
Semester - 4

Paper - 404 PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER

- Unit 1 - PLANNING FOR CLASSROOM TRANSACTION
- Unit 2 - CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
- Unit 3 - INNOVATIVE LANGUAGE LEARNING STRATEGIES
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UNIT – 1

PLANNING FOR CLASSROOM TRANSACTION

Course Book

A course book is a text book designed to accompany a specific academic course or one specified by the writers of the course to be read by its students.

A good course book is the backbone of any classroom. It has a clear structure, measurable and achievable objectives which include what the learners are expected to do and what to expect next. A course book is considered as the prominent one among the many materials to achieve the Learning Objectives. Students are provided with course books for all subjects. A course book has many advantages and limitations. Even though they do provide a ready-made structure for teaching material, it may not cater all the needs of the students. A prospective teacher can convert a content material with the pedagogic sense into a more suitable form. Each class is different and teacher must be able to adapt materials suiting to the needs of their students. A course book can certainly help in planning, but it cannot replace the teacher's own ideas for what he or she wants to achieve in a class.

Purpose

There are three common ways teacher actually use Course Books.

1. As the course to be taught

The course book provides the course syllabus, virtually all the teaching -learning material and activities, and their sequence, and it determines the methodology. It establishes what to teach, when and how. In effect, it is the course to be taught.

2. As the syllabus and main source of material.

The course book provides the syllabus and many teaching learning activities and it influences the methodology. The teachers adapt and complement it. They omit some material and activities using their own instead. Using the book as the basis, they produce a course they consider more suitable for the specific context, as well as the learners , teaching personality and teaching style.

3. As one small element in the course

The other elements may be provided by the institution, for eg. Supplementary books or materials, videos, special classroom activities and tests or they may be provided by individual teachers, for eg. Their own repertoire of materials , activities and teaching strategies. The course book may be used mainly for homework and home study. This approach requires a high level of teacher organization.

For many teachers, especially those who start without practical training, these three ways of using a course book represent three stages of development. Better teaching is likely to result from the second and third approaches. The third approach especially requires considerable lesson preparation time and teacher creativity.

Features of a good Course Book

- The subject matter should be suitable to the age level of the students.
- The narration of the content should be interesting.
- The materials should provide enough space for the development of language skills of the learner.
- It should contain different discourses.
- It should promote creative and meaningful use of language.
- It should stimulate self directed activities of the students.
- It should be based on social issues.
- It should promote communicative skills of the learners.
- The vocabulary and structures should be selected with much care.
- A handbook for the teacher should be there along with the course book.
- It should contain suitable illustrations.
- It should provide sufficient opportunity for cooperative and collaborative learning.
- It should be of informative and utilitarian value.

Course Book Evaluation

While evaluating a course book the following questions may be considered.

- Is the syllabus practical and at the appropriate level for the learner ?
- Do the lessons /divisions fit the number of classes allotted ?
- Is there a proper balance between the language and skills ?
- Is the presentation and practice material clear and realistic ?
- Are the topics and contexts all appropriate for the learners ?
- Is the methodology suggested suitable for the learners?
- Is the price affordable?

Planning

What do you mean by planning? Is planning essential for classroom practices?

Planning is often depicted as an activity that is mainly concerned with the effective management of instruction or as a set of procedures teachers should employ in order to prevent them departing from established methods of teaching.

Effective transaction of curriculum entirely depends upon the planning of units both at comprehensive and micro levels. The primary duty of a teacher is to transact the curriculum as effectively as possible. The quality of performance of a teacher in the class is best judged on the basis of how well she planned and transacted a particular content. The planning of a lesson focuses on achieving the stipulated Learning

Outcomes. A systematic approach in planning would enable a teacher to implement her activities with much confidence. The outcome would be better if the planning of the unit is meaningful.

Advantages of planning of lessons

Planning of lessons is given utmost importance in pedagogy. Curriculum aims at realizing certain prescribed objectives and outcomes among the learners. Planning should be in tune with these objectives and outcomes. Actually, a teacher plans her lessons with a view to enable learners to achieve maximum results. In this manner, if planning is done in a proper way, it would result in certain advantages as follows:

- Planning gives a sense of direction.
- It focuses attention on objectives and outcomes to be realized.
- It establishes a basis for proper management.
- It helps to anticipate problems and cope with the changes.
- It provides guidelines for decision making
- It serves as a pre-requisite to employ all other linked activities

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher which reminds her where to go and how to get there.

Principles of Planning

1. **Aims:** Considering realistic goals for the lesson, not too easy but not too difficult.
 - What do the students know already?
 - What do the students need to know?
 - What did teacher do with the students in the previous class?
 - How well the students do the class work together?
 - How motivated are the students?
2. **Variety:** It is an important way of getting and keeping the students engaged and interested in the learning process. Diversified and intensive activities will engage the learners more strongly in the learning tasks as those avoid monotony.
3. **Flexibility :** Things may not proceed as we plan in most lessons. Experienced teachers have the ability to manage when things go wrong. It's useful when planning to build in some extra and alternative tasks and exercises. Also teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language development and practice. In these cases, it can be appropriate to deviate from the plan.

Why is planning important?

The importance of planning is that the teacher can fix the Learning Outcomes to be achieved by all learners, the content and strategies for transaction, the TLM (Teaching Learning Material) that can be

used and the components of assessment to be incorporated. So for all these teacher is bound to do proper planning. It enables the teacher to anticipate possible problems and their solutions.

Planning

- enables the teacher to make sure that lesson is balanced and appropriate for the class.
- gives the teacher self confidence for an effective transaction.
- is a sign of professionalism.

Micro Planning

The term 'micro' comes from the Greek word 'mikros' meaning 'small, little'. In ELT, micro lesson planning refers to planning one specific lesson based on one target (e.g., the simple past). It involves choosing a topic or grammar point and building a full lesson to complement it.

Micro teaching is a scaled down teaching encounter. This is a training concept that can be applied at various pre service and in service stages in the professional development of teachers. Here teaching is carried on under controlled situation. The role of the supervisor is specific and well defined to improve teaching.

Basic elements of Micro teaching

- A teacher
- The micro class comprising of 6/10 students
- A determined objective of micro lesson
- One skill at a time
- Immediate feedback

Micro planning of a lesson is planning a small unit of content for a small amount of time (5 - 10 mts) for a small group of students (6-10). A micro teaching lesson contains mainly three main parts : the introductory section, the middle and the ending.

