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**Two Year In-Service
Diploma in Elementary Education
(Open and Distance Learning)**

Self-Learning Material

**Pedagogy of English-2
(Semester-IV)**

S4.3



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Preface

Pedagogy of English -2 is a Self Learning Material for semester IV. It seeks to enable the teachers of English at the elementary level to create a learning-rich environment in the classroom. At the same time it also seeks to enhance the proficiency of the teachers themselves so that they can comfortably encourage and enable the learners to master the four basic skills; i.e., listening, speaking, reading and writing.

Like **Pedagogy of English -1**, **Pedagogy of English -2** also purports to enable the prospective teachers to improve their proficiency in English and equip them with the pedagogical insights essentially needed to transact the content effectively in the classroom. Since the lack of competency in English often undermines the performance of a teacher in the classroom, he/she needs to be proficient in the language. A teacher could be at home to use different communicative strategies to meet his/her goal, if s/he finds himself/herself capable in using the language.

Since teaching of English in Bihar begins from class I itself, it is deemed necessary to lay emphasis on the strategies of teaching required for an ESL (English as Second Language) learners. Hence, unlike the earlier D.Ed. course where teaching of English was introduced as a paper only in the second year (SCERT, June 2008; November 2011), the syllabus for D.El. Ed. introduces it in both the years of the course – two out of four semesters, one semester in each year.

Keeping in view the need to strengthen the content pertaining to teaching of English, the importance of textbooks as a learning resource cannot be ignored or overlooked. Significantly, to cater to this objective, the textbooks for the Government school students of Bihar have been developed with the principle of constructivism where learners should be constructing on their own. However, constructing new knowledge remains a big challenge if the teachers find it difficult to facilitate the learning resources in the class. The present self-learning material is an attempt to address these challenges.

Needless to say that the present self-learning material takes into consideration the paradigm shift in teaching learning - the shift that has taken place after National Curriculum Framework (NCF) 2005, Right to Education Act 2009 and NCFTE 2009. Thus the objective of our course is also to enable the prospective teacher to participate meaningfully and transact the syllabus and textbooks effectively along with the teaching learning materials. To make our canvas even wider, important issues and/or points from the curricula developed by NCTE, IGNOU and NIOS have been incorporated and developed in the context of our target teachers.

I am thankful to the subject experts, teachers and SCERT faculty members who made painstaking efforts to develop this material with utmost care in the stipulated time frame. Dr. Syed Abdul Moin (Director, DDE, SCERT) and Dr. Gyandeo Mani Tripathi (Principal, MCME, Hajipur, Vaishli) deserve special mention for managing the entire process – both at the academic

as well as management fronts – very efficiently and effectively. Thanks are due also to Mr. Tej Narayan Prasad and Dr. Emteyaz Alam for coordinating very well with subject experts, teachers and other agencies involved in the process.

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We, at SCERT, are well aware that no material, howsoever carefully designed and executed, is perfect. There is always room for improvement. We, therefore, invite feedback and suggestions from the users, teachers and subject experts for the further improvement of the material.

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Introduction

Pedagogy of English -2 has been developed in the light of the new curriculum developed by SCERT for D.El.Ed. course in ODL mode. While developing this self-learning material, care has been taken to make the topics self-explanatory and easy to grasp so that the untrained teachers who have been teaching in the elementary schools of the state can find them close to the tasks and challenges they face in their classes. It is to ensure their relevance and utility for the untrained but experienced teachers that the self-learning material has been made activity based. In addition to this, attempts have been made to use examples and illustrations from the textbooks they have been teaching for quite some time.

In the age of Globalisation, proficiency in this language has become the need of the hour. However, it is very difficult to learn a language unless one has proper exposure to it. Hence, the purpose of this course is to enable the prospective teachers to improve their proficiency in English and equip them with the pedagogical insights essentially needed to transact the content effectively in the classroom.

Pedagogy of English -2 has six units for the present semester. The first unit named **Basic Concepts and Methods of Teaching English as a Second Language** discusses the principles and approaches of Second Language teaching and learning with a special focus on how English should be learnt. It also identifies the factors that normally influence second language learning and discusses some of the problems that learners face in the learning of a second language. It also studies the appropriate measures and steps that could be taken to make learning a second language an anxiety-free and rewarding experience.

The second unit **Vocabulary Enrichment** is an attempt to make the teacher-trainees familiar with different categories of words, their usage and contexts in which they are used, formation of new words and how to make use of students' experience in the enrichment of their vocabulary.

The third unit **LEARNING PLAN** is an attempt to make the teacher-trainees familiar with concept, importance and steps of learning plan and let them be aware of the differences between a learning plan and a lesson plan. This unit delves deep into the issue and suggests some sample plans of prose and poetry.

The fourth unit **Grammar in Context** discusses how it is possible to have the focus of language class on teaching language as a whole and at the same time help the learners understand and explore rules of grammar. An important thing to understand at this point of time is that for this pedagogical approach it is imperative that you as a teacher make a constant effort to improve your own mastery of the language and understand the rules better. Even though grammar is necessary for English language, yet a teacher is not bound to walk with a yardstick of traditional grammar in her hand to check all the time whether the language use is correct or not.

In recent years we have seen a dramatic increase in the use of commercially produced foreign language course books as core teaching materials for young learners. In many cases, the approaches taken and the methods advocated in these materials are accepted mindlessly by most practising teachers without bothering whether these materials are appropriate for their teaching context. Teachers in some contexts also do not have a choice and are forced to 'teach the book' and implement methodologies that they may not agree with. However, in both cases there is a

huge risk of not doing what is best to promote learning. To avoid this possibility teacher need to examine the language learning materials more critically and adapt them to suit their learning context. As teachers we need to make our teaching materials more effective, useful and relevant to our learners. The fifth unit **EVALUATING AND ADAPTING TEACHING MATERIALS** discusses all these issues.

The sixth unit **ASSESSMENT AND EVALUATION** first seeks to explain what we mean by assessment and evaluation, and how they are different. It then discusses how the national document like NCF has dealt with the issues relating to assessment and evaluation. It also discusses various procedures and techniques essential for a satisfactory assessment and evaluation in language teaching.

**Self-Learning Material Development Committee for D.El.Ed.
Directorate of Distance Education
SCERT, Bihar**

Pedagogy of English-II

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Unit–1

Basic Concepts and Methods of Teaching English as a Second Language

- 1.1. Introduction
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-

1.1 Introduction

Language has dual function to perform: to communicate and to monitor our internal thoughts. Many people think that our ability to use language creatively distinguishes us from other animals. It has been argued that Language sets the stage for human civilisation to flourish. We cannot even think of our life without language. Language enables us to express our feelings, thoughts, ideas, and experiences. Our self-identity is constructed through social interaction that is mediated by language.

Let us think about language

- 1. Is every one capable of acquiring a language?
- 2. Does everyone have the ability to learn more than one language?

- **Is every one capable of acquiring a language?**

Have you ever seen any person who speaks no language? Almost all human beings acquire a language. It is not only literate who know language! We are competent enough in our mother tongue to manage our affairs and express emotions, feeling and do reasoning. Researchers have firmly said that children know a language even before they reach five. How do children achieve this amazing feat in such a short span of time? Noam Chomsky argued that we are biologically determined to acquire a language. According to him every human being has a language acquisition device in the brain that is activated when we get exposure to language. Now most researchers agree that children acquire language through interaction of biological, social, and environmental factors.

- **Does everyone have the ability to learn more than one language?**

If you look around yourself, you may be surprised to know that most of us speak more than one language. If you are a Maithili speaker, you also speak Hindi and this is true for most of us. As we know children learn with ease several languages that are available in their environment. The human capability to learn language is amazing. Language acquisition and learning occur in unconscious or sub-conscious state and very little by a conscious effort. However, when you learn any language in a school context or a tutored situation it is very different. For instance, most of us learn English in a school context where it is considered a second language although chronologically it may be third or fourth in the order in which it may have been learnt.

In this unit, we will discuss the principles and approaches of Second Language teaching and learning with a special focus on how English should be learnt. We will also identify the factors that normally influence second language learning and discuss some of the problems that learners face in the learning of a second language. We will also study the appropriate measures and steps that could be taken to make learning a second language an anxiety-free and rewarding experience.

1.2 Objectives:

At the end of this unit, you will be able to

- understand the differences in the nature and process of language acquisition and language learning
- understand the role of errors in language acquisition/ learning and for this the importance of contrastive analysis and error analysis
- analyse the principles of Second Language Teaching
- understand the challenges of teaching English as a Second Language
- identify and analyse the factors affecting second language learning
- understand the distinction between Linguistic Competence and Communicative Competence
- identify ways to teach English effectively

1.3. Concept of Language

Language is not merely a structured system of sounds and symbols; it is much more than that. It has meaning and it enables us to express our feelings, thoughts, ideas and experiences. In addition, it is a medium of understanding and comprehending the world and ourselves. We know that a child of age 5 is not only comfortable in using her own language, but is also able to modify and use it creatively according to different needs. The complex structure of a language is acquired smoothly. Most researchers agree that children acquire language through interaction of biological, social and environmental factors. This interaction is essential for natural development of language in a person. Linguists are now at some agreement that nature (biological faculty) and nurture (environment) come together to influence language learning. We will focus on language in its social, cultural and political context. This is helpful in making a wider understanding of language, which was not limited to the phonetic, semantic, lexical and syntactic parameters of the language.

Discuss the following questions in the light of your reading of 'Concept of Language' that you learnt in the Hindi paper "Bhasha aur Shiksha" (ch 1) and in the Introduction section of this unit:

1. What is language?
2. What is the importance of language in our life?
3. How does a child acquire language?

In the context of English language, in Semester II, we tried to visualize English in the local as well as global context. In this paper, we will discuss how the process of language acquisition is similar and different when the child starts interacting in a second language, especially in a classroom environment.

1.3.1 Language Acquisition and Language Learning

A Case study

Mrs. Das is from West Bengal and her home language is Bengali. She joined a government elementary school recently. She teaches English in primary classes. The learners are from Hindi language background. During teaching, she takes the help of Hindi to make her students understand English. Her objective of classroom interaction is using and teaching English, which is the target language, so that children pick that language as soon as possible. However, in the course of teaching, and sometimes outside the classroom, she frequently uses Bengali language in her conversation with children unknowingly. After a few months, she was astonished to know that her students in addition to using English were able to understand and speak some Bangla words and phrases.

Now think:

1. Which of the languages mentioned above did learners acquire informally?
2. Which language(s) are students learning in a formal way?
3. From the above case study, what difference(s) do you notice between language acquisition and language learning?

Feedback

Children acquire language subconsciously through listening and speaking the language used in their family and surroundings whereas language learning is done in a formal way and consciously. According to Krashen, acquisition is a subconscious process while learning is conscious. Although both play a role in developing second-language competence, the second-language learner can use learnt rules to 'direct' or correct his/her language either before or after the moment of production. Here Krashen throws light on the role of the first language learning in acquiring a second language. As we have already discussed in the second semester, all languages share some basic attributes. Because of these specific attributes, studies have shown that a six month old child is able to respond and distinguish language from meaningless sounds. This very ability helps the child not only acquire language but also learn the second language.

1.3.2. Language Learning

Most of language learning happens in a conscious way and in a formal set up. Language learning is not just a matter of acquiring skills of listening and speaking, as in the case of L1 or the mother tongue, it is the result of direct instructions in the rules of the language that is being learnt. Students acquire conscious knowledge of the new language and can talk about that knowledge. The learner in second language is aware of language learning. She can fill in the blanks in a grammar exercise. Learners know the grammar rules but they may not necessarily be good in speaking or writing. A student who has memorized the rules of the language may succeed on a standardized test of the target language but may not be able to speak or write appropriately. To make students sufficiently competent in the target language teachers bear a duty to help them in all possible ways.

Activity

Discuss

- What are the spaces where the students may communicate in the second language?
- Why do you think classroom is an important place for learning the second language?
- List some differences that you notice between language acquisition and language learning.

Read the following conversation:

Subodh: I always find it difficult to speak in English, whereas in my mother tongue I speak without making any effort.

Manoj: True. I too talk a lot in Hindi. However, when my English teacher tells me to speak in English, I find it very difficult to utter even a single sentence with confidence and ease.

Subodh: But our language teacher keeps saying that all languages are similar. I can't understand how this could be true. I've learnt the mother tongue without any effort but I'm finding it difficult to learn the second language even after putting in so much effort.

Feedback

This clearly demonstrates that mother tongue or first language is acquired unconsciously and requires little awareness on the part of the learner to generate sentences. However, in second language it requires a lot of conscious efforts to learn it. The learners try hard to learn a language but find it difficult. Manoj is puzzled why he finds difficulty in speaking English even after he tries hard to learn it. The difficulty is connected with the fact that they both have little social exposure to the use of English in the world around them. Learning a language requires a lot of effort on the part of the learner and the teacher and is dependent on the learning environment for that language. The teacher should be aware of the anxiety, fear and pressure children feel in the English class. It is no surprise that English class usually has less talking than other subject classes. The English teacher should act as a facilitator to engage the learners in interacting in English. The teacher's effort should be directed towards motivating the learners to keep experimenting with English and connect its use with their real life situations.

1.3.3. Error Analysis and Contrastive Analysis

Error Analysis

Statement of a teacher

I am a teacher in a Govt. elementary school. I teach English. I encounter several errors that the learners commonly make while speaking, reading, and writing. Some of them are:

- 1. Pronunciation errors*
- 2. Spelling errors*
- 3. Vocabulary errors and*
- 4. Structural errors*

However, I never scold or discourage my students for making such errors because I believe there are stages in the process of learning. But sometimes I fail to understand why students make these errors and try to think of the ways to correct them. I need some suggestions so that I could help them remove these errors.

Feedback

Many learners of English as a second language often make several errors. You should remember that making errors is not a sin or offence. It is just a stage in learning a second language. Even the first language learners of English make some errors. No one can learn any language without ever making mistakes/errors. Learning is an ongoing process in which errors show the strategy the learner is adopting in the process of learning. It also shows at what stage of learning the learner is at a particular time. You should use errors as tools of diagnosing the stages of learning and their sources. Some of the learners' errors may be developmental and some may be because of prior knowledge etc., and some may be because of lack of attention or carelessness. Some errors may result because of over generalisation of rules of the target language. Therefore, one need not always treat them as something undesirable.

In the light of the above statement of the teacher, try to find out the types of errors, their reasons and give suggestions as to how they can be removed. Complete the box given below:

Types of errors	Reasons	Suggestions

You will now agree that learners often make many types of errors.

Error analysis deals with the analytical study of the errors commonly made by second language learners, to understand the reason behind the errors and what they show about learner's existing knowledge.

Contrastive Analysis

Contrastive analysis is the study of comparison of two languages. For example, this can be done by comparing English with Hindi or Urdu. We do comparative analysis by looking at the Phonological (sounds), lexical (words and phrases), and Syntactic (structure) similarities and differences of the target language. The chief aim of contrastive analysis is to help learners understand the sources of errors and the areas of difficulty in second language learning. It is believed that the difficulty in mastering certain structures in a second language depends on the differences and similarities between the learners' mother tongue and the language they are going to learn. The elements that are similar to native language will be simple for learners to learn.

When we analyse English and Hindi or Urdu, we find that there are many similarities and differences between the languages. They are quite different in terms of phonology, morphology, and structures. Let us see some examples.

Phonological difference:

In Hindi or Urdu, we pronounce a word as we write it but in English, sometimes some letters are silent and sometimes they are pronounced differently.

- i. In the words like hour, honest, honour, 'h' is silent and unpronounced
- ii. In the r-ending words: 'r' generally remains unpronounced at the end. In the word 'water', the final 'r' is silent.
- iii. Same letter has different sounds: Look at the words 'cat' and 'city'. In 'cat', 'c' is pronounced as 'क' but in 'city' it is pronounced as 'स'.

There are so many examples of phonological differences of English and Hindi or Urdu, which create difficulty in learning English as a second language.

1. Morphological (at the word level) differences: When we contrast English with Hindi or Urdu, we find many morphological differences.

- i. At first, we find that English language has prepositions but in Hindi, we use postpositions and in Urdu, we use both preposition and postpositions.

For example

English (preposition)	Hindi (postposition)	Urdu (preposition-postposition)
in a car	कार में	फिलहाल – हाल में
from school	विद्यालय से	बमुश्किल – मुश्किल से

ii. We find many differences also between English and Hindi or Urdu words. While making a Noun plural in English, we make a Noun plural by adding 's' (sounding as 's' or 'z') or 'es' (sounding 'iz'). Some of the words are made plural by infixing a letter or by irregular methods. For example-

By adding '-s'	By adding '-es'	By using infix	By using irregular method
boy – boys	bench – benches	man – men	child – children
girl – girls	class-- classes	woman – women	
school – schools	fly – flies	foot – feet	

But in Hindi or Urdu we make a Noun plural by adding, ,] ,a] vksa] b;ksa]+ ;ksa]

बच्चे, किताबें , लड़कों लड़कियाँ , बच्चियों etc.

2. Syntactic differences: If we analyse the structure pattern of English, Hindi or Urdu, we find quite difference among them.

i. English language follows the rule of S+V+O pattern while Hindi or Urdu follows S+O+V pattern.

Examples

	English	Hindi/Urdu
Assertive Sentence	S+V+O (Ram eats a mango)	S+O+V (राम आम खाता है)
Question (Yes/No)	AV+S+MV+O (Have you done this work?)	QW+S+O+MV+AV (क्या आपने यह काम किया है?)
Command	V+ others (Come here.)	Others + Verb (यहाँ आओ)

Note: Here S refers to subject, V to verb and O to object; AV refers to auxiliary verb, MV main verb, and QW as question word.

As a language teacher you should always be conscious of the similarities and differences of the languages and help your learners learn them.

The teacher of second language should not get irritated or angry over the learners and should not penalize them. Some of these errors occur due to the mother tongue influence/interference, and some due to overgeneralization of the target language and some of them occur because of some psychological states like fatigue, anxiety, lack of attention etc. Learners overcome most of these errors gradually on their own.

