ഡിപ്ലോമ ഇൻ എലിമെന്ററി എജ്യൂക്കേഷൻ

DIPLOMA IN ELEMENTARY EDUCATION D.El.Ed.

സെമസ്റ്റർ – 2

Paper 204 THEORY AND PRACTICE OF
ENGLISH LANGUAGE TEACHING

Unit-1 **Multilingualism and language learning**

Unit-2 **Cognitive approach to language learning**

Unit-3 **Comprehensive planning for classroom transaction**

Unit-4 **Micro planning for classroom transaction**

D El Ed. Semester 2

Paper 204

THEORY AND PRACTICE

OF

ENGLISH LANGUAGE TEACHING

English is the fourth most widely spoken native language, and in terms of sheer number of speakers, it is the most spoken official language in the world. An English language learner is a person, who is learning English language, in addition to their native language.

The English paper in the second semester is intended for enabling student teachers to have a wider perspective on major ideas of language learning and teaching. The content and concept included in the first unit are aimed at imparting awareness concerning the prospects of multilingualism. In the second unit the student teachers will be oriented with new approaches and methods of second language acquisition with a special thrust on cognitive constructivism.

Besides, a historical over view, appraisal of the conventional practices is discussed in this paper. Moreover, comprehensive planning for class room transaction, preparation of teaching manual as a part of micro planning and certain language elements are included in the third and fourth units of this semester. Definitely, the understanding of these approaches and methods would enable the student teachers to lay the

foundation for planning, implementing and assessing the activities effectively in the classroom.

Unit-wise Titles and Learning Outcomes

Unit-1   Multilingualism and Language Learning

Learning Outcomes

1. Understand the learners' language background which influences the learning of English
2. Realize the potentials of multilingualism as a resource in class room
3. Prepare a design appropriate to second language learning activities suitable for young learners in a multilingual situation

Unit-2   Cognitive Approach to Language Learning

Learning Outcomes

1. Internalize the basic concept of Cognitive Approach to Language Learning
2. Critically analyze and discuss the advantages of different theories

3. Realize the relevance of Cognitive and Social Constructivism in Language Learning

4. Compare the advantages and the disadvantages og different approaches and methods

5. Use appropriate approaches and methods for enabling teaching-learning process in the class

Unit-3   Comprehensive Planning for Class room Transaction

Learning outcomes

1. Analyze course books based on common indicators and find features of a good course book

2. Understand the purposes and principles of planning for effective teaching

3. Develop Pedagogic Analysis

Unit-4 Micro-Planning for Class room Transaction

Learning Outcomes

1. Plan and evaluate logically sequenced lessons appropriate to the need of the learner

2. Select and adopt teaching learning materials and resources (including digital resources) in planning

3. Critically assess the effectiveness of materials and resources in teaching and learning

4. Develop contextual language activities for internalizing language elements

Unit 1

MULTILINGUALISM AND LANGUAGE LEARNING

This unit is intended to make the student teachers aware of multilingualism and sensitize them with the issues of learning in multi lingual situations. The knowledge of linguistic and cultural backgrounds enables a teacher to employ appropriate strategies to sort out and solve these issues in the formal class room transaction. Moreover, the trainees are expected to design learning activities suited to the multilingual class room and simulate the activities.

1.0 Major concepts

- Multilingualism
- Historical and political dimensions; national considerations; the present perspective (mobility, social cohesion
- Expectations and awareness of learners' linguistic and cultural backgrounds
- Issues of learning in multilingual situation
- Social and socio-cultural points of view: home languages, multilingual social interaction and languages of schooling, code switching.
- Cultural aspects: literary productions, multilingual and inter cultural events
- Economic necessity: employment, communication

1.1 Multilingualism – What does it mean?

Knowing and using more than two languages is usually referred as multilingualism. Multilingualism can be defined as an occurrence regarding an individual speaker who uses two or more languages, a community of speakers, where two or more languages are used, or between speakers of two languages.

Children acquire and use mother tongue from their infancy. They learn languages other than mother tongue as a part of formal schooling. Multilingualism is basically needed for communication across the linguistically diverse speech communities. Multilingualism is a necessity across the world due to globalization and wider cultural transmission.

Of course, multilingualism is always a challenge to students.

Could you specify some of them?

Let's do

> ➤ Observe a multilingual situation with a pre-prepared observation schedule. Examine the communication problems and highlight the need of introducing English in such situations.

Go through the notes given below-

There are around 6000 languages spoken in the world.The existence of all theselanguages side by side resulted in multilingualism.

Multilingualism has various advantages. Let's see:

- Accessibility to know other cultures;
- Enable Communication between different linguistic and cultural groups
- Promotes job opportunities globally.
- Enhances linguistic development of a child;
- A broader world view, etc.
-
-

Let's do

> ➤ Write down the advantages of multilingualism

1.2.0 Historical and Political dimensions

English language is widely exposed to our country due to the British invasion. It gained roots in India only because of the educational policies of Lord Macaulay. English was the language of the rulers in India and as a colonial subject, Indians had no other choice but to learn English. In this way, the language started to gain roots in India. Then the middle class people advocated and aspire their education in English, the capacity to speak and write English enables them for lucrative post under government, which provided decent income and important status in the society.

The contention of Lord Macaulay was that the study of English could be beneficial to those Indians who were pursuing higher studies in their Arabic and Sanskrit. He pointed out that there was already an effective demand for English. By spreading English education Macaulay wanted to spread English in India to create a group of Indians who could be made use mediators of communications between the English and the Indians. Gradually English spread wider in India. Though vernaculars were the natural media, English obtained primacy over all other languages in India. Thus a multilingual situation was emerged in India.

On the stage

> ➢ Suppose you have to spend a few months in a state in North India. Prepare a script for a skit on the basis of the multilingual situations you may face there. Perform the skit.

1.2.1 Role of foreign language in India

The popularity of foreign language in Indian curriculum is going high. Students and parents seek a global connection to their education. However if one has to move abroad for a year or two for a course in a foreign language, most find it unaffordable or unmanageable.

On the international platform, various global programmes targeted at language and cultural exchanges are popular and many nations, educational institutes and students take advantage of them. However, lack of proper domestic facilities causes many difficulties. Some argue that learning of foreign languages should be an integral part of the Indian curriculum at all levels in public and private education sectors.

1.3 Expectations and awareness of learners' linguistic and cultural background.

A teacher in a multilingual class should have a thorough awareness of learners' linguistic and cultural background- Do you agree with this statement? Justify your answer.

Examine the following points for your discussion:

"Know Your Student" is an international pedagogically significant slogan. Without knowing the students' cultural and linguistic

background, no teacher can proceed with the teaching learning process, as both these components are strongly influential in students' language learning. The teacher can set up a goal or level for each learner in a language class, only if the teacher has a sound knowledge about the linguistic and cultural background of the learner.

In a multilingual situation, the linguistic and cultural background is pertinent. The learners' strength and difficulty in linguistic and cultural backup is crucial. The expectations of the parents, teachers and the society can be realistically formulated on the basis of this knowledge. The cultural background of the learner in the multilingual situation is yet another challenge to be addressed.

Let's do

> ➤ Prepare a write-up: Expectations and Awareness of learners' linguistic and cultural back grounds.

1.4.0 Issues and challenges in the multilingual situations

The multilingual situation is a crucial problem in our class rooms. The prospective teachers should develop transactional skills in addressing this issue of multilingualism. The children naturally think in their mother tongue. They develop visual image for each object or word through their mother tongue. Usually, children may show reluctance towards other languages.

In Kerala, the percentage of enrolment to primary classes is almost hundred percent. The children use mother tongue for communication. As the home is the first school of the child, mother tongue is very influential when he begins to learn other languages. In this situation, the child may feel a conflict between the mother tongue and other languages. This will adversely affect the process of acquiring other languages. The knowledge of mother tongue enables the child to learn other languages more easily and effectively.

Modern linguists strongly advocate that language acquisition become more natural when it is used continuously. But, as the child is more fluent in mother tongue, he always shows an urge to use mother tongue. The teachers have to translate each and every word in to mother tongue. This de-accelerates the acquisition of other languages.

In India, English is taught as a second language up to secondary level. The English classes should be the natural setting for English acquisition. Since the learning environment is crucial, the English teachers should provide the language rich environment by judiciously using the print and visual media. The teachers should have the skill and competency in transforming multi-lingual classrooms for the acquisition of English language.

Let's do

> ➢ Prepare a write- up on 'The issues and challenges of teaching in multilingual situations

1.4.1 Multilingualism – A resource for language learning.

Multilingual education helps children both to learn English and to maintain their home language. Both would benefit children's overall language and social development.The strong foundation in one language supports learning and academic achievement in anyother language. In addition to support the acquisition of English language skills, the EnglishLanguage Learning (ELL) children should maintain the home language, which is critical to maintain relationships with their families andcommunities.

Many ELL children lose their oral language skills in the home language, when theyare placed in English-only monolingual classroom. It is found difficult to communicate with family and community members, who may only speak the home language or have very limited English proficiency. Aiding ELLs in maintaining their home language not only supports their English-language learning, but also not to be disconnected or driven apart from their families and communities. Multilingual education helps ELL students to learn English along with maintaining their home language and ties to their families and communities.

Think it over

> How can we make children maintain their oral language skills in home language?

1.4.2 Teaching English in a multilingual classroom.

It is very interesting and challenging to teach in a multi lingual classroom. While teaching students who have a limited understanding of the English language, teacher feels it as a difficult task, for teaching ELLs is not really all that fundamentally different from teaching native speakers. The same principle can apply in all classrooms – a lesson should be organized and catered to the different learning needs of the children.

However, there are certain unique challenges that the teacher faces in teaching in a multilingual classroom. Therefore, we must think of certain preparations from our part.

Let's go through some tips to teach English in a multilingual situation. It will help us to make a design of activities which can be used to teach English in a multilingual classroom.

1. Bond with your students-

Picture yourself as a newly admitted student, in a class of persons who comes from a completely different place, has a different culture and speaks a completely different language.

Simply address students by name, greeting each student, physically getting down to their level. Make a genuine effort to getting to know them well and go a long way in building strong relationships. It's important to remember, kids don't learn from people that they don't like and respect.