A typical lesson plan involves a warm-up activity, which introduces the topic or elicits the grammar, naturally followed by an explanation/lesson of the point to be covered. Next, teachers devise a few activities that allow students to practice the target point, preferably through an integration of skills (listening, speaking, reading, writing). Finally, teachers should plan a brief wrap-up activity that brings the lesson to a close. This could be as simple as planning to ask students to share their answers from the final activity as a class.

Concept Mapping

The concept mapping technique was developed by Prof. Joseph D. Novak at Cornell University in the 1960s. This work was based on the theories of David Ausubel who stressed the importance of prior knowledge in being able to learn about new concepts.

A concept map or conceptual diagram is a diagram that depicts suggested relationships between concepts. It is a graphical tool that instructional designers use to organize and structure knowledge. A concept

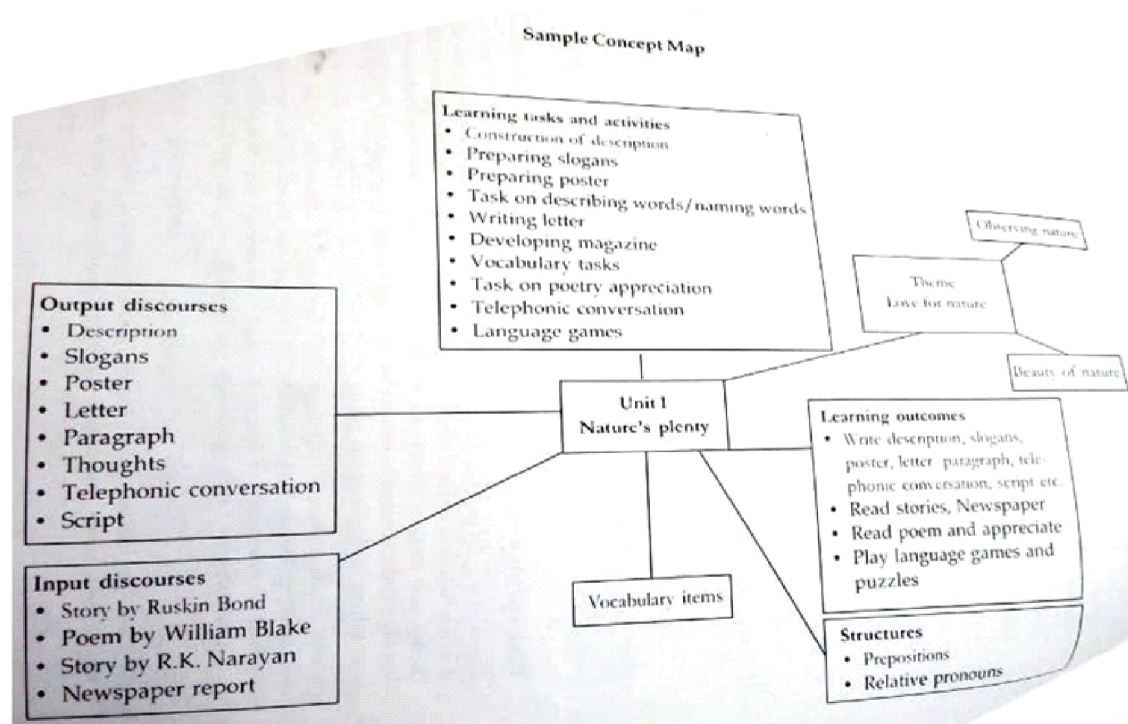
map is a type of graphic organizer used to help students organize and represent knowledge of a subject. Concept map begins with a main idea (concept) and then branch out to show how that main idea can be broken down in to sub ideas or specific topics.

Concept mapping is a technique or process for representing knowledge in graphs. Knowledge graphs are networks of concepts. Networks consist of nodes (points/vertices) and links (arcs/edges). Nodes represent concepts and links represent the relations between concepts.

Concepts and sometimes links are labeled. Links can be non, uni or bi-directional. Concepts and links may be categorized, they can be simply associative, specified or divided in categories such as causal or temporal relations. Concept mapping can be done for several purposes as follow:

- to generate ideas (brain storming, etc.)
- to design a complex structure (long texts, hypermedia, large web sites etc.,)
- to communicate complex ideas .
- to aid learning by explicitly integrating new and old knowledge.
- to assess understanding or diagnose misunderstanding.

Skelton of Concept Map



Pedagogic Analysis

The word pedagogy comes from the Greek word '*paidagoge*' which literally means '*to lead the child*' or '*to guide the child*'. Pedagogy means the art or science of teaching, which includes the style

and strategies of the teacher's instruction. Pedagogic analysis means, the logical and systematic breaking up of the curriculum from the point of view of a pedagogue for the purpose of its effective transaction. Pedagogic analysis includes the transaction of concepts, principles, facts and figures in the content area and the means through which they are to be transacted.

What are the specific informations to be imparted and at what levels-knowledge, attitude and skills? What will be the methods in the forms of techniques and strategies to be adopted for the transaction of these specific informations? Pedagogic analysis finds out answers of the following questions that a teacher should ask herself and record the answers in a systematic way before transacting a unit.

- Why should I teach the unit?
- What should I teach?
- How should I teach?
- What all materials are available to teach?
- How can I know the effect?
- What should I do further?

The answer for each question will result in a comprehensive planning of the unit.

Advantages of Pedagogic Analysis

Teacher can take steps to motivate students

It helps the teacher to adopt learner centered instruction

It makes the instructional programme more systematic and content appropriate

It helps the teacher to design a plan of action for immediate feedback, diagnosis and remediation

It helps the teacher to implement proper evaluation procedure

Teaching Learning Materials (TLM)

In the field of education, TLM is a commonly used acronym which stands for "Teaching Learning Materials". Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom in order to achieve specific learning outcomes, as set out in lesson plans.

A teaching or learning material is a device designed to help the students to comprehend, understand, and remember the content and to recall it in an effortless manner. Educational recourses such as video, audio, documents, photos, blogs, podcast are all possible learning materials that can be used in a classroom for a better transaction of the content. The ICT integrated teaching learning materials increase students motivation to learn, it promotes learner autonomy and plenty of opportunity for both students and teachers to make teaching learning effective.

