
- ➢ Interaction leading to producing oral discourses.
- ➢ Interaction leading to various stages of reading the text
- ➢ Interaction related to asking analytical questions
- ➢ Interaction leading to individual attempt of the creative expressive task.
- ➢ Interaction related to the individual presentation of the creative expressive task.
- ➢ Interaction while refining the creative expressive task in groups
- ➢ Interaction related to the presentation of the group product.
- ➢ Interaction prior to the presentation of teacher's version of the creative expressive task.
- ➢ Interaction related to editing.
- ➢ Incidental interaction that might take place at any time.

- • Are there any specific objectives for each instance of interaction?   If so, what are they?

- • How can we improve the quality of interaction?

At various points the teacher has to interact with the learners. In order to make interaction meaningful we must know why we are interacting with the learners**.**

Please go through the following:

A.   Common objectives of interaction

- ✓ Sharing of ideas.
- ✓ Providing rich, authentic listening input.
- ✓ Embedding functional aspects of language in natural and authentic contexts.

✓ Maintaining rapport with the learners.
✓ Dialoguing with the learners.
✓ Giving feedback to the learners for taking them to the next higher level of learning.
✓ Maintaining the continuity of the theme in all the modules of transaction.

B. Specific Objectives

1) **Initial Interaction:** Initial interaction is the interaction that takes place in the very beginning of the lesson.

   The objectives of the initial interaction are

   ✓ Taking out the learners' assumptions on the theme at hand
   ✓ Taking out learner's perceptions on what has been watched
   ✓ Leading the learners to the theme /issue
   ✓ Making learners predict what they are going to listen to or read

2) **Interaction while listening input is presented:**

   ✓ Triggering divergent thinking
   ✓ Eliciting learners perceptions on the theme
   ✓ Making predictions on what might follow
   ✓ Taking out learners' reflections on what he/she has listened to
   ✓ Analyzing the situation critically

3) **Interaction leading to individual reading:** Children read the text individually before they read in groups. They interact with the text. The purpose of this interaction is

   ✓ Instilling in learners an urge to read
   ✓ Helping learners make prediction on what they are going to read
   ✓ Instilling confidence in the learners for undertaking the reading activity

4) **Interaction during collaborative reading:** children are to be encouraged to share their reading experience with their classmates through collaborative reading (reading in groups). The purpose of this interaction is to share and learn from peers. the objectives of the interaction that takes place during collaborative reading are

   ✓ Ensuring that ideas are shared as per the instructions given to the learners
   ✓ Assessing the progress of group work
   ✓ Extending optimal support to those who need it
   ✓ Ensuring cooperation in team work
   ✓ Addressing learning issues of children progressing at a slower pace

5) **Interactions related to scaffold reading (extrapolating the text with the help of analytical questions):** Scaffolding is helping the child to reach the next higher level from

the current level. Extrapolating the text is making the children read the text critically by asking variety of questions including inferential, cause- consequence and analytical….

- ✓ Registering multiple perspectives on the theme.
- ✓ Identifying a point of view of the writer as well as the learners.
- ✓ Instilling value systems.

6) **Interaction related to the presentation of teacher's version:** Teacher prepares his/her version of the assigned discourse (oral and written) task and presents after individual attempt, refining through collaboration and editing of group product.

- ✓ Giving feedback on what the children have written
- ✓ Highlighting some of the features of the discourse that has been targeted
- ✓ Providing further input for listening
- ✓ Providing a natural extension of the reading activity

7) **Interaction related to editing:** The teacher edits group product of any written discourse task by negotiating with the other groups / whole class.

- ✓ Sensitizing the learners on various kinds of errors
- ✓ Giving positive feedback to the learners on their writing
- ✓ Checking the learner's intuitions on grammaticality
- ✓ Building up confidence of the learners in using language

The above division of slots for interaction is based on process steps.

In addition to the above, is there any scope for interaction in English class.

Some of them are given below.

- ➢ Before the class begins...
- ➢ While taking attendance...
- ➢ With the latecomers...
- ➢ While starting the class...
- ➢ While checking comprehension
- ➢ Eliciting...
- ➢ While grouping the children for group works
- ➢ Facilitating Group Work....
- ➢ While Assigning a task
- ➢ When clarification required.
- ➢ While conducting the task.
- ➢ Sum up of the task.
- ➢ Closing the lesson…
- ➢ Leaving the Class...
- ➢ Asking for Information...
- ➢ Giving Information...

- Getting more information...
- Asking for someone's opinion...
- Giving Opinion...
- Asking about likes and dislikes...
- Expressing Dislikes...
- Expressing Likes…..
- Asking for Agreement
- Agreeing
- Disagreeing….
- Seeking suggestions
- Requesting…
- Responding to a request...
- Refusing...
- Expressing Sympathy...
- Apologizing...
- Accepting Apologies...
- Offering Help…..
- Accepting help
- Declining help
- Complementing & Congratulating
- Thanking…..
- Responding to thanks

4.5   STAGES OF TRANSACTION

> **Points for discussion:**
> - What do we observe in an English class?
> - What do children do in the English class and how are they different from the expectations?
> - How are the assessment tasks done?

The challenges of classroom transaction are

- Challenge of the teaching learning process is mostly traditional with lectures and textbook oriented exercises.
- The classroom processes show that the children copy from textbooks without any challenging and meaningful engagement with learning tasks.
- The entire school practices and preparation are increasingly examination oriented.
- The assessment is information oriented and memory based and test paper developed by outside agencies which are not competency based leading to tension and fear of exams among children.

What are the major components involved in the classroom transaction process?

Let's enumerate a few points:

Point for discussion:

- ✓ Do you think, there is any change in the classroom transaction process before the implementation of the recommendations of NCF 2005 and after?
- ✓ What change have you observed in the role of the learner, teacher, textbook and classroom transaction process?
- ✓ 'Process is more important than product' – Do you support this statement? Why?
- ✓ Comment on the statement' the secret of education lies in respecting the child'.
- ✓ What is your suggestion of teaching English with the teaching of alphabets?
- ✓ Do you think 'learning is a lifelong process?

Now read the following.

- ✓ We have to give more attention to the role of the learners. This shift is generally conceived as changing teacher-centred instruction to learner–centred or learning centred facilitation.
- ✓ The focus must be on the learning process rather than on the products that learners produce. This shift is from product –oriented teaching to process –oriented facilitation.
- ✓ Greater attention is to be paid to the social nature of learning rather than on student as separate, de-contextualized individuals.
- ✓ We need to focus on the diversity among learners. Individual differences are to be viewed not as barriers for learning but as potential resources that are to be recognized, appreciated and catered to.
- ✓ We have to consider the views of those internal to the classroom rather than the views of those who come from outside to study classrooms, evaluate what goes on there and engage in theorizing about it.
- ✓ We must pursue ways that connect the school with the world beyond and use them as means for promoting holistic learning.
- ✓ We have to help students understand the purpose of learning and develop their own purposes. We have to shift from part-to-whole orientation to whole-to-part approach. Starting from alphabets, words, phrases, sentences and paragraphs is part- to whole, while starting from meaningful forms of language like stories, rhymes, letters, notice etc to sentences, words and letters…is called whole to part….
- ✓ This involves such approaches as beginning with meaningful whole texts rather than small units such as letters/sounds, words and sentences.
- ✓ We have to acknowledge the importance of meaning rather than drills and other forms of rote learning.
- ✓ Learning is to be viewed as a lifelong process rather than something done to prepare for an examination.

The following are the steps suggested for transaction of a Unit for middle primary (classes III-V) in different sessions. The various components/modules included in every unit are:

Rhyme/poem,

Reading text,
Creative expressive task,
Listening input,
Textual exercises,
Project work

4.5.1 PRE READING-OBJECTIVES

Points for discussion:

✓ Do children require readiness to read? How do you ensure this?

✓ Why is pre-reading session conducted before we go for reading session?
✓ What do you focus on during the pre-reading session?

Let's see:

Pre-reading session will be conducted

➢ to encourage the learners get ready to read.
➢ to encourage them think creatively.
➢ to help them share their ideas freely.
➢ to encourage them to come out with their perception of a picture.
➢ to make them listen to simple instructions and responds accordingly.
➢ to help them identify the names of familiar objects in English.
➢ to improve their vocabulary

4.5.2. STRATEGIES

Point for discussion:

How do you realize the objectives targeted for the pre-reading session?

The following strategies may be followed.

➢ Whole class interaction.
➢ Theme based interaction
➢ Concept mapping.
➢ Eliciting oral discourses.
  Discussion of face sheet

4.5.3 THEME RELATED INTERACTION AND PRODUCING ORAL DISCOURSES

> **Task:** Go through the picture given on page no 2 of class 2 textbook. It is given to reflect the theme of the rhyme.

Now reflect on the following questions:

- ✓ Can that picture be used to elicit vocabulary and any discourse?
- ✓ How do you interact with the children before you start the rhyme?

The picture given in the beginning of every unit is to be used as 'trigger' for sensitizing the learners on the theme around which the lessons in the unit have been woven. Sometimes the pictures are given to make the children comprehend the rhyme/ story. Though the picture is given for the purpose of comprehension, the teacher may make use of it for eliciting vocabulary, oral and written discourses before the picture is linked to the reading text. Children can colour the picture and talk about it. The interaction based on this picture will serve as warm up activity for engaging the learners in the activities that follow. Individual perceptions and divergent thinking on the part of the learners get primary focus for the interaction at this stage. Let children identify the various objects in the picture and associate the objects with the graph (written symbol) of the words representing these objects.

Academic Standards targeted for the theme-related interaction and production of oral discourses are:

- ✓ Listening and Responding.
- ✓ Vocabulary.
- ✓ Creative expression (Oral)

The Teaching Learning Material required for transacting the theme-related interaction and production of oral discourses are:

- ✓ Picture chart of the theme picture for interaction.
- ✓ Flash cards for the key words, phrases and expressions that may arise incidentally.
- ✓

Suggested steps for transaction:

- ➢ Select a theme picture from any unit of a class. The picture given in the very beginning of a unit links with the reading text/ rhyme can be considered as theme picture or trigger picture. The picture depicts the theme of the unit and triggers the thinking of the children on the theme.
- ➢ Let children observe the picture.
- ➢ Use relevant questions such as 'What things/ persons/place/ actions do you see in the picture?'
- ➢ Let the children identify key words from the picture.

- ➢ Use questions such as 'what are the characters doing? How is the picture? etc.
- ➢ Let them identify key ideas from the picture.
- ➢ Organize the ideas in sequential order.
- ➢ Encourage them to use simple words to express their ideas.
- ➢ Assign a simple discourse task (description or conversation).
- ➢ Interact with the whole class and elicit the assigned task.
- ➢ Present the teacher's version which is prepared in advance.
- ➢ Let the children note down from the teacher's version.

Note: The student teacher may plan some vocabulary tasks and oral creative expressive tasks based on the theme picture. Examples are provided in period plans.

4.5.4   TRANSACTION OF A RHYME/POEM:

Point for discussion:

- • Why rhymes are taught?
- • How do you start a rhyme?
- • How do you plan action for a rhyme?
- • What do you mean by choreography?

The following are the objectives of teaching a rhyme/poem:

A rhyme/poem is taught

- ✓ to make them enjoy the tune.
- ✓ to improve their vocabulary.
- ✓ to make them recite the poem in groups, individually and in chorus.
- ✓ to make them enact the poem.
- ✓ to make them add lines to the rhyme/ produce parallel rhyme.

Academic Standards targeted through teaching a rhyme/poem are:

- ✓ Listening and Responding.
- ✓ Vocabulary.
- ✓ Reading Comprehension.
- ✓ Creative Expression

The Teaching Learning Material required to transact a rhyme/poem are:

- ✓ Picture chart that depicts the rhyme/poem.
- ✓ Flash cards for the key words, phrases and expressions that come across the rhyme/poem.
- ✓ Masks of characters to enact the scenes that come across the rhyme/poem.
- ✓ Audio of the rhyme/poem supplied by SCERT or any other source.

- ✓ Task sheets for the tasks designed to realize the targeted academic standards.
- ✓ Task sheets prepared for low proficient learners.

Suggested steps for transacting a rhyme/poem:

- ✓ Initial Interaction.
- ✓ Displaying the Picture chart of the rhyme/poem.
- ✓ Interaction based on the picture/theme and eliciting key/relevant vocabulary and ideas.
- ✓ Encouraging the children to give their responses even in mother tongue and mega-phoning the responses in English.
- ✓ Eliciting divergent responses from the children by making them think and respond.
- ✓ Writing the relevant vocabulary and ideas on the board/ chart and uttering the expressions (words/phrases/sentences) holistically, not letter by letter or word by word while writing on the board/ chart.
- ✓ Linking the ideas elicited with the rhyme/poem.
- ✓ Presentation of the rhyme/poem.
- ✓ Developing concept map, if any.
- ✓ Attempting the tune by the children followed by presentation of the tune as suggested by SCERT or any other suitable tune.
- ✓ Whole class recitation of the rhyme/poem,
- ✓ Recitation of the rhyme/poem in groups and individually.
- ✓ Discussion of the rhyme/poem.
- ✓ Planning and conducting choreography of the rhyme/poem.
- ✓ Assigning the relevant tasks planned and attempting the textual exercises.

Note: The student teacher may plan more exercises in addition to the exercises given in the text book. Creative expressive tasks like extending the rhyme/poem, producing a parallel rhyme/poem, developing discourses like description or conversation based on the theme/picture given for the picture.

4.5.5 'READING' activity – OBJECTIVES

Task: Go through any primary class English textbook from classes 2 to 5. Go through the units and identify the reading texts, their form and theme.

Questions for discussion:

- ✓ Why different themes are selected for reading texts?
- ✓ How do you start teaching a 'reading text' activity?
- ✓ What steps do you follow to transact a reading text?
- ✓ Do you teach the entire text continuously?
- ✓ How do you make the reading text in meaningful chunks?
- ✓ Do you read the text first, or your students?

Now let's see the objectives of teaching reading.

- ➢ To make them read individually and share their reading experience in groups.
- ➢ To make them use glossary to guess the meanings of the words in the text.
- ➢ To help them share their ideas freely.
- ➢ To respond to variety of questions for comprehending the text.
- ➢ To extrapolate the text.
- ➢ To make them develop vocabulary through concept mapping.
- ➢ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.
- ➢ To make them listen to the audio of the story and comprehend it.
- ➢ To make them read aloud with proper tone variation, voice modulation.
- ➢ To make sense of the reading passage through collaboration.
- ➢ To reflect on the passage they have read.
- ➢ To analyze the information given and link it with their personal experience.
- ➢ To generate their own texts from the given text.

Academic Standards targeted through teaching a reading text are …

- ➢ Listening and Responding.
- ➢ Vocabulary.
- ➢ Reading Comprehension.

The Teaching Learning Material required to transact READING are:

- ➢ Picture chart that depicts the reading portion/ the prior scene of the reading text.
- ➢ Flash cards for the key words, phrases and expressions that come across the reading text.
- ➢ Chart with glossary for unfamiliar / key words.
- ➢ Chart with questions for checking comprehension and for extrapolating the text.
- ➢ Bilingual and Standard dictionary.
- ➢ Audio of the reading text supplied by SCERT
- ➢ Task sheets for the tasks designed to realize the targeted academic standards.
- ➢ Task sheets prepared for low proficient learners.

4.5.6 THE MICRO PROCESS OF READING

➢ **Initial Interaction:** whatever that is done to start the class. The teacher may start by singing a song, cracking a joke, drawing something on the board, showing any material, language game etc.

➢ **Displaying the Picture chart relevant to the portion of the reading text:** it is better to use a chart that reflects the essence of the reading text or which leads to the reading text should be selected by the student teacher to display in the classroom.

➢ **Interaction based on the picture/theme and eliciting key/relevant vocabulary and ideas:** The teacher is suggested to follow the process mentioned earlier for theme picture is to be followed here to elicit key/relevant vocabulary and key ideas. The student teacher has to frame well formed questions. Encourage the children to give their responses even in mother tongue, provide equivalent word in English and say the word aloud with proper pronunciation, which is called as mega phoning. Elicit divergent responses from the children.

➢ **Writing the relevant responses on the board:** children may come out with many responses, write the relevant responses on the board/an empty chart. While writing on the board, megaphone them. Utter the expressions (words/phrases/sentences) holistically, not letter by letter or word by word.

➢ **Linking the ideas** with the reading text and Specifying the reading portion to be read.

4.7.2 INDIVIDUAL READING

> **Point for discussion**
>
> Why are children encouraged to read the text first?
> What do you expect from the children at this juncture?

➢ Ask the learners to read individually.
➢ Give proper instructions such as …
   ✓ Tick the sentences /words you were able to read.
   ✓ Identify the characters/ location, events / dialogues in the story.

Children may struggle to read and comprehend the text if the text is very dense. But they will spend some time with the text, develop intimacy with the text and make an attempt to locate some words, ideas from the text.

• **Checking comprehension:** ask s a few comprehension questions or provide some tasks to check the comprehension of the students.

• **Providing further support to low-proficient learners in the following manner:**

➢ Interacting with the low- proficient learners to generate a sub-text. A sub-text is a text that is generated during the interaction with the students. It is the essence of the original text in its simplest form.
➢ Writing the sub-text on BB / on chart / in the notebook of the learner
➢ Asking the learners to associate the sub-text with the reading text

Example: Read the dialogues given on page number 51 of class-V text book.

Let the original text be …

> "Fisherman! Why are you so sad?" asked the bird. Rangaiah got surprised to hear the bird talking.
> "Who are you; may I know you, The Great bird?"
> "I'm the king of seabirds."
> "The King of Birds! Can you help this old man?"
> "How?"
> "Could you please give me a big fish every day?"
> "Granted. One big fish will be at your hut every day" said the bird and flew away.

The teacher may interact with the children and generate the sub text like:

> The bird asked Rangaiah why he was sad. Rangaiah told the bird that he became old and could not catch fish. He asked the bird for a fish every day. The bird granted his wish.

- **Presentation of the audio input of the text supplied by SCERT:** The SCERT has developed audio material for all the lessons of the textbook. The student teacher is suggested to present the audio input for the portion of the reading text.

4.5.8   COLLABORATIVE READING

Point for discussion

✓ How do you group the children?
✓ What tasks do you give/conduct in groups?
✓ What do children do in groups?
✓ Why should we go for reading in groups?

Social Psychologist Vygotsky propounded the concept of' ZPD (Zone of Proximal Development) which advocates children refine their knowledge and experience through collaboration. Academic sharing will take place. Hence, the student teachers are suggested to

give chance to the children to sit in groups and share their reading experience. They are further suggested that there should be heterogeneous members (who have different proficiency levels) in a group so that the low proficient learners will be benefited from the high proficiency learners. Peer learning will take place. Students who have inhibition to interact with the teachers will get a chance to interact with their peers (classmates). The student teacher monitors properly the group work. The student teacher facilitates the sharing of reading experience between the groups. Children are encouraged to make use of the glossary given in the TB and developed by the student teacher additionally. The student teacher interacts by posing well framed questions to check comprehension. The student teacher has to interact with the groups and find out what point of sharing the group has completed. Also s/he may have to extend optimum help to those who need it so that the hurdles, if any, are removed. Some amount of authentic interaction is needed at this point. During scaffolding the following questions are useful

- ✓ What do you think about this situation?
- ✓ Do you have any such experience?
- ✓ What ideas did you get while reading?

4.5.9   EXTRAPOLATING THE TEXT

Point for discussion

- ✓ Does the reading process stop with comprehension?
- ✓ Is anything beyond comprehension?
- ✓ Does the language acquisition take place through comprehension, or beyond it?
- ✓ How do we make use of the comprehension of the text to acquire the targeted language?

Through collaborative reading learners are enabled to make sense of what they are reading. However, reading activity does not end with this. Once they have comprehended the passage, we take them to the next step of reading with the help of a few analytical questions of different types such as reflective questions, inferential questions, cause-consequence questions and the like. These are meant for facilitating higher order thinking skills. With the help of these questions, the learners will be able to extrapolate the text and go beyond it. Moreover, they will be able to personalize and localize the text. This is essential for helping them internalize or assimilate the text. At this stage also sharing of ideas is necessary. With the help of the analytical questions the learners can go beyond the text by reflecting, analysing, finding the cause-consequence relationship, making inferences, linking the text with their own life, and so on. All these cognitive processes help the learners personalize and localize the text, an essential process of transforming the information contained in the text into individual and collective knowledge. Moreover, they also pick up language elements and acquire necessary skills as all these are properly embedded in the context of meaningful linguistic experience

Task: Read the following text:

One day, Tenali Ramakrishna, the court poet of Vijayanagara Empire, visited the queen. He observed the bird in the cage. He too liked the bird but felt sorry that such a beautiful bird was caged just for the pleasure of the king and the queen. He wanted to make the bird free.

Now read the following questions. Put the letter 'C' if the question is asked for checking comprehension. Put the letter 'B' if the question is asked to go beyond the comprehension in the brackets given.

1) Who visited the queen? ( )
2) Tenali Rama is a court poet. Mention some other professionals work in a court. ( )
3) What type of a court is mentioned in the passage? ( )
4) What did Tenali Ramakrishna observe? ( )
5) Where is the bird? ( )
6) He too liked…… Who others, do you think also like the bird? ( )
7) Why did Tenali Rama feel sorry? ( )
8) Have you ever seen a bird in a cage? ( )
9) Where do the birds kept in cages? ( )
10) How do you feel if you see a bird in a cage? ( )
11) Who wanted to make the bird free? ( )
12) What, do you think, Tenali Rama would say to the queen? ( )

What questions in the above list, do you think, are suitable for language generation?

Ask some analytical questions to extrapolate the text. This is the slot where thought-generation takes place that leads to language production. Extrapolating the text is going beyond the comprehension and asking questions of analytical nature to elicit free responses from the children. Children will come out with divergent responses. Through extrapolation, critical reading ability is developed among the children. The student teacher can also make use of a concept mapping activity. Concept-map is an activity to elicit the words related to a paricikpular 'concept'. Teacher has to write the key word and circle it. Children contribute words related to it. Teacher writes the words related to it around the circle using arrow marks.

Note: Refer 3.6 of paper-X of I D. El. Ed(Proficiency in English) for getting more ideas regarding extrapolating the text.
Reading aloud the text:

Point for discussion:
  ✓ Why are the reading texts to be read aloud?
  ✓ What features do you observe through loud reading?
  ✓ How do you develop the loud reading ability of your students?
  ✓ What feedback do you provide to your children on their loud reading?

The teacher has to read the text aloud with proper voice modulation, pause and intonation to make the children get some more clarity of the text. The teacher has to present the audio input of the text. Then children will be asked to read aloud and provide feedback on their loud reading. Then the teacher may conduct tasks based on the reading text. Reading aloud by a teacher can stimulate imagination and emotions, enriches their vocabularies and encourage lifelong enjoyment of reading.

Note:

The student teacher may divide the reading text into meaningful segments and follow the steps suggested for each segment. Or the entire text may be transacted in a single stretch by following the same procedure. They are further suggested that to check comprehension with a variety of exercises in addition to those given in the textbook. Vocabulary tasks are also to be planned appropriately wherever the context demands.

4.5.10   GRAPHIC READING FOR THE BIGINNERS

Point for discussion:

- ✓ Have you ever observed children of age 4 or 5 identify some words like Wipro, huggies, hide and seek, head and shoulders?
- ✓ How do they read those words?
- ✓ Do you think, they read with spellings?
- ✓ What is such reading called?

Children read names printed on soap wrappers, biscuit, wrappers, chocolate wrappers, shampoo sachet etc through graphic reading though they do not know the alphabet and spelling. This is called graphic reading because children recognize the words with their symbol. The process of graphic reading is very important for the learners to develop phonemic consciousness in the initial stage. Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically. Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a word. Graphic reading and writing help the learner pickup the vocabulary without any process conflict, that is, without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously. Graphic reading and writing ceases if the child is familiar with the alphabet.

Organic Reading

The alphabet is not taught independently. After a few days of experience, learners will be at various levels with regard to skills of reading and writing. They can identify a number of words as units. Some of them can identify various English letters. Some of them can write a few letters of the alphabet. They will notice that English letters sound differently when they

appear in different words. We can make use of several activities before children actually enter reading a passage.

The teacher can write the names of the children on slips and ask them to pin the name slips on their clothes. The teacher himself/herself can pin his/her name slip on his/her clothing. In the evening, the children are asked to remove the name slips and keep them in a box. Next day morning, they are asked to take their slips back and pin them on their clothes. Later each child can take his/her name slip and also their friend's slip and hand it over properly. Children can mark their attendance against the names displayed on a chart.

What are the sources for this reading?

> The teacher's writings
> Captions on wrappers and packets of commercial products
> Sign boards on the road side

As facilitators we have to help children familiarize themselves with these things.

A number of meaningful writing tasks can be thought of.

> Labeling things in the classroom
> Making picture cards with labels on them
> Preparing 'Happy Birthday" cards

In the early stages of writing, children may make a number of errors such as using wrong spellings, mixing up capital letters with small letters, ignoring the conventions of writing, etc. Teachers have to encourage them and appreciate their writing. The teachers should have enough patience to give them proper feedback that will help them reflect on their own writing so that they will be progressing to the next level of learning.

GRAPHIC WRITING

Everyone would like to possess a good handwriting. But how to achieve this is a big issue. Suppose the child undertakes writing tasks on her own because she has an urge to do so. Certainly she will try to improve her handwriting since she is doing this for herself and not for the teacher. How can we instill this urge in her? The only way to do this is to involve the child in need-based writing tasks, which are meaningful to her. All what we have to do is to give those writing tasks that will psychologically appeal to her since she knows that by doing them she is addressing her own needs. For this she must have opportunities to see good handwriting.

4.6.1   PROCESS OF DISCOURSE CONSTRUCTION

As we are aware that a discourse is a meaningful form of a language, language acquisition takes place through providing input discourses and generating output discourses. Children always try to use language meaningfully. This is the very crucial and important stage of language classroom. Discourse construction can take place at various slots in classroom

transaction process. For example, picture description, picture based conversation, story for a picture, parallel rhyme for a rhyme, adding lines to a rhyme/ poem, any other discourse based on the context provided by the reading text etc. All the pictures that are given in the text book may be in a rhyme, story, or for interaction may be used for generating discourses. All the discourse tasks are creative expressive tasks. The discourse tasks are both oral and written.

Example:

1) Describe the picture given on page number 23 of class-1 English textbook. (Oral)
2) Develop a conversation based on the picture given on page number 14 of class-2 English textbook. (Oral)
3) Develop a story based on the picture given on page number 81 of class-3 textbook (Oral)
4) Task-D on page number 22 of class-4 textbook. (written)
5) A Task given on page number 42 of class-5 textbook. (written)

Suggested steps for transaction:

➢ Identifying and assigning a discourse task, based on the theme-picture or the reading text.
➢ Writing the task on the Blackboard and asking children to copy it/distributing the task on task sheets.

4.6.2 INDIVIDUAL WRITING

➢ Encourage the children to attempt the task individually.
➢ Interact to make the context of the task. (available from the reading passage/ picture)
➢ Ask questions to help the learners get ideas such as events, characters, location, dialogues etc.
➢ Ask questions to sensitize the learners on some features of the creative expressive task.
➢ Provide support to low –proficient learners.
➢ Provide opportunity for individual presentation.
➢ Give feedback on the presentation.
➢ Invite feedback from the other learners.

4.6.3 REFINEMENT THROUGH COLLABORATION

➢ Providing for refining the individual work in groups.
➢ Give proper instructions on the following:
   ✓ How to share the written work?
   ✓ What are the things to be taken care of while writing (checking missing words, excess words, proper word forms, using proper punctuations, other conventions of writing)?

- ✓ Whether all members are writing down the group product in their notebooks on a separate page?
- ✓ Who will present the work in the whole class?
➢ Monitoring the group work to ensure proper collaboration.
➢ Providing slots for presentation by the groups.
➢ Giving feedback.
➢ Presenting Teacher's version of the task.
➢ Noting down by the children.

4.6.4 EDITING THE WRITTEN DISCOURSES

Point for discussion

What type of errors are made by children while attempting the discourses?
How do you treat the errors made by the students?
What do you mean by editing a written product?

Note: Refer 4.5 of Proficiency in English language.

While writing, some errors are observed in terms of word order, theme, etc.

Editing, though it appears to be the last stage of discourse construction, is an important stage. Editing a written text takes place in four stages.

- ✓ Thematic editing
- ✓ Syntactic editing
- ✓ Morphological editing
- ✓ Editing spelling and punctuation errors.

We check whether the text is focusing on the theme or not. The writer should not deviate from the theme. Every paragraph should be built around a key point. The supporting sentences should be carefully put around the key idea. We should also check that there are no contradictions to the main theme of the text.

