DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.)

Course-503
Learning Languages at Elementary Level

Block -3
Language Learning in the Classroom

The Chairman's Message

Dear Learner

The National Institute of Open Schooling (NIOS) is an autonomous organization under the Government of India, Ministry of Human Resource Development(MHRD). It is the largest open schooling system in the world with around 2.02 million learners currently on roll at the secondary and senior secondary level. NIOS has national and international network with more than 15 Regional Centres, 2 Sub-Centres and about 5,000 Study Centres for its Academic and Vocational Programme within and outside the country. It provides access to learner centric quality education, skill up-gradation and training through open and distance learning mode. The delivery of its programmes is through printed material coupled with face to face tutoring (Personal Contact Programmes), supplemented by use of Information and Communication Technology- Audio/Video Cassettes, Radio Broadcast and Telecast etc.

NIOS has been vested with the authority to train the untrained teachers at Elementary Level. The training package for D.El.Ed. Programme has been developed by the NIOS in collaboration with other agencies working in field. The Institute offers a very innovative and challenging Two-year Diploma in Elementary Education Programme for in-service untrained teachers in different states according to RTE 2009.

I take the pleasure of welcoming you all to this Diploma Course in Elementary Education Programme of National Institute of Open Schooling (NIOS). I appreciate your contribution in elementary schooling of the children of your state. As per RTE Act 2009, it becomes essential for all school teachers to be professionally trained. We understand that your experience as a teacher has already given you requisite skills needed to be a good teacher. Since it is now mandatory by law, you will have to complete this course. I am sure your knowledge and experience, so far accumulated by you, will certainly help you in this Programme.

This D.El.Ed. Programme is through Open Distance Learning (ODL) mode and provides you ample opportunity to be professionally trained without being disturbed from your regular working as a teacher.

The self-instructional materials developed specifically for your use would be helpful in creating understanding and help you in becoming a good teacher apart from becoming qualified for your job.

Best of luck in this great endeavour!!

Dr. S.S. Jena
Chairman (NIOS)

Block 3

Language Learning in the classroom

Block Units

BLOCK INTRODUCTION

In **Unit-7 & 8,** we will learn about linguistic appreciation of literature and see what is that element about language acquisition that creates creativity within children and how it is created. Along with this, we will also explore the role of poems, stories, dramas etc in language learning.

Unit 9 is concerned with teaching aids we can use in language teaching classes and how we can plan for various activities to make language teaching methods effective. It is clear that unless the class gets interesting and the teaching aids are thought provoking and creative, children will never find the class interesting and hence the language learning will also not take place.

Unit 10 is about assessment and evaluation. We will examine the conventional traditional assessment system and see how we can modernise the system such that the learning assessment can be measured and graded.

CONTENTS

UNIT-7 LITERATURE AND LANGUAGE

STRUCTURE

7.1 INTRODUCTION

In this unit, we will examine the role played by literature in language learning. In most schools, literature is not treated as a separate subject in the elementary classes. It is included in the language (be it Hindi, English, Sanskrit or any other) syllabus. Although stories, poetry, essays can be found in nearly all textbooks, there has been little dialogue around why they are necessary and how they may play an important role in the acquisition of language. Some of the questions we

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would discuss in this unit include: What is literature, what is children's literature, how to use it in the classroom and what objectives it would fulfill?

7.1 LEARNING OBJECTIVES

After reading this unit:

- You will be introduced to various forms and kinds of literature

- You will be able to analyse the role of literature in the acquisition of language.

- You will be able to present your point of view on the conditions for the selection of literature in primary and upper primary classes.

- You will be able to recognise the problems which are encountered in literature teaching.

- You will be able to clarify the role of teacher in literature teaching.

7.2 LITERARY DEVICES

The language of literature is different from normal spoken language because it includes various kinds of literary and aesthetic / artistic devices such as simile, metaphor, analogy, alliteration, assonance, consonance, rhyme, rhythm, parallelism, synonymy etc. We will discuss some of these literary devices below:

1) **Simile**: Simile means to compare the characteristics of two things on the basis of some unique quality. Simile has four elements: X and Y which are compared with each other; a quality on the basis of which the comparison is made say Z and finally an element that will establish the relationship among X, Y and Z. For example, in "her face is as pretty as moon", 'her face' is X and 'moon' is Y; the quality Z is 'pretty' and the connecting element is 'as'.

2) **Metaphor**: The essential feature of a metaphor is that unlike objects are identified with each other; in the process, some unique similarity between them is underscored. For example, consider 'a' and 'b' below:

   a. Camels are found in the deserts.

   b. The camel is the ship of the desert.

No metaphor is seen in 'a' but in 'b' we have a metaphor. When you look at or think of a camel, normally there is nothing that would bring a 'ship' to your mind. But here 'the camel' **is called** 'the ship'; a bit odd but it does make you think that a camel plays the same role in a desert as does a ship in the sea.

Some metaphors become 'dead' with the passage of time. They become a part of our day today language and lose their metaphorical impact. For example, 'to take steps, to take stock', or 'it's raining cats and dogs' etc

There are also mixed metaphors having confusing images such as 'I smell a rat'.

3) **Alliteration**: Alliteration refers to the repetition of the same consonant or vowel sound in a line of a poem or a prose piece. An easily understood example is 'She **s**ells **s**eashells by the **s**eashore.'

    If it is the repetition of the same consonantal sound, it is called **Consonance** as in 'who**s**e wood**s** the**s**e are I think I know' Or say in Hindi: जोगी जंगल जाते-जाते जग से जाता रहा।

    Assonance refers to the repetition of vocalic sounds. For example, the sound 'ai' in '**try** to light the **fire**'. In the following sentence by Frost: 'His house is in the village though', the words h**i**s, **i**s, **i**n and v**i**llage are examples of assonance.

4) **Irony:** Irony suggests the implication of Y when X is being said; very often it is used to indirectly hurt another person or to make fun of him/ her. For example, you may address your driver (whom you normally address as 'you') as 'Sir or Mr.' when he has made a grave error. Irony occurs when the speaker means something very different from what she/ he actually says.

5) **Allusion:** Sometimes while speaking or writing you refer to someone/ something obliquely to suggest or emphasise a specific quality. You might say for example, 'Amit is as strong as Sardar Patel'; this is an allusion to Sardar Patel being a strong leader.

6) **Hyberbole:** Sometimes poets and writers wish to exaggerate a specific feature or an event. Hyperbole refers to that exaggeration. Your might say, ' That saint is as old as the hills.'

7) **Rhyme:** When similar or identical sounds are repeated in different lines, they are said to rhyme with each other. Consider the following lines from Shakespeare:

> Shall I compare thee to a summer's day?
> Thou art more lovely and more temperate.
> Rough winds do shake the darling buds of May.
> And summer's lease hath all too short a date.
>
> (Excerpt from Shakespeare's "Sonnet XVIII")

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Notice that 'day' rhymes with 'May' and 'temperate' with 'date'; so the rhyme scheme is 'ab...ab' i.e. the third line rhymes with the first and the second with the fourth.

8) **Personification**: Poets and writers often represent nature and animals as human beings to give some special effects. A poet might say 'The wind stood up and asked me…' etc. The wind here is personified as a strong human being.

9) **Symbols**: We talk of a symbol when X stands for Y. For example, a 'dove' may stand for 'peace'; an 'apple' in the case of the Adam and Eve for 'evil'.

We hope as you now read poems and stories you will be able to identify some of these literary devices and examine their impact on the reader.

Check Your Progress-1

1. *What is the difference between symbol, simile and metaphor?*

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2. *Decide which one of the following are similes, which are metaphors and which are allusions:*

   a. *My love is like a red, red rose.*

   b. *Her smile is as beautiful as Mona Lisa's.*

   c. *Life is a struggle.*

   d. *He won the first two games but the third proved to be his Waterloo.*

   e. *Their mother is a pillar of strength.*

   f. *She is as immovable as a pillar.*

   g. *She was good in mathematics but language was her Achilles heel.*

3. *Find out some examples of personification from the poems you have read.*

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4. *Work out the rhyming scheme of an English/ Hindi poem you have read.*

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5. *Strong and String demonstrate consonance. Blank and think also do so. Write down three more examples.*

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6. *'Lake' and 'fate' demonstrate assonance. Think of more such pairs of words.*

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7. *Pick the correct option: 'Do you like blue' is an example of assonance, dissonance or alliteration.*

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7.3 ROLE OF LITERATURE IN LANGUAGE TEACHING

7.3.1 WHAT IS LITERATURE?

The generally known meaning of literature includes the expression of meaning using words but the combination of words and meanings is also found in the content of subjects like history, geography, science etc. This means that every subject has its own literature which describes in detail as to what the subject is all about. For example, cooking has its own literature which describes in detail the steps involved in cooking a particular dish. In other words we can say that literature includes in it complete and detailed information about a particular subject.

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We need to pay attention to the fact that the language of literature is different and distinct in comparison to other writings. In this the relation between word and meaning is not straight and simple; it is artistic. Literature of any language is a mirror of that time as well as society. It presents both a realistic and a symbolic picture. It encodes in aesthetic terms the feelings and compassion of the people living in a particular time and space. It is also often an expression of universal human values. Thus any piece of literature, poetry, novel, drama etc., should have social, aesthetic and universal dimensions. The social aspects are reflected in capturing the nuances of local life in terms of its rituals and festivals etc; the aesthetic dimension rests in the emotions it evokes among the readers and in the selection of sounds, words and structures used in the composition. The universal dimension is reflected in capturing those values of truth and beauty that stay with human beings all the time.

In this way all the types of literature can be classified in three parts on the basis of their objectives:

(i)   Informative literature: This category includes reference books like encyclopedia, dictionary, thesaurus, pronunciation dictionaries, other reference text etc. which provide us information about things we may not know. They are extremely useful but these do not constitute literature in the true sense of the word since both the aesthetic and universal dimensions are missing from such texts.

(ii)   Critical literature: In this category, a particular subject is clarified in a logical manner and it often uses the cause and effect nature of things. These compositions try to encourage the reader to find out more. For example, books of philosophy, science and mathematics.

These two types of literature can also be called non-aesthetic literature. In these the emphasis is on gathering information, remembering facts and finding solutions for a problem. It is the third category which we may call true literature.

(iii)   Creative or imaginative literature: Under this category, one would include poetry, drama, novels, epics, short stories etc i.e. works that instill in us a desire to read them with a sense of joy and engagement. They give their readers a chance to experience the same feelings as the characters depicted in them. It encourages the development of humanity and creative ability in the readers.

In this unit, we will discuss the use and contribution of the different kinds of literature in learning language. As a language teacher, whether teaching a first

language or second, textbooks are often the major sources of literature. Due to lack of time and resources, schools can provide only limited exposure beyond the textbook. Therefore a teacher requires some basis for selecting suitable literature, apart from the textbooks, for her students. Some broad guidelines while choosing literature are:

- There should be written text of suitable length where language is used carefully. It may also be rich in metaphors, idioms, innovative use of language etc.

- The text may take any one of the following forms of literature: prose, poetry, drama, novel etc.

- It should provide both enjoyment and an aesthetic experience to the students.

These criteria need not be followed rigidly. They are only meant to help a teacher in determining whether a text qualifies as literature. But even if while we know all the qualities of good literature, we also need to decide what will be suitable in our classrooms. The age of the children in our class is a major consideration. We will use the term children's literature to refer to any text suitable for children.

In many examples of children's literature, the focal character (or the hero) tends to be a child. In fairy tales such as Little Red Riding Hood or novels such as Kidnapped and Treasure Island by R.L. Stevenson, a young child is the centre. But we cannot choose a story simply because the main protagonist is a child. In-fact there are examples of stories where the idea is quite complex even though the 'hero' of the story is a child The thoughts that are present in 'Idgah' by Prem Chand, 'Chota jadugar' by Jaishankar Prasad, 'khel by Jainendra etc.- can be quite difficult for the children to understand. The language and ideas too need to be of a level that is easily accessible to a child.

In this unit we are focusing on the role of literature in language teaching. However, other print material, such as advertisements, cartoons etc. can also prove useful although it is not literature.

Check Your Progress-2

1) *Differentiate between aesthetic literature and non-aesthetic literature.*

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2) *According to the discussion till now, how would you define children's literature? Would you describe it as any written material available for children in the age group of 6-14?*

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3) *Are all stories about children, children's literature? Give examples to support your answer.*

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4) *Think and decide whether the following are examples of literature:*

a. *Newspaper advertisement*

b. *Dictionary*

c. *Recipe for a cake*

d. *Poem*

7.3.2 FORMS OF LITERATURE

In classrooms, various forms of literature such as poetry, stories, plays, autobiography, biography, novel, essays, are used as text material to sensitise children to social, cultural and aesthetic aspects of life. There is no doubt that exposure to different varieties of literature enhances the proficiency levels of children also.

Play: A play is an enacting of various events, sometimes relating to great men. The task of the playwright is particularly difficult. She/ he has to step into the shoes of many characters and make them look authentic so that the readers or viewers can identify themselves with all the different characters. All plays have a beginning, a middle and an end. They could either be tragedies or comedies or tragic-comedies and could be written either in poetry or prose or both. The greatest plays of Shakespeare, such as Hamlet and King Lear, for example are largely poetic. The ultimate test of a great play is its performance on the stage, a test which does not apply to a novel, a short story or a poem. The artists who enact different roles in a play before us are called actors. The real success of play lies on its stage performance. Plays unfold their stories through dialogues among

different characters; sometimes, a character may talk to himself/ herself in a soliloquy.

One Act Play: In this form, the entire action of the play takes place at one place and time. They are short and build towards an intense climax. These are especially useful for a teacher as they can be easily staged, are shorter than full length plays and do not require many sets. Children can be asked to write and enact them as an exercise.

Novel: A novel is generally a long story with many characters in it. It may often be a realistic picture of the place and time in which it is written. Some of the greatest English novelists include Fielding, Dickens, Hardy, Meredith and Joyce. These writers present the picture of human life in a manner that engages the attention of the readers so intensely that the length of the novel is no longer a deterrent to reading.

Story: Short story is perhaps one of most popular forms of literature and most frequently used in school textbooks. It consists of a single narration which can be read in a single sitting and can influence the reader on one aspect. All those things which do not directly contribute to the central event or character of the story are left out. We will soon note that the short story can be used for very constructive pedagogical inputs. Some of the great names in short story writing include: Somerset Maugham, Anton Chekov, Saki, Edgar Allen Poe, R K Narayan, K B Vaid among others. The stories of Ruskin Bond are very popular among younger children. 'The last leaf' and 'The gift of the Magi' by O. Henry are also quite well known.

Essay: Essay is that form of prose where thoughts are presented in a logical and coherent order. For essay writing reading and knowledge of subject matter is necessary. It is said that an essay must be characterised by brevity, neatness and suitable examples. You will perhaps read essays of Charles Lamb, Addison, R K Narayan, Nehru, Gandhi, Ruskin Bond among others in various books. You will certainly enjoy reading them and get new ideas from them.

Autobiography: When any person writes down events from his/ her life it is called an autobiography. The protagonist of the autobiography is the writer himself. He gives an account of his own past life and highlights his/ her struggles and moments of joy and pain. One of the most famous autobiographies is Gandhi's *My Experiments with Truth.*

Biography: The writer of a biography writes about some other person. Boswell's biography of the first ever dictionary maker Dr Johnson is considered to be a landmark in this form of literature.

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Travelogue: When a writer writes about the incidents seen during his travels, it is called travel account or travel literature. He describes the places, scenes, incidents and his experiences during the travels and narrative is coherently tied together. The travel books written by the great Hindi writer Ageya are very famous and are known for their sensitivity to people and nature.

Outline/Sketch: When an author writes about a person, thing, place, incident, scene, etc. in such a way that the reader gets a graphic picture of the person or object, we refer to the piece as a sketch. Such sketches are generally expected to be objective.

Memoir: When a writer describes an incident or a scene which had occurred in his life or any other person's life, it is called a memoir. Memoir is written in the basis of memory. In order to write a memoir it is necessary for the writer to have been personally associated with the person or the incident that has been described in it. Memoir has to be of the past, it cannot be of present or future. The writer is not supposed to add anything in it from his own creativity and thinking.

Poem: Poetry in many ways is considered to be the essence of all literature; it is also perhaps the earliest form of literature. Greatest epics of all societies are poetic. Be it the Greek *Odyssey* or *Iliad* or the ancient Indian *Mahabharta* or Ramayana, they are all essentially stories in poetry. Then there are of course great names like Kalidasa, Bhatt, Shakespeare, Donne, Shelley, Keats, Byron, Wordsworth, Eliot, Yeats among so many others who you may be familiar with. A poem is always lyrical and intangible and it uses similes, metaphors and personifications a lot. As opposed to a novel or even a story or a essay, a poem tries to pack a lot of thought and emotion in a few words. It leaves many things open for discussion and is open to a multiplicity of interpretations. Poems may be written to well-established metrical schemes or in free verse. Of all the forms of literature, poetry is the most difficult to translate.

The objective of introducing these types of literature is that it would help in choosing the teaching material which could be used by us to teach students language in the classroom. It is noteworthy here that we should not expect the children to learn the goals of these various forms of literature rather it should be tried that they should be exposed to the different forms of literature and acquire the ability to appreciate them critically. They should also become sensitive not only to the content and ideas contained in them but also to the specific kinds of vocabulary, idiom, phrases and sentence patterns used in each one of them.

