A Source Book for Pre-Service Teacher Education on Classroom Transaction, Teacher Preparation and Assessment Procedures

B.Ed.

ENGLISH

State Council of Educational Research and Training (SCERT)

Andhra Pradesh, Hyderabad

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Foreword

Curriculum revision is a regular activity in accordance with the changing needs of the society. Curriculum revision includes revision of textbooks, classroom process, teacher preparation and reforms in evaluation procedures It also includes the learner, teacher, material and parents and society at large.

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks was developed for classes I, II, III, VI, and VII. In the year 2013-14 for classes IV, V, VIII and IX and for class X textbook in 2014-15. Practicing teachers have been involved in the production of the textbooks along with the state level and national level experts.

In Andhra Pradesh there are two streams of students, i.e., English medium and Non-English medium. The English medium students have English as subject from class I, where asin non-English medium it was introduced from class III. In the revised curriculum English has been introduced in non-English medium schools from class I since 2011-12. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non- English medium, a common English textbook has been introduced for all media since June 2012, with title " My English World" in Primary and "Our World through English" in upper Primary.

The textbooks have been prepared basing on the constructivism, critical pedagogy to promote thinking skills like reflections, critical thinking, dialectical thinking and creative thinking. Utmost importance has taken to children participation in every stage of classroom transaction. Teacher's role has been redefined as facilitator from teaching everything. We need to consider the child innate system of language and sufficient exposure should be provided to produce language contextually rather reproduce the content from the textbook. Every child should become an independent user of language.

This handbook contains the objectives of teaching English at various stages, academic standards and indicators, syllabus grids, textbook features, transaction process, teacher preparation and planning, teaching learning material and evaluation procedures. It also includes the reference sources in language at the end.

I hope this handbook will be helpful for the Trainee Teachers in understanding the curricular goals and realizing them through meaningful classroom transaction in tune with the innate abilities of the children. The SCERT AP Hyderabad appreciates the efforts of the members of the textbook development committee in developing this material for the benefit of the Trainee Teachers.

Date: 15.04.2014   Director

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Introduction

Any language is a tool for empowering the individual for realizing his own identity and for creatively intervening in social, political, cultural, and economic life. The knowledge of language other than the mother tongue especially, an international language like English will be an added tool for the individual empowerment in many ways in the global context. English as a language has frequently been connected with societal power; there are a number of ways to manifest societal power: using persuasion, regulation, imposing a code on a speech community, uplifting a particular language variety by marginalizing other varieties and so on. It is a historical fact that English has spread as a result of exploitation and colonization. Free India in many ways, is an extension of colonial India, when it comes to questions concerning power. This is perhaps one of the reasons why people in this country continue to believe that knowledge of English is a symbol of social status and authority.

1.1 Assumptions on language and language learning

The convergence of theoretical linguistics, cognitive psychology and experiential pedagogy has derived new insights into language pedagogy. With these insights we can propose the following theoretical assumptions on language and language learning:

- Language is a biological system which gets unfolded in humanbeing.

- Language acquisition is a non conscious process.

- Language is acquired not through learning and practising isolated language facts such as words, structures but through clusters of linguistic expressions involved in the reception and production of discourses.

- Language is not the totality of the four skills (LSRW) but the inner competence manifested in the performance of their skills.

- Language acquisition can take place only in a collaborative environment where the child gets ample opportunities to get involved in interpersonal and intrapersonal communication.

- Language is acquired not through repetition but through recurrence.

- Language acquisition is facilitated not by learning linguistic facts (such as vocabulary, structures) in isolation but through the clustering of these facts in meaningful discourses.

We cannot develop a language pedagogy overlooking these assumptions. This implies that any learning package which takes recourse to practising language elements through repetition cannot fetch the desired outcome.

1.2 Nature of Language

Language is a rich, complex, rule-governed vital system. Its sum is larger than the units such as sounds, letters, sentences and rules. Child has an innate cognitive ability to acquire knowledge. The child's speed and ease in making use of this innate capability in language acquisition is astonishing. Language is a biologically determined system. Chomsky claims that children are biologically programmed for language learning and that language develops in the child in the same way as other biological functions like walking playing etc. Just like digestive system, nervous system, circulatory system, we have a cognitive system in our brain to acquire a language. Language is a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. Language is not the totality of the four skills but the inner competence required for the performance of the four skills. Language acquisition progresses from whole to part.

A. **Language exists in discourses**

Language exists only in discourses of various forms. Eg : conversations, descriptions, rhymes, suggestions, letters, essays, stories, dramas, songs, poems etc. As language is in various forms of discourses children can listen to them, understand, participate and construct their own discourses.

English language teaching should be carried out with some specific objectives. The learner should understand the language used by others. He / She should develop the competency of communicating in target language.

B. **Gestures, facial expressions etc., play a vital role in expressing language**

In any language, only 25% of its vocabulary is used for expression, but 75% of the language is expressed through gestures and facial expressions. In our classroom situation, even a pupil of high school standard speaks to the teacher without any gestures and facial expressions. It is evident that the students fold their hands while they speak to their teachers. It is the responsibility of the teacher to take care in this matter. They should make the students speak to others with necessary gestures and facial expressions.

C. **Language changes according to the topic of discussion and the relation of the persons speaking to:**

We can't use the same kind of language in all the situations and to all persons. It may be comical if we do so. For instance a child may ask "what is your name"? to another child. But it will not be polite to ask the same question to an elderly person in the society. There it will be polite to say "May I know your name Sir"? So, the teacher should make the children understand the use of the language according to the situation and the relation of the person they are speaking to.

D. **Language skills are acquired only by using them:**

Language acquisition is like swimming. If one wants to learn swimming, one has to tr practise it in a pond, river or a swimming pool. One can't learn just by studying the

rules of swimming from a book. In the same way language can't be acquired by simple memorization of the grammatical rules or the answers to the questions from the lessons. It has to be acquired by using it in meaningful situations. Hence the teachers should give them a scope for using the language in order to make them acquire the language skillsand the competence to use them appropriately.

E.   Language is acquired in a systematic sequence :

Any language is primarily listened and then spoken, later reading and writing. Hence when we talk about the language skills, we say LSRW. So, the teacher should provide children with opportunities t to listen to the language and then speak. We should teach them reading and writing at a later stage only. Moreover, we should realize that starting English language teaching with 'alphabet' is unscientific. We should make the children do an activity in which all the four skills are integrated.

F.   Language acquisition is as natural to the child as crawling, standing, walking etc.

When a child is exposed to a language he/she can acquire it without any efforts. In the process of its acquisition the child makes a number of mistakes but no one punishes him/her. Mother feels happy to hear her child's words. The child speaks a little language in the course of time without any mistakes and with necessary gestures. So, it is important that the teacher should focus on the natural way of language acquisition for English language too. Having come to know the nature of language the teachers should plan necessary steps for language acquisition in the classroom situation. Then the children can acquire the language as expected by the teacher.

1.3 Nature of the child and how he/she acquires the language

Each child is different from the other. Each has her/his likes, dislikes, interests, skills and way of behaving. Thus every child is a unique individual. She/he learns and responds to situations in her/his own way.

While assessing children, it is important to appreciate differences among them and respect the fact that they will understand and respond in different ways while learning. We might also have noticed that when a child enters class I, he/she brings to school, a lot of different experiences and some kind of knowledge base and vocabulary. Children are not 'empty vessels' or 'blank slates', to be filled with information and knowledge that only the school can give, as it is generally believed. It is important to build on experiences that a child brings to school. New learning is to be developed based on what the child has.

At the same time, it is also necessary to understand how children learn at the primary level as this in turn will also determine how each child can be assessed during the teaching-learning process. Some important aspects are

- Every child can learn if allowed to do so at his/her own pace and follows her/his own way of learning.

- Children learn more through play/activities and learn better from each other and if they actually 'do' things.

- Learning is a continuous process. Thus, children's learning do not take place only in the classroom. Therefore, classroom learning should be linked to what happens outside the classroom and at home.

- Children 'construct' their own knowledge and do not only learn when and what the teacher teaches. This means that every child makes sense of what information he/she is exposed to based on his/her previous experiences and learning. Only then the child arrives at his/her own understanding and conclusions. Each child has a unique approach to acquire knowledge. This process goes on continuously.

- Children at the primary level/stage learn more easily through experiences, play, exploration, trying out various things and actually 'doing' different activities.

- Children learn in a spiral way. Thus revisiting concepts again and again helps them to understand better. The act of learning involves a process of establishing connections among facts observed/experienced or realized by children. The new learning, therefore, is to be based not only on the facts and information but could be related even to things acquired long back in school, home or elsewhere. Hence, learning does not proceed in a linear manner.

- Children learn through the mistakes and errors they make.

- Learning takes place in a holistic manner, thus an integrated approach to learning is better.

- Children learn easily through authentic material like bus ticket, chocolate wrapper etc.

- Language is better learned through acquisition than forcible learning.

Children learn through play, imitation, practice, besides teacher-pupil interaction. When we assess, we should keep in mind that the child should not be put under any pressure. We should plan our teaching procedure in such a way that the child is neither hurt nor humiliated.

1.4 Paradigm Shift in Second Language Teaching

It is not enough that our learners store information in their short term or long term memory, depending on what is stored and for what purpose. They need to go beyond the information and build their higher-order thinking skills.

What are the major components involved in the shift? Let's enumerate a few points:

- We have to give more attention to the role of the learners. This shift is generally conceived as changing teacher-centred instruction to learner–centred or learning-centred facilitation.

- The focus must be on the learning process rather than on the products that learners produce. This shift is from product –oriented teaching to process –oriented facilitation.

- Greater attention is to be paid to the social nature of learning rather than on students as separate, de-contextualized individuals.

- We need to focus on the diversity among learners. Individual differences are to be viewed not as barriers for learning but as potential resources that are to be recognized, appreciated and catered to.

- We have to fconsider the views of those internal to the classroom rather than the views of those who come from outside to study classrooms, evaluate what goes on there and engage in theorizing about it.

- We must pursue ways that connect the school with the world beyond and use them as means for promoting holistic learning.

- We have to help students understand the purpose of learning and develop their own purposes. We have to shift from part-to-whole orientation to whole-to-part approach. This involves such approaches as beginning with meaningful whole texts rather than small units such as letters/sounds, words and sentences.

- We have to acknowledge the importance of meaning rather than drills and other forms of rote learning.

- Learning is to be viewed as a lifelong process rather than something done to prepare for an examination.

1.5 Ensuring holistic treatment of Language

In order to ensure holistic treatment of language we propose discourse oriented pedagogy at all levels of learning English. A discourse is a mode of communicating certain ideas meaningfully in a particular situation. The intuitive idea is that both the input and output will be focusing on discourses which will take care of the treatment of language by embedding sentences, words and sounds in them contextually. At the **Primary level,** the emphasis is on the use of varied modes of discourses through the basic skills. Learning experiences should be targeted to provide the learner sufficient scope for the integration of the basic skills in their language acquisition process. Moreover, one language function can be served through different forms of language and one form of language can have different functions. These possibilities should be addressed in the language acquisition process. Simple discourses like conversations, rhymes, descriptions, stories can be worked out at this level.