Syntactic editing is the improvement of word order. Syntax means the arrangement of words and phrases to create well-formed sentences in a language. Speaking grammatically, 'syntax' is the subject - verb agreement in person and number. While editing the texts, we should see that the text is presented in the best word order. We should also check whether the sentences comply with **semantics**. Semantics tells meaning and the relation among words.

For example, look at the following two sentences:

We eat biscuits. We drink biscuits.

In the sentence 'We drink biscuits' though its structure is grammatically correct the words biscuits and drink won't agree with one another. So, we edit for the well-formedness of the sentence structures. We may change the word-order, delete the unnecessary words and insert the better words wherever necessary.

In linguistics, **morphology** is the study of words, how they are formed, and their relationship to other words in the same language. During the stage of morphological editing, we look for errors related to word forms such as tense forms, prefixes, agreement and level. The writer's corpus of vocabulary is important for choosing the words for his/her text. The audience level also should be kept in mind while choosing the words.

Editing punctuations and spelling errors come at the final stage of the writing process. Punctuation is very important as it can change the whole meaning. Wrong spellings will cause a lot of embarrassment to the readers while reading the texts.

Many good writers adopt the readers' perspective while doing the editing. They assess whether the reader would be able to follow his/her ideas correctly. It is always better to edit our own texts after a period of time. We may get our writings edited by our peers.

Editing discourses in terms of conventions of writing

One can become a good writer when he gets the skill of editing his own texts as well as other texts. As writing is level specific, editing is also level specific. We can not expect a class-5 child to use semi-colon properly. Proper use of semi-colon can be expected by the end of class-9. There are certain conventions which we have to follow while writing different discourses. Each discourse has its own properties but there are some common things which we have to consider while editing in terms of conventions of writing.

The children who write should use proper capitalization of letters while writing proper nouns and also wherever applicable. They should use full stop (also called period) at the end of the sentences. While editing we should also check whether punctuation marks such as comma, questions mark, quotation marks, exclamatory marks, apostrophe, hyphen, colon, semi-colon and parenthesis (putting words within brackets) are properly used. While editing discourses it is also important to see whether the writer has produced the text without spelling errors. Use of proper abbreviations and acronyms is also important for a good piece of writing. Proper space between words, sentences and paragraphs is essential for integrity of the texts.

Editing discourses in terms of syntax and word level grammar

The following features of the written text are to be considered while editing the syntax and word level grammar.

- ✓ The structure of the sentences.
- ✓ Subordination (Using adverbial connectives such as when, if, as, because, since, etc.)
- ✓ Complementation. (I think that ……)
- ✓ Use of conjunctions.
- ✓ Elliptical constructions. (leaving out some parts)

- ✓ Clefts. (It is true that ………….)
- ✓ Use of relative clauses
- ✓ Embedding (E*mbedding* is the process by which one clause is included (*embedded*) in another. Also known as *nesting*.)
- ✓ Use of passive forms
- ✓ Use of noun phrase
- ✓ Use of prepositional phrase
- ✓ Use of adverbial phrase
- ✓ Use of verb phrase etc.

These areas are to be taken care of while editing the discourses along with their specific features.

Editing discourses in terms of morphology:

We edit the texts in terms of morphology also. In morpheme-based morphology, word forms are analyzed as arrangements of morphemes. A morpheme is defined as the minimal meaningful unit of a language. Morphological editing means editing the texts' structure at word level. During the process of editing, we try to improve the texts on the following areas.

- ✓ Use of prefixes
- ✓ Use of suffixes
- ✓ Use of tense forms
- ✓ Use of auxiliaries and modals
- ✓ Use of aspects such as progressive, perfective and passive
- ✓ Agreement in a sentence (between person, number and gender)
- ✓ Use of Reflexives and reciprocals.
- ✓ Use of Gerunds
- ✓ Compound words
- ✓ Use of phrasal verbs
- ✓ Collocations.
- ✓ Use of idioms etc.

The person doing editing a written text should keep in mind the respective features of different discourses along with the points suggested above.

4.6.5   PUBLISHING CHILDREN'S PRODUCTS

Children write stories, poems and produce different discourses with their capabilities. These writings may be refined through collaboration in groups and whole class interaction. Sometimes children also collect useful material and displays on the wall magazines. These products many be published as big books, class magazines, or school magazines, District children's literature magazines etc. which will help them to develop reading skills and acquire the target language naturally.

4.7 DEALING WITH TEXTUAL EXERCISES

Here are the process steps to deal with textual exercises.

- ➢ Initial interaction.
- ➢ Presentation of the exercise.
- ➢ Individual attempt by the children.
- ➢ Providing assistance to those who required support.
- ➢ Whole class interaction.
- ➢ Writing the responses or answers on the board.
- ➢ Asking the children to note down.
- ➢ Assigning some of the tasks as home tasks.

Let's discuss how vocabulary and grammar are to be transacted in the classroom.

Vocabulary

Vocabulary is the crux of any language, especially second language. Hence, suitable techniques are to be adopted to introduce them properly and to elicit or practice words.

Take a picture. Elicit words/ phrases related to the picture or the theme through interaction by asking questions like,

- ▪ What objects/ things/persons/actions do you see in the picture?
  (names of objects, things, persons (nouns), names of actions (verbs).

- ▪ How are they?
  (objects/things/persons)

- ▪ How many? (adjectives);

- ▪ How are the actions? (adverbs)

In this way by interacting with the children based on the picture can be elicited.

Let children identify the various objects in the picture and associate the objects with the graph of the words representing these objects.

The following picture is useful to elicit vocabulary.

(Insert the Picture: My World in English-1, Page no.23)

- ➢ What places/persons/things/actions do you see in the picture?

The teacher can elicit the words like *school, building, rooms, tiles, windows, doors, children, boys, girls, uniform, shirt, short, skirt, school bag, houses, road, trees, slippers, shoe, socks, gate, compound wall, walking, talking, carrying, etc.*

Phrases like the following may be elicited:

Two boys, two girls, boys and girls, children in uniform, children with school bags, by walk, on foot etc.

Here is a possibility of developing a concept map of the concept, 'school', 'school bag' etc.

Concept mapping is a strategy of eliciting vocabulary about particular concept.

The teacher has to draw a circle and write the word for which concept mapping is intended to carry out. The teacher starts a word related to the concept and asks the children to contribute the words related to the concept. The teacher writes the words by saying aloud so that children will know the pronunciation of the word. Children may say the word in mother tongue also if he/she does not know it in English. Then the teacher has to supply the corresponding word in English.

The teacher has to encourage the children to contribute as many words as possible regarding the concept. This is an important classroom technique to develop vocabulary.

Note: The enrichment of vocabulary tasks are discussed in detail in chapter -V of paper X of first year D. El. Ed. Course. Refer to it.

Treatment of Grammar

Even if the children are able to come up with simple sentences to describe a picture, or develop dialogues for a given context, or can write a simple story, a little amount of grammar knowledge is also essential. Now it is a question.

Point for discussion

- ✓ How do the children acquire grammar?
- ✓ Is grammar required for a child to produce well framed, meaningful, accepted sentences?
- ✓ When do we teach grammar?
- ✓ How is grammar taught?

Grammar is to not to be taught discretely in isolation. Grammar teaching should be embedded in discourse construction and in the editing process. Hence, teachers should give such tasks in which the targeted grammatical aspects are covered.

For example, take the use of tense and time. It is better to make use of a story/ narrative to introduce and give practice of tense and time. The teacher has to dramatically pick out such

sentences in which the time and tense are clear. Contexts are to be provided using the incidents/events of the reading text to introduce/ practice the grammar sentences from the child.

Conjunction 'and': The conjunction 'and' may be taught using description task. A description of a picture is presented to highlight the use of conjunction 'and'. In this way, the grammar items are to be embedded in discourse tasks, but not taught in isolation.

Construction of knowledge should take place at all levels of learning and in all domains of knowledge. This implies that we cannot stuff the learners with lots and lots of information pertaining to grammar. Grammatical concepts are to be constructed by the learners by analysing a certain body of linguistic data available from the discourses and categorizing them in specific ways. The general processes of the constructivist classroom will be retained intact for facilitating concept attainment in the realm of grammar.

As part of discourse construction, children will be generating both grammatical and ungrammatical sentences, especially at the beginning stages. The syntactic and morphological errors and the errors of spelling and punctuation that they may make are taken up and rectified through the process of editing. It is to be remembered that editing at the primary level implies editing within the domain of sentence grammar.

If most of our competence in writing comes from reading, and if grammar study can make only a limited contribution to accuracy, it is more efficient to delay the study of grammar until the student reads a great deal. One can then focus on the residue, on those gaps that remain.

Stephen Krashen proposed a two-step procedure: 1) Students first acquire (absorb subconsciously) a great deal of grammatical competence through reading. 2) Students are taught to use a grammar handbook to increase their grammatical accuracy further, using consciously learned rules. The grammar handbook can be introduced in junior high school or high school. If a great deal of reading has been done, and continues to be done, the grammar handbook need to be used only occasionally.

Note: The enrichment of grammar tasks are discussed in detail in chapter-V of paper-X of First year D. El. Ed. course. Refer to it.

Project Work

The following are the steps for transacting project work.
  - ➢ Brainstorming
  - ➢ Initial interaction.
  - ➢ Identifying the project/ presentation of the project suggested in the text book.
  - ➢ Assigning projects individually and in groups.
  - ➢ Discussion of the procedure followed to collect the data.
  - ➢ Steps to analyse the collected data.
  - ➢ Consolidation of the data.
  - ➢ Writing a report.
  - ➢ Presentation of the report.

Note: The process steps to be followed for project work is discussed in detail in the appendix of paper -X of first year D. El. Ed. Course. Refer to it.

4.8 STRATEGIES FOR ADDRESSING LOW PROFICIENT LEARNERS

All learning is in some sense active, but active learning refers to the level of engagement by the student in the instructional process. An active learning environment requires students and teacher to commit to a dynamic partnership in which both share a vision of and responsibility for instruction. In such an environment, students learn content, develop conceptual knowledge, and acquire language through a discovery-oriented approach to learning in which the learner is not only engaged in the activity but also with the goal of the activity.

Addressing issues of low proficient learners at the time of interaction based on the trigger

At this stage, learners talk about their perception of the visual text, their understanding about the theme (issue) and their expectation about what they are going to listen to or read. Learners with low level of target language proficiency can be asked to express their ideas in mother tongue; the teacher can megaphone this for the sake of the whole class. Mega-phoning is nothing but saying aloud the idea elicited from a child in mother tongue and then translating it in English so that the children will listen to it.

Addressing issues of low proficient learners at the time of individual reading

`As a pre-requisite to individual reading, learners have to make predictions about what they are going to read. The learners can always guess the event that will be immediately following the last event depicted in the oral narrative.

- ✓ Let the learners say what they think the event is. The teacher can write the graph of this mental text generated by the learner in the learner's notebook.
- ✓ In the case of children with special needs (CWSN), they can draw a picture depicting the event. Then they can say what it is.
- ✓ The teacher can write this in the notebook of the learner.
- ✓ Go near to those children and ask them to identify:
    - ▪ the words related to characters, location and events.
    - ▪ the other words in the sentences if they can.
- ✓ Allow the children to make their predictions on the events / ideas in the passage.

Addressing issues of low proficient learners during of collaborative reading

Share what you were able to understand –

- ✓ Others read out the sentences in the text that contains this idea.
- ✓ Underline those sentences that contain the idea.

Sharing between the groups and underlining the sentences. (Some ideas are not discussed. Let us ask the other groups).

- ✓ Others read out the sentence in the text that contains this idea.
- ✓ Underline those sentences that contain the idea.

Asking children to talk about the most striking events / ideas

- ✓ Which idea is most interesting for you?
- ✓ Which idea you liked the best? Why?

Ask them to represent this idea/event through pictures.

- ✓ Draw your idea.
- ✓ There are some happenings here. Draw pictures of these.

Ask them to say what the picture is about.

- ✓ You have drawn a picture. Say about it.
- ✓ What have you drawn?

The teacher writes the idea in English.

- ✓ I will write this for you. Watch carefully.
- ✓ This is how we write it. Watch it.
- ✓ Shall I write this for you?
- ✓ Watch how I am writing.

Teacher reads the idea.

- ✓ Let me read this. Please listen.
- ✓ I will read this. Listen to it.

The learner reads the idea.

- ✓ Can you read this?
- ✓ Read after me

4.9   MULTI-GRADE AND MULTILEVEL TEACHING STRATEGIES

Point for discussion

Do you think, all children will be at the same level of learning?
How do you manage multi grade classroom situation?
Do you know any institution that work on multi grade and multi level teaching?

Let's see some salient features of successful programmes that have given priority to multi-grade and multi-level learning in India.

Digantar in Rajasthan: This is an educational programme by the famous NGO Digantar in Rajasthan. They do not follow the class wise textbooks prescribed. Instead, they divide the children on their learning levels. The freedom of pace of learning is the main concern. They have developed their own curriculum and textbooks which are in modular forms, based on the levels of learning.

Nali-Kali in Karnataka: This is a programme run by the Karnataka government in their schools. They have developed parallel material for the children apart from the regular textbook. Children learn in groups at their learning pace and move onto the next level. The Groups are self learning groups, partially teacher supported groups and fully teacher supported groups. Children move onto the next ladder in the learning ladder.

Rishi valley project in A.P. (RIVER): Here some schools are selected and they follow multi grade and multi level teaching. They have developed hundreds of systematically designed study cards and work cards together with an achievement ladder called mile stones. . Multiple steps in each unit of learning include introductory, reinforcement, evaluator and remedial activities. Students learn in groups and individually where peer support is evident. Training helps teachers to prepare their own materials.

Multilevel classrooms are as varied as students in them. They include students with different backgrounds, learning capacities, learning disabilities etc… Teaching learning strategy is determined only after determining the learning needs of these students. Learners with special educational needs will require careful attention to meet the specific learning outcomes. Since there is a wide range of learners in the multilevel classrooms learning tasks should be open ended and have a continuum of expectations. The teacher may experiment with different types of groupings, peer tutoring, and information gap activities, use self-access materials, Folk tales, small group activity, whole group activity etc.

The teacher is suggested to design as many discourses as possible using the reading text. The discourse construction may take place after each segment or after the entire reading text is transacted. Depending on the level of the children the teacher may plan the discourses. The same task may be given for different levels.

For example if we want to target any description based on a picture. The same task for different levels is as follows:

Observe the picture given below. Describe the picture. Write at least 5 sentences.
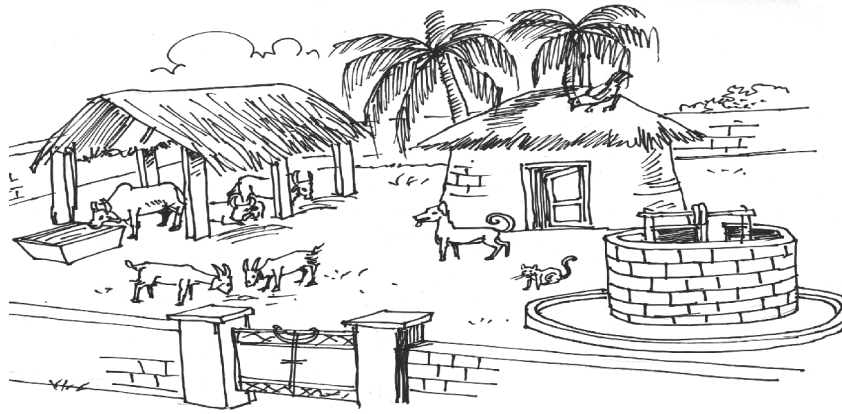
1._____

2._____

3._____

4._____

5._____

➢ The same task for 'B' group students:

Observe the picture. Describe the picture. Write at least 5 sentences

Use the clues: farm, animals, shed, hut, well, trees, dog, goats, hen, cows etc

➢ The same task for 'c' group students.

Observe the picture. Here are some sentences.
Put a tick mark in the brackets if the sentence is related to the picture.
Put a cross mark if the sentence is not related to the picture.

1) It is a form.   ( )

2) There are some animals.   ( )

3) There are some children.   ( )

4) There is a shed.   ( )

5) The children are playing in the ground   ( )

6) There are some cows in the shed.   ( )

7) A cow is drinking water.   ( )

8) A boy is watering the plants.   ( )

In the same manner any task may be designed to different levels of students.

Note:

'A' group student may be encouraged to attempt the task on their own.

For 'B' group students the same task may be given by providing clues.

For 'C' group students more clues are to be provided.

The teacher has to withdraw providing clues gradually if the students are accustomed to attempt the tasks. The teacher has to concentrate on the use of variety of sentences while describing anything, variety of expressions like using short expressions in conversations so that children will come out with natural use of language.

Whatever procedure we may follow, the target group should be acquiring basic proficiency in English language. While transacting the reading text, the teacher can make use of the pictures given in the textbook. But the pictures given in the textbook are not sufficient to transact the entire reading text. Then the teachers are advised to plan supplementary pictures relevant to the reading portion so that children will comprehend the text easily. The interaction on the picture should make the child guess the gist of the reading portion he is going to read. Children will develop critical thinking abilities through interaction. The teachers need not worry if the children are unable to read and understand each and every expression of the reading portion. If we do so it will be a burden on the part of the learner. Instead, the teacher may plan certain tasks which give scope to go through the reading portion.

Many of us feel that the child should understand each and every word and expression of a text. We think that understanding a reading text is getting its meaning in mother tongue. That is why most of us resort to translation. But it is not necessary. Because most of the texts selected in the textbooks are not developed keeping the children in mind. Still we use them to teach English because we find the required theme in these texts. How much English can be taught, what type of tasks can be generated using the text is more important than just giving the meaning of the text either through translation or explaining. Hence our children are unable to read any other text with the same density. It is only because of the faulty methods that we adopt and asking the children to read the text number of times without providing meaningful, relevant and thought provoking tasks. Hence, critical reading is to be inculcated among the children.

For example, Read the following paragraph.

One day, Chakri, a new bicycle came onto the road from a shop. He wanted to see the town. Chakri started. Chakri began singing and dancing. Suddenly a motorcycle crossed him! He was surprised! "Oh! My god! He is going faster than me!" he shouted within himself.

Chakri began moving faster. Soon a blue car rushed fast saying bye, bye to Chakri. He angrily said, "No! No one could go faster than me! I am the fastest!"

Do the following tasks. They are suitable for level-1 (Classes 1 & 2)

1) Count how many times the word 'Chakri' appeared in the paragraph.
2) Count the number of sentences in the paragraph.
3) Count the number of dialogues from the paragraph.
4) Identify and write the names of vehicles mentioned in the above paragraph.
5) Circle the words in –ing form?
6) Write at least 5 words which starts with the letter's'.
7) Circle the words which have more than 5 letters.
8) Underline the words in which any letter is appeared twice.
9) Find out any letter that is missing from the alphabet in the passage.
10) Find out the letters which appeared more than 10 times.

The following tasks are suitable for level-2 (Classes 3, 4 & 5).

Task 1:   Answer the following questions.

1) What is the name of the cycle mentioned in the passage?
2) What did he want to see?
3) Why was Chakri surprised?
4) Who said 'bye bye' to Chakri?
5) Why is Chakri angry?
6) When do we say 'bye bye'? to anybody?

Task 2:

1) Some vehicles are mentioned in the passage. Write some more vehicles that you see in your village.
2) Find out the action words from the passage. Use them in your own.

4.10   CLASSROOM THEATRE

The classroom theatre can yield much pedagogic mileage for facilitating the development of language proficiency.

- ✓ It creates sustainable linguistic experience.
- ✓ It promotes collaboration and cooperation among the learners
- ✓ It caters to the development of multiple intelligences.
- ✓ It provides space for the spontaneous production of language.
- ✓ It paves way for deeper understanding of the lessons.
- ✓ It engages all children psychologically as well as emotionally.
- ✓ It makes the textbook come alive.
- ✓ It helps the learners read the text analytically and critically.

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Some of the lessons in classes-I to V are stories. These will easily yield classroom theatre.

The process of working out classroom theatre is given below:

Process

Elicit responses to questions like the following:

- ✓ Where is the story taking place?
- ✓ Who are the characters?
- ✓ What are the events / actions narrated in the story?
- ✓ What are the characters saying or thinking?

Let children sit in groups and plan the drama. Ask one group to enact the drama.

Initiate a discussion on the drama like the following:

- ➢ Did the actors include all the dialogues in the story?
- ➢ Did they add any dialogues of their own?
- ➢ Did the group act out all the events in the story? Did they add any events?
- ➢ Could the audience understand where the events were taking place?

Let the groups to rework on the drama if necessary. Ask one more group to act out the drama.

Working on Social Issues and Themes:

Children can also develop plots based on social themes if they are given chance. These plots in turn yield dramas.

The following steps are to be followed:

- ➢ Identifying a social theme
- ➢ Developing a plot that has a beginning, the middle and the end.
- ➢ Deciding dramatic events
- ➢ Fixing the characters
- ➢ Deciding the scenes
- ➢ Developing the participants of the theatre workshop to get hands on experience on dialogues and actions
- ➢ Deciding position and movements of characters
- ➢ Planning the drama without writing the script and performing it.
- ➢ Reflecting on the presentation both by the performers and the viewers. Dramas were worked out on themes such as marginalization and child labour.

4.11   CHOREOGRAPHY

Choreography is a 'performance art' and it makes use of some theatrical components. It is a discourse that can communicate effectively to its viewers. As a pedagogic tool, it can be used to facilitate the development of communication skills. Like the drama, it caters to the development of multiple intelligences. Choreographing a poem implies deeper understanding of its theme.

The following process is used for choreographing the poem:

> - Identifying the theme/themes of the poem(stanza-wise)
> - Identifying instances from life that manifest the theme
> - Identify the characters and their actions
> - Deciding the location where the actions take place.
> - Deciding the actions of the chorus to create the setting
> - Sequencing the actions
> - Setting music to the poem
> - Singing the poem and synchronizing the movements and actions of the characters with the rhythm of the song.
> - The theme can be interpreted in multiple ways and each interpretation will yield a different choreography of the poem.

4.12   SUM UP

In this chapter a detailed discussion has been done on the classroom transaction process of teaching a Unit of Primary English textbook, along with the theoretical background. The student teacher is enlightened on the competency to process the transaction effectively. The revised and new pedagogy in the textbooks recommended modular transaction, which was discussed in detail. The sessions pre-reading, reading and post reading are talked about thoroughly. The micro process of reading is very crucial in the classroom. The pre-reading session is very important to produce oral discourses, which is useful for the production of language. The need for individual production of oral as well as written discourses, refining the products through collaboration and the art of editing is addressed comprehensively. The editing session is also a slot for learning language. The knowledge on the relevance of graphic reading/writing and the organic reading/writing are also very essential to the student teacher. The art of class room theatre and choreography is very useful for meaningful production of language.

4.13   ASSIGNMENT

1) What do you mean by modular approach? How is it different from the earlier approaches of classroom transaction?
2) How do you link up the pre reading session with reading session?
3) Discuss in detail the micro process of reading.
4) Discuss the role of interaction in the classroom transaction process.
5) Discuss the steps of transaction of a discourse.
6) How do you conduct editing in your classroom?

7) How do you address the low proficient learners in teaching English at primary level?
8) What steps do you take whole narrating a story to the young learners?
9) Who are called as multilevel learners? Can we use same strategies for all the learners?
10) Suggest a few strategies of reading for the multilevel learners.
11) How is classroom theatre useful in developing linguistic abilities among the children?
12) How do you conduct choreography in your classroom?

4.14   PROJECT WORK

1) Interview an experienced teacher about a class or student who posed problem for her. Note the interventions or strategies she adopted in the reflective journal.
2) Make short entries about learning disabilities, behavioural disordered children, hyper active children, dyslexic children etc. in the reflective diary.
3) Observe an experienced teacher how he/she conducts various modules and make a report on it.
4) Take a story, identify a social issue, plan a script and conduct a drama in the classrtoom.
5) Take a poem/ rhyme and pla choreography with the students and observe how they have used English language in the activity.
6) Observe a few teachers how they are editing the children's products.
7) Prepare big book of your student teachers.
8) Publish your student teacher's products and prepare a class magazine.

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UNIT – 5

Plan your work and work your plan.

Napolean Hill

Unit – 5

PLANNING AND MATERIAL DEVELOPMENT

5.1. INTRODUCTION

Planning is the secret of any successful work. Each one of us is familiar with planning in our daily life. We plan the schedule of our day keeping in mind the priorities and compulsions. For example, if that day happens to be the last day for paying the electricity bill that becomes the first priority of the day's schedule, planning helps us to make the best use of resources within the given time period. Thus, the proverb 'failing to plan is planning to fail' is more apt.

For successful transaction in the classroom, the teacher has to plan and prepare for it. Before going for transaction of a unit, the teacher should read the entire unit thoroughly and identify the possible discourses. He/should prepare a detailed unit cum period plan in the suggested format. He/she should prepare period wise interactive questions in advance. Children's responses should be elicited and written on the board. This activity should help the children in generating the language. Hence the teacher has to prepare ample questions for each period. After completion of teaching, he / she shall note the reflections in the plan. The reflections should include the performance of the children and the suitability of the process followed in the class.

5.2 OBJECTIVES

By the end of this unit the student-teachers will be able

 - ➢ understand the importance of planning.
 - ➢ to prepare the annual plan.
 - ➢ to prepare the unit plan.
 - ➢ to prepare the period plan.
 - ➢ to plan and prepare different kinds of teaching learning materials.
 - ➢ to use different teaching learning materials in their classrooms.
 - ➢ to use digital resources and digital classrooms.
 - ➢ understands the importance of online resources.
 - ➢ design his own activities for introducing and practicing language components.
 - ➢ engage learners in language games to train them in different language items.

5.3 WHAT IS PLANNING?

A plan is like a map. We use maps to find our way to a place. In order to reach that place, we need to reference points. We should know where we are , and secondly we should know where we want to go. Without the knowledge of either of these, it will be difficult to chart our path. Planning is also just like this. Planning is organizing our work.

5.4   IMPORTANCE OF PLANNING

Planning is of unique importance in the teaching learning process. Planning helps us divide the syllabus into workable chunks. Planning ensures that we pay attention to all the language skills in a prescribed syllabus. At the beginning of the academic year a teacher can take stock of the teaching material available in the school and explore other resources. A teacher can calculate and assess whether the number of working hours are sufficient for the topics to be covered. This activity helps in preparing the time-table.

Teachers follow the time oriented planning according to the school calendar. The academic year is divided into three terms. In each term a particular amount of syllabus has to be covered. The given syllabus is divided into units and each unit has a set of lessons. Each lesson has specific objectives and activities. Planning progresses from year plan to unit plan and to lesson plan with an estimation of time availability.

Planning ensures that we think of the other alternatives available to us in each situation and add variety to the learning activities. Planning should be learner centred rather than teacher centred. Planning also give scope for the teachers within a school or neighbouring schools to share their ideas and plan the lessons together. They can discuss their plans for different activities. This improves their familiarity with the topic and the materials available. Planning gives us an opportunity to understand our preparedness for teaching a particular lesson and gives us a chance to improve on the areas in which we feel incompetent.

Planning is useful as it helps a teacher to plan the activities in advance, makes teaching flexible and gives a chance to review and reorganize the lessons. Planning helps a teacher to cater to the needs of different types of learners in the class. The teacher can also think of some remedial classes for low proficient learners. In this way planning helps to improve the academic performance and gives clarity about future actions.

There are two types of planning schedules, long term and short term. The year plan and unit plan are long term plans and a lesson plan is a short term plan as a teacher prepares for the class on a day to day basis or on a weekly basis. Year plan and unit plan are the regular planning activities whereas lesson planning is a specific and specialized activity. The year plan and unit plan is done at macro level.

5.5.1   YEAR PLAN

Year Plan is a helpful exercise every teacher has to involve in. This exercise is taken up at the beginning of the academic year. It shows how the teaching time is distributed over the whole year. This is a comprehensive plan and need to be worked out carefully. In order to prepare an annual plan we need

- ✓ A copy of the syllabus
- ✓ A copy of the text-book
- ✓ School calendar
- ✓ To be aware of the number of periods available for each class.

✓ To have a clear idea about the number of assessments to be conducted in that academic year.

Text -book is a book that is prescribed to be taught over a period of time. This is usually one academic year. At the school level, all the lessons in the text-book need to be taught. This demands taking into account the time available for teaching the book and number of units included in the book. All the units and all the lessons may not require the same amount of time. So we may not be able to divide the time available equally among all the units. So, the teacher should first familiarize himself/herself with the book to be taught properly and assess it from the learners' point of view. A careful calculation of the number of classes / periods each unit needs to be worked out carefully.

Here is a format in which the annual plan can be drafted. This is a flexible plan and can be modified according to the idea of the teacher planning it.