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Check Your Progress-3

1. *Prose does not include-*

   (a)   Play

   (b)   novel

   (c)   poem

   (d)   story

2. *What is the difference between autobiography and biography?*

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3. *What are the attributes of a poem?*

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4. *Write down the names of some famous short story writers.*

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5. *Write a few lines of your favourite poem. Who is the author? What do these lines mean?*

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6. *Name some of the most famous short story writer. Is there a film you like? Who wrote its story?*

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7.3.3 USE OF LITERATURE IN LANGUAGE TEACHING: HISTORICAL PERSPECTIVE

Till before the 4th decade of 20th century literature was used as the main mode of teaching language. And it was understood that to learn a foreign language it is important to have in depth study of its literature. But during the decades 1940 to 1960 the use of literature in foreign language teaching was not given due importance because it was replaced by the lessons based on need based model. During that period literature was mainly looked down upon and associated with the interests of the lower castes and that is why literature was considered as an unimportant mode of language teaching. Traditionally, the basis of language teaching has been grammar teaching; later translation was added to it. The text material (study material) does not always follow the rules of grammar and it is difficult to select a text which has both the cognitive level and language ability. The grammar translation method which was based on rote-learning noun and verb paradigms and translating texts from the target language to L 1 and vice versa was very popular for a long time and is actually still widely used. It was the decade of 1970-80 that gave birth to the method of cognitive language teaching which assumed that children come to school with innate language and cognitive abilities and the task of the teacher was largely to help them grow through exposure to interesting and challenging texts. It was because of this that the use of literature was again given some place in language teaching.

According to Widdowson the knowledge of language-science is at two levels, level of use and level of usage. According to this 'use' includes the rules of knowledge while 'usage' gives the information of how to use these rule in further communication. Today's maximum literature text material gives us a base for the use of language. Pove's (1972; 18) argument is "literature would increase all the skills of language because literature increases language-science related knowledge."

In this way till the end of 20th century literature again got established as an important source of various language skills development. A proof of this is that in the recent times children are taught not through rote learning of various letters of the alphabet rather they are taught through related material like stories, poems etc.

Check Your Progress-4

1) *Traditionally the base of language teaching was:*

   (a) *Meaning teaching*

(b) *Sentence teaching*

(c) *Grammar teaching*

(d) *Sound teaching*

2) *Throw some light on the usage of literature in language teaching in the end of 20th century?*

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3) *What are the basic principles of Grammar-Translation method of language teaching?*

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7.4 OBJECTIVES OF LITERATURE TEACHING

A number of different forms are being adopted in a literature class. The objective of literature teaching and first language and second language teaching depends on the attitude or performance in the classroom.

1) **Language format:** In this kind of format, literature is primarily used for language development in which word storage and sentence formation are the focus. The main limitation of this is that the interest in literature is lost. In fact, most of the time, children end up learning neither grammar and/ or vocabulary nor do they develop any interest in literature.

2) **Literary format:** The focus in the literature dominant class is on the content and abstract ideas. The main objective becomes the familiarity with specific cultures and universal human values. It is obvious that in such a class except for automatic language enrichment which may, in fact, be considerable, there may be very little focus on grammatical form, usage, meter and sentence structure. In the case of L 1, this may not matter so much but in the case of L 2 it may prove to be serious handicap.

3) **Personality development format:** The primary focus in this kind of format is on individual and collective sensitivity and the growth of children's minds through the study of literature. This is done with the hope that children

studying literature in this kind of format would turn out to be better human beings and would become role models in all walks of life.

7.4.1 TYPES OF CLASSROOM

We have discussed the objectives and model of literature teaching. But what should be the method of including it in classroom? Have you ever thought. What are the various methods of teaching language in a classroom? And what type of language children use in their homes? Can you tell how these two differ? This part tries to answer such questions. Krashen, as already pointed out in earlier units, makes a distinction between acquisition and learning; acquisition refers to learning languages in natural settings of home and street; learning refers to learning in more formal settings of school.

In natural settings, children automatically acquire the rules of his/her language because there is considerable exposure and because (s)he receives all the care and affection that makes language learning possible. Yet, without an innate faculty for language, it would be impossible to acquire structures as complex as those of language. We need to activate this language faculty optimally in school. Fortunately, literature is a very powerful means of just achieving that. As in the case of natural settings, literature helps children to focus their attention on meaning rather than form. Once meaning is internalised the formal aspects of grammar and vocabulary also tend to get internalised on their own. Yet teaching of explicit rules of grammar and practice in using new words is an important part of an L 2 class.

As a teacher you know in elementary or primary classes a child has full command over first language in comparison to second language. The aim of second language teacher should be to put pressure on the usage of second language instead of explaining rules. The classroom should be organised in such a way that natural learning is preferred to forced learning. The students should be able to connect themselves with the language used in the real world.

What does a typical L 2 classroom look like? It is very different from the natural settings of home and street. Many second and foreign language teachers believe in grammar translation method. These teachers make a list of words and by giving some examples explain the rules of grammar. After that a specimen is given for example which explains the rules in which glossary of words is given and in the end there are certain questions for practice. This is a tutored classroom setting, very unlike natural settings where such things are never done.

In contrast to it, in classrooms close to natural settings, children are provided tension free atmosphere and proper intelligent input. Children are not checked

for their mistakes. Children are made capable of using the material outside the classroom which is related with the real day to day world so that they may be able to learn to speak and communicate successfully with the target language speakers.

Check Your Progress-5

1) *A child learns her first languages before coming to school in: (tick one)*

   (a) *Tutored setting*

   (b) *Natural setting*

   (c) *Teaching by parents*

   (d) *None of these*

2) *What should be the objective of second language teachers?*

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3) *What is the difference between natural and tutored settings in terms of language learning?*

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4) *What is grammar translation method?*

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7.4.2 FIRST LANGUAGE AND SECOND LANGUAGE (OR FOREIGN LANGUAGE) CLASSROOM

You must have understood the difference between language used in a classroom and a home. These differences can be seen through limits of the exposure and in the form of input. What sort of material should be provided in classroom so that the children could easily develop understanding of second language like their mother tongue?

Literature could be used to teach any language, it may be first language, second language or any other language. The selected literature should be in easy words simple sentences and word formation should be such which could be easily understood. Selected study material should be interesting. Grammar should be taught only to a limited extent where it is really needed. Learner needs a lot of material to improve. Literature is its good source. The teachers need to understand the capabilities of students and provide good and above average material so that the learner may accept the challenge. It is thus very important for the teacher to estimate the cognitive level of children and procure material that would interest them and would prove challenging for their mental abilities. The more they struggle with language, more they will learn.

In most states English is taught from class 1. The teacher should pay attention in selecting and communicating study material as it is difficult for first language speaker to use literature of other languages. Analysis of study material should be minimum and children should be motivated to find and search things independently.

Attention must be paid to following points while using literature:

1)   Not complete but partial understanding of study material is required.

2)   Reaction- the children should give their reaction on study material. It could be in the form of comment. It may not be exact repetition but their individual comment.

3)   Opportunities may be provided for creativity.

4)   In analysis, the focus should not be on repetition or on errors but on encouraging children to react to what they have read. They must be encouraged to seek logical relationship among events and appreciate the ideas and emotions expressed in a piece of literature.

7.4.3 DEVELOPMENT OF VARIOUS SKILLS THROUGH LITERATURE

We have so far discussed how literature is used in classrooms. The learner learns the appropriate use of language through references which occur in stories and poems but we can see other merits of exposure to literature. Interesting and engrossing stories help in developing the art of concentration in the reader. After reading the literary material a student can enrich his/her imagination and develop individuality and independence. (S)he can also develop the art of comprehending the meaning of unknown words. (S)he learns to control his/her thought process through the use of literature and develops the power to make positive contribution

to society. According to Scott, literature is the mirror of beauty, morality and spiritual values and also manifests the rules of social order and culture. While learning language through literature, opportunities of personality development are provided by cultural references. Therefore student may be introduced to cultural life and given opportunities to participate in it.

According to Widdowson literature should not be used only for language dealing or activity or to understand cultural subjects but for communication skills. Literary material is not only helpful in increasing studying skills but also in developing listening reading and writing skills.

In fact through analysis and use of literature it is possible to understand the events related to actual world happenings and experiences. It helps us in feeling our personal and social problems. According to their emotional capacity it helps the readers to progress culturally and literally.

Check Your Progress-6

1)   *Interesting stories help in developing:*

   (a)   Concentration

   (b) Guessing skills

   (c) Imagination

   (d) All of the above

2)   *What are the benefits of providing children literature exposure?*

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7.5 TEACHING OF DIFFERENT FORMS

As a language teacher, you have to deal with various literary texts such as stories, poems, essays etc. Which form do you enjoy teaching the most? While most children will be interested in reading a story, how do you generate enthusiasm for reading poetry? How do you explain the relevance of an essay? What strategies and teaching aids can you use to increase interaction with the text? Most of these aspects are introduced here and will be covered in more detail in the unit on lesson planning.

Notes

7.5.1 BASIS FOR INCLUDING FORMS IN PRIMARY AND UPPER PRIMARY CLASSES

Stories, folk stories, mythology, fables and legends, along with rhymes included in primary class textbooks. In upper primary classes, these are used along with novels, plays, sketches, memoirs, biography, autobiography etc.

There are several advantages of using short stories with children. They are simple and usually the text that needs to be read is short - its brevity motivates children to read. They are also challenging because the entire plot is summarised in a few pages. These factors help in retaining the interest of the reader.

In the early grades, it is easy to arouse interest in students through simple rhymes. In the higher grades, they can be used to develop sensitivity for words and rhythm. Poetry often uses metaphors, alliterations, similes etc. more naturally than prose and children can be introduced to these topics through poetry. It can be used to develop creative language skills.

Use of drama helps heighten listening skills in students. Plays can employ difficult grammatical structures and they help students understand the relevance of context in understanding literature. While reading, students have to be helped in visualising the scenery and how a character says a certain line which builds a sense of participation; this stimulates and heightens their imagination. Through plays, students can discover what is meant by being human. They stir the imagination, and spurs insight, reflection, and self-knowledge.

In recent years, research on socialisation with literature has pointed out that reading literature increases reading efficiency and competences. This is because it provides a motivation for reading and we know that we can become better readers only by reading more and more. Children should be given literature which they enjoy reading, that challenges their imagination, and makes them sensitive and perceptive to nuances of different cultures.

Since in the elementary classes, literature refers mainly to novels, stories, poetry, rhymes, folk tales, the focus should be on books that can be easily understood by the students. Teachers should help students acquire skills for creative reading and also reading in their subjects and disciplines. The objective of the curriculum and syllabus should be to introduce children to various forms of literature and examples of them to develop a positive attitude towards studies and increase the practice of reading.

Literature can contribute to the development of both basic language skills (reading writing listening and speaking) as well as language areas (vocabulary and grammar). To understand how the level of text progresses according to expected

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skills and the level of students, we can look at Hindi and English textbooks of NCERT. The class 1 Hindi textbook starts with simple rhymes and stories are introduced at the very end when it is assumed that the child has developed enough concentration to follow a story over a couple of days. The class 5 book on the other hand, has examples of different types of prose (stories, essays, interview), poetry and drama. Stories such as Idgaah by Premchand serve to develop sensitivity in the child. Analysing textbooks would help you in selecting literature for your classrooms.

In upper primary classes, children are between childhood and adulthood. In this stage, both stories and poems that evoke nostalgia about childhood as well as those that encourage them to explore their possible future are relevant. Plays provide them an outlet for expression and also make the students capable of understanding those issues and feelings which they were not able to comprehend some years earlier. We should select such literature for teaching language that reflects the difference between childhood and adolescence.

7.5.2 HOW TO USE LITERARY FORMS IN CLASSROOM?

In this topic we would discuss in detail how to use the various types of literature forms - stories, poems, novel, one act plays - given in textbooks and syllabus for teaching language in the classrooms.

Using extracts from stories or short stories: Almost all textbooks have short stories. You can also choose an extract from a suitable story and carry out the following activities:

If the text is an extract from a longer story, you can tell children to write what will happen after that or would have happened before.

You can tell students to describe the personality of any particular character.

Students can be asked to improvise a role play between two characters in the book.

Teachers can tell stories in the class and stop the narration at any particular point, to ask the students questions. The nature of the question can be different for different grades. Students can be asked to react to questions such as: what do they think is happening? What images are forming in their minds, what are their feelings about different characters? What are the questions in their mind about the story? In primary classes, children can answer verbally whereas the children of higher classes can record their response in book journals. Folk tales such as Akbar-Birbal, Allah-Udal, Gonu Jha, Tenali Ram, etc can be selected for such activities because the children can predict their plots more easily.

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Use of Poetry:

You can recite a poem or ask the students to recite it with proper intonation and expression. You can also do the following:-

Students can be asked to write the story hidden in the poem. For whom is this poem? Why this poem was written?

Students can discuss topics described in the poem and how these topics are associated with their lives? They can contribute their thoughts on it.

Students can be asked to re-write the poem without changing its structure by changing the meaning only.

More advanced students can also be asked to describe the various features of the poem and what makes them pleasant to hear. They discuss the rhyme patterns in the poem.

Use of plays:

You can decide on what type of plays should be used in your class - Some people give importance to contemporary plays of Arthur Miller, Saki, etc as the context and language can be more easily understood. Others favor classics like the plays of Shakespeare or Bhartendu's 'Andher Nagari', Ram Kumar Varma's 'Ashoka Shastra Tyag' which are the famous Hindi plays. However, it is indisputable that those plays that heighten the senses and expect emotional involvement from the students can prove more useful.

Students can be asked to stage their own plays and bring material for it. They can use materials like newspaper cuttings, written matter, pictures, or any other material which they feel can be useful for the play. This exercise will help them communicate in a better way and develop in them capability of exchanging their views about the world in which they live.

7.5.3 PROBLEMS FACED IN THE LITERATURE CLASSROOM

If literary materials are not chosen in a proper way and do not match the linguistic and cognitive levels of children, serious problems may arise. If children do not understand the basic meaning of the text they are studying because of vocabulary or grammar, they are likely to lose interest soon and the whole exercise may prove fruitless. If the students are to study in such a language which they understand with great difficulty, it will be meaningless to expect from them that they can discuss content and form of language.

Different language teachers have to face different problems. Teachers have to handle children from a vast diversity of backgrounds and with a varying level of proficiency and attention spans. They also need to understand that the use of literature in teaching a first language would be significantly different from the use of literature in an L2 situation. The level of literary texts will have to be significantly lower, particularly in the primary classes, as compared to the literature used in the first language classes. The proficiency level of teachers in the second language and their familiarity with the literature of the target language are also important parameters. It should be obvious that for language teaching to be a successful enterprise, we need intensive teacher training programmes.

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Check Your Progress-7

1) *Which skill increase by studying literature:*

    (a) Reading

    (b) Writing

    (c) Speaking

    (d) Listening

2) *What values are inculcated in children by teaching them language through play in the classroom?*

    ....

    ....

    ....

3) *Classify the literary forms used in primary and upper primary textbooks and also list which forms of literature are not used in them?*

    ....

    ....

    ....

4) *What is the base of selecting literary forms in primary classes?*

    ....

    ....

    ....

7.6 LET US SUM UP

- Literature subsumes all kinds of writing but its essential component is creative and imaginative writing; informative literature and advertisements are not real forms of literature.

- Literature is of two types- creative literature and non-creative literature. The objective of creative literature is to give pleasure, develop sympathy and sensitivity. In it we study story, poems, essays, pictures composition etc whereas in non-creative literature our main objective is to acquire information, remember the facts and solve the problems like newspaper, dictionary, world dictionary, science related literature, etc.

- For language teaching in place of literature other printed materials like advertisements, cartoons etc can also be used.

- On the basis of its form, literature has mainly three categories- prose (story, novel, autobiography, and travel account), poetry (poem, couplet, and quatrain) and play.

- In a language class there are three formats of using literature- language format, literary format and personality development format.

- There are two ways of learning a language- language acquisition and language learning. Languages are acquired in natural setting without any formal teaching; they are learnt in formal classroom settings. Literature helps us to bring a learning situation close to an acquisition situation.

- The literature which is to be used in the language classroom should be appropriate and of interest of the children.

- By using literature children develop the skill of creativity, comment on any text material, self realisation, power of analysis and concentration. They also become imaginative and socially and culturally sensitive.

- Through children's literature children develop imagination, interest towards studies and power of self expression.

- Along with basic language skills (reading, writing, listening and speaking) literature makes an important contribution in other areas of language including expression, creative writing, word-meanings and grammar.

Assignment

Establish a corner in your class for library and give a detailed description of the

text-material selected for it on the basis of- number of books, knowledge, appropriateness etc.