1.4. Principles of Second Language Teaching

It should now be clear to you that in India and especially in Bihar, English is learnt as second language, because some of the English words, phrases, and sentences are in frequent use in our society. Teaching methodologies driven by varying theoretical approaches can be effective in the classroom, depending on the material being presented, the goals of the lesson, and the target students.

What *is* known about second language learning is that language is learned communicatively, through the process of building meaning in a collaborative context.

Here are some of the principles regarding second language teaching - learning process:

1. Learning through habit formation

Learning a language involves forming certain habits. At the beginning stage, a teacher ensures habit formation through oral, reading and writing exercises related to the target language, here for example, English.

2. Learning through communication

Language is used for communicating ideas, opinions and asking others for information etc. So being a language teacher you should provide more and more opportunities to your learners to communicate with one and another in the classroom or outside. You can do it by conducting activities like self-introduction, introducing friends, picture description, describing any incident, group discussion, and also oral exercises as suggested in the textbooks.

3. Learning through use

We use a language in different ways. We listen to news, lectures, discussion and enjoy music. We speak to others to communicate our ideas, feelings, and thoughts. We read books, newspapers etc. We write letters, emails, reports etc. Through all these activities, we learn languages. Therefore, it is important that we should provide opportunities to our learners to listen to the language, understand it, and speak it. This means that the learners must use the language first orally and then they may be motivated to read from the wrappers, signboards, black board, textbook, or the newspaper.

4. Learning from context

Children learn a lot through a variety of situations in a social context. Language is not used in isolation. We speak only when there is someone to talk to and we listen to when someone talks to us. Similarly, we write only when there is need to write, be it a letter, an SMS, application or filling in a form, or preparing a report. That means we use a language if there is a person or a situation or a purpose or need felt by us.

5. Learning through Activity

We all know children enjoy being active. They like to do things. They like playing, drawing, colouring, singing, talking, role-playing, and doing other activities. These activities are interesting, amusing, and enjoyable for children. Such engaging atmosphere provides a better context for learning the target language. So being a teacher, you must provide more and more opportunities for your learners to be engaged in such creative activities.

You should keep the following points in mind:

- Second language learners utilize their knowledge of their first language in learning their second.

- Language learning is supported through meaningful interaction, which should therefore focus on the communicative functions of language.
- Language learners require comprehensible 'input' that serves as a model of what they are to learn.
- During teaching, this comprehensible input should be provided and repeated until the students become adept in it.
- Any focus on grammatical form should serve communicative needs.

Activity

1. Which of the above-mentioned principles of second language learning have you been using in your class? Give examples.
2. Think of tasks/activities that according to you would be most compatible with the principles mentioned above.

1.5. Proficiency Vs Accuracy

Accuracy of language usage refers to the ability to make grammatically correct sentences. Proficiency on the other hand includes producing grammatically correct sentences which comprehensively communicate what the speaker wants to express. Proficiency also includes ability to produce written and/or spoken language with ease

Language teachers who concentrate on proficiency pay more attention to meaning and context and less attention to grammatical errors. On the other hand, teachers who concentrate on accuracy help their children to produce grammatically correct sentences in English but they may not include ability to speak or write fluently. Focus on accuracy in primary classes hampers language-learning growth.

What to choose: proficiency or accuracy

Many teachers have difficulty in deciding whether accuracy should be emphasised over proficiency or vice versa. It is clear that accuracy is mechanical and hinders the flow of language whereas proficiency promotes fluency in the use of English. While teaching English as a second language you should help your learners to first acquire proficiency in English and gradually lead them towards accuracy.

Activity

- 1) Pick out some activities from your English textbook and separate them into activities

That promote fluency	That promote accuracy
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- 2) What do you think most teachers of English focus on - accuracy or fluency? Give some examples in support of your answer.

1.6. Factors Affecting Second Language

Activity

Language learning depends on many factors. Some of the factors facilitate language learning whereas some create hindrance. Being a language teacher, you know some of the factors that enhance learning ability. Try to make a list of the factors that promote learning.

- | | |
|----------|----------|
| 1. ----- | 2. ----- |
| 3. ----- | 4. ----- |
| 5. ----- | 6. ----- |
| 7. ----- | 8. ----- |

Factors affecting second language learning

1. **Learners' characteristics**- individual factors such as attitude, motivation, anxiety, aptitude, and cognitive influences affect second language learning.
2. **Social context**- social context refers to second language supportive environment. Exposure to second language in their daily communicative life greatly enhances learning of second language.
3. **Condition of learning**- educational treatment, which deliberately creates a language learning condition, affects second language learning.

1.7. Linguistic Competence and Communicative Competence

Linguistic Competence is the ideal language system that enables speakers to produce and understand countless number of sentences in their language. They develop intuitive notion about what structure is correct and incorrect. The learner becomes able to distinguish grammatical structures from ungrammatical structures. The correct knowledge of sound system, structure of sentences and grammar items are important components of linguistic competence. Their competency involves all aspects of language, written, spoken, reading, and cultural wealth of that language.

For example, a speaker of English would recognize *I want to go home* as an English sentence, but would not accept a sentence such as *I want going home* although all the words in it are English words.

The term **Communicative Competence** refers to a language user's knowledge of grammatical rules of a language and how to form grammatically correct sentences but also the knowledge about when and where to use these sentences and with whom. This is operational form of competence of a language and second language learning mostly pursues communicative competence.

Communicative competence includes:

- knowledge of the grammar and vocabulary of the language
- knowledge of the rules of speaking
- knowledge of how to use and respond to requests, apologies, thanks, and invitations
- Knowing how to use language appropriately

For example, the English statement, 'it's rather cold in here', could be a request to someone in a lower role relationship, to close a window or door, or to turn on the heating system.

1.8. Effective Teaching of English: Problems and Solutions

Activity

As an English teacher, our goal is to teach English effectively. However, you face many problems in the way of teaching English, in a better way. Can you list some of the problems that you face during teaching of English? Write them in the box.

Well! You have tried your best. These problems are obstacles in the way of effective teaching of the second language. When you concentrate on the problems, some more common problems come into mind such as:

- **Fear of English Language:** The first and the foremost problem that comes in the way of English Learning is the fear that English is very difficult to learn. This fear is very common even among the teachers. To overcome this fear a teacher should feel free and comfortable in using English and motivate their learners to do so.
- **Lack of motivation:** The teachers need to motivate and encourage the learners to use more and more English in their classroom and society.
- **Wrong methods of teaching:** The methods and techniques that the teachers use are mostly not proper in the situation. For example, most of the teachers use the grammar-translation method for teaching English. They read the lesson themselves line by line and translate it word to word in Hindi and other languages. Some other teachers teach English using the lecture method. They ignore the constructivist approach.
- **Lack of practice:** English language could be mastered by practising all the four skills. Especially in rural areas, the learners get less opportunity to practice the language. Being a teacher you should give more time to your learners for practising English.

- **Lack of communicative need:** The basic objective of learning a language is to get ability in communication. The inclination of learners towards second language is only when they feel its communicative needs. The communicative need is to be enhanced in the social community in which the children live.
- **Mother-tongue interference:** Most of the problems arise due to the interference of mother tongue in the usage of second language. Even in the English class, the teachers and the learners use their mother tongue freely and so the mother tongue dominates the class and English goes on sideline. Though mother tongue is helpful in learning second language, yet a teacher should make a judicious use of the mother tongue(s) of the learners. For instance, in the initial stages, one could break the silence by allowing students to use their mother tongue, mix mother tongue with English but gradually the teacher can restrict the use of the mother tongue when the learners are able to handle English with some degree of confidence.
- **Lack of audio visual aids:** Audio visual aids generate interest among learners. It also promotes learning in meaningful way. But unfortunately, there is lack of audio visual aids and other teaching aids in our schools. The school should provide these important things

Some of the suggestions are given here. Others you yourself will figure out!

- Make the learners feel free and comfortable in the use of English.
- Encourage the learners to read English newspapers and listen to English news regularly.
- Teachers should use more and more English in the class.
- Always get involved in listening, speaking, reading and writing English.
- Avoid English jargon such as S+V+O.
- Tell the learners that they should not have fear of going wrong or making mistakes.
- Make the learners feel that English is a language like any other language they use daily.
- Make the learners understand that English will open the door to knowledge, recognition, and employment.
- Encourage the learners to use more and more English.
- Do not bother about the learner's mistakes /errors.
- Give them opportunity to encounter sample language (English) and facilitate them to use it.
- Encourage them to do project work.
- Organize mock situations such as railway counter, shop, bank, post office etc. and encourage the learners to speak their dialogues in English.
- Provide easy and interesting materials such as short stories, rhymes, riddles, jokes,

cartoons, picture story for reading practice.

- Motivate the learners to write something in English, starting from known and familiar topic such as self-introduction, about home, family, fair, festivals, pet animals etc.
- Encourage the learners to use English with their classmates.
- Use mobile phones for rhymes, songs, slogans etc., computer, and laptop for CD play and use power point projectors.
- Exposing the learners to English films on themes and issues that concern children

1.8 Summary

- Language is the system of sounds and symbols conveying meaning. It generates thinking, explanation, analysis, interpretation, emotions, and other linguistic competencies. Language is the core of social affairs.
- Language is best learned by listening and speaking the language as used in family and surroundings in the natural way.
- Second language learning takes place in a formal way with the help of a teacher. It could be done by communicating more in class, gradually minimising first language, and devising interesting activities in second language learning.
- Teachers should be aware about the principles of second language learning while organising different types of activities.
- Accuracy is the ability to produce grammatically correct sentences whereas proficiency is the ability to use the language fluently without caring for grammatical errors. The teacher may first encourage proficiency and help the learners to acquire accuracy gradually.
- There are a number of factors that affect second language learning: attitude, motivation, anxiety, aptitude, cognitive style, social context, and conditions of learning.
- Linguistic competence enables the learners to differentiate grammatically correct and incorrect sentences, while communicative competence enables them to know how and when to use the language appropriately.
- There are various problems in the way of second language learning, such as fear, lack of motivation, wrong teaching methods, lack of practice, lack of communicative need, interference of mother tongue, and lack of suitable teaching aids. Teacher should recognise these problems, brainstorm them with his colleagues, and try to find solutions that are compatible with the learning context and the levels of the learners.

1.9 Self- assessment

Tick (✓) in the appropriate column

Key Points	Totally understood	Partially understood	Not understood
Concept of language			
Concept of language acquisition			
Process of language learning			
Contrastive analysis and Error analysis			
Principles of Second Language Teaching			
Proficiency vs. Accuracy			
Factors Affecting Second Language learning			
Linguistic competence and Communicative Competence			
Problems of Effective Teaching of English and their Solutions			

1.10. Assessment:

1. What do you mean by the concept of language?
2. How does a child acquire language? List the steps.
3. Discuss the ways a learner learns the second language.
4. What are the main principles of teaching English as a second language?
5. Write a brief note on accuracy vs. proficiency. Which of them would you prefer your students to acquire and why?
6. Discuss the factors, in your opinion, that may be affecting learning of English by your students.
7. What are the differences between linguistic competence and communicative competence? Show the difference with the help of an example.

1.11. Conclusion

There are several methods and approaches for teaching a second/foreign language. We have to adopt different strategies to overcome the problems that we as teachers face in our individual classes. There is no one solution for all of us. We need to analyse our learning context, including socio-economic background of our learners and their characteristics and keep ourselves update by reading journals devoted to language teaching. We could begin with the language students bring with them to their classes and make them feel confident. Gradually, learners will learn English with fluency and accuracy.

Glossary

- **language acquisition device:** an instinctive mental capacity which enables an infant/human being to acquire and produce language
- **chronologically:** in the order in which things happened
- **phonetic:** relating to the sound of a word or to the sounds that are used in languages
- **semantic:** the branch of linguistics that deals with the meanings of word
- **lexical:** relating to the words of a language
- **syntactic:** relating to syntax
- **conscious:** if we are conscious of something we notice it or realise that it is happening
- **subconscious:** the part of our mind that can influence us or effect our behaviour even though we are not aware of it
- **unconscious:** if we are unconscious of something we are unaware of it
- **attribute:** a quality or feature that someone or something has
- **diagnosis:** finding out what is wrong with something that is not working properly
- **phonology:** the study of speech sounds in a particular language
- **morphology:** the way words are constructed with stems, prefixes and suffixes
- **penalize:** to punish
- **collaborative:** collective, joint
- **vice versa:** vice versa is used to indicate that the reverse of what we have said is true
- **mock situation:** situation which is not real or genuine but which is intended to be very similar to the real one
- **compatible:** going together well
- **strategy:** a general plan or set of plans intended to achieve something especially over a long period

Unit-2

Vocabulary Enrichment

- 2.1 Introduction
 - 2.2 Objectives
 - 2.3 Words spoken around us
 - 2.4 Words used in the text book
 - 2.5 Words related to social and cultural context
 - 2.5.1 Word association
 - 2.6 Some common prepositions, verb and other parts of speech
 - 2.7 Homophones
 - 2.8 Synonyms and antonyms
 - 2.9 Family of words (Word formation)
 - 2.9.1 Prefixes
 - 2.9.2 Suffixes
 - 2.10 Summary
 - 2.11 Self Assessment
 - 2.12 Assessment
 - 2.13 Conclusion
-

2.1 Introduction

We hear and speak many words of English in the world around us. Some of these words include ball, cycle, cup, bus, table, pen, train, bag, etc. You may make a list of many more words. Have you ever thought how we acquire these words? Have you ever thought how many words of English a person may acquire from the daily life situations other than the school? Have you ever guessed how many words you or your friend may know, and how many of them you are able to use actively and how many of them you use only for the purposes of understanding someone speaking, or reading a poster or a story written in English. Besides, from the world around us we learn many words from the formal schooling. Thus, it is very important for us as teachers to understand how we should build children's vocabulary which is central to their ability to communicate in the target language i.e. English. It is an ongoing process because one can never learn all the words in any language.

This unit is an attempt to make you familiar with different categories of words, their usage and contexts in which they are used, formation of new words and how to make use of students' experience in the enrichment of their vocabulary.

2.2 Objectives

At the end of this unit you will be able to

- understand the importance of words in the comprehension of any language
- understand how to use various contexts to improve the vocabulary of students
- know the types of words and their formations
- make students familiar with the word formation skills
- Design /frame different activities for the students to enrich their vocabulary.

Activity

Make a list of words that some pre-school children may know in your locality/ community.

Do you begin to use all the words after you have heard or read them once? Try to recall a situation when you called on a mobile phone and from the other side you heard a message, 'The number you are trying to reach is currently busy; please hold on the line or call again later'. Were you able to understand the announcement? If not, did you try to understand the announcement on the basis of some words which you are familiar with, like 'number', 'trying', 'busy', 'hold', 'line', 'call', 'again', etc. We know the meaning of these words and therefore are able to construct some meaning.

If the same message is heard in Hindi that '*jis number pe aap baat krna chahte hain veh is samay vayast hai, kripya line pe bane rhe ya thodi der baad dial karen*' we notice that it is a bilingual sentence and has words like 'number', 'line', 'dial' that we already know. We understand the meaning of the sentence because we know the meaning of these words.

Although we don't know the meaning of the full sentence yet we understand its meaning through some words which are known to us. It suggests that words help us understand the meaning of a full sentence, and without knowing words we may feel helpless in comprehending the sentence. We notice similar kind of situation at the railway station where we manage to understand every announcement simply because we know the meaning of some of the crucial words.

Activity

- List some sentences used in real life situation where you are able to comprehend their meaning without understanding the whole sentence.

Many people assume that learning vocabulary means acquiring a long list of words with their meanings, whether through some direct link or by using the translation from the first language. However, a word in the mind is more than its meaning. Try to think what does any person who uses the word 'cup' knows about it? Someone can use that word when he knows the concept of a cup for which the word is used here. Cups are made of plastic, ceramic, steel, etc. They are of different sizes, colours, shapes and also for different purposes. A baby's sipping cup and cup for tea do not resemble each other at all, but any user of the word 'cup' will be able to associate the word with the item presented. So you can imagine, the complex concept of cup you have in your mind.

When someone pronounces any word in a wrong way, does it create some problem in the comprehension?

A word has two important aspects which is its pronunciation and spelling. Each word is associated in our memory with a specific pronunciation and it is tied to the pronunciation rules of the language and same is true of spellings. So we need to consider these two aspects for better vocabulary. When we face the written form of the language we are bound to the spellings. And when we speak and hear the language we are dependent on the pronunciation.

2.3 Words spoken around us

Is it possible for us to use appropriately and frequently all the English words which we are familiar with? The list of words that a person knows is much bigger than the words that are often used by him/her. Thus, a person's vocabulary is divided into two parts:

- The set of words which the person uses often is called active vocabulary.
- The other set of words which the person knows but does not use often is called passive vocabulary.

Can you make a list of some English words which you generally use in your daily routine?

Many English words are a part of the child's active vocabulary. These form the basis of learning the language. There is a need to enhance the vocabulary of the child and for this we must know the words which our students already know and use so that we can use this resource to improve their language skills.

What will you do to know the existing English vocabulary of the students?

Look at the following activity:

Ask each student to recall one English word. Write all these words on the board. Keep moving from one student to another, till you nearly stop getting new words. Then ask the students to classify them into three categories as follows:

	Words used at home	Words used in the school	Words used in the market
1.			
2.			
3.			
4.			
5.			
6.			

Some words may find place in all these categories.

Ask your students to read these words carefully and use them to write a paragraph.

What do you think about this attempt to make students aware of the familiar words which they already use orally?

Activity

Try to do the following activity:

Think of a word for example say 'newspaper' and look at the letters of this word: n, e, w, s, p, a, p, e, r. Now make as many words as possible from these letters by rearranging them in any order that generates new words used in English language. In this case, we can make words such as 'news', 'new', 'paper', 'raw', 'span', 'see' etc.

Feedback

In this activity we encourage students to make new words by using newer combination of these letters. Try this activity with your students using the different words. It can help you identify the hidden words which your students already know. You can also check the spellings here.

2.4 Words used in the text-book

A text-book may have many words which are new to students. To understand the words of the text we need to be familiar with the written form of the word. It is important to understand their meaning because it helps in comprehending the text. We have felt many a time that whenever we ask our students to list the words used in their books, they feel uncomfortable.