We expect the student at the U**pper Primary level** to construct more varieties of discourses, both orally and in the written form. The discourses constructed at this level should be linguistically at a higher level for which indicators are to be clearly defined:

At the **Secondary Level** we will need further varieties of discourses such as screen-play writing, drama, short story, poems, travelogues, biography, etc. The students must have

a higher level of socio-linguistic competence. They must be familiar with a variety of stylistic devices and should be capable of making use of these in their own writing and speech.

Since curricular objectives are defined in terms of discourses and not in terms of structures and their relevant communication functions, level-specific features of each discourse are to be identified clearly.

1.6 Status of English in AP

English in our country is at present the symbol of power and the language of the legal system, higher education, pan-regional administrative network, science and technology, trade and commerce. It has come to represent modernization and development, and, as a link language, it has acquired international as well as intra-national roles over the years.

In this backdrop we, the people of AP, want our children to get quality education in English language. In order to address the expectations of the people the Government has introduced English in class 1 and it will be taught in classes 1 to 12. The Government has also opened parallel English medium divisions and English medium schools across the state. At the same time we believe the objective of acquiring of English should be to empower the individual to protect her language and culture and resist all invasions on these and thereby liberate oneself from colonial clutches.

1.7 Understanding Curriculum

Curriculum is a set of planned activities which are designed to implement well defined educational aims in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statement of criteria for selection of content, and choices in methods, materials and evaluation.

Curriculum is a source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials, how learning should be assessed, teachers must beprepared, schools monitored, Curriculum is the source of all works related to education.

Curriculum and Syllabus

Curriculum is a plan that interprets educational aim viz-a-viz both individual and society to arrive at an understanding of the kinds of learning experiences schools must provide to children. The curriculum framework document provides direction to take up various educational activities, development of syllabus and textbooks etc.

Syllabus refers to the content of what is to be taught in a subject and the knowledge, skills and attitudes which are to be fostered in a child together with state specific objectives the source of all works related to education

1.8 State Curriculum Frame Work – Context and Challenges

Recent researches on brain development and alternative active learning pedagogies such as higher order thinking skills, critical pedagogy, social construction, multiple intelligences, learning styles etc., have changed the landscape of teaching learning processes in schools and this must be reflected in the curriculum

State Vision

The vision of AP is that ALL children should receive high quality education and become responsible citizens with an acute sense of the other. They should be aware of their environment and think about it critically. They should listen carefully and speak fearlessly. They should be able to understand what they hear and read; but they should also be able to question it. Teachers should promote these skills, provide meaningful teaching learning processes in natural and friendly environment that enable children to express themselves freely and ask questions. Teachers are collaborative learners and reflective practitioners. Parents and community should have a sense of ownership and participate in the life of the school. In a world which is becoming increasingly materialistic and competitive, school should become a space for reflection, cooperation and promotion of human and ethical values.

Major Challenges

Monitoring and Supervision

- A higher rate of teacher and pupil absenteeism and poor performance levels of children shows need for urgent measures to improve the system.
- Lack of appropriate supportive academic monitoring focusing on classroom processes, teacher preparation, child performance and providing appropriate on job support.
- The field functionaries lack adequate professional preparation and knowledge of pedagogical processes, tools to improve the situation, reflecting the contemporary pedagogical renewal process.

Classroom Process and children engagement

- The teaching learning process is mostly traditional with lectures and textbook oriented exercises.
- The classroom processes show that the children copy from textbooks without any challenging and meaningful engagement with learning tasks.
- Assessment and examinations – the entire school practices and preparation are increasingly examination oriented.
- The assessment is information oriented and memory based and test paper developed by outside agencies which are not competency based leading to tension and fear of exams among children.

Early Childhood Education

- Early years are very crucial for child development and development of language.
- Integration of ECE / Pre-primary / anganwadies with primary schools.

Teacher Education

- Increased privatization and commercialization – no proper   perspective building for would be teachers. There is no representation of contemporary innovations in Pre-Service Teacher Education (PSTE) curriculum. Mostly it becomes theory based rather than field based practice

Research and Studies

- There is not much relevant database generated through studies to guide curriculum practices and support educational policies and decision making processes.

Decentralization, Delegation and deregulation   - Decentralization and capacity building encourage local capacity building, participation decision making and improvement.

Academic Leadership – District, Mandal and School level – Erosion of professionalism. Identifying and promoting teacher innovations.

Encouraging and Use of technology – Effective use ICT, Video Conference, Teleconference.

Curriculum sources – going beyond textbook, issue based topics for critical perspective building.

Rationalization of school timings and vacation period to engage teachers for their professional preparation.

Regulation of un professional practices of private schools viz., working hours, working days, corporal punishments, homework, assessment practices et

1.9 Major Directions of Curriculum Reforms

Curricular reforms is the regular activity. As we are living in a dynmic society, the dynamism should reflect in curricular reforms. Reforms should be based on certain directions. The following are the some of the major directions in deciding curricular reforms in Andhra Pradesh.

1.9.1 RTE 2009 and quality aspects

1. Conformity with constitutional values
2. All-round development of the child
3. Building of the child's knowledge, potentiality and talent.
4. Development of physical and mental abilities to the fullest extent
5. Learning through activities, discovery and exploration in a child friendly and child-centered manner,

6. The child's mother tongue serving as far as possible as the medium of instruction Curriculum to address diversities and various levels of children as a result of mainstreaming of out of school children / dropouts in age specific grades.

7. Making the child free of fear, trauma and anxiety and helping the child to express views freely, no punishments, child abuse etc.

8. Comprehensive and continuous evaluation of child's understanding, knowledge and the ability to apply them.

These factors can be deemed to provide a fairly comprehensive coverage of the indicators of a child centered curricular policy for the school education. RTE clearly envisaged re-examining the curriculum keeping the above factors in view.

1.9.2 National Knowledge Commission Recommendations

• Flexibility and autonomy of local level management – the village panchayats must be given power and autonomy to manage the elementary education in accordance with the spirit of 73rd & 74th Constitutional Amendments.

• Management of Private Schools – control mechanism

• Focus on Early Childhood Education – 0 – 5 years are crucial for learning.

• Administration of School Education Departments and accountability.

• Effective mechanism of monitoring the quality of schools and schools made accountable primarily to the community.

• Social Audit of School Performance

• Strong Mechanisms and programs for professional development of teachers and on job support.

• Improved School leadership for managing schools

• Professional sharing and exchange between the schools

• Building of Strong Curriculum Groups and Textbook writers and promote curriculum action research.

• Education of marginalized groups. Respecting of diversity and equity.

1.9.3 National Curriculum Framework 2005 – Guiding Principles

• Connecting knowledge to life outside the school,

• Ensuring that learning is shifted away from rote methods,

• Enriching the curriculum to provide for overall development of children rather than remain textbook centric,

• Creating multiple texts from given text,

• Teacher role from teaching to facilitator

• Sharing ideas and collaborative learning

• Scope must be given for divergent responses in place of as single answer.

- Learning must be multidisciplinary,
- Child must be an active participant rather than a recipient of information,
- Learning must provide variety and challenge, and be interesting and enjoyable.
- Learning takes place both within and outside school. Learning is enriched if these arenas interact with each other.
- Children learn in a variety of ways: through experience, making and doing things, experimentation, reading, discussion, asking questions, listening, thinking and reflecting, expressing oneself in speech, movement of writing- both individually and collaboratively.
- All children are naturally motivated to seek and are capable of learning.
- Making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

1.9.4 The National Curriculum Framework for Teacher Education 2010

- Effective pre-service teacher education
- Strategies for the professional development of in-service teachers.
- Focus on research on curriculum implementation and studies on program evaluation.
- Professional ethics and teacher preparation.
- Learning without burden – reducing physical and cognitive load.
- Create a warm and encouraging atmosphere in the school.
- Ensure more inclusive classroom participation through visible and continuous reduction in discriminatory classroom practices.
- Uniformity and links between syllabus, textbooks, teaching learning, assessment and teacher training.
- Formulating academic standards – Standards for schools, standards for content, standards for teaching learning process, teacher performance, standards for teacher training, children's learning and learning achievement, standards for school management.
- Focus on Human Rights and Values as a part of school curriculum.
- Development of complete person not only cognitive but affective, moral, ethical, aesthetic terms.
- Focus on higher order learning with the objective of building children's knowledge, potential and talent.
- Learning to be – positive values, socialization of learners, formation of world outlook and life outlook.
- Full flowering of human potentiality as individual learners and tapping talents hidden in every person.

- More learner directed activities, projects.
- ICT as a subject and as a tool applied to teaching learning in all subjects.
- ICT as educational resource for all learning areas and learning to learn.
- Enquiry / exploratory learning as a cross cutting principle across curricular subjects.
- Capacity building of teachers and field functionaries.
- Address fully teacher related issues, vacancies, absenteeism, non teaching assignments and fix accountability for learning outcomes of pupil, teacher certification.
- Make DIETs, SCERTs fully functional and organically linked with BRC, CRC and NCERT.
- Improved quality in operational terms through clearly identified outcome indicators viz., learning levels of students, teacher competence, classroom process, teaching learning materials etc.
- Change in the pupil assessment procedures and examination reforms.
- Schools self appraisal / evaluation and assessment for learning to track children learning i.e., formative assessment to improve the learning and it is ongoing and a component of teaching.
- Assessment of learning which is a summative used for certification, standard setting and accountability

1.9.5 State Curriculum Frame Work –Perspectives

- From Teacher centered to learner centered.
- From Teaching to Learning.
- From Textbook oriented to Experiential oriented.
- From Lecture method to activity based.
- From memorizing the knowledge to construction of knowledge.
- Cooperative, collaborative and communicative classrooms and learning.
- Continuous and comprehensive evaluation becomes part and parcel of learning and recording learner development continuously.
- Child is given importance and the curriculum is learner centered – learning through engagement of children in challenging activities, projects.
- Focus on learning environment and on student learning outcomes.
- Assessment is continuous and comprehensive, focus on assessment for learning, evaluation system de-emphasis memory.
- Life skills to be reflected in the competencies.
- Values to be integrated with classroom activities.
- Curriculum and textbooks reflecting our democratic and secular heritage.

- Medium of instruction shall be in children mother tongue as far as possible at elementary level Multi Lingual approaches should be applied in various subjects.

- Learner centered approach based on constructivism in language education and non languages.

- Textbook is treated as one of the many materials to be used in the classrooms.

- Promotion of thinking process of the child with critical pedagogy.

- Focus on learning based on cognitive and social construction including multiple intelligences

- Teacher as reflective practitioner and collaborative learner.

- Focus on teacher empowerment through self and support by system – focus on teaching strategies and methodologies and understanding the nature of subjects.

- Focus on teacher competencies, teaching standards.

- Undertaking teacher appraisals

- Focus on improved parent teacher collaborations – intended process and outcomes.

- Studies on training needs of teachers

- Teachers as Researchers – conducting action researches and case studies.

- Focus on identification of sources of information and using.

- Focus on teacher's role as facilitation and scaffolding.

