# UNIT II

## CLASSROOM PROCESSES AND TEACHING LEARNING STRATEGIES

## CONTENT

**Unit 2 :** **Classroom Processes and Teaching-Learning Strategies**

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c) Addressing issues of children with special educational needs

d) Strategies for collaborative reading

e) Developing teaching manual

# UNIT II

## CLASSROOM PROCESSES AND TEACHING LEARNING STRATEGIES

### Key ideas

♦ Planning is the most effective feature that decides the success of any classroom transaction.

♦ A year plan has to be drawn up to facilitate further plan.

♦ Pedagogic analysis of each unit must be conducted to ensure effective classroom transaction.

♦ Learning experiences need to be carefully planned to move children to their next stage of development potential.

♦ Daily planning is essential for ensuring that learning is accessible and engaging all pupils.

♦ Lesson plans should reflect a conscious effort to adapt new ways and areas of English teaching.

### Content

The most important feature of all teacher training programmes is first hand experience in actual classroom teaching. The student teacher needs to gain experience in conducting lessons and coming face to face with real classroom issues.

The three main steps involved in the conduct of any programme are:

1) Planning and preparation

2) Implementation

3) Assessment

Nothing can be successfully implemented without effective planning. It is said that when you fail to plan you plan to fail. Instructional planning involves developing a systematic organised strategy for planning lessons. Developing a systematic plan involves.

♦ What needs to be done.

♦ When it should be done and

♦ How it should be done.

The teacher needs to conduct a detailed analysis of the textual content, develop organised plans and try to carry them out successfully.

Planning should be done at all levels. A year plan should be chalked out to organise the entire curriculum into a time frame. Only a feasible time schedule can ensure that the curricular activities are transacted effectively without time lag.

## (a) Pedagogic Analysis

Each unit needs to be analysed content - wise and suitable classroom process planned at every level. Teachers have to think about small units of content, steps, activities and materials before being able to work at a broader level. Each unit needs to be analysed in terms of teacher input, processes and activities to be conducted and teaching learning materials including slots for performance, ICT, CWSN adaptations, extra reading and continuous assessment.

A teacher of English can check? along with the following steps in pedagogic analysis.?

• The entire unit needs to be understood of its objective, themes, expected outcomes and points to be focussed.

• The unit as a whole can be divided into smaller meaningful 'sub units' which can be analysed one at a time.

• Each smaller area is further focussed on to identify the curricular objective, the teacher input that need be given, the process of rendering this input, the outcomes expected and strategies for assessment.

These can be put into a suitable format or a feasible framework.

## Teacher input

The narratives presented by the teachers, and the oral or written input essential to initiate each task that is supplied by the teacher is noted down under this head.

There are five components of content and pedagogical analysis.

(i) Analysis of the content prescribed in the English course book for a particular class

(ii) Analysis of the topic to be taught in a particular period.

(iii) Specific objectives of teaching a particular topic

(iv) Determining the methods, teaching aids and techniques for teaching the topic

(v) Suggesting appropriate evaluation strategies and devices

## The classroom process

The process to be followed in the classroom and the activity to be conducted needs to be visualised and noted down. The process should include activities for oral performance, reading and writing, references to the use of ICT and other materials, adaptation for CWSN and strategies for continuous assessment. The process is visualised as a whole. The minute details are not worked out.

## Outcomes

At each stage one would expect some outcome from students. The outcome could be in the form of oral performances or written products. The outcomes need to be specified since the child has to be assessed on the basis of these outcomes.

## Evaluation/Assessment

Assessment can be either self assessment, peer assessment or teacher assessment. Assessment schedules, rating scales or check lists can be used for self and peer assessment. Teacher assessment can be done through observation or using tools or by assessing the child's written work. The assessment strategy can be selected during pedagogic analysis and the tool itself can be developed while planning a lesson or developing the teaching manual.

Hence a format for recording Pedagogic Analysis could be as follows.

### Pedagogic Analysis

Name of the teacher trainee     :

Subject                         :-

Class                           :

Name of the Unit                :

Theme of the unit               :

Objective

Attitudes to be developed       :

..

| Input | Process | Outcomes | Assessment |
|-------|---------|----------|------------|
|       |         |          |            |

## Strategies

The teacher educator forms groups. Each group goes through the textbook and source book of a particular unit and analyses the material in terms of the teacher input, the processes, the outcomes expected and the assessment strategies. A detailed discussion is done.

Student teachers analyes the units and prepare concept maps for one unit of each class in lower primary curriculum. Let them present the concept map and explain the units verbally in the whole class

## Evaluation

What are the curriculum elements you have identified while preparing the pedagogic analysis report ?