To overcome the fear and hesitation among the students regarding new words, it is important that they use these words in different contexts.

Think and discuss the ways by which you can introduce new words to your students. Prepare an activity which you want to use in your class.

- Let's discuss an activity. Take a textbook lesson as an example (Class VI, Radiance Part I, SCERT, Bihar, Lesson no.6 Saina Nehwal: The Badminton Star)

Activity

Divide the students into groups and give them a set of 5-6 words. The words should be selected from the lesson on which we want to focus at a particular time. For example, you may use the following words:

badminton, summer, stadium, moment, tournament, schedule, player, upset and champion

- Encourage the students to discuss the meaning of the words in the group. You can show the pictures which represent some words like badminton, stadium, summer, etc. to make students more familiar and connected to the words.
- Now give a paragraph, as given below, in which these words are missing as given below

----- is my favourite game. My friend's elder sister is a ----- of this game and playing Badminton is a part of her daily----- . She has played many national ----- and won. Whenever I went to my friend's house I used to play with her. Most of the time I loose the game and get ----- for a ----- - but I enjoyed to play with a national -----.

- Ask students to fill in the blanks by using those words. It will give them small context in which they can use and understand the word which also relates them with the chapter. Now the students can be encouraged to write a small paragraph by using these words individually or in the group.

2.5 Words related to social and cultural context

When you think of the word 'Festivals' which festivals or things relating to festivals come to your mind? You may think of 'Holi', 'Chhat puja', 'Eid', 'Diwali' 'Durga puja' and 'sweets', etc. These are the words which are associated with that particular word or concept.

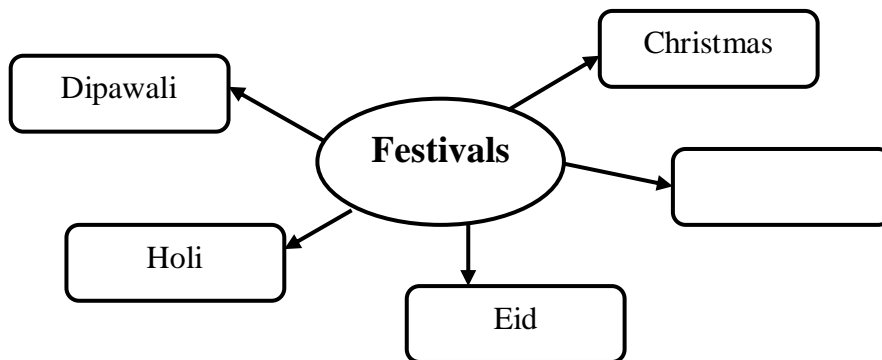
We have a set of words which we speak in our daily routine but there is a specific set of the words which are related to some occasions and which we usually cannot use without their

context. And if we talk about a social and cultural context, it brings to our mind the words which can be related to the festivals, any other social occasions and our social surroundings. These kinds of words are associated with the whole concept. The cultural and social context is also a useful resource to acquaint the students with words.

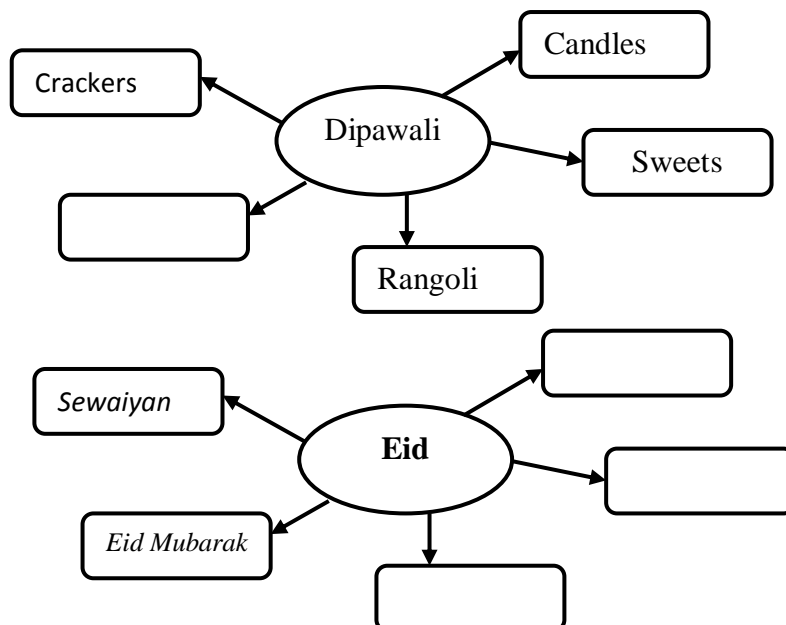
2.5.1 Word association

Let's do the following activity- Draw a circle and write the word 'festivals' in it.

- Start writing down the names of different festivals that come to your mind:



- Now write down the words relating to each of these festivals as shown below



- Try to complete the web by moving ahead as shown. This is called a word-web which shows the word's association with the concept and also with each other.

Now encourage the students to write a paragraph using these words on the festival of their own choice.

Try to make two webs for the word 'animals' and 'my family'.

Can you use this word web activity to increase the general vocabulary other than the social and cultural context?

Feedback

This activity will relate the students to their life and experience. They will learn the words related to the context. This will also reinforce a picture of various concepts they may have in their minds.

2.6 Some common prepositions, verb and other parts of speech

Let's consider some sentences given below:

1. The book is on the table.
2. The boy is sitting under the tree
3. The children are playing in the playground.
4. My daughter wants to wear blue jeans all the time and don't wear the frock.

In these sentences the underlined words such as book, table, boy, tree, children, playing and playground. Daughter, blue, wear, jeans have a meaning even when seen without any context. These words if you observe carefully are nouns, adjectives, verbs, adverbs. These are called the **content words** which have meaning even in isolation. But the words like, 'on', 'in', 'the', 'is', etc. need some context to understand their meaning. These words are called **structural/functional words**. These words are more frequently used and carry some grammatical meaning. These words, also known as structure words, are modal and verbs, determiners, prepositions and conjunctions. It is also important to work on these words which help to understand the meaning of the whole sentence.

Look at the following poem

Cats sleep anywhere,
Cats sleep anywhere,
any table, any chair.
Top of piano, window ledge,
In the middle, on the edge.
Open drawer, empty shoe,
anybody's lap will do.
Fitted in a cardboard box,
in the cupboard with your frocks.
Anywhere they don't care,
cats sleep anywhere.

Have you observed some prepositions in the poem? Circle them. Discuss how you may use this poem to teach prepositions to your class?

Verb Activity

- **Guess the Word**

Prepare some slips of papers with a word describing some action is written on each slip, e.g. laugh, walk, smile, reading, etc.

- Ask a student to come forward and pick up one slip. This student will enact the action mentioned in the slip without speaking anything.
- The rest of the class has to guess the word.
- Once the word is figured out by the class, the teacher may discuss the meaning and usage of the word.

The teacher may explain that the words that express any action are called VERB. Pictures can also be used to show the actions.

- At the end encourage the student to create a story by using these verbs.

Feedback

Through such activities the learner gets the opportunity to understand words in context as s/he learns to perform different actions. In the other activity the students try to find out the word for the action. They get interested in it. They think for the words for the action and create the concept of verb.

Adjectives

Activity: Tell your name

- Ask one student to tell the name of any of her classmate by adding a word to it which can tell about any special trait of that student, say for example nice Naveen, helping Hema, precious Pradeep, naughty Namita, etc. They can also use Hindi words like sadharan Sapna, mehanati Mahender, etc.
- Now keep going by the same procedure and complete the names of all the students.
- Also write down all the names with that word.
- Now, discuss with the class about these words and the concept of the adjective.
- Ask the students to make some sentences by using these adjectives.

Do you think that giving students the liberty to use any other language will be helpful in language learning? How? Give your opinion.

2.7 Homophones

Once a teacher was dictating some paragraphs to the class and students were noting it down. When he tried to see what students had written, he found that students had made some errors. He observed that some students had written 'there' instead of 'their', 'no' instead of 'know', 'write' instead of 'right' and 'one' instead of 'won'.

Why do you think the students made this kind of errors?

Consider the following list of words

	A	B
1.	great	grate
2.	break	brake
3.	there	their
4.	stationary	stationery

What do you observe here?

What is common in the different sets of words?

When we read these words we notice that the pronunciation of these pairs of words is the same but if we go by the spellings, we can see that they are different.

These kinds of words called homophones. Homophones are pairs of words with identical sound but different spelling and different meanings. We can understand the syllable of words as –

Homo	-	same
Phones	-	sound

If we examine the above examples we can conclude that the students have committed the error because the two words sound the same and they use the one, by replacing the other. Here the students are not able to understand the context of the text, and that is why they were unable to choose the appropriate word.

Students often feel confused about homophones. It is important and useful to make students acquainted with homophones so that they can use the words appropriately.

Here is a list of some more homophones:

- | | |
|--------------|------------------|
| 1. new/knew | 2. accept/except |
| 3. Sale/sail | 4. Fair and fare |
| 5. dear/deer | 6. here/hair |

There is no relation in the meanings and the best way to clarify the meaning would be to use the words meaningfully with the students.

1. Give examples of some sets of homophones that you would like to teach your students. Also mention how you will teach these homophones.

2. Your students frequently make mistakes in using there-their and Advice – Advise.

List the ways you can teach these words.

Activity

- Make a list of homophones and write them on the chits.
- Shuffle the chits and distribute them among the students.
- Instruct your students to pronounce the word written on the chit loudly and find the student who is uttering the word which sounds the same and make a pair with him/her.
- Now the pair will sit together. Discuss the homophones (their pronunciation, spelling and meaning) of each pair and ask them to make some sentences by using the homophones.

It is very important that the teacher discusses the different meanings of the pair of homophones and identifies the context in which they are used appropriately. This would help the students to understand the use of these words and use them at the right place. The teacher can list the homophones which he/she thinks are important to make the students familiar with and understand.

2.8 Synonyms and antonyms

Synonyms are a group of words that are similar in meaning but not identical. They often have different implications and associations. For example, the words ‘steal’ and ‘rob’. Similarly, ‘angry’, ‘annoyed’, ‘upset’ and ‘irritated’ may be synonyms but each word differs slightly from every other synonym.

Antonyms are those words which are opposite in meaning. For example hot is the opposite of cold.

The real objects, pictures, charts, etc. can be used for discussing and explaining the concept of antonyms e.g. a tall statue and a short statue, the picture of a boy and of a girl, the picture of a king and of a queen, etc.

Look at the following words

increase	-	decrease
tall	-	short
fat	-	thin
in	-	out
front	-	back
day	-	night
up	-	down
above	-	below
blunt	-	sharp
artificial	-	natural
ability	-	inability
direct	-	indirect
human	-	inhuman
balance	-	unbalance
mobile	-	immobile
moderate	-	immoderate
advantage	-	disadvantage
qualify	-	disqualify
able	-	unable
common	-	uncommon
responsible	-	irresponsible
regular	-	irregular
violence	-	non violence
sense	-	nonsense
vegetarian	-	non-vegetarian

You can see that the each pair of these words is opposite in meaning to each other and there is some pattern in them. For example, 'decrease' is the opposite of 'increase', 'tall' is opposite of 'short', and 'fat' is the opposite of 'thin'.

These antonyms are different from those which are formed by adding prefixes like 'in-', 'im-', 'un-', 'dis-' and 'non-'.

Activity

List some opposite words which you want to discuss with your students. Ask your students to read out the words and their antonyms in the list and to find out the way in which the antonyms have been made. The teacher will monitor while the learners engage in the discussion. The teacher will also mention that there are some words which don't follow these rules.

Feedback

It is useful for students to understand the rules of making antonyms. As mentioned above, the opposites of many words will not be formed by these rules but it is a common saying that exception proves the rule. Knowledge of these rules helps children in enriching their vocabulary.

2.9. Family of words

(Word formation)

Read the following words:

Suit –suitable, time-timely-timed, use-useful-usable, man-mannish-manlike-unmanly.

As is clear from these examples, word families are group of words that are sufficiently closely related to each other to form a 'family'. One of the ways in which words can be grouped into a family is the form; i.e.; the words are similar in form.

Here are two more examples of form-based word families:

word - wordy - word (verb) - wording - word-list ...

family - familiar - unfamiliar - familiarity - familiarise ...

Each of these families is bonded by a common root word given in bold above.

Can you give examples of some words which are created from the root word? Make a short list of them.

As you can see, in English there are two major ways to make new words namely, to add prefixes or suffixes to the root word.

2.9.1 Prefixes

Prefixes are the letters which we add to the beginning of the word to make new word with different meaning. For example, if we prefix ‘un’ to the word ‘able’ we can form a new word ‘unable’. Prefixes can make a new word which is opposite in meaning to the root/base word. It can also express the relation of time, place and manner.

Base / root Word	Prefixed Word	Type of meaning
Possible	Impossible	Opposite
Payment	Non-Payment	Negation
War	Pre-war	Time
Cook	Overcook	Manner
Terrestrial	Extraterrestrial	Place

2.9.2 Suffixes

A suffix is a letter or a group of letters added at the end of a word to make a new word. The new word form is often a different word class from the original word. For example –

Word	Suffixed Word	Changed Class
Forget; Use	Forgetful; Useful	Verbs to Adjectives
State Govern	Statement Government	Verbs to Nouns
Complicate Create	Complication Creation	Verbs to Nouns

The suffixes often change the spellings of the base word. For ex-

1. Beauty; Duty + ful = Beautiful ; Dutiful (y changed to i)
2. Able; Possible + ity = Ability; Possibility (le is changed to il)
3. Permit; Omit + ion = Permission; Omission (t is changed to ss)

Activity

Select some words according to the level of your students like (circle-circular, table-tabular), (situation-situational, condition-conditional), (appear-appearance, ignore-ignorance) etc. Discuss these words with them and encourage them to analyze the pattern in the formation of

these words. Talk to them on each and every word, its root word and then how we created the new word from it.

Encourage your students to list more and more words and to analyze them.

There is need to give an opportunity to the students to explore and understand how words are formed. The teacher should also encourage them to examine the pattern and relationship among these words so that they do not make any mistake in using these words.

Some common suffixes in English are as follows:

‘-al’ refuse refusal

‘-dom’ king kingdom

‘-ism’ manner mannerism

‘-ship’ friend friendship

Make a list of words nouns/verbs that can be changed by adding suffixes to them. Observe and discuss the pattern.

2.10 Summary

From the above activities for vocabulary enrichment, it can be inferred that the learners will get encouragement through active participation. They will become active learners when the focus is on ABL (Activity based learning). In these activities the whole class will be actively engaged and create a knowledge base. As they have to pick words from their life and previous experiences, they get encouraged to search for new words and use them contextually.

Learners are motivated to search and speak the word. As we know, the main goal of the teacher and his/her teaching is to maximize learning. This goal can be achieved best if the classroom is made learner centred and participatory in practice.

2.11 Self Assessment

Tick (√) the tasks that you can do and cross (X) the ones that you can’t do.

1. I can list 5 prefixes used in English language.
2. I know the distinction between synonyms and antonyms.
3. I can write the antonyms of the following words: below, hot, sold, inner, sharp.
4. I can decide interesting word games for my students.

2.12 Assessment

1. Which of the above activities do you like most and why?
2. Use the activities in your class and write down your experiences.
3. What are the difficulties you find in your class while teaching vocabulary?
4. What activity you have used to deal with the word formation skills? Share your experience?

2.13 Conclusion

In this unit we have discussed various ways/activities by which the teacher can enrich her students' vocabulary. We have focused specifically on how Activity Based Learning (ABL) can be used to develop vocabulary of the learners and how the learners' analytical skills can be used to enhance their word-formation ability.

Glossary

Enrichment:	to make rich or richer
Identical:	similar or alike in every way
Acquaint with:	to make familiar
Stationary:	not moving
Stationery:	writing materials
Grate:	to make small pieces

Unit-3

Learning Plan

3.1. Introduction

3.2. Objectives

3.3. Format of a learning plan

3.4. Understanding the self-evaluation points given in the learning plan

3.5. Some points of concern while making a learning plan

3.6. Strategies to use specific skills / concepts

3.6.1. Prose

3.6.2. Poetry

3.6.3. Integrated Grammar

3.6.4. Drama

3.6.5. Skills

3.7. Some Sample Learning Plans

3.8. Summary

3.9. Self Assessment

3.10. Assessment

3.11. Conclusion

3.1. Introduction

In unit 5 on ‘Lesson Planning to Learning Plan’ in Semester II you have already learnt at length about the concept, importance and steps of learning plan and how it is different from lesson planning. We are now in a position to say that unlike the conventional lesson plan which is related to teaching and as such teacher-centric, a learning plan is related to learning and it is child-centric. A learning plan is very flexible, reciprocal and participatory. It entails that the teacher acts as a facilitator and gives more time in independent thinking and practice to children. Unlike the lesson plan, it demands Pre-planning, Post-planning and planning during teaching, quite observant to the mood of the learners. In this unit we shall delve deep into the issue and suggest some sample plans of prose, poetry and drama.

3.2. Objectives

At the end of the unit you will be:

- able to understand what is an effective learning plan
- able to develop a suitable learning plan for prose, poetry, drama, integrated grammar, vocabulary and four skills.