- Making classroom environment challenging with interactive, questioning, discovering and deliberating – providing opportunities to children to construct knowledge.

- To develop teacher capacity in creative arts and heritage crafts.

- To develop teacher made test papers and implement formative assessment and help child to improve learning.

- Use of ICT in classrooms.

- Teachers work collaboratively breaking the style of working in isolation and take up whole school based programs.

- To make teachers feel multi grade teaching and diversities as advantage rather than limitation.

- Using the technology and assisting devices for improved classroom transaction.

- Teacher preparation and active learning pedagogies

1.9.6   State Curriculum Frame Work - Guiding Principles

- Keeping the potential of the child to learn always in focus,

- Respecting the systems of knowledge such as languages children bring to school,

- Connecting knowledge to life outside the school; children should not feel that what they are learning at school has no relevance to their lives.

- Ensuring that learning is shifted away from rote methods and the focus should be on interactions, project work, analysis etc.

- Enriching the curriculum to provide for overall development of children rather than remain textbook centric.

- Making examinations more flexible and integrated into classroom life; more focus on assessment for learning than assessment of learning,

- Promoting social constructivism, issue-based curriculum and critical pedagogy across curricular areas,

- Nurturing towards flora and fauna and respect for bio-diversity and social diversity, respect to the work shall be promoted as a part of school curriculum.

- Locating classroom practices in the languages and cultures of children.

1.10 Multilingualism

The aim of English teaching is the creation of multilingual that can enrich all our languages; this has been an abiding national vision.

Language is a complex phenomenon. It is not just a means of communication. Language is thought also. Language and thought are inseparable. India is a land of many languages. Even in our state Andhra Pradesh many languages are spoken. While teaching the target language English, the teacher must understand the multilingual scenario and consider it an advantage rather than a handicap. He / She must respect the various languages like Telugu, Urdu, Marathi, and Oriya spoken by the children and provide space for each linguistic community in the English classroom. Instead of teaching English Grammar mechanically and boringly, the English teacher may think of comparing and contrasting the structure of English Language with those of the different languages spoken by the children. Freedom should be given to the learners to use the mother tongue at every stage. They are expected to say a few lines about the pictures in the language they like. When they come across English expressions (words), they can say what they are called in Telugu or any other language they can freely express. There can be intermittent shift from L1 to English and vice versa

Multilingualism promotes scholastic achievement and cognitive growth and social tolerance, multilingualism should be taken as an advantage rather than a handicap in teaching the target language, English. Languages flourish in one another's company and they die if they are frozen in textbooks, dictionaries and grammar books. Hence the teacher should make use of the strategies of translation, paraphrase, code mixing and code switching very effectively and consider multilingualism a great resource for him / her in the teaching the target language. It is really an interesting and challenging task for the teacher to amalgamate the multiplicity of languages and cultural practices and ethos [that the children bring to class and use it as a great resource to foster social tolerance, linguistic enhancement besides teaching

the target language. He / she should explore the possibility of using multilingualism as a great resource through co-operative and collaborative reading]. Then every child belonging to a different linguistic community and speaking a different language can voice it and feels that he / she is given proper space in the classroom.

1.11 Discourse oriented pedagogy

A discourse is a mode of communication of certain ideas meaningfully in a particular way in a particular social situation.

Ex. Narrative, Rhyme, Conversation, Descriptions etc.

1. Discourse oriented pedagogy can be adapted to suit any level of learners.

2. Discourse oriented pedagogy takes care of skill development.

3. There is a solid foundation of research stemming from cognitive psychology and learning theory.

4. In this pedagogy the focus is on process but not on the product. So any teacher who is sincerely interested in becoming a discourse facilitator can become one.

5. Discourse oriented pedagogy proceeds from whole to part.

Narrative as a Pedagogic tool

Narrative as a discourse can be used to give richest kind of linguistic input to the learners. The listeners/ readers who are exposed to the narrative identify or associate themselves with those characters and got an emotional attachment. As the narrative appeals to the listeners/ readers at the emotional level, it causes the production of language.

The narrative allows a holistic treatment of second language. It accommodates different discourses; we can incorporate descriptions, conversations and rhymes into the text of a narrative. Unlike the other discourse forms (for example, essay, poem, letter, etc.) a narrative as a discourse can accommodate all these types of sentences quite naturally. It incorporates all possible prosodic features such as stress, intonation, modulation. The "narrative gaps" created by the teacher can be filled by the learners by constructing target discourses. Narratives capitalize on the emotive aspect of the language.This is of vital importance in the language class because experience is sustained in human minds as emotional gestalts. It can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

A few pedagogic claims on the narrative

- It allows a holistic treatment of second language.

- It accommodates different discourses.

- Unlike the other discourse forms (for example, essays, poem, letter etc.) a narrative as a discourse can accommodate all types of sentences such as, declaratives, interrogatives, imperatives, exclamatory, short responses, negatives, tags etc. naturally.

- The teacher can make use of all prosodic features like stress, intonation, modulation while performing narratives.
- While presenting the narrative the teacher can pause at certain points thus creating certain "narrative gaps" which can be filled in by the learners by constructing target discourses.
- Narrative can fruitfully capitalize on the emotive aspect of the language.
- Narrative can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

1.12 Syllabi and Textbooks

The Development of the syllabi and textbooks based on the following considerations.

- Appropriateness of topics and themes for relevant stages of children's development
- Continuity from one level to the next
- Pervasive resonance of the values enshrined in the Constitution of India in the organization of knowledge in all subjects
- Inter-disciplinary and thematic linkages between topics listed for different school subjects, which fall under discrete disciplinary areas
- Linkages between school knowledge in different subjects and children's everyday experiences
- Infusion of environment related knowledge and concern in all subjects and at all levels
- Sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities
- Integration of work related attitudes and values in every subject and at all levels
- Need to nurture aesthetic sensibility and values Linkage between school and college syllabi; avoid overlapping.
- Using the potential of media and new information technology in all subjects.
- Encouraging flexibility and creativity in all areas of knowledge and its construction by children.
- Convergence and partnership with NGOs and National level institutions / universities in sharing good practices

Most of we notice the change in Textbooks but not understand the change in the curriculum which includes:

- the shift in approach to language and language learning
- the shift in academic standards
- the shift in classroom process
- the shift in assessment

- the shift in the role of the teacher, learner and the Text Book
- the shift in societal needs

1.13 Textbooks

'I have always felt that the true textbook for the pupil is his teacher.'

–Mohandas Karamchand Gandhi

There are great teachers who can do away with textbooks and do a great job. But for many an Indian teacher, a textbook is an essential part of English language teaching. It saves time, gives direction to lessons, and facilitates a wide variety of activities in the classroom. A good textbook, for a teacher with limited language proficiency is often a good tool to improve her own language competence. The way teachers say 'I like this textbook' or 'I don't like this textbook' suggests that every teacher has some expectations about the textbook, though they differ from teacher to teacher.

For the learner, an English textbook is an important thing – important to do homework, to prepare for the examinations and to learn on her own. It is an interesting thing too, because it brings with it stories, plays, poems and some interesting pieces of information on a wide variety of topics. The way some students treasure some of their textbooks long after they have completed their studies suggests that the textbook is more than a teaching-learning medium.

Richards (1998: 125) says "The most commonly found elements in second and foreign language classrooms around the world are teachers, learners, and textbooks. While the roles of teachers, teaching, and learners have been the focus of a vast body of discussion and research over the years, much less attention has been given to textbooks. Yet in many schools and language programs the textbooks used in classrooms are the curriculum. If one wants to determine the objectives of a language program, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that the course embodies, it is often necessary to look no further than the textbooks used in the program itself." However, there are many limitations.

1. Textbooks cannot provide the basis for a comprehensive language course.
2. Textbooks are often culturally inappropriate
3. Textbooks are not compatible with a learner-centred philosophy of teaching.
4. Textbooks should not be needed by good teachers, who can create their own materials.

SCERT, A.P propose to prepare textbooks that reflect the second langue teaching/ learning philosophy given earlier, and the themes suggested by NCF – 2005. But a text book assumes its value in accordance with the teacher who uses it in the way a digit assumes its value in accordance with its place in a number. Its value can be increased multifold in the hands of a competent teacher or decreased to a big zero in the hands of an incompetent teacher.

The English textbooks should have the following features.

- They should match the cognitive levels and socio-cultural background of children, and uphold and encourage all the secular values enshrined in the constitution.
- The following themes that are compatible with NCF are suggested for making of textbooks

A. Core themes

1. Self ,family, home, friends and pets;
2. Neighbourhood and community
3. The nation – diversity and heritage;
4. The world-India's neighborhood
5. Adventure and imagination;
6. Sports and Games
7. Issues relating to adolescence ;
8. Science and Technology
9. Peace and Harmony;
10. Travel and Tourism
11. Mass media;
12. Art and Culture;
13. Health and Reproductive health

B. Other Themes:

- Environment; Mystery; Fashion and shopping; Films, Media; Festivals; Education and career; People-differently abled, marginalized sections etc; Freedom; Disaster management; Crime and violence; Agrarian Issues; Social issues-Dowry, Migration, violence against women, Old age problems, Child labour, unemployment, Globalisation etc..
- They need to be sensitive to perspectives of equity (gender and societal) and harmony (between humans, and between humans and nature)
- They should reflect local arts such as Burrakatha, Voggukatha, Harikatha, etc.; local customs, culture and traditions; and provide opportunities for children to talk about them using their own languages along with English.
- They should contain good narratives which can be used to give the richest kind of linguistic input to the learners.
- Lessons should be based on a wide variety of discourses like, songs, stories, poems, conversations, autobiographies, essays, letters etc., which lead to thought provoking questions that sensitize children to various issues, and in the process help them develop their language competence.
- The lessons should represent different regions, ages, interests, cultures, people, and rouse interest among children to read extensively. They should have language tasks such as extending poems (adding lines) and stories; concluding stories; writing conversations; puppetry; dramatization; mono action;   reviews; descriptions; translations; project works; riddles; cultural songs; proverbs; idioms etc.
- They should contain (particularly in stages 1 and 2) attractive and thought provoking pictures and illustrations appropriate to the lesson. Printing and paper should be of high quality.

- They should have spaces to promote individual, group, and whole class activities. The language tasks (priority should be given to self-learning tasks) should lead to observation, exploration, discovery, and research. They may also consist of quiz, matrix, puzzles, language games etc.

- Enough space should be allocated in the textbooks to enable the learner to record his/ her self assessment and answers to language tasks.

- They should have a good glossary, cross references, references to other resources, and an index of vocabulary and language items.

- They should be suitable for continuous comprehensive evaluation and help learners achieve the class level competencies.

We cannot develop a language pedagogy overlooking these assumptions. This implies that any learning package which takes recourse to practising language elements through repetition cannot fetch the desired outcome.

1.14 General Objectives of Teaching English

Competence to listen to, understand, and respond

The learner should be able to use a variety of strategies like listening for gist, listening for specific information, listening for pleasure, etc. and make use of not only verbal, but also non verbal/graphical /contextual cues to understand the message; to know the speaker's point of view; to follow the line of argument, etc., so that they can respond appropriately orally or in writing as the need may be.