2. Create a safe learning environment-

Students need to feel safe and secure in order to fully express themselves. By creating a positive learning environment, not just physically but emotionally as well, students will be more willing to try new things and, more importantly, practice their English language skills. Correct errors with compassion. Students are bound to make mistakes - that's how they learn!

Positive reinforcement strategies, such as rewarding good work and effort, are a great way to not only make students feel safe but also build a rapport with their teacher. It's also very important to give students time to finish their work and answer questions. Be patient!

Students need to translate a question you've asked in their head to their native language, formulate an answer and then translate it back to English. This whole process can take a bit of time, so it's important when asking questions to give students a chance to think it through rather than demanding a quick immediate answer.

Use teaching strategies like Think-Pair-Share will give students the time they require to process information and answer confidently, effectively with increasing student participation.

3. Establish routines-

Simple routine activities can be given to students, writing daily agenda, performing activities in school assembly (like speech, thought for the day, book review etc), diary writing will help the children to learn the language freely.

Make sure as well to post clear objectives, using "child-friendly" language. Students need to understand the purpose or end goal of the activity or lesson to help them comprehend the content of the lesson.

Use exemplars are a great way to bridge the gap between communicating objectives and student comprehension.

4. Make things visual-

It's really important to transact the curriculum content with visuals in a multilingual classroom. Providing students with easy access to the English language is essential to increasing vocabulary awareness and building confidence.

Use bilingual labels to label everyday classroom resources (like chairs, doors, desks, computers, pencils, etc.). It will help students absorb new English vocabulary and make it easier for them to communicate with you.

Word walls are a great way to create print-rich environments. Build a visual wall where words are accompanied by a picture to help students match meanings with words.

5. Be adaptable-

Be adaptable and friendly with the students. Students are frequently eager to please their teacher. They always answer positively to the teacher's questions. They will be very happy in getting along with the teacher and learning process.

6. Teach by doing-

Make sure to demonstrate concepts in multiple ways to increase students' understanding and reach multiple learning styles. Using visuals, close activities and graphic organizers can help students in their learning.

Teach the same concept multiple times using different strategies such as singing, videos, actions, stories, etc. Do as an actress, singer and author, and no doubt you will become an ideal teacher.

7. Introduce new vocabulary before using in Teaching Manuals

As part of your regular classroom routine, create a list of words that were related to the weekly themes. At the beginning of each week, go through each word, discussing the meaning and practicing its use in sentences.

8. Practice variety of teaching strategies

Practice different types of teaching strategies in a multilingual classroom. Use high, medium and low leveled worksheets and activities.

Let learners display their products and content.

9. Provide the students with choice in learning.

Increase student engagement in your classroom. Use a lot of learner centered, hands-on learning activities. Group students in mixed and ability groupings. It will help them work more independently.

The students need to retain recently acquired English vocabulary by relating it to their own real-life experiences in order to store it in their long-term memory.

Make sure to do some research before going to your teaching destination and familiarize yourself with the culture, customs and everyday life of your students.

Use that knowledge in your classroom to help students retain vocabulary and abstract concepts.

10. Incorporate technology

We live in a digital world. Children are growing up in a world dominated by technology. Teaching manuals may be prepared by incorporating digital resources. This will enhance the quality of teaching. Students will be much interested in the learning process. They can be engaged in more creative ways.

Try out some free classroom apps like ***ClassDojo , Quizlet and Digital Learning for the K-8 Classroom,***

Let's do

> ➢ Prepare some activities for teaching English in a multilingual class by keeping the above tips in mind. Simulate one or two activities – Individually or in groups

1.5 Social and Socio- Cultural points of view

Read the following extract-

Multilingual education provides monolingual students with the opportunity to learn a second language and become bilingual. Bilingualism benefits various cognitive and social-linguistic skills, throughout the lifespan. Infants raised in a bilingual environment are perceptually more flexible than infants raised in monolingual environments. For example, when infants are shown silent videos of two people speaking in different languages, bilingually-raised infants compared to monolingually-raised infants are better able to differentiate that the two people are speaking in different languages, even they have never been exposed to this fact. This perceptual flexibility seems to last into adulthood and might even make learning a third (or fourth or more!) language easier.

Bilingual children have also been found to have a better understanding of the communicative functions and grammatical conventions of language. Bilingual children develop an understanding of grammatical rules and structures earlier than monolingual children, and bilingual preschoolers compared to their monolingual peers, better understand that speakers of different languages call objects by different names. Bilingual preschoolers have also been found to be better able to name the language that they speak!

Aside from language-related skills, learning to speak two languages benefits cognitive skills like attention, inhibition, and switching as well. Bilingual children develop these kinds of cognitive skills earlier than their monolingual peers. Bilingual children develop these kinds of cognitive skills faster because bilingual children are constantly exercising their cognitive skills each time they

speak: Bilingual children need to pay attention to what language they're speaking, inhibit speaking in the other language, and switch from one language to the next depending on who they are talking to. And this also seems to have lifelong consequences.

Multilingual education can benefit all students not only academically during childhood, but also cognitively, socially, and linguistically across the lifespan.

Let's do

Prepare three questions and discuss their answers in relation to Social and Socio-Cultural points of view.

1.5.1 Home languages

A home language is the language most commonly spoken by the members of a family for every day interactions at home. It is also called the family language or the language of the home.

Let's do

➤ A bilingual student uses home language and outperforms the others in his class. Share any of your experience and present in the class.

1.5.2 Code switching

Examine the following sentences-

രാവിലെ kitchen ൽ കയറി motor ന്റെ switch ഇട്ടപ്പോൾ ആണ് അറിയുന്നത് current ഇല്ലായെന്ന്.

ഞാൻ bus stop ൽ എത്തിയപ്പോൾ bus miss ആയി.

Which languages are used here?

The codes of Malayalam and English are mixed here.

In such instances, we use code mixing. That is the codes of mother tongue and English are mixed.

Now read on a material on Code switching: -

Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities. In ELT classrooms, code switching comes into use either in the teachers' or the students' discourse. Although it is not favored by many educators, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

While putting the phenomenon of code switching in context, the functions of code switching will be introduced in various aspects. Firstly, its function in bilingual community settings will briefly be explained by giving a

sample. An authentic conversation will help the reader to deduce ideas about its possible applications in educational contexts. Secondly, the functionality of code switching in teachers' classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions. Thirdly, the focus will shift to students' code switching by introducing some basic functional perspectives as: equivalence, floor holding, reiteration, and conflict control. Lastly, weak and strong sides of code switching in foreign language classrooms will be discussed with a critical approach.

Let's do

> ➢ Write a brief note on Code switching and its functions in English Classes.

1.6 Cultural aspects

Intercultural Education is education which respects, celebrates and recognizes the normality of diversity in all areas of human life. By engaging in Inter cultural events, learners acquire other languages more naturally. So we must provide opportunities to students to take part in inter cultural events and create literary productions.

This can be done by various ways namely-

- Organizing cultural fests
- Engaging parents of all students and sharing their experiences.
- Providing opportunities for conversations among students of different culture.
-

We can plan cross-cultural activities and events for the students in order to provide them with the opportunity to engage them with a variety of cultural backgrounds and to learn from diverse traditions and experiences.

Examples of inter cultural events include:

- Cultural carnival
- Discussion on diversity
- International bazaar
- Attendance at multicultural conferences
- International poetry night
- Trips to other states or countries
- Host family events
- International Christmas party
-
-

These activities focus on building relationships with each other, experiencing the culture and customs of different people and helping to meet specific needs.

Let's do

> Suggest some activities for sharing of inter cultural events

1.7.0 Economic Necessity: Employment and Communication.

India has emerged as one of the fastest growing export markets. If we are fluent in a foreign language, that will help us to communicate and get a job in

any of the Indian and international companies in India and abroad. Job prospect in export and import sector is full of career opportunities.

Industry offers excellent career scope for those who know foreign languages in India as a part of globalization. Outsourcing has brought job opportunities paving the way for learning foreign languages in India. Therefore, learning foreign language is a career asset which strengthens your Curriculum Vitae. This is one of the important advantages of learning foreign languages.

If you want to pursue your career in hospitality, Travel and Tourism sector, your ability to speak fluently is an advantage. Apart from this, you can find a job in a wide range of sectors such as diplomacy, fashion, retailing, journalism, automotive, luxury goods, aeronautics, international business etc.

Indian students are flocking abroad for their higher studies and number has risen significantly in last few years. One of the main reasons behind their choice is the fact that the Indian job market appreciates a degree from a top international university.

This is another reason why to learn a foreign language in India if you are looking to move in Non-English speaking countries such as France, Germany, Italy, Spain, Japan, etc.

Speaking multiple languages gives you a significant leg up on the competition in many workplaces. As our population has become more culturally diverse, workplaces have seen a rise in non-native English speakers, which makes internal communication more challenging. Companies also must have multilingual speakers to address the needs of a multilingual customer base.

1.7.1 Benefits of being a multilingual

✓ **Better Pay**

One of the greatest benefits of being multilingual at work is the opportunity to earn more money. A multilingual person may get many opportunities and high salaries.

✓ **Job Flexibility**

Multilingualism gives you greater flexibility to move around in different positions within an organization. In companies with diverse employees and customers, you can combine your language abilities with other skills to go after the jobs you want. If you have sales experience, for instance, you could look into sales openings in customer markets where bilingual speakers are needed.

Arno points out those career opportunities such as translation, education and serving as a tour guide give multilingual speakers a greater capacity to change careers and workplaces more easily than English-only speakers. Global travel is another opportunity available to people that speaks multiple languages.

✓ **Cognitive Development**

One of the more interesting benefits of being multilingual in the workplace comes from emerging studies of the brain. The reasoning still is being studied, but the belief is that because the brain must process two languages at once, bilingualism improves the workers' cognitive problem-solving skills.

✓ **Skill Development**

Multilingual speakers routinely strengthen complementary workplace skills while using their language talents on the job — such as expanded vocabularies, better problem solving skills, listening skills and interpersonal skills.

Multilingual workers also may get a chance to work with a lot of people in a company they otherwise wouldn't interact with. This gives them a chance to learn from mentors and role models who project other professional qualities and traits.