Planning is simply looking ahead. You will agree that for doing anything in a systemised manner planning is undoubtedly very important. In fact, we sub-consciously plan for almost everything. Even a child who wants to play thinks about – ‘What to play?’, ‘How to play?’, etc. so that she can enjoy playing. Similarly, a teacher needs to decide what and how she will be doing in the class so that learning can become an enjoyable experience for both the learner and the teacher. An effective learning plan means finding and deciding ways for maximum utilisation of the available resources to achieve the learning objectives. The format of a learning plan is given below:

Learning Plan

Teacher's Name :		Date :
Class :	Period:	Subject :
Unit:		Topic:

Review of the pre-understanding of the topic
<p>Students' pre-understanding of the topic or the content:</p> <p>Are the students familiar with the topic which is to be taught? Are the matters discussed in the topic related to the immediate environment of the children? How or how not?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>Teacher's pre-understanding of the topic:</p> <p>Have you read or taught this topic before? Do you think that you have the proper understanding of the topic so that you can teach it to your students?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>The relation of the topic with the curriculum/syllabus</p> <p>Which objectives/ points of the curriculum/syllabus is this topic related to? Which other subjects/ units of this class is this topic related to? Is this topic included in the curriculum of the earlier classes? How?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

Developing learning plan of the topic		
<p>Description of the topic/sub-topic and the importance of its learning:</p> <p>Write a brief introduction of the topic/ sub-topic based on your understanding of the lesson. Then critically analyse why should this be taught to the children? What important knowledge is inherent in this topic? Which dimensions of child's development will it specifically affect?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>		
<p>Pedagogic choice of Method/ Methods of teaching and Learning:</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	Some suggestive examples	
	Experiment	Discovery
	Play	Role-Play
	Group Discussion	Excursion
	Group Work	Art -based teaching
	Individual work	Reading-writing
	Question-answer method	
Planning		
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>		

Points of observation	Observer's comments:
	Description of the class as observed by the observer. Note down exactly whatsoever is happening in the class

Points of Review	
<p>Review of the teaching learning process in the classroom with reference to the guiding principles mentioned in NCF 2005, BCF 2008 and NCFTE 2010. What are the other expectations from the trainers? Some important suggestions in this context.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Some guiding principles</p> <ul style="list-style-type: none"> • Connecting knowledge to life outside the school • Ensuring that learning is shifted away from rote learning • Enriching the curriculum to provide for overall development of the children rather than remaining textbook-centric • Making examinations more flexible and integrated into classroom life • Nurturing an overriding identity informed by caring concerns within the democratic polity of the country • Giving importance to rural and regional relevance of Bihar • Respecting the individuality and diversity of children • To play the role of a professional teacher in the teaching learning process of the class

3.4 Understanding the self-evaluation points given in the learning plan

1. Did the learners learn the objectives of the topic? Was it evaluated or not?

After completing the teaching learning process of the given period, the teacher must list down the experiences of the classroom teaching. She must have tried to convey the objectives of the topic taught. Here the teachers need to think of some tools to tryout in the class among the learners to evaluate whether the objectives were achieved or not. The tool may be in any form. For example a set of questions related to the topic, etc.

2. Is the topic needed to be discussed again? Why or why not?

Here the teacher gets the chance to know whether the learners understood the topic or not. During the teaching only, the gestures of the learners show their interest in the topic taught. After teaching if the teacher feels that all the learners have not answered the questions asked from the topic correctly s/he decides to teach the topic once again.

3. What were the important questions asked by the students? How many students asked the questions?

After the end of the teaching of particular topic the teacher must create the situation so that the students should ask the questions related to the topic. When the learners ask the questions, it reflects their understanding and misunderstanding as well. The teachers also become familiar with their vivid observation and level of grasping the topic. It also helps the teacher further for remedial teaching. The teacher must keep a record of the name/number of the students who asked the questions.

4. How did you explain those questions? Did the student get the opportunity to solve themselves?

It would always be better if the teacher acts as a facilitator in the classroom. The teacher must not give the readymade answers to all the questions, queries of the students, but bring them close to the suitable answers by giving some hints. In fact, the joy of finding out an answer gives a win-win feeling to the learners rather than readymade answers. So, students must get a chance to answer their queries on their own.

5. What were the resources used in teaching-learning process to this topic? How useful they were?

When we use the resources during teaching-learning process of any topic, we can judge the level of usefulness of any resource after completing the teaching learning process. Here the emphasis should be on the correct and proper selection of the resource, related to the topic. The resources will vary from topic to topic. The teacher must be keen observer and a selector to find out the relevant resource(s) available in the class. It is more desirable that the resource must create an interest among the students.

6. *What changes will you bring in the teaching learning planning, if the topic is to be taught again?*

Here the teacher is getting another chance to bring some desirable changes in the learning method(s), if the same topic has to be taught again. Actually, when you teach a topic in a class, you also judge your level of teaching after the class is over. Sometimes we could not do justice with our teaching on something is missed out. So, if needed, the same topic can be taught second time in a more interesting and better way.

7. *Is there any question related to this topic which needs to be discussed with the subject expert and mentors?*

Sometimes, when you teach a particular topic, you come across some points, on some questions which do not have very clear cut answer. Sometimes, you even as a teacher are left with some doubts which you need to clarify with your subject experts or mentors.

8. *Any other comments?*

If you want to mention something on your own.

3.5. Some points of concern while making a learning plan

Planning a lesson is a reflective process that involves a careful consolidation of thoughts as well. That's why we have introduced the framework of learning plan to provide to the teachers space to think. Here are some key points to keep in mind while preparing a learning plan:

1. While preparing a learning plan, one must keep in mind the learners' level, their linguistic needs and objectives of teaching the lesson.
2. Objectives of the learning plan must not be understood in isolation. It must be developed on the basis of the Curriculum of Elementary Level.
3. Why is there a need to teach this particular lesson to students? What is the relation of this lesson with the wider objectives of the English at elementary level? These questions are very important for reflection.
4. Try to relate the classroom situation while choosing the teaching methods. Think: Why have I chosen them?
5. Try to create innovative TLMs which can really support you while teaching English.
6. Relate the topics with the real life situations of the learners and meaningful activities.
7. At the early stage mother tongue may be allowed to be used to understand clearly essential points but later on its use should be minimised.

8. Ensure maximum participation of learners by encouraging them to ask and answer questions. The questions of learners are an integral part of learning plan. They need to be recorded carefully for reflection on teaching.
9. Address the individual needs of learners.
10. Use the black- board effectively.
11. Encourage group/pair to help learners overcome their doubts and difficulties, and gain confidence.
12. Use simple and correct English.
13. Modify your teaching in accordance with a class room situation.
14. Provide adequate space for feedback and reinforcement

3.6 Strategies to use specific skills / concepts

1. **Prose** – Prose is a form of language which is used by people in speaking and writing. It has natural flow of speech and comprises full sentences and consists of paragraphs. The general aim of teaching prose is to enable learners to:

- ✓ understand the meaning of the passage,
- ✓ read with correct pronunciation, stress, intonations, pause and articulation of voice,
- ✓ enrich their vocabulary and
- ✓ express the ideas contained in the passage in oral / written form.

Strategies to teach Prose

- i) **Read:** Encourage the learners to read with reasoning; i.e., motivate them to observe the facts and find answers to “who, why, how, what, when, where, etc” in the material.
- ii) **Write:** Ask the learners to write about the story /material they have read. This will help them in improving their comprehension. The learners may be asked to alter some details like the end of the story, tense, etc. They may be assigned a character from the story and asked to write their opinion about it.
- iii) **Discussion:** Asking appropriate questions to the learners about the text and involving them in the discussion may be a useful strategy for teaching prose. The learners may be divided into small groups and given some task; they can subsequently present the points emerging out of their discussion to the whole group.

- iv) **Using Teaching-learning materials/ Teaching aids:** Relevant and available materials / aids can be used to provide context to the learners for better comprehension, e.g. pictures, charts, real objects, etc.

2. Poetry –It can also be a very useful and powerful tool for developing comprehension and vocabulary. It is a form of literature which expresses feelings, emotions and ideas by using a distinctive style and rhythm. Poetry can be an ideal genre for teaching how to read. And for advance learners, poetry can enrich the vocabulary, develop creativity, cross-cultural awareness, etc. along with the development of language skills.

Strategies to use Poetry

- Encourage the learners to pick out the words or phrases used in the poem and discuss their meaning. Allow the learners to express their views and ask them to write a description of something or someone using these words/phrases. For example, Grass can be described as greener than a coral sea
 - Some poems tell a story or describe some incidents or experiences of the poet. The learners can be asked to write a short story or create a play on the basis of the content of the poem.
 - The learners may be encouraged to analyse the content of the poem and give their views on it. They can agree / disagree with the point of view of the poet and give reasons for their agreement/disagreement. This should be done only after the poem has been discussed in the class.
 - Recitation of the poem. The poem should be recited with proper rhythm and stress
- 3. Integrated Grammar:** In traditional grammar teaching, the teacher starts with a statement about a grammatical point. But in the integrated grammar a teacher gives meaningful input through context and provides the learners with an opportunity to put the grammar to use and relate it with real life situations. The strategy can be broadly divided in three stages – 1) *Initial stage*, where teacher may introduce the context. 2) *During stage*, in this stage the teacher brings in the grammatical point along with the context without mentioning it formally and may try to formulate the rule. 3) *Practice stage*, here the teacher may lead the discussion in such a way that the learners get an opportunity to apply it.
- 4. Drama:** You must have observed children imitating the behaviour of their parents, teachers, doctors, etc. What are they doing? They are putting themselves in the role of some persons from their surroundings trying to act accordingly. While acting they learn a number of things. Drama can be used as a very effective tool for language teaching as it provides context for listening

and using language. It can be helpful in building new vocabulary, confidence, motivation among students and developing oral comprehension.

Strategies for using Drama

Role-Play: students are given some role (doctor, shopkeeper, customer, guide, etc.) and they can act using their ideas about the role (teacher may give them input by discussing about the role in the class)

On the Spot Improvisations: The teacher may give instructions to the learners in the form of a word, phrase or statements and the learners have to act accordingly. The teacher may give instructions to other learners and they may join the act.

Acting play scripts: A short pre-written script can be given to learners to act (like, ‘Valmiki Nagar’ from *Radiance* Part – III). They may rehearse the play and present it.

Prepare a drama: The learners can be divided into groups and asked to prepare a short scene on a given topic (teacher may choose topics from the text book or any other resource which is relevant and appropriate for the learners). The teacher shall facilitate the learners in preparing the drama. The scenes so prepared shall be presented in the class.

5. Four Skills –

- a) Listening means, an intentional and conscious act of interpreting and understanding, the meaning of sounds
- b) Speaking means, the ability to produce speech in language which can be understood. This involves the use of stress, tone, intonations, etc. so that people can understand what is being said.
- c) Reading means recognising written words and sentences with appropriate sounds. This involves many aspects such as like pronunciation, understanding and grasping the inherent meaning along with context, interpretation of the text, etc.
- d) Writing enables us to express our thoughts; it involves the proper arrangement of letters, words and sentences so that the reader can get the meaning from the written text.

You may refer to Unit – 4 of semester II for details.

- 6. Vocabulary –** As we have already discussed, Vocabulary is a set of words from any language that a person knows and may use for communication. You may refer to Unit 2 of this book for details.

3.7 Some Sample Learning Plans

Learning Plan for Prose

Teacher's Name: Jaya		Date
Class : VI	Period : 2nd	Subject : English
Unit : 3	Topic : Lata Mangeshkar: The Melody Queen	

Review of the pre-understanding of the topic

Students' pre-understanding of the topic or the content:

Are the students familiar with the topic which is to be taught? Are the matters discussed in the topic related to the immediate environment of the children? How or how not?

Lata Mangeshkar is a household name. Songs are an important part of our social and cultural life. Among the singers, Lata holds a very prestigious place. She is the queen of melody. Children have heard songs of Lata right from their childhood. Specifically on National festivals such as 26th January and 15th August, her songs are played in the schools as well as the localities where they live. Other than this, the children know that she is a playback singer. So the topic is related to the immediate environment of the children.

Teacher's pre-understanding of the topic:

Have you read or taught this topic before? Do you think that you have the proper understanding of the topic so that you can teach it to your students?

I have not taught this lesson to the children before but I have personally read it. I do have proper and sufficient understanding of the topic. I know a lot about playback singing and Lata Mangeshkar.

The relation of the topic with the curriculum/syllabus

Which objectives/ points of the curriculum/syllabus is this topic related to? Which other subjects/ units of this class is this topic related to? Is this topic included in the curriculum of the earlier classes? How or how not?

This lesson connects students to society and life outside school. This lesson can be related to music, women empowerment as well as any personality which is discussed in other classes. Even in this very book we have a lesson on Sania Nehwal, a leading sports person. So this lesson can be related to Sania and children can be encouraged to talk about what women can really achieve in life.

Developing learning plan of the topic		
<p>Description of the topic/sub-topic and the importance of its learning:</p> <p>Write a brief introduction of the topic/ sub-topic based on your understanding of the lesson. Then critically analyse why should this be taught to the children? What important knowledge is inherent in this topic? Which dimensions of child's development will it specifically affect?</p> <p>Lata Mangeshkar is the most famous Indian singer. People lovingly call her Bharat Kokila. She has been the role model for several playback singers. Her career started in 1942 and for seven decades she has worked tenaciously. She is the eldest child of Deenanath Mangeshkar, a renowned musician of his times. She has won many prestigious awards including the highest civilian award Bharat Ratna in 2001 and Dada Saheb Phalke Award.</p> <p>This lesson should be taught to the children so that they come to know the Melody Queen. Children will come to know the hard work Lata did to rise in life. Children would be motivated and they would be influenced by her dedication and commitment. The topic would be particularly very motivating for the girls and they can think of achieving excellence like Lata.</p>		
<p>Pedagogic choice of Method/ Methods of teaching and Learning:</p> <p>To teach this lesson I would use Question Answer Method in the beginning to warm up the students and then gradually initiate them to understanding the topic.</p> <p>The Question Answer Method will also help me know the prior knowledge of the students. This method will also help the class attentive, interesting. Reading-Writing method will follow this, as it would not only ensure better understanding of the topic but also ensure equal exposure to all four skills (LSRW). It will also help the students to express their ideas.</p> <p>Roles play and group discussion will also be used along with ICT to ensure better understanding and encourage the learners to communicate both orally and in writing.</p>	Some suggestive examples	
	Experiment	Discovery
	Play	Role-Play
	Group Discussion	
	Group Work	
	Individual work	
	Reading-writing	
	Excursion	
	Art -based teaching	
	Question-answer method	
	ICT: Mobile, TV, Computer,	

Planning	<i>Inclusive Points to be taken care of</i>
<p>This is a class of forty minutes. The class may begin with a popular song. A mobile phone may be used for this. Students may be asked to identify the song and make their observations on it. Then they will be brainstormed regarding the singers of India. The questions to be asked at this would be such as the following</p> <ul style="list-style-type: none"> ✓ which songs do you like? ✓ Who is the singer of the song? ✓ Which singing shows do you watch on T.V? ✓ Who is known as the Nightingale of India? <p>This way the teacher will assess the previous knowledge of the students and the students will add to their knowledge listening to the answers of the fellow students. This would take 8-10 minutes.</p> <p>The teacher would then give the gist of the topic and divide the students in groups, asking them to read different paragraphs of the lesson, discuss on it and identify difficult words in the paragraphs allotted to them.</p> <p>The teacher may have the words written on the flashcards and as soon as the group tells the word, she will show the flashcards to the children of new words such as Patriotic, Aggression ,Heroic, Sacrifice and Epitome. Or even the groups may be asked to prepare flashcards of the difficult words they have identified.</p> <p>The teacher would encourage the learners to guess the meaning of these new words and write the responses on the blackboard.</p> <p>The students would also be encouraged to frame sentences. She would then ask few students to read out their sentences. Wheresoever the grammatical and structure formation is incorrect, she would correct them but in such a way that the learners don't feel de-motivated. The students will be encouraged to comment on the sentences and improving upon them, if necessary. This would take at least twenty minutes.</p>	<ul style="list-style-type: none"> • Is the context of children taken care of? Which type of examples do you want to present? • How much opportunity of self learning do the children have? How much opportunity do they have for asking question? • What is the time ratio for teaching and learning? How much time duration of a period is spent on the active direction of the teacher and how much time is given for the independent thinking and working of the children? • Is there any possibility to include social, cultural, political and other issues in the classroom discussion? • How much consideration is given to the points suggested in NCF-2005 and BCF-2008? • Is there any possibility to include social and constitutional values in the planning? • Are CCE processes taken care of? • What are the challenges that you expect in the implementation of this planning? • How flexible is this plan? i.e., What possibilities are there to make changes in the planning according to the environment of the class?

<p>In the last ten minutes the teacher trainee would ask one representative from each group to read the paragraph aloud and then give the summary of that paragraph in their own words .The teacher trainee would also ask questions like Who wept on hearing the song ‘Ae mere vatan ke logon’? Which year did the India-China war take place? -</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<ul style="list-style-type: none"> • Is gender sensitivity taken care of in the planning? • Is there any need of revision at the end of the class? If yes, how will you do it? • What sort of home assignments will be useful for this topic?
<p>Suggestive points for self evaluation by teacher (post- teaching activity)</p>	
<p>How many students asked the questions? What were the important questions asked by the students? Were these questions explained well? Do we need to discuss these questions in the next period as well?</p> <p>Four to five students asked questions. The important questions asked by the students were two:</p> <ul style="list-style-type: none"> ✓ Why did Nehru cry? and ✓ What was the pretext of Indo-China War? <p>These questions were explained well as I had prepared well the historic context. There is no need to discuss these questions in the next period</p>	
<p>Did I identify the students who needed special help or supplementary teaching?</p> <p>I identified twelve students who needed special help in framing sentences.</p>	
<p>Which TLMs did I use while teaching the topic? What was their utility?</p> <p>I used Flashcards and Tablet while teaching the topic. The tablet helped me in showing the picture of Lata and Chacha Nehru and the Flashcards illustrated the new words.</p>	
<p>Did the learner understand the objectives of the topic? Did I evaluate it or not?</p> <p>Yes, The learners did understand the objectives of the topic. I evaluated them when I asked questions about the lesson.</p>	
<p>Did I face any difficulty while teaching in the class?</p> <p>No, I did not face any difficulty while in the class.-----</p> <p>-----</p> <p>-----</p>	
<p>What changes will I bring in the teaching learning planning, if the topic is to be taught again?</p> <p>If the topic is to taught again, I would teach them through a quiz titled ‘singers and songs’</p>	

Is there any question related to this topic needed to be discussed with the subject expert and mentors?
No, there is no such question to be discussed with the subject experts.
Any other comments?
This topic can be taught through an activity also.