## Reflective questions

- How far will the pedagogic analysis help me during my internship?

- Pedagogic analysis includes input, process, outcome and evaluation of the unit. Which component will you give more weightage for Justify.?

## (b) Strategies for making learning more authentic and effective

### Key ideas

- Children's literature can be broadly defined as the material written and produced for information or entertainment of children and young adults.

- Since stories comply to the major objectives in English language teaching to young learners, and assess critically , now more and more English teachers of young learners are using carefully selected stories from children's literature

## Content

### Children's literature

"Learning English through Children´s Literature"  in the English class is very important because it develops a great variety of language and learning activities that involve children personally. Children's literature can be broadly  defined as the material written and produced for infomation or entertainment of children and young adults.  It provides universal themes and allows children to play with ideas and feelings and think about important issues such as  issues related to their families, friends, and all that matters for kids.  They learn vocabulary, structure, and expressions used at English at a regular basis. Moreover, children respond not only to the English language, but also to emotions.  Gillian Lazar in his book "Literature and Language Teaching" points out that, "Using literature in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities for learners to express their personal opinions, reactions and feelings."

Literature can be used in the language classroom  in the same manner as any other kind of reading and conversation.  What is very important is that teachers guide and help students to develop literary competence.  Thus students are able to understand by themselves what they read and to infer what the author tries to communicate.

For students, it is frustrating to read something they cannot understand.  On the other hand, if students, understand they feel motivated to read more, to learn more. Teachers have to include in their plans, pre-reading, while-reading, and post-reading activities to help students develop understanding.  Teachers should analyze the piece of literature to decide the kind of background students need to understand the story, poem or novel they are about to read.  Students should be able not only to understand, but also to react, to make meaningful interpretations, to expand their knowledge. Building background is essential for students to understand the story.  That is the ultimate objective in the language classroom is  to help students communicate in the target language understanding all the connections of language  to their life?. Teachers have a great responsibility

in the use of literature in the language classroom. It requires careful planning to use literature successfully, but it is worthy and self motivating.

Appropriate learning strategies are the key to academic success. Effective learners are those who have described and developed techniques of learning that work best for them. There are some strategies which essentially work for almost all students in the class. Children enjoy stories Hence listening to stories, telling stories, reading stories and writing stories all contribute to make them efficient users of English. To develop these skills in a child it is essential that both teacher and child scan through the numerous, authentic materials already available as children's literature.

The use of children's literature in primary years takes the child outside his/her limited world, into the world, of others, terms of in both location and time. The potential of books for children is vast. Children can find a gateway into the imagination of authors, poets, and dramatists. Literature can be used to bring to life, other subjects like history geography and science.

Good literary pieces create sharp images and experiences in the mind's eye. The reader is stimulated to think through his/her reading. The language, styles of presentation and literary style activate the senses. Sight, smell, hearing are all brought into the picture. The reader has a change to engage, experience, experiment and learn without even knowing that he/she is 'working' and also changing. As a powerful tool for language learning it can develop language skills in a child easily and naturally.

Teachers should analyse the piece of literature to decide the kind of background students need to understand the story, poem or novel they are about to read. Students should be able not only to understand, but also to react, to make meaningful interpretations and to expand their knowledge. Building a background is essential for students to understand the story. This is the ultimate objective in the language classroom, to help students communicate in the target language understanding all the connections of language to their life. Teachers have a great responsibility with respect to the use of literature in the language classroom. It requires careful planning to use literature successfully, but is worthy and self motivating.

## Children's literature integrating ICT

ICT in primary schools is not a new concept. A large majority of primary schools now have access to the computer in the classroom. When planning a lesson, the teacher should be able to incorporate ICT .

A teacher can use power point presentations and interactive CD while presenting topics. Video presentations and films can also make instruction less tedious and the content more comprehensive. The combination of text and graphics can be a powerful aid for structuring information. This is also true with requried to the presentation constructed by children themselves. Children can work, individually or in small groups for the construction of slides, selection of interactive animated stories etc. Digital cameras can prove effective not only for documentation of events but for capturing a series of pictures related to the textual content. Children who are not so smart in presenting ideas orally or in writing can convey their ideas through images shot on a camera.

Video presentations of documenting, films and even short clipping can serve as a media for generating ideas in an English classroom.. There are excellent opportunities for children to develop collaboration skills if they are guided to create short video presentations.

The use of the interactive white board is another device which will serve to increase the interest of the child. Downloading of internet information is something that every teacher should exploit to the maximum. The children too need to be guided in the safe use of the internet to search relevant information for learning purposes. School blogs can be set up and made use of to show ideas, reflections and literary products of the children, to pass along stories, poems and articles written by them and also extra information on relevant subjects.