5.5.2   MODEL ANNUAL PLAN: CLASS – 1

ANNUAL PLAN

CLASS-1   – ENGLISH

Objectives:

The children will be able

- ✓ To sing rhymes and enjoy the rhyme and rhythm in the rhymes.
- ✓ To listen to stories narrated by the teachers and others.
- ✓ To listen and comprehend what others are speaking according to the context.
- ✓ To speak to their parents, teachers and classmates in different situations
- ✓ To read and comprehend the textual materials and other materials suitable for their level.
- ✓ To write simple words, phrases and sentences according to the context.
- ✓ To use level specific vocabulary while speaking and writing.
- ✓ To produce level specific oral and written discourses.

Unit	Month	Name of the unit	Periods required	Strategy	TLM / Resources	Programmes /Activities
1	June – July	My family	**16**	Interaction Individual activity Group	Pictures Audio files Flash	Singing rhymes Listening comprehension

				activity	cards	Oral drill
				Whole class activity	Realia	Reading comprehension
				Negotiation	Charts	Project works
				Feed-back	Black-board	Talking exercises
					Note-books	Writing exercises
2	August	My school	**16**	Interaction	Pictures	Singing rhymes
				Individual activity	Audio files	Listening comprehension
				Group activity	Flash cards	Oral drill
				Whole class activity	Realia	Reading comprehension
				Negotiation	Charts	Project works
				Feed-back	Black-board	Talking exercises
					Note-books	Writing exercises
3	September	My vehicles	**16**	Interaction	Pictures	Singing rhymes
				Individual activity	Audio files	Listening comprehension
				Group activity	Flash cards	Oral drill
				Whole class activity	Realia	Reading comprehension
				Negotiation	Charts	Project works
				Feed-back	Black-board	Talking exercises
					Note-	Writing

					books	exercises
4	October - November	My animal world	**16**	Interaction Individual activity Group activity Whole class activity Negotiation Feed-back	Pictures Audio files Flash cards Realia Charts Black-board Note-books	Singing rhymes Listening comprehension Oral drill Reading comprehension Project works Talking exercises Writing exercises
5	November – December	Fruits and vegetables	16	Interaction Individual activity Group activity Whole class activity Negotiation Feed-back	Pictures Audio files Flash cards Realia Charts Black-board Note-books	Singing rhymes Listening comprehension Oral drill Reading comprehension Project works Talking exercises Writing exercises
6	December – January	Flowers and colours	16	Interaction Individual activity Group activity Whole class	Pictures Audio files Flash cards	Singing rhymes Listening comprehension Oral drill Reading

				activity	Realia	comprehension
				Negotiation	Charts	Project works
				Feed-back	Black-board	Talking exercises
					Note-books	Writing exercises.
7	February	Parts of the body	16	Interaction	Pictures	Singing rhymes
				Individual activity	Audio files	Listening comprehension
				Group activity	Flash cards	Oral drill
				Whole class activity	Realia	Reading comprehension
				Negotiation	Charts	Project works
				Feed-back	Black-board	Talking exercises
					Note-books	Writing exercises
8	March	My story and rhyme world	16	Interaction	Pictures	Singing rhymes
				Individual activity	Audio files	Listening comprehension
				Group activity	Flash cards	Oral drill
				Whole class activity	Realia	Reading comprehension
				Negotiation	Charts	Project works
				Feed-back	Black-board	Talking exercises
					Note-books	Writing exercises

5.5.3.   MODEL ANNUAL PLAN :   CLASS – 5

ANNUAL PLAN

CLASS-5   – ENGLISH

Objectives:

The children will be able

- ✓ To sing poems and enjoy the rhyme, rhythm and imagery in the poems.
- ✓ To listen to stories narrated by the teachers and others.
- ✓ To listen and comprehend what others are speaking according to the context.
- ✓ To speak to their parents, teachers and classmates in different situations
- ✓ To read and comprehend the textual materials and other materials suitable for their level.
- ✓ To write simple words, phrases and sentences according to the context.
- ✓ To use level specific vocabulary and grammar while speaking and writing.
- ✓ To produce level specific discourses such as conversations and descriptions etc.

Unit	Month	Name of the unit	Periods required	Strategy	TLM / Resources	Programmes /Activities
1	June – July	Wake up! Flamingo Festival The Wise bird	22	Interaction Whole class activity Individual activity Group activity Negotiation Feed – back	Text-book Audio files Flash cards Realia Pictures Notebooks etc.,	Reading comprehension Vocabulary activities Language activities Writing activities Project work Listening comprehension Choreography
2	August	Sea animals A day in the life of a	22	Interaction Whole class activity	Text-book Audio files	Reading comprehension Vocabulary

		fisherman Greed brings woe		Individual activity Group activity Negotiation Feed – back	Flash cards Realia Pictures Notebooks etc.,	activities Language activities Writing activities Project work Listening comprehension Choreography
4	October	Good luck gold A game of luck Hard word always pays	22	Interaction Whole class activity Individual activity Group activity Negotiation Feed – back	Text-book Audio files Flash cards Realia Pictures Notebooks etc.,	Reading comprehension Vocabulary activities Language activities Writing activities Project work Listening comprehension Choreography
5	November December	You come too The best reward The palace and the cottage	22	Interaction Whole class activity Individual activity Group activity	Text-book Audio files Flash cards Realia Pictures Notebooks	Reading comprehension Vocabulary activities Language activities Writing

				Negotiation Feed – back	etc.,	activities Project work Listening comprehension Choreography
6	January	Another's sorrow Hellen keller A memorable evening	22	Interaction Whole class activity Individual activity Group activity Negotiation Feed – back	Text-book Audio files Flash cards Realia Pictures Notebooks etc.,	Reading comprehension Vocabulary activities Language activities Writing activities Project work Listening comprehension Choreography
7	February	Kabir song Gandhiji the snake charmer Home and the world	22	Interaction Whole class activity Individual activity Group activity Negotiation Feed – back	Text-book Audio files Flash cards Realia Pictures Notebooks etc.,	Reading comprehension Vocabulary activities Language activities Writing activities Project work Listening comprehension Choreography

8	March	Making beauty	22	Interaction	Text-book	Reading comprehension
		Bobbili veena		Whole class activity	Audio files	Vocabulary activities
		An artist and a rich lady		Individual activity	Flash cards	Language activities
				Group activity	Realia	Writing activities
				Negotiation	Pictures	Project work
				Feed – back	Notebooks etc.,	Listening comprehension
						Choreography

5.6.1   UNIT PLAN

A unit plan is smaller than an annual plan. In a unit plan, we organize our teaching across the whole unit, and rationalize our time for different aspects of teaching within the unit. In order to do this, we need to know what a unit a text-book is. A unit is a comprehensive chunk of teaching materials. It has a lot of reading material drawn from different source and put together to form a unit.

A unit is always theme based, and hence allows a teacher to design quite a few pre-reading activities and also projects based on the theme. A unit deals with narrative lessons (stories), descriptive pieces (essays) and some creative lessons (poems). All these pieces within a unit are bound by the commonness of a theme such as national festivals, games and sports, food and health etc. A text book writer collects or writes different passages based on a theme and edits them properly to suit the level of the learners. Sometimes, the passages are either simplified or abridged to meet the requirements of the text-book. A unit has besides lessons, exercises of different types to develop comprehension, grammatical competence, communication skills, reference skills and also writing skills. While planning a unit the teacher needs to pay attention to each one of these aspects and budget the time available for teaching judiciously.

The teacher, before drafting the unit plan, has to become familiar with the contents of the unit. At the beginning of the text-book the contents are organized either in a table or in the form of a grid, which is called the map of the book. This map discusses the themes, language items, grammatical items and functions that can be practiced in each unit. The map of the book also

helps us understand the primary focus of different units. Such information is crucial to unit planning.

While planning to teach a unit, the teacher needs to think of a series of pre-reading activities to help the learner become familiar with the theme. Such familiarity helps the learner to read the text independently. Unit plan should take care of the number of pre-reading activities, their suitability to the theme of the unit and the level of the learners. The unit plan should also take care of the reading unit and this happens at different stages as there are more reading passages than one in every unit. The teacher should also plan the time required to work out exercises of different types and also decide how many of the exercises need to be dealt with in the class. Teachers should also make provision for project-works. In brief, the unit plan largely depends on the teachers' ability to plan a variety of activities for different purposes. When each unit plan is planned separately and put together, the annual plan will emerge. Here is a model unit plan for class – 1 unit.

5.6.2   MODEL UNIT PLAN – CLASS – 1

Class – 1- UNIT – 1- MY FAMILY – UNIT PLAN

Unit objectives:

- ✓ to involve the students emotionally to know about their family.
- ✓ To encourage them to talk about their family members, their names, what they do for their family, how they live etc.
- ✓ To introduce the capital and small letters.
- ✓ To make them to identify the words in association with pictures individually, in groups and in whole class activity.
- ✓ To develop mechanics of writing
- ✓ To enable them to make some comparisons such as tall – short, big – small etc.

Period No.	Topic	Process	Material	Questions for interaction
1	My Lovely Family – poem Page no - 2	• Display the picture related to the poem • Elicit vocabulary and ideas related to the poem	Picture chart of the picture on page no - 2	• How many people are there in the picture? • What are they doing? • How many children are there in this picture? • Are there any

				animals in the picture? • Who is taking the girl to the school? • How many brothers have you? • How many sisters have you?
2	My lovely family – Poem Page no – 2	• Display the poem on the chart. • Play the audio file of the poem and children repeat after the teacher. • Elicit the names of relations in the family and write on the black-board or on a chart.	Chart with text of the poem on Page no – 2 Audio file soft – copy.	• What are the characters in the poem? • Who is speaking in the poem? • Are they happy family? • Who are there in your family? • What is your father's name? • Can you show the mother in the picture?
3	My lovely family – Poem : Page No - 2	• Choreography	Masks of characters in the poem	• Who are you? • Show me your brother? • Show me your sister? • Where is your father? • Show me your mother?
4	My lovely family – Let's say Page No – 3& 4	• Children observe pictures and respond. • Children say some sentences about the pictures. • Repeat the sentences after the teacher / audio C.D. • Point to the pictures and say	Audio file Pictures on the page -3and 4 Sentences written on a chart Flash cards	• What do you see in the picture? • What is your father? • What is your mother? • Who play with you? • Is your family big or small?

		the sentences.		
5	Rahul's family Let's listen and enjoy – big picture Page – 5	• Picture reading • Interaction • Eliciting answers from students.	Picture on page – 5 Same or enlarged and drawn on a chart. Flash cards	• Who are there in the picture? • How many people are there in the picture? • What is the little boy doing? • Is there a dog in the picture? • Are they happy family?
6	Rahul's family Let's listen and enjoy Page – 5	• Teacher's reading aloud • Play the audio file. • Oral drill. • Comprehension of the listening text.	Pictures on page No – 5 Text written on a chart Flash cards Blackboard	• Who is speaking to us? • How many members are there in Rahul's family? • What do Rahul's grandfather and grandmother teach Rahul? • Where do Rahul and his grandfather go every day? • What do you do in the evenings?
7	Rahul's family Let's listen and enjoy Page – 6 Grandmother ……………… With my lessons.	• Teacher's reading aloud • Play the audio file. • Oral drill. • Comprehension of the listening text.	Pictures on page No – 6 Text written on a chart Flash cards Blackboard	• What is Rahul's father's name? • What is your father's name? • What is Rahul's mother's name? • What is your mother's name? • How does Rahul's mother help him? • Who feeds Rahul?
8	Rahul's family Let's Listen and enjoy Page – 6	• Teacher's reading aloud • Play the audio file. • Oral drill. • Comprehension of the listening text.	Pictures on Page no – 6 Text written on a chart	• Does Rahul have a brother? • Does Rahul have a sister? • How is Rahul's brother? • How is Rahul's

			Flash cards	sister?
	I have a ………………… live vey happily.		Flash cards Blackboard	• Are they living happily? • Do you have a sister? • How is your brother?
9	Rahul's family Words to remember Let's repeat Page- 7	• Picture and words display • Touch and say • Repeat after the teacher (Oral drill) • Oral comprehension	Pictures on page – 7 Chart Flash cards Audio files Black board	• Where do we play? • What do we see in the sky during the nights? • What did your mother cook today? • Who tell stories for you?
10	Rahul's family Let's answer Page - 7	• Display the comprehension questions on a chart. • Read the whole lesson. • Ask the questions orally. • Elicit the answers orally. • Write the answers on the blackboard/chart. • Help the children refine their answers by way of editing.	Chart with questions on page – 7 Blackboard Audio files	• Who teaches you good things? • How are Rahul's brother and sister? • Do you have a younger brother/sister? • How old is he/she?
11	Let's draw and colour Page – 8	• Interaction with children about their house. • Make them into groups. • Ask the students to join the dotted lines • Colour the picture with the colours they like.	Colour crayons. Chart Blackboard	• What are you drawing? • What colours are you using? • Do you like your picture? • Have you helped your friend in your group?

		• Ask a few questions about the picture.		
12	Let's say and identify Let's talk Page – 9	• Display the matching pictures and words given on page – 9 on a chart. • Say the words/phrases and ask the students to identify the pictures and vice-versa. • Encourage the children to talk about their Grandparents and plants.	A chart showing the matching exercise on page – 9 Blackboard	• What is your grandfather's name? • What is your grandmother's name? • Are there any plants near your school?
13	Let's Greet Let's see the bear's family Page - 10	• Interact with children about wishing in different parts of the day. • Oral practice with the help of pictures. • Pair-drill • Interaction about the alphabet A,B,C and D. • Join the dots to form the letters.	Audio files Black board Pictures Plastic moulded/card-board letters.	• What do you say when you meet your teacher in the morning? • How do you greet your friend on his/her birthday? • What do you say to your sister when she is going to attend the exam?
14	Let's play cricket Say aloud Let's do: My family album Page 11 and 12.	• Interaction with children about their interesting games. • Trace the letters. • Say the letters after the teacher and touch the letters. • Paste the photos of	Picture on page - 11 Audio-files Blackboard Letters chart Photos of	• What games do you play at home? • Show me the picture of your father? • Show me your mother in this picture?

		the family members. (home-work)	family members	
15	Let's say aloud Page – 13	• Display the words and pictures on a chart. • Play the audio file. • Teacher says the words aloud. • Students repeat after them.	Picture on page – 13 Audio files Chart	• Can you tell me another three letter word with 'I' in the middle? • Tell me a word with 'o' in the middle. • Can you tell me some more three letter words?
16	Writing exercises Picture completion Joining the dotted letters Page 14-17	• Display the pictures and curves on a chart. • Ask the students to join the dots to complete the picture. • Ask the students to join the dots in the letters and help them read the letters.	Chart Shapes of semi-circles and circles Black-board Card-board pictures and words.	• Write a, b, c, and d on your own. • Match the pictures with words.

*Period-wise notes and Interactive Questions.

* Period-wise notes on Children's Performance

* Period-wise notes on Teacher's Reflections

5.6.3   MODEL UNIT PLAN: CLASS – 5

UNIT PLAN   UNIT -4   - CLASS – V

Unit Objectives:-

By the end of the unit the students will be able …

- ✓ to sing and enjoy the poem.
- ✓ to build new vocabulary by adding certain suffixes like +ous, + able.
- ✓ To use the grammar item neither…. nor in written and oral discourses.
- ✓ To converse with his nearest relatives.

- ✓ Get sensitized about the traditions and beliefs in our society.
- ✓ To comprehend the given reading passage.
- ✓ Listen to the story and respond to it.
- ✓ To do project works independently and in groups.

Period No	Topic	Process	Material	Questions for interaction
1	Good luck gold – poem	• Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture.	Picture chart of the picture on page no 74	• How many people are there in the picture? • Where are they? • What is the lady doing? • Who do you think the old man in the picture is?
2	Good luck gold – poem	• Display the poem • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required.	Chart of the poem	• How many stanzas are there in the poem? • Identify a few known words from the poem?
3	Good luck gold - poem.	• Present the comprehension questions with audio support and elicit the answers and add questions of your choice also. • Plan action / choreography to the poem / rhyme /song	Chart of the poem.	• Use the comprehension questions given in the page no 75. • Attempt the writing tasks given in the page no 75.
4	A game of luck	• Display the	Picture chart on page no 76	• Use points for

	Picture on page no - 76.	picture related to the text. • Elicit vocabulary and ideas related to the picture. • Give any vocabulary task(oral / written).		discussion on page no 76.
5	A game of luck listening input on page no 89 & 90.	• Present the listening input directly / with audio support. • Assign a task to check the comprehension of the listening input.	Picture chart on page no 89 & 90	• Where is the scene taken place? • What is the animal mentioned in the story? • Mention a profession from the story? • Pick out a pair of words which are opposite to each other.
6	A game of luck - picture on the page no 77.	• Picture based interaction. • Introduce key words contextually / with audio support.	Picture chart on picture in page no - 77.	• What place is it? • What are the play do you see in the picture? • What is the man saying?
7	A game of luck - segment -1 para 1 & 2.	• Individual reading by the children. • Checking reading comprehension. • Reading in groups for sharing.	Text book	• Mention two names from the text? • Who came to the temple fair from far and wide? Why? • Uncle was leading us. Who does the word us refer to?
8	A game of luck - segment -1 para 1 & 2.	• Reading in groups for sharing. • Assign a task (description / conversation / short story) oral / written.	Text book	• Develop a possible conversation between and the boy
9,10,11	A game of luck – segment -2 para 3,4, 5	Follow the process suggested in period no 6, 7, 8.		
12,13,14	A game	Follow the process suggested in period no 6, 7, 8.		

	of luck – segment -3 para 6, 7, 8.			
15,16,17	A game of luck – segment -4 para 9, 10, 11.	Follow the process suggested in period no 6, 7, 8.		
18,19,20	Textual exercises from page no 81 to 85.	• Attempt the tasks given in the text book through Individual / group activities.	Text book	
21	Hard work always pays.	• Display the picture related to the text on page no 86. • Elicit vocabulary and ideas related to the picture • Give any vocabulary task(oral / written).	Picture chart of the picture on page no 86 & 87.	• Why do you think the boy sitting under the tree? • Why do you think the other boy is fetching water in a cane basket?
22	Hard work always pays.	• Individual reading by the children· Checking reading comprehension.	Text book	• Why was the merchant pleased? • What do you learn from the story?

*This is a tentative plan. The teacher has the flexibility to make necessary changes.
*The teachers may prepare more interactive exercises to make the children express their ideas.

5.7.1   PERIOD PLAN

A period plan is the lesson plan prepared by a teacher for each one of the teaching periods. Planning lessons in a systematic way helps a teacher to think about the lesson in advance and enables the teacher to anticipate the problems before they happen during the lesson. Planning gives a structure to the lesson and it guides us like a map to follow. Lesson plan gives confidence to teachers as they organize the subject matter or content in a better way so that the lesson runs smoothly. Lesson plan helps maintain attention and interest of the learners and minimizes disturbances. Teachers have the pressure of completing the syllabus as per schedule but at the same time they are also responsible for making language learning enjoyable one.

Writing a daily lesson plan does not mean that it is done just before teaching the lesson or the night before the lesson is taught. A lesson plan should be ready long before that because a teacher needs to think of a number of tasks and activities and to prepare teaching aids, the sequence of activities and the time needed for each one of the activities.

Lesson planning begins with writing the objectives of the lesson what the teacher wants the learner to achieve by the end of the lesson. These objectives should be spelled out as what the students will be able to do in terms of observable behavior. Once the objectives are listed out clearly then the teacher can think of aspects like :

- What will the students learn in that lesson?
- What is focus/skill taught?
- Are all the activities selected necessary and suitable to the level of the learners?
- What materials and teaching aids are used and why?
- What is the feed-back/evaluation for the lesson?

Then the teacher can write a detailed lesson plan, and implement it in the classroom. After the lesson is taught the teacher can reflect on the success of the lesson i.e. what worked as per the plan and what did not work and then use this information to prepare a better lesson plan for the next lesson. Teachers should also note down the students' performance after every period.

Here are some model period/lesson plans.

5.7.2. A   MODEL PERIOD PLAN

CLASS – 1   Unit – 1: My family   Period Plan

Period No – 1   Time: 45 Minutes

Teaching Item/Topic/Sub-topic: My Lovely Family - Picture for interaction

Unit: My family

Theme: FAMLY

Expected learning outcomes / Competencies:

Learner will be able to …

- ✓ Come out with their perception of the picture
- ✓ Talk about their understanding of the theme that is in-built in the picture as well as in the various components of the unit.
- ✓ Make intelligent prediction of the rhyme they are going to read.
- ✓ Respond freely.

Item	Details
Steps in Picture reading activity	• Teacher interacts with the children about their family. • Teacher displays the picture of the rhyme my lovely family on page – 2 • Teacher interacts with the children using the picture. • About different characters in the picture. • About different actions in the picture. • About the colours used in the picture. • Teacher records all the responses of the children.
Strategy	Picture reading and Whole class interaction
Interactive questions	The teacher interacts with the students by asking the following questions. 1) What do you see in the picture? 2) What are the different people doing? 3) What is the man doing? 4) What is the woman in the picture doing? 5) Do you think they are in a village? 6) Where is the girl going? 7) What is the woman in the picture carrying in the pot? 8) Do you see a hen in the picture? 9) Do you think all these people belong to the same family? 10) Are these people happy or sad?
Teaching Learning Materials / Black Board Work	Textual Picture , Chart and Black-board
Assessment of Children's Performance	Write the names of students who performed up to the expected standards. The names of children who gave some special responses and the responses should also be recorded.
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps he/she has identified. He/she also records the plans / points to improve his / her own performance.

5.7.2. B   MODEL PERIOD PLAN

CLASS – 1   Unit – 1: My family   PERIOD - 2

Period No – 2   Time: 45 Minutes

Teaching Item/Topic/Sub-topic: My Lovely Family – Poem Stanza - 1

Unit: My family

Theme: FAMLY

Expected learning outcomes / Competencies:

Learner will be able to …

- ✓ Listen to the first stanza of the poem.
- ✓ Understand the words that indicate the relations in the family
- ✓ Enjoy the rhythm in the poem.
- ✓ Develops values related to the family.

Item	Details
Steps in transacting the poem	• Display the poem on the chart. • Play the audio file of the poem and children repeat after the teacher. • Elicit the names of relations in the family • Write on the black-board or on a chart. • Help the children sing the poem individually and in groups. • Allow them to speak some words about their own family.
Strategy	Whole class and individual activity Teacher's support
Classroom interactions	The teacher interacts with the students. • What is the poem about? • What is your father's name? • Do you love your mother? • How is the family in the poem? • Do you like this poem? • Who are the people mentioned in the poem? • Do you like to say the poem after me? • Shall we sing the poem now? • Tell me your parents' names?

Teaching Learning Materials / Black Board Work	Poem on a chart, flash cards, pictures of family members, cardboard cuttings, audio file
Assessment of Children's Performance	List out the names of children who can follow the teacher's reading of the poem. The specific responses should also be recorded.
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps s/he has identified. S/he also records the plans / points to improve his / her own performance.

5.7.2. C.   MODEL PERIOD PLAN for PERIOD - 6

Class-I   Unit – 1: My family   Theme: FAMLY

Period No – 6   Time: 45 Minutes

Teaching Item/Topic/Sub-topic: Rahul's family Page – 5

Expected learning outcomes / Competencies:

Learner will be able to …

- ✓ Say something about his/her family.
- ✓ Follow teacher's reading and comprehend it.
- ✓ Learn new vocabulary related to family and their works.
- ✓ Use the vocabulary and language items in their daily speeches.
- ✓ Produce discourses orally.
- ✓ Do graphical reading of the text.

Item	Details
Steps in transacting the lesson	• Display the text on a chart or on the black-board. • Interact with the students about their families. • Elicit the relations in mother tongue or in English. • Read the passage on page – 5 aloud • Use the audio soft copy of the passage. • Give oral practice of the new words with the help of flash cards and card-board cuttings. • Ask the children to repeat the sentences after the audio or teacher. • Ask students to write the names of their family members if possible in mother tongue or say them aloud.

	• Allow students to speak about their own family and relations.
Strategy	Whole class and individual activity, oral drill, Teacher's support
Classroom interactions	The teacher interacts with the students. • What is meant by family? • How many members are there in Rahul's family? • Does Rahul have grandfather and grandmother? • What do they teach to Rahul? • Where do Rahul and his Grandfather go every evening? • Where do you go every evening? • What do you do in the evenings? • Can you write the names of your family members? • Do you love your grandparents?
Teaching Learning Materials / Black Board Work	Cardboard pictures of grandfather and grandmother. Pictures of a family. Audio soft copy Interactive questions written on a chart. Flash cards Activity cards etc.
Assessment of Children's Performance	List out the names of children who can say something about their family. The specific responses should also be recorded.
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps he/she has identified. He/she also records the plans / points to improve his / her own performance.

5.7.2. D.   MODEL PERIOD PLAN for PERIOD – 16

CLASS – 1 Unit – 1: My family Theme: FAMLY

Period No –16 Time: 45 Minutes

Teaching Item/Topic/Sub-topic: Writing exercise – Page 14 -17

Expected learning outcomes / Competencies:

Learner will be able to:

- ✓ Introduced to mechanics of handwriting.
- ✓ Enjoy while colouring the picture.
- ✓ Follow the curve patterns of English alphabet.
- ✓ Read some new words with the help of words with dotted letters.
- ✓ Learn the start and end point of the letter.
- ✓ Recognise the strokes in writing English letters.

Item	Details
Steps in transacting the poem	• Ask the students to join the dots of the picture on page no – 14 to make a baby bear. • Ask the students to colour the picture as a pair work activity. • Ask the students to show their coloured picture to the entire class. • Ask the students to say something about their drawing and colouring of the picture. • Draw a few horizontal lines on the black-board. • Put dots according to the strokes that are going to be introduced. • The teacher joins the dots following the rules of writing strokes. • Students observe the teacher's writing keenly. • Students follow the procedure of the teacher and join the dots and make letters and words.
Strategy	Individual activity and pair-work. Individual presentation. Interaction with the whole class. Teacher's support
Classroom interactions	The teacher interacts with the students. • Shall we join the dots to make it a baby-bear? • Shall we colour this baby-bear? • What colours do you like to give it? • How is his/her picture? • Shall we practice some writing?

	• Do you know the letters of English alphabet? • Can you identify the letter 'a'. • How do we draw a circle clock-wise or anti clock-wise? • Can you identify small d and capital D?
Teaching Learning Materials / Black Board Work	Plastic moulded letters Card-board pictures Black-board and a long scale. Teacher's version of baby-bear picture.
Assessment of Children's Performance	List out the names of children who can say all the words on page – 16. The students with good mechanics of handwriting and poor handwriting should be identified and remedial teaching is to be planned..
Teacher's Reflections	Teacher reflects on his own handwriting and improves it. Plans for betterment of the students' handwriting. Get sensitized for improving his way of teaching handwriting.
Teaching Learning Materials / Black Board Work	Poem on a chart, flash cards, pictures of family members, cardboard cuttings, audio file
Assessment of Children's Performance	List out the names of children who can follow the teacher's reading of the poem. The specific responses should also be recorded .
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps he/she has identified. He/she also records the plans / points to improve his / her own performance..

5.7.3. A   MODEL PERIOD PLAN – CLASS – 5 – PERIOD - 1

Here are some more model lesson/period plans for class – 5

CLASS – 5   Unit – 1   PERIOD PLAN

Period No – 1   Time: 45 Minutes

Teaching Item/Topic/Sub-topic: Wake up - Picture for interaction

Theme: Good habits

Expected learning outcomes / Competencies:

Learner will be able to …

- ✓ Observe the picture carefully and interact with its contents.
- ✓ Talk about their understanding of the theme that is in-built in the picture as well as in the various components of the unit.
- ✓ Make intelligent prediction of the rhyme they are going to read.
- ✓ Respond freely to their teacher and friends' questions.

Item	Details
Steps in Picture reading activity	- Teacher interacts with the children about their habits. - Teacher displays the picture of the rhyme wake up on page – 2 - Teacher interacts with the children using the picture. - About different components of the picture. - About the scenic beauty in the picture. - About different animals and birds in the picture. - About different actions in the picture. - About the colours used in the picture. - Teacher records all the responses of the children. - Triggers the thoughts of students towards the main theme of the lesson.
Strategy	Picture reading and Whole class interaction
Interactive questions	The teacher interacts with the students by asking the following questions. 1) What do you see in the picture? 2) What time of the day it is? How can you say? 3) Are there any birds in the picture? 4) What are the children doing? 5) How many horses are there in the picture? 6) How many chicks are there in the picture? 7) Are there any ducks in the picture? 8) What are the bees doing? 9) Where are the sparrows sitting? 10) Is the cow drinking water or milk? 11) When do you wake up? 12) Is it fresh in the morning? 13) What do you do in the mornings? 14) Do you like the song of the cuckoo bird? 15) Have you ever seen a sparrow? 16) What do horses eat? 17) Would you like to read a poem on fresh mornings / good habits?

