

Draft

# Diploma in Education (D.Ed) 2014

## Teachers' Handbook

Semester - III

S<sub>3</sub>.P<sub>18</sub> PEDAGOGY OF ENGLISH LANGUAGE



Government of Kerala

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## Semester 3

Paper No.	Name of Paper
<b>S<sub>3</sub>P<sub>18</sub></b>	<b>Planning Effective Classroom Transaction</b>
Total Score	: CE - 20
Total Semester Time	: 50 hrs.
Total Week Time	: 3 hrs.

### Content

Unit 1 : Planning Effective Classroom Transaction (Time: 25 hrs.)

Unit 2 : Assessment for Effective Learning (Time: 25 hrs.)

## UNIT 1 PLANNING EFFECTIVE CLASSROOM TRANSACTION

### **Objectives**

- To equip the student teachers with effective planning for classroom transaction.
- To help the student teachers to prepare a comprehensive plan for teaching.
- To familiarize the student teachers with pedagogic analysis to understand the course book.
- To help the student teachers to design various classroom strategies for the teaching learning process.
- To develop an understanding of the teaching of prose, poetry and grammar and the processes involved.
- To enable the student teachers to prepare teaching manuals for practice teaching.
- To make the student teachers familiar with the assessment tools.
- To help the student teachers to develop indicators for assessment tools and to prepare assessment formats.

### **Key Ideas**

- Comprehensive plans help to produce maximum output by minimum input.
- Pedagogic analysis help the teacher to manage learning smoothly and effectively .
- The steps in pedagogic analysis help the student teacher to analyse the content and recognize the learning outcomes.

### **Need for Comprehensive Plan**

Every teacher desires to manage his task of teaching as smoothly and effectively as possible. Teacher wants to get the maximum output by minimum input. Comprehensive plan of his/her subject helps the teacher to fulfill his/her instructional objectives which is called pedagogic analysis.

### **Pedagogic Analysis**

Pedagogic analysis is the process of looking at the unit in a holistic manner and analysing different components in it. Pedagogic analysis stands for the ways and means utilised by the teacher for managing learning smoothly and effectively to

get maximum output. Breaking or separating content into its various constituents like unit, sub units, topics, sections etc. makes the analysis systematic. We also break the unit into major concepts, learning outcomes, learning strategies/ activities, assessment strategies, input discourses and output discourses.

### **Components of Pedagogic Analysis**

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

1. Analysis of the content of the unit for a particular class in terms of theme, sub themes, structures, vocabulary.
2. Specifying learning outcomes/objectives of the unit.
3. Identifying input discourses and output discourses.
4. Determining tasks and learning materials for teaching and learning.
5. Suggesting appropriate evaluation strategies/devices.

### **Steps of Pedagogic Analysis**

#### **Analysis of Content**

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

#### **Learning Outcomes**

The learning outcomes are the various objectives that are expected to be achieved by the learner at different stages of school education. Through a series of learning activities in each unit, the learning outcomes evolve. Together they become the learning outcomes of a particular class towards the end of the academic year. These in turn become the specific outcomes of education. The speciality of learning outcomes is that they are observable and measurable. The knowledge, skills, values and attitudes can be assessed through the analysis of each unit, class and stage. Learning outcomes can be short term as well as a long term.

The achievement of the learning outcomes in the unit should be ensured through the effective transaction of the curriculum. So, all the learning outcomes of the unit should be specified in the pedagogic analysis.

#### **Exploring the Possibilities**

After the specification of learning outcomes, identify the inputs provided in the unit. When we process the inputs, it is expected that some evidences of learning evolves in the class room. These can be termed as learning outputs.

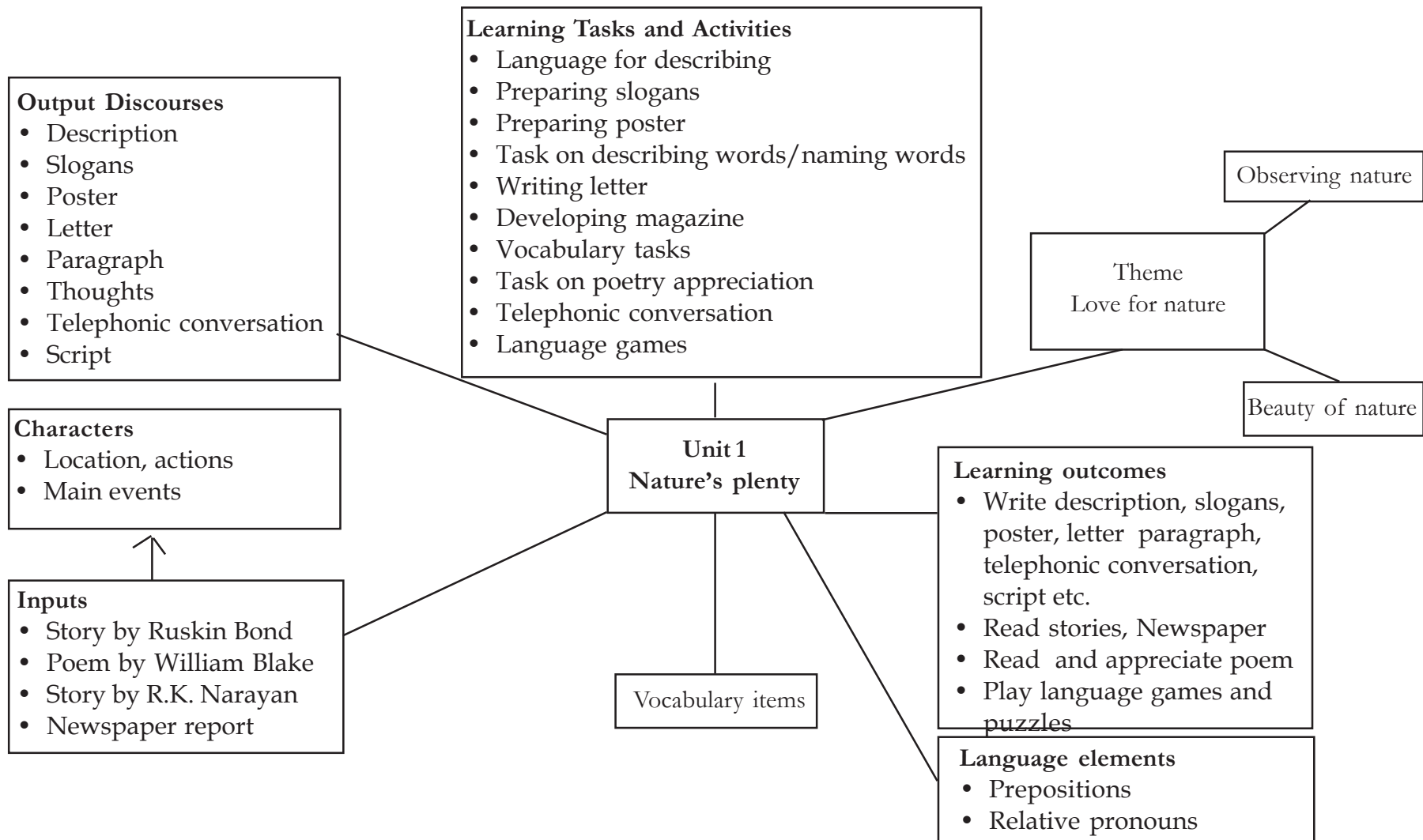
The general strategies and processing of the unit are to be specified along with learning materials. Use of ICT has to be specified. Instructional materials help the learners in the assimilation and retention of ideas. It helps the teachers to make their presentation concrete, effective, interesting, meaningful and inspirational.

The teacher should plan appropriate assessment strategies like self - assessment, peer - assessment, teacher assessment, portfolio assessment, discourse assessment with its indicators.

### **Concept Map**

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

## Sample Concept Map



## Pedagogic Analysis

Name of the Teacher Trainee :  
Class :  
Subject :  
Unit :  
Theme :  
Objectives :  
Learning Outcomes :  
Skills /Values, /Attitudes :  
Language Elements :  
Discourses :

Input	Process	Output	Assessment

### Strategy

- Teacher educator divides the student teachers into different groups. Each group analyzes the course books of upper primary classes and prepares concept maps of the assigned units.
- Substantiate the role of different components of pedagogic analysis in teaching learning process.