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7.7 SUGESSTED READINGS AND REFERENCES

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7.8 UNIT-END EXERCISES

1. On the basis of objectives what are the different types of literature?

2. While using literature what have been your experiences as a teacher?

3. Would you expose your students to original texts or just give them summaries? Give reasons.

4. What type of complementary material would you use to motivate students?

5. How would you make students practice all the four skills while using literature in the class?

6. What do you mean by an epic poem? Explain with example.

7. How would you use different forms of literature while teaching language? Explain by giving example of a poem.

8. While selecting stories or poems for primary class students what kind of things would you would consider?

9. Discuss in short the historical perspective of the use of literature in language teaching?

UNIT 8   LANGUAGE TEACHING METHODS IN CLASSROOM SETTINGS

STRUCTURE

8.0 INTRODUCTION

There are many ways how we can teach language to children. Some of the techniques that have already been discussed include – teaching through various

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activities, summarising the lesson after explaining it, getting children to formulate answers of various types of questions, problem solving techniques, making them undertake surveys and the like. Each technique belongs to a specific language teaching method that has a specific set of principles. Some teachers teach in their ways that do not belong to any specific language teaching method. For example, we have realised that some teachers dictate answers of the questions given at the end of lesson to students and tell them to memorise those answers with the expectation that this will help students to do well in class tests and board examination. In some classes, teaching learning process becomes very prescriptive in nature in which teachers teach the students in certain ways and expect the students to follow their ways, whereas in some other classes, a variety of innovative techniques are used to make the teaching learning process a memorable one with the expectation that the learning will be lasting and add experiential value to the knowledge base of the students. We have also realised that children learn a lot outside of the tutored set up. They learn a lot from the social environment as well as family environment.

Now the issue is, if students learn language anyway on their own, in rather unplanned ways and learn it well, then why should we spend so much time on teaching language teaching methods to teachers? It is very important to make it clear to you that learning language in a tutored set up and learning a language from environment in untutored ways are two different learning situations and the results of these two ways of learning a language are also distinct.

School is a system of formal tutoring in which students of changing backgrounds and skill sets sit together to learn a specifically designed graded course book for them in a specific time frame. We live in a democratic society where the right and effective upbringing of children of varying background in a systematic way is the central aim. What should be the methods of effective teaching is as important as knowing what children must learn at a specific time during a specific stage of his learning process and how best he can learn what he must learn. There must be effective assessment techniques to measure the learning too. Schooling helps in systematic learning and development of appropriate self assessment and analytical skills. Therefore, it is imperative that we must develop the most effective methods and plan the classroom activities that would be most appropriate for the effective teaching learning process of a given curriculum.

While developing the most appropriate plan for a given classroom, we must keep in mind that children already know a lot of things before they come to classroom set up at a certain stage for tutored learning. Therefore, the planning process must try to relate the context of day to day living of the children and their environment to the lesson plan so that the learning can be most effective.

In this unit we will analyse some examples of different teaching styles and attempt to develop a model of our own.

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8.1 LEARNING OBJECTIVES

This unit will help you to learn about the following:

- What were the traditional ways of teaching language and what are their limitations?

- Importance of making lesson plans

- What is a lesson plan? Why do we talk about lesson plan and not just teaching plan?

- Implementation and assessment of effective lesson plans

- Scope and possible flexibility permissible in a lesson plan

- Preparation of effective lesson plan

8.2 SIGNIFICANCE OF MAKING LESSON PLANS

We need to understand why is there a need to learn how to make lesson plan, given that children learn language even though you don't spend much time in teaching them the language. Why should there be a language class at all in the curriculum, given that children have got a natural tendency to learn their mother tongue or the dominant language on their own? What is the need for planning? We all know that some teachers go to class unprepared and they often do a good job based on students' needs, but those are people who have a strong hold on the subject matter and a clear idea about types of students found in a class and empathy towards them in matters of language learning. Those kinds of teachers make a mental note of session plans and they present their lectures based on students' needs.

Schooling carries certain features that are different from natural acquisition of knowledge. It is important to know that class room teaching is a structured process of imparting skills and knowledge of language to students and it is distinctly different from unsystematic language acquisition. Even the way a mother would teach her child a particular language at home is clearly different from the way she would teach her child the same language at school. Language is a very complex phenomenon and the degree of formality, type of sentence construction and selection of words differ from context to context. Language teaching at the level of school thus involves serious planning on the part of teachers.

At home, the learning process is largely experiential and there is room for making mistakes and correcting oneself without being laughed at. That kind of flexibility and time, a child does not get at school since the single most important objective at school is 'accuracy and perfection' . An essential feature of human language is variability both at the individual and social levels and if a child has to really acquire proficiency in a language, then she must also acquire a comparable level

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of context and listener sensitive variability. It is here that the role of planning lesson becomes important. The individual, social, cultural and linguistic variability obtaining in the classroom makes the whole task of planning lessons more challenging.

Check Your Progress-1

1. *Opportunities provided at home for learning a language are —————— ———— as compared to opportunities provided at school.*

   a. *less*   c. *the same*

   b. *more*   d. *not enough*

2. *The child constructs his/her own knowledge base from the environment. Could you illustrate this statement with examples that you may have noticed from children?*

   ....

   ....

   ....

3. *Why is planning so important for class room teaching in a language course?*

   ....

   ....

   ....

8.3 WHAT IS A LESSON PLAN?

Let us start with a class room situation to understand what a lesson plan is.

This case is about a teacher called Mahima who got appointed to teach class 5 students in a rural school of Rajasthan called Kotda. The class had 25 students. She made a plan to teach lesson 16 called "Japan" from an NCERT book. The chapter was about the culture and festivals of Japan. She began her class by reading the chapter aloud. Although children were moving their fingers on the chapter as per her direction, they did not really follow her reading line by line. She stopped after reading two paragraphs aloud and started telling children about Japan. Children looked at her with serious faces, which were actually blank faces. Without caring about that, she continued with the same method. Having given a little introduction about Japan, she continued reading the rest of the paragraphs in the chapter aloud. There was no activity in the class; all the children were

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sitting. Many started making pictures of different kinds. Some children were making the picture of the flower pot given as the chapter indicator, whereas others were making pictures of toys etc.

After teaching the entire class that way, she stood up and went to the black board to write down the difficult words and meanings of those words. Students started copying those words. Before leaving the class, Mahima declared the unit test of that chapter the day after the next day and the test would be about the difficult words and their meanings as she wrote on the board. She clearly directed students to learn those words along with the meanings if they wanted to succeed in the test.

Check Your Progress-2

1. *If you were to assess Mahima's method of teaching based on the following features, out of a score of 10, how much would you give her on each feature?*

   - *Class participation*

   - *Child centred teaching*

   - *Relating text to context*

   - *Teaching preparation*

   - *Understanding of the subject*

   - *Scope given to children for self learning*

8.4 COMPONENTS OF LESSON PLAN

Let us take a look at the list that Raghu made to make his lesson plan effective.

1. What to teach

2. How to prepare himself to teach the text

3. How to teach the text

4. What kind of teaching aids does he require

5. How to measure whether students have learnt or not

6. If the plan did not show any sign of success at the assessment level then what alternative ways could be possible

This is a rough sketch of how to go about starting with a lesson plan. Is there anything that you can add to this so that we can make the rough planning sharper? Add what you can as we proceed with the points in some details.

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8.4.1 WHAT TO TEACH

Keeping the level and learning expectation of a certain age group in mind, the text book writers prepare the text books. The content of the book is not in our hands, but how to cover and what to cover is very much decided by us. We must also know the level of competence of the students so that we can make suitable decisions about what to teach and how to teach. In lower classes, teachers are given the responsibility to select a specific book as the text book for the appropriate class, among a choice of a dozen very well competing books. As a teacher, we must know our students and their competence levels well enough to be able to decide the best book for them as well as to decide what to cover from that book. If a book has 20 chapters does not mean we will have to teach all the 20 chapters. We may do less or even assign additional readings to children. Suppose we have decided that we will cover 12 chapters out of the 20 given in the text book, we must know the basis on which we have made the decision. Unless we plan effectively from the very beginning, we will not be able to know which 12 out of the 20 given chapters are the ones that we need to ensure continuous growth of the students. We must also know the exact expected outcomes of the course. At the end, what to teach is all about whether your choice of text leads to attainment of the expected outcome or not.

8.4.2 WHO TO TEACH

We can make effective lesson plans when we understand our children very well, by their character and standards. It is important to figure out what does the child know already by the time she enters your class and what does she need to learn. If you teach his/her something that (s)he already knows or something that is only remotely associated with his/her wildest imagination, the chances are high that the child will remain blank and classes will get over one after the other till the course gets over, without much learning taking place. We have to have conceptual clarity of the chapters we select keeping the best interest and learning / teaching objectives in mind. If we would select something without knowing who we are teaching, the selection of the text book, time spent in covering the text book and the time spent in doing various activities will go waste. Secondly, we should also try to figure out what the child already knows about the chapter to be taught. For example, if the chapter is on Diwali celebration , we must first learn what the child knows about Diwali and then we should focus on how to teach him the complexities of language usage through teaching him/her a chapter on Diwali. We must also know whether the language the child is being exposed to in the class room is his first language or second language or third language. For example, if an Oriya speaking child who speaks Oriya at home and in his environment opts for Hindi as his first language at school where more than 90 % of the students are Hindi speakers, the teacher must try to figure out whether he is the only one who has opted for a language to be his first language which is actually his second or third language or there is a group of students like him who need special attention

during the class. We need to keep in mind how best can we incorporate such a learner in our lesson plan whose learning will be as good as all the other learners. As already pointed out, children must be allowed to use their home languages in the early stages.

8.4.3 LEARNING ASSESSMENT

We need to be attentive about continuous assessment of children so that we can ensure the learning status of children in terms of class participation and response and their curiosity about specific lessons and outcomes. If we do not feel positively about the way the class is going on with its effectiveness, then it's time to stop and adjust the plan so as to make it more interesting such that class participation and students engagement with the class will demonstrate constantly positive value addition of the teaching / learning process. This requires constant assessment. At times, the teacher may feel that she could actually engage the children in certain learning activity, whereas in reality that may not have happened. This happens when you did not plan the activity well in advance. We need to progress with our plan not by completing each lesson plan by the way we had planned the lessons but by the way of how exactly have students progressed with the plans made for them. This can only be possible through continuous evaluation. Therefore, we must ensure that there is enough flexibility in the plan we have made and that it can be constantly adjusted by continuous assessment.

8.4.4 HOW TO TEACH

In order to be able to plan, it is imperative to figure out what should be the exact way of the teaching learning process in a given class room with a given batch of students. For example, we have to decide whether we would divide the class into small groups of 5 or 10 or go by the worksheet way. So there may be a class that did not go according to the plan because the classroom activities for better learning took a longer time than expected or the teacher took longer time in explaining the concepts required to be taught through the lesson. In that case, the teacher has to adjust the next allotted class for the completion of the same chapter or another chapter in way such that overall course completion is not hampered.

There can be many innovative ways to combine classroom activities with concept teaching. The primary requirement for this to happen is that the teacher should herself have conceptual clarity about the issues being transacted and should plan in advance the kind of individual and group activities that would help in clarifying that concept. Though rigorous, the planning must have inbuilt flexibility for on the spot changes.

We must keep all the teaching aids ready by the time we start teaching. Some of the important teaching aids include - lesson plan, work sheets, charts, picture cards and the workbook. The language materials are also very important because

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they play a vital role in the preparation of the teaching aids. For example, the word picture cards or even alphabet cards can at times play a very important role if the class demands. The materials may also be preserved to be used for multiple purposes with various modifications, additions and innovative explorations. Probably the most important language asset is the text around which the teacher plans to build all her teaching plan.

Check Your Progress-3

1. The learning path of the child is primarily guided by the:

    a. Teacher   b. Parents   c. Child himself   d. Curriculum developers

2. How important is it for you to know the class size and varying standards of the students present in your class?

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    ....

    ....

3. What does 'flexibility in lesson plan' lead to?

    ....

    ....

    ....

4. Why must we use the language as per the level of the children especially in the primary classroom?

    ....

    ....

    ....

8.5 HOW MUCH TO PLAN IN ADVANCE

Most of the time, schools focus on ensuring that teachers makes elaborate lesson plans and complete their annual diary perfectly with a hope that that is the best way to administer academic progress and administration of the teaching learning process. Though this may ensure that the teachers are working hard, it does not ensure that learning is as effective as it could be or must be. In such places, the weekly or daily progress reports made by the teachers are given importance to and the teacher focuses on the given class(s) he teaches on a given day, often forgetting that the entire work done by the teacher as well as the students may

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prove useless if specific learning objectives are not realised. Such a system does not give much importance to increase the core competence of the children; it rather ensures the course is complete the way text book designers and teachers had prescribed it for the children. It has also been noticed that such a system does not leave any scope for children to come up with innovative ways to make the teaching learning process effective for them going by their interests or their ways. This is against the basic premise of learning that the child learns the language in his/her own way.

How early should a lesson be planned? There is no absolute answer to this question as learning is an ongoing process with very fluid land marks. What a teacher must ensure is synchronisation between the mental level of children, their curiosity, their participation, her own intervention levels, challenging activities and conceptual clarity. A plan devoid of these features lacks in exploratory adequacy. The plan must ensure that there is enough room for the child to ask whatever she wants to ask and find an answer to it. She must be allowed to articulate her thoughts and clarify her confusions the way she wants them to be clarified. Children must be allowed to create their own constructs and conceptual frameworks to proceed with the lesson which does not have to be totally different from the teacher's plan, but a combination of both.

The teacher must also be aware that individual attention to student participation is as important as encouraging student participation. Instead of simply striking out a wrong answer with red ink, the teacher must try to analyse why has the child made the mistake she has made. This is called error analysis. Errors are not pathologies to be eradicated. Errors must be analysed and plans must be made to effectively remove them from the child's knowledge base so that the child would not commit that error ever again.

Check Your Progress-4

1. *Complete the following sentence:*

   Usually teachers emphasise on making ———————— and

   completing —————————————————————.

2. *What important factors have been discussed in this subunit about the student-centric lesson plan?*

   ....

   ....

   ....

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3. *If children would be allowed to play a key role in the planning of a given text at a given point of time during teaching, what difference would it make on the planning for effective learning?*

    ....

    ....

    ....

4. *How do you plan to go about planning your lessons before you get started with the subject to ensure exploratory adequacy?*

    ....

    ....

    ....

8.6 MODEL LESSON PLANS

Let us now look at few lesson plans and investigate and analyse the methods involved in those plans. These plans are from different contexts and thus let us see how does the teacher take help of these lessons for her/his use and what does (s)he ignore. We will also see how well the teacher created basis for class participation or ignored it and which aspect of teaching learning objective (s)he has tried to achieve.

8.6.1 MODEL LESSON ONE- TULIKA'S CLASS

This is the lesson plan of a class 2 teacher called Tulika. Let us look at her plan and analyse the model.

Tulika is a primary school teacher in a school at Kalyanpur in rural Bihar. That school has village at one end and a jungle at the other end. Farming is the major occupation of the people living there. Some parents work in the town as masons, rickshaw pullers, carpenters, vendors etc and they visit home once a week. Most of the children spend time in helping their mothers in the crop field, taking care of other siblings and cooking etc. Most of the children have illiterate parents and some have semi literate parents who have studied up to primary school or at the most high school. Children of her class do not have exposure to newspapers, magazines or books etc.

Tulika teaches a batch of 30 in class two. Children speak Bhojpuri at home whereas the medium of instruction for them is Hindi at school. The children can recognise all the letters of Hindi alphabet is how they can read few words, but they can

neither read fluently the story books they have been given nor can they understand the sentences properly. This example is taken from a text book that she teaches to such a batch. The name of the story is "Saccha Mitra" which is the 10th chapter of Bihar board class 2 textbook.

Tulika realises that she has to teach the lesson by speaking to students in Bhojpuri as well as in Hindi. She is also sensitive to the fact that children are likely to use Bhojpuri when they answer to her questions and she doesn't have to forbid them from using their first language or shout at them for the same. She believes that making small groups in the class can make children help one another to understand the text better and learn better. She also understands that she needs to give importance to reading, writing, speaking and listening skills and make them happen in the class in a meaningful way so that the children can understand the text, context and make progressive growth towards learning the language.

The story is about two friends who meet a bear while returning home. She decides to start the class by discussing with children the kind of animals they know about because she knows that the children would know about animals from the environment.

She had to complete that story in a week and everyday she teaches for 35 minutes. She read the story twice or thrice before she went to class. Her teaching objectives and lesson plan had the following points:

- Engaging the class with drawing activities
- Giving them opportunity to speak to each other and to the teacher about the story
- Giving them the opportunity to talk about the pictures
- Making them read the story by understanding the story
- Making children write down the names of the animals
- Letting children predict the end of the story
- Making them talk about the animals they see in the surrounding

Her day wise lesson plan looked like the following:

Day one – Familiarising children with the names of the animals around them in written form

Process

1. Asking children to write down the names of the animals they see around them

2. Telling them to write down the names of the animals they see around them, draw their favourite animals in the copy and encircle the name of the animals they see on their copy

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3.   Make them read out the names of the animals written on the board adopting the language game method and make the sound the specific animal makes

Day two – Developing prediction skills among children

Process

1.   Leaving the children with the story for sometime to observe the three stories given there

2.   Making children give presentations on the story and showing signs of appreciations

3.   Making the children predict in the middle of the story

4.   Writing down all the predictions on the board

Day three - Story completion process taking the predictions given by the children

Process

1.   Reading out the entire story aloud and bring those words to board that children are very familiar with like, *gaaon, bhaalu, football, mitra, dadi, muh, naak, murda, raam, shaam* etc

2.   Making children write down these words on their copies

3.   Making children encircle the words 'gaaon' and 'football' on page one and repeat the same process in the last paragraph on the third page with words such as 'muh', 'kaan', 'naak' etc

4.   Playing '*Bhediya* aayaa' language game with them

Day four – Reading the beginning portion of the story with difficult words and asking them to guess the meanings from context

Day five – Working together on the word exercises given at the end of the chapter with the children

Day six - Working together with the children on the sentence level exercises given at the end of the chapter.