UNIT – 2

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Introduction

Teaching is the most challenging job and to face the challenges, a teacher has to develop his professional field. Teaching requires professional skills, which are entirely different from other professions. Soon after entering in to this job, one should achieve necessary competent skills that are required to make teaching effective and professional. A professional teacher can make her children achieve the stipulated learning outcomes in a comfortable manner. Teachers, who are better informed about their teaching, are also able to evaluate what aspects of their practice they may need to adjust because they are more aware of what stage they have reached in their professional development. Competencies in knowledge, skills and attitude are essential for effective development (CPD).

Now a days a teacher can not confine to teaching alone rather he has to take part in curriculum framing, meet the need of the fast generation learner , have the knowledge of recent technology and apply it in classrooms. Teachers are expected to teach in increasingly multi-cultural and multi-lingual classrooms: They have to place greater emphasis on integrating students with special learning needs in classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative accountability frameworks; and to do more to involve parents in schools.

CPD is the means by which professionals maintain, improve and broaden their knowledge and skills and develop the personal qualities and competencies required in their profession. It is a process for setting one's own objectives for development. CPD ensures teacher capabilities to keep pace with the current standards.

The acronym 'CPD' stands for Continuing Professional Development- a career long process in which educators fine-tune their teaching to meet students' needs. CPD centres on the pedagogical content knowledge of teachers. Also, it emphasizes collaborative interaction. It provides for shared decision making and offers coherence between theory and practice. CPD is a means by which people maintained their knowledge and skills related to their professional lives. CPD is an approach, a technique by the faculty managing his own learning for his professional development. Interest in CPD is a sign of the teacher readiness to cope up with the constant changes. CPD makes the faculty productive and it provides them with a different identity.

Different modes of professional development

Professional development is both a requirement and opportunity for teachers at every level and in every subject. Professional development enables a teacher to :

- improve learning outcomes for students
- take a more active role in curriculum planning
- constantly develop excellent teaching practices.

- actively participate in the evaluation of teaching practice
- actively participate in the implementation of local, state, national curriculum initiatives.

Professional Development plan:

- Personal beliefs on teaching
- Refinements and applications to professional practices.
- Visiting other schools.
- Attending seminars/workshops
- Observing teaching and group facilitation activities in progress.
- Meeting with other educators who share the interests.
- Writing state exams to fulfill requirements.
- Inviting a colleague to observe you at a meeting or professional workshop
- Reading articles from professional journals, presenting papers in professional workshops.
- Joining a study group in the school community.

Professional development is defined as the process of continual, intellectual, experiential and attitudinal growth of teachers and can be achieved through different modes:

- SelfDevelopment
- Cooperative Development
- Formal Development

Self Development

Reflective teaching

Reflecting teaching is one of the prominent methods of bridging the gap between practice and theory in the classroom. Those who engage in reflective teaching can develop a deeper understanding of teaching, attain more skills in self reflection, critical thinking, pedagogical reasoning and practical decision making. The professional development of a second language teacher is closely associated with the ability in reflective language teaching. Reflective teaching has certain benefits as follows:

- It gives teacher freedom to move from routine to impulsive action.
- It enables teacher to become more confident in their actions and decisions.
- It provides necessary information for teachers to make informed decisions.
- It helps teachers to reflect critically on all aspects of their work.
- It helps teachers to develop strategies for intervention and change.
- It recognizes that the teachers are professionals.

To become a reflective teacher should be the dream of every teacher. Reflective language teaching will help a teacher for professional development

Reading and contributing to professional literature like journals

Professional literature helps teachers to keep up with the latest ideas and best practices. These magazines and journals help teachers stay current with what is considered best practice. Reading and contributing to magazines and journals provide quality platform to help the teaching profession connect research and practice in the classroom.

Cooperative Development

Visits to other schools; participation in the professional associations of teachers.

Purposeful visits to other schools for meeting with colleagues of the same subject will enable a teacher to have discussions and interactions on the subject in order to know more about the transactional aspects. Colleagues can share their ideas to update each ones professional level. Likewise, in the case of children, the level of teachers in creativity and understanding are also different. Language teachers are creative in developing work sheets, innovative activities and practices. New ideas often helps to do innovative practices in the classroom. Participation in subject council and other professional associations of teachers will also enable them to become more proficient in language learning

Peer Observation

Peer observation is one of the best ways of continuous professional development. "It refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning or classroom interaction". (Richards, 2005). Novice teachers can see and learn more from experienced teachers. Experienced teachers can get a more objective view on their performances. They can also see how other colleagues deal with same issues in a different way. Peer observation between colleagues can be friendly and collaborative and therefore often more acceptable and useful. Visiting a colleague's classroom and just sitting and observing allows you to notice many things that you are simply not aware of while you are busy teaching. Professional development mostly occurs by observing the style of teaching by colleagues. Peer observation process involves three phases:

- Pre-observation
- Observation
- Post observation

Peer Observation is:

- Informal, developmental, formative and intentional, ongoing, systematic and voluntary
- Discovering effective strategies.
- Discussing problems and concerns.
- Sharing ideas and expertise.
- Getting feedback from peers.
- Developing self awareness of one's own teaching
- Building collegiality in schools.

Formal Development

In-service training programmes

In almost every professional field initial training and knowledge one acquires will not be sufficient to function satisfactorily for the whole of the working career. In service training is essential if one has an ambition to rise in the profession. The in service training not only improves the content knowledge and teaching skills but also raises ones professional status. In service training helps a teacher to become more research oriented and can make classrooms a laboratory to begin experimentation in language education.

Workshops, educational conferences and seminars .

Attending workshops, conferences and seminars can enhance the capacity in classroom practices. Teaching can also become live and meaningful. Workshops in language learning help not only in raising the role language plays in the classroom, but also in encouraging teachers to apply what they learned in their subject areas. Three aspects, such as : physiological, interpersonal and pedagogical can also be encouraged. The physiological aspect of language learning is dealt with voice and voice projection of teachers. The interpersonal aspect of the language, on the other hand, is used to control, organize and motivate learning. The language learning methods and strategies are involved in the pedagogical aspect.

Career Development

Gutteridge (1942) defines career development as the" outcomes of actions on career plans as viewed from both individual and organizational perspectives". Career development is viewed from two points of view: the employer (organization) and the employee (individual). As far as the employee is concerned, career development is very important, since it serves as a useful tool for them to obtain their objectives.

A career development path provides employees with an ongoing mechanism to enhance their skills and knowledge that can lead to mastery of their current jobs, promotions and transfers to new or different positions. Career development increases employee motivation and productivity. The various stages of a career development programme is given in figure 2.1.