Teaching Learning Materials / Black Board Work	Textual Picture , Chart and Black-board A chart with interactive questions.
Assessment of Children's Performance	Write the names of students who performed up to the expected standards. The names of children who gave some special responses and the responses should also be recorded.
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps he/she has identified. He/she also records the plans / points to improve his / her own performance.

5.7.3. B. MODEL PERIOD PLAN for CLASS – 5 – PERIOD - 2

Unit – 1 **Period No – 2** **Time: 45 Minutes**

Teaching Item/Topic/Sub-topic: Wake up – Poem 1 & 2 Stanzas
Theme: Good habits

Expected learning outcomes / Competencies:

Learner will be able to …

- ✓ Enjoy the rhyme and rhythm in the poem.
- ✓ Enjoy the scenic beauty / imagery presented in the poem.
- ✓ Listen to and comprehend the poem.
- ✓ Learns and uses new vocabulary.
- ✓ Read the poem independently.
- ✓ Sing the poem and enjoy it.

Item	Details
Steps in transacting the poem. 1-2 stanzas	• Teacher interacts with the children about their habits. • Teacher displays the picture of the rhyme wake up on page – 2 • Teacher interacts with the children using the picture. • Teacher displays the poem. • Asks the children to attempt the tune to the poem. • Asks them to read the poem independently. • Present the tune with audio support. • Teacher reads (sings) the 1-2 stanzas of the poem. (model reading) • Students repeat after the teacher. • Present the glossary with the audio support .

	• Teacher provides additional glossary if required. • Students identify the rhyming words in the poem. • Teacher puts some simple questions to know their comprehension. • Writes the specific answers on the black-board. • Teacher explains and clarifies the thoughts of poet. • Asks to do activity using the activity cards. (list out the living things from the poem) • Assigns the home-task.
Strategy	Picture reading and individual and Whole class interaction and activity.
Interactive questions	The teacher interacts with the students by asking the following questions. 1) What do you see in the picture? 2) What time of the day it is? 3) Do you wake up early in the morning? 4) Can you read the poem? 5) How is the day? 6) Where are the birds? 7) What are the birds doing? 8) What should the children do? 9) What is the meaning of sleepy head? 10) What sound are the bees making? 11) Can you identify the rhyming words? 12) Do you like the poem? 13) What are the living things mentioned in the poem? 14) Which creatures do you like most?
Teaching Learning Materials / Black Board Work	Textual Picture , Chart and Black-board , flash cards, text of the poem on a chart. A chart with interactive questions.
Assessment of Children's Performance	Write the names of students who performed up to the expected standards. The names of children who gave some special responses and the responses should also be recorded.
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps he/she has identified. He/she also records the plans / points to improve his / her own performance.

5.7.3.C   MODEL PERIOD PLAN for CLASS – 5 and PERIOD - 5

CLASS – 5   Unit – 1

Period No – 5   Time: 45 Minutes

Teaching Item/Topic/Sub-topic: Flamingo festival Paragraph – 1

Theme: Conservation of nature

Expected learning outcomes / Competencies:

Learner will be able to:

- ✓ Reads the text independently.
- ✓ Comprehends the reading text.
- ✓ Talks about the characters in the lesson.
- ✓ Makes intelligent predictions about the progression of the text.
- ✓ Learns and uses new vocabulary in his/her daily life.
- ✓ Takes part in conversations with his family members.
- ✓ Produces relevant discourses suitable to the level / lesson.

Item	Details

Steps in transacting the reading text.
 	
FLAMINGO FESTIVAL paragraph - 1
	• Interact with the children to connect the theme picture with reading passage.
	• Specifies the part of the passage that is to be read.
	
	Individual Reading:
	Teacher gives the following instructions to the students.
	   • Read individually the first paragraph of the lesson 'Flamingo Festival'.
	   • Don't take the help of others
	   • Put '?' mark against the words you do not understand.
	   • Tick the words and sentences you are able to read.
	   • Use glossary.
	   • Display the meanings on a chart or on a black-board.
	   • Ask some questions to check comprehension.
	Support to Low-proficient Learners
	
	   • Interact with the learners to generate sub-texts.
	   • Write the sub-text on Black board / chart.
	   • Ask the learners to associate the sub-text with the reading text.
	   • Conduct mind-mapping activity. (journey/ visit to some place / school)
	Collaborative learning

	Teacher gives the following instructions to the students.
	   • Sit in groups.
	   • Share the words / sentences you have understood.
	   • Get clarity about the things you have not understood from your group members.
	   • Share with other group members for further understanding.
	Extrapolating the text
	Teacher gives the following instructions to the students.
	   • Read the questions written on the Black-board / displayed on the chart.
	   • Discuss the answers in your groups.
	   • Write the answers in your notebooks/chart given to you.
	   • Present them to the whole class after completion.
	Reading aloud by the teacher
	   • The teacher will read the first paragraph from the lesson 'Flamingo Festival' with proper voice and modulation.
	Reading aloud by children:
	   • Teacher asks the children to read one after another or read in groups.
	   • Divide the paragraph into some parts.
	   • Each child has to read a part taking turns.
	   • Invite feed-back from other learners on loud reading.

Strategy	Picture reading and individual and Whole class interaction and activity.
Interactive questions	The teacher interacts with the students by asking the following questions. 1) What do you see in the picture? 2) What are they talking about? 3) Who are the people mentioned in the paragraph? 4) Where are they going to? 5) Which class is Sumathi studying? 6) What is a bird sanctuary? 7) Why was Sumathi so happy? 8) Do you like to go on a trip to any place? 9) Which class is Ravi studying? 10) What holidays are mentioned in the paragraph? 11) Are they planning to go into a forest? 12) How do you spend your holidays?
Interaction for generating sub-text	1) What time of the day it is? 2) Who came running to Ravi?

	3) What did Ravi ask Sumathi? 4) Was Ravi interested to go to Nelapattu? Why?
Teaching Learning Materials / Black Board Work	Textual Picture , Chart and Black-board , flash cards, text of the first paragraph on a chart. A chart with interactive questions. Pictures of some birds. (theme pictures on pages 6,7,8 and 9)
Assessment of Children's Performance	Write the names of students who performed up to the expected standards. The names of children who gave some special responses and the responses should also be recorded.
Teacher's Reflections	Write the positive and negative aspects of the transaction. The teacher also records the gaps he/she has identified. He/she also records the plans / points to improve his / her own performance.

It is enough the teacher writes the period plan once in an academic year. In the successive academic years if there are no changes in text-book and syllabus there is no need to write the lesson plan once again. The teacher should leave some space after each period plan to add notes and teacher's reflections.

5.8   TEACHING LEARNING MATERIALS

Teaching Learning Materials occupy a pivotal position in the educational scene. We are familiar with terms like syllabus, textbook, workbook, course book, notes etc. These basically constitute the Teaching Learning Materials. Among these some are exclusively meant for teachers and some are useful both to learners and teachers. Some other materials are useful only for the learners. As teachers we should know about the terms curriculum, syllabus and text-book in detail.

Curriculum is a very comprehensive term. This means it is highly inclusive and perhaps includes everything learners do during the course of their study. Some educationists called it 'a blue print' or 'an overall plan'. A curriculum is specific to a course of study. For example The D. El. Ed has a curriculum, and within it 'Pedagogy of English at Primary Level' is just one subject Paper IV of the second year of the course. Like this we have many other papers and along with these we also need to do teaching practice, project works, field based assignments, community work etc. We should attend classes regularly. We have to write assignments also. We also take part in the social events organized in the college. All the work we do as part of teacher training finds a place in our curriculum.

A syllabus is specific to a course and a group of students. 'Pedagogy of English at Primary Level' for D. El. Ed students has a syllabus. This syllabus can be used with only these students and not with any other students. Syllabus is defined as 'a specific list of teaching items'.

To understand both these concepts clearly, we can have a school curriculum that takes care of all the students in lower primary and upper primary school. But each subject in each class will have a syllabus. Class V syllabus for English is part of the Primary School Curriculum.

Both curriculum and syllabus have a similar structure. They begin with identifying or describing the learners. Learners carry their identity in terms of the age group to which they belong, their social, economic and educational background. We can have learners who are 7+ years old, from the rural middle class background having completed their class 2 education through mother medium schooling. This is how we can describe or identify a learner. It is essential to describe learners to have a proper understanding of the abilities.

Learner's age and background also help us in developing proper materials for teaching, think of appropriate illustrations and also grade the concepts according to their levels of maturity and experience.

While planning for materials we should also consider the learners' needs. Learner's needs are often decided by the teacher. When we think of large groups of learners spread across the state for who we need to frame curriculum, the golden rule applied is 'Average as positive'.

5.9   MATERIAL DEVELOPMENT

Many kinds of materials are being developed and used in the classroom for the purpose of language acquisition. In modern age class rooms many digital and online resources are supporting and sometimes replacing the traditional materials. The idea of supporting the schools with digital classrooms is working well and many online resources are brought into the classroom. Live presentations are now possible for a teacher who is in the remotest village classrooms. Let's see how different materials will facilitate learning.

1) Text-books
2) Chalk-board
3) Radio
4) Blue-tooth speaker
5) Authentic Materials
6) Picture drawing
7) Cutouts
8) Flash cards
9) Digital classrooms

5.9.1   TEXT-BOOK AND ITS ROLE

A text-book is a manual of instruction or a standard book of study. It holds an important role in teaching especially in teaching a language. It is produced according to the demand of the language institutions and students.

"A text-book is a printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula."

Thus any book which is specifically written for use in classroom instruction can be considered a text-book. It is also true that many teachers use text-books to manage the demand of lesson planning and opine that their lessons are more effective when based on text-books. They provide the basis for the content of the lessons. They also specify the kind of language practice the learners take part in. for learners a text-book supplements teacher's instruction. For new teachers the text-books serve as a form of teacher training. In reality, much of the teaching across the world even today takes place with the support of text-books. They continue to be useful and efficient devices for learning in all formal subjects offering organized convenient sequences of ideas and information for structured teaching and learning.

5.9.2   CHALK-BOARDS

It is basic learning material that has been used by teachers and students for hundreds of years. Every classroom is equipped with a chalk-board. It is necessary to use the chalk board effectively. Teachers use this chalk-board because..

i. It is the cheapest and most useful tool to bring about stimulus variation. It helps the learner to shift from audio stimulus to video stimulus periodically. On the board the learners can see what he hears from the teacher. So this shift acts as a reinforcing agent.

ii. Chalk board is a good mnemonic device to recapitulate or consolidate the lesson. A good teacher develops a summary of the entire teaching on the chalk board and uses it to summarize or consolidate the lesson at the end of the class.

iii. It helps the learner in taking down the notes easily. Further it provides a direction to the teacher through his/her teaching session for the points can be developed systematically and also linked to each other.

iv. Chalk board is a device that can help the teacher in explaining concepts by drawing illustrations and figures.

Teachers have to use the chalk-boards very carefully for effective results. A teacher should write on the black-board neatly in such a manner that all the learners can clearly see and read what is written on the board. A teacher should start using the board from the top left hand corner and progressively go down to the bottom right hand corner. He/she may divide the board into two / three sections to organize writing properly. This would also be helpful to the learners for they can follow the writing easily in terms of what their eyes can take-in in one span. A teacher should also take care to see that he/she has planned what to write before -hand and should also make sure that there are no errors committed while writing on the board. If we use chalk-board in this manner it becomes a useful classroom resource.

5.9.3   RADIO

Radio was invented to facilitate communication between two points that were not physically connected with wires. It was called wireless transmission, and during wartime messages could be sent across to the soldiers in inaccessible areas using radios. During later years radio was used to provide non-formal education to farmers and housewives along with entertainment. Gradually radio started to play an important role in formal education also. Radio could capture the best teacher's performance and spread it to several schools at the same time. Radio also helped in providing guidance to teachers. Radio established itself as an instrument of instruction. 'Vindam – Nerchukondam' is a programme that is bringing primary lessons into the classroom. But nowadays Television has replaced the radio as an instructional device.

5.9.4   BLUE TOOTH SPEAKER

After the phenomenal growth of cell-phone use for many purposes it has entered the formal teaching as an important tool. But for using the audio of rhymes, recorded lessons we need an amplifying device. For that purpose the blue tooth speakers have become handy. They serve the classroom purpose. They are portable, can be connected without wires and the battery is rechargeable. Many websites are offering free downloadable audio of rhymes, poems and lessons. Many teachers started using blue-tooth speakers in their classroom and for teaching English it is a low cost material compared to other devices.

5.9.5   AUTHENTIC MATERIALS

'Authentic materials' is a term used by V. J. Cook. He says, "***Authentic materials are those materials that are not produced for the purposes of teaching" – V. J. Cook.***

In our daily life we come across materials like electricity bill, train ticket, bank deposit form, a used cheque, a grocery bill, brochure in a tourist place etc. We can use such materials for different purposes in our classroom. We can teach shapes, sizes, colours, comparisons, vocabulary, etc, by using those materials. Such materials are called authentic materials. We can generate a lot of interaction in an English classroom by using such materials.

Let's see how a railway ticket can be used to generate interaction. Two children are asked to talk about that railway ticket.

A: When was this railway ticket bought?
B: At 8.00 a.m.
A: What is the cost of the ticket?
B: Rs.20/-
A: Where did the passenger board the train?
B: At Nellore.
A: Where did the passenger get off?
B: At Kavali.
A: What is the distance traveled?
B: 55 k.ms

A: Was it an express train or ordinary train?
B: It was an ordinary train.

Like this they can continue the conversation for some more time. All the questions and answers found their source from the railway ticket.

If we collect such materials and put them in a box or a bag, that is called English Language Kit. We can put some stones, chocolate wrappers, receipts, stamps, cardboard pieces, paper strips, cinema tickets, tooth paste cartons etc. in an English Language Kit.

5.9.6. PICTURE DRAWING

Pictures are essential when it comes to engaging students who are learning a new language at any level. They can be successful study aids during lessons, and they can act as useful prompts to help students when they are practicing speaking. So how can we use pictures in the classroom? Here are seven tips for bringing visual aids into your lessons, each starting with one of the letters in 'picture' to help you remember them.

Predict

Students can look at pictures or watch the first part of a video in order to predict what the topic of the lesson or the activity will be about.

Interact

The game Pictionary, in which players have to guess specific words based on their team mates' drawings, and other mingling games with pictures are fun activities that can be used with both children and adults to review the vocabulary they have learnt. In order to engage students, teachers can show a video or a picture only to half their class, and ask them to describe to the other half what they can see. This second group will then have to try to report what the other students have seen, as accurately as they can. Everyone will see something slightly different from the others, and the activity will strengthen their rapport.

Create

Students can write or tell a story by using a sequence of pictures, or, if the teacher wants to really fire their imagination, the students can create a story based on just a single picture. This exercise can be particularly interesting and productive if the teacher encourages students to use specific tenses (such as past simple vs past continuous), vocabulary or functional language in their story - for example, describing a conversation at the train station.

Talk

At the beginner level, some students' faces go blank when they are asked to answer a question. Teachers can avoid prolonged silence and prevent their students from feeling

embarrassed by providing them with a picture. They can break the ice by asking the students to describe what they can see in the picture.

Understand

What's the easiest way to explain the meaning of a word? Show it! Classrooms may be fully equipped, but they can't hold everything. If there's an item or object that you want to show your students to help them remember the word for it, try showing them a picture. A picture generates interest and helps the students memorize the words related to it.

Reflect

Not only does a picture give us the chance to reflect on what we can see, but it also represents the opportunity to develop our other senses by considering what we can hear, smell and touch. This is a useful exercise for teachers who are preparing their students for a speaking exam. Most of the time, speaking exams are in pairs and students worry that they may run out of words because their partner will have already said everything about the picture they have been shown. By using their other senses, your students can add new information and will be able to avoid repetition.

Enact

In any class, there is usually someone who is shy or quiet. So how can you draw them out of themselves and encourage them to practice speaking? If you ask your students – it doesn't matter how old they are - to draw a mask, put it on and pretend to be someone else, they may feel less self-conscious. Putting themselves into somebody else's shoes can give students the chance to express themselves in a more forthright way.

5.9.7. CUT-OUTS

Using paper cut-outs serves many purposes. We discussed authentic materials and found that they are very useful in classroom transaction. Any important news cut-out or advertisement cutout can be used to make the students to listen, read, discuss and respond.

Cut – outs can also be made using a plain card-board or thick paper. We can make different shapes, sizes and masks of different characters. Masks help students to role play different characters.

Children doing activity with masks made of card-board cut outs

5.9.8.   FLASH CARDS

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flash cards are a really handy resource to have and can be useful at every stage of the class.   They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. We may ask the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings.

WHERE TO GET FLASH CARDS?

- ✓ **Buy them** - Some course books provide a supplementary pack of flash cards or they can be bought in sets.
- ✓ **Make them yourself** - If you don't have access to professionally produced flash cards, don't worry, it's really easy to make your own even if you're not very artistic. You can use pictures from magazines, draw simple pictures or copy from the internet or clip art. The most important thing is to make sure they are all of the same size, on card (different colors

for different sets) so you can't see through them. If possible you can laminate the sets as you make them and they will last for years. The advantage of making your own, apart from the fact that they're cheap and yours to keep, is that you can make sets for your specific needs. You may like to make a set to use in conjunction with a story book or graded reader, or even to accompany project work.

✓ **Students make them** - After introducing a new lexical set, using realia or the course book, ask students to produce the flash cards for you. Give each one an item to draw. They can be mounted on card to make the set.

ACTIVITIES USING FLASH CARDS

The flash-card based activities are divided into the following categories: Memory, drilling, identification and TPR activities.

Memory Activities:

- Memory Tester

    ✓ Place a selection of flash cards on the floor in a circle.
    ✓ Students have one minute to memorise the cards.
    ✓ In groups, they have two minutes to write as many of the names as they can remember.

Drilling Activities

❖ Invisible Flash cards
    ✓ Stick 9 flash cards on the board and draw a grid around them.
    ✓ Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.
    ✓ Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
    ✓ When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
    ✓ Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.
    ✓ Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.

This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

❖ **Identification Activities**

❖ Reveal the word

- ✓ Cover the flash card or word card with a piece of card and slowly reveal it.
- ✓ Students guess which one it is.
- ✓ Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
- ✓ Alternatively, flip the card over very quickly so the children just get a quick glimpse.
- ✓ Repeat until they have guessed the word.

TPR activities

❖ Point or race to the flash cards

- ✓ Stick flash cards around the class.
- ✓ Say one of them and students point or race to it.
- ✓ Students can then give the instructions to classmates.
- ✓ You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.

5.9.9 DIGITAL CLASSROOMS

As part of digitalization that is going on in a big way across India, the Govt of Andhra Pradesh has taken up the initiative to start digital classrooms in all schools in a phased manner. Digital or smart classrooms bring the whole world of knowledge into the classroom. Let's find out the components of a digital classroom.

Digi box (CPU)

This Digi-box contains smart classroom software and content to access the Class wise, Subject wise, Chapter wise and Subtopic wise content.

Projector:

The Digibox is connected to this Projector to display output.

White Screen (Display):

A projection screen is an installation consisting of a surface and a support structure used for displaying a projected image for the view of an audience.

Multimedia Speakers

These speakers are used to hear the voice or audio output of the content played in Digibox.

Keyboard & Mouse

These are the wireless devices to access software in the Digibox.

A digital Classroom in Andhra Pradesh.

Digital Classrooms are so designed that they work online and offline. At present USKY is providing the software required to run these digital classrooms in Andhra Pradesh.

5.9.10   ON-LINE RESOURCES

Government of Andhra Pradesh has launched a website for the benefit of all teachers and students. www.apekx.in is the address of the website. An online repository is provided in that website. Teachers can post all their collections on the website and share it with the teachers around the world. It's a free website. Students can post their doubts and many teachers will readily clarify their doubts. Government is planning to post the video recordings of all the lessons and post them in the repository of the website. The resources of this website can be used in digital classrooms also. There are many such websites which support English Language Teaching and Learning.

5.9.11   ADDITIONAL TEACHING LEARNING MATERIAL

1) Photographs, toys, dolls, crayons, water colours, pencils, sketch pens, models
2) Big books, parallel texts in more than one language, pictures, cartoons, stick figures, comics
3) Cartoons / comics / jokes / skits / riddles /tongue twisters/sequence songs / sentence chains / proverbs / quotations
4) Reading flash cards / alphabet dominoes
5) Stick figures drawn by the teacher on the board / a chart
6) Chocolate/soap/medicine/health drinks wrappers and other such materials in the environmental print
7) Reading material rhymes, haikus, couplets, poems, acrostic poems, narrative poems, limerick poems, blank verse, parodies etc.
8) Reading cards e.g., 100 Reading cards developed by CIEFL
9) Instructions to go from one place to another place
10) Picture books / picture story books /cartoons / comics / jokes / skits / riddles /tongue twisters/sequence songs / sentence chains / simple and popular proverbs
11) Informal talk on topics of great interest to children

12) Parallel texts in more than one language, pictures, cartoons, stick figures, comics, photographs, pre-recorded audio / video materials
13) Bilingual story books, bilingual dictionary, picture dictionary
14) Narratives and animal stories consisting of at least two events and dialogues/self-talk related to the events.
15) Narratives with animal and human characters consisting of three or more events and conversations between the characters
16) Narratives (fables, fairy tales, folk tales/ legends/ pour quoi tales, short stories /biographies)
17) Umbrella narratives, grandmother stories, folk tales, fantasy stories consisting of events/dialogues/self talk of the characters and images and ambience
18) Books in class library and school library (including magazines like Chandamama, Magic Pot, Jungle book, Amara chitra katha, News papers' editions like young world etc.
19) Explanations of how things work (e.g., how a fan/bulb/computer/refrigerator works)
20) Pre-recorded audio / video materials
21) Teacher's / learner's writing on the board / chart / wall magazine
22) Child literature from National Book Trust (NBT) and Children Book Trust ofIndia etc.

5.9.12. THEATRE

Theatre is a good resource for teaching and practicing English language.

Let's see what NCF- 2005 had said about theatre.

> *Theatre in Education:*
>
> *Theatre is one of the most powerful, yet least utilised art forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence. Dramatising texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice*
>
> *control and movement, and group and spontaneous enactments. Such experiences are important not only for teachers in their own development, but also for teachers to provide to children.–*
>
> *- NCF-2005*

So, as teachers and would be teachers we should remember that if we do not get updated with the latest developments in teaching we get ourselves outdated.

5.10 ACTIVITIES FOR LEARNING ENGLISH

News-board

Encouraging the students to write the news of the day on a board and display it in a common place at school. By reading the news regularly the students will acquire a good amount of knowledge.

English Language Club

Students form themselves into an English Language Cub and conduct different activities in English. They conduct debates, seminars, quiz programmes, elocution competitions and essay writing competitions.

Role-Play

Children take-part in role-plays and play different roles. They live in those characters and use authentic language while playing their roles. A lot of vocabulary / language items can be practiced through role-plays. Children like to play the roles of others. For ex: vegetable vendor, doctor, interviewer, cinema actor etc.

Quiz

Organizing a quiz programme in an English class encourages children to listen and speak spontaneously. When they are getting points for their answers they use language very freely. The organizer should define the objectives and prepare necessary questions and also correct answers to them beforehand. It is better to announce the area in which quiz is being conducted at least one day in advance. Quiz makes the children curious.

Just a minute (JAM)

Just a Minute is a very popular British radio quiz game which is ideal for an English classroom and great for practicing speaking skills. It's very simple to prepare and great fun to play. Best for small groups but it can be played with larger groups if you prepare it well.

Background

The principle of the game is very simple. A student has to speak for 60 seconds on a specific subject. However, they have to speak without hesitation, repetition or deviation. By repetition we mean that the student has used the same word more than once (this doesn't include prepositions and suchlike but really only applies to content words or phrases). Deviation means that the student has strayed off topic; however it can also mean that the student is talking rubbish or making huge factual errors with their statements.

While the student is speaking they can be challenged by another student who thinks they have hesitated, repeated a word or phrase or deviated. If the challenge is successful (i.e. the teacher agrees) then the challenger is given a point and must continue speaking on the same subject for the remainder of the 60 seconds.

A typical game might go as following:

> ➢ Teacher reads out the topic: *My House*.
> ➢ Student Maria starts talking.
> ➢ Student Juan interrupts after 10 seconds for hesitation.
> ➢ Teacher decides it was a valid interruption; Student Juan gets 1 point and has 50 seconds to talk on the subject.
> ➢ Student Tony interrupts after 20 seconds for repetition.
> ➢ Teacher decides it was not a valid interruption; Student Juan gets 1 point (for a bad interruption) and keeps the subject with 30 seconds remaining.
> ➢ Student Maria interrupts after 5 seconds for deviation.
> ➢ Teacher decides it was a valid interruption; Student Maria gets 1 point and has 27 seconds to talk on the subject.
> ➢ Student Maria completes 25 seconds with no interruption and gets 1 point for speaking when the 60 seconds is finished.

There are hundreds of activities that we can take up in a classroom. We discussed only a few of them. Student-teachers are advised to browse internet for many such activities.

5.11   GAMES FOR LEARNING ENGLISH

Games and fun activities are a vital part of teaching English.   Whether you're teaching adults or children, games will liven up your lesson and ensure that your students will leave the classroom wanting more.

Games can be used to warm up the class before your lesson begins, during the lesson to give students a break when you're tackling a tough subject, or at the end of class when you have a few minutes left to kill. There are literally hundreds, probably thousands, of games that you can play with your students. Language games are used to test vocabulary, practice conversing, learn tenses - the list is endless.

This list of ten classic English Language games every teacher should know will help get you started and feeling prepared. Having these up your sleeve before stepping into the classroom will ensure your lessons run smoothly, and, should things get a little out of control, you'll be able to pull back the attention of the class in no time.

1)   Board Race

Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at

the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

❖ **Why use it?** For revising vocabulary; grammar
❖ **Who it's best for:** Appropriate for all levels and ages

How to play:

➢ Split the class into two teams and give each team a colored marker.
➢ If you have a very large class, it may be better to split the students into teams of 3 or 4.
➢ Draw a line down the middle of the board and write a topic at the top.
➢ The students must then write as many words as you require related to the topic in the form of a relay race.
➢ Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

2) Call My Bluff / Two Truths and a Lie

Call My Bluff is a fun game which is perfect at the start of term as a 'getting to know you' kind of game. It is also a brilliant ice breaker between students if you teach classes who do not know one another -- and especially essential if you are teaching a small class size.

The game is excellent for practicing speaking skills, though make sure you save a time for after the game to comment on any mistakes students may have made during the game.

With older groups you can have some real fun and you might be surprised what you'll learn about some of your students when playing this particular language game.

❖ **Why use it?** Ice-breaker; Speaking skills
❖ **Who it's best for:** Appropriate for all levels and ages
❖ **How to play:**

➢ Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
➢ Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game!
➢ If they guess correctly then they win.

❖ **Extension:**

➢ Give students time to write their own two truths and one lie.
➢ Pair them up and have them play again, this time with their list, with their new partner. If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes.
➢ Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

3)   Simon Says

This is an excellent game for young learners. Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and wanting more. The only danger with this game is that students never want to stop playing it.

➢ **Why use it?** Listening comprehension; Vocabulary; Warming up/winding down class
➢ **Who it's best for:** Young learners

How to Play:

➢ Stand in front of the class (you are Simon for the duration of this game).
➢ Do an action and say Simon Says [action]. The students must copy what you do.
➢ Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
➢ Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.
➢ The winner is the last student standing.
➢ To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

4)   Word Jumble Race

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading & writing skills and grammar.

➢ **Why use it?** Grammar; Word Order; Spelling; Writing Skills
➢ **Who it's best for:** Adaptable to all levels/ages

How to play:

This game requires some planning before the lesson.

  ➢ Write out a number of sentences, using different colors for each sentence.
  ➢ Cut up the sentences so you have a handful of words.
  ➢ Put each sentence into hats, cups or any objects you can find, keeping each separate.
  ➢ Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
  ➢ Teams must now put their sentences in the correct order.
  ➢ The winning team is the first team to have all sentences correctly ordered.

5) Hangman

This game is best used for 5 minutes at the start to warm the class up or 5 minutes at the end if you've got some time left over. It works no matter how many students are in the class.

  ➢ **Why use it?** Warming up / winding down class

  ➢ **Who it's best for:** Young learners

How to play:

  ➢ Think of a word and write the number of letters on the board using dashes to show many letters there are.
  ➢ Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
  ➢ Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

6) Pictionary

This is another game that works well with any age group; children love it because they can get creative in the classroom, teenagers love it because it doesn't feel like they're learning, and adults love it because it's a break from the monotony of learning a new language - even though they'll be learning as they play.

Pictionary can help students practice their vocabulary and it tests to see if they're remembering the words you've been teaching.