### Evaluation

Collect the curriculum and one unit of the English Coursebook from any upper primary class of another state/country . Prepare pedagogic analysis of the unit. List out the merits and demerits of the curriculum analysed.

### Reflective Questions

- How far do the do different steps involved in pedagogic analysis help in class room processing ?

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

## **b) Designing Classroom Strategies.**

### **Key Ideas**

- Variety of entry activities help learners acquire the target language easily and effectively.
- Trigger or entry activity channelizes the learner's thoughts.

### **Appropriate Triggers or Entry Activity**

Learners are to be properly motivated for effective acquisition of the target language. Unless motivation is sustained and preserved, there will be a natural tendency to get tired or bored of the task at hand. Therefore, there should be a repertoire of motivational strategies with the teacher. Appropriate trigger or entry activity for every task is one among them. This will increase learner's self-confidence and create learner autonomy.

There can be a variety of materials and strategies to motivate the learners. A unit or lesson can be introduced with a video clipping, newspaper cutting, collage, cartoon, a picture/photograph etc. which is related theme.

### **Reflective Questions**

Design a few entry activities/games in order to transact the lesson in Std V and VII.

### **Evaluation**

What are educational implications of entry activities to a lesson in teaching learning process?

### **Teaching Prose**

#### **Key Ideas**

- Intensive and extensive reading of diverse prose pieces which include descriptions, statements dialogues, conversations, paragraphs, autobiographies etc.
- Stories are effective tool for generating language, as they have a theme, a beginning, organization of events, cohesion and an end.
- The language of poetry becomes intense when literary devices are used.
- Prescriptive and descriptive grammar

Reading literary works exposes the learners to many functions of the written language. Thus language enrichment is the one benefit often sought through literature. Extensive reading increases the reader's receptive vocabulary and facilitates transfer to a more active form of knowledge. Literature provides rich context in which individual lexical or syntactical items are made more memorable. The learners gain familiarity with many features of the written language-the



formation and function of sentences, variety of possible structures, different ways of connecting ideas - which broaden and enrich their writing skills. The learner of literature will thus become more creative and adventurous as they begin to appropriate the richness and variety of language they are trying to master and begin to use some of the potential themselves.

Literature is authentic material. Learners are exposed to language that is genuine and undistorted which managed in the classroom context. Through the reading of literature one can discover one's thoughts, feelings, customs, possessions etc. in relation to the ones they have in their near surroundings. This can enrich one's culture there by enriching the culture of the society in which one lives.

Reading literary works exposes the learner to many functions of the written language. Thus language enrichment is one of the benefits often sought through literature. Extensive reading increases the learner's receptive vocabulary and facilitates transfer to a more active form of knowledge. Literature provides a rich context in which individual lexical or syntactical items are made more memorable. The learners gain familiarity with many features of the written language, the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas which broaden and enrich the learner's own writing skills. The learner of literature will thus become more creative and adventurous as they begin to appreciate the richness and variety of language they are trying to master and begin to use some of the potential themselves.

Prose pieces are of various types depending upon the subject matter.

- Descriptions and statements
- Narratives, tales and stories
- Dialogues and conversations
- Biographies and autobiographies

All prose pieces are not read for the same purpose or in the same way. Depending upon the purpose of reading, we can distinguish between two types of reading. They are intensive reading and extensive reading.

### **Intensive Reading**

In intensive reading of prose, our objective is to improve the language ability of our learners and to foster their ability to understand and use English language. The graded structures and vocabulary are systematically incorporated in prose. Intensive reading enriches not only the command over vocabulary and grammatical structures, but also the idea expressed in the lesson.

Stories are the common prose prescribed for upper primary classes. They have

- a theme
- a beginning
- organization of events
- cohesion
- an end

Stories are effective tool for generating language. They help children to identify and use a variety of sentences and to recognize the emotive aspects of language. Stories help learners inculcate values in life. Stories give learners enjoyable and enriching experiences. Presentation techniques make the story lively and interesting for students. Stories help children to develop and apply critical thinking. They ignite imagination. Activities based on stories have enormous scope of language generation.

### **Processing the Reading of Stories**

- Individual reading (tracking reading)
- Collaborative reading
- Scaffolded reading
- Teacher's reading
- Reading aloud

Reading text in the course book may be divided into meaningful segments.

- Teacher may ask the learners to read first segment of the story or prose by following reading processes mentioned above.
- Let the learners attempt reading activities mentioned in source book
- Facilitator discusses the textual questions and additional questions
- Some activities related to vocabulary given in the course book can be done here.
- Some discourse activities and language element also can be attempted after the completion of each segment.

### **Strategy**

- Teacher educator may divide different units of primary classes into meaningful chunks and ask the teacher trainees to refer to the teacher text and course book to identify the processes involved in reading.

### **Evaluation**

- Identify the features of stories.

- The difference between extensive reading and intensive reading?

### **Reflective questions**

- What are the issues and problems found while processing a reading activity?
- How does scaffolded reading help in comprehension?

### **Teaching Poetry**

Poetry is a thing of beauty, a joy for ever. Coleridge defined poetry 'as the best of words in their best order.' Poetry is beauty - beauty of form, beauty of language, beauty of thought, mood or feeling. Thus poetry increases the learner's sensitivity to beauty of language and thought and helps to develop imagination. The language of poetry is both poetic and expressive. It has a wide range of functions like entertaining arousing emotions, provoking thoughts, describing, evaluating and informing. By considering the linguistic and stylistic features of poem it is possible to come to a conclusion about the poet's intentions. The content form and style will give the reader clues to the meaning and often there will be an underlying message or theme which is revealed only on close reading.

### **Appreciating Poetry**

Appreciation of poetry is not the process of understanding all the meanings which are expressed in a word or in a phrase - Its the enjoyment of visual images and admiration of beauty of thoughts of the poem. Appreciation is an experience in which all of the men's finest mental powers are involved, to experience what is intuitively conceived by the poet's insight and vision, and to have an awareness of the virtues of the poets own words to express these experiences. Whereas prose appeals to the mind, poetry appeals to the heart. Thus only when a poem appeals to the heart of the reader does he/ she begins to appreciate the poem.

### **Poetic Craft**

Poets quite often humanize the non-human things and point out similarities which we have newer noticed before. This tendency of humanizing non-human things is called personification. Simile and metaphors are put to use for pointing out similarities. When we call a tree, 'the tree of love' it is a metaphor. If the base branches of a tree are like need with a lonely covers' plight; then it is a simile.

Poetic language is figurative and, therefore, the language of poetry is a deviation from ordinary speech. Thus, as Robert Frost puts it. "Poetry provides the one permissible way of saying one thing and meaning another". Poetic language deviates from ordinary speech in a quite good number of ways such as rhyme, alliteration, meter, rhyme etc.

Poetry appeals to senses through imaging and imaging is a verbal evocation of sense experiences. It is not sight but insight that a poem renders. It is intuition than pure logic that enables to read and appreciate a poem. While appreciating a

poem we read and interpret a written word in many different ways with different meanings.

Literary devices make the language of poetry intense, since poets use them and add layers of meaning beyond what the words on the page literally say. They qualify the message of the poet and enhance the emotive impact. Figurative language can sometimes be difficult to interpret because poets can invent their own systems of references which readers may not immediately understand. Images are used to appeal to senses, evoking atmosphere in a very tangible way. They can suggest meaning without the poet having to make them explicit. Metaphor and similes make the abstract concrete, or the concrete abstract by referring to one thing either directly or indirectly in terms of another. Symbols helps the poet to widen the range of their references whether they draw in commonly recognized symbols or self created ones.

Sound patterning is fundamental to poetry since the aural quality of words is often as important as their meaning. Alliteration, assonance and rhyme are key poetic devices that can be used to underpin the meaning.

### **Teaching for Appreciation**

Poetry should be taught for giving pleasure or enjoyment and lay a foundation for appreciation. But how can the teacher lead his/her pupils to the fullest appreciation of poem? In order to establish a foundation for appreciating a poetry following points are important.