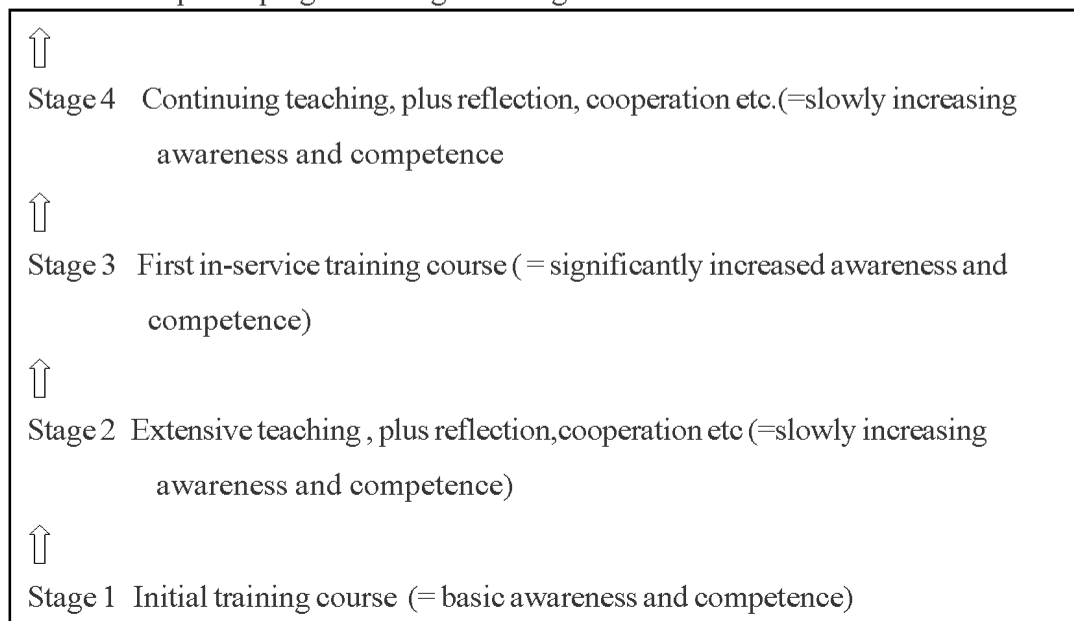


Figure 2.1: A career development programme

Qualities of a good language teacher

- Possess deep knowledge of the subject matter
- Knowledgeable about teaching methods, approaches and strategies.
- Expert communicator
- Co learner and Resourceful
- Prompter and Facilitator
- Assessor and Reflective practitioner

Norms and codes of professional practice within specific local context.

The code of professional ethics for teachers provide a frame work of principles to guide them in discharging their obligation towards students, parents, colleagues and community. Awareness of the ethical principles governing the teaching profession is essential to ensure professionalism among teachers.

Educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. Teachers are often held to high standards. In the midst of all our responsibilities, we are required to serve as role models and demonstrate ethical behaviours as we interact with students, colleagues and parents. Practising a professional code of ethics helps teachers act in a professional and ethical manner.

Consequently, educators must develop a keen awareness and sensitivity to circumstances and challenge that may encounter with students, their parents families and the community. Educators can make conscious ethical decisions to ensure that their professional practice meets the highest standards of conduct and responsibility.

Code of professional conduct and accountability to their own work and behaviour.

A code of professional conduct is a necessary component to any profession in order to maintain standards for the individuals within that profession. It ensures accountability, responsibility and trust in profession. It involves ethics and standards of behaviour. It is necessary for teachers to maintain ethical behavior for good professional conduct. A code of ethics is a guide of principles designed to help the professional conduct.

Accountability and integrity are the most important values needed at the work place. Accountability eliminates the time and effort one spends on distracting activities and other unproductive behavior. When we make people accountable for their actions, we are effectively teaching them to value their work. When done right, accountability can increase our team members' skill and confidence. A work place in which employees are engaged without being accountable is unsustainable. School is a working place of teachers where they are directly accountable for providing quality learning. Accountability is critical in any human operation in which work must get done efficiently, effectively and within budget. Honesty, reliability and moral action are embodied in the ethical standards of integrity. Continual reflection assists teachers in exercising integrity in their professional commitment and responsibility .

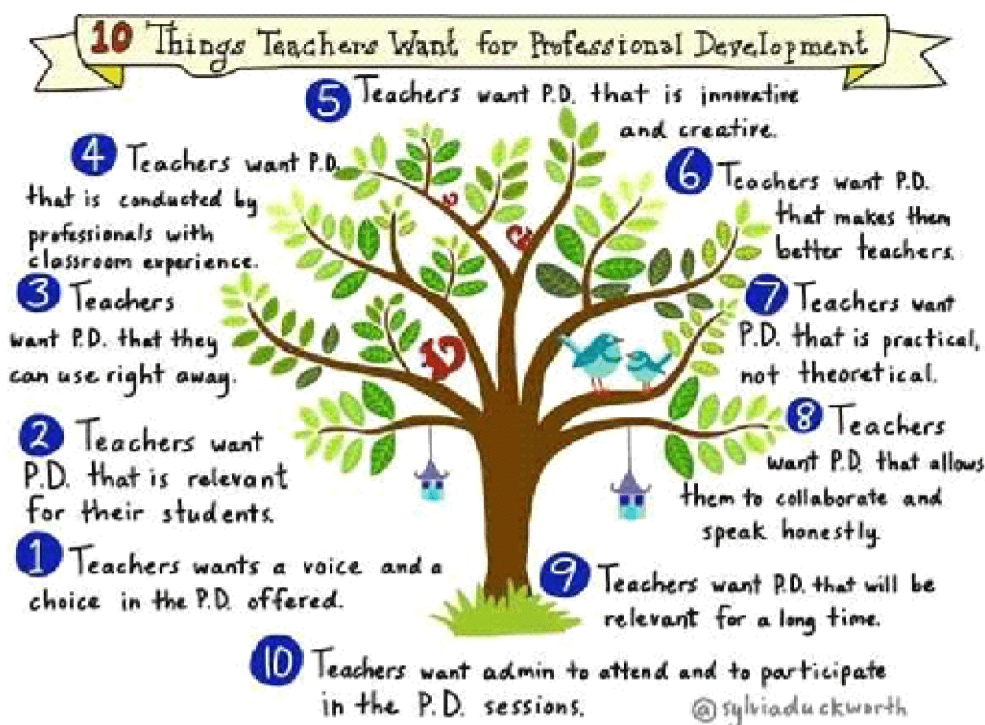


Figure 2.2 : Teacher's Professional Development

Teachers should have a record of innovative practices as part of their professional development. A teacher who longs for moving towards normal way and would like to do things normally, cannot become an innovative teacher. It is the innovative practices which makes a teacher professionally competent. A teacher with novel ideas regarding teaching-learning process can engage in innovative practices. The expansion of knowledge, skills and attitude for innovative practices can be gained through the participation in different platforms.