> **Why use it?** Vocabulary

> **Who it's best for:** All ages; best with young learners

How to play:

> Before the class starts, prepare a bunch of words and put them in a bag.
> Split the class into teams of 2 and draw a line down the middle of the board.
> Give one team member from each team a pen and ask them to choose a word from the bag.
> Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
> The first team to shout the correct answer gets a point.
> The student who has completed drawing should then nominate someone else to draw for their team.
> Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

7) **The Mime**

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with minimal resources or planning time, or teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

This game works with any age group, although you will find that adults tire of this far quicker than children. To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible.

> **Why use it?** Vocabulary; Speaking

> **Who it's best for:** All ages; best with young learners

How to play:

> Before the class, write out some actions - like washing the dishes - and put them in a bag.

> Split the class into two teams.
> Bring one student from each team to the front of the class and one of them choose an action from the bag.
> Have both students mime the action to their team.
> The first team to shout the correct answer wins a point.
> Repeat this until all students have mimed at least one action.

8) Hot Seat

Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

➢ **Why use it?** Vocabulary; Speaking and Listening

➢ **Who it's best for:** All ages and levels

How to play:

➢ Split the class into 2 teams, or more if you have a large class.
➢ Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
➢ Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
➢ Continue until each team member has described a word to the student in the Hot Seat.

9) Where Shall I Go?

This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom. This game is so much fun but it can be a little bit dangerous since you'll be having one student in each pair be blindfolded while the other directs them. So make sure to keep *your* eyes open!

➢ **Why use it?** Prepositions; Speaking and Listening

➢ **Who it's best for:** All ages and levels

How to play:

➢ Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
➢ When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
➢ Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

10) What's My Problem?

This is a brilliant language game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing. This game works well with any age group, just adapt it to fit the age you're working with.

➤ **Why use it?** Speaking and Listening; Giving Advice

➤ **Who it's best for:** All ages and levels

How to play:

➤ Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back.
➤ The students must mingle and ask for advice from other students to solve their problem.
➤ Students should be able to guess their problem based on the advice they get from their peers.
➤ Use more complicated or obscure problems to make the game more interesting for older students. For lower levels and younger students, announce a category or reference a recent lesson, like "Health", to help them along.

These games will keep your students engaged and happy as they learn! Remember, these are just ten on the hundreds of different language games that you can play with your students. As you get more confident in the classroom, you can start putting your own spin on games and eventually make up your own.

Whatever the age of your students, they surely love playing language games in the classroom. An English classroom should be fun, active and challenging and these games are sure to get you heading in the right direction.

5.12   ASSESSMENT OF MATERIALS

Teachers should be able to judge the quality of materials. They should check whether they suit to the levels of their students and their classroom needs. The following criteria can be used to judge the usefulness of different resources.

Authenticity

An authentic material has language which is very near to our real life. It has a high value than the prepared texts.

Need matching

We should keep in mind the needs of the learners while selecting the materials. If we are teaching rural students we can take the materials related to rural life. We can take the 'cinema ticket' or a 'bus ticket' as a material for classroom use but we cannot take a 'boarding pass of a flight' for generating interaction as that is alien to the rural child.

Language potential

The materials should help the students acquire optimum levels of language. The materials should provide convenience to the teachers to design their own activities to develop the LSRW skills among learners.

Level of difficulty

The material should neither be difficult nor very easy for the students. It should take the students to the next level of learning. They should be one step ahead of the existing level of students.

5.13   Conclusion

In this unit we have discussed the importance of planning and the role of teaching learning materials in English Language Teaching. We plan for a year, different units and for the periods of a unit. We learnt about different Teaching Learning Materials and their use in the classrooms. Digital Classrooms and online resources tell us the need to keep ourselves updated. Language games and activities are very useful tools in the hands of a resourceful teacher. They also enhance the proficiency of the teacher.

5.14. ASSIGNMENTS

1) Prepare a unit plan and period plans for the entire unit from 1st or 2nd Class.
2) Prepare a unit plan and period plans for the entire unit from 3rd or 5th Class.
3) What activities do you suggest to improve speaking skills in young learners?
4) How do you make use of online resources in English Language Teaching?

5.15. PROJECT WORK

1) Collect the samples of Unit Plans from the nearby primary schools and write your observations about the plan.
2) Visit the nearby primary school and find out the Teaching Learning Materials that are being used in that school and list them out.
3) Visit any digital classroom and write a report on its components and functioning.
4) Design a language game on your own and explain its specifications.

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UNIT – 6

"*When the cook tastes the soup, that's formative assessment;*
when the customer tastes the soup, that's summative assessment."

Paul Black

UNIT – 6

ASSESSMENT

6.1 INTRODUCTION

Children are born with innate abilities. The job of the teacher is to draw out the abilities and make the child fit to live in this complex society. Actually all children have the capacities. Every child can learn up to any extent. But, when we assess, we understand many children are not up to the mark. It is unfortunate that these children are branded as dull, poor and slow learner and they are not growing according to the wish of the teachers.

There may be many gaps in the system which shall be addressed, identified and rectified. Only then the objective of quality education can be achieved. For this a process is very essential to know how children are learning, the skills they acquire and competencies they get and the knowledge they gain. This procedure is nothing but assessment. Assessment helps the teachers to know what the children are and also on the other side, what teachers should do. Various assessment procedures are to be adopted which should suit to the needs of the children. The follow up action after every assessment promotes redesigning of classroom activities, classroom procedures and also strategies. In turn, this leads to the development of the child in all the elements of English language.

6.2 OBJECTIVES

This Unit helps the student-teachers …

➢ to understand the concept of assessment
➢ to know the importance of assessment.
➢ to practice Continuous and Comprehensive Evaluation.
➢ to differentiate between formative and summative evaluation.
➢ to design formative assessment and summative assessment question papers.
➢ to know and use different test items for different levels of students.
➢ to give practice in the use of different proformas for recording the performance of students in formative and summative assessment.

6.3 ASSESSMENT

6.3.1 WHAT IS ASSESSMENT?

Assessment is an important component of curriculum. It is a powerful means of improving the quality of education. All the educational committees recommended for reducing emphasis on external examinations and encouraging internal assessment through Continuous and Comprehensive Evaluation. The scope of evaluation in schools extents all the areas of learners' personality development. It includes both scholastic and co-scholastic areas and should be comprehensive in nature. This is in line with the goals of education.

Assessment and evaluation though performed broadly for the same purpose have certain differences. The following table gives us a comparative study of these two concepts.

Basis for Comparison	Assessment	Evaluation
Meaning	Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the current performance.	Evaluation is described as an act of passing judgment on the basis of set of standards.
Nature	Diagnostic	Judgmental
What is does?	Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
Purpose	Formative	Summative
Orientation	Process Oriented	Product Oriented
Feed-back	Based on observation and positive & negative points.	Based on the level of quality as per set standard.
Relationship between teachers and students	Reflective	Prescriptive
Criteria	Set by both the parties (learners &teachers) jointly.	Set by the evaluator.
Measurement standards	Absolute	Comparative

National curriculum Framework – 2005 (NCF) suggests that assessment should be simple and tension free even, the Right to Education – 2009 (RTE) section -29(2) states that there should be comprehensive and continuous evaluation to assess the child's knowledge and understanding and to make him/her to apply the same in his/her real life situations instead of the pressurizing terminal examinations.

6.3.2   WHY ASSESSMENT?

Assessment is done with an aim of supporting and improving child's learning and development. Teachers can track the changes and progress overtime. Assessment also helps the teachers to address the individual and special needs of the children. After identifying their needs teachers can plan their teaching learning situations accordingly. Assessment enhances the child's

self-understanding and personality development. It helps us to achieve the curriculum aims and objectives. It also improves the quality in ongoing teaching learning process. Assessment provides evidences for the children's performance and progress.

6.3.3   WHAT SHOULD BE ASSESSED?

In assessment the child's performance is to be assessed. Various language skills of the learners are to be assessed by the teachers. While assessing the teachers should also take into consideration the child's interests, attitudes and motivation. The teacher observes the child's responses to language inputs, learning situation and also the way the child is using the opportunities to use the language. Assessment should be done with an aim to find out 'What the child knows? And What the child can do?' . Assessment gives the child an opportunity to express himself/herself creatively.

6.3.4   WHEN SHOULD ASSESSMENT BE MADE?

Assessment should be made continuously throughout the year by oneself, peers, parents and teachers. The teacher's should observe continuously at every step of child's learning.

Before we proceed further to know more about assessment it is better if we go through some of the popular theories of conducting a test which are called 'Bloom's Taxonomy'.

6.4   BLOOM'S TAXONOMY

Bloom's taxonomy discusses various types of domains and objectives that can be used in the preparation of a test which is conducted after completion of a unit. This is otherwise called Scholastic Achievement Test.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Bloom's taxonomy is represented in visual form in the following diagram.
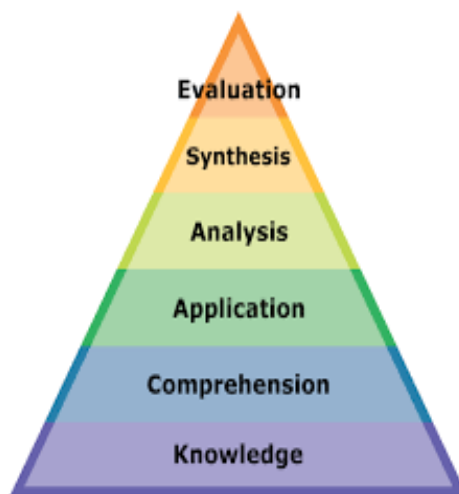
Knowledge is defined as remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

Bloom's taxonomy tells us that the questions which test remembering, recognizing, recalling, identification can be tested by using Who, What, When, Where type of questions. Generally teachers ask this type of questions up to 80% of the question paper.

Comprehension (Understanding) is defined as the ability to grasp the meaning of the text. The learner may transfer the material from one form to another form. He/she may also interpret the material. This is one step beyond the simple remembering of the material.

Comprehension can be tested by asking questions that demand interpreting, translating form one medium to another, describing in one's own words, organization and selection of facts and ideas, retell.

Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws and theories.

Problem solving, applying information to produce some result, use of facts, rules and principles can be assessed by using questions such as how is…….an example of……… ? How is ………. Related to …………? Why is ……. Significant?

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of relationships between parts and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and he structural form of the material.

We may use questions such as what are the features of……….?, Classify……….?, According to …………. Diagram ……………?, How does …… compare / contrast with ……….?, What evidence can you list for ……… ? to test the analyzing skills in learners.

Synthesis is the ability to put parts together to form a new whole. This may involve their production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Children need some creative behaviours to do the above tasks.

Creating a unique, original product that may be in verbal form or may be a physical object, combination of ideas to form a new whole. What would you predict/ infer from ………..? what ideas can you add to ………? How could you create / design a new ……….? What might happen if you combined ……….? What solutions would you suggest for……….?, are some sample questions that can be asked under this category.

Evaluation is concerned with the ability to judge the value of material for a given purpose. The judgements are to be based on definite criteria. Learning outcomes in this area are the highest in the cognitive hierarchy because they contain elements of all other categories, plus conscious value judgements based on clearly defined criteria.

Making value decisions about issues, resolving controversies or differences of opinion, development of opinion, judgements or decisions come under the category of evaluation. We can use questions such as Do you agree that ……….. ?, What do you think about…………. ?,, What is the most important …………? Place the following in order of priority?, How would you decide about ……… ? and What criteria would you use to assess ……..?

6.5 THE STATUS OF ASSESSMENT BEFORE AND AFTER THE IMPLEMEN-TATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION

In traditional way of evaluation there is no match between curricular goals and the content that was assessed. The examination was conducted with a view to test the memory of the learner rather than his/her academic standards. Now after the implementation of the CCE the assessment is being done mainly focusing the academic standard wise competencies. After the assessment we can find out the levels of learning in each academic standard.

Before the CCE implementation, only the students written abilities were assessed and there was no scope for assessing the oral skills of the learners. Now with the implementation of the CCE pattern of assessment we can find the oral competencies of children also. Their listening and spoken skills are considered as essentials for testing. Paper Pencil tests that were used to test written competencies have also been given due importance in CCE pattern besides oral tests.

Previously before CCE implementation the results of an examination were used to measure the abilities of the students in academic areas. Now the results are used to analyze the areas where the learner is lagging behind and plan for remedial teaching to fill the gaps. Achieving academic Standards is given more importance than completing the syllabus.

In the past the evaluation was done to check the memory of the students. Memory based questions such as 'When was Mother Teresa born?' were asked. But now the way of questioning has completely changed. Now the questions are not memory based. Now the questions mostly demand the application of knowledge ad use of language. Now according to CCE pattern of questions such as 'Do you think Mother Teresa is a great woman? How?". Such questions do not depend on memory. They are open ended in the sense every learner will have the opportunity to use his/her own expression to answer the question.

We used to have a situation where the teacher thought he/she gave information thinking that the child was a mere receiver of information. The teacher felt himself/herself as the only available source of language for the learner to learn. But now the situation has completely changed. The teacher is now playing the role of a facilitator. He/she is providing the opportunities for the learner to learn. The learners are actively participating in the process of learning. They are trained to learn.

The role of text-books has also changed a lot keeping in view of the assessment procedures. Students should explore many other resources other than text-books for doing their field-works and project works. Text is a pre-text. Many activities and projects other than those prescribed in the text can be taken up for practice in the classroom. The student explores himself/herself different situations of language use and acquires the language skills.

Traditional assessment assesses the end product which is of no use• It is just like a post-mortem. But the CCE focuses more on process rather than product. The product is the end result of process. So we have to take proper care of process of learning. The assessment reflects the effectiveness of methodology, materials and learners behavior. It also tells about the proficiency of the teacher in the content area and his/her teaching. After every assessment the teacher can plan for remedial teaching after finding out the back-logs in teaching/learning strategies. Every assessment serves as a tool for self-assessment of teachers.

The present CCE pattern of assessment discourages the use of guides and study materials. The use of such materials harms the creative abilities of children. They depend on rote memory and always look for somebody to provide answers. The question paper is set to check the comprehension of the child, but not the by-hearting ability of the child.

With the implementation of CCE a sea-change has taken place in the education system. It influenced the methodology, materials and also the teachers' and learners' mind set.

6.6   CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Language learning is a continuous process. It continues from womb to tomb. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

Continuous and Comprehensive Evaluation is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an ongoing process and is an integral part of the lesson.

At every point of classroom transaction, we will have to assess what the child has learnt from the activities that are used for teaching / learning. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So 'mugging up' by the student will not be of any use to him or her.

> Assessment should help to know about the progress that the learner may have made, and to use this knowledge as feedback for timely intervention for the benefit of the learner and the teacher. So it should be continuous and comprehensive. – NCF 2005

National Curriculum Framework 2005, State Curriculum Framework 2011 and Right to Education 2009 have emphasized the importance of implementing Continuous   and Comprehensive Evaluation where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners. The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year. Assessment has to take care of developing all the innate potential of the learners to the fullest extent.

The thrust is on the formative assessment which can be interpreted as 'assessment for learning and assessment as learning' which are distinct from summative assessment which can be interpreted as 'assessment of learning'. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

CCE refers to a system of school based assessment that covers all aspects of students growth and development. The main aim is to find out how far the curricular goals were achieved. It emphasizes two fold objectives

1) Continuity in evaluation and assessment of broad based learning
2) Behavioural outcomes - Academic/ Curricular Standards

CCE comprises three terms:

A) Continuous
B) Comprehensive
C) Evaluation

Continuous - Assessment is regular and periodical evaluation of students growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session.

Comprehensive – Assessment is a holistic approach, covers both scholastic and co-scholastic areas. It provides ample opportunity for the child to grow in all areas.

Evaluation - is assessment of child in all aspects. The emphasis shifted from testing to holistic learning.

What is to be assessed?

The total feedback on child's learning includes:

✓ The child's learning and performance in the subject.
✓ The child's skills, interests, attitudes, motivation etc.
✓ The changes that are happening in the learning process and behaviour of the child and the developments that have occurred in a stipulated period of time.
✓ The reaction of the child to the different contexts and opportunities in and out of the school.

A truly professional teacher needs to be patient, innovative and assess his / her pupils' progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

The present assessment system under CCE comprises two types of assessment. They **are**

1) Formative Assessment
2) Summative Assessments

6.6.1 FORMATIVE ASSESSMENT

Formative Assessment is an assessment conducted during the process of teaching. It is through observation of student's responses, engagement, notebooks, assignments and other written works. Formative Assessments will be conducted by the teacher during instructions. The teacher observes and records the children's progress and as well as learning gaps. Formative Assessment is 'Assessment for Learning'.

Main features of Formative Assessment

- ✓ Formative Assessment focuses on diagnosing children's learning problems and planning remedial measures to overcome the identified problems.
- ✓ It assesses both oral and written performances.
- ✓ Makes provision for effective feedback.
- ✓ Enables teachers to adjust teaching by taking into account of the results of assessment.
- ✓ It enables students to be able to assess themselves and understand how to improve.
- ✓ The previous knowledge and experience is considered during formative assessment..
- ✓ Encourages students to understand the criteria that are used to judge their work.
- ✓ Offers an opportunity to students to improve their work after feedback.
- ✓ Helps students to support their peers.
- ✓ Formative Assessment is Assessment for Learning
- ✓ Formative assessment is assessment as learning.

6.6.1.1 TOOLS AND STRATEGIES FOR FORMATIVE ASSESSMENT

The children's learning process is continuously checked and monitored in formative evaluation. Different kinds of tools and techniques must be used to observe and record the different types of behaviour. Let's discuss some of the tools and strategies that can be used in formative assessment.

Observations

Children's language use in natural settings is to be observed and assessed. Teachers may observe the children's linguistic performance in the course of teaching. Children's participation in activities/tasks can be purposefully planned and observed. The observation can be done individually or while the child is in groups.

Children's written works

Written assignments and exercises at the end of the lessons are designed to allow the child to plan, compose and report about a unit/area/theme of learning. These can be completed as class work or homework. They can be open ended or structured. Some written exercises can be given basing on the outside textbooks as well. Presentation of written works can be assessed on an individual or group basis. They provide children an opportunity to search for information, construct their own ideas and articulate the same ideas through spoken, written and/or visual expressions. Written works promote creativity in children.

Projects

Projects are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme based learning. They provide opportunities to explore, work with one's own hands, observe, collect data, analyse, organize and interpret data and draw generalisations. They also provide an opportunity to work in groups and in real life situations. It will be better if the project topics are decided, chosen, planned and conducted by children largely with the teacher acting as a guide and facilitator.

Portfolio

A portfolio is a collection of examples of work that, as a collection, reveal both the capability and the progress of a learner. It could be day to day work or selection of child's best pieces of work. It enables the child to demonstrate to others, his/her learning and progress. Portfolio works as a tangible evidence of student's efforts and learning. It can be shared with parents, teachers and other students. The child becomes an active participant in learning and assessment.

Examples for portfolios:

For Classes 1 & 2

- ✓ Pictures drawing, oral activities and writing samples including spelling/ handwriting samples
- ✓ Simple dictation, translation of simple words and sentences.
- ✓ Audio, video tapes of oral activities and personal presentations whenever possible.

For Classes 3, 4 & 5

- ✓ Reading responses and journal entries etc
- ✓ Samples of dictation and translation of simple texts.
- ✓ Writing samples and reports.
- ✓ Group of self-evaluation records.
- ✓ Unit-tests, quizzes, close-tests, reports etc.

While assessing the portfolio, the following criteria should be followed:

- ✓ Learner effort- total number of tasks done, drafts revised and completed, sources referred etc.
- ✓ Overall development – progress made in different areas – content, structure, spelling, vocabulary etc.,
- ✓ Presentation and organization – the way the tasks are organized in a sequence, the file is presented systematically.
- ✓ Reflections recorded – their opinions on the tasks and experiences of doing them.
- ✓ Punctuality

Checklists

A systematic way of recording the behavior / actions helps focus attention particular aspects of children's learning. By observing the check-list records we can find out the presence or absence of a particular knowledge item, skill or process in the learners. Check-lists are a list of criteria that the teacher determines are important to observe in a child at a particular time. They can point towards a trend of how and when skills have been acquired by the child as well as a group of learners. This tool can be used in other types of assessment also.

Rating Scales

Rating scales have the same utility as check-lists. They record the degree to which the presence or absence of a particular knowledge, skill, or quality performance in a learner. They are used to record and judge the quality of child's work against specified criteria. Holistic rating scales require a single, overall assessment of a piece of work. Rating scales can be used during varying time periods and also in different environmental settings. The details, that not only describe the actions but also reveal how a child feels about what he/she is doing, should be recorded to add more value to it.

Anecdotal records

Anecdotal records refer to written descriptions of a child's progress that a teacher keeps on a day to day basis. They provide observational narrative records of a significant incident in child's progress in language acquisition. The teacher ca identify the strengths and weaknesses of a child in learning.

Slip Test (unannounced informal test)

Slip test is a test that is conducted in an informal situation. This may be taken up to test both the oral and written skills of learners. Learners write the test without any anxiety or stress. The test is conducted without any prior information. The tests are teacher made tests. No outside organization will set the question paper. The levels of specific class students are considered while testing through slip – test.

Though there are many tools to do formative assessment, the Government of Andhra Pradesh has chosen the following four tools for use in Primary Schools of Andhra Pradesh.

6.6.1.2   CRITERIA FOR AWARDING MARKS UNDER EACH TOOL

Observation: (10 Marks):

The oral performance of children related to classroom activities which cover the academic standards /learning outcomes (listening and speaking, reading comprehension and oral discourses) and their indicators should be considered while awarding marks.

Written Works: (10Marks):

The written performance of children related to conventions of writing, vocabulary, grammar and written discourses should be considered (including the exercises in the textbook). Marks should be awarded based on the indicators.

Projects: (10 Marks):

The oral and written performance of children which cover all the academic standards/learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: (10 Marks):

This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking one / two targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully. All Academic Standards or some of them may be assessed in each formative assessment.

6.6.1.3 EVIDENCES FOR FORMATIVE ASSESSMENT

For any work there should be some evidence. The evidence tells the way the work is carried out and its effect. It improves accountability on the part of teachers and also learners. One can look for the following things as evidences for formative assessment.

A) Teacher's unit cum period plan that reflect children's performance

After completion of each period of teaching, the teacher should record the student's performance in his lesson plan register or in his diary. Such performances recorded by the teacher will serve as evidences for the formative assessment in the class.

B) Self - Assessment tools given in the Text-book for the use of learners

If you go through each unit you will find self-check tasks under the heading 'How well I have read?' . Learners are expected to fill in the check-lists. We can find out that the learner's level by observing the check-lists answered by him/her.

C) Student portfolio (Collection of the work done by the individual learner)

Students' works are compiled in a file which is called portfolio and the progress of the students can be assessed by looking into the portfolio of each student.

D) Notebooks of children (written discourses and homework)

Throughout the classes and at home children do many written works in their text-books . They also do certain writing tasks in their assignment books as home tasks. These text-books and hoe-work books are treated as very important and basic evidences for formative assessment being conducted at school.

E) Products evolved in groups through collaboration

While engaging the classes teachers entrust the students with some group works. There may be some individual and group projects. Students may act as group leaders. The presentation by groups and individuals, project works presented by the students will be preserved and serve as evidences for formative evaluation.

F) Scripts of Slip Test

Teachers are expected to preserve all the answer scripts as evidences for the performance of their students in formative evaluation. They should also maintain the cumulative grade register and record the students' grades in different academic standards.

Periodicity

Continuous observation– however, recording may be once in about two months period. The teacher observes the performance of the children through questioning, observation of children notebooks, assignments, class works, projects, children participation in the learning process, group work etc., The teacher has to record in the following months for Formative Assessment against the given tools i.e. Observations, Written works, Project works, Slip tests.

Formative Assessment 1 in July every academic year;
Formative Assessment 2 in September every academic year;
Formative Assessment 3 in December every academic year;
Formative Assessment 4 in February every academic year.

The following table shows us the weightages that are being given to different academic standards for classes-1 and 2 under formative and summative assessment.

6.6.1.4. WEIGHTAGE TABLE

Academic Standards		Formative Assessment						Summative Assessment			
		Weightage	Observat.	Notebook	Projects	Slip Test	Total	Weightage	oral	Written	Total
Listening		30%	15				15	20%	10		10
Reading Comprehension		20%	10				10	30%	10	5	15
Conventions of Writing								10%		5	5
Vocabulary		20%		5		5	10	30%	10	5	15
Grammar											
Creative Expression	Oral	10%	5				5				
	Written	20%		5		5	10	10%		5	5
Total		100%	30	10		10	50	100%	30	20	50

6.6.1.5   FORMATIVE ASSESSMENT MODEL (QUESTION) PAPER for CLASS-2

FORMATIVE ASSESSMENT - IV
ENGLISH [2ⁿᵈ Class]

	I	II	III	IV	Total
Marks					
Grade					

Name : _____   Roll No. _____

I) Children participation - Responses   **(30 Marks)**
    Listening and responding of the student in various contents of class room interation nature of responses follows:
    1. Listening and Speaking (15 Marks)
    2. Reading Comprehension (10 Marks)
    3. Creative Expression (5 Marks)
II) Written Items   **(10 Marks)**
(a) Vocabulary (Dictation any five words (5 M))

.... , ... , ... , ... , ...

(b) Creative Expression and writing. *(Write any five of the objects related with your school bag).* **(5 M)**

.... , ... , ... , ... , ...

IV) SLIP TEST *(a) (Write names of the occupation given below).* **(5M)**

.... , ... , ... , ... , ...

(b) Abhi and his friends play six games in their school. identify them and write them in the space given below (5M)

F	O	O	T	B	A	L	L
K	C	R	I	C	K	E	T
H	A	N	M	H	A	J	D
O	R	O	T	E	B	E	K
K	R	P	M	S	A	O	P
H	O	K	N	S	D	R	T
O	M	R	S	A	D	Y	W
R	S	K	L	G	I	X	B

Ex: **FOOT BALL** _____

_____

_____

_____

_____

_____

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6.6.1.6   FORMATIVE ASSESSMENT MODEL PAPER FOR CLASS-4

FORMATIVE ASSESSMENT - IV
ENGLISH [5th Class]

	I	II	III	IV	Total
Marks					
Grade					

Name : _____   Roll No. _____

SLIP TEST

1) Write the following words in the order of their appearance in the dictionary (5 M)

groaned   veranday watched
dropped   tease   forward
Lofted   straight yelled
butterfinger

1		6	
2		7	
3		8	
4		9	
5		10	

2. What does each of the following sentence mean? Tick currect option given in brackets. (5M)

a) Could I use your pen?   [ability   possibility   polite request]

b) He can climb the tree.   [capacity   possibility   request]

c) Will you have a cup of coffee?   [capacity   offer   request]

d) We shall visit Hyderabad next week. [ability   permission   futurity]

e) We must do this now.   [obligation   futurity   request]

3) Write the correct answer in the blanks (5 M)

a) Look at those kitten. (They / it) ....are so cute.

b) Please come here. I want talk to (he / you) ....

c) This is Mr. Rao. (He / She) ....is our new teacher.

d) Where is (my / mine) ....bag?

e) This dog is (our / ours)..

4) Match the short forms given in column A and match them with full forms in the column B.(5 M)

A			B
1. TC	(	)	a) Mister
2. HM	(	)	b) Leg Before Wicket
3. LBW	(	)	c) Transfer Certificate
4. Mr.	(	)	d) Serial Number
5. Sl.No	(	)	e) Headmaster

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6.6.1.7 RECORDING CHILDREN PERFORMANCE

Marks based grading system will be as follows.

Five point scale grade - A+, A, B+, B and C.

        0 – 40   - C Grade

        41 -50   - B Grade

        51 - 70   - B+ Grade

        71- 90   - A Grade

        91 and above   - A+ Grade

Records and Registers

Every teacher must maintain a register viz., CCE Record showing the progress of children against the subject specific learning indicators over base line and make recording of the Formative and Summative Evaluation details in the child's progress card. Every child completing his elementary education shall be awarded a certificate.

After each Formative Assessment the teachers should record the performance of the students in the following proforma.

S. No.	Name of the student	Classroom observation 10 Marks	Written works 10 Marks	Project Work 10Marks	Slip Test 20Marks	Total Marks 50 Marks	Grade
1	Rajani	8	6	8	16	38	A
2	Sumathi	9	7	8	10	34	B+
3	Madhu	7	8	8	18	41	A

6.6.2 SUMMATIVE ASSESSMENT

Summative assessment is the terminal assessment of performance of the learners at the end of instruction. Under the end term Summative Assessment, the students will be tested internally or sometimes by external agencies. At present the District Common Examination Boards are supplying the Summative Assessment Question Papers which were being prepared under the guidance and supervision of the District Institutes of Education and Training. The Summative Assessment will be in the form of a pen-paper test. It will be conducted at the end of each term. In order to ensure standardization, and to ensure uniformity, necessary model papers will be discussed and circulated among all the participating schools.