- Learners like poetry when they can understand it easily. The poetry in upper primary level must be easy. It does not mean that the learner should know every word used in the poem. The easier it is for the pupils to follow, the more enjoyment they will get out of it.
- The teacher should appreciate the poem first. The emotion aroused by the poetry can be transferred from the teacher to pupils. When the teacher enjoys the poems he/she will be able to convey the learners the feeling of pleasure and appreciation that he experienced.
- The poem should be dealt with as a whole. Every good poem will have a central idea or message. The learner should be helped to clearly understand this central idea.
- Attention has to be drawn towards beauty and appropriateness of the words and the images they create. Words not only have meaning but also have form and sound. This is best done indirectly through good reading by the teacher.
- Pupils should be encouraged, but never be forced to learn by heart the poem they like.

- Poetry is not meant for the learning of grammatical constructions or sentence structures. Grammar and vocabulary need not be touched in a poetry lesson.

### **Processing a Poem**

#### **Steps of Teaching Poetry**

- A lesson in poetry should always be a pleasant activity. The child must have interest in learning the particular poem.

#### **Introduction to the Background of Poem**

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

#### **Loud Reading by the Teacher**

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

#### **Silent reading by the learners**

The purpose of silent reading is to read quickly and to comprehend the gist of the poem. Pupil should read the poem silently marking words and lines which they do not understand.

#### **Appreciation of poem**

The teacher may ask a few questions to generate ideas as to what the poem is actually about. Elicit responses from learners and write them on Black Board. Learners may be asked to write a small description focussing on the mood, time, rhyming words, alliteration, word pictures etc.

#### **Loud Reading by the Learners**

After the students are able to comprehend and appreciate the poem, they may be encouraged to write it. Students should be encouraged to read a poem loudly with attention to form and beauty of the words, rhyme and rhythm, feeling and emotions.

#### **Strategy**

- Teacher trainees analyse the poems given in the course book along with teacher text and find out how processing of poem is done in the primary classes and make a presentation about it in front of the class.

#### **Evaluation**

- Cite a few examples of poetic craft used in the course book of the primary class.

#### **Reflective Questions**

- How does a poem differ from a prose piece?

- What makes a poem appealing?

### **Activities for Language Elements and Vocabulary**

Language is the vehicle of our thoughts and feelings. Grammar is a body of rules which explain and regulate the structure of the sentence. "The study of the language, its analysis into several parts, nouns, pronouns, verb, adverb, etc and our ability to put them together in a meaningful pattern, to understand the function of different words, how words fit together and how and why the meaning of certain words change - this is grammar."

Most often English teachers give priority to help students make correct sentence. Some teacher's have developed a notion that the minimal unit that can serve communication function is a sentence. But sometimes a collection of sentences 'as whole doesn't make any sense. It doesn't give any feeling of unity. Surely, the quality of being meaningful and unified, which is known as coherence is the distinctive quality of a paragraph. Without coherence communication may not take place.

We know that rules of grammar operate within a sentence and beyond a sentence ie, within the discourse. The treatment of language in terms of sentence helps us know how language works. Within sentences, we can establish rules and constraints that distinguish between licit and illicit sentence constructions.

### **Teaching Grammar**

When a child acquires the first language, she does not 'learn' grammar in a formal way. She internalizes the grammar of the mother tongue through exposure to the language. Similarly, in second language acquisition, we must concentrate on giving exposure to the learners using interesting and authentic text which will make them aware of the structures as well as the functions of the second language. The learners will intuitively distinguish the so-called grammatical utterances from the ungrammatical ones. This obviates explicit teaching of grammar at the primary level.

The acquisition paradigm is followed at the primary level which helps the learner to develop knowledge of language non-consciously. Acquiring a language implies acquiring both its structures and functions. Construction of knowledge was to take place at all levels of learning and in all domains of knowledge. This implies that we cannot stuff the learners with lots and lots of information pertaining to grammar. Grammatical concepts are to be constructed by the learners by analyzing a certain body of linguistic data available from the discourses and categorizing them in specific ways.

## **Prescriptive and Descriptive Grammar**

There is considerable disagreement about what grammar is to be taught. Prescriptive grammar is the old traditional type of grammar. It requires the study of certain prescribed rules for the use of language. The traditional grammarians advocate for the teaching of prescriptive grammar. Children learning English, should study grammar, its rules first.

Descriptive grammar describes the behaviour of the language, the way the language is used by native speakers at a given time. It is flexible and change as the use of language undergoes change. Grammar cannot be the master of language, it is the servant of language.

### **Formal and Functional Grammar:**

Formal grammar is theoretical grammar. It deals with definitions, rules and terminology.

Functional grammar is practical grammar or grammar learned through use, it is learned through observation and imitation. It is incidental grammar.

Grammar is addressed in a way in which the teachers and the students can understand the usage of language elements in meaningful contexts. Grammar is analysed in a given context through which students generalize certain features of the targeted language elements. They apply the knowledge of grammar in newer contexts.

- Grammar is caught best from meaningful contexts.
- It helps the learners in language acquisition.

### **Strategy**

- Conduct a panel discussion on teaching grammar and the treatment of grammar in the primary school curriculum.
- Teacher trainees are assigned to find out the treatment of grammar in the primary class course books and present it before the class

### **Evaluation**

- Identify a few contextualised language elements given in the primary class V and VII (other than the ones in the teacher text) and show how it is to be taught in these classes?

### **Reflective Questions**

What is the relevance of contextualisation of grammar teaching?

### **Language games : Activities and Games for Integrating Language Skills**

## Key Ideas

- Games create context in which the language is useful and meaningful.
- Games help the learners to experience language
- Games encourage learners to sustain their interest in learning

It is accepted that games can provide intense and meaningful practice of language. Games can be found to give practice in all skills and at all stages of teaching and learning. They help and encourage the learners to sustain their interest and work effectively. Games also help the teacher to create context in which the language is useful and meaningful. The learners are motivated to take part, in order to do so they must understand what others are saying. They must speak or write in order to express their points of view. Hence spontaneous language acquisition takes place.

## Strategy

- Teacher educator introduces a game- 'A mime' Teacher educator supplies short stories to each group for miming. The student teachers go through the stories provided. They mime the events of the stories in the class. The other groups narrate the story according to the presentation.

Let the real story be narrated by the group after the presentation of all groups.

Teacher educator generates a discussion on the integration of skills, its relevance and its advantages etc.

- A workshop may be conducted to prepare some language games which integrate all skills for the transaction of the primary class course book.

## Evaluation

Language games adversely affect the discipline of the class." - Conduct a debate in the class.

## Reflective Questions

How do the games help to integrate language skills?

Design a few entry activities/games in order to transact the lesson in Std V and VII.

## C. Micro Level Planning of Lessons



## Teaching Manual

Name of the lesson :  
Date :  
Expected Time :  
Theme/Sub - theme :  
Learning Outcomes :  
Language Elements :  
Discourses :  
TLM :

Process	Assessment

Signature of the HM

Signature of the teacher

### Reflection Notes

- My Findings
- Realisations (Based on the assessment of the learning activities)
- Follow-up activities and remedial measures:

### Why Reflection Notes?

The reflection note is to be prepared only after the completion of all the learning activities aimed at the realization of specific learning outcomes. These reflection notes shall be presented in the weekly meeting of the SRG. They are aimed at giving directions for future plans. They are helpful for the consolidation of the CE.

**Reflection Notes:** (Based on the evaluation of learning process/activities)

### My Findings

- Regarding teacher's self assessment (Teacher's performance in the class)
- Regarding the transactional procedure (process/strategies)
  - 1) Effectiveness to convey the Ideas
  - (2) Difficulty Level
  - (3) Nature - Interesting, Participatory
- Regarding the learners in the assesment page (out standing responses can be included)

- Regarding the achievement of expected learning outcomes in quantitative manner (in numbers/percentage fully-partially-not at all)

### **My Realization**

- Regarding the process/strategy adopted in the class
- Regarding the learning difficulties of learners.
- Regarding the transactional methods and teacher's interaction with the learners

### **Follow up Activities and Remedial Measures**

(given at the time of transaction)

- How did give feedback to my learners? (suggestions and positive qualitative feedbacks)
- How did I address low proficient/ gifted learners? (re-designing the existing activities or designing new activities suitable for them.)
- How did I change or adapt the strategies?
- How did I modify activities to make them more participatory?
- How did I simplify my language for better communication with the learners?
- Regarding the relevance of activities

### **Strategy**

The student teachers collect different teaching manuals . Let them analyse each manual and makes a report on what should go into a creative teaching manual

### **Reflective Questions**

- Is it necessary for an experienced teacher to prepare teaching manual?
- A teacher writes the reflective notes only at the end of a particular unit. Does it serve the purpose ?