## The role of children's literature in language teaching

- The educational value of using stories and the technique of storytelling has always been undisputed throughout the world.

- Since stories comply to the major objectives in English language teaching to young learners, now more and more English teachers of young learners are using carefully selected stories of children's literature

- A story provides the starting point and rich context for developing a wide variety of related language and learning activities.

- It also helps the teacher for professional development. She / He has to plan pre-story telling while- story telling and post - story telling.

- Finally, we look for stories that offer a concrete outcome in the form of dramatization, related songs and rhymes, book-making, making a game, a quiz competition, poster-design, project work, etc.

## Personal and professional development of teachers

Implementing children's literature requires a great deal of energy, creativity and excellent classroom management skills and flexibility on the part of teachers . It maintains high quality language teaching. Teacher's critical appraisal, resourcefulness and confidence develop greatly through this approach. Using storybooks has been an enjoyable experience in learning English, as it is authentic and interactive where both teacher and students learn something new. Teachers can develop worksheets and activities for exploiting the language in the story. Storybooks address universal themes and allow children to play with ideas and feelings and think about important issues.

A teacher can take one piece of literature and turn it into a different world so students can learn and develop a determinate skill about language. But not only the literature in children can be used to develop linguistic skills, it can also be useful to help them in their cognitive, cultural, social, and psychological development. A piece of literature can be helpful but if it is not picked appropriately, it will not have a good effect on children and will not help the teacher reach the goal set for the lesson. When he/ she picks a piece of literature he/she has to take into consideration of variables such as level of the children, illustration of the book, literature / moral of the story, the outcome of the literature ,relationships between parents and teachers etc.

**Using web resources**

Web resources address the needs of the student, such as grammar, vocabulary, LSRW, newspapes, magazines, lesson planning, stories, current trends in teaching and learning etc. A few web examples are given below .

- www.ceismc.gatech.edu/ceismc/programs/edtech/busyt.htm.

- Teacherpathfinder.org

- www.romeoandjuliet.com

- web.uvic.ca/Shakespeare/index.html

- http://www.online-literature.com

- www.childlitassn.org

## Strategy

- Make use of the reading cards prepared in a workshop for evaluating the effectiveness of children's literature in language learning for primary classes.

- Preparing a list of websites themselves and noting down in the reflective journal

- Teacher educator asks student teachers to revisit the stories , poems ,games etc they have collected . They are asked to prepare pre reading, while reading and post reading activities as extended activities for at least ten different texts.

- Preparation of digital portfolio : Teacher educator asks student teachers to select a unit/theme from the lower primary level . Prepares a story in simple sentences. Download visuals suitable for the story. Place the visuals in the relevant events in the story.

## Evaluation

- How far is the children's literature successfully used in our lower primary schools?

- Student teachers present the digital portfolio and the teacher educator evaluates the presentation .

## Reflective questions

- Give your opinions on using children's literature in language development.

- Web resources create lazy language learners. Do you agree? Give reasons.

- Over dependency on technology in the language class brings less professionally developed teachers. How do you react to this statement?

## (c)  Addressing issues of children with special educational needs

### Key ideas

- Children with special needs include both students with disability and children classified as gifted.

- Gifted children need to be given challenging activities above the level of the other students

- The teacher students should know how to develop adapted materials for the SEN children in the class room

### Content

Each student is unique in his own way. Students vary in both their physical,   learning and behavioural abilities. Children with special needs include both students with disability and children classified as gifted. In the past few years legislation has mandated that children    with disabilitie receive a free appropriate education along with others in a regular classroom. Inclusive education means the process of educating the learner with exceptionalities in regular classrooms, and enabling him in taking part in all s classroom activities.

Children who have a high 1Q suspension talent in one or more domains are gifted. They are preconscious when given an opportunity to use their gifts or talents. They learn qualitatively with less support or scaffolding. They resist explicit instructions. They display an intensive, obsessive interest and an ability to focus. They learn at a faster pace. Gifted children need to be given challenging activities above the level of other students.  Classroom resources need to be enriched and extra reading materials, IT facilities   can also be made available.