Summary and analysis of the day wise analysis plan

Day one

Tulika started teaching by asking children to talk about the animals they see in their surrounding. Then she wrote down the names of those animals on the board. Children saw the words written down on the board and wrote them down. Children started with pet animals first and then went on to talking about wild animals.

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She played a game with children after writing down all the words. In that game, children were asked to make the sound of the animal at once whose name she utters. Then she asked the names of the animals she wrote on the board. When she realised that children recognise the names of the animals, she told them to write them down on their copies. Then she asked children to draw the animals that they like and encircle the matching names. Tulika started taking rounds in the class as children got engaged with the activity given by her and she helped children to finish the activity that got stuck in between.

Day two

Tulika focused on the three pictures given in the story. She asked students to narrate what they see in the pictures. Children said they saw two boys who were standing in the jungle, a bear was there and a boy was found on the tree. Then she asked children to narrate further about what they saw in the picture, such as what the boys were doing, what the bear was doing etc. Then she asked children to tell stories about the pictures they saw. The children hesitated first, but later they told many stories that they could possibly imagine about the pictures. Tulika appreciated all the stories and encouraged the children.

Then Tulika told the children that she would read out the story for the children. Then she read the story aloud at a slow pace and loud voice. She told children to recognise what she reads by moving their fingers on them. Almost half the children were reading the story along with her in a soft voice. Those who still could not read, listened to the story carefully. Tulika ensured that she made the seating arrangements very well so that weak students could be helped. She made those children who could not read sit with the ones who could read. She stopped when the two friends met the bear. Then she asked, what might have happened when two friends were found in the jungle alone and they had nothing to fall back on.

Children gave many possibilities. She wrote down all the predictions children gave on the board along with the names of the children.

Day three

Today Tulika read the story aloud again and again, stopped where she had stopped before. She repeated the same process of making the children predict the end of the story and continued reading thereafter. Soon after completing the story, Tulika got into character analysis of the story in an explanatory mode. She asked questions such as, how did children like the behaviour of the friends; what happened to the friendship; if they were in the position of the other friend, what might they have done and the like.

Then she wrote the word 'bhaalu' on the board and told students to encircle the word 'bhaalu' from the story. Then she asked students to tell her how many times

has the word 'bhaalu' occurred in the story. She repeated the same process with other frequently used words such as 'gaaon', 'murda' etc.

After the word recognition game, she started the *'Bhedia aaya'* game with the children. As per this game, all the children were to act like a dead body and one child was supposed to act as *bhediya*, who comes to attack. *Bhediya'*s job was to move around without touching the dead bodies. Children who had been asked to act like dead bodies were supposed to lie down on the floor like statues, with eyes shut and straight face. Any child who would open the eyes or smile or deviate from the statute posture was called as out of the game by *Bhediya.*

Children took a while to understand the game. Once they understood the game, they started playing the game with all seriousness. They would lie down on the floor one after the other with the entire body shaking with suppressed giggles. Half the children started sneaking by opening their eyes occasionally and smiling. In the first round, the game got over very soon. After few rounds, children learnt the game and it wasn't that easy to call game over so easily.

Day four

On the fourth day, Tulika takes difficult words as she starts the class. She asks children to encircle difficult words found in the story. She wrote down all the difficult words found out by children on the board. She asked if anyone knew the meaning of any given word on the board and encouraged children to make sentences using the words. She then explained the meanings of difficult words to children and made them say sentences using the difficult words.

Day five

Tulika worked together with children in solving the exercises given at the end of the chapter. In one of the exercises, children were asked to make words taking letters from a given word. Before taking up that exercise, Tulika first asked children to tell any two words. She wrote two words such as 'kursi' and 'kitab' on the board. She picked up 'si' from the first word and 'ta' from the second word. Then she asked students what that makes when they combine those two letters. That was easy for children and from there they picked up the way to go ahead with the exercise. She called two three children to the board to do the exercise and the rest of the children started doing the exercise on their copies. Few children completed the exercise faster than others. Tulika went to them and advised them to go over to the next exercise. Children began finding names of the animals that they already knew about and so on. After certain time, Tulika discussed the given exercise in the class. This was a tough task as the letters were not only to be picked, but they also had to be arranged in various orders to make meaningful words. After this exercise, she picked up the sixth exercise that expected children to select the most appropriate word for a given sentence. She

read the sentences aloud and asked children to answer to the questions by selecting the most suitable words. Then Tulika started writing incomplete sentences on the board and encouraged children to complete those sentences. Most of the children did the exercise orally whereas few wrote them down on copies. The class got over as she was with the repeat process of the same exercise.

Day six

On the sixth day, Tulika started sentence level exercises. First she started with the question answer type exercises. She encouraged children to answer the questions asked in the exercise. Some answered and some did not. She discussed the answers after eliciting the answers from the students. She wrote down the best answer for each question on the board. The entire question answer exercise was completed this way and children copied them down on their note books. Tulika took rounds in the class to figure out whether the entire class was doing it effectively or not. She helped children with copying down the answers written on the board who found difficulty in copying them.

She then moved onto exercise 4 which expects children to make sentences using a given word. She too got this exercise done through discussion first. She helped children to understand each and every word by taking multiple examples till they understood the words. Some children found it difficult to make sentences using words at the level of spelling. She wrote those words down on the board. Almost all the children could make sentences using five words at least. The class got over in the middle of this exercise. Three words were left to be made sentences of which she gave as home assignment.

Check Your Progress-5

1. *What was the size of Tulika's class room?*
   a. 10   b. 20   c.30   d.40

2. *Why did Tulika ask children to draw the pictures of animals in stead of using picture cards?*
   ....
   ....
   ....

3. *Why didn't she tell children names of few animals that she knew to check whether children knew them or not?*
   ....
   ....
   ....

---

4. Why did she ask children to guess the end of the story in stead of discussing the end in detail?

    ....

    ....

    ....

5. Why did Tulika repeat the first half of the story on day three?

    ....

    ....

    ....

6. Had you been Tulika, how would you have handled a situation in which a guardian or a parent would have complained that you wasted time in stead of teaching the language by doing various unnecessary activities in the class?

    ....

    ....

    ....

Notes

8.6.2 MODEL LESSON 2 - *SATPURA'S GHANE JUNGLE*

Let us now see how Heena prepared a plan to teach a poem in the class.

Heena teaches Hindi to class 5 children of Mangolpuri School which is situated in the outskirts of Bhopal city. People of that locality live in small kaccha houses. The locality does not even have a sewerage system or access to clean drinking water, electricity or even a proper road. Street lamps are the only source of lighting facility the children can have access to for their evening studies. Most of the parents are illiterate and some have studied up to class 5. The major occupation of the people living there is daily wage labour, auto rickshaw driving, rag pickers and house maids. School going children help their parents in rag picking too and they even help their moms in household activities. Heena's classroom has 25 children. The children spoke Hindi with lots of words from Urdu, Gondi and Malvi. Many children were not able to read. The ones who could read did so at a very slow pace with letter to letter recognition reading style like *"sat – pura – ke – gha- ne- jun- ga - la"* type of reading.

Satpura ke ghane jungal is a poem that talks about the dense forest of Madhya Pradesh. Heena read it aloud two to three times. She used the map of Madhya

Pradesh as a teaching aid to show Satpura. She had planned to teach in four days. Her objectives were the following:

- Making children share their own experience with jungal

- Taking up group discussion mode as classroom activity to encourage children to talk about the poem

- Getting the children to learn the language of the poem and poetic language style

- Making children present and write about the poem

Her day wise plan was:

Day one

- Sharing jungle experiences

- Introducing Satpura to children in various ways

- Making the children recite the poem with self confidence

- Developing a shared understanding of the poem

- Telling and knowing the names of animals in their language as well as in the prescribed language of instruction which is Hindi in this case

Day two

- Finding the meaning of difficult words and placing them in a context

- Developing a shared understanding of the poem through discussion

- Working with compound words

Day three

- Comprehension of the poem through the discussion mode

- Bringing experiences of the children to classroom situation

- Working together with children in completing the exercises given at the end

Day four

- Completing given activities with the help of the children

- Helping children in constructing their own answers

- Working with rhyming words

Summary and analysis of day wise lesson plan

Day one

Heena started her class by asking children wehther all of them have seen a jungle of not and the ones who had were told to talk about it in the version of Hindi they speak. She wrote down the responses that talked about description of a jungle, names of animals and birds found in a jungle etc in standard Hindi, which was the medium of instruction for the given course. She also encouraged children to tell the names of the animals they talked about in standard Hindi to check whether they knew it or not. She then took use of the teaching aid which was the map of Madhya Pradesh and asked children to locate Satpura in it. She then went on to introduce the poem. On the day one itself, she started with poem reading exercise with children by asking one of them to read the entire poem. She then asked the next child to read two stanzas of the poem. The class ended with understanding the poem with discussion mode which also included imaginative discussion about what might be daily routine of the wild animals in the forest.

Day two

Heena started day two with conceptual revision of the content of the poem after reading out the entire poem. Then she asked children to read out three stanzas of the poem and broke the stanzas into short questions for classroom discussion. She discussed the meanings of difficult words in between in context and made children make sentences out of them. She helped children with that exercise when they get stuck.

Day three

They continued with loud reading and understanding the poem through discussion. She tried to ensure that the children read the poem aloud and got into discussion mode to find out the meanings of the words and the poem themselves. She helped them while she put them through the entire process. She kept asking questions from the poem as she led the class to discuss the poem. After the discussion, she asked two/three children to read the entire poem. Then she drew two columns on the board with two headings. One column got the heading 'mujhe jungle accha lagta hai' and the second column got the heading ' mujhe jungle accha nahi lagta hai'. Then she asked children to fill out the columns and discussed the points given by children as she wrote down the responses from the children in the column. Then she asked students to write a paragraph on the poem. She took rounds in the classroom and helped children as children wrote down the answers.

Day four

Heena starts the fourth day by revising all the points she had covered on the third day. She then turned to the exercises given at the end of the poem. She had

Notes

already discussed the poem with great details in the previous days so children started writing down the answers of the questions with little discussion. She then picked up rhyming words and asked children to find out similar words from the poem. To clarify this exercise better to some students who found it difficult, she wrote down examples of the words on the board. Heena appreciated children who answered. Some children gave some words which were not correct, but she still encouraged them. She again asked children to write a paragraph on what they would do if they were left alone in a jungle for a day. Children started writing and Heena took rounds in the class helping children who asked her questions.

Check Your Progress-6

1. On which day of her lesson plan did Heena decide to do the exercise with the help of children?

    a.   First day

    b.   Second day

    c.   Third day

    d.   Fourth day

2. What was the significance of showing a map in a language class?

    ....

    ....

    ....

3. Would you rate Heena as a good teacher, given the fact she never explained the meaning of the poem by herself in the class? Illustrate your answer with arguments.

    ....

    ....

    ....

4.   Which learning skill could be developed in children if you tell them to answer questions such as 'what would you do if you would be left in a jungle alone'?

    ....

    ....

    ....

Notes

5. *Is it right to make children write the answers of the questions given at the end of the chapter by themselves? Explain your stand.*

....

....

....

8.6.3 ALPHABET TEACHING METHOD

Lokesh teaches class one at Devnagar government school in Delhi. The school is in the city but the children who go to that school are from very low economic class. Most of the children have labour class parents. They do not even have houses of their own. They live in a place till the construction work goes on there and when the work gets over they shift to another place where they work. They often jump from city to city in search of work and thus their children cannot stay in a particular school for long. They stay in a school for 3-4 months or at the most for one year. The absenteeism rate is very high among these children.

15 children had registered in Lokesh's class. The class has another 5 children who were brothers and sisters of the registered children but they are unregistered. Thus the class has children ranging from one and half years to five/six years. Although the toddlers were not a part of the class, but he nevertheless had to take care of the entire class. The class does not have desks or benches. Some children were sitting on the rugs and others brought mats from home to sit on the class floor.

Lokesh had to teach Hindi alphabet to the class. He first asked children to tell the names of everything they see in the class. Those things were like fans, chairs, copies etc. He had also made the children draw pictures and made them write the names of the pictures beneath them. His lesson plan for the upcoming four days was the following:

- Teaching letters with context

- Teaching alphabet through the story telling method

- Leaving enough space for children to discuss their opinion

- Increasing their vocabulary

   His day wise plan was the following:

Day one – Introducing the letter 'ra' in a context

Day two- introducing the letter 'ka' along with context

Day three- introducing 'sa' and 'la' with context; reading out a poem and letter recognition from the poem in the encircling mode

Notes

Day four- letter recognition from the same words, gradation of the words based on new letters

Summary and analysis of day wise plan

Day one

Lokesh decides to introduce the letter 'ra' through games. He asks the children to tell their names whose names have 'ra' in it. Then he writes them down on the board and encircles 'ra' alphabet. Then he decides to start an activity in which a magician takes out only 'ra' words from a box. He draws a box on the board and presents an imaginative magicians who amusingly takes out 'ra' words like, *'rumaal', 'rickshaw', 'radio', 'kachra'*, etc from the box. This way, he introduced many words with 'ra' to the children in a very amusing way and wrote them all down on the board. Then he asked children to write any two words that has 'ra' in it.

Day two

On day two, Lokesh decides to introduce the letters 'ka' and he adopts the same language game method as he did with 'ra' letters. He drew up a box and asked children what the magician would take out of the box. Children imagined many words in Hindi that have 'ka' and Lokesh wrote them all down on the board. Then he drew another box for 'ra' and called students to the board to fill out the box with 'ra' words. He was very patient with the children through out the class.

Day three

Lokesh repeated the same language game to teach letters 'sa' and 'la'. Then he read out two poems from the text book only and asked students to encircle those letters from the text. Children found it tough to find all the four letters together to encircle. Then Lokesh changed the assignment and asked them to encircle one alphabet at a time.

Day four

Now children were getting to recognise four letters. This was about time for revision class because children had learnt the letters. So Lokesh wrote down all the words he had taken help of to teach the four letters to children. And then he asked students to make four boxes and distribute the words to their respective boxes that carry the name of a given alphabet. Finally, he showed a word 'salwar' and asked children which box does it belong to. Children could not decide the answer because they had covered three letters all of which were present in this word. Then Lokesh got into discussion mode and made sure that children came with the correct answer, that it belongs to all the three boxes. This way, children learnt how to read and write four letters.

Check Your Progress-7

1. *What was the day four plan of Lokesh?*

    a. *Teaching letter 'sa'*

    b. *Teaching 'pa'*

    c. *Teaching 'cha'*

    d. *Revision of the lesson*

2. *Do you think Lokesh had adopted the correct approach to teach letters? If yes, then why?*

    ....

    ....

    ....

3. *Why did Lokesh spend so much time in discussing with children which box does the word 'salwar' belong to? He could have told them the answer straight.*

    ....

    ....

    ....

8.6.4 MODEL LESSON PLAN 4- CLASSROOM OF RADHA

Radha is an upper primary teacher in Ataru block of Rajasthan. She teaches English. The school has children from the village area as well as from the city area. Most of the parents work in crop field, grocery store, small restaurants, shoe shop etc. Children who come to school regularly are mostly from farming background. The drop out rate in Radha's class depends on the timing of the year as children do help their parents in the crop fields when they are needed there.

Radha teaches 41 children of class 8. She prefers to do poems if she gets a chance. We take up a lesson plan that she has designed to teach in the class in a time when it had been raining for a couple of days.

The general objectives of the lesson plan:

• Active participation of the children in the discussion of the poem

• Enabling children to make a mental picture of the poem

- Developing their linguistic skills through discussion mode

- Developing self confidence of the children in learning English poems

The specific day wise objectives of her classes were the following-

Day one

1. Sharing the experience related to rain and discussing them

2. Reciting the poems and developing class room activities

3. Discussing the meaning of the poem through discussion method

4. Group activity based method to find out the meanings of difficult words

Day two

1. Making a picture and discussing prepositions given in the poem through the picture

2. Discuss the background of the poem

Day three

1. Teaching them adjectives and ask them to find out adjectives from the poem

Day four

2. Working on the exercises given at the end of text

Summary of the day wise activity

Day one

Radha asked children to talk about their experience with rain and carried out the discussion in the question answer mode. Then she started a game activity. As per that activity, every child has to recall a word that comes to his mind the moment he hears the word 'rain'. A child was then asked to read out the entire poem aloud. She asked to children read the poem with activities. Children were getting to understand the poem as they went on doing the activities related to the poem in the class.

Day two

Radha asked the children to draw the picture of their village. When she figured out that children are finding it difficult to draw the picture of the entire village, she changed her objective and asked them to draw a picture of their home to school route along with land marks, which was a part of the poem. Then she told

children to draw the picture of a big hut and a tree and went on to the board to write prepositions such as, 'under', 'in', 'out' etc. She explained prepositions to children with the help of the hut and the tree. Then she gave instructions to children in English. The instructions were in short sentences like, 'draw a doll under the tree'. She took a round in the class as children got engaged in the activity.

