

D El Ed. Semester 3

Paper 304

**TEACHING COMPETENCY IN
ENGLISH LANGUAGE**

TEACHING COMPETENCY IN ENGLISH LANGUAGE

Introduction

There is a growing demand for English language in all walks of life. Since the use and usage of this language has become very significant, it is essential to have a sound knowledge and understanding of the fundamentals of English language.

This semester aims at developing teaching competence among student teachers for improving classroom transaction. Moreover, as a part of this semester, the student teachers are made competent enough to communicate the target language effectively. Being prospective teachers, they are also expected to attain ICT competencies and be skilful in the use of strategies and techniques for catering the multiple needs of students and in particular the specific needs CWSN students. This semester is also intended to develop a set of competencies which will make them proficient in their teaching career.

EFFECTIVE CLASSROOM TRANSACTION

The role, functions & competence of teachers have undergone a drastic change. The changing classroom practices and the requirements of the society have necessitated quality transactional practices among teachers. As far as a language classroom is concerned, the student teachers need to be equipped with effective transaction style in order to impart the content and at the same time get the learners learn the target language and use it. Therefore, student teachers should acquire transactional skills as well as the content knowledge for language teaching.

Learning Outcomes

A successful student teacher will be able to:

- Identify the elements of teacher talk and apply it in classroom
- Understand the paralinguistic features in teacher talk
- Apply the acquired oral competencies in the classroom situation

Major Concepts

- Teacher Talk
- Qualities of teacher talk
- Teacher talk - different strategies
- Need of error free teacher talk

Teacher Talk

Longman's Dictionary of Language Teaching and Applied Linguistics define Teacher talk as "that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving many of the characteristics of foreign talk and other simplified styles of speech addressed to language learners" Richard (1992).

Can you imagine a class without teacher talk? Let's begin the discussion with a question, 'What is meant by 'Teacher Talk'?

All teachers need to interact in the classroom. In our context, classroom is the main place where the students are frequently exposed to the English language. Whatever the teacher says in the classroom can be considered as 'teacher talk'. The language used by the teacher for communicating in the classroom is known as teacher talk. Teacher talk plays a very prominent role in equipping the children acquire character, knowledge, skill and attitude.

Teacher talk includes the questions that teacher poses in the classroom, the discussion that is initiated on specific issues and also the instructions that she/he gives to the learners at various phases of classroom instruction.

In a classroom, teacher talk is used for different purposes such as:

- **Generating Discussion:** The teacher who follows the constructivist paradigm should know how to generate discussions in the classroom. In the present classroom scenario, there are chances of discussions, debates, seminars, projects and similar activities. It is the role of the teacher to generate discussions before the activities, so as to enable the children to get an understanding regarding the activity. Normally as a part of generating discussion, teachers ask questions and describe or narrate things which can lead to the topic .
- **Asking questions and eliciting responses:** A teacher has to interact with the children through questions, dialogues and eliciting responses and clearing their doubts. Through asking different types of questions teacher can reach the children and can establish a better rapport with them. The ability of asking questions is a major skill, as far as a teacher is concerned. Questions should be unambiguous, direct and meaningful. The way the teacher asks questions determines the responses from the children.

Eliciting helps to develop a learner centered classroom and a stimulating environment by linking new and old information. Elicitation is important in a language classroom as it engages learners to produce speech/writing. The teacher has to use cues, prompts, associations etc for a proper elicitation.

- **Reinforcing and encouraging:** A teacher, who wishes to have a positive talk, should always keep reinforcing and encouraging while interacting with students. Absence of proper reinforcements at the proper time may adversely affect the emotional development of children. When children respond to a question correctly, the teacher can make use of verbal reinforcers like good/well done/excellent etc. or non verbal reinforcers like showing gestures like 'thumbs up', patting on the shoulder etc. These reinforcers will enable to build up confidence among students.

- **Giving instructions and directions:**

Teacher has to give instructions or directions in connection with the implementation of activities in the classroom. Children perform in accordance with the instructions and directions from the teacher. Before assigning an individual or group task, clear instructions or directions should be given to carry out the task. The language should be easy, motivating and obvious enough to be comprehended.

- **Getting Feed Back:** At the end of each activity, there should be a feedback session in order to understand the level of achievement of children. The teacher should get the feedback of the class through questions and interactions. This feedback would enable the teacher to identify the things students have understood and not understood. It is also a self check for the teachers.

- **Engaging in Formal talk :** The teacher should engage in formal talks with the children at the beginning of the class. Every day in the class, teacher can set apart some time for formal talk. This enables the teacher to maintain better rapport and a healthy social relationship with the children.

Features of Teacher talk

Teacher talk is an important aspect in the classroom interaction process. It plays a crucial part in the process of language acquisition. In this sense, teacher talk should have certain qualities.

- The language used by the teacher should be error free.
- It should be comprehensible and audible to all learners.
- The talk of the teacher must be intimate, affectionate and learner-friendly.

- The speed of articulation is to be reduced.
- The features, such as pronunciation, pause, pitch, intonation, stress and rhythm should always be maintained.
- Try to include adequate vocabulary, phrases, different tenses in the teacher talk.
- Teacher talk should not be in the form of lecturing only; it can also be in the form of dialoguing with the learners. For promoting dialoguing with the learners the following techniques can be followed:
 - Agreeing or disagreeing to an idea/issue. e.g. 'Do you agree to this idea or opinion?' or 'Do you agree with your friend, Anil in his idea?'
 - Seeking opinions of others. Example; "He said that it was a cat".
 - Dialoguing in the form of statements, interrogation (Normal questions, tag questions and yes or no type questions), exclamations, imperatives etc.

Teacher talk is a special communicative activity. Its goal is to communicate with students and develop students language proficiency. We can see that teacher talk is regarded as one special variety of English language, so that it has its own specific features. A discussion on paralinguistic and its features are most essential in this context.