Even in Summative Assessment we cannot go for content- based tests, a practice that has been in vogue for years. For each class certain discourses are prescribed as targeted discourses. Learners use language to produce those discourses. Their ability to language use in contextually

relevant discourses is assessed in summative evaluation. The indicators that are used for formative assessment can be used for summative assessment also. The performance in summative assessment is quantified and recorded using grades.

Certain academic standards prescribed for classes are assessed in Summative Assessment. At present in the state of Andhra Pradesh the following academic standards were identified and assessed through the assessment procedures.

1) Listening and speaking (responding)
2) Reading comprehension
3) Conventions of writing
4) Creative expressions
5) Grammar
6) Vocabulary

Following are the tools for summative evaluation

1) **Oral test**: This includes children's responses during the classroom transaction and during production of oral discourses.

2) **Written Test: Pen Paper test**

The tasks must be qualitative, text independent and based on academic standards. They must discriminate children based on their language ability.

Periodicity of Assessment - The assessment should be conducted once in each term based on the classroom transaction.

Base line test - June (Baseline) - A baseline test, which is diagnostic in nature, should be conducted at the beginning of the academic year to assess how far the children possess the competencies required to follow the regular syllabus of the class. If the children do not possess the required basic competencies, remedial teaching shall be planned by the teachers concerned. Summative Assessment is a terminal test in nature and should be conducted thrice in a year viz,

Summative Assessment-1 in September every academic year
Summative Assessment-2 in December every academic year
Summative Assessment-3 in March /April every academic year

The subject wise question papers should be developed by the teachers based on the Academic Standards and their weightages. Test papers must be teacher-made and never from external sources. Encourage the children to come out with their own and original expression, even if they make mistakes (making mistakes is ok).

The test is for 100 marks. Out of these, 20% is allotted to oral test and 80% to written test. Under Oral test, 10% of marks is allotted to listening and speaking and the remaining 10% is allotted to the targeted oral discourses under creative expression. The performance of children

should be taken over a period of time but not on the assessment day. The test items should not be discrete type items, but should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. The chosen narrative should be at the comprehension level of the children's knowledge domain. The narratives should have scope to generate stories, letters, tables, pictorials, dialogues, advertisements etc.

Conventions of writing and Grammar should be assessed through the task of editing. It should be a discourse form with different types of errors. Marks should be awarded according to the performance of children.

6.6.2.1 ASSESSING DIFFERENT DOMAINS

To assess the children's performance in English, 6 domains have been identified. The test items are to be prepared keeping in view of these domains.

1) Listening and Speaking.
2) Reading Comprehension
3) Conventions of Writing
4) Vocabulary
5) Grammar
6) Creative Expressions (Discourses): (a) Oral   (b) Written

Domain 1:   Listening and Speaking (Oral)

This domain is purely oral. Awarding the grades under this domain should be based on the performance of the children. It doesn't mean that the assessment is based on the performance on a single day or a week but over a period of time of the assessment.

The following may be considered while awarding grades under this domain.

✓ Children's responses to the questions during the TLP. These may be in words / phrases/ sentences.
✓ Children's ability to question during TLP.
✓ Children's ability to use formulaic expressions during the interaction with the teachers and the peer group.
✓ Children's responses during picture interaction, presentation of narratives, reading process etc.

Oral Discourses under Creative Expression

Pupils' responses to the targeted oral discourses in a particular class i.e., Conversations, descriptions, narratives, role play/ skit are the tools that can be used to assess the creative language use of the child.

Domain – 2: Conventions of Writing

Under this, a meaningful paragraph or a narrative may be given. Students are asked to edit the items of Capitalization, Abbreviations / Acronyms , Punctuation Marks and spelling.

Domain – 3: Reading Comprehension

Pupils' responses to the different types of questions based on a reading passage / conversation / poem /paragraph / story /narrative / description / posters /notices /advertisements / letter.

By using the texts, the teacher may plan different test items as given below

1) Ask different types of questions— inferential, analytical, predicting type, cause & effect, global, local, personal etc.
2) Sequence the events
3) Information transfer activities
4) Multiple Choice Questions (MCQ)

Domain – 4: Vocabulary

The following activities can be designed based on a narrative/ story/ conversation etc.

1) Put words under appropriate headings, concept maps, word classification, and odd man out.
2) Prefixes, suffixes.
3) Synonyms and Antonyms.
4) Singulars-plurals, He-words, She-words.
5) Abbreviations
6) Acronyms
7) Short forms / contracted forms
8) Any other item discussed in the textbook

Domain – 5: Grammar *(Editing).*

A meaningful paragraph or a passage may be given with some grammar mistakes in it. Pupils shall be asked to make necessary corrections. Questions on grammar points covered in the textbook contextually. Avoid asking any discrete questions.

Domain – 6: Creative Expressions (Oral and Written Discourses)

The oral part should not be included in the written test. For this oral part children performance should be assessed based on the classroom performance in oral discourses during the assessment period. Under written discourses, a reading text may be given in the form of a narrative /story/ description / dialogues/ poem / passage etc., The students are expected to write the targeted discourses. The text should be related to the themes given in the textbooks. The text can be an extension of a story given in the text book.

The gaps in the reading texts should provide scope for writing a discourse targeted in that particular class, i.e., description, conversation, diary, notice, drama script, profile, essay, report, slogans, news report and write-ups. After assessment, the marks should be posted in the table given on the top of the question paper. Each task is aimed at assessing certain competencies. Accordingly, the marks should be posted.

6.6.2.2   SUMMATIVE ASSESSMENT MODEL QUESTION PAPER for CLASS-2

SUMMATIVE ASSESSMENT

Class-2   English   Time: 2.30Hrs

Name of the Student:………………

Roll No:………………..   Marks: 50

Academic standards	Oral				Written				Total
	Listening & Speaking	Reading Comprehension	Vocabulary	Creative Expression	Reading comprehension	Conventions of writing	Vocabulary	Creative expressi-ons	
Task No	Classroom based assessment Not to assess on the day of assessment				1	4	2	3	4
Marks Allotted	5	10	10	5	5	5	5	5	50
Marks gained									
Grade									

Oral Part (30 Marks)

This oral part should be designed and administered by the teacher in her convenient time.

1) Show some pictures and ask questions.

2) Show some objects and ask their names.

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Task -1

Reading comprehension:

Read the following.

Children carry their books in a bag. The bell rings at nine. It is the first bell. All of us assemble in the playground.

Choose the right answer from those given in the brackets.

1. Children are carrying their _____ (books/boxes)

2. The first bell rings at _____ (9 O' Clock / 8 O' Clock)

3. Children assembled in the _____ (Playground/classroom)

4. Who stands facing the pupils? _____. (headmaster / teacher)

5. When do the students usually paly? _____ . (morning / evening)

Task – 2

Raju goes to school for learning. Write the words associated with the school.
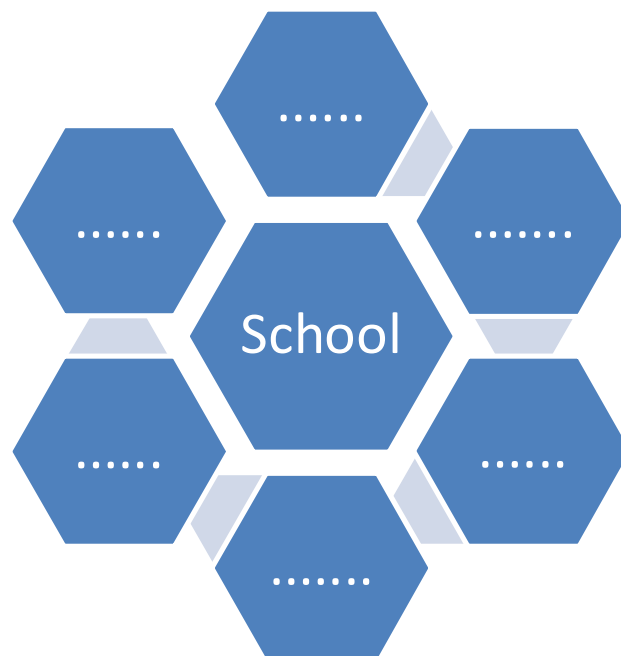
Task - 3

Creative Expression

Fill in the blanks with appropriate words given below.

Potter, teacher, postman, cobbler, washerman

1. A person who delivers letters _____.

2. A person who washes clothes _____ .

3. A person who mends shoes _____ .

4. A person who makes pots _____ .

5. A person who teaches lessons _____ .

Task – 4

Conventions of writing

u – b – e --- a

Z – b – a

t – g – r

m _ nk _y

p__ __ co__k

A blue print is a detailed plan that provides the basis for developing an entire test.

6.6.2.3 MODEL BLUE PRINT FOR CLASS-4 SUMMATIVE ASSESSMENT PAPER

Academic Standards	Question / task No	Source	Marks	Objective Type	Very short answer type	Short Answer type	Essay Type	Total
Listening and speaking	Oral	English reader / outside material	10			10		10
Reading comprehension	1	Text-book	5	2		3		5
Conventions of writing	2	Unseen / text-book	5			5		5
Vocabulary	3	Text-book	5	5				5
Grammar	4	Text-based independent	5	5				5
Creative Expression	5	Text-based independent	5			5		5
	6	Text-based independent	5				5	5
	7	Unseen	5				5	5
	8	Text-based independent	5				5	5
Totals	8		50	12	0	23	15	50

6.6.2.4   SUMMATIVE ASSESSMENT MODEL PAPER – 4TH CLASS

SUMMATIVE ASSESSMENT

Class-4   English   Time: 2.30Hrs

Name of the Student:………………   Marks: 50

Roll No:………………..

Academic Standards	Listening and Speaking (Oral)	Reading Comprehension	Conventions of writing	Vocabulary	Grammar	Creative Expression	Total
Task No	**Classroom based assessment**	**1**	**2**	**3**	**4**	**5,6,7,8**	**8**
Marks obtained	**10**	**5**	**5**	**5**	**5**	**20**	**50**
Grade							

Listening and speaking. (10 marks)

Teachers are requested to narrate a story or read a passage once or twice and ask some questions individually and assess their listening part in the English reader or from outside materials like story books, dailies, Chandamama etc. (The time slot for this task is not included in the present summative assessment time. Teachers are requested to conducted to conduct the oral test after the exam at their convenient time.)

Reading comprehension: (5 marks) Task - 1

Read the following passage

God gave the dog the gift of being faithful, the deer the gift to run fast, grace to the swan, a sharp vision to the owl and a beautiful tail to the peacock. To the elephant he gave strength and to the fox he gave cleverness.

Choose the correct answer and write its letter in the brackets.

1. Who did God give the gift to run fast?   (   )

    a) elephant   b) deer   c) fox

2. God gave the gift of being faithful to …………   (   )

    a) deer   b)pea-cock   c) dog

answer the following questions.

3. What did the God give to the swan?

Ans:

4. whom did the God give cleverness?

Ans:

5. Which bird has a beautiful tail?

Ans:

Conventions of Writing: Task – 2   5 Marks

Rewrite the following sentence by correcting the spelling of underlined words and put capital letters, commas, full-stops, exclamation marks wherever necessary.

Hi john and priya have you enjoyed your trip asked Pradeep.

Ans:

Vocabulary Task – 3   5 marks

Write a new word by adding a letter to the first letter of given words. (One is done for you)

row   **grow**

at   -------

am   -------

ear   -------

an   -------

rain   --------

Grammar Task – (4 -5 Marks)

Fill in the blanks with right 'action word'.

1. Doctors …………… (work/works) in a hospital.

2. Teacher _____ (guide/guides) the students.

3. Students _____ (go/goes) to school.

4. Nurse _____ (help/helps) the doctors.

5. Farmer _____ (grow/grows) crops.

Creative expression: 20 Marks

Task – 5   (5 Marks)

See the following picture and write the names of five fruits and their colours.

1. Apple – It is red in colour.

2.

3.

4.

5.

6.

Task – 6   (5 Marks)

Write a few suggestions to your gardener for the best growth of your garden. Use the following hints.

(enough water – put manure – allow – sunrise – remove weed – fencing – visit regularly) (One is done for you)

1. Supply enough water to the plants.

2.

3.

4.

5.

6.

Task – 7

Write a story using the following hints.   **5 Marks**

Three cats – neighbouring – close – friends – discusss – common – interest – one – white colour – another black – third brown.

(**One is done for you**)

1. Three cats lived in neighbouring houses.

2.

3.

4.

5.

6.

Task – 8

List out some superstitions that you see in your area.   **5 Marks**

(**The following clues will help you.**)

Cats crossing your path, hair cut on Tuesday, breaking mirror brings seven years bad luck, lizard falling on the body is bad luck)

1. Using left hand in money taking and giving is bad.

2.

3.

4.

5.

6.

****

After preparing the question paper it is mandatory for every teacher to prepare the scoring key and marking scheme

Scoring Key is to be prepared for objective type questions and the marking scheme for other questions. The scoring key gives the alphabet or no of the correct answer and the marks carried by each question. The marking scheme gives the expected outline answer and the clue points for each aspect of the answer.

Detailed instructions for markings are also worked out. For example in marking paragraph questions etc, it is specified as to how many marks to be deducted for spelling errors or structural errors. The detailed marking scheme is necessary to ensure the consistency and uniformity in scoring by different examiners. In other words the marking scheme ensures reliability of scoring.

6.6.2.5 GUIDELINES FOR PREPARATION OF SUMMATIVE QUESTION PAPER

1) In summative assessment 20% of marks is allotted to oral test and 80% of marks is allotted to written test. The summative primary question paper should be prepared for 40 marks. Question paper for the written test should be prepared and conducted accordingly.
2) Under oral test, 10% of marks are allotted to listening and speaking and the remaining 10% of marks are allotted to oral discourses targeted in each class. These marks should be taken over a period of time but not on assessment day.
3) The weightage of marks for each domain is different in summative assessment. The question paper should be prepared and grades should be awarded accordingly.
4) The test items should not be in discrete components. They should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. If the chosen narrative contains any difficult vocabulary, it should be simplified. The narrative should be at the comprehension level of the children.
5) The same narrative should be continued and another task should be given based on the narrative. The narratives should be given in different genres. But at present in our state continuing the same narrative through all the components of question paper is not in practice.
6) The narrative gap provides a chance for children to think differently on the basis of their experiences and present them in their own language. Hence, each child presents their views differently.
7) While preparing the question paper the teacher should have a clear idea about the targeted in each class. Refer the Teacher's handbook for class wise targeted discourses.
8) Conventions of writing and Grammar should be placed under the task editing. A discourse should be given with errors and marks should be awarded accordingly. Grades should be awarded under their respective headings or columns of conventions of writing and grammar.

9) The narratives should be taken either from the textbook by extending the events or from outside the textbook on the basis of the themes of the textbook.

10) Each task should carry 5 or 10 marks. You can also give it in parts, but you should award a single grade for each domain. Under each competence one or more tasks may be given.

11) The weightage given under the written discourses is 40%. After evaluation of the answer scripts all the marks given for written discourses should be added and a single grade awarded. The discourse features and content should be considered for awarding grades.

12) While evaluating the answer scripts, the indicators for each discourse under each class should be kept in mind and marks should be awarded accordingly.

6.6.2.6   RECORDING THE CHILDREN'S PERFORMANCE

After each Summative Assessment the teachers should record the performance of the student on the question paper itself and also in the register in the following proforma.

S. No	Name of the student	Listening and Speaking Oral (10)	Reading comprehension (5)	Grammar (5)	Vocabulary (5)	Conventions of writing (5)	Creative expreSsions (20)	Total (50)	Grade
1	Rajani	8	4	4	3	5	12	36	A
2	Sumathi	7	4	5	4	4	15	39	A
3	Madhu	6	4	5	3	4	19	41	A

6.7   TEST ITEMS FOR CLASSES -1 AND 2.

1) Listening and Speaking (Oral) –

Classroom interactions on …

1) The face- sheet
2) Responding to the class room instructions.
3) Narratives / Stories
4) Any picture reading in the transaction

2)   Creative Expression (Oral) –

The discourses like …

1) Add lines to the song
2) Self introduction
3) Introducing others
4) Likes and dislikes (about oneself or others)
5) Conversation (with one or two exchanges)

3) Reading Comprehension (written)

1) Naming the given pictures – 3-4 sentences - narrative
2) Identification/Grouping/Classification/Picture reading of words from the given group of words
3) Fill in the blanks with correct letters of the word/ words.
4) Odd man out.
5) Match the picture to the word
6) Match one word with other word
7) Choose the correct one.

4) Conventions of Writing (written) -

1) Order of the alphabet
2) Jumbled letters in a word (for the given picture)
3) Missing letters (for the given picture)/words
4) Spelling error in the given words (for the given picture)
5) Capitalization
6) Full stop (punctuation)

5) Vocabulary (written) -

(i)   Concept map

    (a)   (auto; jeep; car; bus).   (b)   Vehicles

      (without the helping words)   (without the helping picture)

(ii) Fill in the blanks

(iii) Word building with the help of the pictures

6) Creative Expression (written discourse)

(i) Simple descriptions in one or two sentences

(ii) Simple conversations with one or two exchanges

The question paper should be made as per the above instructions.

6.8 TEST ITEMS FOR CLASSES III TO V

A) Oral

a) Listening & Speaking :

- ✓ Pupils' responses to the questions during the TLP. These may be in words / phrases / sentences
- ✓ Pupils' ability to question during TLP
- ✓ Pupils' ability to use formulaic expressions during the interactions with teachers and peer
- ✓ group.
- ✓ Pupils' responses during picture interaction, presentation of narratives, storytelling, reading
- ✓ process and general interaction.

b) Oral discourses

- ✓ Pupils responses to the discourses targeted to that particular class.
- ✓ Conversations with minimum of 3-4 exchanges
- ✓ Describing a picture, situation or incident in about 3-5 sentences
- ✓ Adding lines to the given poem / rhyme.
- ✓ Sequencing of events of a story / narrative
- ✓ Predictions

B) Written Test

I) Reading Comprehension

- ➤ Pupils responses to the different kinds of questions based on the reading passage, Conversation, poems, paragraph, story, narrative or descriptions, posters, messages, notices, advertisements, letters.

- ➤ By using the above tests the teacher may plan for the different test items as given below: Different kinds of questions (inferential, analytical, global, personal, local, etc.)

- ➤ Sequencing.
- ➤ Classify
- ➤ Prediction
- ➤ Fill in a table based on the reading text
- ➤ Objective type questions. (true/false, fill in the blanks, choose the correct answer, matching,
- ➤ Completion of the sentences, one word substitution, etc.

II) Conventions of writing.

➢ Under this any reading text may be given as per their level. This reading text should have some underlined parts with certain punctuation marks, capitalization and spelling errors.

➢ Children have to make necessary corrections and rewrite the reading text.

III) Vocabulary

➢ Grouping words, concept maps, word classification, odd man out, word games, puzzles.
➢ Prefixes, Suffixes.
➢ Words related to different areas.
➢ Forming new words by deleting or adding letters.
➢ Synonyms & Antonyms.
➢ Singulars – Plurals ; he words – she words
➢ Identifying nouns, adjectives, verbs, etc.

IV) Grammar

➢ Editing
   a) A meaningful paragraph / passage of about 5 sentences with some grammar mistakes in it.
   b) Children have to make necessary corrections in the underlined parts (mistakes) for the given paragraph / passage.
➢ Framing questions based on a paragraph / passage / conversation, etc.,
   (wh- questions & Yes / No questions).

V) Creative Expressions: (Written discourses)

   a) Reading text to be given in the form of a narrative/story/description/dialogues /poem/passage, etc.
   The text can be an extension of a story in the text book or a new one with a related theme.
   b) The gaps in the reading text shall give scope for writing a discourse targeted in that particular class (description, conversation, letter, diary, notice, etc.).

6.9.   MODEL TEST ITEMS

Some models of test items are given below for practice. They are given to test different academic standards. You may find that they are in different forms.

Test items for Listening.

1) Rani, close the window.
2) Raju, stand up.
3) Srujan, clean the black board.
4) Come here.
5) Close the textbook.
6) Water the plant.
7) Give the paper to Krishna.
8) Switch off the fan.
9) Rama, open your English book at page no. 10.
10) Bring me a yellow flower.

Test items for following directions:

1) Take a sheet of paper, draw a tree, color the leaves green, color the fruits red, color the trunk brown and show it to me.
2) Stand up, turn right, walk straight, go to the black-board, write your name, come back, and sit down.
3) Take a piece of paper, fold it into two halves. Fold it again, make a hole in the middle, show it to me.

Test items for recitation of a rhyme:

1) Say the rhyme a,b,c,d,e,f,g…..
2) Say the rhyme Jack and Jill went up the hill…….
3) Say the rhyme twinkle twinkle little star……..

Test items to listen and say:

1.	A book	A bag	A lamp	A box	A boy
2.	A pencil	A chair	A clock	A calendar	A girl
3.	The police station	The post office	Play ground	An aeroplane	A bicycle

Test cases for finding words with similar words from each group:

1.	A fan	A van	A fun
2.	A cat	A caterpillar	A cot
3.	Dawn	Dog	Duck

Test cases to listen and respond:

1) Hari, take a piece of paper and fold it diagonally unfold the paper and make it a square.
2) Take a piece of paper, draw a circle put a dot in the center to the edge of the circle, and name it.

Test items for speaking:

Guess it!

1) The teacher keeps something in his fist:
   What is it? Can you say?
2) The teacher calls a boy to the dais and instructs to mime something about. Can you guess it, what did he do?

Put me a question

➢ Sir, what is your name?
➢ Sir, where are you from?
➢ Where is your lunch box?
➢ Sir, do you prefer coffee or tea?
➢ Why didn't you come to the school yesterday?

Talk about the picture:

Say what happened to the eagle?

Answer the following:

1) What is your name?
2) What is your father's name?
3) Can you recite a rhyme?
4) Have you done your homework?

Add lines:

1) **Caw caw says the crow**
   Bow bow says the dog
   Quack quack says the duck
   ………………………………

Language functions:

1) You need a pen. How do you ask your friend Vimala?
2) You meet your friend Hari in the bus stand. What do you say to him?
3) Your mother bought some fruits for you. What do you say to her?

Riddles:

1) I am not a bird, but I can fly in the air, I have no wings but I have a long tail. Who am I?
2) I have a face, I have two hands, one is big and another is small. I can't eat, who am I?
3) I have eyes but can't see. I have skin but I can't feel. I am brown on the outside and white on the inside. Who am I?

Answer my questions:

1) Do you have shoes?
2) What is your name?
3) Did you come to the school yesterday?
4) Which class are you in?
5) Do you go to temple every day?

Test Items for Reading:

Missing letters:

1) A h_u_e
2) A d_ _ k
3) A s_o_n
4) An _mb_e_la

Match the words:

A	B
A ball	Tickets
A saucer	Butter
A conductor	Bat
A bread	Cup
A comb	Mirror

Fill in the blanks:

1) My mother is in the _____ (kitchen – scooter – book)
2) Ramu is _____ a mango. (playing – eating – dancing)
3) Rita is _____ a book. (singing – reading – walking)

Missing letters – Find the word:

1) I have a c_p of coffee.
2) The s_n shines in the sky.
3) Tr_ _n is moving very fastly.
4) Ramu wears sh_ _s.

Match and give the sentences:

1) I am in the cage. My name is _____.
2) I cultivate the land. I am _____.
3) I am a hen. I lay _____.

Choose the correct word:

1) A _____ is a white animal. (hare, lion, elephant, monkey)
2) Radhika gave birth to a _____ (child, man, woman)
3) Ramu writes a _____ (park, card, swine, car)

Read the following words:

1) Crocodile
2) Leopard
3) Elephant
4) Giraffe
5) Sun

Jumbled letters:

1) Find the hidden word:
   i) Suseb
   ii) Dvire
   iii) Crkteic

2) Read the following words:
   i) A tortoise
   ii) A machine
   iii) An arrow

3) Read the following sentence:
   i) Shanti likes apples.
   ii) David was a ten year old boy.
   iii) Ramayya is a gardener.

4) Read and draw the picture:
   i) A table
   ii) A box
   iii) A ladder

5) Read the sentence and draw the picture:

   i) Raghu is catching a ball.

6) Read the following sentences:
   i) A lion is in a cage.
   ii) A hen is under the basket.
   iii) He is an engineer.

7) Read the newspaper.

8) See the picture and answer the questions:

a) Is it day time or night time?
b) Are there any animals? What are they?
c) Where is the woman going?
d) What is the woman carrying**?**

9) Read the puzzle -

B	R		P		U	T		M
X		R	E	A		N	V	R
Q	K		L	O	Z	Y	A	N
P	I	S	J		U		T	

Use the letters in the puzzle to give five words:

Bucket…

_____

_____

_____

_____

_____

Read the sentences and draw the picture:

There is a moon in the sky. Many stars appear in the sky.
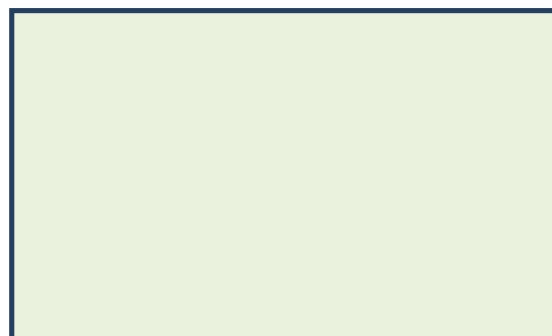
Test items for Writing

1)   Write five words about the picture.

    1)   _____
    2)   _____
    3)   _____
    4)   _____
    5)   _____

2)   Use the following words to write a sentence:

    1) Monkey, tree   1. _____
    2) It, lamb   2. _____
    3) This, garder   3. _____

3) Write two sentences about you

    1) _____
    2) _____

4) Write three sentences about your school:

    1) _____
    2) _____
    3) _____

5) Complete the sentences:

1) I like _____.
2) He does not _____.
3) I am not _____.

6) Read the following text and answer the questions below:

This is a garden. Ramayya is a gardener. He is watering the plants. There is a swing under a tree. Sunitha is on the swing.

1) Where is Sunitha?
2) Who is Ramayya?
3) What is he doing?

WRITING:

a) Write about the picture:

_____
_____
_____
_____

b) Use the following words and write sentences:

fish, lock, parrot, chalk, bee

_____
_____
_____
_____

c) Write about your family:

_____
_____
_____
_____

d) Write about your school:

_____
_____
_____
_____

e) Complete the following dialogue:

Harini: Hello, where are you going?

Bharani: _____

Harini: When will you come back?

Bharani: at 5'O clock.

Harini: _____

Bharani: Sure, I will join with you at film theatre.

f) Use the following words and write a rhythm:

Fly, fly like a bird

Swim, swim like a duck

Play, play like a _____

_____

_____

g) Write about your favorite game:

_____
_____
_____
_____

h) Write about your habits:

_____
_____
_____

Look at the pictures and answer the questions:

1) How many animals are there in the zoo?
2) What are the wild animals?
3) Which is the biggest animal?
4) Which animal do you like the most?
5) Why do you like it?

Use the following clues and write the word:

1) Six letters – it jumps from one tree to another.
2) Four letters – it is the king of the jungle.
3) Seven letters – it carries heavy luggage on its back.

6.10   CONCLUSION

As we have learnt in this unit assessment is an important part in learning a language. As the CCE is a procedure new to the teachers there should be special orientation to the working teachers about these assessment procedures. In addition to exams and assignments, pupils participation in the class, peer group work, participation of children in co-curricular activities etc should also be used as assessment tools. Imagination, creativity, achievement levels, usage of content knowledge should be assessed instead of content based and memory based tests. Test items that promote thinking and self-expression should be given for assessment. It is always desirable to give grades instead of ranks and marks.

In order to make assessment objective oriented, the students should go beyond the text-books and use books such as reference books, original texts, dictionaries, encyclopedias, different magazines etc. Assessment, as the position paper expected should help the children in terms of mental, emotional and moral development. In brief teaching and assessment procedures should ensure the growth of cognitive, social, aesthetic and moral aspects of a child's personality.

6.11   ASSIGNMENT

1) Prepare a list of test items that you can use for 1 and 2 classes. Give some examples for each test item.
2) Prepare a summative assessment question paper taking any unit from Class 5 text-book.
3) Prepare a weightage table for conducting Summative Assessment for Class-4.
4) What are different academic standards prescribed for primary classes in the state of Andhra Pradesh?
5) What differences do you find between Formative Evaluation and Summative Evaluation?
6) What change did Continuous and Comprehensive Evaluation bring in the assessment procedures at primary level?

6.12   PROJECT WORK

1) Visit a nearby Primary School and collect evidences for formative and summative assessments that are being held in that school.
2) Prepare a Formative Assessment question paper and a Summative Assessment question paper for classes 1 and 4. Take any unit of your choice from the respective classes for designing the question papers.
3) Visit any nearby Primary School and observe the tools that are being used in formative and summative assessments. Also collect the proformas that are being used to record the performance of the students in both the assessments.