It was a little difficult to explain the meaning of 'around' and 'behind' to children, but Radha took various other examples to explain these two prepositions to them. This way the class got over.

Day three

Radha made the children read out the poem and asked them to explain certain things through the question answer mode. For example, she wrote the word 'garden' on the board and asked children to give a presentation on the word 'garden' using adjectives such as 'green', 'huge' and 'big' etc. Then she asked students to encircle adjectives given in the poem. She told them to make few sentences that required them to use adjectives. This is how children could conceptualise the broad picture.

Day four

Radha gets to exercises. She read out the questions aloud and when children could not understand the questions in English, she explained them in Hindi and the local language and encouraged them to respond. She wrote down the answers given by children on the board. She also wrote down the answers given by children in the local language. Then she translated those answers to English in the discussion mode. At the end, children copied down from the board the final answers of the exercises given at the end of the chapter.

Check Your Progress-8

1. *Which subject did Radha teach?*

    a.   *Hindi*

    b.   *English*

    c.   *Science*

    d.   *Maths*

2. *Radha made the students copy down the answers from the board on the last day. Did they learn any language from there?*

    ....

    ....

    ....

---

3. *Make a lesson plan for class 3 supposing you are teaching the same poem there.*

   ....

   ....

   ....

8.6.5 STORY TELLING TECHNIQUE FOR EFFECTIVE LESSON PLAN

Kaushal teaches English to class 5 students in Faridabad of Haryana. He teaches a batch of 25 who belong to lower middle class families. Most of the parents are daily wage labours and some are road side fruit vendors. Children have to do household chores and also look after their sibling.

Today Kaushal is likely to teach ninth lesson of Haryana board text book. The lesson is about the childhood of a boy called Narendra who becomes a big man at the end. Kaushal had read the lesson before he went to class.

Day one

Kaushal asked children to share the experience of their childhood and told them to discuss the fun they had during childhood and what kind of punishments they used to get. He narrated his own childhood story to take out inhibition from the children who hesitated to talk about their childhood due to shyness. That helped children to open up and share their childhood experiences. Then Kaushal started reading the chapter aloud as in his class most of the children were not able to read in English and those who could read, they could only read two to three words at a stretch. He read out the lessons with various activities and tones. At times, he used local language to explain the matter more. Kaushal read out three paragraphs that were about Narendra's childhood. Then he asked children to comment on how Narendra was as a child and then he returned to read the story. Children started speaking about what they concluded about Narendra. After the discussion and explanation, Kaushal made a list of the following questions on the board:

Name _____

Age _____

Mother's name _____

What does your mother do _____?

Father's name _____

What does your father do _____?

What do you like _____?

What do you not like? _____

Kaushal asked students to find out everything about Narendra from the text as a first exercise. Children found it tough to find out everything about Narendra and write them systematically. Then Kaushal told children to speak to fellow classmates and fill out the above mentioned questionnaire of the other one. Boys and girls hesitated to speak to one another at the start, but later on they spoke to one another.

Day two

Kaushal started speaking about the activities of day one. Then he read the entire story out again using local language. But he used some difficult words as well. Then he split up the class into four groups and told them to discuss in group about Narendra and write their points down. He gave the children the freedom to speak to one another in their local language and write down the points. There was noise in the class due to children talking to one another. Therefore, Kaushal told them to learn how to talk softly while taking rounds in the class.

Day three

Children did the assignment through group activity. Kaushal gave marks to each group and declared the performance rating of the groups rank wise. He took out points from the discussion and wrote them down on the board. The discussion continued on the pointers written down on the board till the end of the class.

Day four

Kaushal got the children to find out the answers of the questions given at the end of the chapter while they were reading out the chapter. As the children were finding the answers, Kaushal kept writing them down on the board. This way, he finished the entire exercise through the discussion mode.

Check Your Progress-9

1. *Which language did Kaushal use on the second day as he read out the story?*

   a. *Words from local language*

   b. *English words*

   c. *Urdu words*

   d. *Hindi words*

Notes

2. *Why did Kaushal stop the children to write about Narendra and instead asked them to write about each other?*

....

....

....

3. *Why did Kaushal distribute the class into four groups?*

....

....

....

4. *How does group activity help children to learn effectively?*

....

....

....

5. *There was a lot of noise in kaushal's class due to the discussion mode of teaching? Do you think it is a good way to conduct the class? Don't you think it affects the gravity of classroom decorum? Argue out your answer.*

....

....

....

8.7 POSTERS AND ADVERTISEMENTS

Posters and advertisements are very important for an effective lesson plan. They present things related to our life and environment in very simple and pleasant ways. Till today, advertisements and even generic posters for that matter have not been really been taken as formal teaching aids, but it is important to know that although these are very small things, they are connected to teachers and students in significant ways.

We see various kinds of sign boards, posters and advertisements in various schools, offices, shops, market places etc. We don't have to work too hard to understand these because they are made with the basic intentions to reach out to people with lowest literacy standards. These things help to develop reading skills. These are good ways to learn another language too for anyone, for that matter.

There are multiple ways how these can be used. You can tell children to take up a poster, sign board, or any advertisement to make a nice project involving drawing and writing. We can use posters for developing reading as well as picture card explanation and presentation.

In the lower primary classes, like in class 3, children can make a systematic list of words taken out from pictures. You can show them a signboard and ask them what is the meaning of the board and what does board try to say, say through logos or pictures etc along with what is written in it. They can also tell what they are implying basically. We can also tell children to write down those messages in their own words.

Notes

Check Your Progress-10

1. *In what way do posters and advertisements present to us things from our surrounding-*

   a. *Difficult ways*

   b. *Unattractive ways*

   c. *Simple and attractive ways*

   d. *Boring ways*

2. *Make a list of 20 posters and signboards that you have seen in your locality.*

   ....

   ....

   ....

3. *What kind of posters can we make for class 5 lesson plans? Make a list of 5 questions that can be asked related to this.*

   ....

   ....

   ....

4. *What according to you is the importance and benefits of using this in a language teaching class? Can posters and advertisements be used in other ways?*

   ....

   ....

   ....

Notes

5. *Make a lesson plan for class one or two using some advertisements and make a different lesson plan for class 4 using the same advertisements as teaching aid.*

....

....

....

8.8 HOW TO MAKE LESSON PLANS

A class room has two important elements – teacher and students. Both are at the receiving end of knowledge acquisition in the sense that both acquire and enhance knowledge together and both are always in the process of learning. Other elements that are important in a class room are – text books, lessons, examination, experience the children get and the expectation of the parents etc. It is important to keep these variables in mind when you prepare a lesson plan. Lesson plans maintain both rigorous planning and flexibility. Firmness is important to ensure that teaching objectives are met and flexibility is important to ensure the real difficulties met while teaching.

Therefore the teacher needs to keep a plan in mind that has firm objectives and leave enough space for last minute adjustments. In order to stay focused the teacher must write down the objectives that he must accomplish in the class and lead the class with gradual incremental progress, although she may have to change the classroom activities depending on the classroom situations. Let us see how to prepare a lesson plan and how to divide up the lesson keeping the language acquisition goal in mind.

1. Class timings- The teacher must first know how many teaching days and teaching hours he is getting in the week and in the year to complete the course. The length and duration that you are getting per lesson will help you achieve your teaching objectives very well. The teaching hours and teaching days of the entire year will help you to design lesson plans for the entire course with an aim to complete the course with its desirable objectives.

2. Class size and age group of children

3. Title of the chapter

4. Prior knowledge- It's important to check the prior knowledge of the children because the issue of prior knowledge must relate to how you plan to proceed further with the plan towards the completion of your teaching objectives and learning objectives. If a teacher is teaching English to class three children, his basic expectation from children would be that children must know the letters and numbers in English. If there would be some children

in the class who would not know that, the teacher would have to make adjustments in his plan in such a way that it can accommodate children with the lowest level of English language proficiency in the class.

5. Common objective/ General objective – This is the overall objective that you want to achieve through the lesson.

6. Specific objective- This objective relates to day wise plan as it aims to explain what happens in a class in a particular day/period.

7. Methods/ Process- The method/process is about the line of progression in the class about the chapter keeping the general as well as specific objectives in mind.

8. Self evaluation- Just leaves this space vacant. The teacher must fill this out after the class evaluation of his teaching. He has to write here what went right and what went wrong in the class and whether the intended objective was achieved or not. This should also help you to figure out why you had to make changes to the lesson plan in the class.

9. Suggestion/ Remarks- This part helps you to make a note of your own experience in the class and helps you to adjust the activity you have planned. This helps you to investigate the viability of the rest of the plan based on the success of the first day's teaching activity.

Check Your Progress-11

1. *How many things in general should you keep in mind when you are preparing a lesson plan?*

   a. *Four*

   b. *Five*

   c. *Nine*

   d. *Twelve*

2. *What is self-assessment?*

   ....
   ....
   ....

3. *What is the difference between general or common or overall objective and specific objective?*

   ....
   ....
   ....

Notes

4. *What all must you include in the preparation of the lesson plan?*

....

....

....

This unit must have helped you learn how to make model lesson plans through various models. You must have observed how Mahima should have designed her lesson plan for class 5 on Japan in a school at Kotra. For example, we saw how Mahima started her class by speaking to children about Japan and then went to talk about their culture and festivals. She took help of a world map and showed where does Japan figure in that world map and she also talked about Tokyo which is the capital of Japan. She presented a lively picture of Japan before the children by talking about their rituals, dressing sense, social style, food, flower work etc. After this, there may have been discussion on the pictures given in the chapter and meanings of difficult words could be discussed. The effort may focus on children and the way they should understand the chapter through group activity and individual achievement. You may also ask exercise related questions after completing each paragraph. There is a section in lesson 10 in the project and portfolio that expects children to bring a whole lot of materials on Japan together. She could have made an exhibition of the project work of the children in the class room.

8.9 LET US SUM UP

- If we plan our lessons well, we can teach in a more systematic way.

- It is very important for us to know the background of children, classroom situation and background of the chapter theme to be able to make a successful lesson plan.

- At the primary level, children should be allowed to speak without any hesitation and use the languages they know.

- Children should participate actively in all classroom activities. One way talk from the teacher may prove counter-productive.

- It is not necessarily true that children learn only that much what you plan to teach in a given class. Children have their own thought process and they employ that for learning, which is why it is important for you to engage them in thinking activities when you are preparing your lesson plan.

- Instead of finding out faults in every answer given by children, the teacher must try to see what the children have done with the given question when they have answered the question. It's not important to judge the learning

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through errors but through acquisition. The question a teacher should ask is: What is it that a child has got right? Our focus unfortunately is always on mistakes.

- If the teacher can read the chapter two three times before coming to the class, taking care of various activities and adjustments that may be needed in the class would be easy.

- Before making a lesson plan, the teacher must know the class size, age group of the children, classroom situation, student's background knowledge about the topic etc.

ACTIVITY

- Make three lesson plans – one on teaching a poem, one on a story class and one on a drama teaching class and try out the lesson plan with children. Record your experiences.

8.10 SUGESSTED READINGS AND REFERENCES

Hindi Bhag - 2, (2000) Patna: Bihar State Textbook Publishing Corporation Limited

English Book – 5, (2004) Panchkula: Haryana Government, Text Book Press

8.11 UNIT-END EXERCISES

1. Make a list of things that you have understood from the model lesson plans presented before you in this unit. Please discuss the answer based on the following points:

   a. Teacher's role

   b. Classroom participation by children

   c. Work on the topic

   d. The ways of discussing the questions and answers

2. What has been the crucial difference between Mahima's class and other classes?

3. What are the primary things that you must gather before teaching any class and why? What difference would it make in planning a lesson?

4. Had you been in Mahima's place to teach the chapter on Japan then how would you have taught the chapter? Make a lesson plan to illustrate your answer.

UNIT 9: EDUCATIONAL MATERIALS: SOME NEW DIMENSIONS

STRUCTURE

9.0 INTRODUCTION

If you think carefully, almost anything round us can be used as an education material. In one sense, school, classrooms, ground etc. are as much education materials as stones, leaves, dust and pebbles etc are. In recent times, some education materials have started becoming complex and unusually technical. The

illusion is that whatever is electronic or expensive will be better teaching material. With the emphasis on IT, computer, internet, website, network etc. there are new kinds of materials and terms floating around us. There was a time when radio, television, tape-recorder etc. were considered to be the best educational materials. Even before that small objects, posters, flash cards etc., were talked about as education materials. In recent times their importance and the emphasis on such materials has gone down. It is a different matter that even now these materials are not reaching schools in appropriate and sufficient quality and number.

In recent years, the understanding about the process of teaching and learning, the capability and interest of the child etc. has undergone a radical change. In the context of this new understanding, the need to re-examine the meaning of educational materials, their use and types has/have also acquired new dimensions.

It is easily seen that there can be many ways to classify education materials. One classification could be in terms of the material for the teacher and materials for children. Another category could be visual and oral/ aural etc. The purpose of these categories and method of using are very different. In considering the issue of materials, it is important to keep in mind that material by itself cannot determine the appropriateness of the teaching methods. The main question is what is the plan for the use of the materials? What is the way in which any material will appear in the classrooms and what objectives its appearance and use would fulfill? We will discuss the above questions in this unit.

9.1 LEARNING OBJECTIVES

After reading the unit you would be able to:

*   Clearly state the types of learning materials.

*   Identify the essential teaching materials.

*   Express your opinion on what is good learning material.

*   Distinguish between TLM and teaching aid.

*   Analyse the use of learning material in language teaching.

*   Develop an understanding of when and how to use learning materials.

9.2 MATERIALS ESSENTIAL FOR EDUCATION

It is important to recognise that in any class there would be the need for some

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essential educational materials to be available. Similarly, for the school also there are some essential requirements that should be available in the school. Often we do not pay attention to the fact that some materials have to be available for the school for good education to be possible. Some of these essential materials come immediately to the mind but there are some that are not so evident. For example, each child needs a bench, table or chair to sit, a light source for adequate illumination is necessary; we also need to have arrangements for clean drinking water, toilets and many other things. The new education policy document 1986 was an important step to improve education in the schools across the country. An important aspect of this was the recognition of the need to make available essential materials in each school. This included minimum number of classrooms, seating arrangement, some sports materials, library books etc. It would be useful for you to think about your school and ask yourself what materials should be necessarily available in the school for its proper functioning. You can try to remember what was available in your school and what you felt was lacking.

Apart from these essential materials in the school, there are some other educational materials required for teaching.

Check Your Progress-1

(1) Are these essential materials? Give reasons for your answer.

   (a) Chart (b) Model (c) Bench (d) Language cards

(2) What should be the essential materials available in a school?

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(3) What kind of materials you felt were missing in your school?

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9.3 WHY EDUCATION MATERIAL?

The first important question about materials is who would be their principal user? The answer to this question depends on our visualisation of teaching-learn-

ing. One possible approach is to emphasise their use for teacher to explain his/her point of view, and present a concrete representation or a model. This means that the teacher provides proper explanation to the children. The child is expected to be generally silent and only listen carefully; (s)he should take in the words of the teacher and note them in the notebook or use the material if at all as (s)he is directed to by his/her teacher. Under this principle, materials like charts, slides, models etc. are ways to represent things that children need to know. This is a teacher-centered method. It was till recently generally accepted and very popular. Even now many believe in it. In this the teaching materials are largely only used by the teacher. Children can only look at the materials. They cannot use or take materials in their hands. Teachers are afraid that the materials would be spoiled if children touch them. As you have read in the other units this approach to teaching is not considered appropriate for elementary classes now. The belief now is that each child constructs his/her own knowledge through her own thought process. The teacher can only help in this endeavour. It is more important for the child to construct and use his/her own logical systems than to understand the logical formulations constructed by someone else. Now the most recommended method the materials are for the use is the child to use. Materials are to help his/her, make his/her own logical formulations for different concepts. For this, the child must get an opportunity to interact with the materials, examine them, use them to construct or deconstruct parts of material and explore it in various ways. For this process of teaching, the materials are for the child who is learning and therefore materials must be with his/her and always be within his/her reach.

The use of materials in the language class is distinct from their use for the other subjects. In the next sections we will look at the kind of materials that can be needed in the language classrooms and how they can be used in the context of the two different understanding of teaching.

We will also consider some popular terms and try and examine them also in the context of the two perspectives to teaching. We will subsequently also examine them in the context of language teaching.

In educational discourse the term TLM is very popular. Similarly the term teaching aid is also frequently used. These two terms are considered by most to be synonymous. However, these terms indicate different kinds of materials and different kinds of views for their use.

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Check Your Progress-2

(1) The expanded form for TLM is:
   (a)   Total Listening Matter
   (b)   Total Learning Matter
   (c)   Teaching-Learning Material
   (d)   Teaching Learning Module

(2) Why is it essential and important that the teaching-learning material reach the children?

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(3) What is the meaning of TLM?

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(4) Which perspective of teaching is not considered appropriate for elementary classes now?

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9.4 TEACHING LEARNING MATERIAL VS. TEACHING AIDS

TLM is offered as a universal solution for all problems, in all classes and in all subjects independent of the context. The belief is that the use of TLM would produce a magic that will change everything. There are workshops to produce TLM. In these thermocol, chart paper, colours and all kinds of materials are available. Teachers make a big effort to display their artistry, imagination and come up with beautiful and elegant models.