Action Research - Investigating learners' issues

Action Research is widely used in the field of education. It is a systematic inquiry done by teachers to address any urgent felt need/ problems. The primary objectives are to gain insight, develop reflective practice, foster effective changes in the classroom practices and improve the quality of learning. It provides practitioners (teachers) with new knowledge and understanding to resolve significant problems in classrooms and schools.

Action Research has the potential to generate genuine and sustained improvements in teaching profession. It is a systematic and scientific enquiry done by teachers to gather information about the issues to solve the problems and to promote the quality and excellence in education.

Problem Solving: Informal and Formal strategies

Problem solving is considered as the ability for solving the problems which would arise in formal and informal situations. In case of issues in these two situations, teachers should use alternate strategies to find remedies to the problems that may occur formally and informally.

Action research begins when the teacher feels a problem in the classroom or the need to investigate an issue in work situations. After identifying the problem, the action researcher can read some background

literature on the topic, limit the focus of the issue by taking only one aspect of issue at a time. A strategy to collect data through interview, observation, field notes, questionnaire, audio, video recording, etc. can be planned.

Action research means 'Action for research or Research for action'. It is a systematic attempt of solving problems, improving upon things and converting an unsatisfactory situation to a satisfactory one. Action research stands unique in the sense that it seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection.

Action Research in Second language has usually been associated with the study of classroom issue rather than addressing social problems. The areas of Action Research in the Second language may be the problems related to:

- Grammatical errors
- Spelling errors
- Inadequate vocabulary
- Pronunciation mistakes
- Four fundamental skills in languages learning.
- Levels of interactions
(Teacher-pupils
Pupils - pupils
Pupils - learning materials)
- TLM, its effects
- Vocabulary Enhancement
- Forms of assessment...etc.

REPORT OF ACTION RESEARCH

TOPIC

Developing Vocabulary in Standard V Students through Some Learning Activities.

OBJECTIVES

- To develop the vocabulary of students
- To develop word power

PROBABLE CAUSES

- Less reading in and out of the class
- Lack of enjoyable learning experience suitable to the level of learners.
- Teachers do not pay proper attention for the vocabulary enrichment of students.
- Less chance to listen to English words in daily life.

HYPOTHESIS

Providing students with interesting and motivating activities such as language games, identification of pictures, description of pictures, completion of word web etc. will develop students' vocabulary.

ACTION PLAN

Sl. No.	Activity
1.	Pre test(Day 1)
2.	Making words using letter cards(Day 2)
3.	Identify the pictures in the picture story(Day 3)
4.	Match the pictures with their names(Day 4)
5.	Completion of word web(Day 5)
6.	Making words (letter of words in jumbled order)(Day 6)
7.	Making words using letter of a word(Day 7)
8.	Post test(Day 8)

FINDINGS

The following are the findings of the study.

- 1) Activities through games motivate the learners to develop their vocabulary.
- 2) Group activities were found better than individual work in the development of students' vocabulary.
- 3) Activities through games and group create interest among students to learn new words.

SUGGESTIONS

- The teacher should provide sufficient learning experiences and correct guidelines; to make the students to get interested in developing their vocabulary.
- By creating situations related to daily living situations of the students, vocabulary enrichment can be made possible.
- Vocabulary expansion exercises suitable to the learners' ability can be developed by teachers.

Action Research Report :

Reporting is an important step in action research which involves the dissemination of the research findings. The report shall contain details of all the steps along with the findings of the study.

Action Research Report Evaluation Rubrics

Sl. No.	Steps	Indicators				
		V.good	Good	Average	Below Average	Need improvement
1	Problem					
2	Method					
3	Analysis and Interpretation					
4	Action Plan					
5	Reporting					

Let's now recollect the learning objectives as given below:

- Internalize the relevant aspects of professional development
- Build capacity in becoming professionally developed
- Express arguments concerning the need of professional development
- Develop confidence during the teaching processes professional
- Develop capacity in conducting Action Research on English language teaching.

 **Let's do**

- Conduct an action research in any felt-need problem that you feel to find urgent solution during internship programme and submit a research report

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UNIT – 3

INNOVATIVE LANGUAGE LEARNING STRATEGIES

Language Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990).

Features of Language Learning Strategies:

- Contribute to the main goal, communicative competence
- Allow learners to become more self directed.
- Expand the role of teachers
- Are Problem oriented
- Are specific actions taken by the learner
- Involve many aspects of the learner, not just the cognitive
- Support learning both directly and indirectly
- Are not always observable
- Can be taught
- Are flexible

Learning of English as a second language requires more attention in schools nowadays. Considering the limitations of natural exposure and real life situations, deliberate attempts on the part of teachers are essential for developing innovative strategies in language learning. Teachers can make use of various strategies for the improvement of teaching learning of English language.

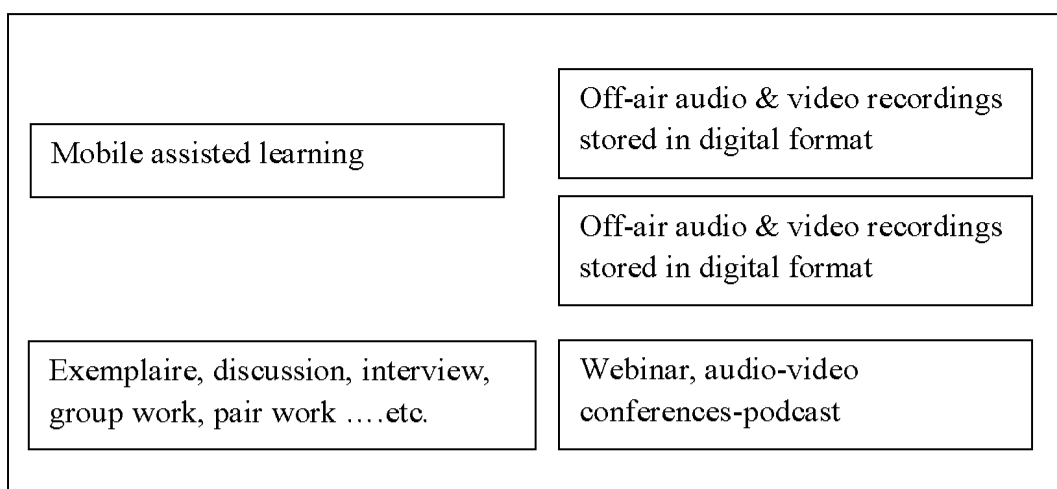
The word 'innovation' is used to describe a product or development that is 'new' or 'enhanced' in some way. Communication skill in English language can be enhanced through the setting up of various platforms for the children in the school. Teachers should develop various innovative strategies for the enhancement of language skills.