### **D. Using School and Campus as a Learning Aid**

School as a whole, is a rich resource for language learning. A creative teacher can manipulate a wide range of things in the school for language generation . The teacher may design tasks ,in such a way that the learners of varied abilities can develop their languages. Describing his/her own school building, garden, classroom, campus, various facilities etc. gives ample scope for language production. There are schools with a lot of paintings of different stories, characters etc. A talented teacher can design strategies and techniques according to the capacity of the learners to produce various discourses.

### **English Club and Fests**

Club formation is another strategy for the language development. The learners will be motivated to participate in different activities of the club.

## **English Club**

An English Club is a place for language learners to use English in a casual setting. Practising skills in the classroom is important, but it is not real - life. In an English Club, one gets a chance to practise many different skills in a setting that is more real - life. Though English teacher understands the learner's English, the Club members will require speaking with more clarity and careful listening.

Starting an English Club is a great way to make new lasting friendships. It is important to have good ESL friends because the confidence will increase if one joins in English club. One will feel more comfortable using English among people, one trusts and have fun with.

English Clubs usually have an "English only" rule. It is a good idea to conduct each club meeting in a similar way. When people know what to expect, they are more likely to attend.

### **Who will Join English Club?**

You can invite anyone to join your English Club, including friends, fellow students even from other schools. English Clubs tend to be more funny when they are multigenerational and multicultural. English Club members also work well when members have varying English language abilities. One member may be able to teach you something new, and another may benefit from a skill that you can share. Teaching someone else a grammar point or explaining how to use a new word is one of the best ways to review your skills

The easiest place to hold an English Club is a spare classroom at school. After class hours, most schools remain open for an hour or two so that teachers can prepare for their classes. This is also a convenient location because some or all the members will already be in the school and will have no excuses for missing a club meeting. You will also have access to materials and television equipment.

One of the best places to hold an English Club is open air. This may only be possible during certain warm months depending on climate. Choose a location where shelter can be found in case of rain. The purpose of the club is to use English in a life-like situation. Do what feels natural and comfortable.

Meeting once a week for about two hours is a good start. As you make friends you will probably begin to get together in pairs or smaller groups outside of the club meetings.

- A good English club should be participant-centred. Some strategies to achieve this are:

1. Encourage participants to bring in their own content.
2. Ask participants questions about their lives.
3. Divide participants into small groups to discuss questions or to do activities.
4. Give participants opportunities to express themselves creatively in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

- A good English club plays an important social role.

An English club can be a chance to meet new people and make new friends (both for the moderators and participants). Try to arrange the schedule so that there is time for people to stay and talk afterwards.

- A good English club gives freedom to learners.

Students often appreciate the freedom from syllabi, exams and learning objectives. Teachers usually appreciate this too!

- A good English club is rooted in the community.

Organize visits to local places of interest, or invite people from the local community to talk to your participants.

- A good English club is fun

Fun and enjoyment are elusive qualities. They happen when people are not looking for them. With regard to English clubs, it is almost impossible to predict in advance whether the activities planned will 'click' or not. Like a good teacher, an English club moderator should be flexible and intuitive, abandoning activities that fall flat, and embracing the spontaneous and unplanned.

### **Reading Corner**

Everyone loves a good story. Telling stories, listening to stories, reading stories and talking about stories.

Stories are activities enjoyed by people of all ages all over the world. Starting a Reading Corner/ Club is a wonderful, fun way to combine a love of a good story with learning English.

You improve your speaking, listening, writing and vocabulary, as well as your reading.

But what is a Reading Corner ?

A reading corner is where a group of perhaps six or seven pupils sit to read and then meet informally, with or without a teacher present, to talk about the story.

When Readers' Club meets, they can use the opportunity to talk about the plot, the characters and the themes. You can discuss and answer questions and give opinions.

In a reading Corner Club, one reads a complete story that has specially chosen for oneself for one's own pleasure and entertainment. Of course, it will also help to improve your English. The more one reads, the more words become familiar; the more one becomes familiar with words, the faster one reads and the more vocabulary one learns.

### **Wall Magazine**

A wall magazine is a periodical run on a **notice board**, especially in an educational institute where the students and other members of the institution can post their articles, poems, drawings and other such compositions to share with each other. They can be in the form of collage giving a message.

Wall magazines are a medium within the educational institutions for the students to express their creativity.

Wall magazine is an important means to enable the students to express their inner feelings. It also helps them in developing the positive and desirable qualities.

A wall magazine can be edited by student teachers of DEd classes. Here pre-service teacher composes or posts articles of various types including writing based on current incidents, inspiring stories, poems, precious quotations, specially-significant dates etc.

The main objective of mobilizing wall magazine is to initiate writing tendency in student teacher and attract their attention on current issues. Wall Magazines also help:

- To provide opportunities for writing practice.
- To develop literary interests and reading habits.
- To provide training for the utilization of leisure time.
- To make the society aware of the achievements of DIET.
- To help to enhance the knowledge of students.
- To identify and nurture the creativity among students.

### **Manuscript Magazine**

A manuscript is any document written by hand, as opposed to being printed or reproduced in some other way. Before the arrival of printing, all documents and books were manuscripts.

Manuscripts are not defined by their contents, which may combine writing with mathematical calculations, maps, explanatory figures or illustrations. Manuscripts

may be in book form, scrolls or in codex format. Illuminated manuscripts are enriched with pictures, border decorations, elaborately embossed initial letters or full-page illustrations.

### **School/Class Blogs and School Web Site**

The word “blog” comes from a contraction of “web log”. The term “weblog” was introduced in 1997 by Jorn Barger who used it on his own website: the truncated “blog” term was coined by Peter Merholz who, in 1999, used the phrase “we blog” on his website, thus creating the verb “to blog”.

Weblogs came from the grass roots, and was immediately accepted because normal people could use the web to express with whatever they wanted to say. It became popular in America in and around 2001, and then exploded all over the world. It became a fashion in Italy when the first free blog providers appeared.

Blogs are characterized by their **structure**, their **contents** and their **form** in which the contents are written.

#### **The Structure**

A blog is a website, and the person who writes the blog is called a *blogger*. You can publish anything on a blog: it’s yours and you can do what you like with it. It often becomes a sort of personal online diary. Blogs usually have a fairly standard structure, where each article (post) is numbered and in a page of its own. Each blog page, therefore, contains a post and the comments that visitors may have left on that post. Posts are usually organized in categories (threads) which constitute one of the two most common folders for posts. The second folder is where posts are stored by their date: you can look through posts made during a specific time interval, usually one month. Posts are stored in the order they arrive, from the newest to the oldest, and they may contain photos, audio, video and links to other sites. Blogs are normally updated frequently.

#### **The Contents of Blog**

The real essence of a blog is its contents: messages are usually halfway between a headline and an article, and they often give a short summary. Content is usually related to one of the categories, and they are published in chronological order. They can be about any subject. Most bloggers use blogs as personal diaries to tell other people what they think about a particular topic. Readers can follow links to pass from one blog to another, so moving through the blogosphere. Many journalists, authors and politicians now use blogs, to keep in touch with their readers and voters on almost a day-to-day basis. Blogs don’t have deadlines to be published by, and so appeal to people who want to talk about themselves, without worrying about keeping to rigid schemes.

## The Form

Blogs are usually written in the first person, because they are the thoughts and expressions of the authors themselves. Blogs are often described as a written monologue. Even companies and commercial organizations use the first person for writing their blogs. It's more informal and direct: if you write a blog, it's because you want to get in touch with the outside world and so you use the most immediate means you can.