Paralinguistics:

Etymologically, the word 'paralinguistic' is derived from the Greek and Latin, which means 'beside' + 'language'. Body language, gestures, facial expressions, tone and pitch of voice are some of the paralinguistic features. Paralinguistic is the aspect of spoken communication which does not involve words. Paralinguistic features fall in to two broad categories, those that involve the voice and those that involve the body.

Now go through the following points:-

- **Volume-** *(Loudness and softness of the voice). The voice of the talk should be regulated in accordance with the ambience and audience.*
- **Speed of voice-** *(The pace with which something is spoken) A moderate speed of voice is ideal.*
- **Intonation-** *(Rise and fall in voice). The voice should modulate for making others convey the idea. There are rising intonation and falling intonation. While you say or ask something with rising intonation, the listener feels that the speaker wants to get Yes/No or it is doubtful. The interrogations and statements of facts and figures are ending with falling intonation.*
- **Tone of voice-** *Feelings added while speaking. Tone of voice of the talk should be added with feelings of love, affection, sympathy, empathy, antipathy, compassion, anger, negligence, satisfaction or dissatisfaction etc. The listener should feel the kind of feeling that you express. These are expressions along with the tone of voice.*
- **Pronunciation-** *(The manner in which a word is uttered) The pronunciation of words while talking should be proper enough to help the listener get the correct sense. Mispronunciation of words leads to misunderstanding.*
- **Articulation-** *The Clarity of voice in teacher talk is very important. This will create an easy understanding of the idea that the talker wants to convey.*
- **Pause-** *A break taken while speaking.*
- **Punctuation marks-** *The use of conventional symbols and spacing in communication.*

Strategies for better teacher talk

Teachers are expected to have the quality of better talk in order to build the confidence to use language among their children. A teacher is expected to have good communication skill which is the capacity of conveying the ideas in a fruitful manner.

The classroom, where constructivist paradigm is in vogue, less amount of talk from the teacher is expected. In such classes, the children are provided with more opportunities to

talk according to the instructions given by the teacher. Different strategies can be adopted for bettering teacher talk.

The time used by the teacher in talking in a class is termed as Teacher Talking Time (TTT). It can be compared with student talking time. One key element of many modern approaches is to reduce the amount of TTT so as to enable more opportunities for students talk.

Teacher talk in the classroom is seen in many ways; eliciting, questioning and giving feedback to students during the class. In Flanders's Interaction Analysis, even the simple talk and movements of the teacher in the classroom are significant. The way she/he gives instructions, the way she/he asks questions and elicit responses, the way she uses language, the way she/he presents a topic, the words of consolation and encouragements she/he gives, the way she/he recognizes and loves children -all these are coming under the title 'teacher talk'. The successful communication generally depends on knowing what to say and how to say it.

Need of error free teacher talk

A large amount of talk is required from the teacher while implementing the activities in the classroom. The learning improvement of children, to a certain extent, depends on the teacher talk. Each and every word or sentence used in the classroom by the teacher has its own significance. Children try to imitate the words as such whenever it is required. In the primary classes children blindly imitate even the style of talk of the teacher. Hence, utmost care should be taken when talking to the children in a class. From this, it is worthy to be noted that the talk by the teacher should always be error free. In the ESL classroom, it is the teacher who decides to what extent a particular learning component can be delivered. Teacher should have a basic knowledge in the target language and this will help to engage in error free talk.

Let's do

1. Enumerate the characteristics of good teacher talk
2. Teacher talk in a language class is crucial in developing students' proficiency. Do Substantiate.

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ASSESSMENT IN LANGUAGE LEARNING

Introduction

Assessment has a crucial role in ensuring the quality of learning. There are different types of assessment. The entire goal of any assessment is to promote learning and scaffold the learner. In this unit student teachers will get a comprehensive idea about the approaches, types and tools of assessment. It also enables student teachers to develop different evaluation strategies, grading indicators and to record them.

Learning Outcomes:

A successful student teacher will be able to:

- impart the skill of providing supportive and constrictive feed- back through various types of assessment.
- realize the need of port- folio and its assessment, its indicators and its recording.
- develop the skill of making tools for assessment

Major Concepts

- Assessment – Purposes, Principles and Types
- Assessment *of, for, and as* learning.
- Self -assessment
- Peer assessment
- Port -folio assessment - Features of a good portfolio- How and Why?
- Term End Assessment
- Continuous and Comprehensive Assessment
- Developing assessment tools
- Use of e- portfolio
- Online self-assessment and peer assessment

4.1 Assessment – Purposes, Principles and Types of assessment

Learning is a natural, continuous and dynamic process. Teachers should be aware of the skills and concepts that the learner should acquire. Learning activities related to each unit should be planned in such a way that it produces the desired learning outcomes. The activities that are presented should be related to real life situations. Let's discuss what are to be assessed in a language class. Before proceeding with learner assessment, a teacher should fix the areas to be assessed in a language class, as given below.

- Concepts and ideas.
- Skills
- Processes and Performances.
- Attitudes

For that we should always consider:

- How far the skills and concepts are sufficient to acquire learning outcomes?
- Who among the learners are yet to acquire the learning outcomes?
- What follow-up activities are to be provided and how they can be provided?

The term 'Assessment' refers to the entire process of measurement, classification, and analysis in relation to learning. There are mainly three processes of assessment.

Assessment as learning:

Here the learners critically assess their learning process which they have undergone and identifies own merits and limitations. It will help the learner to refine the learning process on the basis of self-assessment.

It helps the learner to:

- think about how best they have learned.
- to decide objectives.
- plan the next step in learning.
- assess one another's work
- analyse their learning critically.

Assessment for Learning

This is the assessment process which is done along with the learning process. Teachers can set the learning level through this assessment. It helps to find the efficacy of learning through diverse interventions and feedback. Importance should be given to this type of assessment as it promotes learning.