An innovation can be defined as:

- an improvement, a change
- something new
- something that did not exist before
- something that is new in a specific context

Innovations are seen as an integral part of the process of generating new ideas and practices applicable in teaching and learning. Innovative language learning strategies in English contribute to fostering language skills leading to the communicative competence of students.

Innovative Language Learning Strategies in English classrooms include :



Some of the Innovative Language Learning strategies are mentioned below:

Dramatization

Any story can be developed into a drama with the involvement of students. Enact the drama without writing the script first. Develop script of drama by sanitizing the features of a drama script.

Choreography performance

Any poem can be choreographed once the children get the theme of the poem. For that children can develop a script for the choreography. They can give tune to the poem and visualize it.

Development of narrative based on an event/picture

Based on a picture, children can identify the theme and write a narrative based on the events they have developed based in the event in the picture.

Creative drawing

Draw any event or scene related to the lessons or from outside and describe it orally.

Creative drama

Enact any scenes from the lessons as creative drama using available costumes and giving sound.

Radio drama

Oral presentation of drama using lessons from text books or stories they read.

English language learners are capable of using a wide variety of language learning strategies for enhancing their language proficiency as they are provided a language acquisition rich exposure through English clubs, English Fests, Reading clubs, Readers theater, Language broadcasting radio, Language laboratory....etc in their English learning classrooms.

English Clubs

Now- a- days, it is seen that schools are blessed with a number of clubs for various subjects, languages and for other purposes. Like other clubs in the school, English club is aiming at the realization of certain objectives in the members. Clubs can be used as a platform for enhancing communication skill through

language proficiency tasks. It has certain academic visions to satisfy in relation to the promotion of creativity among the children. Proper guidance should be given by the teachers from time to time. Children shall be the functionaries of the club. They will be assigned with various activities, such as preparation of wall magazines and posters during the occasions of day celebrations, conducting seminars, talks and fests, collecting and publishing manuscript magazines and print materials. The club should provide chances for literary creations and appreciation.

English Fest

It is another platform for the development of language skills, especially communication skills. Fests for English language can be held at regular intervals through which teacher can provide opportunities for the children to perform their activities in English language. Efficiency in using language fluently can be cherished through the organization of Fests. Teacher can facilitate children to engage in activities for developing various language discourses and they should be facilitated to perform the creations of their own.

Recitation of poems, narration of stories, presentation of skit/drama by a group, choreography of songs or poems by an individual or group, the exhibitions of literary pieces, pictures, album, short films etc., can be included for the fest. Through the enjoyment and appreciations of different items in the fest they actually learn to disseminate ideas in English.

Reading Clubs

Reading clubs are formed to encourage reading skill in English language. Here, also a group of interesting children can be made use for this purpose. Reading corner of each class shall be enriched with a number of books in English language on various kinds. Collection of poems, short stories, dramas, cartoons, picture stories shall be there in the reading corner. The teachers should motivate and promote children to read as much as possible in a competitive manner. Various kinds of reading -skimming, scanning, intensive and extensive reading- shall be practiced. Reading, as a receptive skill, can be improved by using this platform effectively.

Readers' Theatre

In Readers' theatre, the actors do not memorize their lines. Actors only use vocal expression to help the audience understand the story rather than visual story telling such as sets, costumes, intricate block and movement. This style of performance of literature was initially lauded because it emphasized hearing a written text as a new way to understand literature.

Readers' Theatre was developed as an efficient and effective way to present literature in dramatic form. Today as well, most scripts are literary adaptations, though others are original dramatic works. It has been found effective for language learning.

It is a minimal form of theatre in order to practice literature and reading. There are many styles of readers' theatre, but nearly all share these features:

- Narration serves as the frame work of dramatic presentation.
- No need of full stage sets. If used at all, sets are simple and suggestive.

- No need of full costumes. If used at all, costumes are partial and suggestive, or neutral and uniform.
- No need of full memorization. Scripts are used openly in performance

Language Broadcasting Radio

Children broadcast different programmes in the school campus. In some schools, broadcasting is carried out in mother-tongue. Teachers and children can make use of this platform for developing certain basic skills of English language. It is not much expensive to organize a service of the same kind. Children can often utilize this for broadcasting their programmes in the medium of English language. Two days in a week for the broadcasting can be set apart for English only. The programmes for broadcasting can be planned by the members of the English Club. Programmes shall include in the forms of conversations, skit, talk, description, thought of the day, songs, poems, rhymes, riddles and puzzles.

Language laboratory

A language laboratory is a classroom equipped with technological devices where students can practice listening and speaking in different languages. Children can learn language better with the support of language lab. The language lab is set up with audio-visual equipments. There are microphones and speakers for the listeners. Separate cabins with the support of electronic devices are arranged for the listeners and the speakers. Teacher listens the accent and pronunciation of a particular word used by children after giving proper practice in the word. There are facilities for recording the language used by learners. The learners can listen their voices and can make corrections. It is a two-way process between listener and speaker. Both teachers and children can make use of this lab for improving paralinguistic features of English language.

Literature based instruction

It is widely believed that literature based instruction can positively influence the language development of primary school students. Literature stimulated oral language and provides the best medium for language teaching. Children's literature plays an important role in language learning. It develops a great variety of language learning activities to children.

The role of children's literature in language teaching can be summarized as the following:

- Children's literature provides a motivating meaningful context for language learning, since children are naturally drawn to stories.
- Children's literature offers a natural and interesting medium for language acquisition.
- It presents natural language and language of its finest.
- It helps to learn vocabulary, structure and expressions used in English at a regular basis.
- It can promote academic literacy and thinking skills.
- It can contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes.