**Electronic journals**, also known as **e-journals**, **e-journals**, and **electronic serials**, are scholarly journals or intellectual magazines that can be accessed via electronic transmission. In practice, this means that they are usually published on the Web. They are a specialized form of electronic document: they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional printed journals. Many electronic journals are listed in directories such as the Directory of Open Access Journals, and the articles indexed in bibliographic databases and search engines for the academic discipline concerned.

Some electronic journals are online-only journals; some are online versions of printed journals, and some consist of the online equivalent of a printed journal, but with additional online-only (sometimes video and interactive media) material.

## Strategy

Student teachers develop a learning enhancement programme for primary class by linking the elements of school building, English club, reading corner and library, wall magazines, school blogs and e-journal with the text book activities.

## Evaluation

Teacher trainees analyse and make a report on "how far are the school building, English club, reading corner and library, wall magazines, school blogs and e-journal effectively used in the D. Ed class room?"

## Reflective Questions

How far do the school activities other than the textbook activities supplement a language learning class?

## UNIT 2 - ASSESSMENT FOR EFFECTIVE LEARNING

### Objectives

- To make the teacher trainees understand the difference between assessment, evaluation and examination
- To create an awareness about the need for continuous and comprehensive assessment .
- To enable the teacher trainees to give qualitative feedback.
- To familiarise the “what , why and how of port folio’ assessment.
- To enhance the potentials of teacher trainees in designing assessment tools and developing suitable indicators for assessment.
- To equip the teacher trainees to analyse the errors students make and suggest remedial measures.

### a) Formative and Summative Assessment

#### Key Ideas

- Assessment is the process through which the teacher monitors the learner’s achievement and the quality of teaching.
- Assessment can be both formative and summative.
- Assessment is done at three dimensions assessment of learning, for learning and as learning.
- Evaluation is a systematic process determining the extent to which the instructional objectives are achieved.
- The quality of feedback provided impacts learning significantly.

### Content

#### Assessment

Gathering information about children’s learning at different stages provides the teacher valuable input to monitor the progress of the individual learner. It is a continuous process through which teacher keeps herself informed about the child’s level of competence and monitor the quality of teaching learning strategies. This is termed as assessment. Thus, assessment has been defined in two ways as a means of becoming informed about a child’s level of competence and as a means to determine the effectiveness of teaching - learning process.

Assessment enriches all processes associated with teaching - learning process which provide:

- Relevant learning experiences to the child
- More effective insights into the quality of teaching



- Useful and contextualised information to others ( parents, experts.....)
- Feedback which leads students to identify what they should do next to improve

### **Formative and Summative Assessment**

Formative assessments are the variety of strategies used by teachers and learners to recognise and respond to learning in order to enhance learning during an activity or task. Formative assessments are used primarily to conduct status checks in order to decide what immediate improvements are to be made in learning so that students are able to achieve their goals better. They occur during instruction and may be formal or informal in nature . Good formative assessment should focus on development of meaningful, purposeful, self - motivated and personalized learning rather than the meeting of standards. It should be continuous . In order to ensure effective formative assessment , teacher needs to try out new and diverse strategies in the class room

Some of the strategies for Formative assessment are:

- Oral feedback
- Use of questions and dialogues
- Written feedback
- Setting learner - friendly learning objective
- Goal setting
- Peer and self assessment
- Securing and maintaining a progression

Using these strategies the teacher can ensure that the student is assessed continuously in all classroom activities. That is why formative assessment is said to be continuous and comprehensive in nature.

### **Features of Continuous Assessment**

- It is formative in nature.
- Students are actively involved in the assessment process.
- They are equipped to assess themselves and understand how to improve.
- Assessment is concerned with the process as much as with the product.
- Assessment has a diagnostic process which helps the teacher to identify where the child needs support.
- The reporting of assessment results is in the form of a qualitative profile.
- Assessment practices are considered as an integral part of teaching.
- It provides effective feedback to the learners.

- Assessment has an influence on the motivation and self - esteem of the learner. Summative assessment helps teachers to draw conclusions about what students actually learn from class room transaction. Summative assessment occurs after instruction had concluded and its typically formal in nature. The information about the children's achievement is summarised as a result of an external examination in order to measure their achievement.

Assessment does not aim merely at finding the achievement level of students. According to recent developments in the field of education, the teacher is not the sole authority for assessment . Moreover, assessment is not just a tool for measuring the learner's progress. Assessment also has a role of promoting learning and is also a means through which the learner reflects on his/her own learning. Thus assessment can be done at three dimensions.

### **Three dimensions of assessment**

- **Assessment of learning** is based on the teacher's judgement ,external tests or a combination of these. The results are expressed in terms of marks or grades. All students are judged using the same criteria. Assessment of learning gives a general picture of the knowledge acquired by the learner. But it does not provide information about the creativity , critical thinking , problem solving ability and other social skills of the learner. Here the teacher assesses the student's achievement within a particular time.
- **Assessment for learning** is the process of seeking and interpreting evidences of learning. It accelerates the learning process by providing the learner an insight into his/her potentials. It informs both the teacher and the learner about the level at which the learning has reached. It helps the learner to learn in a better way. Both the teacher and the learners are involved in reflection , dialogue and decision making. The teacher and the learner participate in the assessment together.
- **Assessment as learning** is the process through which the learners analyse their own products and critically observe their learning for further development. The learners reflect upon the thinking process , learning strategies and methods . With the help of their teachers and peers, they tackle tasks in flexible and reflective ways. They give and receive feedback and plan the next step in learning.

### **Strategies of Assessment**

A social constructivist class - room should inevitably utilise the assessment strategies that cater to the requirements of the learners in the class room. The learning strategies are based on the principles of co - operation, social outlook and empathy. Hence it is inevitable for the assessment process to build up on the same basis. The strategies employed for assessment need to be varied and in

tune with the constructivist methods. Assessment is not always be done by the teacher alone. The student and the peers can also become a part of assessment process.

### **Peer Assessment**

One of the ways in which students internalise the characteristics of quality products is by assessing the work of their peers. However students need to have clear understanding of what they have to expect in their peer's work before they offer effective feedback. The learning environment in the class room must be supportive. The students must be comfortable and should trust each other in order to be able to provide honest and constructive feedback. The indicators for assessment can be prepared by the students themselves. This assessment is done either in pairs or in groups.

### **Self-Assessment**

Self assessment is the process by which students involve in their own assessment. Students become efficient language learners when they purposefully resort to thinking about what they are learning and how they are learning it. Such self assessment increases confidence and motivation in students . It helps them to become more independent and enable them to set their own goals and to select their own learning methods. The learners can reflect on the gaps in their own knowledge and the areas they need to work on. Students can develop their own checklists ,rubrics and other self assessment tools to reflect on the topics they have studied , skills they have learned, their study habits and their overall strengths and weaknesses

### **Teacher Assessment**

The teacher is always actively involved in the process of classroom assessment. As a person who plans classroom strategies and implements them, her role in assessment is equally important . The techniques for teacher assessment are diverse. Silent observation of the students, asking questions and eliciting answers, informal interactions, assessment of products and performance, giving appropriate feedback are a few of them. All the findings in the class room can be recorded by the teacher for remediation.

### **Performance Based Assessment**

Performance based assessment includes interviews, oral reports, roleplays, describing, explaining, summarising, retelling, paraphrasing stories or text materials and so on. Oral assessments should be conducted on an ongoing basis to monitor comprehension and thinking skills.

## **Performance Based Assessment**

Performance based assessment is widely involved in writing and speaking. In classroom the activities and assessment are almost entirely performance based and completely integrated. It is the social learning environment that encourages interaction, communication, achievement of shared goals and providing feedback from learner to learner. The learners plan, revise ,organise their tasks and also establish the criteria by which the performance will be judged by the teacher. The performance of these tasks would be judged against the pre-negotiated criteria and a summary would be written for each individual by the teacher, or perhaps by a combination of teacher, self and peers. The summary would represent the individuals ability as a co-constructed interpretation.

## **Evaluation**

Evaluation entails assessment but includes other process as well. It may be defined as a systematic process determining the extent to which the instructional objectives are achieved by pupils. It is also a decision making process. The first step in decision making is to identify the purpose of evaluation. ie, to specify the kinds of decision to be made as a result of evaluation. The next step is to gather information pertinent to these decisions. The last one is fixing the process of evaluation and its execution.