Assessment of Learning

Assessment of learning is assessing the learners after a particular period of time.

It is the assessment of the changes visible in a learner after a fixed period of time. (for example after first term, second term etc).

It is the process of analysing what the learner has acquired after the transaction of a unit.

After learning the content area, the level of excellence and performance is assessed.

Let's do:

1. What is meant by assessment? Why is it significant in language learning?
2. Which are the three different types of assessment?
3. Assessment for Learning is more important. Do you agree? Why?
4. Write three ways by which assessment as learning helps the learners?
5. "I do the assessment for learning very well in my class. Then why should I go for assessment of learning?" This is a teacher's comment. How will you respond?

METHODS OF ASSESSMENT IN LANGUAGE LEARNING

Different methods can be used for assessment in language learning. Students will get different choices to assess their learning. Each method contributes in its own way to teacher's understanding of children's learning. No single assessment tool is sufficient to get complete information or evidences about a child's learning.

4.2 Portfolio Assessment

What is a portfolio in language learning?

A portfolio is a systematic collection of a variety of learner's work representing a range of the learner's performance. It is an evidence of learner's achievement. Evidences of continuous assessment in the form of self-assessment by the learner, peer and group

assessment and teacher's assessment can be included in the portfolio. In that sense it can be used as a tool for assessment. Portfolio assessment is a continuous process. We can assess the development of the learners by comparing the products compiled by students during the various phases of their academic period.

Portfolio can be used in the following ways:

- To provide visible evidences of student's progress in relation to goal.
- To help students think about how their work meets on established criteria, analyse their efforts, and plan for the improvement.
- To make the assessment process of evaluating, revising and re-evaluating fundamentally a learning process
- To be more sensitive to the diverse needs of student learning.
- To develop a holistic picture of the activities the student has engaged in over a period of time

Port -folio assessment -- Features

- It is continuous and ongoing.
- It provides both formative and summative assessment.
- Teachers guide the students in planning, execution and evaluation of the content in the portfolio.
- Teachers and students interact in every step of construction of portfolio.
- It is multidimensional, i.e., reflecting a wide variety of products and processes reflecting various aspects of students' learning process.
- It provides for collaborative reflection, including ways for students to reflect upon their own thinking processes and met cognitive introspection
- Portfolios can help teachers to monitor and evaluate learning progress over time.
- Portfolios can encourage students to take more ownership and responsibility over the learning process.
- Portfolios can be an excellent communication tool between students and (a) teacher; (b) parents; (c) peers

4.3 e-Portfolios

An e-Portfolio is a collection of digital evidences assembled and managed for the purpose of learning. Such digital evidences may include input text, electronic files, images, multimedia, blog entries, and hyperlinks. e-portfolios are platforms for self-expression. If they are online, users can maintain them dynamically over time. One can regard an e-portfolio as a type of learning record that provides actual evidence of achievement.

An e-portfolio is a digital format for students to:

- record their achievements.
- reflect upon their learning.
- share their learning and receive feedback and go forward.

Why do we use e-portfolios?

- An e-portfolio can reflect the students' learning process and progress.
- Students, teachers, peers, parents, can participate and provide feedback on their learning.
- Students can take increasing responsibility for their own learning by recording and reflecting in an e-portfolio.
- Students can carry their e-portfolio throughout their learning journey and use it to record, assess, evaluate, and reflect at any time.

Let's do:

➤ Conduct a class seminar on Assessment in Language Learning.

4.4 Online assessment

Online assessment is more widely used nowadays. It makes assessment more objective. Online examinations are highly interactive, customizable, trustworthy, secure, and can be accessed in multiple devices.

Advantages of using online assessment tools:

- Great solution for busy class schedules.
- Easier evaluation and grading for all types of tests via mobile apps.
- Flexible assessment models.
- Assessing student learning at regular intervals is critical to secure success
- Teacher can monitor the progress of students and can give feedback.
- Options for assessment of various language abilities.
- It allows for feed-back in a variety of media.
- It allows for self and peer assessment.
- It is time saving.
- Assessment becomes easy and accurate.

4.5 Term-End Assessment

Term-End Assessment is the 'assessment of learning after a term'. It helps to assess the knowledge constructed by the child within a specific period of time. It gives a clear picture of the ability of the learner to sequence the knowledge critically and use it in a new situation. Since the Term End Assessment is a tool for promotion, it has a vital role in the present educational system. Its objectives are: -

- Determining what students know and do not know.
- Ensuring the sustainability of knowledge constructed by the student.
- Assessing the ability to apply knowledge in new situations.
- Providing data for analyzing teaching-learning process.
- Keeping records on the achievement of the learner.
- Sharing the performance of the learner with the peers and parents,
- Providing a basis for promotion.

4.6 Continuous and Comprehensive Assessment

Continuous and Comprehensive Assessment, is integral to the teaching learning process. It is an essential component of learning process. Here all areas of a learner's development are taken into account while making an assessment. CCE positively affects all areas of a

learners' academic journey. Its impact on their language learning and acquisition is also profound.