9.5 MODELS AND OBJECTS OF DISPLAY

If we consider these models and analyse their qualities in the context of their use then we come up with the following three main questions:

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(1) Do these models help the child to think? Can she use these as a basis to build his/her imagination, independent ideas and express them?

OR

They only present some information, everyone has to understand the same thing from them and express them in the same way only.

(2) Can children do something with these? Can they touch them, change them and alter them in some way?

OR

Children are to stay away from these because if they use it or even touch it, it can break or get spoilt.

(3) Children can have access to these materials and have them with them and child can use them.

OR

It is very difficult to make even one copy of the model. Each copy takes so much time and/or resources that it is not possible for each child to have a copy with his/her.

Actually, if the material is of a type that is best described by terms 'OR' then this is not a teaching learning material or TLM. TLM can be translated simply as material for learning and teaching. In fact, materials that come in the category described by statements after OR, have negligible role for the learner. These materials are to aid teaching, i.e. is, they are teaching aids.

TLM and a teaching aid can both be useful but it is important to consider contexts they can be useful in and in what way. We must recognise that availability of materials in the classroom is not necessarily a confirmation of a good teaching process.

What is often presented as examples of good TLM and teaching aids are different kinds of charts, models including those made from thermocol, plastic etc. These can be some examples that support teaching but they are simply examples of what teachers can produce for children. They may not help much in the teaching learning process. Generally, teachers take many days to make these and they are for display in the TLM rooms for years but in the classroom children cannot touch them or even see them carefully for reasonable periods. This is because of the fear that the model will be spoilt. The model is also considered as a work of

art and has taken long time to make. It would be difficult to make it again if damaged.

The same kind of examples of teaching aids in the same form are seen in almost all the schools and DIETS. The only differences that are seen among these are slight differences in the materials used, colours employed and skill in making it. Making these models is a challenging task and requires skilled handiwork by the teachers but they are hardly of any use to children. They see them once, may be with some degree of awe, and then forget about them. No learning takes place.

9.6 HOW DOES TLM HELP?

Before we address this we have to ask ourselves what do we want to teach children and how they learn. If we actually recognise that children have to be active during the learning process, then it is necessary for us to provide children such opportunities. Materials can help in this process. For example, if children have to engage with the idea of categories then it would help her to form categories based on concrete properties. This property could be colour, shape, weight or something else. In the process of categorisation (s)he has to think of the property and find an appropriate word for it. While a part of the environmental studies also is an element of language development, and any material can be used to give the child practice of categorisation and different kinds of tasks can be made using these materials; it is, however, necessary for taking learning forward to keep modifying the nature of the tasks, their level and choose the material appropriately.

We can make exercises of this kind at many levels. We can get children to sort objects based on a given property. Or we can ask children to examine the objects, think about their properties and form categories. Slowly we can give them exercises that involve combining properties and sorting out objects. For example, asking children to find out round objects or cuboid shapes . This process sharpens the ability of children to categories needs. As this capability develops, the ability to categorise at different levels improves. This improves not only the language ability but also helps the ability to help us place words in different language categories.

We see that it is to use the available materials in many different ways and help children use them in an organised manner in each subject, use all different kinds of materials in each subject helps children learn.

Check Your Progress-3

(1)   In which of these is the role of learner negligible?

   (a)   TLM   (b) Teaching Aid   (c) Learning   (d) Models

(2)   'TLM is no magic', what this statement imply?

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(3)   What is the difference between TLM and teaching aid?

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(4)   Why is it necessary to have TLM reach children?

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(5)   In what way does TLM help in teaching and how should this help be provided?

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9.7 WHAT IS GOOD EDUCATIONAL MATERIAL?

When we say that a good educational material is not for the teacher to merely explain her point of view or merely give information, then a question arises. Is it necessary to have any extra material to help in teaching? Should there be any-thing like even a blackboard, chalk or textbook in the class? If our current way of understanding education materials and their use is not appropriate, how should we use the material in the class? Can it be more than an appropriate alternate use of the blackboard? To examine this we need to consider whatever we know about how children learn and what we believe about their learning process.

While thinking about this we have to also keep in mind the current understanding about teaching learning. One of the main aspects of this understanding is that human beings including children relate the new experience or ideas to their previous knowledge. New knowledge is acquired in the context of our earlier knowledge. It is also clear that concrete and immediate experiences help the child to understand and help children struggle with abstract ideas and internalize them. In fact each child does it, in her own way. We also now believe that the learner has the most important role and his/her participation is absolutely essential in learning and teaching. (S)he should never be a silent spectator and a mere listener at any point in his/her school. In order to do this the material should be such that interprets the concrete experiences of the child and help his/her learn.

This implies that materials should be such that helps children to manipulate and experiment with it in the process of acquiring new knowledge. They must be able to use the material and perform activities with them without fear of its getting spoilt or broken. TLM can give children opportunities in which they can build their own knowledge. They can be playing with the material, exploring it, analysing it and being able to repeat those learning activities that the material offers an opportunity for. For example, to understand abstract notions, it is useful to look at their concrete representations (one form of TLM), also confront the concepts in different contexts and in challenging situations. All this helps in building and enriching conceptual understanding.

It is necessary to point out that children should eventually be able to use and understand concepts without necessarily needing concrete representations. This implies that the use of materials is a means to developing understanding and is not the object of the teaching learning process. Unless the objective of the classroom is clear, use of materials cannot help. It would also be appropriate to say that for children at different age and stage of learning as well as for different disciplines, the meaning of TLM cannot be the same. It cannot be the same for all aspects of a subject or even within a topic either. The nature and mechanism of using TLM can be very different.

It is clear that the present education materials are made to display to the visitors the creativity and artistic capability of teachers. The TLM created is used to beautify the TLM room or the Principal's office. While discussing TLM it is important to think about its use for the child and how (s)he would work with it. If it is necessary to observe, examine, pick up, throw around and explore materials in different ways then their form should be very different. If children have to use materials and do activities with them, the nature of materials cannot be the same as of the materials for display. The materials must be such that they are not very expensive and are not damaged easily.

The classrooms where children participate in teaching-learning activities, providing opportunities to develop their understanding, have to be attractive. But this attractiveness would not arise from how the rooms look. It is not necessary for the room to appear beautiful and be like that always but be for the use of children. The classrooms should be such that it appears to welcome children and give them a feeling of ownership. It should not give the feeling that they will dirty or damage things, if they touch something, play there or even just stay there. The beauty of the primary school is in having children who are alive, happy and pleased. It is not in having coloured walls, pretty charts or other materials hanging on the walls or placed in the room. If we have to make a primary school classroom beautiful and attractive, we need materials and processes that will make children active and where they feel free and capable. They must feel that the space and the material is their own and it has the potential to develop their experiences and their concepts.

Check Your Progress-4

(1) What is the indicator of the beauty of a primary school classroom?

    (a) Colourful walls   *(b) Coloured charts*

    (c) Cheerful and engaged children   *(d) Other attractive materials.*

(2) What should be the qualities of good educational materials?

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(3) Why is the role of learner essential in the learning teaching process?

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(4) What should the room for educational materials look like?

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9.8 WHAT CAN WE DO WITH JUST ONE MATERIAL?

We do not need a lot of material to help in learning. It is not necessary that for each task there is need for a new type of material. If the objectives are clear and we think carefully, just one kind of material can have a lot of uses. This use can be for not just one subject but for many subjects. For example, if we have a cubical dice, what can we have children do with it. We can mark dots on the cube and use as a dice? We can then ask children to collect pebbles and play the game of picking up as many pebbles as the number on the dice. Subsequent, we can change it to finding out the total number of pebbles in 2-3 or even more throws. If the game is being played in groups, we can see which child got more pebbles and how many more. We can similarly see which child gets least pebbles and what was the number of pebbles (s)he got. We can think of more such games. We can also throw the dice and record the number we get. We can note the number of times we got a particular number and what was the order of its occurrence.

We can place the cube on the paper repeatedly and see how many cubes are required to cover the paper. This will give us an idea of the area of the paper. Children can do a lot more with the cubes. They can make many kinds of shapes with them. They can also be asked to guess what the created shape look like. You can also ask them to describe the shape made. If you have alphabet, word or picture cards then any of them can be used for many interesting activities for learning.

9.9 USE OF CARDS FOR LANGUAGE TEACHING

One purpose of the cards in the context of language teaching is to help children learn to decode. We can give them picture cards to match with word cards. We can also ask them to take a word card and find a word card which is similar to this one. They can put together word cards and make a story. Similarly, pictures and picture cards can be used for conversations, discussions, extending imagination, opportunities for creating descriptions and thinking of stories. These exercises can be initially oral and then can also be written. The cards can be used for any class through activities at different levels with different objectives. For example, think about the use of word cards for class-1 and then for class – 3.

It is clear that one material can be used for many purposes and their use is informed by the objectives and understanding of learning and teaching. If we consider all this then we can see that TLM is only useful when the person using it understands what the children have to learn, the steps for it and activities that

can be used for it. Obviously children have to be able to engage with these activities. Once this happens then it is not difficult to find materials for it around us.

Check Your Progress-5

(1) The purpose of a card for language teaching is:

    (a) Helping in learning to decode while learning to read.

    (b) Seeing pictures.

    (c) Making pictures.

    (d) Writing letters/alphabet

(2) In how many different ways can we use a ball for in the classroom?

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(3) How can we use 'word cards' and 'picture cards' for language teaching?

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9.10 UNDERSTANDING MATERIALS AND THE MEANING TO LEARN IN LANGUAGE TEACHING

Differences in the perspective of learning and teaching language make significant changes to the nature of materials and the way they will be used. If the objective is only to explain specific poems and prose to the learner, the process of teaching and the materials would be of one kind. In contrast, if the objective is to make the learner an independent thinker, a reflective person, a scholar or a person who takes interest in literature and other subjects, the expectations will be very different. If we expect that the learner will be able to express her ideas and explain her thoughts clearly, then, the type of materials and their use would be very different.

We need to be clear whether we only want the child to be able to recite poems in the book with correct pronunciation and prescribed intonation or we want that

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(s)he should be able to recite and sing new poems and songs. Should we ask her to write rote memorised essays or answers to memorised questions or expect him/her to share his/her experiences and ideas? We may also want to see that (s)he has confidence to use language in new contexts. If the objectives are the second set i.e. to make the child an independent efficient user of language, it is necessary that our classroom gives the child regular opportunities and space to express his/her thoughts and articulate his/her imagination.

For this, pictures which appear new, attractive, exciting and triggering imagination are needed. Children also need opportunities to work with each other to create stories. We need to formulate processes where there is freedom and need for an organisation of ideas. There could be some other materials that can also act as catalysts. They can help children in thinking, discussing and organising their thoughts and open their minds to new vistas.

Telling and reading aloud are teaching processes that would keep children to a limited knowledge and prevent the development of the human mind. It restricts his/her ability to grow and grasp new ideas. The free use of language requires a teaching process and materials that give the learner opportunities to think freely and allow him/her imagination to flow. Some examples for this have been given above but we can do many other things as well. A picture depicting a variety of events, a collage of pictures or a serial set of pictures can be used to give children opportunities to make stories. In such a picture it is not that children merely understand the picture but they go beyond the limitation of the picture, blend their thoughts through it and express them in their language.

Check Your Progress-6

(1) *What can we do to make children use language confidently in newer contexts:*

    (a) *Give the children an opportunity to articulate their ideas freely and express their imagination.*

    (b) *Ask children recite memorised answers to questions.*

    (c) *Have children recite the poem given in the picture.*

    (d) *Explain specific kind of prose and poems to children.*

(2) *What materials can you easily obtain to teach language in a class? What all can be done by children using these materials?*

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    ....

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(3)   How does the opportunity of telling and creating stories help in develop-
ing the language of children?

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9.11   WHAT MATERIALS FOR A LANGUAGE CLASSROOM?

The purpose of materials in the language class is not to merely acquaint the child with different language texts. The purpose is to develop his/her language capabilities. This means that we need to provide resources through which (s)he can develop his/her language capability and imagination. This material can be written or oral. Apart from this, we also need material for the teacher and children to write upon. Writing is an important part of language teaching. Young children also need materials in the classrooms that help them use new words and engage them in conversations. It is important for them to listen to different kind of language usages and to be able to catch intonations and pauses. This is a part of their language ability. If we try to make a list of materials that is necessary for language classrooms, we can broadly divide them into two categories. One is of written materials and the other of oral. In written materials we include textbooks and workbooks as a significant component. Besides this, we can have charts or posters, poems, songs or only words. Apart from this, word, alphabet, word picture or other kinds of cards made of card board or some other material, library (magazines books, newspapers, periodicals) etc. can be useful materials.

Oral materials include texts that can reach children through radio, tape recorder, CD player, film projector etc. This not only gives children the opportunity to listen to poems, plays etc but also gives her experience of how to use body movement, proper intonation and gives knowledge of rhythm and beat. These materials also help develop the ability to listen with comprehension and an opportunity to appreciate the rich pronunciations and varied forms of expression. It is obvious that the oral materials (soft-ware) whether on tape or CD must be of good quality. Merely having good equipment (hardware) does not help.

Computer and internet can also help in many things provided they are available for use of children. They cannot only give children opportunities for personal expression but also give them the possibilities of engaging with different types

of pictures and scenes. They can be used for projecting a film to the class. Audio-visual materials can have tremendous importance for the development of language. Since every teacher cannot recite poems or sing songs effectively, it is important to make available well recited poems and nicely sung songs and/or stories for children to listen to. All this can be done through internet and computers. This will, however, be possible only if the teachers know how to choose good and appropriate programmes and use them at appropriate times.

Language classroom also helps in the development of other concepts. As we have said before sorting objects into groups, studying their properties, reading instructions to do experiments or activities, analysing observations and developing generalisations, building logical arguments based on statements or observations etc. are all part of language teaching. The materials for these, however, are better discussed under the discipline where they occur. It is important to understand that books of science, mathematics and social studies also are materials for language development. The projects of activities or instructions given to children are also appropriate materials for helping them learn language:

Check Your Progress-7

(1) Which of this is not a part of oral material:

    (a) Radio   *(b) Textbooks*

    (c) C.D. Player   *(d) Film projector*

(2) What material would you like to use as oral language teaching materials and why?

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(3) How will you use a library for language teaching?

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(4) When thinking of a good material for language teaching, what all should be kept in mind?

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9.12 ACCESSIBILITY OF MATERIALS

There is a lot of material naturally available around us. Some material that is not easily available has to be sought and obtained. Some may have to be purchased. It is necessary that the materials chosen for the classroom are not expensive and available from the market nearby. Some materials can also be such that they are bought for a large number of schools and then distributed. If teacher has to buy the materials, the accessibility of material and financial resources required have to be made available to the teacher. There needs to be an organised system for this.

In the last two decades there has been an effort to create systems to make materials available in schools. After a lot of effort, it has now become possible in the system for the school and each elementary teacher to have some money to buy materials. The principle being that the teacher buys materials according to her choice and uses it. The accounting rules have been simplified making more use of materials possible. In many places there is pressure to ensure that the schools and teachers use this money well. However, even though it is possible for the teacher to get materials it does not guarantee the appropriate use of materials in the classroom. It would need an effective effort to ensure proper use of materials.

Generally school and teachers use this material to buy beautiful exhibits or raw materials to make such exhibits. It is also felt teachers and Headmasters hesitate to put the purchased material in the school. Teachers who want to buy useful materials cannot access proper sources. There is no place with a variety of useful materials to choose and purchase from. The markets near schools do not have good cassettes or charts that would be useful for immersing children in language and increase their exposure.

Currently every State Education Department is thinking of choosing some schools in the district and developing a room of attractive materials that is open to children. There are many aspects to consider about the usefulness or otherwise of this idea. We need to think about the purposes of this room and its usefulness. We also have to keep in mind the present context and think about the implications of such rooms for school and education. We have to consider the expenses required per room and estimate if it can be made available to a large number of schools. There is a need to estimate the cost per child and the cost in proportion to its usefulness. We need to think if these rooms are for display and whether children can be allowed the use of the materials. If the situation is that children cannot use it, it cannot be done on a wider scale; and if the cost per child is large then this kind of material cannot serve any purpose.

Check Your Progress-8

(1) Which one out of these is not correct as a principle for choosing materials:

(a) Material should be very expensive.

(b) Should be available in the nearby market.

(c) Materials should not be expensive.

(d) Materials can be purchased and given to the schools.

(2) How will you solve the problem of inaccessibility of materials?

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(3) What preparation will you make to properly use the chosen material to teach language in classroom?

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(4) What would you keep in mind while choosing materials for the classroom?

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9.13 HOW TO USE MATERIALS

It would be useful to revise some key principles that we have learnt in this unit about materials and their use for teaching. These principles can help the teacher use materials appropriately in the classrooms.

1. Material should be easy to reach. Even if only the teacher has to use the material, the preparations must be made in advance. It is upsetting for children to wait while the teacher searches for the appropriate material to begin. The continuity and interest in learning gets broken.

2.   It is important to remember that the materials must be used for learning and not just for display. Materials will not teach on their own; teachers must know which material is useful in which situation. TLM is only a tool for making lessons meaningful. The work of choosing teaching materials has to be done by the teacher keeping the interest and abilities of children in mind.