- Children can find a gate way into the imagination of authors, poets and dramatists.
- The reader is stimulated to think through his/her reading.

 **Let's do**

- Prepare a write-up on the innovative language learning strategies practised in the school where you have been put for internship.
- Visit a language laboratory and make a brief report.

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UNIT – 4

CRITICAL APPRECIATION

Critical appreciation is the process of analyzing a work in order to evaluate its contents and to explain why it should be appreciated. It is when a reader examines and evaluates a piece of literature through a critical lens in order to show that it is worth reading and understanding. This gives the reader an intelligent base to like or dislike the literature. It is not about liking and disliking; alone rather one needs to explain the structural, stylistic, thematic and other reasons that find the work effective. Critical appreciation requires to look at a work and analyze ones appreciation for it. One can read a book or poem for the mere pleasure of it. It does not come under critical appreciation. When we read a work and apply a critical appreciation, we are actively looking for and analyzing those parts of speech which are not meant to be taken literally. In other words, we are considering parts of the work that has a meaning to them, that is, more than what the word or words usually mean.

By learning about figurative language and looking for how an author applies it, one is developing a deeper understanding of the work. It is for this, a critical appreciation is attempted. However, some people apply more figurative analysis than an author ever meant, especially in terms of symbolism. This type of figurative language includes metaphor, simile, oxymoron, symbolism, irony, personification, hyperbole, idiom, allusion and paradox.

This unit aims at enabling a student teacher to analyze and evaluate a piece of work.

Critical analysis

A critical analysis is a subjective writing because it expresses the writer's opinion or evaluation of a text. Analysis means to break down and study the parts. Writing a critical paper requires two steps; they are critical reading and critical writing.

Critical reading

- Identify the author's thesis and purpose.
- Analyze the structure of the passage by identifying all main ideas.
- Consult a dictionary or encyclopedia to understand material that is unfamiliar.
- Make an outline of the work or write a description of it.
- Write a summary of the work.
- Determine the purpose which could be to inform with factual material to persuade with; appeal to reason or emotions to entertain (to affect people's emotions)
- Evaluate the means by which the author has accomplished.
- Has the material been presented clearly, accurately with order and coherence?
- Look for evidence, logical reasoning, and contrary evidence.
- Determine how emotions are affected.
- How the material is organized?

- Who are the extended audience?
- What are the writer's assumptions about the audience?
- What kind of language and imagery does the author use?

Critical writing:

- Background information to help your readers understand the nature of the work.
- Information about the work.
- Title, author, publication information.
- Statement of topic and purpose.
- Thesis statement indicating writer's main reaction to the work.
- Summary or description of the work.
- Interpretation and evaluation.
- Discussion of the work's organization.
- Discussion of the work's style.
- Effectiveness of the work
- Discussion of the topic's treatment.
- Discussion of appeal to a particular audience.

Keep the focus on the subject of analysis not on yourself. Avoid introducing your ideas by stating "I think" or "in my opinion" Identifying your opinions weakens them.

- Is there a controversy surrounding either the passage or the subject which it concerns?
- Whether subject matter is of current interest?
- What is the overall value of the passage?
- What are its strengths and weaknesses?

Support your thesis with detailed evidence from the text examined. Do not forget to document quotes and paraphrases.

Critical analysis

Critical analysis of a work of literature is an objective evaluation of both the structure of the work and the literary materials employed by the author. Evaluate how the author accomplishes what seems to be the purpose of the work and examine the literary techniques and style with supporting details.

The purpose of a critical analysis is not merely to inform but also to evaluate the worth, utility, excellence, distinction, truth, validity, beauty or goodness of a piece of work.

Even though as a writer, you have to set the standards, should be open minded, well informed and fair. You can express your opinions, but you should also back them up with evidence.

Your review should provide information, interpretation and evaluation. The information will help your reader understand the nature of the work under analysis. The interpretation will explain the meaning of the work, therefore requiring your correct understanding of it. The evaluation will discuss your opinions of the work and present valid justification for them.

Critical Appreciation of a poem

Critical appreciation of a poem is defined as the critical reading of a poem. The meaning of its words, its rhyme scheme, the speaker, figures of speech, the references to other works the style of language, the general writing style of the poet (if mentioned), the genre, the context, the tone of the speaker and such other elements make up the critical reading or appreciation. A critical appreciation helps in a better understanding of the verse.

Poetry: Critical Appreciation Methods

Critical appreciation simply means to evaluate and analyze a poem in order to have a better understanding. It includes two steps.

Step 1

In order to write a critical analysis of a poem, one is required to first evaluate the poetic techniques used by the poet. It includes analysis of the genre: Genre simply means category. Every genre has its own distinct features. eg: sonnet has 14 lines divided into three quatrains and a couplet. Thus, the poem could be a sonnet, ballad, elegy, ode, lyric, dramatic etc.

Rhyme scheme: It could be either abba, aabb, abab etc. However some poems are in blank verse as well, that is without any rhyme scheme. (Back ground Casually by Nissim Eziekel)

Figure of speech: It includes imagery, simile, metaphor, personification, repetition, pun, oxymoron, alliteration etc.

Language style: It includes the use of figures of speech, rhythm, work length, number of lines, images, senses etc.

Tone of the speaker: Tone can be mysterious, provocative, ominous, festive, fearful, exuberant, hopeful etc.

Step 2

The reader should evaluate the meaning of the poem. This includes:

Speaker: Speaker could be the poet himself (like Wordsworth) or a hero (as in the poems of Keats) or a shepherd etc. Knowing about the speaker is important as every speaker speaks differently.

Title: It includes the relevance of the title, its historical significance, etc.

Derogation: The literal meaning of the words. It helps to get the basic idea of the poem.

Corrugation: The ideas invoked by the words, that is, they have a deeper meaning which conveys a message or universal truth. This helps to understand the central theme of the poem. For example in the poem "Ode to Autumn" the central idea is quite different from what it may seem.

Purpose of writing: The purpose of writing could be to inform with facts or to persuade with an appeal to reason or emotions or just to entertain the readers.

Movements: A reader must know about the movements that existed during the time of the poet as they have a significant influence on the works.

Having done all the analysis and evaluation the reader should first write a description of the poem and then its interpretation in his/her own words in brief.



Let's do

"Stopping by the Woods on a Snowy Evening" is a well-known poem written by renowned American poet Robert Frost.