4.7 Tools and Techniques for Assessing Children's Learning

Assessment tools / techniques	Strengths/Advantages	Precautions	How can more value be added?
1. Port-folio : Collection of students' work over a period of time. It could be day-to-day work or selection of the learner's best piece of work.	<ul style="list-style-type: none"> • Provides a cumulative record. In the process, a picture of how a skill or knowledge area develops or emerges. • Enables the student to demonstrate to others, his/her learning and progress. 	<ul style="list-style-type: none"> • Selecting work to be compiled in the portfolio should have a specific reason. 	<ul style="list-style-type: none"> • Student participation in selecting portfolio contents is to be encouraged, as well as criteria for selecting the contents. • Continuous updating of the portfolio as the child grows. • Careful structuring of portfolio material.
2. Assignments - Theme based tasks to be completed as class work and/or homework. Can be open ended or structured.	<ul style="list-style-type: none"> • Provides students an opportunity to search for information, construct their own ideas, and articulate them through spoken, written and/or visual expressions. 	<ul style="list-style-type: none"> • Not too much homework or class work should be given which is currently the normal practice. • Should not become the only method of assessment 	<ul style="list-style-type: none"> • Going beyond collection of assignments by following it up with analysis, discussion and reflection. • Creativity on part of the students is promoted. • Encouraging students to go beyond textbooks.
3. Projects - These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based learning.	<ul style="list-style-type: none"> • Provide opportunities to observe, collect data, analyse, organise and interpret data and draw generalisations. • Provides an opportunity to work in groups and in real life situations. 	<p>The nature and difficulty level of the projects should be such that students can do it by themselves.</p> <ul style="list-style-type: none"> • Materials to be used for the project should be available in the school, neighbourhood or home setting. 	<ul style="list-style-type: none"> • Project topics should be decided/chosen, planned and conducted by students under the guidance of the teacher. • Projects keep giving students an opportunity to explore, investigate and work in groups.

<p>4. Observation -</p> <p>Information can be gathered about children in 'natural' settings.</p> <p>Planned and purposeful observation activities/tasks can be done.</p>	<ul style="list-style-type: none"> • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods. • Evidence of child's performance/ knowledge is based on an 'on-the-spot' record. 	<ul style="list-style-type: none"> • Avoid arriving at inferences/interpretations or jumping to conclusions. • Dependent on the skill of the observer which determines 'what' is observed. • Requires sensitivity and unobtrusiveness in the way observation 	<p>Recording details that not only describe the actions but reveal how a child feels about what she/he is doing, details on how she/he does something as well as when she/he does it, the quality as well as the quantity of her/his interrelationships with people and materials, etc.</p>
<p>5. Checklists</p> <p>A systematic way of recording specific behaviour/action .</p>	<ul style="list-style-type: none"> • Quick and easy to implement • Provides specific information about specific objectives. 	<p>Limited information, only indicating presence of a skill.</p> <ul style="list-style-type: none"> • Does not indicate child's response to different situations or provide specific examples of responses. 	<p>Add a 'comments' column to add value to the information in the checklist marking.</p> <ul style="list-style-type: none"> • Use this tool in conjunction with other methods of assessments.
<p>6. Rating Scales</p> <p>These tools enable to record the quality of a student's work and then judge the quality against specified criteria. Can be of the following types-</p> <ul style="list-style-type: none"> • Self -rating scales (rated by the learner) • Peer Rating scale (rated by the peer) • Expert Rating scale (rated by the teacher) 	<p>Various aspects of development can be assessed.</p> <ul style="list-style-type: none"> • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods and in different environmental settings. • Detailed observations of behaviour , interests, challenges, which allow teachers to have a comprehensive picture of 	<ul style="list-style-type: none"> • Avoid inferences/interpretations or giving judgments. <p>Concentrate on taking down what is seen.</p> <ul style="list-style-type: none"> • The skill of the observer may determine what is observed. • Be sensitive and unobtrusive in the way the observation is done. This does not necessarily mean being at a distance. • Make the observations 	<ul style="list-style-type: none"> • Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing. • Also suggest corrective measures. • Comments can be noted in 'parentheses' based on which processes can be inferred at a later point of time

	the child.	over a period of time and across different activities and settings.	
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4.8 Feedback

Feedback is the information about reactions to the performance of a task, which is used as a basis for improvement. Feedback will help teachers to reflect and improve their classroom performance. It is important to analyse the available evidences or informations to arrive at a conclusion. The findings of assessment can be used to give feedback which helps to:

- promote and reinforce learning.
- strengthen the teacher- pupil relationship.
- nurture the learning aptitude.
- give opportunity to reflect and refine.

Feedback will lead to positive action and help the child to correct and advance in learning.

4.9 Techniques of Classrooms Assessment

For assessment, a teacher can employ different techniques such as-

- Oral and written exams
- Quiz
- Open book examination
- Framing questions.
- Rating scale,
- Checklist
- Rubrics
- Power point presentations
- Port folios
- projects
- Assignments

- Seminars

A Language teacher should be competent enough to apply the different assessment techniques in classroom, record it in comprehensible manner. Development of assessment techniques and its application in the classroom helps to provide adequate assessment and proper feed back which makes learning a dynamic process.

Construction of a Language Achievement Test

Major steps involved in the construction of achievement test:

- Planning of test
- Preparation of a design for the test
- Preparation of the blue print
- Writing of items
- Preparation of the scoring key and marking scheme
- Question-wise analysis

1. Planning of test

The first step in constructing an effective achievement test is to identify what you want students to learn from a unit. Consider the relative importance of the objectives and include more questions on learning objectives specific to language learning. The paper set should aim at testing the realisation of these objectives.

2.Preparation of a design for the test

Important factors to be considered in the design for the test are:

- Weightage to objectives (learning outcomes)
- Weightage to content (units)
- Weightage to type of questions

Weightage to objectives (learning outcomes)

This indicates the learning outcomes to be tested and weightages given to each of them.

Sl no	Objectives(learning outcomes)	Scores	Percentage
	Total		

Weightage to content (unit)

This indicates the various aspects of the content to be tested and the weightage to be given to these different aspects.

Sl no	Content	Scores	Percentage
	Total		

Weightage to type of questions

This indicates the type of the questions to be included in the test and the weightage to be given for each type of questions. The weightage to be given to each question is decided on the basis of the time needed for answering difficulty level, objectives listed and the nature of the content.

Sl no	Type of Questions	Number of questions	Scores	Percentage
1	Objective type			
2	Descriptive type			
	Total			

Weightage to difficulty level

Appropriate weightage should be given for different levels of difficulty of the items. The text should cater to the bright, the average and dull. Hence the text should contain easy, average and difficult questions.