Competence to respond orally to what is viewed, read or listened to

The learner should be able to order and present facts, ideas and opinions effortlessly using language appropriate to the context/person/topic of discourse while giving a lecture/ talk, or while participating in a debate/conversation responding to what is viewed, read or listened to.

Competence to read, understand, and respond orally, graphically or in writing

The learner should be able to construct meaning by reading critically posing questions while reading, drawing inferences, and relating the text with their previous knowledge / experiences. They should be able to select suitable reading strategy and adjust their reading speed and comprehension level to what they read bearing in mind the purpose of their reading. They should be able to read different genre of language texts as per their level, such as; story/narrative, description, rhymes/poems, letter, diary, notice/message, poster, play, biography etc.

Competence to respond in writing to what is viewed, read or listened to

The learner should be able to respond in writing to what is viewed, read, or listened to by organizing their thoughts coherently using a variety of cohesive devices such as linkers

and lexical repetitions with a sense of audience and purpose.They should use different indicators as per the discourses they write.

Competence to understand and use various words and idiomatic expressions

The learner should be able to understand and use various words and idiomatic expressions as they listen to, read, speak, or write while performing various tasks involving English langauge. Language is never used in a uniform fashion. It has innumerable varieties, shades and colours which surface in different domains and in different situations. These variations, known as registers, should form a part of a student's repertoire. Besides the register of school subjects, a student must be able to understand and use the variety of language being used in other domains such as music, sports, films, gardening, construction work, cookery, etc. (Syllabus for Language Teaching, NCF - 2005)

Competence to use language creatively

Children's minds are imbued with creativity and imagination, so they should be given ample space to develop them. If the classroom atmosphere is encouraging and if suitable tasks that challenge the young brains are given, they will be able to produce oral or written discourses creatively. It can be a picture, a flow chart, a report, a script for a drama, a poem, a biography, etc..

Aesthetic sensibility and social responsibility

The learner should be able to appreciate the beauty of a literary piece by developing an awareness of literary devices like figurative language, imagery, allegory, and symbolism.

They should be able to make informed aesthetic judgements and demonstrate an understanding of artistic expression through analysis.

Language classrooms and textbooks have a lot of scope to make students sensitive towards surroundings, people and nation, and to familiarize them with our rich culture, heritage and aspects of our contemporary life. The learner should be able to develop sensitivity to the issues presented in the text such as conservation of resources, population concerns, human rights violation, deforestation and sustainable development. They should be able to free their mind from prejudices against other cultures and other religions and unlearn certain misconceptions about people, culture and social issues.

Competence in metalinguistic awareness

Meatalinguistic awareness is the ability to view and analyze a language as a 'thing', as a 'process', and as a 'system'. The learner should be able to reflect on the use of language by demonstrating an understanding that statements may have a literal meaning and an implied meaning. They should be able to demonstrate an understanding the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm. They should be able to manipulate sentences by transforming them from one form to another.

Goals, Objectives and Academic Standards

The main goal for any language curriculum is literacy. Here the term 'literacy' is not used in its narrow sense of 'the ability to read and write' but in its broader sense (as defined by UNESCO) of "the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." NCF-2005 says that the goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes (Basic Interpersonal Communication Skills or BICS) and the development of language into an instrument for abstract thought and knowledge acquisition (Cognitive Academic Linguistic Proficiency or CALP) through literacy.

2.1 Ojective of Teaching English for Classes V I- X

- To help them an independent users of language by setting their own learning goals and evaluate their own progress, edit, revise, review their own work through collaborative learning.

- To understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living and genres of language.

- The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately.

  The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.

- The competence to articulate individual/personal responses effectively in oral and written discourses.

- The competence to convert the texts into theatre activities and sustain linguistic experience.

- The competence to use language and vocabulary appropriately in different discourses and social context.

- To competence to use grammatical awareness while writing and editing.

- The competence write simple messages, notices, invitations, essays, letters (formal and informal) simple narrative and descriptive pieces, skit/play, compeering, choreography, discussions/dialogues etc.

- The competence to use language as a tool for knowledge acquisition and its sharing.

- The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment.

- The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres.

- The competence to use language as a tool for knowledge acquisition and its sharing

- The competence to use dictionary suitable to their needs.

- The competence to edit athe given passage in terms of discourse features, grammar and writing conventions.

- The competence to undertake small projects on a regular basis.

- To help the learners think independently and use English creatively and spontaneously as needed in the real life situations.

2.2 Academic Standards

We are familiar with performance indicators stated under the ideational domains of grammar vocabulary and the domains of skills, and discourses. In a holistic approach to language none of these can be given undue prominence without putting at stake the others. Since assessment is inseparable from learning it is something that has to take place at every stage of transaction. Grammar, vocabulary and language skills can be assessed only by embedding them in discourses targeted at a certain level of transaction. Nevertheless, for gaining specificity in stating the linguistic competencies to be targeted at a certain level of learning these have been accommodated under six broad categories as stated in the sections given below.

Broad categories of the Academic Standards

1. Listening and Speaking

2. Reading comprehension

3. Conventions of writing

4. Vocabulary

5. Grammatical awareness

6. Creative expression (Oral and Written discourses)

The class wise indicators for each academic standard   are stated in tabular form as shown below (the shaded part is the targeted for particular class):

2.3 Academic Standards and Indicators

Based on the new pedagogy, the following are the major languages domains to set the academic standards.ie. : 1. Listening and Speaking, 2. Reading Comprehension, 3. Conventions of Writing, 4. Vocabulary, 5. Grammatical Awareness and 6. Creative Expression (a) oral and (b) written.

The details of Academic Standard wise Indicators / features

Table 1: Listening and Speaking

		I	II	III	IV	V	VI	VII	VIII	IX	X
1	Listen to simple instructions and directions and interactions and responds accordingly	█	█	█	█	█	█	█	█	█	█
2	Listen to a variety of discourses and responds accordingly in the classroom situations	█	█	█	█	█	█	█	█	█	█
3	*Recites rhymes/ songs and poems	█	█	█	█	█	█	█	█	█	█
4	*Tells stories, narrates experience and produces a variety of level-specific oral discourses	█	█	█	█	█	█	█	█	█	█
5	*Role-plays, enact drama /skit,	█	█	█	█	█	█	█	█	█	█
6	Pause	█	█	█	█	█	█	█	█	█	█
7	Stress						█	█		█	█
8	Pitch									█	█
9	Tone									█	█
10	Rhythm		█	█	█	█	█	█	█	█	█
11	Reflections of emotions (wherever relevant)			█	█	█	█	█	█	█	█
12	Tempo									█	█

Table 2: Indicators for Reading Comprehension

		I	II	III	IV	V	VI	VII	VIII	IX	X
1	Reads level specific pictures, cartoons, graphs, tables, etc. and decodes the ideas	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
2	Reads a variety of discourses with comprehension	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
3	Reads discourses analytically and identifies the themes and sub themes						▓	▓	▓	▓	▓
4	Reads and develops one's own perceptions	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
5	Reads critically by agreeing or disagreeing with the author								▓	▓	▓
6	Reads a text from multiple perspectives								▓	▓	▓
7	Refers dictionary, thesaurus, and other reference materials					▓	▓	▓	▓	▓	▓

*Note:The level of reading material will be decided considering the discourse features.

Table 3: Indicators for conventions of writing

	Indicators	I	II	III	IV	V	VI	VII	VIII	IX	X
I	**Capitalization**										
1	Approximation of use with beginning of the names and sentences	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
2	Uses wherever it is applicable				▪	▪	▪	▪	▪	▪	▪
II	**Punctuation Marks**										
3	Full stop	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
4	Comma	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
5	Question mark			▪	▪	▪	▪	▪	▪	▪	▪
6	Quotation marks					▪	▪	▪	▪	▪	▪
7	Exclamatory						▪	▪	▪	▪	▪
8	Apostrophe						▪	▪	▪	▪	▪
9	Hyphen								▪	▪	▪
10	Colon								▪	▪	▪
11	Semi-colon								▪	▪	▪
12	Parenthesis								▪	▪	▪
13	Space between words and sentences		▪	▪	▪	▪	▪	▪	▪	▪	▪
14	Spelling		▪	▪	▪	▪	▪	▪	▪	▪	▪
15	Abbreviations, acronyms						▪	▪	▪	▪	▪
16	Ellipsis								▪	▪	▪
17	*Write a variety of discourses maintaining the conventions of writing and Layout		▪	▪	▪	▪	▪	▪	▪	▪	▪

*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table 5.

Table 4: Indicators for Vocabulary and Grammatical awareness

	Indicators	I	II	III	IV	V	VI	VII	VIII	IX	X
1	Vocabulary and Word level structure (Morphology)										
1	Prefixes			▓	▓	▓	▓	▓	▓	▓	▓
2	Suffixes			▓	▓	▓	▓	▓	▓	▓	▓
3	Tense forms			▓	▓	▓	▓	▓	▓	▓	▓
4	Auxiliaries and modals (be, have, do, will, shall, etc			▓	▓	▓	▓	▓	▓	▓	▓
5	aspects-progressive ,perfective and passive						▓	▓	▓	▓	▓
6	Agreement (Person, number, gender)			▓	▓	▓	▓	▓	▓	▓	▓
7	Reflexives and reciprocals (myself, each other..)			▓	▓	▓	▓	▓	▓	▓	▓
8	Gerunds (verbal nouns)			▓	▓	▓	▓	▓	▓	▓	▓
9	Compounding						▓	▓	▓	▓	▓
10	Phrasal verbs						▓	▓	▓	▓	▓
11	Collocations						▓	▓	▓	▓	▓
II	**Syntax and word level grammar**										
12	The structure of simple sentences	▓	▓								
13	Subordination (adverbial connectives with when, if, as, because, since, etc.)				▓	▓	▓	▓	▓	▓	▓
14	Complementation (I think that ...)					▓	▓	▓	▓	▓	▓
15	Conjunctions (and , or)							▓	▓	▓	▓
16	Elliptical constructions (leaving out some parts)							▓	▓	▓	▓
17	Clefts (It is true that ...							▓	▓	▓	▓
18	Relativization (the book that I bought)							▓	▓	▓	▓
19	Embedding (the book on the table ...; the dog that chased the cat that ...							▓	▓	▓	▓
20	Passivization							▓	▓	▓	▓
21	Parenthesis (Inserting units of language into a structure)							▓	▓	▓	▓
III	**Awareness of the structure of Phrasal categories**										
22	Noun phrase						▓	▓	▓	▓	▓
23	Prepositional phrase						▓	▓	▓	▓	▓
24	Adverbial phrase						▓	▓	▓	▓	▓
25	Verb phrase						▓	▓	▓	▓	▓

*Note: The competencies related to grammar and vocabulary can be assessed only in the context of oral and written discourses for which the indicators related to discourse features are also to be taken care of.