Points of observation	<p>Observer's comments:</p> <p>Description of the class as observed by the observer. Note down exactly whatsoever is happening in the class</p> <p>When I entered, the whole class was participating in answering the questions. Then they discussed the topic in groups and identified difficult words. They also read out aloud and gave summary of the paragraphs they read aloud. The teacher was able to evaluate the class while transacting the lesson.</p>
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Points of Review	
<p>Review of the teaching learning process in the classroom with reference to the guiding principles mentioned in NCF 2005, BCF 2008 and NCFTE 2010. What are the other expectations from the trainers? Some important suggestions in this context.</p> <p>Children were connected to their general awareness. Some of the singers of the class were motivated.</p>	<p>Some guiding principles</p> <ul style="list-style-type: none"> • Connecting knowledge to life outside the school • Ensuring that learning is shifted away from rote learning • Enriching the curriculum to provide for overall development of the children rather than remaining textbook-centric • Making examinations more flexible and integrated into classroom life • Nurturing an overriding identity informed by caring concerns within the democratic polity of the country • Giving importance to rural and regional relevance of Bihar • Respecting the individuality and diversity of children • To play the role of a professional teacher in the teaching learning process of the class

Sample Learning Plan for Poetry

Teacher's Name: Jaya		Date
Class : VI	Period :3rd	Subject : English
Unit : 1		Topic : My Mother

Review of the pre-understanding of the topic

Students' pre-understanding of the topic or the content:

Are the students familiar with the topic which is to be taught? Are the matters discussed in the topic related to the immediate environment of the children? How or how not?

Yes, the poem 'My Mother' is not only familiar to the students. It appeals to the emotional involvement between the mother and the child. Every child is well aware of the affection mother shows to her children. Mother is the dearest to the children. She is the world to all the children.

Teacher's pre-understanding of the topic:

Have you read or taught this topic before? Do you think that you have the proper understanding of the topic so that you can teach it to your students?

Yes, I have taught this topic before. I believe I have proper understanding of this poem as well as the experiential authenticity that is required for such a topic. I can visualise child's affection, love and concern for his mother.

The relation of the topic with the curriculum/syllabus

Which objectives/ points of the curriculum/syllabus is this topic related to? Which other subjects/ units of this class is this topic related to? Is this topic included in the curriculum of the earlier classes? How?

The content of the poem is related to the socio-cultural background of the learners. The language skills of listening and speaking are focused. This topic is related to the seventh chapter of this book titled 'A Mother's Love'. This topic has also been included in the textbook of standard fourth. It's a prose lesson titled 'Our Home'. This poem automatically relates wheresoever parental love is discussed.

Developing learning plan of the topic		
Description of the topic/sub-topic and the importance of its learning: Write a brief introduction of the topic/ sub-topic based on your understanding of the lesson. Then critically analyse why should this be taught to the children? What important knowledge is inherent in this topic? Which dimensions of child's development will it specifically affect? In the poem 'My Mother' the child recognises the mother's love, affection, care, concern and kindness. The child wants to take care of his mother when she is old and weak. This poem should be taught to the children to make them realise what their mothers do for them and also inculcate in them the feeling that they also should take care of their mothers when she is old. Love, affection and duty towards parents are the message of the poem. This kind of poem will specially affect their emotional side. It will also inculcate in them the values we need for being true human beings. The lesson will also help the learners develop their language skills as they are so familiar with the topic and so there will be no burden of background information either for speaking or for writing.		
Pedagogic choice of Method/ Methods of teaching and Learning:		Some suggestive examples
To teach this poem, I would use reading-writing method and question-answer method. Through reading-writing method, children can learn two skills - listening and speaking specifically and then learn vocabulary words. Secondly, from question-answer method, the children can frame answers on their own and their communicative ability can be enhanced. I will also involve learners in role-play and Group discussion to help develop their communication both oral and written.	Experiment	Discovery
	Play	Role-Play
	Group Discussion	
	Group Work	
	Individual work	
	Reading-writing	
Planning		<i>Inclusive Points to be taken care of</i>
This is a class of forty minutes. In the first eight to ten minutes, I will create the learning environment suited for the poem 'My Mother'. I will ask the children: whom do they love more – father or the mother? What little things mother and father do for them? Who takes their care when they are sick? This way, I would try to develop a rapport with the student so that they open up with their thoughts and participate enthusiastically in the introductory talk.		<ul style="list-style-type: none"> • Is the context of children taken care of? Which type of examples do you want to present? • How much opportunity of self learning do the children have? How much opportunity do they have for asking question? • What is the time ratio for teaching and learning? How much time duration of

<p>For the next twenty minutes, I will teach the content of the poem. I would now recite the poem aloud with correct pronunciation, rhythm, stress and intonation. If the students ask I will recite the poem again and again with emotions and actions. I will then ask them to underline the new words. I will then ask them to make guesses of the meaning of these words and write their responses on the blackboard in English and if need be in Hindi too.</p> <p>While explaining the lesson, I would ask them questions like ‘Who cooks for you?’ ‘Who cleans and irons your clothes?’ ‘Who keeps the house clean and tidy?’ ‘Who consoles you when you are disheartened?’ ‘Who stitches dresses for you?’ ‘Who loves, cares and hugs you often?’ ‘How will you take care of your mother when she grows old?’ ‘Will you take care of her when she is sick?’</p> <p>After this, I shall ask the children to discuss the topic in groups and answer questions in complete sentences. I will also ask each group to use the new words in sentences on their own. This shall take at least ten minutes.</p> <p>I will ask each group to write script for a role play on mother love and then present the same before other groups.</p>	<p>a period is spent on the active direction of the teacher and how much time is given for the independent thinking and working of the children?</p> <ul style="list-style-type: none"> • Is there any possibility to include social, cultural, political and other issues in the classroom discussion? • How much consideration is given to the points suggested in NCF-2005 and BCF-2008? • Is there any possibility to include social and constitutional values in the planning? • Are CCE processes taken care of? • What are the challenges that you expect in the implementation of this planning? • How flexible is this plan? i.e., What possibilities are there to make changes in the planning according to the environment of the class? • Is gender sensitivity taken care of in the planning? • Is there any need of revision at the end of the class? If yes, how will you do it? • What sort of home assignments will be useful for this topic?
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Suggestive points for self evaluation by teacher	(post- teaching activity)
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How many students asked the questions? What were the important questions asked by the students? Were these questions explained well? Do we need to discuss these questions in the next period as well?

Many children asked me why it is always mothers who are worried for us. Why not fathers? These questions, I think, were explained well. The topic itself was a great motivation for the students. Every one of them had much to share on this topic – their views on their own mother, their experiences with their mothers.

Did I identify the students who needed special help or supplementary teaching?
There were five to seven students who needed special help with regard to writing, spelling and sentence formation.
Which TLMs did I use while teaching the topic? What was their utility?
For this topic I used flashcards, chalk and duster.
Did the learner understand the objectives of the topic? Did I evaluate it or not?
The students were evaluated in the class. I evaluated them when they were engaged in group discussion. I also asked questions and encouraged them to speak up. On the basis of the evaluation I can say that they understood the objectives.
Did I face any difficulty while teaching in the class?
I did not face any difficulty while teaching in the class
What changes will I bring in the teaching learning planning, if the topic is to be taught again?
If I have to teach this poem again I would ask the children to write a short poem on their own mothers.
Is there any question related to this topic needed to be discussed with the subject expert and mentors?
There is no such question related to this topic to be discussed with the subject experts and mentors.
Any other comments?
I think it is important to manage time properly.

Points of observation	<p>Observer's comments:</p> <p>Description of the class as observed by the observer. Note down exactly whatsoever is happening in the class</p> <p>I saw that the introductory questions motivated the learners. Almost all the children wanted to say something. The children were able to communicate well orally. They enjoyed group discussion as well as role-playing. A few of them were able to frame sentences on their own, using the new words they found in the poem.</p>
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Points of Review

Review of the teaching learning process in the classroom with reference to the guiding principles mentioned in NCF 2005, BCF 2008 and NCFTE 2010. What are the other expectations from the trainers? Some important suggestions in this context.

The class was lively, interesting and well managed. Children were excited and felt connected to their homely world which made them comfortable and cosy.

Some guiding principles

- Connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote learning
- Enriching the curriculum to provide for overall development of the children rather than remaining textbook-centric
- Making examinations more flexible and integrated into classroom life
- Nurturing an overriding identity informed by caring concerns within the democratic polity of the country
- Giving importance to rural and regional relevance of Bihar
- Respecting the individuality and diversity of children
- To play the role of a professional teacher in the teaching learning process of the class

Sample Learning Plan: Conversation/ Drama

Teacher's Name : Jaya		Date
Class : VIII	Period :2nd	Subject : English
Unit : 3rd		Topic : Valmikinagar

Review of the pre-understanding of the topic

Students' pre-understanding of the topic or the content:

Are the students familiar with the topic which is to be taught? Are the matters discussed in the topic related to the immediate environment of the children? How or how not?

The students are familiar with the topic Valmikinagar. It is a famous place in Bihar. The children know that Valmiki is the name of the Rishi, who took care of Sita and his twin sons Luv and Kush. Apart from this they know that it is a forest area.

The children should know more about the tourists' places in Bihar. These days Valmikinagar has drawn the attention of the people. People visit it for historical, religious and environmental reasons. Therefore I believe that matters discussed in this topic are related to the immediate environment of the people.

Teacher's pre-understanding of the topic:

Have you read or taught this topic before? Do you think that you have the proper understanding of the topic so that you can teach it to your students?

I have read this topic before but I will be teaching this lesson for the first time. I have read deeply on Valmikinagar's wild Life Sanctuary and I have sufficient Knowledge to teach my students.

The relation of the topic with the curriculum/syllabus

Which objectives/ points of the curriculum/syllabus is this topic related to? Which other subjects/ units of this class is this topic related to? Is this topic included in the curriculum of the earlier classes? How or how not?

This lesson connects students to nature and gives them information regarding wild life sanctuaries. This topic can be related to social science where nature and its surroundings are discussed. This lesson will excite the students and also stimulate their imagination.

Developing learning plan of the topic

Description of the topic/sub-topic and the importance of its learning:

Write a brief introduction of the topic/ sub-topic based on your understanding of the lesson. Then critically analyse why should this be taught to the children? What important knowledge is inherent in this topic? Which dimensions of child's development will it specifically affect?

Valmikinagar is famous for its Tiger Reserve. It is located nearly 100 kms from Bettiah in the northern most part of the West Champaran district and is the border of Indo-Nepal. It is a small town with scattered inhabitation mostly within the forest area.

This place also has religious and historical importance. Natural beauty of the forest, the peaceful and serene Himalayan ranges offer a lot to the adventure seekers and nature lovers.

This lesson should be taught to the children to make them know about wild life sanctuaries. It is important for the children to know that Valmikinagar is not the only Tiger Reserve area in Bihar.

Children's love and flair for natural beauty and animal and forest life will find an expression here and they will learn to appreciate beauty and also enhance their knowledge.

Pedagogic choice of Method/ Methods of teaching and Learning: To teach this chapter, I will use Question-answer, Role-Play and ICT. I have chosen Question-answer method to know the previous knowledge of the students. This way I will also make them attentive in the class. I have chosen Role-Play because this chapter is in a dialogue form. Role-play will engage the students and their dramatic skill and listening, speaking skill will be promoted. ICT will be used to show the children the pictures of Valmikinagar and other wild life sanctuaries in India and particularly in Bihar. To give them first hand information I would request the Headmaster of my school to take them for a trip to Valmikinagar.	Some suggestive examples	
	Experiment	Discovery
	Play	Role-Play
	Group Discussion	
	Group Work	
	Individual work	
	Reading-writing	
	Excursion	
	Art -based teaching	
	Question-answer method	
	ICT: Mobile, TV, Computer,	
Planning	<i>Inclusive Points to be taken care of</i>	
For a class of 40 minutes I will spend first 8 to10 minutes asking the students questions regarding the sanctuaries of India. I will ask them these questions: 1 Have you ever visited any sanctuary? 2Which animals did you see there? 3Do you know how many sanctuaries Bihar possesses? 4Why is Valmikinagar so famous? This way I will assess the previous knowledge of	Is the context of children taken care of? Which type of examples do you want to present? • How much opportunity of self learning do the children have? How much opportunity do they have for asking question? • What is the time ratio for teaching and learning? How much time duration of a period is spent on the	

<p>the students and also ensure their participation in the class.</p> <p>Then I will asked the students to perform a Role-Play. There are two characters in this dialogue. Therefore I will ask two students to play the role of Chhotu, the guide and Rajesh, the wildlife photographer. I will play the role of a facilitator as and when required. Then I will open the website on tablet and show them Valmikinagar tiger reserve photos and information about other wild life sanctuaries in Bihar. I will then write the names of the 8 wild life sanctuaries, situated in Bihar on the blackboard. They are the following :-</p> <ol style="list-style-type: none"> 1.Valmikinagar National Park 2.Bhimbandh Sanctuary 3.Rajgir Sanctuary 4.Kaimur Sanctuary 5.Gautam Buddha Sanctuary 6.Udayapur Sanctuary 7.Gogabil Bird Sanctuary 8. Kabar Jheel Bird Sanctuary <p>I will also display the chart of new words with their meanings and ask them to write down in their copies. All this may take 20 to 25 minutes.</p> <p>In the last 10 minutes I will ask them what can be done to save and conserve our wildlife. Seeing the lack of time I will give this as a home assignment.</p>	<p>active direction of the teacher and how much time is given for the independent thinking and working of the children?</p> <ul style="list-style-type: none"> • Is there any possibility to include social, cultural, political and other issues in the classroom discussion? • How much consideration is given to the points suggested in NCF-2005 and BCF-2008? • Is there any possibility to include social and constitutional values in the planning? • Are CCE processes taken care of? • What are the challenges that you expect in the implementation of this planning? • How flexible is this plan? i.e., What possibilities are there to make changes in the planning according to the environment of the class? • Is gender sensitivity taken care of in the planning? • Is there any need of revision at the end of the class? If yes, how will you do it? • What sort of home assignments will be useful for this topic?
<p>Suggestive points for self evaluation by teacher (post- teaching activity)</p>	
<p>How many students asked the questions? What were the important questions asked by the students? Were these questions explained well? Do we need to discuss these questions in the next period as well?</p> <p>15 - 20 students asked questions. The important questions asked by the students were: Which animals are mostly spotted in these sanctuaries? What is the difference between a National Park and a Sanctuary? Yes these questions were explained well.</p>	
<p>Did I identify the students who needed special help or supplementary teaching?</p> <p>This lesson was presented through a Role-Play. I identified five students who were simply unaware of wildlife. I asked them to read newspapers, watch National geographic channel and news every day.</p>	

Which TLMs did I use while teaching the topic? What was their utility? -I used tablet, blackboard and chart while teaching the topic. -
Did the learner understand the objectives of the topic? Did I evaluate it or not? The learners did understand the objectives of the topic. I evaluated it when children asked me questions regarding wildlife.
Did I face any difficulty while teaching in the class? During Role-Play class went a little noisy and messy.
What changes will I bring in the teaching learning planning, if the topic is to be taught again? I will take them for a trip to Valmikinagar and give them a new experience full of fun and frolic. I will request the Headmaster of my school to arrange for such an educational trip.
Is there any question related to this topic needed to be discussed with the subject expert and mentors? No
Any other comments? Every year children should be taken to nearby places of historical, archaeological, religious and social importance to give them firsthand information.

Points of observation	Observer's comments: Description of the class as observed by the observer. Note down exactly whatsoever is happening in the class
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Points of Review	
Review of the teaching learning process in the classroom with reference to the guiding principles mentioned in NCF 2005, BCF 2008 and NCFTE 2010. What are the other expectations from the trainers? Some important suggestions in this context.	Some guiding principles <ul style="list-style-type: none"> • Connecting knowledge to life outside the school • Ensuring that learning is shifted away from rote learning • Enriching the curriculum to provide for

Here learning is fun. This chapter enhances the students general knowledge and makes them sensitive towards animal life.	<p>overall development of the children rather than remaining textbook-centric</p> <ul style="list-style-type: none"> • Making examinations more flexible and integrated into classroom life • Nurturing an overriding identity informed by caring concerns within the democratic polity of the country • Giving importance to rural and regional relevance of Bihar • Respecting the individuality and diversity of children • To play the role of a professional teacher in the teaching learning process of the class
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3.8 Summary

A learning plan is integral to teaching learning process. The objectives of learning plan are easily achievable. Since it is flexible, reciprocal, participatory and child-centric, it keeps in mind the mood of the learners. It helps in making the classroom environment lively and interesting. It helps the teacher encourage the student to think independently. It helps the teacher decide what and how she will be doing in the class so that learning can become an enjoyable experience for both the learner and the teacher. An effective learning plan means finding and deciding ways for maximum utilisation of the available resources to achieve the learning objectives. While making a leaning plan, the teacher reflects on several questions that help her decide the suitable mode and method of teaching learning process. An important feature that distinguishes it from a conventional lesson plan is that the process does not end with the completion of the class. The reflection of the teacher continues even after she has completed the class with such questions as

- *Did the learners learn the objectives of the topic? Was It evaluated or not?*
- *Is the topic needed to be discussed again? Why or why not?*
- *What were the important questions asked by the students? How many students asked the questions?*
- *How did I explain those questions? Did the student get the opportunity to solve themselves?*
- *What changes will I bring in the teaching learning planning, if the topic is to be taught again?*

Planning a lesson, therefore, is a reflective process that involves a careful consolidation of thoughts as well. The learners' level, their linguistic needs and objectives of teaching the lesson

have to be kept in mind while developing a learning plan. The learning plan will vary according to the genre; e.g., prose, poetry, drama, etc. The teacher has to keep in mind the general aim and objectives of teaching different genres.

3.9. Self Assessment

1) Tick (✓) the statements you agree with and cross (x) the ones with which you don't agree.

- a) It is important to have information about the learners while preparing learning plan.
- b) Setting objectives is not necessary while planning a lesson.
- c) A good learning plan provides scope for follow up.
- d) Drama can be helpful in enhancing the vocabulary of learners.

3.10 Assessment

1. How does the understanding of teacher about his/ her learners affect the preparation of a learning plan?
2. How can you use the reading and writing abilities of learners for teaching prose?
3. Why do you think that it is important for a teacher to understand him/herself?