Sl no	Difficulty level	Number of questions	Scores	Percentage
1	Easy			
2	Average			
3	Difficult			
	Total			

The weightage to objectives, weightage to content, and weightage to form of question can be consolidated in single table. Such table is known as the blue print.

Preparation of Blue Print

Blue print is a three dimensional chart showing the placement of the unit and type of questions and scores.

Format of Blue Print

Sl No	Unit	Type of questions				Total number of questions	Total Score	
		Objectives	(Objective) No. of qns	score	(Descriptive) No. of qns			score
1								
2								
3								

Writing of Items

- The paper setter writes items according to the blue print.
- It should also be checked whether all the questions included can be answered within the time allotted.

Preparation of the Scoring Key and the marking Scheme

It is necessary to prepare scoring key and marking scheme along with the questions paper to maintain objectivity. In the case of objective type questions, a scoring key is prepared. For preparing a marking scheme, the examiner has to list out the value points and fix a mark for each value point.

A scoring key is prepared based on indicators for each question.

Scoring Key

Indicator	Value Points	Scores
a	High performance	5
b	Above average	4
c	Average	3
d	Below average	2
e	Poor performance	1

Question Wise Analysis

In order to avoid all loopholes, the paper setter prepares a table containing all relevant details of the items of the test. This is done by making an analysis of each item of content, objectives, type of questions, scores and estimated time.

Question wise Analysis

Sl No	Unit	Learning Outcomes	Type of questions	Scores	Estimated Time
1					
2					
3					

Let's do

➤ Prepare an Evaluation tool for English classes 1 -4 (group wise- one group one class) through the various steps involved in the construction of a unit test.

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ADAPTATION AND INCLUSION

All students, regardless of any challenges they may have, placed in age-appropriate general education classes in their own neighbourhood schools to receive quality education is known as inclusive education. Inclusive education requires a lot of patience, compassion and competency on the part of teachers. Moreover, the teachers are to be creative to redesign their lessons so that all the children will be able to participate actively in the learning process. In addition, teachers have to familiarize the characteristics and concepts of various disabilities and the methods of adaptation. Sufficient adapted learning materials and assistive technology are needed for ensuring the participation of all students in an inclusive classroom. The learners possess many talents and these talents can be spotted on the basis of MI components. The weaker components for language acquisition have to be identified and be strengthened by suitable classroom activities.

Learning Outcomes

A successful student teacher will be able to:

- Acquire the skill of adapting the materials to suit the needs of differently abled learners.
- Prepare adaptive Teaching Manual in tune with the needs.
- Develop confidence in preparing materials suitable for the Children With Special Needs (CWSN).
- Acquire the skill of using ICT in language learning.
- Develop and apply ICT enabled learning strategies accordingly.
- Identify different types of intelligences.
- Apply MI theory in language classroom.

Major concepts

- Inclusive education

- Preparation of adapted materials
 - Techno pedagogy
 - Multiple intelligence components for language learning
-



- Watch the movie 'Taare Zameen Par', produced and directed by Aamir Khan.

Discuss critically:

- How the teachers treat the central character 'Ishaan Awasthi' in each class?
- Ishaan's reaction towards his parents and others.
- The problems faced by Ishaan in reading and writing.
- The support given by the teacher, Ram Shankar to overcome his problems.

You know a lot of famous talented persons with impairments. For example, famous scientist Stephen Hawking and Malayalam film singer Vaikom Vijayalakshmi. We have to think about how they have overcome their difficulties and what kind of support they have received from their schools and society.

3.1 Children With Special Needs (CWSN)

Disability as defined by the Persons With Disability Act,1995 covers blindness, low vision, leprosy-cured, hearing impairment, loco motor disability, mental retardation, mental illness and multiple disability. The Act does not cover disabilities like Autism or Learning Disabilities.

People with disabilities need support to participate fully in their communities. This support can range from alterations (accommodations) to make a space accessible for a person with physical limitations to assistance from counsellors and friends to succeed in a job or a recreational activity.

The student teachers have to familiarise the definition/concepts of some relevant disabilities.

Visual Impairment (VI)

1. Blindness-- A condition where a person suffers from any of the conditions namely: total absence of sight, visual acuity (better eye with correcting lenses) or limitation of the field vision subtending an angle of 20 degree or worse.
2. Person with low vision -- A person with impairment of visual functioning uses assistive device for planning or execution of a task even after the treatment or standard refractive correction.

Hearing Impairment (HI)

A condition which a person loses sixty decibels or more in the better ear in the conversational range of frequencies.

Physical Impairments (PI)

Missing or defective body part, an amputated limb, paralysis after polio, restricted pulmonary capacity, near-sightedness, mental retardation, limited hearing capacity, facial disfigurement or other abnormal conditions.

Mental Retardation (MR)

A condition of arrested or incomplete development of mind of a person which is specially characterised by abnormality of intelligence i.e. cognitive, language, motor and social abilities is mental retardation.

Locomotor Disability(LD)

It is the disability of the bones, joint or muscles leading to substantial restriction of the movements of the limbs or a usual form of cerebral palsy. Some common conditions giving raise to locomotive disability could be poliomyelitis, cerebral palsy, injuries of spine, head, soft tissues, fractures etc.

Learning Disabilities

1. Dyslexia – difficulty with language in its various uses.(not always reading)
2. Dyspraxia—Condition effecting physical co-ordination causing difficulty to make an appropriate body response.
3. Dysgraphia – Difficulty with the act of writing in the technical as well as the expressive sense. There may also be difficulty with spelling.
4. Dyscalculia—Difficulty with calculations.
5. Attention Deficit and Hyperactivity Disorder (ADHD) — Children with this disorder act impulsively and are easily distracted. They may also exhibit hyperactive behaviour. A traditional classroom is often very stressful for an ADHD student who finds it difficult to sit still, remain quiet, and concentrate on a task. The classroom may include the children with some exceptionalities. So the teacher may adapt suitable strategies to ensure their participation in the language classroom. Some strategies are listed below. You may add more.