Table 5 :Class wise targeted Discourses with indicators - I to X

	Indicators	Classes									
		I	II	III	IV	V	VI	VII	VIII	IX	X
1.	Conversations	■	■	■	■	■	■	■	■	■	■
2.	Descriptions	■	■	■	■	■	■	■	■	■	■
3.	Rhymes /Songs /Poems	■	■	■	■	■	■	■	■	■	■
4.	Narrative/ Story	■	■	■	■	■	■	■	■	■	■
5.	Diary				■	■	■	■	■	■	■
6.	Letter				■	■	■	■	■	■	■
7.	Message/e-mail/SMS			■	■	■	■	■	■	■	■
8.	Notice/Poster/Invitation/Ads			■	■	■	■	■	■	■	■
9.	Slogans/Placards			■	■	■	■	■	■	■	■
10.	Skit/ Drama/Play				■	■	■	■	■	■	■
11.	Compeering						■	■	■	■	■
12	Choreography			■	■	■	■	■	■	■	■
13	Essay (All types)					■	■	■	■	■	■
14.	News Report/Report						■	■	■	■	■
15.	Speech						■	■	■	■	■
16.	Review								■	■	■
17.	Debate /Discussion						■	■	■	■	■
18.	Biographical sketches/Profile/ Autobiography						■	■	■	■	■

Target discourses and details of the indicators (VI-X)

Conversations: contains dialogues with five to ten exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devises - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure /metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Play/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props – dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..

Compering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and reflections relevant to the context – use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

Essay (All types): title, introduction, thesis statement, body and conclusion - appropriate paragraphing with main ideas - supporting details and examples –organization of ideas and use of cohesive devices - maintaining coherence - point of view.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news - organisation and use of cohesive devices – coherence - reporting style (reported speech, passivization, appropriate tense) - point of view

Speech: making speeches /talks contextually - organisation of ideas – use of argumentative / persuasive / interactive language to substantiate views and ideas – use of discourse markers – citation of examples, quotations, etc - coherence, voice modulation and body language.

Review: stating the context of the review (story/novel/drama/essay/film) - highlighting and commenting on certain features of the item reviewed (e.g. characters/theme/setting /events/ turning points etc.) – brevity - citation from the text to substantiate the point. (authenticity) - making personal impressions – maintaining coherence.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one's own point of view and rebutting opponent's point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other's views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

2.4 Salient Features of the New Textbooks

1. Previously, we had separate textbooks, supplementary readers and workbooks. The new English readers are designed in an integrated manner. We have a single book that is a combination of the main reader, listening material, work book at the unit level.

2. The present textbooks are brought out in multicolours. Earlier, we had textbooks in single colour.

3. The previous textbooks were skill - based. Development of language skills was given priority. The content was isolated. It had no relevance to each other. The present text books

are based on certain themes. Every unit is based on a theme that is familiar to the learners. The theme recurs throughout the unit: in all the activities of the unit. The thematic approach facilitates construction of knowledge along with development of language skills.

4. Holistic treatment of language is taken care of in the present textbooks. Grammar and vocabulary have relevance to the content. Whereas in the earlier textbooks, the treatment of grammar and vocabulary have no relation to the content.

5. In the present textbooks, authentic (real) communication in writing and speaking is attempted. In the previous textbooks, writing activity was either controlled or guided; speaking was also not authentic.

6. The earlier text books were developed by experts. There was not much to address the problems of teachers and learners, whereas the present textbooks were the outcome of combined efforts of experts in the ELT, linguists and the textbook development committees that include teacher trainers and teachers.

7. Present text books include activities that result in the production of language in the name of 'Project'. The learners literally use language in solving real life problems. This helps the learners in internalizing the language.

8. In the earlier textbooks, each unit began with a listening activity. Experience proved that, by doing so the learners were receiving the reading input a bit late. To put it in other words, listening texts were longish. By the time the teacher completed reading, the learners were exhausted and lost interest.

9. The earlier textbooks had listening passages that have no contextual relevance. The present books have contextually relevant listening texts. They are reasonably long. Hence, they will be interesting to the learners.

10. Earlier we were using two series of textbooks; one for the English medium stream and the other for the non-English medium. This year there is a common book for these two streams.

2.5 Textbook Features

The revised textbooks for classes VI-X have certain features which make them different from the ones that we used earlier.

•   Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.

•   Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.

- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.

- Vocabulary and grammar exercises have been contextually designed.

- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

2.6 Unit Structures

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interprete, analyze and transfer the data, and use the language appropriately.

Listening Activity: This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self -Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

2.6 Class wise Academic Standard wise indicators for Classes VI-X

1. Listening and Responding

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Dialogues / conversations	6.1.1. Listen and respond to dialogues / conversations that contain three or four exchanges, proper sequence and use appropriate cohesive devices and sustain the conversation.	7.1.1. Listen and respond to dialogues / conversations that contain proper sequence and use appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	8.1.1. Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	9.1.1. Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	10.1.1. Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
Descriptions	6.1.2 Listen and respond to descriptions that contain a few attributes.	7.1.2 Listen and respond to descriptions that contain a few attributes and vivid images.	8.1.2 Listen and respond to descriptions that contain a few attributes, vivid images and a variety of sentence forms.	9.1.2 Listen and respond to descriptions that contain vivid images, a variety of sentence forms and personal reflections.	10.1.2 Listen and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections, proper sequence and cohesive devices.
Poems / Songs	6.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) and figures of speech.	7.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) , figures of speech, images, thoughts and feelings.	8.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts and feelings.	9.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance and alliteration.	10.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance, alliteration and the writer's point of view.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Narratives	6.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, images, settings, characterisation evoking images.	7.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images.	8.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images.	9.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images with coherence.	10.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images and the writer's point of view with coherence.
Slogans	6.1.5. Listen and respond to slogans that have a rhythm and maintain brevity.	7.1.5. Listen and respond to slogans that have a rhythm and maintain brevity.	8.1.5. Listen and respond to slogans that have a rhythm and maintain brevity.		
Drama/Play	6.1.6. Listen, watch and respond to drama.	7.1.6. Listen, watch and respond to drama.	8.1.6. Listen, watch and respond to drama.	9.1.6. Listen, watch and respond to drama.	10.1.6. Listen, watch and respond to drama.
Debate/Discussion	6.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples.	7.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples and the speaker's point of view.	8.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, the speaker's point of view, and language for defending or rebutting.	9.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, the speaker's point of view, and language for defending or rebutting.	10.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, polite expressions, the speaker's point of view, logical and emotional appeal and language for defending or rebutting.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Compeering	6.1.8. Listen and respond to compeering which presents the background and highlights of the events.	7.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context.	8.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	9.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	10.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
News report	6.1.9. Listen and respond to news reports from dailies.	7.1.9. Listen and respond to news reports from dailies.	8.1.9. Listen and respond to news reports from dailies.	9.1.9. Listen and respond to news reports from dailies.	10.1.9. Listen and respond to news reports from dailies.
Speech	6.1.10. Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and has coherence.	7.1.10. Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and has coherence.	8.1.10. Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers, cite examples and quotations and has coherence.	9.1.10. Listen and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.	10.1.10. Listen and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.

2. Reading Comprehension

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Dialogues / conversations	6.2.1. Read and respond to dialogues / conversations that contain three or four exchanges, proper sequence and use appropriate cohesive devices and sustain the conversation.	7.2.1. Read and respond to dialogues / conversations that contain proper sequence and use appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	8.2.1. Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	9.2.1. Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	10.2.1. Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
Descriptions	6.2.2. Read and respond to descriptions that contain a few attributes, images, variety of sentence forms and sequencing of ideas.	7.2.2. Read and respond to descriptions that contain a few attributes, images, variety of sentence forms and sequencing of ideas.	8.2.2. Read and respond to descriptions that contain a few attributes, images, personal reflections, variety of sentence forms and sequencing of ideas.	9.2.2. Read and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections and cohesive devices.	10.2.2. Listen and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections, proper sequence and cohesive devices.
Poems / Songs	6.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) and figures of speech.	7.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) , figures of speech, images, thoughts and feelings.	8.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts and feelings.	9.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance and alliteration.	10.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance, alliteration and the writer's point of view.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Narratives	6.2.4. Read and respond to narratives that contain a sequence of events and dialogues, images, settings, characterisation evoking images.	7.2.4. Read and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images.	8.2.4. Read and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images.	9.2.4. Read and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images with coherence.	10.2.4. Read and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images and the writer's point of view with coherence.
Diary	6.2.5. Read diary containing personal reflections, thoughts and feelings.	7.2.5. Read diary containing personal reflections, thoughts and feelings using variety of sentences.	8.2.5. Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood.	9.2.5. Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood maintaining coherence.	10.2.5. Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood, self criticism, future plans and the writer's point of view maintaining coherence.
Letters	6.2.6. Read letters that use language appropriate to the context, sequencing of ideas and appropriate format / lay out conventions.	7.2.6. Read letters that use language appropriate to the context, sequencing of ideas and appropriate format / lay out conventions.	8.2.6. Read letters that use persuasive language appropriate to the context, sequencing of ideas and appropriate format / lay out conventions.	9.2.6. Read letters that use persuasive language appropriate to the context, sequencing and organising of ideas and appropriate format / lay out conventions maintaining coherence.	10.2.6. Read letters that use persuasive language appropriate to the context, sequencing and organising of ideas and appropriate format / lay out conventions maintaining coherence.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Message / e-mail/ sms	6.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	7.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	8.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	9.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.	10.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.
Notices / posters	6.2.8. Read notices/ posters that have organisation and design for various occasions and purposes.	7.2.8. Read notices/ posters that have organisation and design for various occasions and purposes.	8.2.8. Read notices/ posters containing details such as venue, date, time, salutation, invitation , programme and have organisation and design for various occasions and purposes.	9.2.8. Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.	10.2.8. Read persuasive notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.
Ads			8.2.9. Read ads of various content and concept which have organisation, lay out and style, maintain brevity and use designing and graphics.	9.2.9. Read ads of various content and concept containing appropriate diction, which have organisation, lay out and style, maintain brevity and use designing and graphics.	10.2.9. Read ads of various content and concept containing appropriate diction, which have organisation, lay out and style, maintain brevity and use designing and graphics.
Slogans	6.2.10. Read slogans that have a rhythm and maintain brevity.	7.2.10. Read slogans that have a rhythm and maintain brevity.	8.2.10. Read slogans that have a rhythm and maintain brevity.		