Let's do

> ➤ Prepare a note on the benefits of Multilingualism in employment.

Think it over

> ➤ "A different language is a different vision of life" — Federico Fellini
>
> ➤ Do you agree? Prepare a report to substantiate your point of view.

Let's do

> ➤ Conduct a debate on - 'It's never too late to learn another language"

References

1. www.shodhganga.com – Multilingualism and Education

2. www.shodhganga.com - Macaulay and Introduction of English in India.

3. www.shodhganga.com - The beginning of English Education India

4. www.dictionary/ browse.com.

5. Education.com, Scholastic, Share My Lesson and Learning Games for Kids,

6. Culturally Responsive Teaching: Connecting with students and parents of different cultures.

Unit-2

COGNITIVE APPROACHES TO LANGUAGE LEARNING
_____

2.0 Major Concepts
- Approaches, methods and Techniques of language learning

- Cognitive Approach to language learning

- Second Language Acquisition Theories

- Cognitivism and Social Constructivism in language learning

- Conventional Approaches and Methods in English

- Structural Approach-Situational Approach-Functional-Notional Approach-Communicative Approach-Natural Approach-Social Constructivist Approach-Cognitive Interactionist Approach

- Grammar Translation Method-The Direct Method-Aural-Oral Method-New Reading Method

Have you ever come across the approaches, methods and techniques of learning English? Have you ever thought of the differences that distinguish approaches from methods and techniques? Did you try to differentiate between one from the other?

Let's examine the means through which a person learns language. This unit gives you a vivid picture of the approaches, methods and techniques and how they help in learning a language. It is necessary to have a general awareness regarding these concepts before we discuss their classroom implications in detail.

2.1.0 Approaches, Methods and Techniques of Learning Language

The terms, approaches and methods, are seen synonymously used even by the literate class knowingly or unknowingly. Likewise, the terms method and technique are also seen. A student teacher ought not to be confused with these terminologies. They should be aware of the differences and distinguish one from the other. Approaches should answer what and why we learn, where as methods give answer to how we learn. Techniques are the strategies for the actual implementation of a method.

2.1.1. Approach

Approach is a way of looking at teaching and learning. It is a theoretical way of what language is and of how it can be learnt. How we look at a language decides the approaches in teaching and learning process. An approach will tell you the rationale and acts of the basic directive for fixing the objectives and evaluation strategies of the curriculum. It is based on theories and principles which describes the nature of the subject matter. Approach suggests the method to be followed in the class room. It is a set of correlated assumptions dealing with the nature of language learning. It states the point of view, philosophy, and practice.

2.1.2 Method

Method is the procedure to be followed in transacting the curriculum. It gives answer to how we learn. A method is a body of techniques which indicates the way to teach a particular item. It is influenced by the factors like the objectives, course content, students' age and proficiency level, cultural background and the relationship between learners' mother tongue and the target language. It is usually accompanied by textual materials.

2.1.3 Technique

Technique must be consistent with the method and in harmony with the approach. It must be in conformity with the methods in particular and the approach in general. It is a device used to accomplish an immediate objective. Technique takes place in the actual classroom.

2.1.4 Differences- Approach and Method

Approach is an axiomatic while method is procedural. Approach is a set of correlative assumptions where as method is an overall plan within approach. There can be many methods in an approach. For example, in linguistics, Behaviorism is an approach. But within Behaviorism, Audio-Lingual is a method.

Underlying any language teaching, approach is a theoretical view of what language is, and of how it can be learnt.

Let's do

> ➢ Illustrate with examples the concepts of approach, method and techniques in language teaching

2.2.0 APPROACHES OF ENGLISH LANGUAGE LEARNING

2.2.1 Cognitive Approach to Language Learning

Cognitivist theories emerged in the late 1950's as a reaction against behaviourism. Cognitivism, according to Bruner analyses the complex process of the human mind, such as thinking, problem solving and memory.

According to cognitivist approach, language is a rich, complex and rule governed vital system. The child has an innate cognitive ability to acquire any language. It is in fact, a biologically determined system. In this manner, it is considered that all languages are equal in the matter of acquisition process. The human child is genetically endowed with a language system, which is known as Universal Grammar (UG). Language acquisition is the process of unfolding the cognitive development of the children.

Cognitive learning is a way of learning that helps children use their brain more effectively. This method of learning is active and encourages children to engage fully in the learning process. It makes learning, thinking and remembering easy.

Cognitive approach is concerned with information processing. It focuses on the understanding of various concepts. It is about learning how to learn. Cognition refers to mental activity including thinking, remembering, learning and using language.

Let's extend our work

> ➢ Prepare write-ups on cognitive approach to learning
> ➢ Prepare a seminar paper on 'Theories of Language and Thought'

✓ **Second Language Acquisition Theories**

❖ **Noam Chomsky and Second Language Acquisition**

Noam Chomsky , rightly regarded as the exponent of 'Universal Grammar', is an American Linguist and a world renowned political writer.

The innate structure in human brain was known as Language Acquisition Device(LAD). Afterwards this innate capacity to acquire any language is termed to be Universal Grammar. The Innate Hypothesis of language learning is known after him. It is based on a number of observations related to language learning. The important observations are as follows:

- Children can acquire any language.

- Language is a complex system.

- Language acquisition is an active mental process.

- Children acquire language in a relatively short period of time.

- Children discover the system of language from a small amount of data.

According to Chomsky, infants are born with a Language Acquisition Device. Language acquisition is as natural as human physical growth. He discards mere imitation in acquiring language.

❖ **Krashen's Theory on Second Language Acquisition**

Stephen Krashen is a well known linguist, who specialized in theories of language acquisition and development. He has contributed much in all areas of second language acquisition. His theories, hypotheses and stages of SLA are well known and widely accepted in language teaching and research.
Stages of SLA as exposed by Krashen;

I- The Silent, Receptive and Production Stage
This stage approximately lasts from ten hours to six months. It involves a 'silent period' during which children may not speak, but can respond using a variety of strategies including pointing to an object, picture or person; performing an act, such as standing up or closing a door; gesturing or nodding; or responding with a simple 'yes' or 'no'. During this stage, children do not be forced to speak, until they are ready to do so.

II- The Early Production Stage

This stage will be needed another six months after the completion of the initial stage. During this stage children can normally speak one or two word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/ what/ where questions.

III- The Speech Emergence Stage

During this stage children begin to use dialogue and can ask simple questions, such as 'can I go to the toilet' and are also able to answer simple questions. Children may produce longer sentences, but often with grammatical errors that can interfere with their communication. This stage may take another one year.

IV- The Intermediate Language Proficiency Stage

Immediate proficiency may take up to another one year soon after speech emergence. Children have typically developed close to six thousand words and are beginning to make complex statements, state opinions, ask for clarification, share their thoughts and speak at greater length.

V--The Advanced Language Proficiency Stage

This stage can typically take from five to seven years. By this stage children can develop some specialized content -area vocabulary and can take part fully in grade level class room activities, if they are given occasional extra support.

❖ Vygotsky on Second Language Acquisition

Lev Vygotsky, a Russian Psychologist, is originally a teacher and a literary scholar. It is he who paved the way for reforming constructivism and gave birth to social constructivism. According to him, social interaction plays an important role in the development of cognition. His assumption was that everything is learned at two levels-interaction with others is the first and integrated in to the individual's mental structure is the second. It was Vygotsky, who laid a stable edifice of socio-cultural contexts on which his theory on language acquisition is built.

Vygotsky, as a modern thinker, has contributed a lot in the realm of language acquisition in particular and education in general. His theory related to the concept of 'Zone of Proximal Development (ZPD)' has got great impetus and wide recognition. According to Vygotsky, ZPD is the level, where the potentials for cognitive development is limited. This zone is the area of exploration for which the child is cognitively prepared. In order to develop this zone fully, a kind of support is required. This academic support can be given by peer or an able teacher in the form of **'scaffolding'**. Proper scaffolding may enable the learner to reach the

'Potential Ability Level (PAL)', which is the highest, as far as the development of cognition is concerned. From this, it can be simply stated that '*the zone or area between CAL and PAL is called ZPD'*.

Vygotsky-1978

"The ZPD is the distance between the Actual or Current Ability Level (CAL) as determined by independent problems and the level of Potential Development as determined through problems solving under adult guidance or in collaboration with more capable peers".

Let's do

> ➢ Now, you have gone through the SLA theories of Chomsky, Krashen and Vygotsky. In the light of this, prepare a brief note on teaching English as a second language.

✓ **Cognitivism and Social Constructivism in language learning**

Cognitivist theories emerged in the late 1950's and early 1960's as a reaction against the previously dominant paradigm where as behaviorism focused on observable behaviour. Cognitivism took in to account the human mind and complex process of the mind such as, thinking, problem solving and memory.

Cognitive learning is a way of learning that helps children use their brain more effectively. This method of learning is active, constructive and long lasting. It encourages children to engage fully in the learning process. So the processes of learning, thinking and remembering get easier.

Cognitive learning is not about memorization and repetition. It is about developing true understanding. It is about learning how to learn. Cognition refers to mental activity including thinking, remembering, learning and using language. Cognitivism focuses on the understanding of information and concepts. Cognitive approaches to learning are concerned with how information is processed by learners.

Social Constructivism by Lev Vygotsky was being formulated around the same time as cognitive constructivism was in vogue. While cognitivism put emphasize on the importance of biological need of language system, Social Constructivism, on the other hand, focused on the social relevance of language system. In this context, Vygotsky argued that language is a social need and it is processed within a larger frame work that incorporates many aspects of society. In social constructivism, the information is constructed and internally processed. This is the most relevant thing, as far as SLA is concerned.

Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes regarding social interaction, the more knowledgeable other and the ZPD. Social Constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. Vygotsky places more emphasis on social contributions to the process of development. It is a sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others.

Let's do

> ➢ Prepare reflective notes on Cognitive and Social Constructivism in language.

2.2.2 Conventional Approaches and Methods in English

From the very beginning of the formal learning, there were different approaches and methods for learning and teaching, especially, language learning. These approaches and methods laid the foundation to think over the development of language learning based on the theories formulated in tune with the ages. During the course of time, the relevance of old approaches and methods became out dated and new ones came in to prominence.