Evaluation involves both quantitative descriptions based on measurement and qualitative descriptions. Evaluation as a process may take place at any time from the planning stage onwards .It is a process in its own right rather than a final product of the curriculum process.

Evaluation can be done before instruction to assess student needs, previous learning experiences and present level of proficiency. The teacher fine tunes instructional objectives accordingly. Evaluation is done at regulary during the instructional process to ensure that the class room practices contribute to student success. Regular monitoring of classroom practice using evaluation strategies makes it possible to adjust instructional plans to enhance successful learning. Evaluation is also done at the end of a particular stage to measure the extent of progress. In addition to this, the ongoing continuous assessment of student attainment contributes to overall student success . Thus both evaluation and assessment is essential for successful teaching and effective learning.

Effective classroom based evaluation thus requires an understanding of the role of evaluation in planning and delivering instruction which include the following:

- Ability to collect and interpret of a wide range of information.
- Familiarity with a variety of different methods of assessment
- Development competence in using these methods creatively.

- Reflection of important features of classroom instructional plan and practices which lead to improvement in second language teaching and learning.
- Competence in for careful and systematic record keeping and judgement.

The tools and techniques evaluation are many and varied . They may include standardised tests of various sorts or teacher made questionnaires, observation schedules of class room interaction, interview schedules, learner diaries etc..

## **Tools for Assessment/Evaluation**

### **Checklists and Rating Scales**

Checklists and rating scales consists of items that describe specific aspects of learning and teaching. They can be instrumental in sharing informations with parents , other teachers or specialists as well as in formal grading .Checklists are often used for observing performance in order to keep track of a student’s progress or work over a period of time. Checklist can be useful for classroom assessment as they are easy to construct and use.

Rating scale provides more than Yes / No choices. Rating scale provide even more precise record of student performance than checklist.

### **Rubrics**

Rubrics are primarily used for language tasks that involve some kind of oral/ written production of language on the part of the student. Rubrics should be designed to fit the task.

- The instructor can give different weights to different dimensions.
- They provide more information to students about the strengths and weakness of various aspects of their language performance.

### **Anecdotal Records.**

Anecdotal records or notes are observations recorded in detail describing briefly the context in which the observations were recorded. The date is duly mentioned with each entry. Anecdotal records can be structured or open ended. Observations and references that are unique and unexpected can be recorded as open ended records. These unplanned observations can help the teacher to evaluate and tailor instructions for their students. The observations must be focused and organised if they are to be shared with parents. Anecdotal records by teachers or by students themselves can also be included in student portfolios. Thus cumulative record of student performance is created. This can be referred for instructional planning and grading.

### **Student’s Learning Logs**

Learning logs are structured journals maintained by students in which they describe the learning experiences in specific classes . They note down what they have studied ,what they enjoyed,What help they would like to get, their future

plans for learning etc. This is useful for teachers to get information about the learning experiences of the learner and plan lessons accordingly. Students themselves can use learning logs for self and peer assessments.

The following prompts could be used to help students to maintain learning logs in a second language class.

- This week I studied .....
- My difficulties are .....
- I enjoyed learning .....
- I want to know more about .....
- I would like the teacher to help me with .....
- From next week, I plan to .....

### **Questionnaires and Interviews**

Questionnaires and interviews consists of a set of structured questions or statements used to collect feedback from students , parents or teachers. Questionnaires can only be used with respondents who are literate where as interviews can be used with a wide range of respondents. But questionnaires can be administred to many at a time.

### **Teacher Journals**

The teacher records the feedback pertinent to instructions given during portfolio conferences. Such notes might be about the areas in which students excel, their likes and interests, activities or materials that students did not like, their methods of learning, sequencing/ framing of activities and difficulties they face.

### **Examination**

There are many methods of collecting information for evaluation. Examination is one such method. They usually consist of a set of standard tasks that are attempted by a group of students in order to demonstrate their knowledge or ability. An examination may consist of only one task such as writing a composition or a set of tasks. Examinations yield scores that present attributes or characteristics of individuals. The scores usually have a frame of reference which helps to interpret the learners outcome and to awards scores. Thus examination is a form of measurement.

The actual content of any examination is narrower than the subject matter, skills or knowledge that it seeks to assess. The content is virtually only a sample of the subject matter or skills being assessed. The quality of classroom examinations depends on whether the content of the examination is a good sample of the relevant subject matter.

## Common Tasks in Examination

Constructing a test or an examination means selecting tasks that will evaluate the expected language skills. It is essential to consider the kind of responses possible or required by the task. Based on the response characteristics, the test tasks can be classified as,

1. Close ended
2. Limited
3. Open ended

Close - ended response tasks basically demand the recognition of the correct or appropriate answer. Different kinds of prompts and response alternatives are used. Prompt might be a single word a sentence or a paragraph. It can even be a picture or a real object. The close ended tests do not involve language production and hence cannot be used to assess speaking and writing skills directly.

Limited response tasks are those tasks where the child is expected to write responses using limited language ( a word, a phrase or a simple sentence ). Here the student has no choice to pick from. The student must produce appropriate response. The responses can be not only correct but also acceptable.

In open ended response tasks students have the freedom to give a wide variety of possible responses. The examiner cannot guess before -hand what the students may say or write and how they may express it. These tests are suitable for assessing all language skills that call for the production and generation of language.

## FEEDBACK

The information provided either to the teacher or the learner as suggestions or guidelines for self improvement can be termed as feedback. A teacher's feedback to the learners can enhance learning by highlighting the strengths and pointing out areas that need to be improved.

Feedback can be given as qualitative statements. It can be given during classroom discussion, during peer and self assessment. It can be given after the performance of students and after assessing written work. It can be both oral or written.

Oral feedback is the most commonly used form of assessment in a language classroom. It is interactive, regular and the most immediate. Direct oral feedback is more effective than written feedback because it is natural dialogue and provides a genuine response.

Constructive and positive oral feedback effectively motivates students in language learning. Oral feedback can be in the form of questions that help the child to reflect, suggestions for improvement, qualitative statements for encouragement etc.

Written feedback can be a part of both formative and summative assessment. Written feedback does not mean marking books, but qualitative statements that serve as reinforcement of the learning outcomes. It is not a proof for pointing out errors in spelling and sentences.

Any written feedback given by the teacher is a crucial input for the learners. Hence it should be timely and specific. The learners need to recognise that written feedback is a part of a learner - teacher dialogue and this will help for better understanding and promote self reflection on the part of the learners.

Generally feedback can help the learner to -

- know his/her merits and shortcomings.
- recall information.
- develop empathy and to hypothesise.
- become more verbal in presentation.
- expand and elaborate ideas.
- link/apply further ideas and give reasons - summarise - or evaluate.
- stimulate the child's imagination.
- channelise the learners thoughts and ideas.

### **Points to Remember while Giving Qualitative Feedback**

- Build on what students have done. Help them to recognise their accomplishments.
- Praise students for the specific merits and mention the positive effects of these merits.
- Offer reasonable suggestions for improvement of shortcomings.
- Encourage students to add metacognitive statements and reflections.
- Suggest strategies and methods that the student can follow.
- Be positive and supportive.
- Don't focus unduly on what is wrong or what has been omitted (mention casually)
- Don't be judgemental
- Don't make too many suggestions at a time.
- Don't try to change the student's work entirely on your perspective.

### **Strategy**

1. The student teacher prepares a discourse individually. Let them share and prepare group products. Let the groups exchange their products. Student teachers read each product and give qualitative feedback. Discuss on the suitability of the feedback.



2. Let them also identify the errors in the product. The errors are listed out by the teacher as each group makes their presentation. The student - teachers classify the errors in the table given below.

Name of student	Errors Committed				
	Thematic	Syntactic	Morphological	Punctuational	Spelling

3. Let the student - teachers design activities for remediation of errors assigned to them (in groups) and simulate it in the classroom.

#### (a) Evaluation

The student teachers are supplied with a checklist for rating their awareness about class room assessment before transacting the sub unit. The teacher educator analyses the results and gives necessary support.

- The teacher educator can once again give the checklist after completing the sub - unit. Student teachers analyse and find out the improvement.