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Drama/skit/play	6.2.11. Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.	7.2.11. Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props	8.2.11. Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.	9.2.11. Read drama scripts that depicts dramatic conflict and contain dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.	10.2.11. Read drama scripts that depicts dramatic conflict and contain dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.
Essay		7.2.12. Read and respond to essays that contain, paragraphing, title, introduction, body and conclusion.	8.2.12. Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, body and conclusion.	9.2.12. Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, thesis statement, body and conclusion, that contain and have coherence.	10.2.12. Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, thesis statement, body and conclusion, have coherence , voice and point of view
Debate / discussion	6.2.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples.	7.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples and the speaker's point of view.	8.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, the speaker's point of view, and language for defending or rebutting.	9.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, the speaker's point of view, and language for defending or rebutting.	10.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, polite expressions, the speaker's point of view, logical and emotional appeal and language for defending or rebutting.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Compeering	6.2.14. Read compeering script which presents the background and highlights of the events.	7.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context.	8.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	9.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	10.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
Report	6.2.15. Read reports that contain relevant ideas, concepts and information.	7.2.15. Read reports that contain relevant ideas, concepts and information, interpret data and draw inference, include personal reflections on the topic.	8.2.15. Read reports that contain relevant ideas, concepts and information, interpret data and draw inference.	9.2.15. Read reports that contain relevant ideas, concepts and information, interpret data, draw inference, include personal reflections on the topic, sequence ideas and have coherence.	10.2.15. Read reports that contain relevant ideas, concepts and information, interpret data, draw inference, include personal reflections on the topic, sequence ideas, have coherence and use indexing, referencing and quoting.
News report	6.2.16. Read news reports.	7.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	8.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	9.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	10.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style and reveal the point of view of the newspaper.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Review			8.2.17. Read and respond to reviews that state the context, highlight and comment on features of the item reviewed and notice from the texts.	9.2.17. Read and respond to reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.	10.2.17. Read and respond to reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts, make personal impressions and maintain coherence.
Speech	6.2.18. Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and has coherence.	7.2.18. Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and has coherence.	8.2.18. Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers, cite examples and quotations and has coherence.	9.2.18. Read and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.	10.2.18. Read and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.
Biography	6.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings.	7.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings.	8.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings and have organisation.	9.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings, have organisation, coherence and flow.	10.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings, have organisation, coherence and flow and contain tone, voice and point of view of the writer.

3. Conventions of Writing

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.3.1 Start a sentence with a capital letter and end it with a period.	7.3.1. Start a sentence with a capital letter and end it with a period.	8.3.1. Start a sentence with a capital letter and end it with a period.	9.3.1. Start a sentence with a capital letter and end it with a period.	10.3.1. Start a sentence with a capital letter and end it with a period.
	6.3.2. Capitalize all proper nouns, greetings, months and days of the week.	7.3.2. Capitalize all proper nouns, greetings, months and days of the week.	8.3.2. Capitalize all proper nouns, greetings, months and days of the week.	9.3.2. Capitalize all proper nouns, greetings, months and days of the week.	10.3.2. Capitalize all proper nouns, greetings, months and days of the week.
	6.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	7.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	8.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	9.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	10.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.
	6.3.4. Give space between words and sentences.	7.3.4. Give space between words and sentences.	8.3.4. Give space between words and sentences.	9.3.4. Give space between words and sentences.	10.3.4. Give space between words and sentences.
	6.3.5. Write correct spelling.	7.3.5. Write correct spelling.	8.3.5. Write correct spelling.	9.3.5. Write correct spelling.	10.3.5. Write correct spelling.
	6.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.	7.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.	8.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc. .	9.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.	10.3.6.Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

4. Vocabulary

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.4.1. Use appropriate words for expressing oneself using a variety of discourses.	7.4.1.Use appropriate words for expressing oneself using a variety of discourses.	8.4.1. Use appropriate words for expressing oneself using a variety of discourses avoiding collocation clashes.	9.4.1. Use appropriate words for expressing oneself using a variety of discourses avoiding collocation clashes.	10.4.1.Use appropriate words for expressing oneself using a variety of discourses and create new collocations.
	6.4.2. Use nouns and verbs interchangeably for expressing oneself.	7.4.2. Use nouns and verbs interchangeably for expressing oneself.	8.4.2. Use nouns and verbs interchangeably for expressing oneself.	9.4.2. Use nouns and verbs interchangeably for expressing oneself.	10.4.2. Use nouns and verbs interchangeably for expressing oneself.
	6.4.3. Coin new words appropriate to the context.	7.4.3. Coin new words appropriate to the context.	8.4.3. Coin new words appropriate to the context.	9.4.3. Coin new words appropriate to the context.	10.4.3. Coin new words appropriate to the context.
	6.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	7.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	8.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	9.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	10.4.4. Distinguish between class changing and class-maintaining affixes and derive a different category of word by changing the prefix or suffix of a certain word.
	6.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary/ picture dictionary, thesaurus.	7.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary, thesaurus.	8.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary.	9.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary.	10.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary.
	6.4.6. Use knowledge of individual words in unknown compound words to predict their meaning.	7.4.6. Use knowledge of individual words in unknown compound words to predict their meaning.	8.4.7. Use knowledge of individual words in unknown compound words to predict their meaning.	9.4.7. Use knowledge of individual words in unknown compound words to predict their meaning.	10.4.7. Use knowledge of individual words in unknown compound words to predict their meaning.

Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
6.4.7.Develop vocabulary through bilingual texts	7.4.7..Develop vocabulary through bilingual texts	8.4.7. Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.	9.4.7. Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.	10.4.7. Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.
	7.4.8. Expand most common abbreviations.	8.4.8. Expand most common abbreviations.		
6.4.9. Understand and explain frequently used synonyms, antonyms and homographs.	7.4.9. Understand and explain frequently used synonyms, antonyms, hyponyms and hyponyms and homographs and homonyms.	8.4.9. Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.	9.4.9. Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.	10.4.9. Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.
		8.4.10. Understand and explain "shades of meaning" in related words.	9.4.10. Understand and explain "shades of meaning" in related words.	10.4.10. Understand and explain "shades of meaning" in related words.
		8.4.11. Identify and interpret figurative language and words with multiple meanings.	9.4.11. Identify and interpret figurative language and words with multiple meanings.	10.4.11. Identify and interpret figurative language and words with multiple meanings.
6.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	7.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	8.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	9.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	10.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.4.13. Apply knowledge of word, derivations.	7.4.13.Apply knowledge of word origins, derivations, compound words and idioms	8.4.13. Apply knowledge of word origins, derivations and compound words idioms to determine the meaning of words and phrases.	9.4.13. Apply knowledge of word origins, derivations and compound words idioms to determine the meaning of words and phrases.	10.4.13. Apply knowledge of word origins, derivations, compound words and idioms to determine the meaning of words and phrases.
		7.4.14. Phrases /idioms.	8.4.14. Phrasal verbs /idioms.		10.4.14. Devise language games /puzzles involving words / phrases /idioms.
	6.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	7.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	8.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	9.4.15. Develop vocabulary by reading extensively and by using meta-linguistic aware-ness.	10.4.15. Develop vocabulary by reading extensively and by using meta-linguistic aware-ness.
					10.4.16. Use a thesaurus to determine related words and concepts.

5. Grammatical Awareness

Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
6.5.1. Use declarative, imperative, interrogative, and exclamatory sentences.	7.5.1. Use declarative, imperative, interrogative, and exclamatory sentences.	8.5.1. Develop understanding about declarative, imperative, interrogative, and exclamatory sentences.		
6.5.2. Develop awareness about various predicate patterns.	7.5.2. Develop understanding about subject and predicate pattern.	8.5.2. Developing understanding about the predicate.		
6.5.3. Connect sentences using adverbial connectives such as when, if, as, because, since, etc.)	7.5.3. Connect sentences using adverbial connectives such as when, if, as, because, since, etc.)	8.5.3. Develop understanding about adverbial clauses.	9.5.3. Develop understanding about main clause, sub clause and adverbial clauses.	10.5.3. Develop understanding about main clause, sub clause and adverbial clauses.
6.5.4. Use structures like..(I think that …..)	7.5.4. Use structures like..(I think that....)	8.5.4. Use noun clauses	9.5.4.Develop understanding about the noun clause in subject and object positions	10.5.3.Develop understanding about, and use, Complementation (I think that ...)
6.5.5.Use Coordinate structures with, and, but, or	7.5.5.Develop understanding about conjunctions	8.5.5.Develop understanding about coordination and subordination	9.5.5.Develop understanding about coordination and subordination	10.5.5.Develop understanding about lexical, phrasal and clausal coordination and use coordinate structures
6.5.6. Use Relative clauses.	7.5.6. Use Relative clauses.	8.5.6.Develop understanding about relative clauses.	9.5.6.Develop understanding about defining and non-defining relative clauses.	10.5.6.Develop understanding about object and subject relativization.
6.5.7. Develop understanding about passive constructions.	7.5.7. Use passive constructions.	8.5.7. Develop understanding about passive constructions.	9.5.7. Use passive constructions.	10.5.7. Develop understanding about passivization.

5. Grammatical Awareness

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.5.8.Use structures like (the book on the table …)	7.5.8. Use structures like (the book on the table ...; the dog that chased the cat. …	8.5.8. Develop understanding about noun phrases and prepositional phrases.	9.5.8. Develop understanding about noun phrases and prepositional phrases.	10.5.8. Develop understanding about complex noun phrases and embedding structures.
	6.5.9.Use Phrases such as Noun phrase (a tall man); Prepositional phrase (on the table); Verb phrase with and without an object (child sleeps: eat an apple);	7.5.9.Use Phrases such as Noun phrase (a tall man); Prepositional phrase (on the table); Verb phrase with and without an object (child sleeps: eat an apple);	8.5.9.Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase;	9.5.9.Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase;	10.5.9.Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase, Adjectival phrase and Adverbial phrase;
	6.5.10.Use and develop understanding degrees of comparison various types of adjectives that denote size, shape, age, colour, origin, material, etc. Sequence of adjectives.	7.5.10.Develop understanding degrees of comparison using adjectives and adverbs.	8.5.10. Use degrees of comparison.		
	6.5.11. Maintains agreement in terms of person, number and gender in a sentence.	7.5.11. Maintains agreement in terms of person, number and gender in a sentence.	8.5.11. Maintains agreement in terms of person, number and gender in a sentence.	9.5.11. Maintains agreement in terms of person, number and gender in a sentence.	10.5.11. Understanding about the agreement system
	6.5.12. Use auxiliary verbs and Modal auxiliaries for forming questions and negation and for expressing a range of meanings.	7.5.12. Use auxiliary verbs and Modal auxiliaries for forming question tags.	8.5.12. Develop understanding about auxiliary function (tags, questions, negatives).	9.5.12. Develop understanding about auxiliary function (tags, questions, negatives).	10.5.12. Develop understanding about auxiliary system (tense, modal aspects).

Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
6.5.13. Use and understand to infinitive.	7.5.13. Use to infinitive with going +to.	8.5.13. Develop understanding about finite and non-finite clauses and use finite and infinitival constructions.	9.5.13. Develop understanding about non finite clauses.	9.5.13. Develop understanding about finite and non-finite clauses and use finite and infinitival constructions.
6.5.14.Use and develop understanding about the present tense, past tense and present progressive in combination with 'must'.	7.5.14. Develop understanding about the past tense and past progressive structures in combination with modals (should, must).	8.5.14. Develop understanding about used to and would.	9.5.14. Use and develop understanding about simple past and past perfect tenses.	10.5.14. Use the present tense and past tense forms and also in combination with Modals and with perfective and progressive aspects in a range of structures.
6.5.15. Use gerundial constructions.	7.5.15. Use gerundial constructions.	8.5.15. Use and develop understanding gerundial constructions.	9.5.15. Use and develop understanding gerundial constructions.	10.5.15. Develop understanding about the distribution of gerundial constructions and use them in subject, object and complement positions.
6.5.16 Use and develop understanding if clauses Adverbials of time, place and manner.	7.5.16 Use and develop understanding if clauses Adverbials of time, place and manner.	8.5.16.Use and develop understanding about adverbial clauses	9.5.16. Use and develop understanding about adverbial clauses, main clauses and subordinate clauses. Understanding about If clauses.	10.5.16. Develop understanding about subordination and complementation.
			9.5.17. Develop understanding about noun clauses and use them in subject and object positions.	10.5.17. Develop understanding about the classification of clauses based on the elements of the clause, clause structure, and function.