Here, under this title, we shall try to know the assumptions and beliefs of the traditional approaches and methods in order to realize the characteristic differences of the new approaches and methods of language learning.

✓ **Structural Approach**

The Structural Approach came into being as an alternative to the Direct Method of teaching English as a second language. Structuralism in linguistics and Behaviorism in psychology are the basis of this approach. It is an outcome of the experiments carried out in language teaching in the army camps during World War II. The Structural Approach was developed by linguists, Harold Palmer and A.S

Hornby, at Michigan and other universities, a little bit earlier to the advent of Oral Approach. It was Hornby himself who used the term 'structural approach'in 1950. Structural Approach upholds the learning of English as a foreign language through the teaching of structures. It is a scientific study of the fundamental structures of English language; their analysis and logical arrangement (Brewington).Mastery of structures is more important than acquisition of vocabulary, as far as the structural approach is concerned.

Structure refers to form of words or word order in a sentence. The word order in the sentence determines the meaning or idea that conveys. Structure is a particular way of expressing meanings. It is a form of language. The word-order can change the meaning and function.

The main aim of structural approach is to teach four fundamental skills (LSRW). If so, writing skill is the focus and the meaning is not given importance to language leaning. It also enlarges the vocabulary of the learners. It correlates the teaching of grammar and composition with the lesson of the text book and it improves and corrects pupils' speech habit.

The structural approach is based on the assumption that language can best be learnt through a scientific and systematic selection and grading of structures or sentence patterns. The basic principle underlying the approach is; Language is speech, not writing. This approach suggests that any language item, whether it be a structure or a word, should not be presented in isolation. It has to be introduced and practiced in a context, situationally. The Structural Approach is the presentation and practice of carefully selected and graded grammatical structures of English in effective, meaningful situations, initially through speech and later through reading and writing. Language is viewed as structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures and sentence types.

Structures or teaching items are selected and graded on the basis of teachability, usefulness and simplicity.

❖ **The characteristic features:**
- Speech is the basis of the 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 practiced in meaningful situations.

- Reading and writing are based on items which have already been introduced and practiced orally.

  ✓ **Oral-Situational Approach**

This approach applies inductive method for teaching grammar. Meaning of a word or sentence is derived through situation. It is emerged on the influence of Oral-Aural method of teaching language. According to this approach, language is the product of situations or contexts and therefore, language learning is impossible in the absence of proper situations. Language presented in meaningful situations can be learned easily. Any new kind of language item can be introduced in two relevant situations. These situations may be classified in to two: Natural situations and Contrived situations.

i) Natural Situation

Mainly, three situations can be made use of the learning of second language, such as real life situation, near life situation and make belief situation. Natural situations are the real life situations which will act as the stimulus for the children to acquire language. Teacher should make use of maximum possible natural situations in and outside the class room for obtaining natural exposure of the language. It would enable them acquire direct experience in language.

ii) Contrived Situation

The near life situations and make belief situations are come under this situation. It is artificially created by the teacher. Natural situations are very rare, as far as a second language is concerned. In this manner, teacher has to rely on certain contrived situations in order to get adequate exposure in the language. Near life situations, such as market place, different kinds of shops, hospital, bus stop, railway station, garden etc. can be artificially brought in to the notice of the learners and they can be a part and parcel of these situations. The make belief

situations are that the children may not be seen or never having direct experience of things or phenomena, such as space craft, heavenly bodies, solar system etc.

✓ **The Functional-Notional Approach**

Just as the Structural Approach, the Notional-Functional Approach had its roots in a non-school context. Two kinds of syllabus developed almost simultaneously-the Functional syllabus and the Notional syllabus. The functional syllabus was arranged in terms of functions and the language items needed for them. One of the purposes of the language is to serve various and different functions of language. Functional Approach is dealt with these purposes of language.

D.A Willkins was the main proponent of notional syllabus. This syllabus begins with the meanings and concepts a learner needs in order to communicate and the language needed to express them. These concepts and meaning are known as 'notions'.

A book based on the notional syllabus would describe its content as follows:

Key Expressions	Notion
Where do you come from?	*Personal Details*
Do you like......................?	*Likes and dislikes*
What is it like?	*Describing objects*
Where is it?	*Location*
What do you usually do?	*Habit*
May I...............?	*Permission*
Will you..............?	*Request*
Let's.................?	*Suggestion*

To conclude,

- The Functional-Notional Approach to language teaching had its root in a non-school environment.

- The Functional syllabus is based on functions or purposes and the language needed to express these functions.

- The Notional syllabus is based on the language needed to express certain notions/ideas.

✓ **The Communicative Approach**

The development of language learning or teaching from form-based to a meaning based approach: the move towards an eclectic approach from a rigid method: the shift from teacher-centered to learner-centered classes : are all subsumed under the broad term 'Communicative Approach'.

Communicative competence is meant the ability, not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences-appropriately.

How does F N syllabus distinguish from C A?

This approach is a natural extension of the Functional-Notional syllabus. The FN approach threw up ideas, worked out syllabuses and produced text books, and this, in turn, have become the basis of the Communicative Approach. Whereas, the Functional-Notional syllabus was developed for a specific purpose with a specific need in mind, and the Communicative Approach is rather more broad- based. It has for its goal nor just communication but communicative experience. Unlike Communicative Approach, learning units were arranged in terms of function and meaning in Communicative Approach.

Let's make aware of the characteristic features:

- It is aimed at making the learner attain communicative competence, that is, to use language fluently, accurately and appropriately.

- The prime focus is on the learner. The teacher is just a facilitator-a person who manages the environment and the material, which in turn provides autonomy to learners.

- C A relies on authentic materials.

- It emphasizes the functions of language rather than the rules.

- C A aims to make learners fluent at first, then accurate and appropriate at last.

✓ **The Natural Approach**

The learning environment of children to acquire both the first language and the second language has basically no difference. The contexts and the conditions are same in the way of learning both. The supporters of this approach believe that since language is primarily a vehicle for communication, the learning-teaching

approach of language must use the methods to enable the learners to become a proficient communicator.

The most well known Natural Approach of today comes from Stephen Krashen's thinking on how language is learnt. Tracy Terrel of Spain gave staunch support of Krashen's view on this approach. From the following words of Krashen and Terrel, their views on this approach could be substantiated:

It is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts (Krashen and Terrel, 1983).

The main hypotheses are summed up the Natural Approach's main tenets

1. The Acquisition Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis

The Acquisition Learning Hypothesis: This hypothesis sees acquisition and learning as two distinct ways of developing competence in language. Acquisition is the natural way for a child to build her language competence. Hence, the acquisition of language is an unconscious process. Learning of a language, on the other hand, is a conscious process that depends on the mastery of rules. This hypothesis clearly emphasized the process of acquisition of language. There are two independent systems-Acquired system and Learned system. The acquired system is the product of unconscious process, where as the learned system is the product of formal instruction-a conscious process.

The Monitor Hypothesis: This second hypothesis moves forward from the first one. It deals with the relationship between acquisition and learning. The acquisition system is called 'initiator' or 'monitor' and the learning system is called as 'editor'. The source of a speaker's utterances is the acquired system, which is not learned consciously and whatever is consciously learned can only serve one purpose. Therefore, learning has only a minor corrective role of a 'monitor'.

The Natural Order Hypothesis: This hypothesis is said to be true of both first and second language acquisition. It lies in the understanding that the acquisition of grammar rules follows a predictable natural order. The acquisition of grammatical structures follows a natural order.

The Input Hypothesis: This hypothesis rests on the belief that language is best acquired when the learner is getting exposed in an adequate quantity of comprehensible input. For this, input should be slightly beyond the current level of the learner's competence. How the learner acquires a second language is only concerned with acquisition and not learning.

The Affective Filter Hypothesis: This is the fifth and last hypothesis, which states that learners with a low affective filter acquire language better as they are able to receive more for interacting it with more confidence. This enables the acquirers to have a higher degree of receptivity to the input.

The affective variables, such as motivation, self confidence, good self, low level of anxiety etc. may affect the process of acquisition of language. Filtering these variables would help the learner to have more confidence over language. A low-stress environment is, thus a potentially richer source of language acquisition.

✓ **Social Constructivist Approach**

Social Constructivism as an approach and philosophy got primacy over all other constructivist approaches owing to its nature of language acquisition process. Social interaction theory is an explanation of language development emphasizing the role of social interaction between the developing child and the linguistically knowledgeable adults. It is based largely based on the socio-cultural theories by Vygotsky.

Social Constructivism is based on three important assumptions; reality, knowledge and learning. It is the basic beliefs of the social constructivists that reality is constructed through human activity. Knowledge is a human product which is socially and culturally constructed. Learning is a social process. Meaningful learning occurs in social contexts.

The nature of class room environment and learning, role of teacher, role of learner, content of learning material and role of society in the learning of a child are clearly stated in this approach. In a social constructivist class room the learners are actively working within a community to construct knowledge with more confidence and meaning. A learner-centered learning environment is envisaged and the learners must discover and create meaning from the information. It is the learner who constructs knowledge from the natural setting of social

relevance. The focus is on the communicative nature and social dialogue which enable knowledge to be constructed. The social aspect of context is particularly relevant to this approach. Collaborative learning, co-learning and co-operative learning are recommended. The teacher should be a facilitator and guide, a true democratic leader, diagnostician and a scaffold to provide necessary academic support to their learners.

✓ **Cognitive Interactionist Approach**

This approach is a product of the meaningful blending of cognitive psychology, modern linguistics, whole language philosophy and multiple intelligence. The cognitive interactionist theorists believe that the acquisition of language is both biological and social. Lev Vygotsky's view of the importance of social interaction in the learning process laid the foundation for the interactionist movement in language development. Infants are born with a predisposition to communicate. This approach strikes a balance between the linguistic autonomy of the learner and the social interaction. Linguistic autonomy is innate, where as social interaction is related to functional aspects. This approach is essentially a model which rests within the constructivist paradigm.