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APPENDIX – 1

EXAMPLES OF UNIT PLAN & PERIOD PLANS

Model Unit Plan for Unit-1: 'Flamingo Festival' of Class-5

UNIT PLAN   **CLASS – V**   **UNIT -1: Flemingo Festival**

Unit Objectives:-

By the end of the unit the students will be able ….

 ➢ to sing and enjoy the poem.
 ➢ to get the rhyming words, rhythm of the poem.
 ➢ to get some phrasal verbs like wake up, get up, come on, set off, get over etc.
 ➢ to get the sounds made by different animals and birds.
 ➢ to interact on pictures and get words and ideas.
 ➢ to talk about how a festival is celebrated
 ➢ Talk about the things required for a trip/ picnic and describe any trip/picnic.
 ➢ to combine sentences using the conjunction 'and'
 ➢ get sensitized about the beauty of nature and the relevance of good habits.
 ➢ to read critically the given reading passage.
 ➢ listen to the story and respond to it.
 ➢ to do the writing tasks.
 ➢ to do the conversation task and make a diary entry.

Period No	Topic	Process	Material	Strategies
1	Wake Up – poem	• Interaction based on the picture given on page no.2 & 3 • Description of the picture • Vocabulary tasks 1. Rhyming words. 2. Matching animals and birds with the sounds made by them. • Concept mapping of the concept ' nature, animals and birds or good habits' • Attempting the tune	Picture chart of the picture on page no 2 & 3 Flash cards of the words buzzing, lie, tiny and sounds made by animals and birds task sheets	➢ Warm – up ➢ Interaction ➢ Individual reading of the rhyme. ➢ Concept mapping
2	Wake Up – poem	• Presenting the Rhyme with/without audio support.	Picture chart of the picture on	➢ Individual, chorus, group recitation

		• Recitation of the poem by the teacher and the students. • Displaying and the glossary with audio support providing additional glossary. • Discussion of the poem. • Attempting the tasks • 1. Categorize the following words under correct headings. • 2. Tick the good habits from the following list • 3. Identify the adjectives used in the poem. • Textual exercises • Planning Choreography of the poem.	page no 2 & 3. Chart to display the glossary Task sheets	➢ Listening and responding to the audio input ➢ Vocabulary and grammar tasks ➢ Individual and group tasks ➢ Choreography
	Wake up- poem (singing with action) Picture for interaction given on page no-5	• Singing of the poem Wake up (whole class, group) • Interaction based on the picture given on page no.5 • Description of the picture • Asking the questions given below the picture and framing extra questions for interaction • Vocabulary task on collective nouns	Picture chart of the picture given on page no.5. Flash cards of the words flock, beak, lake etc. Task sheets	➢ Whole class recitation and group recitation ➢ Whole class interaction ➢ Individual writing ➢ Collaborative writing ➢ presentation of teacher's version
	Wake up- poem(singing with action) Flamingo Festival paragraph 1.	• Singing of the poem Wake up (whole class, group and individual) . • Display the picture on page no.6. • Elicit vocabulary and ideas from the picture. • Give any vocabulary task (oral / written).	Picture chart on page no 6 Glossary of the words 'jubilant, joyful, picnic, bird sanctuary	➢ Whole class recitation, group recitation and individual recitation ➢ Whole class interaction ➢ Picture based interaction ➢ Concept mapping ➢ Presentation of the audio input

		• Individual, collaborative and scaffold reading	comfortable, breed, watch. Etc. Task sheets	➢ Individual and group tasks
	Wake up- poem(singing with action) Flamingo Festival paragraph 2	• Singing of the poem Wake up (whole class, group and individual) Display the picture on page no.7. • Elicit vocabulary and ideas related to the picture. • Give any vocabulary task (oral / written). • Individual, collaborative and scaffold reading.	Picture chart on page no 7 Glossary of the words 'set off, board, get off, breathtaking, faraway ,location, guide Task sheets	➢ Whole class recitation, group recitation and individual recitation ➢ Whole class interaction ➢ Picture based interaction ➢ Concept mapping ➢ Presentation of the audio input ➢ Individual and group tasks
	The Golden bird and the King,paragraphs 1 & 2 - (narration) Flamingo Festival paragraph 3 & 4	• Display the picture on page no 19 and interact with the children • Elicit vocabulary and ideas related to the picture. • Narrate the part of the story specified. • Interact with the children based on the narration. • Display the picture on page no.8 &9. • Elicit vocabulary and ideas related to the picture. • Give any vocabulary task (oral / written). • Individual, collaborative and scaffold reading	Picture chart of the picture given on page no.19 Picture chart on page no 8&9 Glossary of the words season, spot-billed, attract, shelter, visitors, breed, treat, guest, set out, foreign etc. Task sheets	➢ Whole class interaction ➢ Picture based interaction ➢ Narration ➢ Vocabulary task ➢ Presentation of the audio input ➢ Individual and group tasks
	The golden bird and the king paragraphs - 3&4	• Display the pictures on page no20. and interact with the children. • Elicit vocabulary and ideas related to the	Picture chart of the pictures on page no 20. Picture chart of the first picture	➢ Whole class interaction ➢ Picture based interaction ➢ Narration

	Flamingo Festival paragraph 5 &6	pictures. • Narrate the part of the story specified. • Interact with the children based on the narration. • Display the first picture on page no10. • Elicit vocabulary and ideas related to the picture. • Give any vocabulary task (oral / written). • Individual, collaborative and scaffold reading	on page no 10. Glossary of the words binoculars, selfie, famous ,rocket launch, celebrate, during, tourism, leading, event, several, prominent, ministers, take part, especially etc. Task sheets	➢ Concept mapping ➢ Presentation of the audio input ➢ Vocabulary tasks
	The golden bird and the king paragraphs- 5 & 6 Flamingo Festival paragraph 7	• Display the picture on page no25.and interact with the children. • Elicit vocabulary and ideas related to the pictures. • Narrate the part of the story specified. • Interact with the children based on the narration • Interact with the children based on the narration. • Display the second picture on page no.10. • Elicit vocabulary and ideas related to the picture. • Give any vocabulary task (oral / written). • Individual, collaborative and scaffold reading.	Picture chart of the picture on page no 25 Picture chart of the second picture on page no 10. Task	➢ Narration ➢ Whole class interaction ➢ Picture based interaction ➢ Concept mapping ➢ Presentation of the audio input ➢ Vocabulary tasks
		• Displaying the picture chart of the picture on page no 11.	Picture chart of	➢ Narration ➢ Whole class interaction ➢ Picture based interaction

	The Flamingo Festival paragraphs 8 & 9.	• Interaction based on the picture, eliciting key words and ideas about the picture • Individual, collaborative and scaffold reading	the picture given on page no 11 Glossary of the words exhibition, cultural programmes, excited.	➢ Presentation of the audio input
0	Writing task B	• Discussion of the features of a diary. • Assigning the task. • Individual attempt. • Refinement in groups. • Editing one group product. • Presentation of teacher's version.	Task given on page no 17. Teacher's diary	➢ W hole class interaction ➢ Discussion of the features of a diary. ➢ Individual and group writing ➢ Reading from the teacher's version

- This is a tentative plan. The teacher has the flexibility to make necessary changes.
- The student teacher is suggested to make children recite the rhyme/poem daily until a new rhyme/ poem is started.

PERIOD PLAN-1

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo Festival**	No. on Roll:
Transaction Process: **Rhyme – Wake up**	No. Present:

Objectives:
- ❖ To encourage the learners who are reluctant to speak.
- ❖ To encourage them think creatively.
- ❖ To help them share their ideas freely.
- ❖ To encourage them to come out with their perception of the picture.
- ❖ To make them listen to simple instructions and responds accordingly.
- ❖ To help them identify the names of familiar objects in English.
- ❖ To help them read the picture and associate them with the words.
- ❖ To encourage learners to say words related to the theme.
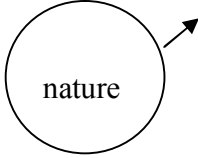- ❖ To improve their vocabulary through the concept map of the concept 'nature'

Academic Standards targeted:
- ✓ Listening and Responding.
- ✓ Vocabulary.
- ❖ Reading Comprehension.
- ❖ Creative Expression.

Teaching Learning Material:
- ➢ Picture chart of the picture given on page no.**2, 3** of class 5 text book.
- ➢ Flash cards of the words '*buzzing, lie, tiny*'
- ➢ Masks of animals/ birds, Work sheets/ task sheets

Process Step	Instructions	Questions for interaction	Expected children's responses.
isplaying the Picture art of the picture ven on page. no. &3.	Look at the picture. Observe carefully.	Is the picture clear? Is the picture visible?	------------
iciting Key/relevant cabulary	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what is written. Observe the spellings.	What place is it? What persons/objects do you see in the picture? What actions do you observe in the picture?	a garden trees ,horse, goats, cows, a hen, chicks, ducks, hills, flowers, bees, girls, a boy, birds. walking, flying, eating drinking, swimming.
iciting ideas from e picture.	Observe the picture carefully. Respond to my questions. Think, discuss and tell me. You can respond in mother tongue also.	*What time, do you think, is it? What animals do you see in the picture? Where is the elephant? What is the elephant doing? Where is the bear? What is the bear doing? Where is the hippo? What is the hippo doing? Where is the boy? What is the boy doing?*	The picture represents nature It is evening time. There are cows, horse ducks, goats, a hen. The cows are grazing grass. The birds are on a tree The children are enjoying the beauty of the nature. The ducks are in the pond. The ducks are swimming in the pond
esentation of the em.	Children, look at the poem. Go through the poem. Read individually.	What is the title of the poem? How many stanzas are there? How many lines are there in each stanza?	Wake up There are three stanza There are six lines in each stanza.
ask on rhyming rds	Children, identify the rhyming words in the poem. Write some more such pairs on your own.	How many pairs of rhyming words are there? What word rhymes with the word 'sheep'?	day-play trees-bees bed-head out-about sheep-cheep

ssessment task 1	Children, say at least two such pairs of rhyming words.	Is the task clear? Do you require any help?	Task sheet
atching task	Children, here are some names of animals and birds in list A and the sounds made by them are given in list B. match them appropriately.	How many words are in list A?	Task sheet for matching
ssessment task 2	Children, here are some masks of animals and birds. Select one, read it out, say what sound it makes. Walk like the animal or bird and make sound	Is the task clear? Do you require some more direction?	Masks of animals and birds
oncept mapping	Children, you have observed animals, birds, creatures, plants and flowers in the picture. The picture depicts nature. Let's develop concept mapping of the concept 'nature'	What does the picture depict?	nature
ttempting tune for e poem	Children, let's tune the rhyme. You can attempt in groups or individually.	How will we start? Who will sing first?	Wake up!
ome task	Children, draw the picture of any 3 animals/ birds, coulour and write a few sentences about them.	Is the task clear?	----------------

Teacher's reflections:

Student's work		Children's performances recorded In the diary
Student's individual products	Group products	

Note: the student teacher may plan concept mapping on any other concept also. He/she may plan more tasks for assessment.

PERIOD PLAN-2

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo Festival**	No. on Roll:
Transaction Process: **Rhyme - Wake Up**	No. Present:

Objectives:
- ❖ To encourage the learners who are reluctant to speak.
- ❖ To encourage them think creatively.
- ❖ To help them share their ideas freely.
- ❖ To encourage them to come out with their perception of the picture.
- ❖ To make them listen to simple instructions and responds accordingly.
- ❖ To help them identify the names of familiar objects in English.
- ❖ To help them read the picture and associate them with the words.
- ❖ To encourage learners to say words related to the theme.
- ❖ To improve their vocabulary through the concept map of the concept 'nature'

Academic Standards targeted:
- ✓ Listening and Responding.
- ✓ Vocabulary.
- ❖ Reading Comprehension.
- ❖ Creative Expression.

Teaching Learning Material:
- ➢ Picture chart of the picture given on page no.**2, 3** of class V text book.
- ➢ Flash cards
- ➢ Work sheets/ task sheets

Process Step	Instructions	Questions for interaction	Expected children's responses.
Displaying the Picture chart of the picture given on page.no.2 & ?	Look at the picture. Observe carefully.	Is the picture clear? Is the picture visible?	-------------
Presentation of the audio input of the poem	Children, herewith the audio of the poem is presented. Let's listen to the poem. Observe the tune. Compare the tune composed by you.	Have you listened to the audio of the poem? Do you like the tune? Do you go with the tune?	------------------
Recitation of the poem by the teacher and the students.	Children, let's sing the poem. Let's sing in chorus first. Let's sing in groups. Let's sing the poem individually.	How is the tune? Do you like it? Shall we refine it? Which group will sing first? Who will sing first? What refinement do you suggest to the group?	-----------------
Discussion of the poem	Children, let's talk about the poem. Let's read the poem critically.	• Who, do you think, is talking in the poem? • What is talking about in the poem? • Who are asked to wake up early in the morning? • How is the day according to the poet? • Who are asked to come to play? • What games do you play? • Do you play in the morning? Have you ever watched sunrise? • How does a bee make sound? • What is not good according to poet?	The poet Getting early morning from the bed The children The day is lovely The children are asked come and play. The bee buzzes. Not getting up early in the morning, to be lazy

		• 'everyone is up and about' . What does the phrase up and about mean?	Moving here and there.
's do	Categorize the following words under correct headings	Is the task clear? Do you require any help?	Task sheets
's identify	Children, here are some statements. Put a tick mark for the statement which you think is a good habit.	Is the task clear? Do you require any help? How many statements are there?	Task sheets
cabulary task	Children, let's identify the adjectives from the poem.	What is an adjective? How many adjectives are there in the poem?	Task sheets
nning reography	Children, let's enact the poem. Let's act as animals, birds, children, trees etc.	Who will act as animals? Who will act as birds? Who will act as children? Where is the location? Who will be there in the choir group? What is the first scene? What is the next scene?	Children with the mask of animals and birds. Some children acting li trees
sk for assessment	Here are some statements. Write the letter G if it shows good habit, or write the letter B if it is not a good habit in the brackets.	How many sentences are given?	Task sheet
me task	Talk to any 3 of your friends. Note down any five good habits they observe	Is the task clear? How many are matched with yours?	Task sheet

Student Teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: The student teacher may plan some more tasks. He / she may use any technique other than questioning to discuss the poem.

PERIOD PLAN-3

Name of the Student Teacher:	Roll. No:
School:	Class: 5th
Subject: English	Date:
Unit No/Title: Flamingo Festival -Wake up	Transaction Process: picture interaction
No. on Roll:	No. Present:

Objectives:

❖ To encourage the learners who are reluctant to speak.

❖ To encourage them think creatively.

❖ To encourage active participation in groups.

❖ To help them share their ideas freely.

❖ To encourage them to come out with their perception of the picture.

❖ To make them listen to simple instructions and responds accordingly.

❖ To help them read the picture and associate them with the words.

❖ To improve their vocabulary.

❖ To improve their creative expressive abilities.

Academic Standards targeted:

❖ Listening and Responding.

❖ Vocabulary.

❖ Creative Expression

Teaching Learning Material:

➢ Picture chart of the picture on page no.5 of the text book.

➢ Flash cards of a fish, a lake, a bird.
➢ Teacher's version of the task written on a chart.
➢ Vocabulary task sheets, alphabet chart.

Process Step	Instructions	Questions for interaction	Expected children's responses.
nging the poem ake up!	Children, let's sing the poem altogether and in groups.	Is the task clear? Which group will sing first?	Whole class and group recitation of the poem.

splaying the cture chart of the cture given on ge.no.5	Look at the picture. Observe carefully. .	Is the picture clear? Is the picture visible?	Picture chart for the picture given on page n 5 of class V textbook
iciting Key/relevant cabulary	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings.	What place is it? What things/persons/ /objects do you see in the picture? What actions do you observe in the picture?	Nouns : a lake, birds, fishes Action words: standing eating, looking.
iciting ideas from e picture.	Observe the picture carefully. Respond to my questions. Think, discuss and tell me. You can respond in mother tongue also.	*What place is it?* *What do you see in the picture?* *Where are the birds?* *Why are the birds in the lake?* *How are their legs and necks?*	a lake birds in the lake to catch fish long legs and long nec
teraction based on e picture	Observe the picture carefully. Respond to my questions. You can also respond in mother tongue.	Have you ever seen a lake? What type of places do you like? Have you ever seen such type of birds? What do you think the birds are? Where do birds live? Have you ever seen birds flying in groups?	
ssigning a discourse sk	Let's attempt the description of the picture.	Is the task clear? Do you require any help?	Write at least five sentences about the picture.
hole class teraction to elicit e task	Children, let's talk about the picture. Say one sentence at a time. Say one after another. Ask me if you require any help. Say even in mother tongue.	Who will say first?	There are some birds. Their legs and neck are long. They are in red colour.

splaying Teacher's rsion	Children, here with I display my version. Go through it. Read silently.	How many sentences have I written? What is the first sentence in my version?	➢ It is a lake. ➢ There are some birds. ➢ They are in brick r colour. ➢ They are in the lak to catch fish. ➢ Two birds are eatir fish. ➢ They are happy. ➢ They are safe.
oting down by the ildren	Children, read the sentences and note them in your note books.	How many sentences are there? What is the first sentence? What is the last sentence?	
ask for assessment	Children, here are some sentences about the picture. Arrange them in a meaningful order.	How many sentences are given? Is the task clear?	Arrange the following sentences in meaningfu order. The birds have long nec and legs. They are in a lake. Two birds ate eating fis They are in red colour There are some birds..
ome task 1	Collect pictures of any 3 animals/birds and describe them in your own sentences.	Is the task clear?	Task sheet
ome task 2	Collect any picture of nature from any magazine and write the words and ideas from the picture.	Do you require any help?	Picture of nature

Teacher's reflection:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

PERIOD PLAN-4

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo festival paragraph 1**	No. on Roll:
Transaction Process: Reading	No. Present:

Objectives:
- ❖ To make them read individually and share their reading experience in groups.
- ❖ To make them use glossary to guess the meanings of the words in the text.
- ❖ To help them share their ideas freely.
- ❖ To respond to variety of questions for comprehending the text.
- ❖ To extrapolate the text.
- ❖ To make them develop vocabulary through concept mapping.
- ❖ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.
- ❖ To make them listen to the audio of the story and comprehend it.
- ❖ To make them read aloud with proper tone variation, voice modulation.
- ❖ To make sense of the reading passage through collaboration.
- ❖ To reflect on the passage they have read.
- ❖ To analyze the information given and link it with their personal experience.
- ❖ To generate their own texts from the given text.

Academic Standards targeted:

- ❖ Listening and Responding.
- ❖ Vocabulary.
- ❖ Reading Comprehension.

Teaching Learning material:
Picture chart of the picture on page no. 6 of class v English textbook.

Glossary chart with the following words *jubilant, joyful, bird sanctuary, protect, comfortable, breed, reply, keen, watch.*

Work sheets/task sheets

Process Step	Instructions	Questions for interaction	Expected children's responses/ board work
inging of the poem wake up' with ction	Children, let's sing the poem 'Wake up' with action.	Who will come forward to act out the poem.	Wake up poem
Displaying the icture chart of the icture given on age.no.6	Look at the picture. Observe carefully. .	Is the picture clear? Is the picture visible?	----------
liciting Key/relevant ocabulary	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings.	What place is it? What persons/things/ Objects do you see in the picture? What actions do you observe in the picture?	*A room, a boy, a girl, door post, door curtain, a bag, bangles, slippers…* *Standing, talking*
liciting ideas from he picture.	Observe the picture carefully. Respond to my questions. Think, discuss and tell me. You can respond in mother tongue also.	*Who are there in the picture? Where are they? What are they doing?*	*There is a boy and a girl.* *They are in a room.* *They are talking to each other.*
inking the ideas vith the reading text nd specifying the eading portion.	Let's respond to a few questions. Let's go through the first paragraph of the reading card 'Flamingo Festival'	Do you know who are they? Do you know what are they talking about? Do you want to know who are they and what are they talking about?	It was Saturday evening…..watch the birds.
ndividual reading y the children	Children read the portion silently. Don't worry if you are not able to read and understand the whole text. Try to guess the meaning of the unfamiliar words. Please do not consult any one at this point.	How many sentences are there? What characters are there? How many dialogues are there? What is the first dialogue? Who uttered the first dialogue?	**15** **Sumathi and Ravi** **4** **''Sister! You are very joyful. What are you good up to?''** **Ravi**
Display of glossary	Children, meanings for certain words are given here. Use them if necessary.	Is the glossary sufficient? Shall I increase the glossary?	1 jubilant: feel happy 2. What are you up to : What are you thinking of doing? 3. protect: save

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			4. breeding: the process of having young ones.
Checking comprehension	Children, I will ask you a few questions. Respond to my questions. You may give your response in a word, a phrase/or in a sentence.	What season is it? What month it might be? Who is narrating the story? Where is the scene taking place? Why was Sumathi jubilant? Who is elder, Sumathi or Ravi? How do you say? What is a bird sanctuary? Where is the bird Sanctuary? On what day have they visited the bird sanctuary?	
Collaborative reading by the children	Children sit in groups. Share the ideas. Share only one idea at a time. Continue sharing till you complete all the ideas.	What sentence shows that it is winter? What sentence gives the idea that they are going to a picnic on Sunday? How do you say? What do birds do in a sanctuary?	Third 'We are going to visit Nelapattu bird sanctuary tomorrow!' Because they are talkingt on saturday.
Scaffold reading	Children, Some questions will be asked. Think and respond to my questions.	*What season do you like most? Why?* *How do we get news?* *Say a news headlines.* *Have you ever visited a bird sanctuary?* *Is there any important tourist place near your village?* *What important place(s) have you visited?* *Have you ever gone to field trip?* What is the important tourist tourist place near to your home? What longest distance that you have ever travelled? Which place do you like most? Do you have any pet bird?	

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Presenting the audio input of the reading portion	Children, here with the audio input of the reading portion is presented. Listen to it carefully. Observe the speed and pause, tone variation etc.	How is the speed? Is it audible?	**Audio input of the reading portion**
Aloud reading by the teacher	Children, now I'll read the text aloud. Listen to me. Observe where I've paused. Observe the tone, pitch and voice.	How many times have I paused? Where have I raised my voice?	**Luckily it -------------------------------and educative too.**
Aloud reading by the children	Now you are going to read aloud in your groups Each one of you can take turn and read aloud your part.	Which group wants to read aloud for the whole class?	**Luckily it -------------------------------and educative too.**
Task for assessment	Do the task 'A' given on page 14	Is the instruction clear? What is to be done?	**Task sheet/ text book**

Teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: To check comprehension, fill in the blanks or multiple choice questions can also be planned. More number of tasks may be planned.

PERIOD PLAN-5

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo festival- paragraph-2**	No. on Roll:
Transaction Process: Reading	No. Present:

Objectives:
- ❖ To make them read individually and share their reading experience in groups.
- ❖ To make them use glossary to guess the meanings of the words in the text.
- ❖ To help them share their ideas freely.
- ❖ To respond to variety of questions for comprehending the text.
- ❖ To extrapolate the text.
- ❖ To make them develop vocabulary through concept mapping.
- ❖ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.
- ❖ To make them listen to the audio of the story and comprehend it.
- ❖ To make them read aloud with proper tone variation, voice modulation.
- ❖ To make sense of the reading passage through collaboration.
- ❖ To reflect on the passage they have read.
- ❖ To analyze the information given and link it with their personal experience.
- ❖ To generate their own texts from the given text.

Academic Standards targeted:
- ❖ Listening and Responding.
- ❖ Vocabulary.
- ❖ Reading Comprehension.

Teaching Learning material:
Picture chart of the picture on page no.7 of class v English textbook.
Glossary chart.
Work sheets/task sheets/activity sheets.
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Process Step	Instructions	Questions for interaction	Expected children's responses
Displaying the picture chart of the picture given on page.no.7	Look at the picture. Observe carefully. .	Is the picture clear? Is the picture visible?	----------
Eliciting key/relevant vocabulary	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings.	What place is it? What persons/things/ Objects do you see in the picture? What actions do you observe in the picture?	A house, dining table, woman, a man, a boy, a girl, water can, bags, utensils, bottle, food items, packing, placing filling etc.
Eliciting ideas from the picture.	Observe the picture carefully. Respond to my questions. Think, discuss and tell me. You can respond in mother tongue also.	*What place is it? Who do you think,are there in the picture? What are they doing? Where is the boy? What is the man doing? What is the woman doing?*	It's house. There is a family. They are getting ready go somewhere. They are busy in packing. The woman is packing food. The children are packing play things. The man is filling water can.
Specifying the reading portion. Linking the ideas with the reading text. Individual reading	Children, read the second paragraph of the story Flamingo festival.	How many sentences are there? What is the first sentence?	
Displaying glossary	Children, meanings for certain words are given here. Use them if necessary.	Is the glossary sufficient? Shall I increase the glossary?	---------
Checking comprehension	Children, I will ask you a few questions. Respond to my questions. You may give your response in a word/ a phrase/a sentence.	Children, have you read. Do you require any help? what day is it? Who woke up early morning? Where are they going?	It is Sunday Ravi and his family members. They are going to Nelapattu bird sanctuary.

		What did mother pack? What is Sumathi searching for? What did Ravi's father pick? What did ravi and her sister take with them?	**Food items Skipping rope Water can They took camera ,che board, skipping rope a some other material.**
Collaborative reading by the children	Children sit in groups. Share the ideas. Share only one idea at a time. Continue sharing till you complete all the ideas.	Groups, did you compete sharing ideas you understood? When did they reach Nellore railway station? What train have they boarded? How much time have they spent in the train? Where did they get down from the train?	**They reached Nellore railway station at 6 am A passenger train 2 hours Doravarisatram**
Scaffold reading	Children, Some questions will be asked. Think and respond to my questions.	What do you take with you, if you go for a picnic? What places are important picnic spots near your village? Do you wish to go for a picnic with your family members or friends? Why?	
Loud reading by the teacher	Children, now I'll read the text aloud. Listen to me. Observe where I've paused. Observe the tone, pitch and voice.	How many times have I paused? Where have I raised my voice?	Reading text
Loud reading by the children	Now you are going to read aloud in your groups Each one of you can take turn and read aloud your part.	Which group wants to read aloud for the whole class?	Reading text
Task for assessment	Children, do the task B on page no 14.	How many words are given? What is to be done?	Task sheet/ text book

Task for assessment	Children, let's do the language activity given on page no 15.	Have you gone through the task? What is to be done?	Task sheet / text book

Process step	Student's work		Children's performances recorded In the dairy
Teacher's reflections	Student's individual products	Group products	

Tasks

Read the following sentence and write **TRUE AND FALSE** in the brackets.

- We took a car and reached the place   (   )
- Some girls were talking photos of the birds with their cell phones   (   )
- Pelicans had short necks and long legs   (   )
- March is the best time of the watching the birds   (   )

Completing the following blanks choosing right words from the box given below.

By bus	Bath	Togo	Get up	Comb	Study	Enjoy

I --------- early in the morning. I take ----- and ---my hair. I -------- the breakfast and get ready---------to school. I go to the school -----------

➢ **Here is a kite with a tail. But the tail is not in a order. Arrange it in an order.**

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PERIOD PLAN -6

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo festival paragraphs- 3 & 4**	No. on Roll:
Transaction Process: Reading	No. Present:

Objectives:

❖ To make them read individually and share their reading experience in groups.

❖ To make them use glossary to guess the meanings of the words in the text.

❖ To help them share their ideas freely.

❖ To respond to variety of questions for comprehending the text.

❖ To extrapolate the text.

❖ To make them develop vocabulary through concept mapping.

❖ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.

❖ To make them listen to the audio of the story and comprehend it.

❖ To make them read aloud with proper tone variation, voice modulation.

❖ To make sense of the reading passage through collaboration.

❖ To reflect on the passage they have read.

❖ To analyze the information given and link it with their personal experience.

❖ To generate their own texts from the given text.

Academic Standards targeted:
            ❖ Listening and Responding.
            ❖ Vocabulary.
            ❖ Reading Comprehension.

Teaching Learning material:

Picture chart of the picture on page no 24 of class V text book
Picture chart of the first picture on page no 8 & 9 of class-V text book. .
Chart with glossary
Work sheets/task sheets/activity sheets.