Children with special needs include the

- Visually impaired

- Hearing impaired

- Physically disabled

- Speech  impaired

- Ones with Autism etc

- Mentally challenged

- Ones with Specific learning disability

- ADHD

- Ones with Emotional behavioural disorder

The characteristics and classroom adaptations are given below.

| Exceptionality | Description | Classroom adaptations |
|---|---|---|
| Visual impaired | -Totally blind<br>- functional blindness<br>-low vision are included.<br>-Affects the child's learning motor development social adjustment and interaction | Teaching materials should not rely fully on visuals like chalk boards, printout, projector, LCD,<br>Teacher expresses verbally giving extra support. |
| Hearing impaired | -Hearing loss that adversely affects educational performance,<br>-adverse affects on language learning,<br>- development of speaking skills and social functioning. | These students need a lot of visual supplements. |
| Physical Disabilities | - orthopaedic impairments<br>-impair physical movement, neuro motion impairments . | -Personal space,<br>- extra time<br>-assistance of technology |

| Exceptionality | Description | Classroom adaptations |
|---|---|---|
| Speech impairment | -Speech that deviates from ordinary speech and hence cannot be comprehended<br>-interferes with communication, (articulation disorders, voice disorders and fluency disorders) | -Teachers need patience in trying to understand these students.<br>- Give opportunities for written representation instead of oral<br>-Give the child time to respond. |
| Autism | -Developmental disorder with impairments in communication social and emotional functioning<br>-problems in social interactions responding to others<br>- bizzare and steriotypical behaviour. | - A picture schedule for instruction<br>- Environment without distraction<br>- Verbal reminders of what will happen next<br>- a quiet place to retire<br>- scope for social interaction and imitations of social stories.<br>-Individualised instruction to meet the child's needs.<br>- Be sensitive to the child's self esteem. |
| Mentally challenged | -Inadequate intellecutal functioning<br>-defecits in adaptive behavior could be genetic<br>-due to brain damage before, during or just after birth. | -Use concrete examples and illustrations.<br>-Have positive expectations. -Provide support in developing adaptive skills.<br>-Look for resource support. -Use applied behaviour analysis strategies. |

| Exceptionality | Description | Classroom adaptations |
|---|---|---|
| Specific Learning Disabilities | - Children of normal or even above average intellegence<br>- difficulty in one or more academic areas<br>- have no other diagnosed problem or disorder<br>- The three common academic areas of disability are reading, writing and mathematics. | -Take the needs of the child while planning lessons and make necessary modifications.<br>Provide adaptations while testing and assignment<br>–hightlighting underlining etc.<br>-Improve organisational skills and modify study habits<br>-provide supplements acording to their needs. |
| ADHD | -Inattention<br>-hyperactivity<br>-impulsivity<br>-dose not attend to the teachers' instruction<br>- easily distracted and cannot sit still in the class<br>- difficulty in focussing on one thing.<br>-Do not think before acting. | -Simplify instructions<br>- supplement verbal instructions with visual instruction<br>-. Involve resource teachers<br>-.State clear expectations and give immediate feedback.<br>- Use behavior management strategies (positive feedback),<br>- connect learning to real life experiences,<br>-use variety of activities and technology |
| emotional and behavioural | -Serious, persistant problems that involve relationships<br>-, aggression depression and fears. | -Develop a supportive context.<br>-Have a close bond with parents. -<br>Use peer mediation and support.<br>-Make them feel more secure.<br>-Be firm but kind. |

## Strategy

- Teacher educator gives a preliminary idea of the children with special needs using a power point presentation.

- Let the student teachers identify the children with special need during the school observation period. They collect data to prepare the profile of the child. Analysis of data identification of current ability level and preparing the activity package are also done.

- Preparing adapted materials with the use of ICT: Student teachers select the relevant portion from the units of the primary class course book. They prepare adapted materials for a specific disability. Present the adapted version with adapted activities and substantiate the adaptation they have made. Discussion based on the presentation - refinement of the product.

- Implementation of the action plan during internship.

- Recoding of the progress in reflective journal and action research report writing.

## Evaluation

- How far are adapted materials helpful for the teachers addressing the individual needs of the SEN children?

- What are the existing class room problems that you observe in the school related to children with special needs?

## Reflective questions

- What are the challenges you will face with disabled students in your class? How will you focus them?

- What are the do's and don'ts that a teacher should focus on in an inclusive language classroom regarding teacher attitudes and peer support?

## d) Strategies for collaborative learning

### Key ideas

- "Everyone must contribute to the task , everyone must listen to others within the group" is the prime motto of collaborative learning.

- Group work in the language classroom provides optimum environment for negotiated comprehensible output.

- Drama can help restore the totality of the situation by reversing the learning process.

- Role -play is a way of bringing situations from real life into the classroom.

- Simulation of the real class room and practicing pedagogical aspects are important as far as a teacher trainee is concerned.

## Content

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question/issue. In co operative learning ,students work together in small groups on a structured activity. They are individually accountable for their work and the work of the group as a whole is also assessed. In a group they can develop their weaker skills and form an inter personal relationship. An essential element of cooperative learning is that students use their interpersonal skills in a group setting. In order to accomplish their task, each individual must communicate and work collectively. Everyone must contribute to the task , everyone must listen to others within the group ,everyone must encourage group members to participate ,praise good ideas ,ask for help when needed, check for understanding ,undertaking the responsibilities of each individual .