It is to be noted here that the dichotomy between the process of 'acquisition 'and 'learning' is clearly mentioned in this approach.(The differences between acquisition and learning were discussed in the first semester)

Let's discuss certain features of the constructivist paradigm:

- It emphasizes how the learner learns

- Accepts learner's linguistic autonomy

- Takes in to account learner's mental process

- Nurtures learner's natural curiosity

- Supports co-operative learning

- Encourages learner enquiry

- Sees learner's having will and purpose

- Emphasizes acquisition not learning of language

- Focuses the contexts in which learning takes place

- Considers learner's attitude and beliefs

The Interactionist Approach combines ideas of sociology and biology to explain how language is developed. According to this theory, children learn language out of a desire to communicate with the word around them. Language emerges from and is dependent up on social interaction.

Let's do

> ➢ Prepare brief reports on different approaches.

2.3.0 Methods

There are many different methods for teaching English as a language, but the most effective ones do not include the text book styles of learning. These methods are used to start getting the English language in to child's education. (Approaches and Methods in Language Teaching--Richards. J and Rodgers.T(1986)-CUP Cambridge).

Method refers to a theoretically consistent set of teaching procedure that defines best practice in language teaching. Methods give teachers as nature of language and language learning (approach) need based discoveries design and skills to implement procedure in other words each method has come out from approach which has design in imparting education.

2.3.1.The Grammar Translation Method

Grammar Translation Method or GTM was used in the teaching of Latin and Greek for several centuries in Europe. The method in practice lies in activities that specially focus on translation and the rules of grammar. How or how well each gets attention varies from word-for-word translation across the languages with attention to meaning.

The GTM was the product of German scholarship and it was very popular with European and foreign language teaching from the 1840's to the 1940's, originated by J.V. Meidinger.

It is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue in to the target language and vice-versa.

Learning is largely by translation from the target language. Grammar rules are to be memorised and long lists of vocabulary learned by heart. There is little or no emphasiz placed on developing oral ability.

The method does not require training or specialized skills on the part of teachers, because the GTM is not an offshoot of a theory of learning or an approach to language description. It becomes difficult to define clearly a typical GTM class.

Let's have awareness of the characteristic features:

- The language most used in the class room is the mother tongue rather than the language being used.

- Little or no attention gets paid to pronunciation

- In a teacher-centered class what matter is how much and what gets taught, in the brief that teaching guarantees learning.

- Of the four language skills, it is reading that receives the highest attention. Very often reading aloud by the teacher and by individual learners becomes a central activity.

- The grammar taught is restricted to the sentence level with attention to word formation and the inflection of words.

- Accuracy is given great importance. The learner is required to attain high standards in translation.

- Practice is provided through translation exercises from the mother tongue to the target language and vice-versa.

- Vocabulary is taught through bilingual word lists, reference on dictionaries and memorization of their words and meaning.

- GTM focuses primarily on the skills of reading and writing with little emphasize on listening and speaking.

2.3.2 The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or his mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. The habits built in acquiring the first language serve as road blocks to the acquisition of the second or subsequent language. Success in teaching, therefore, has in minimising and, if possible, suppressing the use of these habits and importantly keeping the mother tongue out of the target language class room. In their place the teacher and learners should prefer the use of actions, objects or explanations that strengthen the direct bond

between ideas, experiences and concepts and the target language words, phrases, expressions that stand for them.

The DM is based on the belief that learning happens best when the foreign word, idea or concept that it conveys gets linked together via a direct bond. This method seeks to establish such direct bonds between thought and expression, experience and language. It aims at making the children think in English without the intermediary of a word or words in his known language.

Structures and not words are the units of speech and should be focused on in building a usable stock of language utterances and expressions.

Assumptions

Speech being the basis of language, the shortest and safest approach to gain control over another language is through listening and speaking. Speech production is thus, the most productive and perhaps the only sure means of developing the strongest direct bonds.

Translation from and in to the mother tongue can be unhelpful at best and harmful in most cases. It should be resorted to only when other means fail to work.

The teaching of grammar should i) follow and not proceed the learning of a language for use ii) be done inductively.

2.3.3. The Oral-Aural Method

This method is different from Direct method on several important points of methodology. Unlike the Direct Method, the Oral method allows for the learners the use of first language, wherever it was found to contribute to the case of learning as also to the effectiveness of teaching.

Both the Direct Method and the Oral Method stood for an oral-aural initiation in to the language; whereas Oral Method stood for the centrality of reading and writing after the first year of English in the EFL class room.

Oral Method made systematic use of the findings of the word counts and controlled vocabularies.

2.3.4. The New Reading Method

The exponent of this method was Michael West and this method was known after him as Michael West's New Method. He believed that the average child in India needed English mainly as the language of knowledge which was best achieved by becoming a proficient reader. In order to justify this, he put forward three reasons:

1. English was the pre-eminent language of Science and Technology whereas most Indian languages had seldom been used as vehicles of modern knowledge.

2. The average child would not need English for expressing either personal or on-the-job needs.

3. Learning to read demanded much less investment of time and resources. Also, unlike speaking and writing, becoming proficient in reading did not require much external help or guidance.

The new method became the harbinger of much that was new and useful. Some of it still finds its place in not just school-level graded materials but also in learners' dictionaries and ESP courses. He gave much importance to reading skill. Judicious use of mother tongue is allowed. According to him, reading involves the active use of grammar and silent reading enables for comprehension.

The NM had a short life and it is hardly known among either linguists or language educators.

Reflective Questions;

- *Why are these approaches and methods considered as conventional?*

- *What are the common features of these methods?*

- *Why did these approaches and methods short live?*

- *What are the features of these approaches and methods with the approaches and methods that we follow at present?*

Reference

1. Larsen-Freeman, Diane, 2000, *Techniques and Principles in Language Teaching*, Oxford Uty Press

2. Tickoo. M.L, 2003,Teaching and Learning English, Orient Longman, Pvt. Ltd

3. Krashen.S.D, 1981,Second Language Acquisition and Second Language Learning, Oxford: Pergamon Press

4. Howatt, A.P.R, 1984, A History of English Language Teaching, Oxford: Oxford Uty Press

5. Gatenby, E.V.,1958,A Direct Method English Course (3rd edn) London: Longman

UNIT-3.

COMPREHENSIVE PLANNING FOR CLASSROOM TRANSACTION

In this unit we discuss the features of a good course book and the need for pedagogic analysis to make the teaching learning process in English classroom effective and efficient. Course book (Text book) is visualized as a key material in the process of learning a language. So we must have a thorough understanding of the principles, functions and features of a good course book. As student teachers, we should develop the ability to analyze the quality of a course book in terms of the content, treatment, teaching learning process, assessment and the physical parameters. In addition to this, the detailed know how of pedagogic analysis is inevitable. The concept mapping in terms of learning outcomes, theme, language elements, input and output discourses, vocabulary etc is essential for doing the pedagogic analysis fruitfully. In this unit you will get hands on experience on developing pedagogic analysis incorporating concept map. So we can make our class a successfully planned one.

3.0 Major concepts

- Guideline principles for a course book
- Functions of a good course book
- Features of a good course book
- Pedagogic analysis

3.1 Guideline principles for a course book

As we are aware, the course book is considered as key teaching learning material in an English class rooms.

The Guiding Principles listed below cover the major criteria for selecting, writing and evaluating quality of a Course book.

- The aims, targets and objectives align with those laid down in the relevant curriculum or subject guide.

The content is self-contained and sufficient to address effectively the learning targets of the curriculum without requiring the use of additional supplementary materials associated with the textbooks.

- The core elements of the subject curriculum are included. No superfluous information is covered, in order to leave room for students to learn how to learn.
- The content is current. Information and data are relevant and accurate. The sources of information are appropriately indicated.
- Concepts are correct and precise. Ideas are coherent. There are adequate examples and illustrations. Such examples and illustrations are interesting and relevant to students' experience. In the development of concepts, new ones are built on old ones and are introduced when and where appropriate.

3.1.1 Treatment of the content

- There is an appropriate balance between depth and breadth in the treatment of the subject content.
- The level of difficulty of the content is consistent with the curriculum requirements and the cognitive level of students.

- Appropriate consideration is given to students' prior knowledge and learning experience. There is continuity in the development of concepts and skills to facilitate a smooth transition between different key stages of learning / year levels. Connections between related topics or concepts are highlighted. There is no unnecessary repetition in content.

- There are multiple perspectives and balanced viewpoints on issues.

- There is no bias in content, such as over-generalisation and stereotyping.

- The content and illustrations do not carry any form of discrimination on the grounds of gender, age, race, religion, culture, disability etc

- To encourage and facilitate students to read larger amounts of materials on their own, selected further reading lists or related websites are included to let students read extensively. An index is included to make easy reference.

3.1.2 Learning and Teaching

The duty of the teacher is to engage the students in various learning activities to help students learn how to learn. The learning strategies selected should be interesting, learner centered, inquisitive and goal oriented. Variety of learning activities should be a routine practice in the classroom.

When we analyse the learning strategies proposed in the curse book, there should be a balanced coverage of cognitive skills of students at all levels.

- Higher-order thinking skills which require analysis, evaluation and judgment, and not just recalling and comprehension of facts, are progressively incorporated taking into consideration students' ability and developmental needs.

- Deep processing, critical and creative thinking are encouraged through involving students in less structured problems and more open-ended questions, and further reading.
- Students are required to experience the process of learning such as by searching for information from various sources.
- Meta-cognitive skills, which include the ability to analyse, evaluate and control one's own thinking processes and to plan one's action strategically, are also developed.

○ Positive values and attitudes are cultivated through the learning and teaching in the various contexts.

○ The strategies and activities on learning, teaching and assessment allow flexible use to cater for students' ability and learning styles.

○ Appropriate support and challenging tasks are provided to cater for students' different abilities.

- Learning activities which are essential to achieving the learning targets are included. Students' performance in these activities provides feedback on how well they learn and directions for further learning and teaching.
  - Learning activities are designed to facilitate students to actively integrate, practice and apply new knowledge. The learning activities are interesting. They involve and motivate students to learn. The learning activities have clear instructions.
- A range of varied and meaningful activities is provided. Tasks and exercises are appropriate, balanced in number, and congruent with the instructional strategies and learning targets.