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
					10.5.18.Develop understanding about cleft sentences and use them
				9.5.19. Inversion of auxiliaries in sentences containing 'no sooner, scarcely, hardly'.	10.5.19. Develop understanding about structural transformation of the sentences and transform structures using movement, deletion or insertion of categories.

6. Creative Expression (Oral and Written Discourses)

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Conversation/ Dialogues	6.6.1. Construct pieces of dialogues in the given context.	7.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.	8.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.	9.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.	10.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.
Description	6.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence.	7.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence.	8.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.	9.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.	10.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.
Review			8.6.3. Write reviews that state the context, highlight and comment on features of the item reviewed and notice from the texts.	9.6.3. Write reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.	10.6.3. Write reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts, make personal impressions and maintain coherence.
Narrative/Story	6.6.4. Construct narratives/ stories with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	7.6.4. Construct narratives/stories with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	8.6.4. Construct narratives/stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	9.6.4. Construct narratives/ stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	10.6.4. Construct narratives/ stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Mind maps	6.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	7.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	8.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	9.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	10.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
Biographical Sketch/ Profile	6.6.6. Write short profiles and biographical sketches of people depicting the characteristics and contributions of people.	7.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions of people.	8.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.	9.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.	10.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.
Songs/Poems	6.6.7. Write songs and poems on various themes involving images. And recite / sing them.	7.6.7. Write songs and poems on various themes involving various images and recite / sing them evoking emotions.	8.6.7. Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.	9.6.7. Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.	10.6.7. Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.
Letter	6.6.8. Write personal letters for various purposes maintaining the proper format.	7.6.8. Write personal letters for various purposes maintaining the proper format using persuasive language.	8.6.8. Write personal letters for various purposes maintaining the proper format using persuasive language and reflections on events..	9.6.8. Write personal letters for various purposes maintaining the proper format using persuasive language and reflections on events and exhortations.	10.6.8. Write personal letters for various purposes maintaining the proper format using persuasive and argumentative language and reflections on events and exhortations.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Diary	6.6.9.Write diaries that contain anecdotes reflections on events,	7.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings.	8.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism.	9.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism, future plans and aspirations.	10.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism, future plans, aspirations and point of view.
Notice/Poster/Ads/invitation	6.6.10. Write notices / invitations etc. maintaining their features and talk about them.	7.6.10. Write notices / invitations etc containing features and talk about them.	8.6.10. Write notices / invitations etc using argumentative language and containing exhortations maintaining the features of a notice and talk about them.	9.6.10. Write notices / invitations etc using argumentative language and containing exhortations maintaining the features of a notice and talk about them.	10.6.10. Write notices / invitations etc using argumentative and persuasive language and containing exhortations maintaining the features of a notice and talk about them.
Slogans/Placards	6.6.11. Write and say slogans/placards for various purposes with precision and brevity.	7.6.11. Write and say slogans/placards for various purposes with precision and brevity.	8.6.11. Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words.	9.6.11. Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words..	10.6.11. Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words.
Drama/Play/Skit	6.6.12.Write drama scripts containing details such as stage setting, actions and dialogues and enact the drama.	6.6.12.Write drama scripts containing details such as stage setting, actions and dialogues and enact the drama.	8.6.12. Write drama scripts containing details such as stage setting, actions and dialogues. Enact the drama.	9.6.12. Write drama scripts containing details such as stage setting, actions and dialogues that evoke emotions and feeling. Enact the drama maintaining the theatrical conventions.	10.6.12. Write drama scripts containing details such as stage setting, actions and dialogues that evoke emotions and feeling reflecting the writer's point of view. Enact the drama maintaining the theatrical conventions.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
News report		7.6.13. Write news reports that contain appropriate headline, lead sentence, body and make use of reporting style.	8.6.13. Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	9.6.13. Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	10.6.13. Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style and reveal the point of view of the newspaper.
Message / e-mail/ sms	6.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	7.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	8.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	9.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.	10.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.
Choreography	6.6.15. Write choreography script bringing out the theme of the poem.	7.6.15. Write posters for various purposes in persuasive language and talk about them.	8.6.15.Write choreography script related to interpreting a poem from multiple points of view.	9.6.15. Write choreography script related to interpreting a poem from multiple points of view and perform the choreography.	10.6.15. Write choreography script related to interpreting a poem from multiple points of view and perform the choreography.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Compeering	6.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions and do the compeering.	7.6.16. Write posters for various purposes in persuasive language and talk about them.	8.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.	9.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.	10.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.
Essay	6.6.17. Write short essay on various themes depicting proper organization and coherence.	7.6.17. Write short essay on various themes depicting proper organization and coherence.	8.6.17. Write essays on various themes depicting proper organization and coherence and revealing the point of view of the writer.	9.6.17. Write essays on various themes depicting proper organization and cohesion and revealing the point of view of the writer using persuasive and argumentative language.	10.6.17. Write essays on various themes depicting proper organization and cohesion and revealing the point of view of the writer using persuasive and argumentative language.

2.7 Syllabus Grid for classes VI - X

Class - VI

Unit	Theme	Reading Text		Genre	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Peace and Harmony	A Reading B Reading C Reading	Peace and Harmony I Want Peace Grand Contest in the Forest	Story Poem Story	Forms of Adjectives Antonyms and Synonyms Homophones	Adjectives; Adverbs of frequency	Invitation Card; Script for Compeering	Compeering; Discussion
2	Heritage and Culture	A Reading B Reading C Reading	The Lost Casket In the Bazaars of Hyderabad Tyagaraja, the Immortal Musician	Story Poem Biography	Suffixes	Collective nouns; adverbs of manner	Description of character; Script for a Speech	Description; Speech
3	Faith	A Reading B Reading C Reading	What Can a Dollar and Eleven Cents Do? A Nation's Strength Wilma Rudolph	Story Poem Biography	Mind mapping; Spelling	Possessive forms and contractions; regular and irregular verbs; quantifiers	Diary Entry; Letter; Story	Drama; Conversation
4	Adventure and Imagination	A Reading B Reading C Reading	An Adventure The Naughty Boy Robinson Crusoe	Story Poem Narrative	Collective Nouns; Verb to Noun;	Direct and Indirect Speech	Narrative; Poster	Discussion

Unit	Theme	Reading Text		Genre	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Environ-ment	A Reading B Reading C Reading	Plant a Tree If a Tree Could Talk Children, Speak Up!	Essay Poem Speech	Mind map	if Clause	Notice; Short essay;	Description
6	Travel-ogue	A Reading B Reading C Reading	Rip Van Winkle My Shadow Gulliver's Travels	Story Poem Story	Contextual meanings; compound adjectives	Passive voice; Adverbs of Frequency	Narration; Description	Conversation; Skit
7	Games and Sports	A Reading B Reading C Reading	P.T.Usha, the Golden-Girl Indian Cricket Team Ranji's Wonderful Bat	Biography Poem Biography	Synonyms	Order of Adjectives; To infinitive	Profile; Letter; Notice	Discussion and Conversation
8	Wit and Humour	A Reading B Reading	Half the Price The Sheik's White Donkey	Story Story	Synonyms and Antonyms; suffixes; forming verb ing forms	Usage of 'must'; present continuous tense; 'wh' questions.	Letter;	Narrative

Class - VII

Unit	Theme	Reading Text	Genre	Language Competencies			
				Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Neighbourhood	A Reading The Town Mouse and the Country Mouse B Reading The Town Child & The Country Child C Reading The New Blue Dress	Story Poem Story	Contextual meanings; phrases; compound nouns;	Formation of Degrees of comparison; usage of 'may'; Expressing unreal past	Description Personal Letter Script for a Play	Discussion Conversation Play
2	Science and Technology	A Reading C.V.Raman, the Pride of India B Reading It's Change… C Reading Susruta, an Ancient Plastic Surgeon	Biography Poem Biography	Contextual meanings Verbs - Nouns Abbreviations	Prepositions of time and place; Articles	Biographical Sketch; Editing	Debate; Conversation
3	Nation and Diversity	A Reading Puru, the Brave B Reading Home They Brought Her Warrior Dead C Reading The Magic of Silk	Play Poem Story	Antonyms; vocabulary in context	Use of 'should and must'; Degrees of Comparison	Short Story	Narration
4	Wit and Humour	A Reading Tenali Paints a Horse B Reading Dear Mum C Reading The Emperor's New Clothes	Play Poem Folk tale	Vocabulary in content; phrasal verbs; idioms; proverbs	Contractions; short forms; Adverbs of manner	Description	Enacting a play Narration

Unit	Theme	ReadingText		Genre	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Travel and Tourism	A Reading B Reading C Reading	A Trip to Andaman My Trip to the Moon Sindbad, the Sailor	Narrative Poem Story	Antonyms; Same word in different parts of speech; phrasal verbs	Simple past tense; Past Continuous tense	Description Letter	Description
6	Adventure	A Reading B Reading C Reading	A Hero My Nasty Adventure Learn How to Climb Trees	Story Poem Narrative	Synonyms; vocabulary in context; word ladder	Simple past tense; Past Continuous tense	Story Description Letter Script for a drama	Story
7	Games and Sports	A Reading B Reading C Reading	The Wonderful World of Chess Chess Koneru Humpy	Essay Poem Biography	hypernyms; hyponyms; suffixes; knowing unfamiliar words	If Clauses; writing sentences using 'when'	Essay, Review(Summary)	Conversation
8	Environment	A Reading B Reading C Reading	Snakes in India Trees A Letter from Mother Earth	Essay Poem Letter	Prefixes ; suffixes; vocabulary in context	Conjunctions; subject and predicate;	Poem Poster	Conversation

Class - VIII

Unit	Theme	Reading Text	Genre	Language Competencies			
				Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Family	A. The Tattered Blanket B. My Mother C.A Letter to a Friend	Story Poem Letter	Synonyms Contextual use of words	Noun/Verb/ Prepositional Phrases	Short Essay	Choreography
2	Social Issues	A. Oliver Asks for More B. The Cry of Children C. Reaching the Unreached	Story Poem Essay	compound Adjectives	Framing Questions using Helping verbs Question Tags	Profile Diary	Discussion
3	Humanity	A. The Selfish Giant I (One act play) B. The Selfish Giant II (One act play) C. The Garden Within	Play Play Poem	Phrasal Verbs Antonyms Sound Words	Progressive forms and gerunds of verbs	Notice	Description
4	Science and Technology	A. The Fun They Had B. Preteen Pretext C. The Computer Game (One act play)	Science Fiction Poem Play	Antonyms Contextual use of words Order of Adjectives	Using Adverbs and Relative Clauses	Conversation Letter Short Essay	Role play