## Group Work:-

Group work and pair work are not teaching 'methods' but ways of organising the class. These students are divided into small groups and all the groups work at the same time as per teacher's instruction. Group work can be used for many different kinds of activity and are naturally more suitable for some. Teachers use various strategies to group learners based on the collected learner data.

Group work in the language classroom provides the optimum environment for negotiated comprehensible output. Group work claims validity on both pedagogical and psycholinguistic grounds. Pedagogical arguments include the following:

- increase opportunities for learners to use language.

- improve the quality of student intake.

- allow greater potential for the individualization of instruction.

- promote a positive affective climate.

- have been found to increase.

- student motivating.

## Things to do when Monitoring Groups

In order to ensure that groups work effectively and together to complete the task, the teacher's role is to observe and monitor each group. Here are a few things you can do while walking around the classroom.

- **Give Feedback -** If the group is not sure on a specific task and needs help, give your immediate feedback and examples that will help to reinforce their learning.

- **Encourage and Praise -** While walking around the class room, take time to encourage and praise groups for their group skills.

- **Reteach Skills -** If you notice that any group does not understand a particular concept, use this as an opportunity to reteach that skill.

- **Learn your Students -** Use this time to learn about your students. You may find that different roles work for different students. Record this information for future group work.

## Language games

Language games are the most important way to teach efficiently in a language class. Games mean the world to children. Nothing is more fun for children than playing games because they feel happy and free while playing. Whether indoor or outdoor; one cannot deny the importance of games.When students learn with games, have fun , feel happy and free, they acquire language unknowingly. Games strengthen language skills. Besides, learners develop social skills and good relationships while they interact with each other.

## Importance of Language games

- Can be used as a quick warm up in the beginning, to get into the mood for learning

- Give an idea for a brief vocabulary before starting a new text.

- Bring in a brief orientation.

- Are a means for integrating activities with lessons.

## Drama

In child development; creative drama encourages growth of creative capacity. There is an important difference between staging a play according to a script, in which students learn a great deal by acting out their parts, and drama activities which are structured to some extent but mostly improvised. In drama students identify emotionally with the role they are to act out and impersonate it with their bodies and minds, using their body language aid movement in the classroom. A drama activity is usually charged with emotional tension. The emotional tension involved gives a strong reason to communicate in realistic situations. Benefits of drama activities include the motivating character of the activities. Because of its emotional charge and realistic context, it reduces anxiety.

- Language is used in meaningful, situations .Drama contextualises the language in real or imagined situations in and out of the classroom. .

- Drama activities can be used as a means of reinforcement for language learners.

- It helps to extend, retain and reinforce vocabulary and sentence structure through role-play and communication games.

- Drama improves oral communication.

- Drama can help restore the totality of the situation by reversing the learning process, beginning with meaning and moving towards language form.

- Learning a second language can be enjoyable, stimulating and meaningful when combined with drama activities.

- The problem of mixed ability is reduced when drama activities are used.

- Students who are more fluent can take up main roles which require more oral communication, while the weaker students compensate for their lack of linguistic ability by paralinguistic communication e.g. body language and general acting ability .

- Language learning must appeal to the creative intuitive aspect of personality as well as the conscious and rational part.

- Drama activities can be used to provide opportunities for the student to be not merely his mental process.

**Role Play**

Role play techniques can be used in  higher/larger classes, and can be based on topics and situations from textbooks. It builds on ideas for organising oral practices. Role -play is a way of bringing situations from real life into the classroom. When we perform  role plays, we ask students to imagine. They may imagine a role, in other words, they pretend to be a different person, they pretend to be doing something different  or even both, a role and a situation;

Children improvise in role plays. The situation is fixed, but they make up exact words to say as they go along. The situations we use in role play should be as far as possible  within the experience of students. The more familiar a role or situation is, the easier it will be. In role play  learners can widen their brittle ego behind the facade of the assumed role, if necessary. Practicing various roles often goes together with various functions of language, such as inviting, apologizing, explaining, convincing, denying, arguing etc.which are contextualized. Role play activities are appropriate for pair and group work. The teachers' duty  is to monitor role-play activities in pairs and groups, not to allow too much time, which would slow down the flow of the lesson, and to prevent extensive use of the target language during the stage of preparation, which is usually considered to be the main disadvantage of group and pair work.

**Simulation**

Simulation  has a vital role  in developing the communicative ability of learners. This  activity demands  learners to go beyond a text ,to have a sound understanding of a text and be able to apply their knowledge outside the classroom and their own experiences into the activity .There is little consensus on the terms used in the role playing and simulation literature .Extended activities can be carried out at different levels depending on the learners' language proficiency.