- Suggestions for reflection, self-, peer- and group-assessment can be incorporated as appropriate to the learning objectives and learning activities in order to help improve learning.
- Activities requiring extended and open-ended responses and a variety of response styles with considerable elaboration are included. The activities help students recognise the objectives of the chapters/units as well as their own learning goals, assess their own learning.

3.1.3 Structure and Organisation

An appropriate structure of the content is provided to facilitate learning.

- The content sequence is appropriate and logical. Key words and concepts are identified and highlighted.
- The structure of the content is made clear by means of functional devices including table of contents, chapter titles, headings and outlines.
- An overview of the learning targets can be put at the beginning and a summary at the end of each unit.

3.1.4 Language

The course books are important sources of reading for students. So the quality of text book is very crucial in promoting student's learning. The amount and quality of texts to be included therefore deserves attention.

- The texts given in the course book are of high quality and facilitate students to learn directly and independently from them, and construct

meaning on their own. The level of difficulty of the language addresses multilevel nature of students, with new vocabulary progressively introduced at proper times.

- Coherent passages are included to help student's process text content.

- Students are provided with opportunities to make good use of language to study i.e. to use listening, speaking, reading and writing, as tools to discover, clarify and extend meaning for constructing knowledge in a given subject.

- Familiar and interesting language is used to motivate learning and for better understanding. The language is accurate and precise.

3.1.5 Textbook Layout (for printed textbooks only)

The attractive layout of the course book arouse learners' interest and curiosity in learners to read the course book. Let's examine the physical parameters of a course book.

- The layout is logical and consistent. The materials are well-organised, with appropriate use of space and margin for ease of reading.

- Illustrations such as photographs, pictures and graphs are accurate, appropriate, effective and suitable to facilitate learning.

- An appropriate balance is kept between text and graphics.

- To help reduce the weight of textbooks, lightweight paper is used. Textbooks can be separated into a few thin volumes. This can help develop in students the ability to manage information as part of their learning. They are thin and compact in size.

- The design facilitates the reuse of textbooks. The sources of figures and statistics are appropriately indicated.

- The font type and size is learner friendly. The minimum font size is equivalent to font size 12 in "Microsoft Word" for legibility. In order to avoid eye strain larger size fonts are recommended, especially for lower levels.

3.1.6 Pedagogical Use of e-Features (for e-textbooks only)

In Kerala ICT enabled education is in a big leap. The classrooms are being transformed to high-tech smart- rooms. The students and teachers are encouraged to use ICT recourses to a great extend. In this context, *e textbooks* are used widely by students as well as teachers. e-Features, including multimedia, interactive activities, learning tools and hypertexts can enhance the effectiveness of learning, teaching and assessment activities. They are designed in consideration of students' abilities and pedagogical needs.

- Interactive activities and multimedia content such as photographs, pictures, graphs and video clips are accurate, appropriate, effective and suitably included to stimulate and facilitate learning.
- Multimedia, interactive activities and learning tools are easy to operate in consideration of the needs and abilities of learners.
- Key topics / terms within the e-textbook and their hypertexts are available. Appropriate interface for accessing the glossary is provided.

Course books play an important role in supporting learning and teaching in schools. Course books should enable students to learn how to make use of different ways of learning. It is also important to ensure that there is no excessive information. Students will then have opportunities for developing diverse skills of learning according to their interests, needs and abilities.

Reference :

1. *"Guiding Principles for Quality Printed Textbooks" dated September 2014.*

2. Text Book Committee Education Bureau June 2016

Let's do

> ➢ Conduct a panel discussion on the guideline principles of a good course book and prepare report

3.2.0 Functions of good course book

Language learning can happen without any text book, but that may result in repetitions and significant omissions. So, the need for a course book is very pertinent. Good course books help both the teacher and student in many ways. Let's try to enumerate them.

3.2.1 A Good course book

- Gives the meaning and objectives of the language learning.
- Facilitates, motivates and stabilizes student learning.
- Lays down accepted examples which are free from cultural/linguistic biases
- Reinforces what the students have learnt orally.
- Synchronizes theory and practice and carefully integrate all language skills.

- Serves both as a syllabus and as a framework of classroom progress.
- Considers as a measure by which teaching can be evaluated by external stakeholders.

An efficient course book should fulfill the following pedagogical functions:

✓ **Educational**

Course book is, first of all, a means of education, helping language development and communication in integrated manner

✓ **Informational**

Course book summarizes some set of information, knowledge and activities which should be acquired by students in systematic logical succession

✓ **Motivational**

It evokes and preserves students´ interest and thus promotes self-study and independent learning.

✓ **Practical**

Allows the use of theoretical knowledge in practice and apply in new situation. Learning activities are to be designed to facilitate students to actively integrate, practice and apply new knowledge.

3.3.0 Features of a good course book

We have examined the major functions and different roles of course books in English class room. It opens new avenues of meaningful learning and widens learner's experience. According to Billows, in opening up the textbook, the teacher opens windows on the world, which both show the world and let light into the home. Course books are essential in our class rooms. In this view, we shall examine major features of course book.

3.3.1 Integration of visual material in the text.

Good course books are excellent teaching materials. Course books are better resources for both teachers and students. Therefore, the content in the course books needs to have sufficient pictures drawing, illustrations, graphics etc which should make the subject matter clear. Photographs, pictures graphs etc. should be accurate, appropriate, effective and suitably annotated to stimulate and facilitate learning. They should serve to direct students to the instructional focus rather than distract them from learning.

3.3.2 Layout and presentation

Consistent and intuitive layout of content is essential. The layout is to be logical and appealing. The materials should be well-organized, with appropriate use of space and margin for ease of reading.

3.3.3 Cultural bias against minority groups and/or women

There should not have any bias in content. The content and the illustrations should not carry any form of discrimination on the grounds of gender, age, race, religion, culture, disability etc.

3.3.4 Grading and sequencing of the materials

A lesson should not be very long. There should be plausible proportion between prose, poetry, story, biography etc. The content sequencing has to be appropriate and logical. Key words and concepts are to be identified and highlighted.

3.3.5 Glossary and language elements

A carefully designed course book is to have a well-defined glossary of newly introduced vocabulary items and selected language elements. . Inclusion of glossary and language elements will promote reference skill of the learners. *Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara, 2010) So glossary and language items will help students expand their language skills to real life situations.*

3.3.6 Appropriacy of the text

The course books are important sources of reading for most of our students, especially in English. Therefore, the volume of the text has to be in tune with the cognitive development of the learners and quality of texts to be included in the course books need to be simple, interesting and motivating to the learners. The language of the course books has to be accurate. Length of sentences in the text, directness of sentences, use of lead sentences or paragraphs and presence or absence of irrelevant thoughts/continuity of thought are to be taken care of to know the accuracy of the language of a course book.

3.3.7 Suitability of the tasks.

Learning activities in the course book has to be designed to facilitate students to actively integrate, practice and apply new knowledge. The learning activities should have clear instructions. Tasks and exercises are to be appropriate, balanced in number. Suggestions for reflection, self-, peer- and group assessment can also be incorporated in course book as appropriate to the learning objectives

and learning activities in order to help improve learning. Learning tasks help students recognize the objectives of the units as well as their own learning goals, assess their own learning, and reflect on what and how they have learned. This enables them to take further steps to improve their learning.

3.3.8 Suitability of the materials to motivate students' learning

Good course books should contain lively and interesting material. It should provide a sensible progression of language items. Each unit in the English language course book has to boost the fancy and imagination of the learners and arouse creativity. Suitable materials encourage creative participation of learners in the teaching learning processes.

In general course books constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for teachers. (Cunningsworth, 1995).

Let's do

> ➢ Analyse the course books of any class from 1 to 4 of different agencies (SCERT/ NCERT/ A course book of any private agency) and prepare an analytical report.

✓ **Evaluation indicators of a good course book**

The following indicators will help you to assess the quality of the course book. Conduct a group discussion with your friends and enumerate more indicators.

- Appropriate to achieve the aims and objectives of the syllabus

- The tasks are interesting and learner friendly.

- The language should be simple and comprehensible.

- The variety in the type of tasks.

- Clear instructions to do the task.

- Well designed and well organized materials.

- Attractive and appealing lay out.

- Matching with the linguistic ability of the students

-

-

-

Let's do

> ➢ Find out the evaluation indicators of a good English course book and make a report.

3.4.0 Pedagogic analysis

Pedagogic analysis is the comprehensive holistic visualization of a unit in terms of its learning outcomes, content, teaching learning process, teaching learning materials and assessment. Pedagogic analysis enables the teacher to plan and implement the teaching learning process more effectively. She can collect or make the required TLMs and worksheets if necessary. Moreover the teacher can

foresee the slots, the process, techniques and tools for continuous assessment. This will help the teacher to customize the transaction in accordance with the needs of multilevel students in her class.

✓ **Major questions that a teacher should ask before doing the pedagogic analysis:**

A teacher should ask himself / herself the following 6 basic questions before beginning the pedagogic analysis. They are:

1. Why should I teach this unit?
2. What should I teach in this unit?
3. How should I teach this unit?
4. What materials are there to make my teaching more effective?
5. How can I know the effect of my teaching?
6. What should I do further?

Actually the answers of these questions lead the teacher to the process of pedagogic analysis of the unit. Let's discuss the answers of the above questions one by one.

1. Why should I teach this unit?
   To achieve the learning outcomes by all the learners.
2. What should I teach in this unit?

The content – The input and output discourses

3. How should I teach this unit?

   The teaching – learning strategies

4. What materials are there to make my teaching more effective?

   The teaching – learning materials

5. How can I know the effect of my teaching?

   Assessment

6. What should I do further?

   Follow up and Remediation

3.4.1 Concept Map

Before going straightly to the pedagogic analysis, it is mandatory to prepare the concept map of the unit. Developing a concept map of a unit is a technique of visioning the unit as a whole, to get an overall picture of it. Concept map is a diagrammatic presentation of the themes, sub themes, structures, vocabulary, input discourses, output discourses, learning tasks, materials, assessment and all other components of the unit.

Let's do

> ➤ Collect concept maps of different units of primary class English teachers text.
>
> ➤ Prepare a concept of any unit from class 5.