**The following scoring key can be used by the Teacher Educator to assess the students' awareness of assessment.**

### SCORING KEY

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To the Teacher educator :

Scoring Key :

Agree : 2, 3, 4, 5, 6, 9, 10, 11

Disagree : 1, 7, 8, 12, 13, 14, 15, 16

- Score :
- below 8 - The students' awareness of assessment is low. More input is to the given.
  - between 8 and 12 - Need support in the weaker areas of assessment.
  - between 13 and 16 - Student teachers have a fairly good knowledge about assessment.

## Check your Assessment Awareness

Please decide if you agree or disagree with each of the following statements about assessment. Mark your answers as "A" for "agree" and "D" for "disagree".

Sl No.	Item for assessment	agree	disagree
1.	Planning for instruction is more important than planning for assessment.	A	D
2.	It's impossible to be a great teacher without formally and informally assessing student progress constantly as you teach.	A	D
3.	Just about everyone has had the experience of taking a test with confusing or unfair items because teachers rarely analyse their tests.	A	D
4.	The best teachers make their own assessments instead of using the ones that come with the book.	A	D
5.	Even the most experienced teachers need rubrics to maintain scoring consistency.	A	D
6.	It's virtually impossible for a teacher to plan a content valid assessment without using tables of specification, blueprints or test grids.	A	D
7.	The best use of portfolios is to showcase student work.	A	D
8.	Good teachers believe that education would improve if we just threw away all tests and concentrated on instruction.	A	D
9.	I am looking forward to measuring how much my students have learned.	A	D
10.	If given a choice between spending my time on designing a lesson and writing an alternative assessment, I would spend my time on the assessment.	A	D
11.	Assessment is one of the most rapidly developing areas of education and good teachers keep up with new developments.	A	D
12.	Traditional tests should only be used to measure lower-level thinking.	A	D
13.	Essays are easy to use and grade, so they should be used a lot.	A	D
14.	I don't need to worry about all this accountability stuff and it's not my problem.	A	D
15.	Tests are the best way to know what kids and teachers know.	A	D
16.	Alternative assessments take too long to grade, so I don't like to use them.	A	D

## **b) Portfolio**

### Key Ideas

- Portfolios are crucial in student assessment and help to set goals and plan strategies.
- It helps to get a deeper insight into student learning.
- All the important evidences of learning can go into the portfolio. The student has the freedom to choose.
- Portfolios need to be used interactively. Regular negotiation with students and discussion with parents is essential.
- Teachers need to assume a supportive and positive attitude.

### Content

A portfolio is a systematic collection of a variety of learner products and evidences of continuous assessment in the form of self assessment by the learner, peer and group assessment, the teacher's observations of the learner products that reflects the learner's developmental status and progress. Portfolio is an evidence of learner's achievement. They make students the agents of reflection and decision making and thus give them control of their own learning.

A second language portfolio may include all aspects of student development or focus on writing alone. It could be maintained in the form of a book, a folder, a case or a bag, a cardboard box or a section of a file drawer. They need to be accessible to both the teacher and the student. They provide a continuous record of student development . They are most effective if reviewed regularly at portfolio conferences. The teachers can increase involvement of students in their own learning and enhance their ownership in the process.

### Characteristics of Portfolios

- Portfolio provides opportunities for students to become actively involved in the assessment process.
- It can be used as an integral part of instruction and planning.
- It gives a holistic view of the activities, the student has engaged in, over a period of time.
- It provides visible evidences of student progress in relation to goals.
- It provides opportunities for metacognition.
- It increases student ability to think critically about school work , to analyse their efforts and to plan for improvement.
- It is a document of learning evidences that can be shared with parents.

## **What can Go into a Portfolio?**

Samples of student writing both individual and group, self and peer assessment of the work, refined products, evidences of assessment by the teacher, worksheets, teacher feedback, self developed indicators, book reviews, journal entries, assignments and other writing projects can be included in portfolio. Audio and video recordings of readings and oral presentations, art works such as pictures, drawings, graphs and charts, conference or interview notes and anecdotal records can also become a part of student portfolio.

## **How to Use Portfolio Interactively?**

Responsibility and enthusiasm for learning develops when.

- (1) the portfolio is used interactively
- (2) students take ownership of them
- (3) students have control over the review process.

In order to make the portfolio interactive, the teacher should,

- include students in decision making about the portfolio, as much as possible.
- let student choose the entries that should go into the portfolio.
- plan the assessment criteria and further use of the portfolio by negotiation with the students.
- plan portfolio conferences regularly, in which students can review their work, set goals and discuss difficulties.
- include parents in portfolio reviews.
- encourage students to review and share portfolios with other students.
- ensure that any discussion of student portfolios are positive and collaborative.
- adopt a positive and supportive attitude.
- ask students to select their best work and explain why each was selected.
- give only supportive, constructive and positive feedback.
- help students to identify their own strengths and weaknesses.
- encourage students to maintain reflective diaries.

## **Portfolio Conferences**

Portfolio conferences mean conversations or discussions between teachers and students about school work and students' own reflections about it. During conferences the teacher asks questions to students to review the contents of the portfolio to know more about the learning issues. She engages students in joint goal setting and instructional planning.

## **Strategy**

Divide the class into groups. Each group discusses one of the following topics - They note down their findings and present it before the whole class.

Group 1 - Implementation of portfolio

Group 2 - Using portfolio to assess language achievement

Group 3 - Using portfolios to promote student self - reflection

Group 4 - Using portfolios to plan instruction.

## **Evaluation**

- Devise a set of guidelines for parents to assess their childrens' portfolios

## **Reflective Question**

- Student teachers analyse a unit in the upper primary English text book and decide the items that could be included in the portfolio.

## **Reflective questions**

- **What are the issues /problems that a teacher may face during portfolio assessment.**
- **What is the most important purpose of a portfolio according to you ?**

## **c) Term End Assessment**

### *Key Ideas*

- The term end assessment is intended to grade the learner at the end of a term
- It helps to know the sustainance of learning in the student.
- It provides an opportunity for learners to pause and reflect on their overall progress at intervals.
- Grading indicators give a concrete idea about assessing a product objectively.

The assessment of student learning after a term/course of time is known as term end assessment . It helps to assess the knowledge constructed by the learner within that period.It gives a clear picture of the extent to which the learner is able to sequence the knowledge critically and apply it in new situations. Since the term end assessment is effective for assessing the learner in an objective and specific way, it has a vital role in the present educational system.

While continuous assessment is intended to help the students learn better by giving descriptive feedback at various stages of learning, the term end assessment is intended to grade the learner at the end of a term to know the extent to which the realized outcomes sustain in the learner. Generally it is accepted as a scale for promotion to higher class.

## Why Term End Assessment?

- It provides an opportunity for learners to pause and reflect on their overall progress at intervals.
- It gives an insight into what the learners know and do not know
- It assesses the sustainability of knowledge constructed by the learners.
- It evaluates the ability to apply the acquired knowledge in new situations.
- It helps to provide the data for analysing the teaching learning process.
- It provides data for sharing the performance of learners with their parents.
- It provides a basis for promotion.

Some of the advantages claimed for term end assessment are that

- ◆ they set and demand high standards
- ◆ they exemplify what must be learned by the students.
- ◆ they motivate children to learn

## Disadvantages of Term End Assessment

- All children are not equally motivated by examination. Low achievers are usually demotivated.
- Since the term end assessment is generally based on written tests, we cannot assess all the abilities of the learners through this.
- Since it is difficult to construct test items for higher order thinking process like analysis and prediction, they are being ignored in TE.
- Conventional tests may cause undue anxiety and tension in the learners.
- It is mainly based on products, while it ignores the process of learning and performance of learner.
- Learners' talents, interests and attitudes are not measured through term end evaluation.
- Most of the indicators are quantitative and general, they are not self explanatory and vague.

In order to ensure that term end assessment helps the teacher to assess sustainability of knowledge the test item should be designed so as to assess the outcome specified. We need to consider the age and interest of the learner. Opportunities for creative thinking and applying knowledge in new situations should be provided. Indicators should be self explanatory, multilevel and specific.

## Planning for Term End Assessment

Planning for term end assessment involves a consideration of the following questions.

- What do we expect the students to learn ?
- What do we consider as evidences of learning ?
- What tool will best evaluate the student performance ?