Simulation facilitates language acquisition if,

- the learners are exposed to large quantities of comprehensible input;

- they are actively involved;

- they have positive attitudes.

It is crucial for us as teachers to think and plan what should be done to stimulate and facilitate the use of spoken English for academic purposes effectively when making oral presentation,

participating in discussions and in a variety of other classroom situations. Student teachers should participate actively in the simulation class and prove how successfully they can achieve the needs especially of the weaker learners who have limited face --to- face interaction.

## Survey

Survey is a technique used to collect data /information related to a particular study/issue. This method involves a systematic and comprehensive study of a particular community, organization group etc .with a view to the analysis of a social problem and the presentation of the recommendations to solve that problem.

It allows the gathering of a great deal of information on a large group of individuals in a relatively short period of time. However we cannot assure the full reliability of the data.

In a language class the teacher can make the child prepare the questionnaire, and the interpretation of the data collected. Report writing will make the child develop the skill of writing in a systematic way.

## Project

Project work sends a group of learners on a fact-finding mission. Projects can be viewed as research oriented tasks since students study and integrate various source of information in order to expand their knowledge of the topic they have agreed to work on. Students make a lot of references for this. The separation between classroom and the outside world is eliminated. They use language in natural and social environment. Each project leads to a tangible outcome of the students work, a product, such as a school magazine, an article, an interview, a brochure, a bulletin board, an exhibition and so on. The finished product is a source of immense satisfaction in learners and teachers alike; because it gives them a sense of achievement. Projects provide an all round learning experience. Children link English to other curriculum subjects as well as to the outside world. Projects encourage students to use various communication skills such as negotiating, planning, gathering and synthesizing information, observing, interviewing, problem solving, group discussion, oral and written reporting. Students participate in the decision-making process and they are responsible for the work involved in their part of assignment. This aspect of project work promotes students' autonomy.

**Why should Projects be done in language classroom ?**

- Projects can motivate students, especially teens.

- Students enjoy it when teachers show enthusiasm for doing project work and off opportunities instead of just prescriptive work

- Shy students can do great work in a group.

- Projects teach students, especially young l earners, to work together, to be part of a group, to share, etc.

- Projects are more memorable than simple tasks. Projects link to the lives of learners; they are meaningful, not just prescriptive or pedagogic.

- Projects offer an opportunity for acceleration work for students who are keen to move ahead

- Students often take projects more seriously than everyday tasks.

- Project work could involve the local community, parents, etc

**Teacher's Role in Project Work**

- To motivate the students to interact with each other and society.

- To guide the project in order to reduce the inhibitions in the use of language.

- To encourage creativity.

- To help students conduct scheduled short project meetings for updates & progress reports.

**Seminar**

The idea behind seminar is to familiarise students more extensively with the methodology of the chosen subject. It is a form of academic instruction in which all participants getting a chance of interactive experience which deepens their knowledge. It helps to develop academic skills such as critical evaluation and argument building. It allows children explore a topic and shoulder responsibility of their own learning. This allows a greater amount of interaction between teacher and students. It highly facilitates collaboration and group work. Peer learning is a significant part of the seminar. Moderator provides very clear summary underlining the main points.

But it requires significant investment of resources. It depends on the facilitation skills of the tutor. Much effort has to be taken for conducting a well organised and well managed seminar.

**Discussion**

Discussion is the exploratory conversation that can be done in a classroom. Discussion allows learners to communicate successfully with both peers and teachers. Making discussion an integral part of every class session implies that students will regularly benefit from an involved and interactive class room has to be created The environment to carry out the discussion in the class room. The learners are grouped heterogeneously to work together. A creative teacher can evolve variety of discussions in the class room. The Collaborative learning is also emphasised. Critical thinking is developed and the learners get chances to express their own view points.

**Debate**

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. It is also highly effective for developing argumentation skills for persuasive speech and writing. With practice, many students show obvious progress in their ability to express and defend ideas in debate they often quickly recognize the flaws in each other's arguments .Debate is an important educational tool for inculating analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. The knowledge or skills which came from the practice in debates lead students in to becoming more accustomed to expressing opinions.

In a debate there will be two opposing teams which make speeches on a topic to support their arguments and disagree with those of the other team. There will be a resolution which is an opinion about which can be the valid disagreement. The students either agree or disagree with the resolution regardless of what they personally believe. An opinion can be introduced by an opinion indicator.

The teams can explain why they agree/ why they disagree with strong reasons

- Logically supports the opinion.

- Is specific and states the idea clearly.

- Is convincing to a majority of people.