Think it over

> ➤ How does concept map help teaching in class room?

Let's do

> ➤ Compare and contrast Pedagogic analysis and concept map and prepare a report.

3.4.2 Components of Pedagogic Analysis

There are six components of pedagogic analysis which are given below.

1. Analysis of the content of the unit for a particular class in terms of theme, subthemes, structures, vocabulary.

2. Specifying learning outcomes/objectives of the unit.

3. Identifying input discourses and output discourses.

4. Determining tasks and learning materials for teaching and learning.

5. Suggesting appropriate evaluation strategies/devices.

6. The follow up activities.

   ✓ **Analysis of Content**

The content prescribed in the unit should be analysed to find out theme, subthemes, structures and new vocabulary in the unit.

   ✓ **Learning Outcomes**

The learning outcomes are the various objectives that are expected to be achieved by the learner at different stages of school education. Through a series of learning activities in each unit, the

learning outcomes evolve. Together they become the learning outcomes of a particular class towards the end of the academic year. These in turn become the specific outcomes of education. The specialty of learning outcomes is that they are observable and measurable. The knowledge, skills, values and attitudes can be accessed through the analysis of each unit, class and stage. Learning outcomes can be short term as well as a long term.

✓ **Input and output discourses**

The achievement of the learning outcomes in the unit should be ensured through the effective transaction of the curriculum. The input and output discourses decides the achievement of learning outcomes/ objectives. Exploring the possibilities after the specification of learning outcomes, identify the inputs provided in the unit. When we process the inputs, it is expected that some evidences of learning evolves in the class room. These can be termed as learning outputs. The general strategies and processing of the unit are to be specified in the pedagogic analysis.

✓ **Teaching – learning materials**

The teaching - learning materials (TLM) are the materials that are used for making the process more effective and interesting. It helps the teachers to make their presentation concrete, effective, interesting, meaningful and inspirational. The teacher should plan

appropriate. Use of ICT also has to be specified. Instructional materials help the learners in the assimilation and retention of ideas.

✓ **Assessment**

Different strategies like self - assessment, peer - assessment, teacher assessment, portfolio assessment, discourse assessment with its indicators are to be used to evaluate both the content and the teaching learning process.

✓ **Follow up activities**

After assessment, through a thorough diagnosis the teacher can identify the learning gaps and formulate and implement the remedial activities. This will ensure that all learners have achieved the prescribed learning outcomes.

3.4.3 Pedagogic Analysis format

Name of the Teacher Trainee :

Class :

Subject :

Unit :

Time for the unit :

Major TLMs for the unit:

Theme :

Objectives/Learning Outcomes :

Skills /Values /Attitudes :

Language Elements :

Discourses :

Input	Process	Output	Assessment

Think it over

✓ How does steps involved in pedagogic analysis help in English language teaching in class room?

✓ Evaluate the role of different components of pedagogic analysis in teaching learning processes.

Let's do

> ➤ Prepare pedagogic analysis of any one unit each from classes 3,4& 5

References

Cunningsworth, A. (1984). Evaluating and Selecting EFL Teaching Materials. London: Heinemann.

Ellis, R. (1997). The empirical evaluation of language teaching materials. ELT Journal, 51(1), 36-42.

O'Neill, R. (1982). Why Use Textbooks?. ELT Journal, 36 (2), 104-111.

McDonough, J., & Shaw, C. (1993). Materials and Methods in ELT. Oxford: Blackwell.

Hutchinson, T., & Torres, E. (1994). The Textbooks as Agent of Change. ELT Journal 48(4), 315-328.

Michael. West, Teaching of English in difficult circumstances. Longmans, Green &Co.Ltd., 1960, p.75.

F.L. Billows, The Techniques of Language Teaching. Longmans, Green & Co.Ltd., 1961, p.71.

SCERT, Kerala, Teacher's Handbook S3 P18 , 2013, S 3.

UNIT 4

MICRO PLANNING FOR CLASSROOM TRANSACTION

An effective planning is needed for a teacher to manage his task of teaching smoothly. Careful planning is the key to effective transaction. Thus, a good teacher can avoid frustrating situation and experiences in his classroom. So the student teachers have to be enabled to prepare teaching manuals for their teaching practice. It is very important that the processing of the unit is to be specified along with the learning materials. It helps the teachers to make their presentation effective, interesting and meaningful. Moreover, the activity oriented classrooms ensure the participation of whole students in the learning process. Further, language activities have significant role in teaching grammar. So an effective classroom demands activities for motivating the learners.

4.0 Major concepts

- Micro level planning of lessons
- Preparation of teaching manuals up to 5th standard
- Selection of teaching-learning materials
- Innovative Grammar tasks

4.1.0 What is planning

Planning is a crucial factor in teaching-learning process. It involves deciding beforehand, what is to be done, when is to be done and how is to be done. Planning is important. No matter it's for a classroom, going to a supermarket or buying a car. In education, a well planned teaching manuals act as a core of teaching-learning process. Teaching manual answers all the necessary questions and provides sufficient support to the teaching learning process. So the learning process becomes smooth and easy. Instructional planning happens when a teacher is able to visualize his classroom and how his learners react to each of the task which he planned to do. So there is no certainty that a teaching manual developed by a teacher will be a success at every class and at every time.

Teaching is a process involving a set of activities designed by the teacher primarily to transact the instructional objectives and to achieve maximum output from the learners. By planning, the different aspects of the language learning are emphasized with equal importance

4.1.1 Comprehensive Unit Plan

A Comprehensive unit plan is a teacher's detailed description of the course of instruction for an individual unit. The content of the unit is separated into its various constituents like theme, sub theme, learning activities, assessment strategies, input and output discourses. It covers an entire unit of work, which may span several days or weeks. So, systematic organization of time also can be included in the unit plan. The unit plan should provide the teacher with a concise overview of the unit, including the teaching –learning materials and special preparations that need to be considered. There are various forms of written unit plans used by practicing teachers. A teacher needs sufficient information about the class, students and their background before he attempts to plan a unit.

4.2.0 Teaching Manual

A teaching manual has to be prepared by the teacher to plan learning activities at the micro level and to make the assessment more scientific. While there are many formats for a teaching manual, most teaching manuals contain the elements in the order of title of the unit, time required to complete the unit, theme/subthemes of the unit, values and attitudes ,list of learning outcomes and the list of teaching –learning materials. A well developed teaching manual reflects interests and needs of learners. It incorporates best practices for classroom

transaction. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

The teacher must decide how to assess each student's performance and evaluates the process of learning. By knowing each student's current needs, a teacher can address them immediately.

4.2.1 FORMAT OF TEACHING MANUAL

Name of the unit   :

Date   :

Expected time   :

Theme/subtheme   :

Learning Outcomes   :

Language elements   :

Teaching –learning materials   :

Process	Assessment

Signature of the Head Master   Signature of the teacher

Reflection Notes

 My Findings/ Realizations (based on the evaluation of the learning activities)

Follow-up activities and remedial measures:

-
-
-

The reflection note is also to be prepared after the completion of all learning activities aimed at the realization of specific learning outcomes. These

reflection notes shall be presented in the weekly meeting of the SRG. They are aimed at giving directions for future plans. They are helpful for the consolidation of the Continuous and Comprehensive Evaluation. Reflection note should be prepared on the basis of the assessment of learning process. It includes the findings and realization of the teacher and the follow-up activities and remedial measures. 'My Findings' is prepared on the basis of teacher's self assessment either on her performance in the class or on the transactional strategies.

4.2.2 Indicators for Teaching manual ...

- Prepared Preliminary details such as theme , subtheme, learning outcomes etc
- Entry activity is suitable for motivating the learners and it is related to the theme of the unit.
- Classroom process is in sequential order.
- Activities are planned to fulfill the prescribed learning outcomes
- Tasks are suitable for the learners' level and age
- Teaching-learning materials are authentic and suitable for transacting the learning outcomes prescribed in the course book.
- Assessment process is also moving along with the teaching learning process
- Opportunities for self assessment, peer assessment and teacher assessment
- Slots for including specially challenged learners.
- Prepared Reflection notes to assure the extension work
-
-

4.2.3 Benefits of Lesson Planning

Planning of a lesson is at the heart of being an effective teacher. It is a creative process that emphasizes the understanding of second language acquisition and language teaching pedagogy with the knowledge of the learners, the curriculum and the teaching context. Writing of the planning of a lesson is normally termed as Teaching Manual.

There are a number of benefits in preparing a teaching manual.

- It gives teachers the opportunity to think deliberately about the prescribed learning outcomes, the types of activities that will meet these outcomes, the sequence of those activities, the materials needed, how long each activity might take in the class and how students should be grouped.

- If the teacher is not sure of any part of the lesson, he will become aware of that part during the planning and so he can take steps to acquire the necessary information. Consequently the planning gives the teachers an opportunity to evaluate their own knowledge in English language.
- The lesson will tend to flow more smoothly because all the information and tasks have been decided upon beforehand. So the teacher will not waste class time flipping through the text book or thinking of what to do next.
- Teacher becomes confident in the class and inspires the learners. There by the learners feel more relaxed to participate in the classroom activities.
- In addition, teaching manuals are also a document to know what was done in the classroom even in the absence of the teacher.
- Teaching Manuals can serve as an evidence of a teacher's professional performance.

Reflective Break:

> ❖ *"By failing to prepare, you are preparing to fail."* Prepare a write-up based on this statement to reveal the importance of planning.

4.2.4 Classroom strategies

Teachers should have a clear idea on the classroom strategies which help the learners to acquire the target language easily and effectively while planning the lessons. Learners are to be properly motivated for the effective acquisition. Unless motivation is sustained and preserved, there will be a natural tendency to get tired or bored of the task at hand. Appropriate trigger or entry activity usually acts as a motivational strategy for every task. This will increase learner's self-confidence and create learner autonomy. There can be a variety of materials and strategies to motivate the learners. A unit or a lesson can be introduced with a video clipping, news paper cutting, collage, a picture etc. which related to the theme.

Lets do:

> ➢ Design a few entry activities in order to transact the lessons in English Course book of Primary classes and keep it as an activity guide .