3.11 Conclusion

Planning of any kind is deciding in advance about what to do and how to do in light of our objectives. As is the case with travelling, teaching learning process is also a matter of decision and planning. We have to choose from among the many ways / routes through which we can reach our destination before we start our journey. The objective is to enjoy and reach our destination without any chaos. Similarly learning plan helps teacher in deciding the direction and also in deciding how to reach (method) to the level (objectives) where teacher wants to lead his/her students. Therefore, a teacher shall consider learning plan as an important part of his / her daily routine.

Glossary

Improvisation: refers to teacher's creative and on the spot response to the teaching learning requirements

Guiding principles: NCF 2005 mentions five guiding principles as the broad objectives of teaching-learning process

Unit-4

Grammar in Context

- 4.1 Introduction
 - 4.2 Objectives:
 - 4.3 Role and importance of grammar in language learning
 - 4. 4 Different approaches to grammar teaching
 - 4.4.1 Deductive approach
 - 4.4.2 Inductive Approach
 - a. Communicative Approach
 - b. Constructivist approach
 - 4. 5 Notion of correctness vs Notion of appropriateness
 - 4.6 Functional Grammar
 - 4.7 Grammar Games
 - 4.8 Self assessment and assessment
 - 4.9 Conclusion
-

4.1 Introduction

We know that a child coming to school has already acquired her native language and is in a position to use it with adult like mastery. This implies that the child in a short span of time could master both vocabulary and grammar of the language, as much was needed for her everyday communication. The process of learning English in school is an absolute opposite of this. In the second semester, we discussed the need to increase the learner's exposure to the language being learnt and talked about various activities that could help in this direction. In this unit, we will discuss how it is possible to have the focus of language class on teaching language as a whole and at the same time help the learners understand and explore rules of grammar. An important thing to understand at this point of time is that for this pedagogical approach it is imperative that you as a teacher make a constant effort to improve your own mastery of the language and understand the rules better. Even though grammar is necessary for English language, yet a teacher is not bound to walk with a yardstick of traditional grammar in her hand to check all the time whether the language use is correct or not.

For a very long time teaching or learning grammar has been considered to be a boring job both for the teachers as well as for the learners. Studies have also shown this approach to be

ineffective in the learning of a new language. In this unit, we would try and understand the new approach to grammar teaching and also learn some language games, which may help the teacher in the classroom. The teaching of grammar in English classroom is important because English for most learners coming from poor background in the rural, semi-urban and urban areas is almost a foreign language, and not a second language. The exposure to English in the English classroom is highly limited and poor; it is not enough to help the learners to infer the rules on their own. Unless the learners get a rich and extensive exposure to the target language, they won't be able to infer the rules of the language. In such circumstances it becomes imperative for the teacher to help the learners know the rules of the language being learnt.

4.2. Objectives:

At the end of this unit you will be able to:

- Understand the role and importance of grammar in language learning.
- Understand and use grammatical concepts and structures of language.
- Learn grammar through different games.
- Use strategies to make the teaching of grammar interesting and meaningful.

4.3. Role and importance of grammar in language learning

According to a linguist, grammar is a description of the rules that govern how sentences are formed in a language. It includes set of rules that underlie a language. Linguists define grammar as a set of components - *phonetics* (the production and perception of sound), *phonology* (how sounds are combined), *morphology* (the study of forms or how elements are combined to create words), *syntax* (how words are strung together into sentences) and semantics (meaning). Because all languages are characterised by these components, by definition, language does not exist without grammar.

A fluent speaker of a language in a way knows the grammar of that language, as she is able to make meaningful sentences. And yet, when asked to describe the rules she may not be able to do so. That's where grammar teaching becomes important. Grammar teaching in a way is a process of making the implicitly known rules of a language explicit to the learner. It then empowers the learner to constantly check herself whether what she says is exactly what she means. For example,

- At eight years old, my father gave me a book of poems on my birthday.*
- When I was eight years old, my father gave me a book of poems on my birthday.

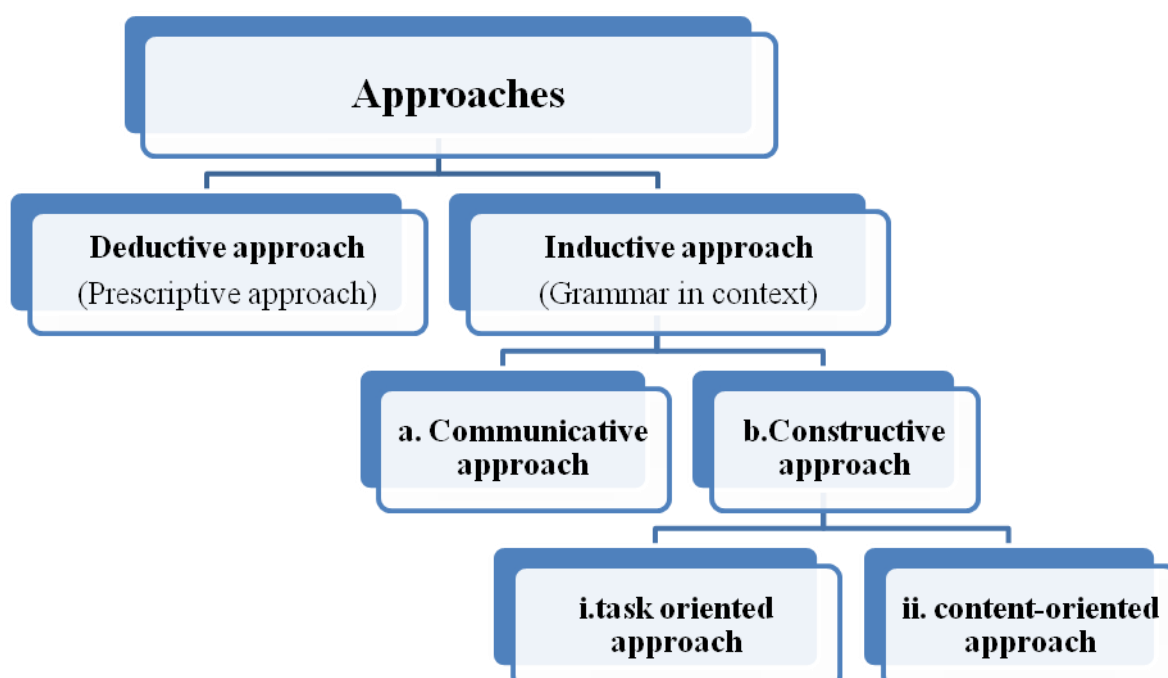
The first sentence is not clear as to who was eight years old when the poetry book was gifted. However, in the second sentence there is no such confusion. It is important for the learner to discover the rules of grammar, as this allows her to make newer sentences, and to express better what she wants to say. For example, the following sentences in a way imply the same thing and in a way bring out major differences:

- Tickets!
- Tickets, please.
- Can you show me your tickets?
- May I see your tickets?
- Would you mind if I had a look at your tickets.

Till a few decades ago, the language teaching classrooms were dominated by grammar teaching. With the coming of the notion of communicative competence, it was believed that knowledge of grammar is only one of the many components of ability to communicate meaningfully. Knowledge of appropriate application of grammatical rules will be acquired only through actual usage in meaningful and authentic situations.

4. 4. Different approaches to grammar teaching

Flow chart of different approaches:



According to Chomsky, the grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation. This sentence in a way points out to the existence of at least two approaches to grammar teaching: first, the learner is forced to learn the rules as told to her by the teacher and second the learner derives the grammatical rules from authentic language use. These approaches are also known as:

1. Deductive approach
2. Inductive approach:

We will now understand these two approaches in detail.

4.4.1. Deductive approach

The deductive or rule driven approach to language teaching is thought to be traditional. Usually the lesson starts with an explanation of a grammar point followed by practice activities. Many popular, student grammar practice books adopt a deductive approach. Some of the features of this approach are as given below:

- It gets straight to the point and can therefore be time saving.
- Many rules can be quickly explained with the help of examples.

Let's consider this example.

Dr. Prasad is an English teacher in R.N. Primary school, Ara. He wanted to teach the rule for making the past perfect tense in English. This is how the classroom interaction proceeded:

T: The past perfect tense in English is formed from the present perfect tense by first changing 'have' to 'had' and then adding the past participle form of the verb (i.e. 3rd form of the verb). For example, 'everyone had left', 'the film had started' are examples of the past perfect tense. So, what is the past perfect of 'they have gone'?

S: They had gone.

T: Good. The past perfect tense is used to talk about an event in the past that may have happened before another event in the past. For example, 'We were late. When we reached the theatre, the film had already started.'

T: Did the film start after we arrived at the cinema, or at the same time as we arrived, or before we arrived?

S: Before

T: Right

This approach is also known as the rule-driven approach. Here the learners are presented with a grammatical rule and then are given exercises to practice the rule.

This approach has some drawbacks. Here are some:

- It encourages the belief that learning a language is a matter of learning rules.
- Encourages a teacher to point out all aspects of grammar.
- Long explanations of grammatical terms may confuse the beginners.
- It has no scope for including the knowledge of the language that the learner brings with her to the class.

This approach is also known as the **traditional or prescriptive grammar teaching approach**.

Activity

Pick out some activities/exercises from your textbook that reflect this approach of teaching English.

4.4.2 Inductive Approach

In this approach, the rules of grammar are not told by the teacher. These rules are inferred by the learners from exposure to a massive amount of authentic input. This input can be given by the teacher or generated in the class through student-teacher interaction. This discovery involves trial and error, with guidance and feedback from the teacher. Here are some more salient features of this approach:

- Students are actively involved in the learning process.
- Students concentrate on the use of language in real life situations.
- As the rule discovery is done collaboratively and in the target language, learners get the opportunity to use the language in the classroom.

This approach has some limitation in the sense that the time and energy spent in working out the rules may be at the cost of the time that could have been utilised in applying the rule in some productive practice.

This approach can be further subdivided into two approaches:

a. *Communicative approach*

This approach starts with the basic assumption that learners are endowed with the capability to learn and communicate in a language. It has been a common observation that children are often able to write answers correctly but unable to communicate meaningfully in the outside world. Thus the attempt is to organise activities in the classroom, in which the learner notices the language use and infers rules through genuine communicative activities. It includes a focus on meaning and use as well as form. This approach treats the learner as an active participant in the learning process and expects learning to happen in meaningful contexts with teacher's guidance.

Since learning is the consequence of interaction between the learners and teacher and the learners themselves, the teacher needs to create opportunities for the learners to communicate. The following two situations demonstrate how the teacher could create such opportunities.

First situation

Student: "Teacher, may I close the window?"

Teacher: "OK. You may close the window."

Second situation

Student1: "Teacher, may I close the window?"

Teacher: "Why do you want to close the window?"

Student1: "It's cold and windy."

Teacher: "Does anyone else feel cold?"

Student2: "I feel too hot. If you close the window, it will be worse."

The teacher can ask the same question to other students and encourage more interaction.

Some underlying **principles** of the approach are:

- Whenever possible, 'authentic language' - language as it is used in a real context should be used. For example, newspaper articles, notices, posters, hoardings, reports, etc.
- Ability to figure out the writer or speakers intention is the most important skill of communication.

Example

The teacher hands out a sports article and asks students to underline the sentences in which the reporter is making predictions. Then she asks them to identify which of these predictions the reporter is most confident about.

- Most of the communication like instructions by the teacher should be in the target language.
- One function can have many different linguistic forms.

Example:

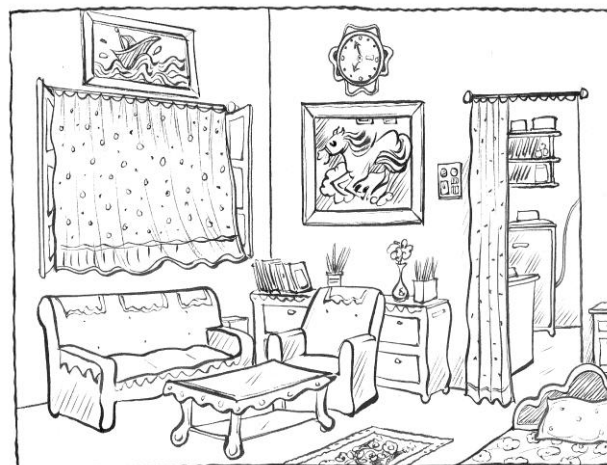
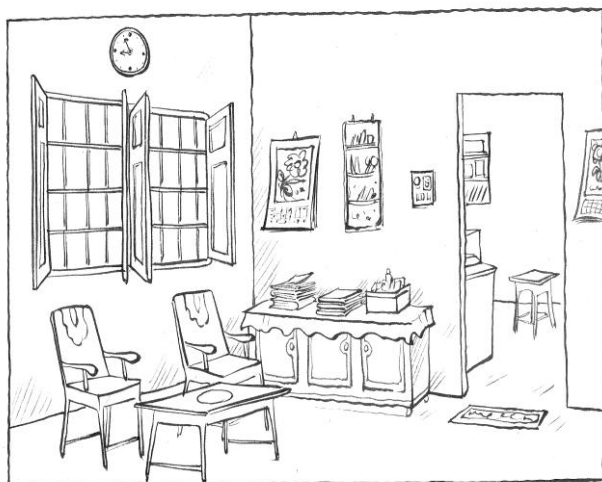
The teacher gives a handout on which some statements (requests, questions etc.) are written, she then asks the students to state these sentences in their own words. All the different variations are noted on the board and discussed by the class.

- Students should be given an opportunity to express their ideas and opinions.

Example:

The teacher narrates the story in the first half of the period and then spends the other half of the period in discussing the characters and events. Her role is to only ask questions to provoke responses from the students

Activity 1



Students are given two maps of a place and asked to speak or write about the changes that have come over time. In the process of talking about the changes, the students would with the help of the context develop a sense of the present perfect tense.

Activity 2

Once Shaheen's parents went out of town for two days, leaving Shaheen and her sister alone. Describe at least six things that the children did or didn't do.

- They watched TV till late night.

What happened as a result?

- They got late for school the next day.

What did the parents say to the children when they returned?

- You should not have watched TV till late in the night

This activity can be used with children to learn many grammatical items (like verb and past tense) simultaneously.

b. Constructivist approach

In this approach the basic assumption is that learners make their own meaning based upon their background knowledge, experiences and purposes.. This is very similar to the communicative approach in the sense communication is central to the pedagogy here too. The difference lies in the focus of the approach. The basic difference between the communicative and constructive approach is of the emphasis on form. Communicative approach as discussed earlier, places equal focus on meaning, use and knowledge of form, on the other hand constructivist approach focuses primarily on meaning and expect that the form will be learnt in the process.

Thus teachers who adopt a constructivist approach to teaching (of grammar) prompt students to formulate their own questions; allow multiple interpretations and expressions of learning and lastly encourage group work and use of peers as resources.

The most important advantage of this approach is that the learners are trained to discover rules and construct their own knowledge. As a result this knowledge can be used in innumerable situations, different from the situation in which they have learnt it. Thus, they become independent users of the language. Here, language learning is not for communication but through communication and authentic usage.

Many slightly different approaches are all part of the constructivist paradigm. Two such approaches are: task based approach and content based approach. Let's consider an example of both the approaches:

Activity 1 (Task based approach)

Example: Preparing a curriculum vitae

On entering the class, the teacher talks to the children about a CV and engages them in a lively discussion by asking questions like when would you need one, what are its sections, which information should come in the beginning, etc. Then in groups of 3 or 4 ask the students to prepare their CVs; the group members will support each other. The teacher while moving around in the class encourages students to speak in English and help each other in their groups.

This activity allows the students to engage in a task and use English language.

Activity 2 (Content based approach)

Example: Teaching EVS

On entering the class, the teacher wants to teach about parts of the plant. She starts the class by forming pairs of students and asking them to go out and collect a plant each. They have to take care of only plucking out weeds.

T: Remember, you are only supposed to bring weeds? Do you know what weeds are?

S1: No, Madam

S2: Yes, Madam. They are the plants that we do not use.

The teacher gave them 10 minutes to collect plants, and also went out with them. The teacher plucked a plant which had a small flower on it. In the class, the teacher asked about the parts of the plants and encouraged students to answer in English. When the students got stuck, she supported them and supplied vocabulary.

To promote constructivist approach to grammar a teacher can:

1. Engage students to read and write across the curriculum.
2. Promote reading of good literature amongst the students.
3. Teach grammar in context using a minimum of terminology.

Maintaining a journal: One of the strategies in this approach is to ask the learners to **maintain** a journal (note book) in which students keep a record of their grammatically incorrect sentences. The teacher draws the attention of the students by marking out the sentence but does not correct it. After identifying the errors themselves, students can copy them in their grammar journal and rewrite the sentence to improve them. The teacher is expected to read the journal with the students now and then. One to one conferences with students to discuss some of the editing choices they have made in their journals to monitor students' progress in identifying grammatical errors.

Mini Lessons: Brief five to ten minutes of grammar teaching by selecting sentences from students' work and use these sentences as a way to promote discussion. Students get an opportunity to discuss their own writing as well as the writing of their peers. (Mini-

Lessons are different from doing text exercises, grammar quizzes or learning through computerized process). After selecting a problematic sentence from students' writing, the focus is not on the right or wrong answer but on the various alternative choices that are available.

Activity

1. You find your students making a lot of mistakes in the use of simple past tense and past perfect tense. Plan a **mini lesson** of five minutes to explain the differences in these aspects of past tense. Write the examples (at least four each) that you will use for this mini lesson.
2. Why and how is teaching of grammar an integral part of editing a writing task in a constructivist classroom?

4.5. Notion of correctness vs Notion of appropriateness

During a conversation we use a lot of sentences. A beginner is always worried about the correctness of her language. Here are two examples. Look at them carefully.

Example: 1

Ram and Radha are talking on phone.

Ram: Hallo Radha, how're you?

Radha: I am fine. Thank you

Ram: Radha, can we see a film today?

Radha: Yes, we can see a film today.

Ram: What time are you free?

Radha: I am free anytime in the afternoon.

Ram: Shall we see Amrapali in Mona theatre today matinee show.

Radha: That will be great.

Now look at example 2

Ram and Radha are talking on the phone.

Ram: Hallo Radha, How are you?

Radha: I'm fine.

Ram: Radha, can we see a film today.