As teachers of the English language, we might have conducted debates in our classrooms. The oral skills of the learner can be developed through debate. Debates essentially revolve on the talent, of argument. This facilitates a fearless struggle of the mind to defend and rebel 'for' and the convictions. It emphasizes on the fluency and expression of language rather than the content and the gist of the ideas. The participants will be motivated to strive to speak in an unflinching style and they will not be permitted to retreat from the argument. Irrespective of the verdict given on the topic, the participants will have a lively and enjoyable conversation. This leads to shedding of inhibition in the spoken skills of students, to a greater extent. After completion of the debate each participant will cherish a sense of accomplishment. They will love to have longer debates in future.

## Strategy

- The student teachers prepare write ups on the strategies of collaborative learning. Discussion based on the write up. Teacher educator consolidates and familiarise different collaborative strategy. Discussion points are entered in the reflective journal.

- Each group is given one unit from the elementary text and the student teachers analyse the unit and find out the slots for the collaborative learning strategies. Let them present the selected strategies in the class room while the other group gives suggestions for refinement. Self assessment/ peer assessment has to be done after the presentation.

## Evaluation :

- How will you prepare an evaluation tool to assess the collaborative strategy performance in the class room? What are the indicators to be assessed for each category.?

- As student teachers you should be well versed in the use of the collaborative techniques in the class room. Which are the group strategies you think you need to improve? What are the measures that you will take to improve yourself?

## Reflective questions:

- Which of the collaborative class room strategies will you select for the elementary classes? Why do you select them?

- "The curriculum gives optimum strategies for collaborative learning." Substantiate your view points by critically analysing any one unit. ?

## e)    Developing teaching manual

**Key ideas**

- The content of the course has to be divided to accommodate children for the allotted time..

- Teacher is primarily a facilitator, setting up tasks  and providing the instructional material.

- The student teacher can  establish possible reasons for the positive and negative features of the class

- The challenges before the teacher is to use assessment practices for improving learning.

**Content**

Teachers would be expected  as a minimum part of their role, to have adequate knowledge of their subject to know something of how children  learn and develop and to be able to devise appropriate learning/teaching experiences in the light of two considerations ie,  management function and the instructional function.  The content of the course has to be divided to accommodate children for the allotted time.. After content analysis and pedagogic analysis, each teacher has to plan how the whole content should be divided for  specific periods.  The planning session -which is the pre-teaching activity, has to be done in the micro level.  The student teachers can sit together and  visualise the class in the discussion. What are the teaching aids needed, how and when each material has to be used are also to be fixed.

Each one will have their own teaching styles. Teaching style is a complex amalgam of belief, attitude, strategy, technique, motivation etc. The basic set of factors related to language teaching are :

- Attitude towards knowledge and learning

- Preferred ways of organising class activities

- Self assessment of one's own teaching

- Belief in  the best way of learning language

- Attitude towards learners

Teacher is primarily a facilitator, setting up tasks  and providing the instructional material. Instructional material has to be authentic both to the communication in the classroom  and  the world outside the classroom. It has the role to promote language learning. With the pre fixed objective the teacher can transact the content through a specific process. The teacher should be able to give an eye to the process caring each and every child in the class room.  The class taken can be broadly  evaluated  based on  three dimensions

  - Assessment based on the teacher,

  - Assessment related to  process

- Assessing the class based on pupils' responses./participation

The analysis of the class based on the teacher's perspective can be done as self assessment of the teacher. The appropriateness of the process can be assessed by the teacher so that he/she can fix the changes required for the next class. The teacher should be aware of the responses of the children and critically analyse the reason for negative responses and should plan how the learner can be channelized to the right path.

## Teacher Self Evaluation tool

| No. | Criterion | A Good | B Satisfactory | C Moderate | D Poor |
|-----|-----------|--------|----------------|------------|--------|
| 1. | Responsiveness to learner need | | | | |
| 2. | Encouragement/motivation given to learners | | | | |
| 3. | Learner Participation | | | | |
| 4. | Appropriateness of Material | | | | |
| 5. | Process based class | | | | |
| 6. | Collaborative Strategies used | | | | |
| 7. | Management and Organization of class. | | | | |
| 8. | Adaptation process for SEN Children | | | | |
| 9. | The slots for self, peer Assessment | | | | |
| 10. | Over all Class room climate | | | | |

**Analytical class :**

This comes under the pre internship programme. Student teachers prepare TM and discuss with peers. Schedule an the observation tool for each one's class

This involves mainly

- Classroom settings and requrment arranged.

- Teacher learner relationship and interaction

- The teaching learning process conducted

- Individual/ group consideration

- Feedback given

The student teacher can establish possible reasons for the positive and negative features of the class. There should be discussions based on the class. This will help the teacher to get constructive suggestion for the improvement in teaching.