When planning to assess student achievement, different types of leaning outcomes have to be measured. Many of these outcomes are in cognitive areas but to measure skills and products, we may use observation techniques such as checklists, rating scales or holistic scoring rubrics. While preparing a tool for assessment. Then select the most suitable test item that can measure the intended learning outcome. A teacher should first select the learning outcomes to be tested.

Write the test item.

The teacher should then write simple and concise directions where necessary.

The types of questions used may be, Selection Type or Supply Type.

The selection type items are objective in nature. It presents a set of possible responses from which the student selects the most appropriate one. They include multiple choice, true or false, matching ,and interpretive excercises. The supply type item requieres the student to create and supply their own answers. They include very short answers , short answers and essay type questions. These are mostly subjective in nature. The short anwer and essay type questions including discourses can be assessed only by fixing a set of criteria which is usually termed as grading indicators.

### **Grading Indicators**

Grading indicators give us a concrete idea about assessing a product objectively. Grading indicators can be developed based on the feature of product. For eg: The discourse, descriptive writings could have the following features.

- Describes persons, objects and characters
- Main attributes of persons, objects and characters
- Personal description of the person
- Organization of ideas
- Variety of sentence forms

But a description written by a class one student need not necessarily have all these attributes. The quality of the description written by students should naturally attain more and more perfection in higher classes. This means that the grading indicators change from class to class or at various levels.

Similarly, the grading indicators for other discourses are given in SLATE (Padavukal)

published by SCERT.

I& II	III, IV & V	VI,	VII
Description	Describe objects/things persons States one or two attributes	Sentences are relevant to the context Apt feeling and expressions are reflected Variety in sentence forms Ideas are arranged in proper sequence	Describes persons, objects and characters, their main attributes. Personal details, likes/ dislikes etc Includes personal reflection on the person Ideas are arranged in proper sequence Variety in sentence forms

### Tool for Term End Assessment

The tool for term end assessment should be objective specific and based on the age level and interest of pupils. Care should be taken in the following aspects while developing an assessment tool.

1. Questions shall be framed so as to test the learning outcomes listed.
2. Possibility of clubbing more than one outcome shall be explored while developing test items.
3. Questions must address the higher order thinking processes of the learner.
4. Open-ended questions should be included.
5. There must be novelty and variety to the type of questions given.
6. The possibility of including pictures, tables and other graphic representations should be explored.
7. The language must be simple, clear and easily comprehensible.
8. Extended text can be used to test reading comprehension, vocabulary and language elements in meaningful contexts.
9. Questions intended to test the language elements also should be at discourse level.
10. Questions should address the multilevel language competencies of the learner.
11. Necessary minimum hints shall be provided for questions carrying higher marks.
12. For reading comprehension questions, different level of comprehension inferential, interpretative and evaluative may be included.
13. Questions on vocabulary may include tasks on antonyms, synonyms and one word substitution.



14. Questions on poems shall include questions to test comprehension, learners appreciation of poetic craft such as the use of images, rhyming words, Rhyme schemes and figure of speech.
15. Slots for attempting various discourses such as letter, diary, notice, profile, placard, dialogue, write-up, narratives, description of places, persons may be explored.
16. For testing language elements, following type of questions may be included.
  - a. Editing a passage. (Morphological and syntactical errors)
  - b. Cloze type to test articles, prepositions and linkers.
  - c. Reporting dialogues.
  - d. Items to test learners ability in using phrasal verbs.
  - e. Questions for analysing sentences, identifying word classes/clauses, and framing questions may be included.
17. Questions on study skill or information transfer can include preparing notes on passage, filling up of flowchart, pie-diagram, tree diagram, histogram, bio-data, brochures, weather report, advertisements, time shedule. It will help to test the ability to gather and interpret information from them.

### Question Based Analysis

Question wise analysis helps us to analyse questions with respect to unit, type of question and score awarded.

#### Format

Qn. No.	Unit	Type of question	Score

### Reporting Assessment Results

#### Home, Society and School

Home and school are the two crucial institutions of a learner’s educational process. The learner arrives at the school with her culturally shaped beliefs, assumptions, customs that are formulated at home and from immediate environment, as well as with her commonsense formulated from nature. Based on the concepts formulated, the learner goes through a series of planned learning experiences that help the learner to examine, and appraise ones own immediate experiences with respect to those experiences and also to identify the thinking process and the knowledge of the peers. Formulation of scientific knowledge is the chief

responsibility carried out by the school. Home creates readiness and proper atmosphere for the learner to formulate such scientific knowledge. The learner involves in the issue faced by the society in which she lives in and tries to solve the issues by applying her acquired knowledge. Education paves the way for a child to integrate school and home to go hand in hand in the process of bettering the common knowledge of the society in which she lives.

### **Need for Interaction Between Parent and Teacher**

In the activities centred on the learning and development process of the child, both the teacher and the parent have to distinguish each ones role and act in collaboration with one another. The communication between the teacher and the parent aims at actualising and executing a suitable workplan for the child's learning and development with emphasis on the background of the child's home atmosphere and school atmosphere.

### **Areas of Communication with Parents**

- What areas of child's learning do we discuss with parents?
- What should be assessed?
- How is it done?
- How does assessment influence and better the learning of the child?
- What is their children's present position?
- How can they help the child to better the performance?

These are some points on which the teacher and the parent have to communicate. The parents and teachers are to decide areas in which the school and home have to offer to the learner feedbacks.

There should be a continuous feedback from home and school as a part of continuous assessment of learning. The parent and the teacher should be able to collect and analyse these feedbacks and plan follow up activities on the basis of these feedbacks.

- It will give information to parents and teachers about how the learner evaluates and improve it.
- It will give information that can interpret the learning of the child and the criteria used for assessment.
- The parents should see the products selected for the learners portfolio. On the basis of feedback noted by the teacher, the parents will be informed what should be done in the school and at home.

Good assessments are invaluable in helping parents to understand their children's strengths and weaknesses. Hence Teachers have to discuss with the parents the needs of the student and jointly finding solutions. Great teachers know self efficacy

is important for motivation and strive to assure that all students have a fair chance to be successful. For this, taking parents into confidence while making instructional plans are very much essential.

### **Strategy**

1. Student teachers conduct a talk show dealing with the different angles in assessment and evaluation.
2. Should our schools' educational effectiveness be determined by students' scores on standardised achievement tests..." A debate issue.

### **Evaluation**

A parent complains to the teacher "You are spending a lot of time for preparing students for the examination. Don't you think that this time should be spend for fruitful classroom transaction? You are actually training students to maximise their scores and not their learning."

The teacher replies," You see, we have to bring all our students to A+ level. This is the only way through which we can ensure that'

How do you react to the statement ?

Justify your responses.

### **Reflective Question**

- What are the issues that a low achieving student may experience before, during and after the term end assessment ?

As a teacher, What strategies would you adopt to minimise these issues?

## List of reference books

1. Games for Language Learning; *Andrew Wright, David Bettaridge and Michal Bucky, Cambridge*
2. Teaching English as an additional Language; Neena Dash, M.Dash-Atlantic
3. Teach English – Trainers hand book- Adrian Doff- Cambridge
4. Teacher English Teachers’ Workbook-Adrian Doff – Cambridge
5. Advanced English Language- Sara Thorne, Second edition- Palgrave
6. English Teacher’s Hand book – Helena Ceranic- Continuum
7. Teaching English – Carol Evans, Alyson Midgley et.al; Sage
8. Language Testing and Assessment – Glenn, Flucher and Fred Davidson; Routledge
9. Planning Lessons and Course; Tessa Woodward, Cambridge
10. The learner centred Curriculum David Nurian – Cambridge
11. Continuous and comprehensive evaluation . Teacher’s handbook for primary stage NCERT
12. Assessment of student achievement 7th edition. Norman.E. Gronlund. Allyn and Bacon publishers
13. 500 tips on assessment.second edition. Phil Race, Sally Brown and Brenda Smith. Routledge Falmer Publications
14. Testing- What every parent should know about school. W. James Popham. Allyn and Bacon Publishers.
15. What every teacher should know about student assessment-Donna . Walker Tileston. Sage Publication.