3.   If we have to use a lot of material then it is better to use them one by one. Only when there is a need to show a relationship between different materials or show the reaction between them that we can use them together.

4.   It is certainly important to store the materials properly but it is equally important to ensure that it can be quickly distributed to children. If children have to get materials and return them then the system of distribution and collection must involve children. They must feel responsible and help. Such a participation would also ensure that the total time taken for distribution and collecting back is not too much.

5.   Breakage of materials is possible during use, it is necessary that there is an acceptance of damage and writing off and replacement of materials in the system. When children read books handle charts, use chalks or colours these materials will get torn, broken or consumed. Any system that does not allow for such processes cannot encourage the use of materials.

Check Your Progress-9

(1) Which out of these is not possible while children are using materials:

   (a) There is breakage of the material

   (b) Consumption of material

   (c) Depreciation of material

   (d) It remains as it is.

(2) What principle should be taken into account by the system in the use of education materials?

....

....

....

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> *(3) Why is it important to store materials properly in the class?*
>
> ....
>
> ....
>
> ....

9.14 THE BASIS OF CHOOSING MATERIALS

Each teacher has to think about what materials (s)he needs to procure, what (s)he should buy and what should (s)he emphasise on. We have to also think about the basis for choosing appropriate materials. The principles can be the following:

1. The first principle can be material should be such that they fulfill the educational objectives. That means they make possible the work that we want to do and the opportunity we want to provide children. For example, if we want children to develop imagination and express their ideas in an organised manner, we need to pick up a picture that can give them this opportunity.

2. The second principle– Material should be usable for diverse purposes. We should procure such materials and prepare teachers so that they can use materials in a flexible way.

3. The third is that materials should be easily available and require no extra effort. It is also necessary that they should be available in sufficient quantity and not be expensive. Children should be able to use it. Models of thermocol that get damaged and break on touching are not good materials. We must remember that most of the materials should be for use of children.

4. The fourth: The material that children have to use must be such that it does not require very elaborate precautions. They should not be security hazard.

5. The fifth principle– It is necessary that both teachers and children be participants in the process of choosing and developing materials. It is not appropriate to pre-decide, choose and then send materials to the school and teachers. The teachers and children must have a role in all this. Their participation in selecting materials is essential.

6. They must also have opportunity to learn to and think about ways of using the materials in classrooms.

We are all aware of the general views in the education system about teacher participation in the making and selection of materials for children. In choosing, procurement, writing off and other related aspects of materials, teachers and

children have no role to play. The experience teachers gain while using materials with children would become rich input into creating new and innovative materials. It is the general view that teachers cannot be trusted and materials must be chosen by someone else. Even now the common system is to decide the materials and make them available to teachers. In spite of the fact that there are many not so good experiences of providing materials to the schools through centralised systems, yet the view does not change. It is still believed that it is not appropriate to allow teachers the opportunities to choose and procure their own materials.

Check Your Progress-10

(1) How many principles of choosing materials are discussed above:

    (a) 2   (b) 4   (c) 5   (d) 8

    Which of these you consider the most important and why?

(2) Why is it necessary to have teachers participate in choice of materials, their development and their use?

    ....

    ....

    ....

(3) Mention two important principles of choosing materials.

    ....

    ....

    ....

9.15 LET UP SUM UP

It is necessary to have some materials available in schools for children to learn. These include mats, benches, chairs, toilets, clean drinking water, etc. We call these the essential basic materials. There are other kinds of materials required that are called educational materials. These include charts, models, language cards etc. Education material is a tool that helps the teacher in teaching and children in learning. It is because of this that it is called teaching-learning material or TLM. In the new perspective of using educational materials they must reach children. This means that children must be able to touch, explore, examine and do activities with materials. There must be no fears of breaking or damaging

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materials. Good educational materials help in concretizing experience of children and helping them learn. It is not necessary to have a material for every task and every activity. If we think carefully one material can be used for many purposes. The purpose of using materials in a language class is not to merely expose children to different language texts, but is to develop their ability to use language. Apart from this we also learnt that not only teachers but also children must be participants in the process of choosing, developing and thinking of ways of using materials.

9.16 SUGESSTED READINGS ANDREFERENCES:

Dewan, H.K. 2008. TLM vs. Teaching Aids. *Buniyadi Shiksha* 18: 7-11. (Published by Vidya Bhawan Society and Azim Premji University)

http://jtmadhavan.wordpress.com/2010/07/08/teaching-learning-materials-english/

http://www.teachercreated.com/books/language-arts

9.17 UNIT-END EXERCISES

(1) What is the difference between essential basic materials and education materials? Explain giving examples.

(2) What is the new perspective on educational materials?

(3) What are the most basic features of good education material. Give examples.

(4) What should be the basis of choosing materials?

(5) What are the principles of using materials?

(6) What is meant by the statement that there must be allowance for damage to materials in the educational system?

UNIT 10: ASSESSMENT

10.0 INTRODUCTION

In this unit, we will try to understand how assessment is carried out in a language class. What is assessment and what all does it include? What are the points that should be emphasised in the context of language learning? We will also look at the present process of assessment and examine whether it fulfills the objectives

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of assessment. We will consider some alternative ways of assessment that do not induce disinterest in the child towards learning. The process of assessment should encourage development of self-confidence and capabilities in the child. Assessment helps both children and the teacher. We will also look at the kind of activities and questions that have the potential for constructive assessment.

10.1 LEARNING OBJECTIVES

After reading this unit you would be able to:

* understand the outcomes of the present assessment process

* understand why assessment is needed

* analyse different ways of assessing language abilities.

10.2 THE PRESENT PROCESS OF ASSESSMENT

We need to ask whether the present process of assessment fulfills the objectives of assessment. Does it lead to assessment of what actually needs to be assessed? To understand the present process let us analyse a language class.

Example: 1

In class 3 of a primary school the language teacher took a test. The test involved the students telling a story from the book. There were 30 students in the class. Except Mayank everyone could retell the story. Most children got 6 out of 10. Prakrati got the maximum which was 8 but Mayank got only 2. When the teacher told the children Mayank's marks, they started laughing and teasing him. Mayank was not able to understand why he got such a low score. He told the story just like everyone else. He sat down quietly, feeling very unhappy. After a while he asked the teacher why I got less than everyone else. The teacher said, "I had asked you tell a story from the book and not say whatever comes to your mind." After that Mayank did not participate with energy in any activity nor did he want to come to the school the next day. His parents had a great difficulty in getting him come to the school.

Example 2

This is also an example of a language period in class 3. The teacher asked the children to write/copy 5 sentences on a cow in their notebook. The sentences were:

1. Cow is our mother.

2. Cow has four legs.

3. Cow eats green grass.

4. Cow gives milk.

5. Cow dung is used to make 'dung cakes'.

The teacher told the children to memorise the 5 sentences and write them in the test. She said each sentence is worth 1 mark and whoever writes all the 5 sentences correctly will get full marks.

As per the direction of the teacher the whole class started memorising sentences. In the test, most children wrote the sentences given by the teacher as they were. Neelam also wrote 5 sentences but they were different from the sentences dictated by the teacher. The sentences were:

1. Cow is our mother.

2. Cow has four legs.

3. We have many cows in the house.

4. The milk of cow brings us money.

5. Jeetu's cow has a calf.

Most children got 5 out of 5 but Neelam got only two even though she wrote 5 sentences just like everyone else. There were no errors in the sentences that she wrote even then she gets less mark.

These are just two examples but they are really representative of the norm that is generally used for assessment in our country. This kind of assessment leads to tension and insecurity, worry and feeling of being insulted. Memorising the text-book material and verbalising cannot actually assess language ability. Assessment must have space for imagination and creativity of the child.

Whatever is happening in the context of assessment today is woven in a formal web. It happens during a pre-decided period for a specific interval. Oral exams are announced for one day and written examination is scheduled on another day separately. This only leads to fear and anxiety in children. This kind of assessment gives the impression that it is something entirely different from the teaching learning process. The question paper is formulated somewhere else and the person teaching is someone else. The person who makes the paper does not understand children, their background and what they have done and learnt.

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Check Your Progress-1

1. *In the present assessment system, which of these states are not possible for the child?*

   (a) *State of tension.*

   (b) *State of insecurity.*

   (c) *State of worry and insult.*

   (d) *State of enjoyment.*

2. *If you were the teacher, how would you have assessed Mayank's answer?*

   ....

   ....

   ....

3. *What do you think were the reasons for Neelam getting low marks? Are these appropriate? Explain in detail.*

   ....

   ....

   ....

10.3 WHY ASSESSMENT?

Assessment is a tool that is useful for both teachers and children. On one hand assessment helps us understand what an individual child can do keeping in mind her capability, age, need and speed of learning, her current learning level etc and on the other it helps the teacher to understand what kind of work she needs to do with each child.

Assessment should not be done merely for awarding marks to children. It is not important to decide who has got how many marks. Assessment should never aim to rank and place children in hierarchy of achievement starting with the most capable to the weakest (unfortunately, this is what is normally done). The main objective of assessment is to help teacher find gaps in her teaching and decide on her next steps in the class. Assessment should make a child understand and talk about the change that she sees in herself from where she was and recognise her progress. It should be able to tell the teacher and the parents about the needs of the children and the steps they should take to improve the proficiency levels of children.

Assessment presently is normally used for passing and failing children or to emphasise the number of marks obtained. But its scope is not so limited. In the process of assessment more than measuring the level of achievement of the child, the effort is to understand how to make teaching-learning process more effective. For example, when a language teacher does assessment, she wants to see how much can a child read? How well does she read? Can she read fluently or with hesitant breaks? How much does she comprehend what she listens to? How confidently can she express herself? Can she express her thoughts in writing? What is the level of her vocabulary and control on sentence structure? Assessment helps us understand the speed and direction of learning in detail. For example, if a child is not able to read what is the reason for it. Is she weak in recognising some letters or she has not developed capability to read words and sentences as meaningful units? Or is it the case that the habit of reading letter by letter has led to an inability to comprehend meaningfully what (s)he reads. All this is very important information to help us understand children.

We have just talked about the assessment of a child's ability to read and his/her understanding of language. We have to record this data carefully. During assessment we should write a descriptive comment for each child. It is not necessary that these comments be detailed but the basis of each comment must be clear. Each comment should be elaborated by a description of what was seen during the observation.

For example, the following comment about a child newly entering class 1 is extremely limited and incomplete: "Jaya shows interest in books."

The basis of this comment must be presented. It can be written in the following way:

"Jaya shows interest in books. She looked through the books in the reading corner for a long interval. Then she picked up a book and kept looking at each picture turn by turn for long periods. This was a book on animals."

This assessment shows the behavior of the child and describes something that actually happened. It is not a mere opinion. When you have 7-8 comments of this kind about a child over a period of 2 to 4 months, then you can understand the development of her language ability in some detail. Comments should be such that they clarify what the child has learnt in the process of teaching and learning. It will show us the way forward keeping in mind the reality of the situation. For example, we have learnt the difficulties in learning to read and we will have to find solutions for it. To make a child learn to read we will have to prepare activities and exercises or other methods to help her learn. In assessment we must

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compare the performance of a child only with her own previous performance. No comparison with the performance or progress of any other child is useful. Each child has a different pace of learning and her time to learn may be different from others. We know, for example, that some children learn to read, understand and speak easily but only learn difficult concepts much later. It is very important that we recognise the need to encourage all children and not only teach those who learn quickly. Assessment is not a one shot job or even something carried out every thre months or so; it is a life-long process.

Check Your Progress-2

1. *What must we keep in mind during assessment?*

   We must (tick one):

   (a) *compare the progress of the child with her previous level of learning.*

   (b) *compare the progress of one child with other children.*

   (c) *compare the progress of the child with those who learn fast and have learnt more.*

   (d) *compare the progress of the child with those who speak quickly.*

2. *Why should the process of assessment be student-centered? What are the advantages of such a process?*

   ....

   ....

   ....

3. *How is assessment linked to the teaching and learning process? Write your thoughts on this.*

   ....

   ....

   ....

4. *You read a comment on the ability of a child to read. Now similarly write a comment describing the then writing ability of the observed child and explain the basis of your comment.*

   ....

   ....

   ....

10.4 ISSUES IN LANGUAGE ASSESSMENT

The use of 'correct' words with 'correct' grammar and 'correct' pronunciation or 'correctness' in writing is termed as 'using pure and accurate language'. On the other hand, the ability that enables the child to speak, read and write with felicity and express herself is called fluency. In this the emphasis is more on meaning and context rather than on grammatical errors.

Assessment at the primary stage needs to focus on fluency. Accuracy and correctness can come later. After the primary stage we may balance correctness and fluency and pay attention to both.

We want to know the language abilities acquired by the child through assessment. Before starting, the assessor has to consider if the learners have been provided a variety of repeated opportunities to acquire these abilities. Unless they have had such opportunities, assessment is pointless. In this section, we will try to explain the abilities by dividing them into points. This is being done to clarify these ideas for you. If we do assessment using activities, it is not necessary to have a separate activity for each and every skill. We can take an activity which assesses three, four or more abilities. The major abilities that we may assess include:

10.4.1 Listening and speaking

Children should be able to describe a picture, they should be able to express themselves freely and give their views on what they have heard. These could be conversations, lectures or discussions. They should be able to use correct words and respond in complete sentences to information seeking questions. They should be able to talk about known things, people and events.

10.4.2. Reading with comprehension

The basic issue here is reading with understanding, even if it is individual words and sentences. It is always better to embed all reading in a context. We may initially assess the ability to recognise known words and read word with comprehension. Subsequently, a child should be able to read words and sentences written with pictures, stories and be able to tell the main points of the material read. (S)he should also be able to interpret words and read accordingly to context.

10.4.3 Writing

During the assessment of writing, try and see if learners are able to write letters

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of the letter and simple words. Later they can be assessed on writing letters or words without seeing. Subsequently, they could be assessed on writing one word or one sentence answer to questions that are spoken out to them or read by them. The next stage would be: they are able to write descriptions in two-three sentences and write spoken unfamiliar words.

10.4.4. Expression

In this the learner should be able to make a picture of things or events according to what (s)he has seen. Subsequently (s)he should be expected to make pictures on his/her own freely and enact a poem, a story or an event. (S)he could be assessed on making things with clay or any other material. We may also like to assess them on creating or extending stories etc.

Check Your Progress-3

1. *What does fluency means?*
   (a) *Pronouncing the sentences correctly.*
   (b) *Writing without error.*
   (c) *Speak, read and write to express herself with felicity.*
   (d) *Clarifying the rules of grammar.*

2. *What activities can be used to assess whether a child is able to read with understanding?*

   ....

   ....

   ....

3. *What would you keep in mind while assessing the ability of speaking and listening?*

   ....

   ....

   ....

10.5 METHODS OF ASSESSMENT IN LANGUAGE LEARNING

Language assessment is mostly based on a written and/or an oral exam. The question paper is generally based on the textbooks and on memory rather than on

capability and understanding of language. In the new methods of assessment, oral expression, imagination, observations etc. have to be included. The National Curriculum Framework 2005 also stresses the need to change the methods of assessment. In the context of language the methods for assessment could be the following:

10.5.1 Oral Test

Oral test can be both formal and informal. Talking to children on different topics, asking questions, organising group discussions, having them act or mime can be a part of the teaching learning process. During these the language abilities can be assessed. Following can be the formal activities that can be organised:

Question answer session

In this children are taken through a question answer session. The initial questions should require only such answers that all children can provide. These questions could be around their daily life, their experience, their interest and needs. In this activity, the teacher, as the assessor, must give children plenty of opportunity to articulate their ideas. Of course, the teacher must have the capability and art of making good questions. This question answer session can assess the vocabulary, pronunciation and sentence formation ability of the children.

Story telling

The child telling a story that (s)he has read or heard in his/her own words can be an important form of assessment. The story could also be something that (s)he has created herself. We should keep in mind this objective in assessing and take into account the expression, the presentation and the remembering of the order of events as indicators in assessment.

Reading aloud

While assessing the ability to read-aloud, the pronunciation and intonation according to the meaning including the emphasis on certain words to clarify the meaning can also be assessed. In this test, texts expressing different kinds of emotions, pieces of big and small conversations, portion of a play or the portion of a textbook can be given as texts to be read loud. If a child is not able to pronounce properly and not able to use appropriate expression to bring out the question mark or exclamation mark, even then (s)he should not be interrupted. This would produce fear and disinterest in the learner. It is up to you to guide students for correct pronunciations and for speaking correctly.

Describing what has been seen, heard or read

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In assessing language ability, description is a very important aspect. In the beginning of the primary classes the learner can be shown an object, a picture or some action in familiar context and asked to describe it. In the initial stages the description can start just with one sentence.

> **Check Your Progress-4**
>
> 1. *If a child is not able to pronounce correctly or not able to bring out the question mark or mark of exclamation, what should the teacher do?*
>
>   *(a) Interrupt immediately.*
>
>   *(b) Correct pronunciation.*
>
>   *(c) Have the same words/sound pronounced many times.*
>
>   *(d) Not interrupt immediately.*
>
> 2. *What should be the nature of questions in a question answer session?*
>
>   ....
>
>   ....
>
>   ....
>
> 3. *Picture given below is of a play ground. Look at this picture and write what class 2 and class 5 children would say about it?*
>
>   ....
>
>   ....
>
>   ....