## Assessment

Assessment is a part and parcel of learning. Summative assessment is necessary for learner promotion and certification. Increase in the number of activities in the class room need not enhance learning. Assessment activities work best when the purpose is clear and explicit. The activities are designed to serve that purpose.

**Assessment for learning** is the teacher assessing the children and modifying learning activities while the teaching -learning process is going on.

This helps the teacher,

- To recognise predictable patterns and pathways that most learners follow.
- It shifts the emphasis from summative to formative, from making judgements to creative description
- Teacher can use work sheets, observation schedules, questioning ,learner teacher conferences or any other mechanism for this assessment.
- Highlight their strengths and weaknesses by providing feedback
- Happens in the middle of learning through scaffolding.
- Group work assessment can be done by intervening each group

## Group Work Assessment

| Sl.No | Criterion | Mansoor | Sanu | Rani | Bindu |
|-------|-----------|---------|------|------|-------|
| 1. | Group Member Participation | | | | |
| 2. | Group Interaction | | | | |
| 3. | Guessing grammatical rules | | | | |
| 4. | Questioning other group's Contribution | | | | |
| 5. | Delibrate time wasting/ Obstruction of the process | | | | |
| 6. | Provoking conflicts | | | | |
| 7. | Respecting each ones Opinion | | | | |
| 8. | Considering Low proficient Learners and SEN Children | | | | |
| 9. | Creative ideas in by reading/ writing beyond the text | | | | |
| 10. | Over all performance | | | | |

**Assessment as  learning** :- This focusses on the role of the learner as the critical connector between assessment and learning.

- Learner engages in assessing critically -make sense of the  information-relate it to  prior knowledge and apply it  for further learning.

- Learners personally monitor what they  learn and make use of the  feedback for adjustment ,adaptation and even to make major changes in what they have understood.

- Class room assessment of the teacher functions as a vehicle for helping learners develop, practice and become comfortable with reflection and with critical analysis of their own levels of knowledge acquisition.

**Assessment of learning** is used to confirm what learners know, how they are placed in the class relation to others etc.  Here teachers provide statements of proficiency or competence of learners. Its purpose is summative .It is done at the end of the unit/block and takes the form of unit tests or exams. The results are expressed symbolically generally  as marks or letter grades. There is strong emphasis on comparing learners and little direction is given for improvement.

The challenges before the teacher is to use assessment practice for improving learning. The descriptive feedback given by the teacher  along with the assessment for learning activities is crucial in providing the learners insights into the strengths and weakness of their learning.It helps them perform better in the process of learning.

Pupils should be trained to do self and peer assessment for the productive use of formative assessment. Through this, they will understand the main purpose of learning.  Besides they will also grasp what they need to do to achieve.

When the learners and teachers are comfortable with the continuous circle of feedback and adjustments, learning becomes more effective .Learners begin to internalise the process of their own learning.

Recording and sharing of assessment also have  a major effect in the learning process. The recording can be done, in the learner's portfolio/notebook or in the teaching manual. . The teaching manual will reflect the relevant activities, teacher's particular observation, follow up  possibilities, teacher's self assessment etc

It is good to keep a record of classroom activities for each class. Self impression and feeling about specific events of the lesson   will help the teacher to move towards a reflective teacher. The evaluation notes can be shared in the group so that the group itself can be motivated and help you to redesign  teaching strategies or materials. **The plan of work** will help the teacher to teach comfortably with the continuous assessment of herself / himself and her / his children.

# Teachers' Plan of Work

| Unit | Day | Activity | Recordings/ Remarks |
|------|-----|----------|---------------------|
|      |     |          |                     |
|      |     |          |                     |
|      |     |          |                     |
|      |     |          |                     |
|      |     |          |                     |

**Strategy**

Teacher educator conducts a demonstration class. Student teachers observe the class and evaluate it based on the class observation format. (Page No. 45) Student teachers compare his/her recordings with self evaluation tool of the teacher educator.

They are familiarised with different TM and the student teachers evolve a TM for their class.

Analytical classes are observed in the same way.

Student teachers may prepare an assessment tool for the internship.

## Evaluation

Write your impression soon after the class and compare them with those of your colleague.

Assess five written products of children and give qualitative feedback to each one. Assess the feedback in the class. What are the suggestions that you could get from the class room ?

## Reflective questions

1. Is it true to say that "One's personality is the main influence on teaching style?" Justify from your/peer class observation experience

2. The quality of the relationship in the class room is the major contributing factor in class room discipline . Can you suggest any language activity which can improve teacher -pupil relationship.