Exceptionality	Strategies for language teaching
Visually impaired	Give oral instructions. Provide tactile learning experience at maximum.
Hearing impaired	Provide transcripts of audio information. Captioned videos and other visuals can be used.
Physically Impaired	Assignments can be adapted. The learners can use computers if they cannot write.
Mental retardation	Provide opportunities to practice oral language many times in order to learn and remember it. Allow them to work in group.
Locomotor disabilities	Participate in group activities. Alternate activities for sitting, standing and walking should be suggested for these learners.
Autism	Theatre activities should be included to engage them.
Dyslexia	Read stories, fairy tales and nursery rhymes to them frequently. Stimulate them to speak. Put pictures or posters on the wall or give any objects to talk about.
Dysgraphia	Learners are allowed to play with clay and other modelling materials, practise forming letters. Give them practise to make letters with numbered arrows that show the direction of the strokes.
Attention Deficit Hyperactivity Disorder	Certain accommodations, such as providing learners with scripts can be helpful for improving listening skills. Mnemonic devices, interactive computer programs, and private tutoring sessions may also help.

3.2 Gender Discrimination

Nature doesn't discriminate men from women. But women have been the victim of inequality not only in terms of social and political rights but also on grounds of employment opportunities all over the world. There are many spheres of life where women are denied opportunities. In India irrespective of caste, creed, religion and social status, the overall status of women is much lower than that of men. Therefore, education and health care of a girl child in India is an important social indicator to measure and promote gender equality between men and women.

UNICEF says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike.

Historically, the inclusion of young girls and women in education has helped to challenge gender discrimination. So it is important to provide space for young girls to develop leadership skills, through education. If they are provided enough chances to lead a task and to communicate in a language classroom, they can shape their attitudes towards women's capabilities as leaders and decision makers.

3.3 Socially Challenged Students

Social discrimination takes several forms. Discrimination can be either direct or indirect. Direct discrimination describes a phenomenon where there is a deliberate and explicit policy to exclude a specific individual or a social group from some possible opportunities. Indirect discrimination occurs when neutral provisions, criteria or practices disadvantage individuals due to their social status.

Support can be provided to socially challenged students to build on strengths and accommodate learning styles to ensure meaningful participation . Chances should be provided for them to explore themselves and the space for them should be comfortable for them to lift up their self-confidence.

3.4 Gifted children

Children are gifted when their ability is significantly above the norm of their age. Giftedness may manifest in one or more domain such as; intellectual, creative, artistic, leadership or in a specific academic field such as language, arts, mathematics or science. Giftedness exists in every demographic group and personality type. It is important to discover the potential of the gifted children and to support them to reach their personal best.

3.5 Inclusive Education

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. By Inclusive education, it means that all students are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of school. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion. Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children in the class. It also means finding ways to develop friendships, relationships and mutual respect among the students, and between teachers and students in the class. Inclusive education is not just for some children. All children are to be ready to attend regular schools and classrooms at all times. Inclusive education is also a way of thinking about how to be creative to make our schools a place where all children can participate.

Let's do

- Conduct a Group discussion on the benefits of Inclusiveness in English language classroom. You may include the following points in your discussion
 - Participation in classroom activities
 - Positive understanding of learners
 - Development of friendship
 - Acquisition of language skills
 - Feeling of togetherness
- Analyse English Course book for the classes 5, 6 and 7 and find out the space for identifying the issues of CWSN, gender discrimination, socially challenged and gifted children.

Adaptation, Modification and Accommodation

Adaptation refers to adjusting curriculum and classroom practices to accommodate the learning needs of all students. Modification involves making changes to learning outcomes, teaching processes, assignments, or assessments to accommodate a student's learning needs.

Accommodation is the adaptation occurring when teachers differentiate instructional practices and assessment patterns in order to achieve a flexible learning environment.

For example Adaptations for a student below grade level in language can include:

- a) Audio tapes, electronic texts, or a peer helper to assist with assigned readings.
- b) Access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
- c) Alternatives to written assignments to demonstrate knowledge and understanding
- d) Extended time to complete assignments or tests.

Curriculum adaptation is an ongoing process that changes the regular prescribed curriculum by modifying or adapting it in terms of the content or delivery of instruction to

meet the learning requirements of CWSN. Teachers ought to adapt the curriculum to provide equity and to meet the needs of diverse learners in order that all the learners can fully participate in the classroom activities. Classroom adaptations are not intended to lower the educational standards. Curriculum is adapted to make education accessible and to see that no learner is unfairly prejudiced and excluded. The motto is 'No children should be left behind'.

In a language classroom, the adaptation can be done by the following:

- i. Changing the order of the task
- ii. Adding missing skills
- iii. Changing the task

Let's do

- Select any unit from English course book and think over the strategies for ensuring inclusiveness in learning process.
- Prepare some adapted materials to ensure the participation of all learners in the activities given in the selected unit of the course book. Supervision of an expert may be sought in the workshop.
- Develop your teaching manual by supplementing the adapted materials.
- Conduct try outs and discuss the effectiveness of adaptation you have made.

Techno pedagogy

'Techno pedagogy is defined as electronically mediated course that integrate sound pedagogic principles of teaching/learning with the use of technology (Connors, 2001). It integrates the content, technology and the pedagogy.

- Content - the subject matter that is to be taught.
- Technology – encompasses technologies such as computer, internet, digital video, overhead projectors.
- Pedagogy- describes the collected practices, processes, strategies, procedures, and methods of teaching and learning.

Advantages of ICT in Language learning

- Technology facilitates exposure to authentic language
- ICT provides the access to wider sources of information and varieties of language
- Technology gives opportunity to communicate with the world outside.
- ICT promotes learner-centred approach.
- Technology develops learner autonomy.
- Required information will be easily accessible for educational purpose.
- The presence of e-learning innovations facilitates the teaching learning process.
- System administration in an institution will function smoothly and effectively because of the application of ICT.