> ➢ Collect different teaching manuals from practicing teachers. Analyze each manual and discuss how it can be changed into more creative.

4.2.5 Teaching Prose

Prose is meant for learning a language .Teaching prose focuses on the development of comprehensive skill among the learners. Reading with comprehension helps the learners to acquire new vocabulary and content words. It can be promoted through reading and listening. Teaching prose enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. Mainly it aims the achievement of the literary and content of the prose.

General aims of teaching prose are to enable the students

- To comprehend the passage
- To read with correct pronunciation, stress, intonation, pause and articulation of voice.
- To enable the learners to understand the passage by silent reading.
- To enrich their active and passive vocabulary.
- To enable them to express their ideas of the passage orally and in writing.
- To enjoy reading and writing.
- To develop their imagination.

✓ Processing a prose

- Entry Activity

  An entry activity which is related to the prescribed theme of the unit is to be designed for motivating the learners and for creating learner autonomy.
- Silent Reading

  Learners are asked to read the story silently up to some paragraphs and mark unfamiliar or difficult words in the same paragraph. Teacher can ask some simple questions at random to ensure their reading.
- Group Reading

  Learners are allowed to sit in groups and asked them to refer to the glossary. They share meanings of difficult words and the ideas they comprehend from the passage. Teacher supports the reading process in the groups. Group members clear their doubts with each other. Teacher clarifies the meaning of difficult expressions or phrases if any.
- Presentation of the answers

Teacher asks the scaffolding questions given in the course book individually and discusses other questions in the group. The answers are presented in front of the class.

- Writing Process

  Learners are asked to write a description on the basis of the discussion which is held with the peer and the teachers. Learners write the description individually. 3 or 4 descriptions are presented at random. Discussion on the presented description will be held. After the discussion, familiarise the learners some sample descriptions and the indicators of a good writing (vividness, variety and appropriateness of the describing words used, cohesiveness etc.) Learners sit in groups to write the description in the light of the discussion and it is presented. Discussion on the strengths and weaknesses of the presented description helps them to refine their product. Editing (Punctuation, thematic, syntactical and morphological) is to be followed after the presentation of whole group.

4.2.6. Steps of Teaching Poetry

- Introduction to the background of the Poem

  Some activities may be designed to introduce the background of the poem and the event or situation connected with the content which will help the learners to understand the setting.

- Loud reading by the teacher

  The teacher may read the poem aloud or play the audio three or four times with special emphasis and attention to punctuation, breaks and rhyming words.

- Silent reading by the learners

  The purpose of silent reading is to read quickly and to comprehend the gist of the poem. Learners should read the poem silently and mark the words and lines which they do not understand and they sit in groups to share their feelings.

- Appreciation of Poem

  The teacher may ask some questions to generate ideas on the theme of the poem. Elicit the responses from the learners and write them on the board. Learners may be asked to write a small description focusing on the poetic craft used by the poet.

- Loud Reading by the Learners

    Learners may be encouraged to write the appreciation note after they are able to comprehend the poem. Then they are asked to read it loudly with attention to the form and beauty of the words, rhyme and rhythm , feeling and emotions.

Let's do

> ❖ Analyze the poems given in the course books of primary classes along with the teacher text and find out how it is processed .

4.3. Selection of Teaching –Learning materials

In the field of education, TLM is a commonly used acronym that stands for teaching-learning materials. The term refers to a spectrum of educational materials that teachers use in the classroom for achieving specific Learning Outcomes as set out in the curriculum. TLMs help learners to learn concept with ease and efficiency. It helps the teacher to keep the process of learning healthy and stress-free. TLMs provide direct experience to the students.

TLM for learners at all levels must provide exposure to authentic use of English. It should facilitate language acquisition. The learners are to be stimulated and guided to make discoveries for themselves and to increase their awareness of how the target language is used to achieve accuracy, appropriation and fluency. The learners need to be motivated, relaxed and engaged. The learners need to achieve deep and multi-dimensional processing of the language. The materials need to provide lots of opportunities for each learner to use the target language and to gain feedback on the effectiveness of their attempt of communication.

Teaching -learning materials include attractive audio stories and other materials that are linked to the existing curriculum and course book. The teachers can prepare an activity book, which are linked to the course books for themselves as a supplementary material to use in their classroom. The Activity book contains many practical activities by using materials including the audio from media players, visual materials (Posters, flash cards etc) and different types of activities including language games.

Language games help students to make and sustain the effort of learning. Games provide language practice in various skills. They encourage students to interact and to communicate.

For example:

a) Language Game

Taboo

Taboo is a classic parlor game where you have to help your teammates correctly guess the word written on your card without saying the word itself or any of the other words on the card.

For example your word might be "car", but you're not allowed to say "car", "vehicle", "drive", "transport", "road", or "travel".

Taboo will help you to develop your vocabulary as well as grammar, That's because when the most obvious words aren't available to you, the only alternative is often a winding, roundabout sentence with a complicated structure. "It's the big **metal thing you sit in and press the pedals with your feet to go fast from one place to another."**

b) Posters and Flash cards

POSTERS	Posters are often used to introduce a story to the students before playing the audio. It also helps to introduce and elicit the vocabulary of a specific lesson. Moreover it enhances students' speaking skill.
FLASH CARDS	Flash cards are used to ensure language practice through games and fun that impart words, numbers, spelling and pronunciation through pictures. These cards can be used in different ways encouraging teachers to be creative.

Let's do

> ➢ Conduct try out classes by using the teaching learning material which you prepared by yourself.
> ➢ Observe the try out classes of the members of your peer group.
> ➢ Prepare Rating Scale/Checklist for the evaluation of the effectiveness of the TLMs they used in their class.

4.4 Activities for internalizing Language Elements

The value of grammar teaching is important in English language teaching field. Grammar is the base of English language. Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. To grammar learning, some students may have a more analytical learning style than others, but if one hope to use English language accurately and fluently, it is necessary for him to receive grammar rules instruction. Grammar is not different from anything else. It is likely that students will learn at different rates. In a short word, grammar teaching is necessary in English language teaching.

But even teachers who love teaching grammar may not always keep students focused in the class. The rules and regulations of the English language can be confusing to the students and traditional teaching strategies can be boring and disengaging. Most of the studies show that rote memorization is not the way to learn grammar. Every day, the ESL teaching community comes closer to the realization that there are more effective and funny ways to teach grammar. ESL classroom games aren't just for fun. Games and fun activities for teaching grammar can have purpose if it is used correctly and at the right time. Students can be kept attentive by these activities. Fun activities of grammar make the target language memorable and promote collaboration and communicative learning.

Let's enjoy:

Here's one fun activity. You can practice it in your class with your friends.

Team Error Correction

This game is a quick and easy way to turn error correction into something fun and competitive. Write the sentences on the board (such as the ones below) and explain that each sentence has at least one mistake. Ask students to discuss suitable corrections in pairs.

1. I've never be able to swim in the sea.

2. I'll to be able to play football tonight, if the weather's good.

3. I'd love to being able to speak English perfectly.

4. My friends was able to see my car when I drove past.

5. I'3. I'd love to being able to speak English perfectly.

6. If we finish early, we'll be able go to shopping after work.

---

7. John's to be able to cook like a chef. His food is so much tasty.

8. My brother's able to make great photos in holiday.

9. She able to sing beautifully. All the people thinks she'll be a pop star.

Now, divide the class into three teams, so that they're no longer with their previous partners, and ask them to discuss the corrections further, thinking about how confident they are about their answer. Next, give each of the three groups different-colour board pens. Each group picks someone to write, who then has to quickly come to the board and make a single correction to one of the sentences. Once they make a correction, they have to go back to their group and pass the pen to someone new.

There's a pause in between each round of corrections, so we can keep the corrections that are right and remove the ones that are wrong, eliciting reasons from the class. Each round is a race to the board, so students are rewarded for quickly coming to an agreement and working together. The pen is constantly swapping within the group to stop one student from taking over (or from not taking part at all).

Once the game is finished you can add up the points by counting the corrections in each colour.

Benefit of practicing Grammar games in classrooms

- When language learners can use grammar in a fun way, they will retain it all. They will be able to practice and internalize grammar phenomena extensively rather than learning a bunch of rules superficially.
- When language learners are exposed to repeated target grammar through different and varied activities, they'll be more motivated to work and retain the grammar as much as possible. They know that games are coming up and they want to be prepared to win.
- Grammar games for learning English boost the idea of healthy competition in the ESL classroom.
- The games make students competitive. So they facilitate bonding between students. They need to assist their classmates and cheer them on when competing in teams or pairs. Everyone will pitch into the group effort in order to succeed. In other words, the teacher can encourage cooperative learning.

Let's extend our work..

Some Grammar activities are given here for practicing in primary classes. You can add more..

- Discuss a family tree and relations. Let children describe relationships using apostrophe.

> Teacher   : How are you related to your grandmother?
>
> Child   : I am my **grandmother's** grandchild.
>
> <div align="center">Or</div>
> My grandmother is my **father's** mother.

- Divide the class in two groups. Call one child from each group and show them a picture. Ask them to write its name and gender on the board. Stand between the two children when they write. Mark them for correct answers. The team that gets more marks wins the game.
- Begin a story of a little mouse that has got lost. It wants to reach its hole. Let children add sentences using as many different prepositions as possible while continuing the story of the mouse.
  The little mouse is sad. It sits <u>on</u> a window sill. It jumps <u>over</u> the wall..........
- The teacher plays music and the learners dance in a circle. As soon as music is stopped, the learners stand still. The teacher then calls out an adjective and asks them to raise hands whoever gets a sentence with the adjective. After saying a correct sentence the learner goes back to the seat. The game continues until everyone has contributed a sentence.

Reflective Questions

- Is it necessary for an experienced teacher to prepare teaching manual?
- A teacher writes the reflective notes only at the end of a particular unit. Does it serve the purpose?
- How far do the school activities other than the course book activities supplement a language learning class?

Reference

1) Berman,M. 1981 *Playing and working with words*, Pergamon Press.
2) Mackey, W.F.1965 *Language Teaching Analysis*, Longman.

3) Rivers,W.M. and Temperly, M.S. 1978 *A Practical Guide to the Teaching of English*, Oxford University Press.