Radha: Yes, we can.

Ram: What time are you free?

Radha: Anytime in the afternoon

Ram: Shall we see Amrapali in Mona theatre today matinee show.

Suman: Great.

Feed back

In example 1 and 2 Ram and Radha are talking on the phone about their plan to watch a movie. In conversation 1 the replies of Radha are absolutely correct and fine examples of notion of grammatically correct sentences. On the other hand in conversation 2 the replies of Radha are not only correct but also appropriate.

For the learner the **notion of 'appropriateness'**(suitable or acceptable for a particular situation or person) is far more necessary than the **notion of 'correctness'**. 'Appropriateness' depends on the context, as well as the relationship between the speaker and the hearer. Thus, a sentence which is 'grammatical' may not be 'appropriate', but an appropriate sentence, in most cases will be both grammatical and appropriate.

4.6. Functional Grammar

Functional approach to teaching language and grammar, instead of describing language as grammar and vocabulary, analyses it on the basis of functions such as making requests, making offers and apologizing. This grammar specifies the communicative functions that a learner would need in order to communicate effectively at a given level of competence. It is organized on the basis of individual functions and the language needed to express these functions. Most books based on Functional syllabus would begin with 'introducing oneself', perhaps followed by the function of 'making requests', with typical structures being 'Can I?', 'Could you?', 'Is it alright if I?' and so on. This is followed by providing students with opportunities to practice these in pair or group activities. It is interesting to compare this approach with a traditional grammatical syllabus. In traditional syllabus items like 'would' appear much later as their usage is considered to be complex, whereas in a functional syllabus 'would' often appear at a very early stage due to its communicative significance in structures such as 'Would you like?', which is extremely common and of great communicative value even to beginners.

Some of the positive contributions of functional grammar based syllabus are:

- Functional approaches have contributed a great deal to the overall store of language teaching methodology.
- It provides learners with communicatively useful expressions in tandem with a structured syllabus with a clear sense of progression.
- It contributes greatly to communicative language teaching in general.
- The idea that even beginners can be presented with language of high communicative value from the very start represents a radical shift from the traditional approach.

Functional grammar/syllabus has some **limitations**. Here are some of them;

- The difficulty in deciding the order in which different functions should be presented, for example: Is it more important to be able to complain or to apologize?
- The wide range of grammatical structures needed to manipulate basic functions at different levels of formality, for example, 'Can I?' as opposed to 'Would you mind if I?').

4.7. Grammar Games

As discussed above it is essential that students are given opportunities to meaningfully engage in language games and exercises. As a teacher it is important that you take care of the following three principles:

- You should think about the game carefully and be clear about the objectives
- Know the steps and material needed properly
- Know how to make variations in the game as per the learner group and level

Activity 1(Ladder Race)

Divide the whole class into two groups. Name the groups. Both the groups will stand in their own separate single line facing the board. Draw two ladders on the blackboard with equal steps equivalent to the number of students in the groups.

-
- Give a subject or theme related to grammar to the students.
- Each child will come and write a word on this theme or subject.
- First a child will write the word at the bottom of the ladder.

- After writing a word, the chalk will be given to the next child and will go back and stand last in the line.
- This process will continue until the ladder is completed by any group.
- The group which completes the ladder first will be declared the winner group.

Feedback

After this task is completed, the teacher can draw the attention of students to the qualifying words such as the following;

fat, beautiful, intelligent

The teacher can ask the students to name their class fellows who have these qualities. He may ask the following questions:

Who is fat?

Who is beautiful?

Who is intelligent?

The following responses

Mohan is **fat**.

Seema is **beautiful**.

Karim is **intelligent**.

Such responses will indicate that the students have understood that these words are qualifying words and all these qualifying words are adjectives.

Activity 2 (Pictures talk)

Make pairs and give each child a picture. Each child is supposed to describe the picture that they have without showing it with the partner. The partner is supposed to draw the picture based on the description. Afterwards, the students compare the picture with the description and the class votes on the best representation. Students switch roles and do the same task with a different descriptions and pictures.

Activity 3 (rewriting headlines)

Write the newspaper headlines using the passive form of the present perfect tense:

- Infrastructure damage in J&K floods could touch Rs. 6000 crore.
- Thousands of books damaged in warehouse fire.
- ISIS beheads British hostage
- Valuable Koran stolen from museum
- Counting of votes in 3 Lok Sabha constituencies begins

Activity 4 (give me a cap)

Give an appropriate heading to the following news pieces.

- Tamil superstar Rajinikanth has, perhaps, become the first celebrity to move a court to protect his 'personality rights'. Shivaji Rao Gaikwad alias Rajinikanth on Wednesday moved the Madras high court to stop the release and screening of an unauthorized Hindi biopic - Main Hoon Rajinikanth - saying it seriously infringed his 'personality rights' and showed him as "CBI officer, stupid, part time social worker, part time contract killer".
- Chinese First Lady Peng Liyuan surprised everyone at the Sabarmati Riverfront Garden on Wednesday by singing the opening lines of the Raj Kapoor classic 'Awaara Hoon'. The spontaneous rendition was quite the crescendo on a day of a resurrected Bhai-Bhai show as Chinese President Xi Jinping began his three-day visit to India from Ahmedabad.

Activity 5 (crack the puzzles)

Students are given the following puzzles to solve, but each group member has only one part of the clue. The students must combine and synthesize their individual bits of information in order to solve the puzzle.

Group 1 It is the national fruit of 3 countries and national tree of one country, all located in South Asia.	Group 2 In several cultures, its fruits and leaves are ritually used as floral decoration at wedding, public celebration and religious ceremony
Group 3 It is a juicy stone fruit, which is sweet, soft and pulpy. It also can be used raw.	Group 4 It is cultivated most in frost-free tropical and warm sub-tropical climates. India supplies half of the total amount of this fruit, and is second largest grower.

Group 1 It is a mammal and herbivorous. Its habitat includes Savannah, forest, desert and marshes. It loves to live near water areas.	Group 2 Lions, tigers, hyenas and wild dogs keep themselves at distant, but they though target the young ones.
Group 3 It has one organ which serves multiple functions including breathing, smelling, touching, grasping and sound production. Its smelling sense is four times as sensitive as that of a dog.	Group 4 This animal likes to live in a group, and the group is led by oldest female member. They can live up to 70 years in wild.

4.8. Self Assessment

Tick (✓) in the appropriate column to indicate your understanding of the points covered in the unit

Points covered	Fully understood	Partially understood	Not understood at all
Role and importance of grammar in language teaching			
Deductive approach			
Inductive approach			
Communicative approach			
Functional approach			
Notion of correctness and appropriateness			

Answer these questions:

- (1) Which of the above approaches for teaching grammar do you like most and why?
- (2) Do you think that the prescriptive method of teaching grammar is useless? Why or why not?
- (3) What kind of activities will you organize for teaching grammar? List some activities and also say which approach they follow.
- (4) Why do you think the demand today is more for the notion of appropriateness and not for correctness?
- (5) Choose a language teaching approach that you have read in the unit and design activities to use them in the class. After working with children, write a note about your experience and how effective the activities are.

4.9. Conclusion

There is no doubt that the knowledge of the grammar of a language is very important for a language learner. In the first language learning situation, it is mostly acquired unconsciously. But in the case of the second and foreign language learning and teaching, it is mostly taught explicitly. This has been questioned by several second/foreign language practitioners. It is now believed that for the beginners emphasis should be on communication and not on explicit grammar teaching. Grammar could be taught through games or authentic language activities. This would help the learners achieve the target language very easily and subconsciously acquire the rules of the language as it happens in the first language learning.

To conclude, one may say that grammar should be caught and not taught.

Glossary:

- **Prescriptive approach:** it involves telling people what they should do rather than simply giving suggestion
- **Collaborative:** piece of work done by two or more people or groups working together
- **Paradigm:** model of something which shows how it can be presented

Unit-5

Evaluating and Adapting Teaching Materials

- 5.1. Introduction
 - 5.2. Objectives
 - 5.3. Need for evaluating materials
 - 5.4. Approaches for materials Evaluation
 - 5.5. Need and process of adapting the materials
 - 5.6. Summary
 - 5.7. Self Assessment
 - 5.8. Assessment
 - 5.9. Conclusion
-

5.1 Introduction

In recent years we have seen a dramatic increase in the use of commercially produced foreign language course books as core teaching materials for young learners. In many cases, the approaches taken and the methods advocated in these materials are accepted mindlessly by most practising teachers without bothering whether these materials are appropriate for their teaching context. Teachers in some contexts also do not have a choice and are forced to 'teach the book' and implement methodologies that they may not agree with. However, in both cases there is a huge risk of not doing what is best to promote learning. To avoid this possibility teacher need to examine the language learning materials more critically and adapt them to suit their learning context. As teachers we need to make our teaching materials more effective, useful and relevant to our learners.

5.2 Objectives

By the end of this unit you will be able to:

- Understand the need and importance of evaluating teaching materials.
- Learn about various approaches to material evaluation and how to do evaluation
- Need and process of adapting teaching materials

5.3. Need for Evaluating Materials

Before we proceed to talk about the need for evaluating materials we need to explain what we mean by materials. Here by materials we mean anything which is used to help language learning. They include course books, workbooks, CDs, flashcards, and CD-ROMs.

Materials evaluation will be considered a procedure that involves examining learning materials to establish their value. Adaptation involves altering of materials to improve or make them more suitable for a particular type of learner or group of learners.

We need to evaluate teaching materials to achieve the following goals:

- To make the materials meaningful, enjoyable and understandable
- To match them with the objectives laid down in the curriculum/syllabus/topic
- To make them compatible with the learning context, including the social milieu, beliefs and cultural practices
- To make them appropriate for developing the desired language skills

Keeping these objectives in mind we need to evaluate our teaching learning materials in terms of their relevance and appropriateness for a particular group of learners and also identify specific aspects of the materials that require adaptation e.g. language, themes, illustrations , font size, lay out etc.

5.4. Approaches for materials evaluation

Before we do evaluation, it is important to understand some of the principles that encourage language learning. Here are some:

- Children actively try to construct meaning.
- Children need space for language growth in their learning.
- Language in use carries cues to meaning that may not be noticed.
- Development can be seen as internalised process from social interaction.
- Children's foreign/second language learning depends on what they experience.

As you can see these principles underline learning/learner centred approach to language learning. In this approach, while teachers may choose a language target, they must ensure that before the children learn the language they also feel it is important and have a genuine desire to learn it. In this approach activities are based on the learning needs of the students, rather than the demands of the next page of the textbook or the interests of the teacher. Using tasks and activities as the basis for language learning by young learners can help create a learning/learner-centred environment. In view of this focus it may be important to design classroom tasks and activities for second/foreign language teaching to have the following characteristics:

- have coherence and unity for learners (from topic, activity and/or outcome)
- have meaning and purpose for learners
- have clear language learning goals
- have a beginning and end
- involve the learners actively

Here are two approaches to teaching young learners based on these principles:

- learning-centred approach
- child-centred approach

Both these approaches are influenced by humanistic and constructivist approaches; they both focus on the needs of the learner; and both are critical of teacher-centred approaches.

In order to select the most appropriate evaluation method it is necessary to consider the existing approaches. Materials evaluation is ‘a procedure that involves measuring the value (or potential value) of a set of learning materials. Evaluation focuses largely on the needs of the users of the materials and makes subjective judgements about their effects. An evaluation might include questions such as ‘Do the reading texts sufficiently engage learners?’

Evaluations can be carried out during the pre-use, while-use or post-use stage. The main aim of evaluating materials during the pre-use stage is to measure the potential of what teachers and learners can do with them in the classroom. At the while-use and post-use stage evaluations are important in establishing how successful learning materials are.

A number of theoretical evaluative frameworks have mostly been checklist-based, usually in the form of questions to be answered to determine the extent to which the materials fulfil a set of criteria. While there is a scarcity of evaluation schemes specifically designed for young learner materials, there are some checklists for evaluating and comparing young learner course books. The advantages and disadvantages of checklists have been pointed out by several writers. Not only can checklists be systematic and comprehensive, they are also cost and time-effective, and the results are easy to understand, replicate and compare. On the other hand, pre-existing checklists can become dated and the criteria used may not be transparent or based on assumptions shared by everyone.

However, a checklist-based system is used with some modification to make the evaluation more suitable for each researcher’s aims and context. Here are some points according to which teaching materials could be evaluated:

- General Appearance
- Layout and Design
- Methodology
- Activities
- Language Skills
- Language Content
- Topic Content
- Teachability and understanding by learners
- Assessment

One could choose a teaching material and evaluate it in relation to these areas. Based on this evaluation one can infer whether the materials are suitable or not. If the materials are not suitable, they could either be rejected or adapted.

5.5 Need and process of adapting the materials

We must first distinguish between the terms ‘adapting’ and ‘adopting’. In any context the first step is to adopt a material, but this does not mean that no further action needs to be taken beyond that of presenting the material directly to the learners. Adaptation is a process subsequent to, and dependent on, adoption. Moreover, adoption is concerned with the whole course books whereas adaptation concerns the parts that make up the whole. Teachers may rarely have a chance to adopt textbooks but they very often have an opportunity to adapt materials to suit the learning context and needs of the specific learners they deal with.

Adaptation is generally viewed as a formal process in which the teacher makes a decision about, say, an exercise that needs changing, and then writes out a revised version for the class. Adaptation is much more than this. Adapted materials need not be written down or made permanent. It can be quite transitory. The good teacher is constantly adapting. She adapts when she adds an example not found in the book or when she telescopes an assignment by having students prepare only select items. She adapts even when she refers to an exercise covered earlier, or when she introduces a supplementary picture.

Activity

1. Consider the materials that you use most frequently. To what extent do you think they need, in principle, to be adapted? Try to note down the main aspects of change or modification that you think are necessary or at least desirable.
2. How often do you adapt materials? What difficulties do you face in doing so?
3. List some of the reasons why you feel the need to adapt materials.

Reasons for adaption

It will be useful to compare your list of reasons with the following list:

- Not enough coverage of grammar.
- Not enough practice of grammar points of particular difficulty to the learners in question.
- Reading passages have too many difficult words.
- Grammar is presented unsystematically.
- Comprehension questions are too easy.
- Listening passages are not authentic.
- Not enough guidance for speaking and pronunciation.
- Subject matter not appropriate for the learners.
- Pictures and illustrations culturally inappropriate.
- Material is too much.
- No guidance for the teachers.
- Dialogues are formal.
- Very little variety in the activities.

Techniques for adaptations

Once it is felt that the specific material is not suitable, one thinks of changes that can be made in them to make them more appropriate.

Here is a list of some techniques listed by one of the researchers and textbook writer.

1. **Adding, including, expanding and extending:** materials are supplemented by putting more into them. For example, you may notice that the existing materials do not have enough practice, say in tenses, you may add a few more activities. You may notice that not enough explanation of a certain grammatical point has been given; in this case you may give a little more explanation. Here most of the additions are in the framework used in the materials.
2. **Deleting or omitting:** sometimes we may notice that unnecessary details or exercises have been included. Some of the exercises may be too simple or too advanced for the level. Sometimes materials are abridged to suit the needs of the learners. Very often texts are simplified and reduced in length to suit the young learners.
3. **Modifying:** it refers to an internal change in the approach or focus of an exercise or other piece of material. It can be rewriting or restructuring.

4. Rewriting

For example, we may change the focus of the materials to become more communicative. Rewriting may relate activities more closely to learners' own background and interests, introduce models of authentic language, or set more purposeful, problem solving tasks where the answers are not always known before the teacher asks the question.

5. Restructuring

For example, the materials may contain role play activities for groups of a certain size. The logistics of managing a large class are complex from many points of view, and it will probably be necessary to assign one role to a number of pupils at the same time. Modifying materials is a technique that has a very wide range of applications. It refers to a change in the nature or focus of an exercise, or text, or classroom activity.

- 6. Simplifying:** Many elements of a language course can be simplified, including instructions and explanations that accompany exercises and activities. But we must remember that oversimplification can also lead to distortion of natural language. This technique is mostly confined to texts, most often to reading passages. It should be remembered that overall coherence of the text or passage is not destroyed in the act of simplification.
- 7. Reordering:** This means adjusting the sequence of presentation within a unit, or taking units in a different sequence from that originally intended. For instance, if the learners are adults due to study in the target language environment, it will be necessary to have covered several aspects of the tense system and to have socially appropriate functions and frequently used vocabulary.

All the above adapted materials will enable the teacher to use his/her ability to transact the learning materials to effectively to the learners to achieve the desired goal.

Feedback

Adaptation is a very useful practical activity carried out by teachers in order to make their materials more relevant to their learners. They follow several techniques to achieve this. These techniques include adding, deleting, modifying, simplifying and reordering.

5.6 Summary

All teaching learning materials are not suitable for all sorts of learners and for all learning situations. They should be designed according to the needs, interests and levels of the learners. Teaching learning materials should be evaluated in accordance with some sound second/ foreign learning principles. If there is a gap between the materials and the goals of learning and the needs of the target learners, they need to be adapted to make them suitable.

5.7. Self Assessment

Tick (✓) in the appropriate column

Key Points	Totally understood	Partially understood	Not understood
What material evaluation means.			
Why we need to evaluate materials			
The steps involved in materials evaluation.			
The approaches, guiding materials evaluation.			
Most of the techniques needed for adapting materials.			

5.8. Assessment

1. What is the need for materials evaluation? Do all teaching materials need evaluation?
2. What are some of the guiding principles for materials evaluation?
3. How is adaptation different from adoption?
4. List two major techniques for materials adaptation and discuss them with one or two examples in support of your understanding of these techniques.

5.9 Conclusion

The existing materials can be valuable language learning resources, but it is important to evaluate them to find out whether they are suitable for the target learners. This process has been shown to involve several steps. First, it is necessary to decide on the teaching/learning approach for second/foreign language learning. Then, it is important to find out if the materials are compatible with the learners' needs and context sensitive. If there is need to adapt the materials to make them more engaging and suitable for achieving the learning goals, they can be adapted by following some of the adaptation techniques, namely deleting, modifying, reordering, etc.