Disadvantages

- ICT equipments are expensive and need trained staff to maintain it.
- Hardware can be unreliable leading to breakdowns which cause frustration.
- Using ICT means children can become dependent on computers and technology.
- Internet can lead children to access unsuitable sites.

Let's do:

- Prepare a write-up on the advantages and disadvantages of ICT for effective learning.
- Collect the details of electronic gadgets used for adapting technology for differently abled by visiting different websites and blogs.
- Prepare a seminar paper on 'the authenticity and accuracy of websites'.
- Conduct a Panel discussion on – How to avoid plagiarism?

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EXPLORING SCHOOL RESOURCES

The school resources provide an environment for collaborative learning. Collaborative learning is an educational approach in which a group of learners work together to solve a problem, complete a task or create a product. It provides a learner friendly atmosphere where children learn in a free and fearless environment.

A teacher may face many issues relating to teaching learning in a class.. Action Research is one of the strategies to diagnose and rectify the issues. Through action research teachers can very well identify classroom issues and find out necessary solutions for them. Action Research can also cater to the mobilization of learning resources.

This unit deals with the potentials of school resources for enhancing language learning. It also describes the concept of collaborative learning and action research. The unit also explains the features of reading text and the skills needed to develop it.

4.0 Major Concepts

- ❖ School as a Resource Centre: school assembly, school library, language clubs, day celebrations, reading corner, class library, English fest etc.
- ❖ Strategies of collaborative learning (group work, games, dramatization, role play, discussion, debate, project, seminar)-the effectiveness of each strategy with its limitations
- ❖ Action research - Investigating learners' issues - problem solving - Informal and formal strategies for solving the issues.
- ❖ Developing skills for creating a text for a specified learning outcome. Features of reading text.

Learning Out comes

A successful student teacher will be able to:

- ❖ Identify and utilize the potentials of school resources for enhancing language learning.

- ❖ plan and implement collaborative learning techniques
- ❖ Identify classroom issues and find out solutions for them.
- ❖ Develop reading text, based on expected learning outcomes.

4.1 Concept of School Resources

School resources refer to an academic environment to facilitate school administration and simplify the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners.

School resources include all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process. It includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books which the learners are expected to have at any point in time to facilitate their learning. The important thing is that how do teachers, students and even parents make use of these resources for promoting learning of all students in the school.

Let's discuss

- School assembly
- School library
- Class library
- English clubs,
- Day celebrations,
- Reading corner,
- English fest,
- Bio Diversity Park etc.

Let's do:

- Let's prepare a tree diagram including all resources related to a school

4.1.1 School Library as a Learning resource

A school library is a place where students, staff, and often, parents have access to a variety of reading resources. The goal of the school library is to ensure that all members of the school community have equitable access "to books and reading. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the centre and coordinating agency for all material used in the school.

4.1.2 The Class Library

Class library is one of the most important resources in a school. Class library is set up in all classes with a view to enhance the reading skills of students. Teachers can select suitable books and children's literature which arouse interest in learners to read and enjoy. Even the students can be given the role of class librarians.

4.1.3 English Clubs

There are many clubs functioning in schools in Kerala. The major aim of such clubs are to build up literary skills, life skills and leadership qualities among children. English clubs are the richest resources to develop English language skills, grammar sensitivity and linguistic performance skills.

- **Could you suggest some more activities for English clubs in schools?**

4.1.4 English Day Celebrations

Celebrations of important days are real platforms for students to perform before their parents, society and the public. A day in a week can be celebrated in schools as English day. All activities, interactions, notices, etc should be in English. This will improve the self-confidence of teachers and students to use English language spontaneously and naturally.

English day celebrations can serve us resources in schools for improving the language skills of the students.

4.1.5 Reading corner

Reading corner is a better school resource for improving the reading habit of children. It should have a variety of collections of Newspapers, periodicals, short stories, picture stories, simple poems, rhymes, write-ups etc. Students can select any reading material of their interest from the reading corner. The availability of reading materials of their interest may attract them towards joyful reading. This provides a pleasurable reading experience to the learners.

- **Could you suggest some strategies to attract students to the reading corners in the school?**

4.1.6 English Fest

Schools in Kerala have been organizing English fests for the last many years. The students come out freely exhibiting their learning products and performances in these English fests. There are skits, role-plays, drama and other performances in English. There is also the exhibition of class and school magazines in English and other literary products of the children. English fests will empower children in conversing in English more effectively and confidently.

- **Could you suggest more innovative ways to conduct English fests in schools?**

Let's do

- Prepare a write up on different types of school resources and their advantages in promoting English language learning.

4.1.7 Information and Communication Technology (ICT)

ICT stands for Information and Communication Technology and it is defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broad casting technologies (radio and television), teleprompter and telephony. Some of the information communication Technologies in school administration includes the global system for mobile communication (GSM) telephone, intercom, television, overhead film projector, internet/radio, cable, etc. ICT is a potentially powerful tool for extending educational opportunities, both formal and non-formal, to the previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly through teleconferencing etc.

ICT can enhance the quality of education in several ways: by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training. ICT is also a transformational tool which, when used appropriately, can promote the shift to a learner-centered environment.

I. Sharing knowledge:

Students can use ICT to present their work in a highly professional format. They can share with other students, with their teacher, and even via email with people all around the world. Besides, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

II. ICT helps to prepare individuals to be technically fit for the workplace.

One of the most commonly cited reasons for using ICTs in the classroom is to prepare the students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous.