"The Rainbow" is a beautiful short poem written by the famous poet William Wordsworth.

What are the main themes, message conveyed, tone, setting, diction, figures of speech and other peculiarities of both the poems? Also identify the speaker of the poem and how well it appeals to the readers. Discuss and develop a critical appreciation of each poem.

Novels

A novel is a long, fictional narrative which describes intimate human experiences. The novel in the modern era usually makes use of a literary prose style.

Critical appreciation of a novel

The student teacher can read the novel and write a critical summary of the novel by following the guidelines of critical appreciation.

- In the introduction include a general description of the work
- Provide a short summary of the plot
- Evaluate how well the author accomplishes what seems to be the purpose of the work, examining literary techniques and style with supporting details.
- Summarize your opinion of the work.

"The English Teacher" is a novel written by R. K. Narayan. It is a part of a series of novels and collection of short stories set in 'Malgudi'. Read this novel and prepare a critical appreciation by discussing various aspects of the novel.

"Adventures of Huckleberry Finn" is a novel by Mark Twain. It is a direct sequel to "The Adventures of Tom Sawyer". Prepare a critical appreciation for this novel.

When you prepare the critical analysis discuss the theme, plot, setting, characters, conflict, dialogues, diction and other literary elements of each novel.

Short story

Short story generally aims to evoke a single emotional response in a reader. Examine the point the author tries to make and if there is more than one meaning then choose the most important.

Writing a critical analysis of a short story is a way to increase the number of times the story is read, thereby enhancing the reader's understanding of the work. It enables to express one's ideas and thoughts about the author and the story. A critical analysis suggests that the short story's hidden message can be decoded by an outside source. It also determines if the message and meaning of the story in all its aspects are clearly understood by the reader.

Literary elements include the theme, characters, setting, plot, conflict, tone, point of view, irony, and so on. Repeating the meaning of the story in one sentence to reiterate the ideas for the reader is one of the ways.

Critical Analysis of a story

Setting

Setting is a description of where and when the story takes places.

- How is the setting created? Consider geography, weather, time of day, social conditions etc.
- What role does setting play in the story? Is it an important part of the plot or theme? Or is it just a back drop against which the action takes places?

Study the time period which is also part of the setting. Consider the following:

- When was the story written?
- Does it take place in the present, the past, or the future
- How does the time period affect the language, atmosphere or social circumstances of the short story?

Characterisation

Characterisation deals with how the characters are described in a story. There are usually fewer character compared to a novel. They usually focus on the central character or protagonist. Consider the following:

- Who is the main character?
- Are the main character and other characters identified through the dialogue by the way they speak (dialect or slang for instance)?
- Has the author described the characters by physical appearance, thoughts and feelings? the way they interact?
- Are they static/dynamic?
- What qualities of them stand out? Are they stereotypes?

Plot and Structure

The plot is the main sequence of events that make up the story. In short stories, the plot is usually centered around one experience or significant moment. The following points may be considered:

- What is the most important event?
- How is the plot structure? Is it linear, chronological or does it move around?

- Is the plot real?

Narrator and Point of view

The narrator is the person telling the story

The following questions may be considered.

- Who is the narrator/speaker in the story?
- Does the author speak through the main character?
- Is the story written in the first person/third person point of view.
- Is there an "all knowing" third person who can reveal what all the characters are thinking and doing at all times and in all places?

Conflict

Conflict or tension is usually the heart of the short story and is related to the main character. In a short story there is usually one main struggle.

- How would you describe the main conflict?
- Is it an internal conflict within the character?
- Is it an external conflict caused by the surroundings the main character finds himself/herself in?

Climax

The climax is the point of greatest tension or intensity in the short story. It can also be the points where events take a major turn as the story races towards its conclusion questions like.

- Is there a turning point in the story?
- when does the climax take place?

Theme

The theme is the main idea, lesson or message in the short story. It may be an abstract or real idea about the human condition, society or life. The following areas may be considered.

- How is the theme expressed?
- Are any elements repeated?
- Is there more than one theme?

Style

The author's style has to do with the use of vocabulary, images tone or the feeling of the story. It has to do with the author's attitude towards the subject.

- Is the author's language figurative?
- What are the major images used?
- Does the author make use of symbolism?

Let's do

Analyze and evaluate critically the following short stories.

1. "The Open Window" written by Saki.
2. "The Diamond Necklace" by Guy de Maupassant

Use specific quotes from the short story to support your idea.

Non-fiction

Non-fiction is one of the fundamental diversions of narrative, specifically, prose. It is a writing which contrasts to fictions which offer information. Events or characters are partly or largely imaginary.

Critical appreciation of Non-fiction

- Identify and analyze the structures of non-fiction text.
- Explain the effectiveness of text organization to communicate an author's purpose.
- Research and synthesize information on a non fiction topic.

When reading a non-fiction, consider these things: tone, purpose, vocabulary, expansion and effectiveness.

Appreciating Talk Show

A 'talk show' or chat show is a television programming or radio programming genre in which one person or a group of people discuss various topics put forth through a talk show host.

Usually, the guests on the show would be a group of people who are learned, like, current affairs experts or pandits or those who have experience with whatever issue is being discussed on the show for that episode. At other times a single guest such as a celebrity or expert discusses their work or area of expertise with a host or co-hosts. A call-in show takes phone calls from callers listening at home, in their car, in their gardens etc. Sometimes guests are already seated but are often introduced and enter from back stage.

Talk Show is a conversation, a word- centered show in which guests and experts have a discussion about politics, social issues, gossip... etc.

It is a show in the sense that it includes many elements of a show such as the acting techniques of the host when the theme is presented and when the guests are introduced along with other elements such as music, graphics, videos and interview.

Conducting a Talk Show

- Decide the theme/ format
- Hire a host
- Decide the guests
- Arrange the professional staff (for assistance to include music, graphics, videos ... etc)
- Set the Show length and segments

- Learn how to write and edit the theme & segments

 **Let's do**

- Conduct a talk show on a topic of your choice
- Suggest some books for extended reading for the upper primary classes.
- Analyze and evaluate those books critically.

Critical appreciation of poem differs from critical appreciation of prose." Substantiate this statement with ample examples.

Mobile assisted learning	Off-air audio & video recordings stored in digital format
Quizzes, riddles, puzzles	Off-air audio & video recordings stored in digital format
Extempore, discussion, interview, group work, pair worketc.	Webinar, audio-video conferences-podcast

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