10.5.2. Observation

When you are teaching in a class you are observing the responses of learners informally. There should be a record of these observations. This record would help in assessing the felicity in language and ability of free expression. Instead of giving marks or grade in the assessment we can use a 3 or 5 point scale. The table can be of the following form:

Description	1	2	3	4	5
Word knowledge		√			
Fluency				√	
Syntax			√		
Expression					√

In this table 5 is excellent performance and 3 is average. Two and anything below it indicates that there is a need to give the child more opportunities to acquire the ability.

10.5.3 Written test

In this kind of text, it is very important to concentrate on the question paper. The question paper should be such that it is able to assess reading–comprehension, imagination and creativity, free expression, ability to argue and to write precisely, ability to compare, ability to understand differences etc. The question paper must test abilities rather than memory. It should be able to add to the critical reflective ability of the learner. Questions must give the learner opportunity to express her experiences. There must be questions that help her develop ability to analyse. The emphasis should be on the learners using their own words and not be expected to reproduce exactly the language in the textbook.

Dictation

Dictation can also be used as a tool for assessing language competence. It is an important method of assessing the ability to speak and listen. For dictation to do this, however, it should be different from conventional dictation. Currently dictation is not seen as a test for children's ability but as a tool for language learning. Dictation helps in assessing listening comprehension and writing ability and can help to draw up a plan for capacity building according to the level of the learners.

Dictation can be used as a practice device from class 3 onwards. There must be a lot of care taken to choose paragraphs for it. We must choose a paragraph that is complete in itself and has meaning for children. The paragraph must be one level above the child and related to a meaningful context. By this, we will be able to assess what the child has learnt subsequent to the classroom on their own.

The whole process of giving dictation should be properly organised and done in a defined time interval. The process can be divided into following steps:

Step 1: The teacher must read the selected text in even flow, with proper intonations and expressions at normal speed. During this period, learners must only listen to the text being read out rather than write it. This will help them understand the content of the paragraph and they would be mentally prepared for it.

Step 2: After reading in this manner, the teacher must read the paragraph a bit slower than before so that the learner can write it easily.

Step 3: The teacher should read aloud the paragraph slowly again. This would help children who have made mistakes or have left gaps to correct their mistakes or fill gaps on their own.

Each reading should be after a gap of 6-8 minutes.

Dictation of this kind helps the learner identify and correct her own mistakes. This helps her learn from her own decision making ability and from her errors. The learner correcting mistakes in his/her own notebook helps the teacher get a sense of his/her level and in that manner of all children. The teacher should, while correcting the dictation identify the major mistakes children are making and use them for future work plan. Therefore, if we conduct a dictation properly, it would then not only help children learn but would also help teachers assess the level of the child and develop the future plan in that context.

Check Your Progress-5

1. *The important way to assess listening-speaking is:*

   (a) Speaking   *(b) Listening*

   (c) Speaking and Listening both   *(d) Dictation*

2. *What abilities can be assessed during an oral test?*

   ....

   ....

   ....

3. *A teacher educator conversing with her friend says "what the child has written is absolutely correct but not in the proper words that I gave, what do I do, should I deduct marks? What will you tell this teacher?*

   ....

   ....

   ....

4. *Have you learnt something new about using 'dictation'? Discuss.*

   ....

   ....

   ....

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10.6 ACTIVITIES TO ASSESS PROSE, POEMS AND DRAMA

We have spoken about ways to assess abilities till now. We will now consider examples of prose, poem and drama to find out what kind of oral and written questions can be formulated and what kind of activities can be done with them. Some examples are given below:

10.6.1 Paragraph

Cloze test

Cloze test is a good way to assess proficiency in language. It can be used to measure the levels of proficiency in all kinds of language abilities. In this, children are given a text with words at repeated quick intervals deleted and blanks inserted in that place.

Making of a cloze test

The paragraph chosen for the cloze test should have a clear context and be complete in itself. The text chosen must be interesting and challenging. The first line of the text must be retained as it is and from the second line every 5th/ 6th/9th word should be removed. The last sentence of the material is kept intact. Each test should have at least 20 blanks. Another way of choosing words to delete is deleting words of a particular category. For example, only some verbs, nouns, prepositions or adjectives etc. could be deleted in a modified cloze procedure. This will help us deduce the ability of the child about that particular component and help us form our teaching strategy.

Children must be clearly advised to first read the paragraph carefully two-three times and only then start filling in the blanks.

They should also be instructed to fill only one word in each blank. This test can be begun from class – 3. The teacher can get the children to practice this many times and then gradually make it more difficult.

There are two ways of marking a cloze test. The first is only those are marked as correct where the entry filled matches the words in the original text. The second way is to expect words that are equivalent to the words in the original text. An example of cloze test is given below:

A tortoise in a pond and a fox in a nearby den were good friends. Once when they were chatting about this and that by the pond, a leopard arrived on the scene. The fox fled in panic. The tortoise, poor thing, couldn't move fast enough to hide or

escape. With one leap, the leopard grabbed him with his mouth and settled down under a tree to make a meal of him. But neither his teeth nor his claws could make a dent in the hard shell of the tortoise. The fox was watching the leopard's struggle from his den and thought of a way to save the tortoise. So he came out, approached the leopard, all courtesy and innocence, and said, 'I know an easy way to crack the shell of that tortoise. Just throw him into the water. He will soak in it and the water will soften the shell in a few minutes. Try it.

The foolish leopard said, 'Never thought of it. What a good idea' and threw the tortoise into the pond. What more could the tortoise have wished for?

Close Test

A tortoise in a pond and a fox in a nearby den were good friends. Once when they were chatting of (1) .... and that by the pond, a (2) .... arrived on the scene. The fox (3) .... in panic. The tortoise, poor thing, (4) .... move fast enough to hide or (5) .... With one leap, the leopard grabbed (6) .... with his mouth and settled down (7) .... a tree to make a meal (8) .... him. But neither his teeth nor (9) .... claws could make a dent in (10) .... hard shell of the tortoise. The (11) .... was watching the leopard's struggle from (12) .... den and thought of a way (13) .... save the tortoise. So he came (14) ...., approached the leopard, all courtesy and (15) ...., and said, 'I know an easy (16) .... to crack the shell of that (17) .... Just throw him into the water. (18) .... will soak in it and the (19) .... will soften the shell in a (20) .... minutes. Try it.

The foolish leopard (21) ...., 'Never thought of it. What a (22) .... idea' and threw the tortoise into (23) .... pond. What more could the tortoise have wished for?

Activities to assess the paragraph:

* Write the story in your own language (mother tongue/home language).

* Suggest a title for the story.

    During this activity the teacher must talk to the learners and ask them why they chose a particular title and which title is more appropriate.

* Forming questions:

This can be done in groups or individual. If the task is done in groups then one group can form questions and the other should answer them. The following are

examples of questions that can be made on the test:

1. Why did the fox flee in panic?

2. Why did the fox suggest that the tortoise should be thrown in water?

3. Why did the leopard grab the tortoise?

4. Why is the leopard in the text called foolish?

5. Write the full conversation between leopard and the fox in your own words.

6. Identify proverbs and idioms in the story and use them in new sentence.

7. Change the story into a conversation.

Children could also be asked to write about different scenes in the story. This could be done in groups.

10.6.2 Poem

Special Friend

Up and down and all around,
There's my shadow on the ground.
Doing everything I do,
Instead of one, he makes me two.
When I run along the **beach**,
There he is **within** my **reach**.
When I build **sand castles** fine,
There are his, right next to mine.
When I climb high in a tree,
Still he tries to follow me.
But I lose him in the **shade**,
Can it be that he's **afraid**?

—May Pynchon

1. **Assessment of this poem can be done with the help of the following questions:**

   1. Who is Rajesh's special friend?

   2. Where is Rajesh's friend during the night?

   3. Do you have such a friend?

4. Does your shadow do what you do?

Tick (√) the correct answer:

1. Rajesh's shadow forms when……

   a) rain falls on him   b) light falls on him

   c) it is dark   d) none of the above.

2. He loses his shadow when he is….

   a) on the beach   b) in the field

   c) in the garden   d) in the shade

4. Enact in the class:

   (a) To climb is to try to go up or ascend. How would you enact climbing?

   (b) Enact how a shadow would behave when there is a moving light.

5. What are the words used in the poem to describe what the shadow does?

6. Shadow Activities

   Do you know how shadows are formed?

   Shadow is formed when the light is blocked by an object. You can try it out.

   1. Stand in front of a wall in a dark room.

   2. Ask someone to shine a torch on you.

   3. Your shadow will form on the wall.

   4. Now use your hands to make some interesting shadow puppets
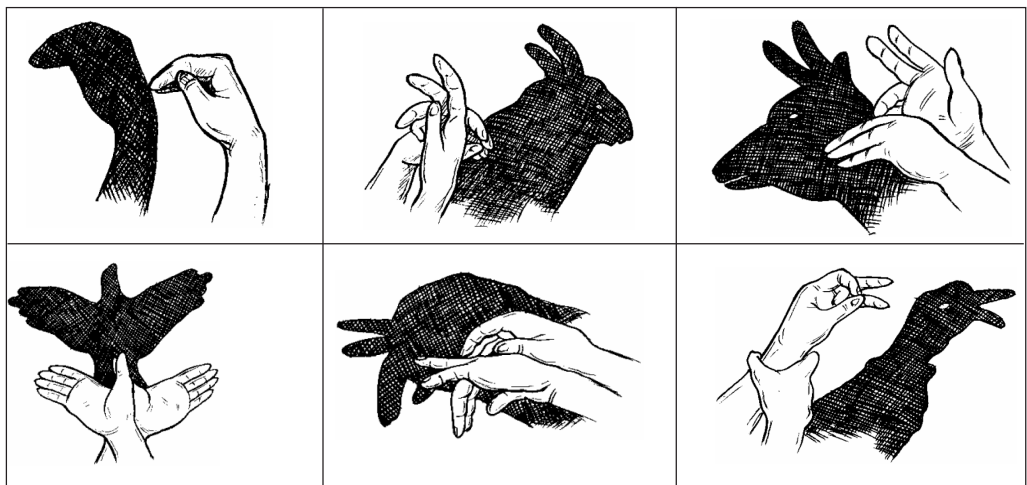
b. Do you want to know what your shadow looks like? Well, you can draw your own shadow.

    1.   Take a blank sheet of paper and stick it on a wall.

    2.   Stand in front of the wall.

    3.   Ask someone to shine a torch on you.

    4.   Ask another person to draw the outline of your shadow on the blank paper.
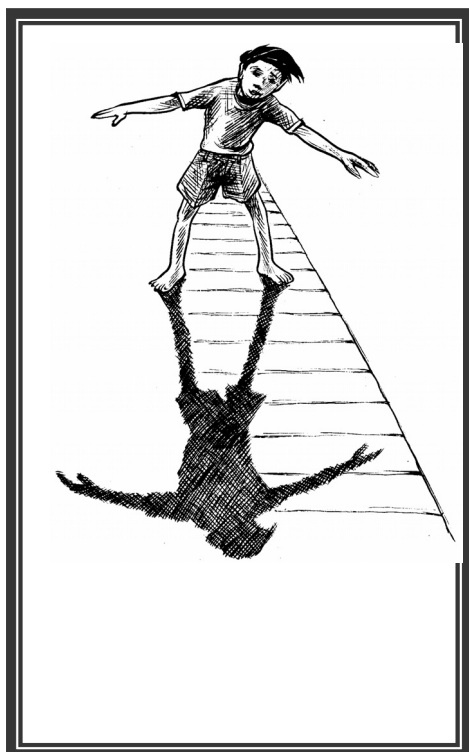
10.6.3 Drama

We can enact or write the script for any play or drama. What grade would each learner get on the script written by her depends upon whether what has to be expressed is emerging in the dialogues written by him/her. We need to check if learner is able to explain his/her ideas? Is (s)he able to use words other than the words already used in the original text of drama. Are the dialogues simple, crisp and interesting? These can be the main points for assessment for drama.

RAMA, THE SINGER

CHARACTERS: a) Rama, the singer

b) Madhu, Rama's wife

c) Neighbourbours.

Rama:		(sits with his harmonium and practices singing).
		Do, Re, Me, Fa, So, La, Te, Do
Ist Neighbour	:	(to Rama's wife) Madhu, ask your husband to stop singing. It gives me a headache.
2nd Neighbour	:	He thinks himself to be a good singer but he's awful.
3rd Neighbour	:	He hardly sings. He croaks like a frog.
4th Neighbour	:	He's indeed disgusting.
		(Neighbous go out)
Rama:		(Continues singing) Doe, a deer, A female deer
		Ray - A Drop of golden sun
		Me - A Name I call myself....
1st Neighbour	:	All our requests have fallen on deaf ears.
2nd Neighbour	:	We'll have to teach him a lesson.
3rd Neighbour	:	He's as stubborn as a mule.
4th Neighbour	:	(Throws a shoe at him)
Rama	:	No one in this village admires my talent.
Madhu	:	(Comes from the kitchen) Don't worry. You keep on singing. That person will throw the second shoe also and we will have a pair of shoes.

1. What other title would you like to give to this play?

2. Which character do you admire most in this play? Why?

3. (a) What is the name of Rama's wife?

    (b) Does Madhu enjoy Rama's singing?

4. The 4th Neighbour throws a shoe at Rama. Suppose it falls on his face. What would happen next? Complete the play in the same form (dialogue from) as given above.

5. Write a conversation between you and your friend about playing some game together.

6. Write a paragraph on something or someone that disturbs you in your day to day life. Describe how you would tackle the problem peacefully.

7. Enact the play in groups.

CLEVER BHOLA

Characters	:	Bhola, the villager
		Bhola's wife - Diya
		Bhola's child
		Dabbu, the robber
Narrator	:	One day, Bhola was going to a nearby village. He had to cross a dense jungle. Suddenly a voice stopped him.
Dabbu	:	Stop. Stop I said. If you move I'll shoot you.
Divya	:	We are poor people. We have nothing with us.
Dabbu	:	Nonsense! Everyone says so. Give me whatever you have or I will kill you all.
Bhola	:	No. No. Leave us all. I'll give you my wallet.
Dabbu	:	Ha!Ha!Ha! See how I befooled you. There are no bullets in this gun.... ha ha ha ha!
Bhola	:	Ha! Ha1 Ha.ha ha!
Dabbu	:	Why the hell are you laughing?
Bhola	:	I also befooled you. There is no money in that wallet.
Dabbu	:	What!
Bhola	:	You thought yourself to be very smart. Ha! Ha1 Ha!

1. What other title would you like to give to this play?

2. If you were Bhola what would you have done in the same situation?

3. (a) What was Dabbu carrying with him? Why?

    (b) Why did Divya say that they are poor people?

4. Suppose Dabbu takes out some bullets after Bhola befools him. Complete the play in the same form (dialogue form) as given above.

5. Write the play in story form.

6. Enact the play in groups.

Check Your Progress-6

1. *What is the way to measure all language proficiencies of a learner?*

   (a) Essay writing　　　　　*(b)　Story writing*

   (c) Cloze test　　　　　　*(d)　Dictation*

2. *Write what you understand of a cloze test.*

   ....

   ....

   ....

3. *What should be kept in mind while making a cloze test?*

   ....

   ....

   ....

4. *Choose a passage or a text for class-5, make a cloze test and use it in a classroom to find out gaps in language ability.*

   ....

   ....

   ....

5. *Ask children in groups to present some scene of a play and use a rating scale to assess self-confidence, expression and categorise them accordingly.*

   ....

   ....

   ....

10.7 LET UP SUM UP

In this unit we have learnt that there is a need to change the present process and ways of assessment. Assessment does not mean assessing only the content of the text but requires the understanding of other areas. It requires appreciation and assessment of changes in understanding and development in capabilities. The process of assessment must be continued throughout the session and can have many different stages. The assessment process should be recorded appropriately

Notes

and learners given opportunities to learn according to the diversity in learning and backgrounds and their special requirements. This unit has only a few suggestions that are given below. You can add many more based on your experience.

1. Assessment should be done keeping in mind abilities rather than the content.

2. At the primary level fluency takes precedence over accuracy.

3. To assess different abilities you do not need as many different activities. One activity can be utilised to assess many abilities.

4. Assessment helps provide the children with an opportunity to learn according to their needs and the diversity in them.

5. Assessment goes on throughout the session and covers all aspects of a child's performance. That's what we mean by continuous and comprehensive assessment.

10.8 SUGESSTED READINGS AND REFERENCES:

1. NCERT. 2009. *Manual for Assessment*. NCERT, New Delhi.

2. NCERT. 2008. *Understanding of Reading*. NCERT, New Delhi.

3. Vidya Bhawan Society. 2009. *Kites Series: Books for Classes 1 to 8.* New Delhi: Macmillan.

10.9 UNIT-END EXERCISES

1. Write the difficulties learners, parents and teachers face due to the present method of assessment.

2. How does assessment help the teacher formulate her teaching plan? Clarify.

3. Why should the progress of a child not be compared with that of other children?

4. At primary level what would you emphasise more, fluency or accuracy? Why?

5. What are the major points of assessment in language learning? Describe the process for any one point in detail.

Assignment:

Use one passage, one poem and one play from class – 3 book and form questions appropriate for assessment.