III. Access to remote learning resources:

A plenty of learning materials in all subjects and in a variety of media can be accessed through Internet and the World Wide Web from anywhere at any time by unlimited number of people. ICTs also facilitate access to resource persons, mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

IV. Processing knowledge:

Students and teachers can use ICT as part of a creative process where they have to consider more carefully the information which they have about a given subject. They may need to carry out calculations (eg. by using Microsoft Excel), or to check grammar and spelling in a piece of writing (perhaps using Microsoft Word), or they may need to re-sequence a series of events (for example by re-ordering a series of Microsoft PowerPoint slides).

4.2 Collaborative Learning

Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. This article seeks to present the basic concept of CL, enabling one to understand it while ensuring important elements are taken into account. The term CL refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. Five fundamental elements involved in CL, are:

Positive interdependence, Individual and group accountability, Interpersonal and small group skills, Face to face promotive interaction, and Group processing.

The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal has been widely researched and advocated throughout the professional literature. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

4.2.1 Strategies of Collaborative Learning

4.2.1.1 Think/Write, Pair, Share:

Let's think about the mental process which takes place in a collaborative learning situation:

The think/write, pair, share strategy is a collaborative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. Think/Write: Students think independently about a question that has been posed, forming ideas of their own and write them down.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable in presenting ideas in a group with the support of a partner. **4.2.1.2 Concept Mapping:**

Concept mapping is a collaborative learning technique that allows students working in groups a way of illustrating the connections that exist between terms or concepts covered in course material. The method is: 1. Students write terms from the course on a large piece of paper 2. Lines are drawn connecting individual terms to indicate the relationships between terms. Most of the terms in a concept map have multiple connections. 3. Develop a concept map identifying and organizing information and establishing a meaningful relationship between the pieces of information.

4.2.1.3 Debates:

Debate is a teaching strategy that has the potential to strengthen students' critical thinking and collaborative learning skills. It promotes the communicative skills to substantiate their arguments with reliable evidences. Debate can inculcate positive attitudes and values among the students. They can develop democratic outlook and vision.

4.2.1.4 Group Work

In group work, students work together sharing workload with interpersonal relations. Groups tend to learn through "discussion, clarification of ideas, and evaluation of other's ideas." Perhaps information that is discussed is retained in long-term memory. Research suggests that students who worked collaboratively earned significantly

higher scores than those who worked alone and at the same time, students who demonstrated lower levels of achievement improved when working in diverse groups

4.2.1.5 Language games

Games are the effective way to help students to practice what they have learned in the classes. It is an interesting method to practice new vocabulary. Language games provide a context in which they can use their target vocabulary. Children find it hard to communicate even though they know the language. Games help children to get rid of inhibition in speaking. It will help them to enhance their communication skill. Games have some limitations also. Teacher should be very careful about the objectives to ensure the progress in language learning. Otherwise it will not work as a tool. Another limitation is to maintain the interest. Teacher should take initiative to get all students interested in games.

4.2.1.6 Dramatization

Dramatization fosters children's creativity and enriches their imagination. Through worlds of their own creation, teachers and students find and solve problems, think laterally, evaluate courses of action, and create new meanings. In reflecting upon this imagined experience and the difficulties encountered, they make creative connections to their own world and learn through reflective engagement. Imaginative capacity, curiosity, collaborative engagement and many other features of creativity could be developed through drama.

4.2.1.7 Role play

Role plays constitute a place to imagine, play and pretend. It provides variety of skills to be performed. In classroom role plays, the teacher provides a context or different themes in which a group of children can work out. They will think on the plot, develop the script and collectively distribute the roles. Role plays have a linguistic part (scripting) and a performance part (role play). Teacher should be a careful observer in the initial stage. There is no need of intervening if the planning and work distribution is happening well.

4.2.1.8 Discussion

Discussion is a methodology used to enhance certain skills among children in schools. In this method, the group of students is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. Discussion will help to enhance the following skills-

- * Communication skills
- * Interpersonal Skills
- * Motivational Skills
- * Team Building Skills
- * Analytical Skills
- * Divergent Thinking

- **Could you enlist other strategies of collaborative learning as resource for language learning?**

Let's do

- Conduct a panel discussion on the advantages and limitations of collaborative learning:

4.3 Action Research

Action Research is a formative study commonly practiced by classroom teachers. Basically it is a spiral process dealing with problem investigation, taking action and fact-finding about the result of action. Action research is widely used in language education to improve the teaching learning process.

4.3.1 Action research as a resource in language learning

Action research helps to sort out and solve class room issues through a time bound systematic intervention by the teacher. The teacher identifies the learning issues through continuous observation, verification of other documents. After identifying the problem the teacher analyses the probable causes that contribute the issue. Then the teacher prioritises

the causes and develops the action hypotheses. Then teacher implements a plan of action meticulously to resolve the issue. Then the teacher can evaluate the effectiveness of interventions by comparing the results. On the basis of the result analysis teacher can take up a decision to end the action research or to attempt for a second cycle if the result is not positive.

As action research is a professional scientific approach for problem solving, it can be considered as a major resource that promotes student learning.

Format for Action Research

- Identification and Selection of a research problem
- Formulation of the hypotheses
- Collection of Data
- Analysis of Data
- Conclusion

Let's do

➤ Prepare a proposal of Action Research on any of the identified issues of language learning during your internship.

4.4 Developing Reading Texts

Developing reading texts for primary classes needs a good effort. Reading texts may be in the form of simple books or cards. It may include simple stories, rhymes, narrations, descriptions, diaries etc.

4.4.1 Skills for creating a text for a specified learning outcome.

Usually the language course books are prepared by SCERT. Students are supposed to learn those course books. But sometimes it will cause some problems for some children as it may not address the locally specific needs of the children. To solve this issue teachers can develop reading texts and there by address the needs of the children. Teachers should be creative enough to develop such reading texts. These reading texts are definitely a resource for language learning.

4.4.2 Features of reading text

A good reading text will have the following features

- Appropriate to the level of children
- Simple and comprehensible
- Attractive layout and design

Let's do

➤ Prepare a Reading Material for Standard 3/4 based on a Learning Outcome.

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