Unit-6

Assessment and Evaluation

- 6.1. Introduction
 - 6.2. Objectives
 - 6.3. Concepts of assessment and evaluation
 - 6.4. Assessment at different levels (NCF 2005)
 - 6.4.1. Assessment at Stage-I
 - 6.4.2. Assessment at Stage – II
 - 6.4.3. Continuous and Comprehensive Evaluation (CCE) from the perspective of English language (Structure of evaluation)
 - 6.5. Concept and evaluation tools for different language skills and components
 - 6.6. Summary
 - 6.7. Self assessment
 - 6.8. Assessment
 - 6.9. Conclusion
-

6.1 Introduction

Assessment and evaluation are important parts of teaching and learning process. Assessment is not something external but is integral to the process of teaching and learning. The process of assessment aims at enhancing the learning capability of the learners by understanding their overall progress. Assessment is a powerful tool that influences the quality of what teachers teach and what students learn. Assessment may serve to encourage and motivate the learner or discourage and demoralise her. It should serve the learners' interest by guiding them properly and providing them meaningful input. In this unit we would first explain what we mean by assessment and evaluation, and how they are different. We will also discuss how the national document like NCF has dealt with the issues relating to assessment and evaluation. Besides, we will also discuss various procedures and techniques essential for a satisfactory assessment and evaluation in language teaching.

6.2 Objectives

By the end of this unit, you will be able to:

- Understand the concept of assessment and evaluation, and difference between them.
- Make a comprehensive understanding of structure of evaluation in light of CCE and NCF.
- Develop evaluation and assessment tools for various language skills including vocabulary and language structures.
- Understand how to assess and evaluate literary genres like poetry, prose, drama.

6.3. Concepts of assessment and evaluation

A traditional examination which we all are familiar with normally has been used for long time as an evaluation tool of learner's learning at the end of a year or six months. This method of evaluation has been criticised on account of several reasons including that it does not capture the real learning of the learners and has led to the introduction of the notion of evaluation and assessment.

In this unit, we will first define the concepts of evaluation and assessment in the light of NCF 2005 and CCE. We will then provide significant differences between them and list some of the operative parts for implementing each one of them.

Evaluation

Evaluation is about judging someone systematically and giving grades or marks based on learner's performance. It is usually carried out during and at the end of academic courses or sessions. It determines merit, worth and significance of something or someone. The traditional system of evaluation aimed at giving marks to children thereby placing them in some rank in the class, in the school, district and the country. It is important to understand the problems related to this. Evaluation is seen as the destination of the learning/teaching exercise; both the teachers and the learners tend to keep it outside the teaching-learning process. Further, such a perception associates anxiety and stress with evaluation for learners. It is also unfair to the learner, as performance on a particular day acquires utmost significance. It is possible that the performance on a particular day, 'the exam day', may be affected by factors like illness, family problem or some such unavoidable incident. Over the years evaluation and assessment have come to be used interchangeably. Our annual examination and board examination are examples of evaluation system. Our learning is evaluated and we get grades or scores based on our performance in the examination. Most people see evaluation as end time judgement exercise, which have been challenged during past decades. It is for this reason that emphasis is being put on assessment and feedback and integrating it with the teaching and learning process.

Assessment

Assessment is an integral part of instruction. It determines whether our education goals have been met or not.

Today we expect learners not only to have basic reading and arithmetic skills, but also to think critically. These changes in the expected outcome have drastically changed the learning goals and the relationship between assessment and instruction. In the changed scenario, teachers are required to play an active role in taking decisions about the content and purpose of assessment.

Assessment can be understood as a process to have better understanding of the learning pattern and progress made by each child and it can compare the child's current learning status with her own previous status of learning where these statuses can be seen as different points on a continuum and not as stages which have been achieved/not achieved. In this process the teachers need to constantly observe their students because every day requires creating appropriate learning opportunities. It should be seen not just assessment of individuals but as a means of gaining a comprehensive picture of the whole class and the teaching learning process.

Types of assessment

1. Diagnostic assessment
2. Formative assessment
3. Summative assessment

1. **Diagnostic assessment:** This assessment is part of formative assessment. It aims at an in-depth analysis of the learners' difficulties and needs in specific areas and leads to developing an understanding of the nature of educational support and guidance required for them.

Formative and summative assessments are discussed later under heading CCE.

The overall goal of assessment is to *improve student learning*. Assessment provides parents/guardians, and teachers valid and well documented information concerning students' progress and their attainment in relation to the stated curriculum.

Assessment should be:

- integral to the teaching and learning process;
- a basis for decisions about pupils' future learning needs; information about pupils' potential ability and about how they are performing in relation to the aims of the curriculum;

- comprehensive enough to take account of the full range of abilities across all the subjects of the curriculum;
- related to and reflect the content and objectives of the curriculum;
- effective communication of relevant information to parents, teachers;
- used to describe pupil performance by providing detailed information;

6.3 Difference between Assessment and Evaluation

The table below summarises key differences between assessment and evaluation.

Dimension of difference	Assessment	Evaluation
Content: timing, primary purpose	Formative : ongoing to improve learning	Summative : Final to measure quality
Orientation: Focus of measurement	Process-Oriented: How learning is going on	Product-oriented: What has been learned?
Findings: Uses thereof	Diagnostic: Identify areas for improvement.	Judgmental: Arrive at an overall grade/score.

6.4 Assessment at different Levels (NCF)

Assessment has been divided in two stages in terms of elementary education

6.4.1 Classes I and II of the Elementary level: At this level, according to NCF (2005), assessment should be based on observations through everyday interactions. Any attempt to test and grade them will hamper learners' natural development.

6.4.2 Class III to Class VIII of the Elementary level: From here on a variety of methods may be used, including oral and written tests and observations. But it must be made sure that they are aware of the fact that they are being assessed. They must see the assessment as a part of the teaching and learning process and not as a fearful constant threat. Grades or marks along with qualitative judgements of achievement and areas requiring attention are essential at this stage.

Children's own self-evaluation can also be a part of the report card from Class V onwards. It would be better if there could be short tests time to time, which are criterion based. This will minimise examination stress and anxiety. "Term-wise examinations could be commenced from Class VII onwards when children are more psychologically ready to study large chunks of material and, to spend a few hours in an examination room, working at answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner, and advice for the parents."

NCF (2005) argues that analysis about the students, various skill/knowledge areas and percentiles, etc., in reports would assist them by pointing out the areas of study that they need to focus on. It could also help them by providing a basis for further choices that they make regarding what to study thereafter.

Look at the two situations given below.

Situation – 1

A teacher taught his/her class (Class-II) for one month. After teaching, he/she gave a formal test to assess his/her students. The formal test contained written and oral sections. After the test, he/she ranked the students according to the marks/grades.

Situation – 2

A teacher spent maximum time with his/her class, sometimes formally (inside the class) and at times informally too (outside the class, i.e. in the playground, while walking towards library, laboratories, etc.) At every step, s/he maintained the individual records of her students and assessed them from time to time. S/he is not in favour of any formal test.

Now, think of these two situations and tell in which situation you think teacher's role is better and why?

Write down your views on what teachers could have done in these two situations:

The salient ideas contained in the NCF 2005 may be summarised as follows.

- Language evaluation need not be tied to “achievement” with respect to particular syllabi, but must be reoriented to measurement of *language proficiency*.
- The tests and examinations need not be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning.
- Preparing report cards is a way for the teacher to think about each individual child and review what she has learnt during the term, and what she needs to work on and improve. To be able to write such report cards, teachers would need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction.
- One does not need special tests for keeping a record of the students or for preparing a report card; **learning activities themselves provide the basis for such ongoing observational and qualitative assessment.**
- Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation.
- The types of questions that are set for assessment need **not** be restricted to those found in the book.
- Questions that are open-ended and challenging could also be used.
- Grading and correction carried out in the presence of students and providing feedback on the answers they get right and wrong, and why.
- Not only learning outcomes but also learning experiences themselves must be evaluated. Exercises, both individual and collective, can be designed to enable the learners to reflect on and assess their learning experiences.
- Self-assessment may be encouraged. Every classroom interaction with children requires their evaluation of their own work, and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not. Even very young children are able to give correct assessments of what they can or cannot do well.

6.4.3 Continuous and Comprehensive Evaluation (CCE) from the perspective of language Teaching

With the enactment of Right to Education (RTE) comes educational reforms like *Continuous and Comprehensive Evaluation* (CCE), suggesting an overhaul of the education system. This document is seen as an effort of the Government of India to break away from the tyranny of examinations, which have been largely dominated by paper and pencil assessments.

Objectives of English Language Teaching (ELT) Learning:

One of the major objectives of language teaching is to equip learners with the ability to read and write with understanding, communicate effectively and to make them independent learners. Although there is a variety of teaching methods and materials, the language teaching classroom has remained one of the most challenging areas of education.

For a very long time now, we have been talking in terms of LSRW skills as the objectives of language teaching. We need to develop skills holistically; e.g. when we are speaking we are also simultaneously listening and when we are writing, we are also reading in a variety of ways. And then there are many situations (e.g. friends are reading a play together and taking notes for its production in which all the skills in conjunction with a variety of thinking skills are used together).

Some of the objectives for class I-V would include the following:

Expected Learning/Objectives at Stage –I (Classes I, II).

- To familiarize learners with the language primarily through spoken input in meaningful situations (teachers' talk, listening to recorded material, etc.)
- To help them comprehend spoken and written input provided by the teacher (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions and answer).
- To help learners build a working proficiency in the language, with the focus on listening with understanding and speaking (words, phrases, small sentences).
- To enable learners to recite and sing poems, songs and rhymes and enact small plays or skits.
- To help them become visually familiar with texts and word (s), their meaning, and understand the letter (s) and sounds of the language.
- To help them associate meaning with written and printed language.
- To use drawing and painting as introduction to writing and relate these activities to oral communication.

Expected Learning/Objectives at Stage – II

- To build on learners' readiness for reading and writing.
- To provide print-rich environment to develop oral and written skills.
- To help learners understand the printed texts in terms of headings, paragraphs and horizontal lines.

- To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/folktales in English.
- To use appropriate spoken and written language in meaningful contexts/situations.
- To give learners an opportunity to listen to sounds and appreciate the rhythm and music of rhymes.
- To enable to relate words (poems and stories) with appropriate actions and thereby provide understanding of the language.
- To familiarize learners with the basic process of writing.

CCE talks about two types of Assessment: Summative Assessment and Formative Assessment. They are different in nature and criteria.

Formative Assessment

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening and supportive environment. Some of the main features of Formative assessment are

- it is diagnostic and remedial,
- provides effective feedback to students,
- allows for the active involvement of students in their own learning,
- enables teachers to adjust teaching to take account of the results of assessment,
- recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning, occurs before or during instruction
- generates scope for improvement in planning and helping students identify the areas that need to be worked on

Summative Assessment

The Summative assessment is the terminal assessment of performance at the end of instruction. It is used to make judgements about the students' learning and performance. The final examination is its classic example of the summative assessment in which a written test is conducted. On the basis of students' performance on a written test some grades are awarded which reflect their progress. It can also be based on some of the criteria listed below. These could be used by the teacher after completing a unit or lesson. Teachers' observation on these parameters can provide a fairly comprehensive picture of the learners' holistic achievement at the end of a lesson or a term for the purpose of reporting to the parents or other concerned with the progress made by the learner over a period of time.

- They speak and write about themselves.
- They infer meanings and understanding the text.
- They relate the ideas to their personal experience.
- They respond in English to specific contextual questions.
- They use critical thinking to go beyond the text.
- They listen to dialogues, conversations and narration with understanding.
- They participate in debate, class discussion and role-play.
- They speak/explain the cartoon given at the end of the lesson.

6.5 What to test:

We should test everything we consider important enough in a language learning to test the students' knowledge of the phonological, structural and lexical systems. We should test the students' ability to understand and to speak and at the more advanced levels – to read and to write.

6.5.1 Skills

You as a teacher have been teaching various concepts to your learners but the big question is how to measure their progress. In this section we will discuss some of the strategies that could be used to evaluate and assess the learners. Before evaluating we need to know what to test or evaluate and then only we can decide how to do it.

Let's consider some activities given below

Back to the board

- Students work in groups of two or three. One volunteer from each group stands or sits with her back to the board.
- The teacher writes a word on the board and one group at a time, the members explain the word to the volunteer until she guesses the word correctly. The team whose group members explain the word correctly wins a point.
- Each group changes roles so that everybody gets a chance both to explain and guess.

Passing the ball

In this activity, the learners will sit in a circle and one of the students will sit in the centre of the circle. The students will pass a ball, while clapping and counting numbers. When the student at the centre says 'STOP' the students in the circle will stop passing the ball and the student who gets the ball will come in the centre of the circle and introduce himself/herself in 2-3 sentences; after he has finished, he will

start clapping/counting and the students will pass the ball to other students sitting in the circle.

Stop the Bus!

Draw a table on the board, like the one shown below. Students may be divided into two or three teams. The teacher will choose a letter and write it on the board. A member from each team will come up and write one item beginning with that letter for each category (as given in table below).

The team that finishes first will say ‘Stop the bus!’ and other teams will stop writing.

The teacher gives ten points for each correct word and five points if they have the same word.

Repeat the game with a different letter.

The team with the highest total is the final winner.

	Animals	Colours	Food	Clothes	Countries	Sports	Total
A	Tiger	Turquoise	Tuna	Trousers	Tunisia	Tennis	55
B	Tiger		Tomato	T shirt	Turkey	Table Tennis	45

Do you think you can use these above activities for testing the progress of your learners?
What are students doing in these activities? They are:

- Listening
- Speaking
- Reading and
- Writing

They are using words, phrases, and even sentences in context.

Try this

- a) List out the aspects that you would like to assess in your students under LSRW skills set.
- b) Can you assess these aspects by using the above-mentioned activities? List some additional activities that you may like to use to assess your students’ LSRW skills.

6.5.2. Lexical items (vocabulary)

- Make the sentences with the following idioms and phrases-

Give up, by heart, run down, put up, etc.

- Match the words in the following list:

Birds bark

Dogs fly

Lions neigh

Horses roar

6.5.3. Structure items (grammar)

- Supply the right form of the verb-

He (has, have) two sisters.

The boys (is, are) reading.

Sita (go, goes) to Patna.

- Correct the following sentences-

He has many works to do.

Her hairs are black.

The news are bad.

6.5.4. Literary genres (Poetry, Prose and Drama)

We have already discussed in Unit 3 how Poetry, Prose and Drama can be used to enhance various language skills of our students. These strategies can also be useful in assessing them. You may conduct classroom presentations and discussions, role-plays, summary Writing, report writing, etc. for this purpose. You may also use the same activities like the above mentioned activities for evaluation and assessment. Some other simple exemplar activities are discussed here:

1. One of the best ways for students to increase comprehension is to write about the story they may have read. You may ask your students to keep a journal and freely-write a paragraph immediately after completing the reading. Depending on the level of the class, you may also give them some questions for homework. These writings and answers would give you regular feedback about your student's comprehension and reading ability.
2. After a reading session, prepare some questions and organize discussions on regular basis. The questions would help you to encourage students to talk if they get stuck. The way students discuss and the depth of observations they show would help you assess both their comprehension and ability of their articulation.

6.6 Summary

Evaluation aims at judging the learners on a set of criteria systematically and then giving grades or marks based on their performance. Assessment, however, aims at getting understanding of learner's progress, analysing it and giving feedback based on this. Assessment and evaluation are both quantitative and qualitative. For effective teaching and learning in the classroom, assessment and evaluation should not cause stress and anxiety, but help the learner to assess the progress she is making and the difficulties she may be facing. It also helps the teacher to provide feedback about her teaching and also tells how much progress the learners have made over a period of time. Introduction of CCE has helped to bring to bring assessment as an integral part of teaching and learning. It is now increasingly begun to be felt that language teaching requires tests to assess learners' progress and difficulties, and also needed to formally evaluate the progress the learner may have made.

6.7 Self Assessment:

Tick (✓) in the appropriate column

Key Points	Totally understood	Partially understood	Not understood
Understand the concepts of assessment and evaluation, and the difference between them.			
Conducting evaluation in light of CCE and NCF.			
How to develop evaluation and assessment tools for various language skills			
Understand how to assess and evaluate literary genres like poetry, prose, drama.			

6.8. Assessment

A. Write T for true and F for false statements. Correct the false statements

- a. Children need assessment to improve their learning.
- b. Evaluation is formative.
- c. Assessment is unconnected with child learning.
- d. Teachers' role is to prepare a detailed report of their students and give them feedback on how to improve.
- e. Teachers have no role to play in CCE.
- f. We can test students' language skills better with the help of activities.
- g. Assessment and evaluation are done only by the teachers. Students have no role in it.
- h. Listening can be best tested by tasks/activities that children are likely to do in their day-to-day lives.
- i. Pair and group work are essentially speaking activities.

B. Answer the following questions:

1. What do you understand by the term assessment and evaluation? Do you see any difference between assessment and evaluation?
2. Why are assessment and evaluation seen integral to teaching and learning English? What are their benefits? Give reasons for your answer.
3. What are the different levels of assessment? Do you think it necessary to make differences in assessment techniques based on each of these stages?
4. What are different skills of English language? Do they need to be assessed separately? Give reasons for your answer and also suggest one activity for assessing each skill. If you think that all skills can be tested simultaneously, give one activity that could be done it successfully and economically.
5. What is meant by CCE and how it views assessment? Discuss various aspects with examples.
6. Design some activities/games to test the basic linguistic skills of your students?

6.9 Conclusion

Assessment and evaluation are integral to teaching and learning process. Before the reforms of NCF-2005 and CCE, We have our evaluation system in the form of annual examination and six-month examination. The emphasis is now on assessment and providing feedback to learner. CCE has made evaluation as part of assessment process which will be continued throughout the year. As a language teacher we have to be

conscious of the learner's progress in language learning and do our job as facilitator. Evaluation should not give stress but provide an opportunity to learners to assess themselves. Different language activities and tests should be designed to assess the learner properly.

GLOSSARY

Integral – an essential part of a thing

Enhancing – to improve value or quality

Orientation – the kinds of aims and interest of something

Continuum – a set of things on a scale which has a particular characteristics

Perception – the way that you think about a thing.