Process Step	Instructions	Questions for interaction	Expected children's responses
Display the picture in page no.24 and interaction based on the picture	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what is written on the board. Observe the spellings.	What place is it? What persons/things/objects do you see in the picture? What actions do you observe in the picture?	A forest, a man, trees a bird, rocks, bushes Flying, running
Linking the picture to the listening input' The golden bird and the king' narrating the paragraphs 1 & 2 of the story.	Respond to the questions. Think, discuss and give your response	Who is ruunning after the bird? Do you know who the man is? Do you know why the man is running after the bird? Do you want to know who the man is and why is he running after the bird? Do you want to listen to the story?	A man He is trying to catc the bird.
Interaction based on the story	Let's listen to the story ' The golden bird and the king" Observe where have I paused, increased my voice. Observe my facial expressions during narration.Respond to the questions. Think, discuss and give your response.	How many times have I paused? Where have I increased? What is the name of the bird? What is special about the bird? What did the hunter do? Why is the hunter afraid to keep the magic bird with him? What did the hunter decide? Have you ever seen a bird which lays golden eggs? Do you support the hunter's decision? Why?	Sindhuka He is a magic bird an lays golden eggs. He caught the bird an took home. The king might thin that he became rich b stealing other's money He decided to preser the magic bird to th king.
Displaying the picture chart of the first picture given on page.no.8 & 9	Look at the picture. Observe carefully.	Is the picture clear? Is the picture visible?	----------
Eliciting Key/relevant vocabulary	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your	What place is it? What persons/things/ objects do you see in the picture? What actions do you observe	a lake, children, mer women, a mobile, boy, a girl, a binocula a bird……. watching, talking,

	response. Observe what I've written. Observe the spellings.	in the picture?	
Eliciting ideas from the picture.	Observe the picture carefully. Respond to my questions. Think, discuss and tell me. You can respond in mother tongue also.	What place is it? What birds do you see in the picture? Who are there in the sanctuary? What are they doing? Do you know any body in the picture? Who are they?	It is a bird sanctuary They are flamingoes Tourists Some are taking photos, some are watching the birds. Sumathi and her family members.
Specifying the reading portion. **Linking the ideas with the reading text**	Children,we know that Sumathi and her family members reached Dharmavaram station by train. Let's see what happened later. Let's read the paragraphs 3 & 4	Do you know how did they reach the bird sanctuary? Do you want to know…..?	We took an auto and reached the place……the birds live in those trees.
Individual attempt of the reading text.	Don't worry if you are not able to read and understand the whole text. Try to guess the meaning of the unfamiliar words. Please do not consult any one at this point.	How many sentences are there? How many dialogues are there? What is the first dialogue? Who uttered the first dialogue? What type of a dialogue is it?	Ravi, look at those pelicans! They are breathtaking Sumathi Exclamation
Checking comprehension	Children, I will ask you a few questions. Respond to my questions. You may give your response in a word/ a phrase/a sentence.	How did Ravi's family reach the bird sanctuary? What did Ravi surprised at? What colours of birds are there? How are the birds? Who is protecting the area? Where did the birds come from? What month is the best month to visit the bird sanctuary? What is the most attractive bird of the sanctuary?	By an auto The visitors White, brown and grey With long neck and long legs. The forest department is protecting the area. The birds come from far off lands. January is the best month to visit the sanctuary. Spot-billed pelicans The birds viosit fo

		Why do birds visit Nelapattu bird sanctuary? How do the local people treat the birds? Where do the birds live in the sanctuary/	shelter and fo breeding. Local people treat th birds as their guests. The birds live in th trees.
Collaborative reading by the children	Children sit in groups. Share the ideas. Share only one idea at a time. Continue sharing till you complete all the ideas.	Groups, did you complete sharing ideas? What sentence talks about the colour of the birds? Who is the other person mentioned in the paragraph?	We took an auto an reached th place……the birds liv in those trees. The birds are white brown and grey i colour. A guide
Scaffold reading	Children, Some questions will be asked. Think and respond to my questions.	Have you ever seen birds in different colours? Have you ever taken a photo of any bird? Mention any bird with a long neck? Why, do you think, flamingoes visit Nelapattu in the month of January? Why did Sumathi's family keep a guide for them? Have you ever seen any guide in any tourist place that you have visited? How, do they approach the tourists?	
Vocabulary task	Children, here is a task. Do it.	Is the task clear? Do you require any help?	Go through th reading text and not down the adjectives Ex. big

Loud reading by the teacher	Children, now I'll read the text aloud. Listen to me. Observe where I've paused. Observe the tone, pitch and voice.	How many times have I paused? Where have I raised my voice? Do you find any diffeence in reading a statement and uttering a diologue?	Reading text
Presentation of the audio input of the reading portion	Children, here with the audio of the reading portion is presented. Listen to it carefully. Observe the pause, speed, stress, tone variation of the narrator.	How is the audio? Have you observed any tone variation in the presentation? Did you get the message clear?	Audio input of th reading portion.
Loud reading by the children	Now you are going to read aloud in your groups Each one of you can take turn and read aloud your part.	Which group wants to read aloud for the whole class?	Reading text
Task for assessment	Fill the blanks with suitable words/ phrases.	Is the task clear?	1. Ravi's famil took_____to reach the bir sanctuary 2.The birds hav long_____an _____. 3._____ explained about th place. 4._____is the most attractive bir of the sanctuary. 5.The birds visit th sanctuary f _____and _____. 6.The local peopl treat the birds a their_____.
Home task	Write the conversation between the guide and the Sumathi's family. Use the following clues. Far away lands,many days,January,Spot- billed	Is the task clear?	Sumathi:_____ The guide:_____ Ravi:_____ The guide:_____ Sumathi:

pelicans,for shelter and breeding, guests.		The guide:_____ Ravi:_____ The guide:_____

Student teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: To check comprehension, fill in the blanks or multiple choice questions can also be planned. More number of tasks may be planned.

PERIOD PLAN -7

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo festival paragraphs- 5 & 6**	No. on Roll:
Transaction Process: Reading	No. Present:

Objectives:

❖ To make them read individually and share their reading experience in groups.

❖ To make them use glossary to guess the meanings of the words in the text.

❖ To help them share their ideas freely.

❖ To respond to variety of questions for comprehending the text.

❖ To extrapolate the text.

❖ To make them develop vocabulary through concept mapping.

❖ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.

❖ To make them listen to the audio of the story and comprehend it.

❖ To make them read aloud with proper tone variation, voice modulation.

❖ To make sense of the reading passage through collaboration.

❖ To reflect on the passage they have read.

❖ To analyze the information given and link it with their personal experience.

❖ To generate their own texts from the given text.

Academic Standards targeted:

❖ Listening and Responding.
❖ Vocabulary.
❖ Reading Comprehension.

Teaching Learning material:

Picture chart of the first picture on page no 25 of class-V text book.
Picture chart of the first picture on page no 10 of class-V text book. .

Work sheets/task sheets/activity sheets.

Process Step	Instructions	Questions for interaction	Expected children's responses
Displaying the picture chart of the first picture given on page.no.25	Children , look at the picture. Observe carefully. Respond to my questions.	What place is it? Who is sitting in the throne? Who is standing before the king? Why is the man offering the bird to the king?	King's court The king The hunter
Linking the picture to the listening input' the golden bird and the king' narrating the paragraphs 3 & 4 of the story.	Respond to the questions. Think, discuss and give your response	Why is the king jubiliant? What did he orderd his servants? Why did the king expect from the majic bird? What did the servants say to the king about the bird? What did the king do?	He got a majic bird. To take care of the majic bird. More and more golden eggs. This is a hoax. He ordered to release the bird in the woods.
Displaying the picture chart of the first picture given on page.no.10	Look at the picture. Observe carefully.	Is the picture clear? Is the picture visible?	----------
Eliciting Key/relevant vocabulary	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings.	What place is it? What persons/things/ objects do you see in the picture? What actions do you observe in the picture?	a lake, children, men women, a mobile, boy, a girl, a binocular a bird……. watching, talking taking a selfie.
Eliciting ideas from the picture.	Observe the picture carefully. Respond to my questions. Think, discuss and tell me. You can respond in mother tongue also.	What place is it? What bird do you see in the picture? What is the bird doing? What is the boy doing? What is the woman doing?	It is a lake. There are many birds. Some tourists are watching birds. Some are taking selfies. One person is looking through binoculars.
Specifying the reading portion. Linking the ideas with the reading text	Observe the picture. Let's see what happened. Let's read the first paragraph of the	Do you know what the context is? Do you know what happened there? Do you want to know…..? Okay let's read	Reading text
Individual attempt of	Don't worry if you are not able to read and understand the whole text.	How many sentences are there? How many dialogues are	11 4 Shall we take some

		there? What is the first dialogue? Who uttered the first dialogue? What type of a dialogue is it?	selfies? Sumathi A request
Checking comprehension	Children, I will ask you a few questions. Respond to my questions. You may give your response in a word/ a phrase/a sentence.	Who did buy a binocular? What is the use of binocular? Shall we take some selfies ……who said these words? How was the pulihara? Where did Ravi and Sumathi play? Where did they reach after playing for sometime?	Ravi's father. We watched the bir through it. They seemed to b very near. Sumathi . Ravi's mother. Under the tree. Sulluripeta.
Collaborative reading by the children	Children sit in groups. Share the ideas. Share only one idea at a time. Continue sharing till you complete all the ideas.	Groups, did you complete sharing ideas? 'Things/objects appear nearer when seen through a binoculars' what sentence shows this idea? What sentence conveys the idea 'They have taken photos with a mobile'	Reading text Third fourth
Scaffold reading	Children, Some questions will be asked. Think and respond to my questions.	Have you ever seen a binocular? Have you ever visited to any bird sanctuary? Have you ever seen a flamingo? Where have you seen a flamingo? Have you ever taken any selfie?	
Vocabulary task	Children, here is a task. Go through it and fill it.	Is the task clear? Do you require any help?	*They have bought a se of binoculars. Mentio some items that ar available as a set or pair?*
	Children, now I'll read the text aloud. Listen to me.	How many times have I paused? Where have I raised my	Reading text

loud reading by the eacher	Observe where I've paused. Observe the tone, pitch and voice.	voice?	
loud reading by the hildren	Now you are going to read aloud in your groups Each one of you can take turn and read aloud your part.	Which group wants to read aloud for the whole class?	Reading text
ssessment task	Here are some statements. Go through them and put them in correct order.	Is the task clear? How many sentences are given?	Put the right number i the brackets. Playing under a tree (Taking selfies ( ) Having lunch ( ) Watching film show(Reaching Sulluripet(Buying a set o binoculars ( ) Taking photoes (Playing under a tree (
Iome task	Develop the conversation between Sumathi and her brother while playing under the tree. Use the following clues. Hide and seek, 10 minutes, race deep etc.	Is the task clear? Do you require any help?	

Teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: To check comprehension, fill in the blanks or multiple choice questions can also be planned. More number of tasks may be planned.

PERIOD PLAN-8

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo festival paragraphs 5 &6**	No. on Roll:
Transaction Process: Reading	No. Present:

Objectives:
   ❖ To make them read individually and share their reading experience in groups.

   ❖ To make them use glossary to guess the meanings of the words in the text.

   ❖ To help them share their ideas freely.

   ❖ To respond to variety of questions for comprehending the text.

   ❖ To extrapolate the text.

   ❖ To make them develop vocabulary through concept mapping.

   ❖ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.

   ❖ To make them listen to the audio of the story and comprehend it.

   ❖ To make them read aloud with proper tone variation, voice modulation.

   ❖ To make sense of the reading passage through collaboration.

   ❖ To reflect on the passage they have read.

   ❖ To analyze the information given and link it with their personal experience.

   ❖ To generate their own texts from the given text.

Academic Standards targeted:
   ❖ Listening and Responding.
   ❖ Vocabulary.
   ❖ Reading Comprehension.

Teaching Learning material:
Picture chart of the first picture on page no. 25 of class v English textbook
Picture chart of the first picture on page no. 10 of class v English textbook.
Glossary chart.
Work sheets/task sheets/activity sheets.

Process Step	Instructions	Questions for interaction	Expected children's responses
Displaying the picture chart of the picture given on page.no.25	Look at the picture. Observe carefully.	Is the picture clear? Is the picture visible?	----------
Eliciting Key/relevant vocabulary and ideas from the picture	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings. You can respond in mother tongue also.	What place is it? What persons/things/ Objects do you see in the picture? What actions do you observe in the picture?	A forest Woods Soldiers A bird Spears Standing Flying It is a forest There are some soilders They are releasing a bird The bird is flying in the air.
Narrating the 5 and 6 paragraphs of the story and interaction based on the story.	Listen to the story. Respond to my questions. Think, discuss and tell me.	Where did the soldiers release the bird? Why did they release the bird? What did the bird think ? What did the hunter do? Who, according to the bird is the biggest fool?	In the woods Because of the king's order. The hunter gifted the bird to the king. The bird himself
Displaying the Picture chart of the second picture given on page.no.10	Look at the picture. Observe carefully.	Is the picture clear? Is the picture visible?	
Eliciting Key/relevant vocabulary and ideas.	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings.	What place is it? What persons/things/ objects do you see in the picture? What actions do you observe in the picture?	a street People Dressed as birds Dancing watching It is a street People are celebrating a festivsl It is a flamingo festiva People dressed as flamingoes are dancin

			Sulluripeta….Especially durin festival..
pecifying the eading portion. .inking the ideas vith the reading text	Children,we know that Sumathi and her family members reached Sulluripeta after watching Nelapattu bird sanctuary. Let's see what happened later. Let's read the paragraph 7	Do you know how did they reach the bird sanctuary? Do you want to know…..?	
ndividual attempt f the reading text.	Don't worry if you are not able to read and understand the whole text. Try to guess the meaning of the unfamiliar words. Please do not consult any one at this point.	How many sentences are there?	Sulluripeta….Especially durin festival
hecking omprehension	Children, I will ask you a few questions. Respond to my questions. You may give your response in a word/ a phrase/a sentence.	Who celebrates the Flmingo festival? When does the Flamingo festival celebrate? Flamingo festival is the festival of _____. Mention the leading event of SPSR district? Who takes part I the festival?	The government of Andhra Pradesh In the month of January Birds Organizing Flamingo festival. Oficials and un - officials
ollaborative eading by the hildren	Children sit in groups. Share the ideas. Share only one idea at a time. Continue sharing till you complete all the ideas.	Groups, did you complete sharing ideas? What sentence talks about the importance of the festival? Who are the persons mentioned in the paragraph?	Sulluripeta….Especially during festival
caffold reading	Children, Some questions will be asked. Think and respond to my questions.	Have you ever seen birds festival? Have you ever taken part in any festival?	Sulluripeta….Especially during festival

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		Mention some national festivals. How do we celebrate festivals? What do we do on festivals?	
Vocabulary task	Children, here is a task. Do it.	Is the task clear? Do you require any help?	Write the list of officials take part in flamingo festival?
Loud reading by the teacher	Children, now I'll read the text aloud. Listen to me. Observe where I've paused. Observe the tone, pitch and voice.	How many times have I paused? Where have I raised my voice? Do you find any diffeence in reading a statement and uttering a diologue?	Sulluripeta…. Especially during festival
Presentation of the audio input of the reading portion	Children, here with the audio of the reading portion is presented. Listen to it carefully. Observe the pause, speed, stress, tone variation of the narrator.	How is the audio? Have you observed any tone variation in the presentation? Did you get the message clear?	Sulluripeta…. Especially during festival
Loud reading by the children	Now you are going to read aloud in your groups Each one of you can take turn and read aloud your part.	Which group wants to read aloud for the whole class?	Sulluripeta…. Especially during festival
Task for assessment	Language activity 'A' given on page no 15.	Is the task clear? Do you require any help?	
Home task	Go through the story Flamingo festival and identify at least 5 sentences in which conjuctions are used.	Is the task clear?	

Teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: To check comprehension, fill in the blanks or multiple choice questions can also be planned. More number of tasks may be planned.

PERIOD PLAN-9

Name of the Student Teacher:	Roll. No:
School:	Class: V
Subject: English	Date:
Unit No/Title: **Flamingo festival paragraphs 8 &9**	No. on Roll:
Transaction Process: Reading	No. Present:

Objectives:

❖ To make them read individually and share their reading experience in groups.

❖ To make them use glossary to guess the meanings of the words in the text.

❖ To help them share their ideas freely.

❖ To respond to variety of questions for comprehending the text.

❖ To extrapolate the text.

❖ To make them develop vocabulary through concept mapping.

❖ To get the articulation features like pitch, voice, tone etc through the loud reading of the teacher.

❖ To make them listen to the audio of the story and comprehend it.

❖ To make them read aloud with proper tone variation, voice modulation.

❖ To make sense of the reading passage through collaboration.

❖ To reflect on the passage they have read.

❖ To analyze the information given and link it with their personal experience.

❖ To generate their own texts from the given text.

Academic Standards targeted:
        ❖ Listening and Responding.
        ❖ Vocabulary.
        ❖ Reading Comprehension.

Teaching Learning material:
Picture chart of the picture on page no 11of class v English textbook.
Glossary chart.
Work sheets/task sheets/activity sheets..

Process Step	Instructions	Questions for interaction	Expected children's responses
Displaying the picture chart of the second picture given in page.no.11	Look at the picture. Observe carefully. .	Is the picture clear? Is the picture visible?	----------
Eliciting Key/relevant vocabulary and ideas from the picture.	Look at the picture. Observe it carefully. Respond to the questions. Think, discuss and give your response. Observe what I've written. Observe the spellings. You can respond in mother tongue also.	What place is it? What persons/things/ Objects do you see in the picture? What actions do you observe in the picture?	Bird sanctuary Birds Guide Visitors Flamingoes Trees Showing Wxplaining Asking Sitting Watching There is a family They are in a bird sanctuary There is a guide He is explaining something to the children
Specifying the reading portion. **Linking the ideas with the reading text**	Children,you know that Sumathi and her family members are in Sulluripeta now.they are enjoying the flamingo festival there. Let's see what happened later. Let's read the paragraphs 8 & 9	Do you know how did they reach Sulluripeta? Do you want to know…..?	Luckily it ------------------------------------and educative too.
Individual attempt of the reading text followed by Checking comprehension	Don't worry if you are not able to read and understand the whole text. Try to guess the meaning of the unfamiliar words. Please do not consult any one at this point. Children, I will ask you a few questions. Respond to my questions. You may give your response in a word/ a phrase/a sentence	Do you know what festival is it? What did the government arrange in Sulluripet? Ehat are conducted at the exhibition in the evening? How did Sumath and her family reach Nellore? Why are Ravi's friends excited?	Flamingo festival An exhibition Cultural programs By a passenger train By hearing about Ravi's trip to Nelapattu bird sanctuary.

Collaborative reading by the children	Children sit in groups. Share the ideas. Share only one idea at a time. Continue sharing till you complete all the ideas.	Did you compete sharing ideas? Do you have any doubts? Do you feel different to read?	Luckily it ----------------------------------and educative too.
Scaffold reading	Children, Some questions will be asked. Think and respond to my questions.	*Have you ever seen a bird sanctuary?* What will ram and Saleem do now? What will Ravi tell her teacher about his trip? How will Sumathi share her experience with her friends?	
Aloud reading by the teacher	Children, now I'll read the text aloud. Listen to me. Observe where I've paused. Observe the tone, pitch and voice.	How many times have I paused? Where have I raised my voice?	Luckily it ----------------------------------and educative too.
Aloud reading by the children	Now you are going to read aloud in your groups Each one of you can take turn and read aloud your part.	Which group wants to read aloud for the whole class?	Luckily it ----------------------------------and educative too.
Language Task	Children, do the task 'B' given on page no 16.	Do you require any help?	Task sheet/ textbook
Home task	Children, select a verb of uour choice and frame sentences by using phrasal verb		

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Student teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: To check comprehension, fill in the blanks or multiple choice questions can also be planned. More number of tasks may be planned.

PERIOD PLAN-10

Name of the Student Teacher:	Roll. No:
School:	Class: II
Subject: English	Date:
Unit No/Title: Nature	No. on Roll:
Transaction Process: **Diary Entry**	No. Present:

Objectives:
  ❖ To encourage the learners who are reluctant to speak.

  ❖ To encourage them think creatively.

  ❖ To encourage active participation in groups.

  ❖ To help them share their ideas freely.

  ❖ To encourage them to come out with their perception of the picture.

  ❖ To make them listen to simple instructions and responds accordingly.

  ❖ To help them identify the names of familiar objects in English.

  ❖ To help them read the picture and associate them with the words.

  ❖ To improve their vocabulary.

Academic Standards targeted:
  ❖ Listening and Responding.

  ❖ Vocabulary.

  ❖ Creative Expression

Teaching Learning Material:
  ➢ Teacher's version of the task written on a chart.

Process Step	Instructions	Questions for interaction	Expected children's responses.
iciting the context	Children, you know that Sumathi and her family visited Nelapattu bird sanctuary and participated in the Flamingo festival. She has made an entry in her diary about her trip.	Is the context clear?	
ssigning the task	Here is an entry in Sumathi's diary. Read it carefully. Today is a beautiful day. Our family visited Nelapattu bird sanctuary. We enjoyed the train journey. It's a nice place. The birds are very beautiful. I did skipping under the trees. Ravi made many friends there. I wonderd how a bird from a foreign place could fly such distance! The baby birds are so tiny. I enjoyed the film show there. In the return journey, I travelled by a super-fast express train for the first time. It's a nice trip.	Is the entry clear?	**Now write your diary for a day.** **Use the following clues** **Get up, ready to school, classes, lunch, games, cultural programmes…..**
teraction to elicit e task	Childre, hope you have read the diary entry of Sumathi.	What did she write about? How did she start? What did she mentioned first? What are there in the diary entry? How do you start your diary entry? Why are people write diaries?	Her trip. Her feeling Events of the day The first event of my day. To record their memories and experiences.
dividual attempt the task	Children, attempt the task individually. Do not consult any body at this juncture. Any one of you can present that you have written.	What is the first clue? What is the second clue? How do you use the clue 'cultural programmes' in your diary entry?	

efinement in oups	Children, sit in groups and share your products. Share one idea at a time.		
splaying eacher's version	Children, here with I display my version. Go through it. Read silently.	How many sentences have I written? What is the first sentence in my version?	**I woke up at 6 A.M. in the morning. It took an hour for me to get ready for the school. I've reached the school by 9 A.M. Classes are conducted upto lunch. We enjoyed a lot in the school after lunch. Cultural programmes are conducted in which I sang a song. Later we've played cricket for an hour before we leace the school. Today I like the day very much.**
eading aloud by e teacher	Children, now I will read the sentences aloud. Observe me how I am reading? Observe me where have I paused?	How many times have I paused? Where have I paused first? Where have I stopped?	**I woke up at 6 A.M. in the morning. It took an hour for me to get ready for the school. I've reached the school by 9 A.M. Classes are conducted upto lunch. We enjoyed a lot in the school after lunch. Cultural programmes are conducted in which I sang a song.**

			Later we've played cricket for an hour before we leace the school. Today I like the day very much.
eading by the ildren and noting own in their note oks.	Children, read from my versiuon and note down in your note books.	How many sentences are there? What is the first sentence?	
ome task	Children, visit any popilar place next Sunday and write your experience in your diary.	Is the task clear?	

Teacher's reflections:

Student's work		Children's performances recorded In the dairy
Student's individual products	Group products	

Note: To check comprehension, fill in the blanks or multiple choice questions can also be planned. More number of tasks may be planned.

APPENDIX – 2

[MODEL FORMATIVE & SUMMATIVE TEST PAPERS FOR PRIMARY CLASSES]

APPENDIX –2

MODEL FORMATIVE & SUMMATIVE TEST PAPERS FOR PRIMARY CLASSES

FORMATIVE ASSESSMENT– SLIP TEST

Name of the Student:………………   Time: 1Hr

Roll No:………………..   Marks: 20

Answer all the questions in the question paper itself.

Task 1:   **5 Marks**

Read the following sentences and write TRUE or FALSE in the brackets.

1. Sriharikota is famous for the fishing harbour.   [   ]

2. Sriharikota is near Sullurpeta.   [   ]

3. Binoculars are used to shoot birds.   [   ]

4. The Government of Andhra Pradesh celebrates Flamingo Festivl every year.   [   ]

5. Ravi and Sumathi did not enjoy the trip to Nelapattu.   [   ]

Task 2:

Think that you are going on a picnic. What things would you like to pack?   **5 Marks**
1.
2.
3.
4.
5.

Task 3:   **5 Marks**

Combine the following sentences using 'and'.

   1. We ate some fruit. We started back home.
      _____.

   2. Visit Nelapattu bird sanctuary. Take part in the flamingo festival.
      _____.

   3. We took an auto. We reached the place in half an hour.

_____.

4. The water is salty. It is dirty too.

_____.

5. We boarded a train. We reached Nellore.

_____.

Task 4: Ravi met his friends Ram and Saleem in the school next day after his visit to Nelapattu bird sanctuary. They have talked about it.

Now develop the probable conversation between Ravi and his friends.

Write minimmum 5 exchanges. **5 Marks**

WEIGHTABLE TABLE - SUMMATIVE ASSESSMENT PAPER (CLASS V)

Academic Standards	Question / task No	Source	Marks	Objective Type	Very short answer type	Short Answer type	Essay Type	Total
Listening and speaking	Oral	English reader / outside material	10			10		10
Reading comprehension	1	Text-book	5	2		3		5
Conventions of writing	2	Unseen / text-book	5			5		5
Vocabulary	3	Text-book	5	5				5
Grammar	4	Text-based independent	5	5				5
Creative Expression	5	Text-based independent	5			5		5
	6	Text-based independent	5				5	5
	7	Unseen	5				5	5
	8	Text-based independent	5				5	5
Totals	8		50	12	0	23	15	50

SUMMATIVE ASSESSMENT MODEL PAPER – CLASS- V

SUMMATIVE ASSESSMENT

English

Name of the Student:.………….……   Time: 2.30Hrs

Roll No:.……………...   Marks: 50

Answer all the questions in the question paper itself.

Academic Standards	Listening and Speaking (Oral)	Reading Comprehension	Conventions of writing	Vocabulary	Grammatical awareness	Creative Expression	Total
Task No & Marks alotted	Classroom based assessment (10 Marks	1 (5 Marks)	2(5 Marks)	3(5 Marks)	4(5Marks)	5,6,7,8 (20 Marks)	(50 Marks)
Marks obtained							
Grade							

Listening and speaking. (10 marks)

Teachers are requested to narrateany part of the story' The golden bird and the king'/present any advertisemnt, notice/ once or twice and ask some questions individually and assess their listening part in the English reader or from outside materials like story books, dailies, Chandamama etc. (The time slot for this task is not included in the present summative assessment time. Teachers are requested to conduct the oral test after the exam at their convenient time.)

Reading comprehension: (5 marks) Task - 1

Read the following passage

"What is the best season to visit this place, Uncle?" I asked the guide. "January is the best time for watching the birds," he replied. Spot-billed pelicans attract most of the visitors. Many other kinds of birds also reach Nelapattu for shelter and breeding. The local people treat the birds as their guests. There are many trees in and around the lake, and the birds live in those trees.

1. _____ is the best season for watching the birds in Nelapattu sanctuary.
2. _____ attract most of the visitors.
3. Many other birds also visit the sanctuary for _____.
4. The local people treat the birds as their _____.
5. Birds live in _____ around the lake

Conventions of Writing: Task – 2   **5 Marks**

Rewrite the following sentence by correcting the spelling of underlined words and put capital letters, commas, full-stops, exclamation marks wherever necessary.

Hi john and priya have you enjoyed your trip asked Pradeep.

Ans: _____

Vocabulary Task – 3   **5 marks**

Use the following words to fill in the blanks.

Government   watch   celebrated   run   take   part

My sister Manjeera runs two kilometers every day. She is going to _____ in a running race. She likes to _____ with her friends She received many prizes from the _____ of Andhra Pradesh. She loves to _____ T.V Programmes. Last week she _____ her birthday with her friends.

Grammar Task – 4   **5 Marks**
Fill in the blanks in the following sentences choosing the correct

expressions from those given in brackets.

1.Rajani is _____ her purse. She kept somewhere.
(looking for/looking at)
2. The king heard that Rangaiah was a great magician. He_____
the magician. (sent for/sent in)

3. The old woman was suffering from a disease. She_____
last Sunday. (passed away / passed in)
4. Last year John _____ from the school. The teachers
brought him back to school this year. (dropped out / dropped in)
5. "Hai! Swetha here is some good news for you. Our Headmaster
_____our proposal to take the children on a picnic to the zoo

next week. (agreed to / agreed by)

Creative expression: 20 Marks

Task – 5

Write 5 sentences about the following picture. 5 Marks.

1.

2.

3.

4.

5.

Task – 6

Write a few suggestions to your gardener for the best growth of your garden. Use the following hints. 5 Marks

(enough water – put manure – allow – sunrise – remove weed – fencing – visit regularly)
(One is done for you)

1. Supply enough water to the plants.

2.

3.

4.

5.

6.

<u>**Task – 7**</u>

Write a story using the following hints.   **5 Marks**

Three cats – neighbouring – close – friends – discuss – common – interest – one – white colour – another black – third brown.

(**One is done for you**)

1. Three cats lived in neighbouring houses.

2.

3.

4.

5.

6.

<u>**Task – 8**</u>

Make an entry in your diary on how you have celebrated your birthday.

Make use of the following clues.

Last Sunday, 10th birthday, home, family members and friends, choclates and cake, singing, playing mouth organ, happy.