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Unit	Theme	Reading Text	Genre	Language Competencies			
				Vocabulary	**Grammar**	**Written Discourses**	**Oral Discourses**
5	Education and Career	A. The Treasure Within (Part I) B. The Treasure Within (Part II) C. They Literally Build the Nation	Interview Career Interview Essay	Related Meanings Collocations Same word as a verb and a noun	Talking about habitual actions in the past using 'used to'	Script for Compeering Short Essay	Compeering
6	Art & Culture	A. The Story of Ikat B. The Earthen Goblet C. Maestro with a Mission	Description Poem Biography	Homographs Homophones	Tense and Time, Reported Speech	Profile Biographical Sketch Report	Presenting a Report
7	Woman Empowerment	A. Bonsai Life (Part I) B. Bonsai Life (Part II) C. I Can Take Care of Myself	Story Story Story	Phrasal Verbs Similes idioms	Subject and Predicate, Types of Sentences	Short Essay Poster	Discussion Interview Debate
8	Social Service	A. Dr. Dwarakanath Kotnis B. Be Thankful C. The Dead Rat	Biography Poem Story	Identifying vocabulary of semantic relation Idiomatic Expressions with 'heart'	Coordinating Conjunctions, Coordinating Clauses	News Report	Speech

Class - IX

Unit	Theme	Reading Text	Genre	Language Competencies			
				Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Humour	A. The Snake and the Mirror B. The Duck and the Kangaroo C. Little Bobby	Narrative Poem Letter	Interpretation of meaning Sound words of instruments Linkers	Phrasal Verbs Combination of Simple Past and Past Perfect Tense	Descriptive Essay Letter Poster	Story Choreography
2	Games & Sports	A. True Height B. What Is a Player ? C. V.V.S. Laxman, Very Very Special	Story Poem Interview	Synonyms Suffixes Collocations	Adverbial Clauses	Biographical sketch Profile, Short Essay	Conversation
3	School Life	A. Swami Is Expelled from School B. Not Just a Teacher, but a Friend C. Homework	Story Poem Essay	synonyms Phrasal Verbs	Direct and Indirect Speech, Noun Clauses	Short Essay Narrative	Speech Compeering
4	Environment	A. What Is Man Without the Beasts? B. The River C. Can't Climb Trees Any More	Speech Poem Story	Collocations Words related to movement	The Verb Phrase	Report Speech	Discussion Speech

Unit	Theme	Reading Text	Genre	Language Competencies			
				Vocabulary	**Grammar**	**Written Discourses**	**Oral Discourses**
5	Disasters	A. A Havoc of Flood B. Grabbing Everything on the Land C. The Ham Radio	Report Poem Essay	Same word in different contexts Concept mapping	Inversion of Adverbial Clauses using 'No sooner - than, scarcely - when'	Interview Speech Letter Short Essay	nterview
6	Freedom	Freedom A. A Long Walk to Freedom B. Freedom C. An Icon of Civil Rights	Speech Poem Speech	Identifying meanings in context Appropriate forms of words figurative expressions	Adjectival Clauses	Essay Speech	Debate, Speech
7	Theatre	A. The Trial B. Antony's Speech C. Mahatma Gandhi, Pushed out of Train	Play Poem Incident	Idioms related to 'tongue'	If - Clauses	Character Sketch	Description of an Event Debate
8	Travel & Tourism	A. The Accidental Tourist B. Father Returning Home C. Kathmandu	Narrative Poem Description	Compound Words Homonyms Human made Sound words	Passive Voice	Letter	Describing Travel Experience

Class - X

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Personality Development	A. Attitude is Altitude B. Every Success Story Is Also a Story of Great Failures C. I will Do It	Biography Essay Biography	www.dailymail.co.uk Shiv Khera Sudha Murthy	Adjectives; synonyms; one-word substitutes	Defining and non-defining relative clauses	Biographical sketch;essay	Debate
2	Wit and Humour	A. The Dear Departed (Part - I) B. The Dear Departed (Part - II) C. The Brave Potter	Play Play Folk Tale	W.S. Houghton W.S. Houghton Marguerite Siek	Irregular plurals; exclamations/ interjections; compound adjectives; idioms	Articles; compound prepositional phrases; its time +simple past verb	Letter; story	Funny incident/ jokes
3	Human Relations	A. The Journey B. Another Woman C. The Never-Never Nest	Narrative Poem Play	Y.D. Thongchi Ms. Imtiaz Dharker Cedric Mount	Compound words-hyphenated and reduplicate words	Simple past and past perfect tense	Essay,report;	Debate;
4	Films and Theatre	A. Rendezvous with Ray B. Maya Bazaar C. A Tribute	Essay Review Essay	Frontline The Hindu ———	Collocations; One word substitution; suffixes and prefixes; binomials	Linkers; adjectives; prepositions; verb forms-past perfect, simple past; modals	Review on a film or TV programme ; reply letter; skit	Speech

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Social Issues / Agrarian Issues	A. The Storeyed House (Part - I) B. The Storeyed House (Part - II) C. Abandoned	Story Story Poem	Waman G. Hoval Waman G. Hoval Suraya Nasim	Compound adjectives; Phrasal verbs; Idioms;	Contractions; adverbial clauses;	Letter ; news report; essay.	Speech; debate
6	Bio-diversity	A. Environment B. Or will the Dreamer Wake? C. A Tale of Three Villages	Interview Poem Essay	www.gbmna.com M. Chevalier _____	Synonyms; appropriate forms of the words;	Non-finite clauses, reported speech, adjectives,	Interview, conversation	Group discussion
7	Nation and Diversity	A. My Childhood B. A Plea for India C. Unity in Diversity in India	Auto-biography Poem Essay	Abdul Kalam ____ ____	Synonyms;	Linkers ,passive voice without agent,	Diary entry, reply letter,	Role play, group discussion
8	Human Rights	A. Jamaican Fragment B. Once upon a Time C. What Is My Name?	Narrative Poem Story	A.L. Hendricks Gabriel Okara P.Satyavathi	Similes and metaphors; prefixes and suffixes.	Simple past and the present perfect.	Essay; translation; report	Speech;

Classroom Transaction Process

3.1 Transactional Strategies

The Pre-Reading

1. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (say a photograph, a visual clipping, a news report, etc.) that will work as a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.

2. The facilitator initiates discussion basing on the face sheet or trigger that will further sensitize the learners on the theme.

3. This is followed by a few more analytical questions eliciting free responses of the learners. These questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent predictions on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne out true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.

2. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:

    •   What they understood from the passage which they have read;

    •   What they did not understand and

    •   The parts that they liked most in the passage.

3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes, a glossary or dictionary will be made use of.

4. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, and so on.

    These questions help the learners assimilate the text by virtue of personalising and localising it.

5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage with proper voice modulation. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulatory features(eg.stress, pause, etc).

6. A mind mapping activity may be carried out as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-processes of discourse construction are:

• interaction /brainstorming to sensitize the learners towards the features / ideas of a discourse;

• individual construction

• presentation by a few individuals

• constructive feedback by the facilitator and other learners

• sharing in groups for refinement

• presentation by groups

• presentation of the facilitator's version of the targeted discourse and

• sensitizing the learners n the the discourse features of the ideal version

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these, there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their *intuitive sense of well-formedness* which works as a guiding indicator. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

After the process of editing, children will refine their individual products with the help of the inputs they received and the ideal version of the discours. Finally, the teachers edits the children's version and gives a constructive feedback.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

3.2 Classroom Transaction-Steps

Pre-reading

1. Interact with the learners based on the trigger picture.

   2. Ask questions in additions to what has been given in TB.

3. Use well-framed questions.

4. Allow the learners to respond in mother tongue.

5. Megaphone the children's responses in English.

6. Elicit and accept the divergent responses from the learners.

7. Elicit relevant responses (words and sentences) and write on the BB/chart.

8. Utter the word holistically but not letter by letter.

9. Ask the learners to read the words and sentences from the BB/ chart.

Reading

1. Specify which part of the reading passage is to be read

2. Ask the learners read individually.

3. Give proper instructions such as the following.

   - Tick the sentences /words you are able to read.
   - Identify the characters/ location, events / dialogues in the story.

4. Give further support to low-proficient learners in the following manner.

   - Interact with the low- proficient learners to generate a subtext.
   - Write the sub text on BB / on chart / in the notebook of the learner.
   - Ask the learners to associate the sub text with the reading text.

5. Put the learners in groups for sharing their reading experience.

6. Give proper instructions for sharing the reading experience.

7. Monitor the group activity (i.e., check whether the instructions are being followed).

8. Facilitate sharing of reading experience between the groups.

9. Make use of a glossary. (The glossary given in the TB and developed by the teacher additionally)

10. Pose some questions to check comprehension.

11. Ask some analytical questions to extrapolate the text.

12. Make use of a concept mapping activity.

13. Read the text aloud with proper voice modulation.

14. Give chance to the learners to read aloud.

15. Give proper feedback while the learners are reading aloud.

16. Invite feedback from other learners on loud reading.

Post- reading

1. The post-reading activities:

   • Identify a discourse and assign a task to construct it.

   • Write the targeted discourse on BB and ask children to copy it.

   • Write down the questions and answers.

2. Follow the process for the construction of discourse individually.

   • Interact to make the context of the discourse (available from the reading passage).

   • Ask questions to help the learners get ideas such as events, characters, location, etc.

   • Ask questions to sensitize the learners on some features of the discourse.

   • Give support to low –proficient learners.

3. Provide opportunity for individual presentation.

4. Give feedback on the presentation.

5. Invite feedback from the other learners.

6. Provide slot for refining the individual work in groups.

7. Give proper instructions regarding the following.

   • How to share the written work

   • What are the things to be taken care of while writing (checking missing words, excess words, proper word forms, using proper punctuations, other writing conventions)

   • whether all members are writing down the group product in their notebooks on a separate page

   • Who will present the work in the whole class?

8. Monitor the group work to ensure proper collaboration.

9. Provide slot for presentation by the groups.

10. Give feedback.

11. Present your version of the discourse.

Editing

1. Conduct the editing as a whole class activity through interaction.

   • Thematic editing and checking discourse features

   • Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words

- Editing the errors related to word forms (tense forms, prefixes, suffixes, agreement, etc.)
- Editing punctuations
- Editing spelling errors

2. Check the remaining groups' products undertaken by the groups.

3. Let the learners refine their individual work based on these inputs on a separate page.

4. Compile the refined works together to make the big book.

Steps for transaction of Textual exercises:

- Holl class interaction
- Elicit responces and write key words/ phrases on a chart
- Put children in small groups
- Let children read the exercises in groups and discuss
- Let them share their ideas in the groups
- Let groups present their answers one by one
- Let other group reflect and suggest changes
- Teacher consolidate the group work.

3.3 Classroom Theatre

Theatre as a pedagogic tool for facilitating the development of language proficiency. Some of the lessons in classes 6-10 are stories. These will easily yield classroom theatre. The process of working out classroom theatre is given below:

Process

Elicit responses to questions like the following:

1. Where is the story taking place?

2. Who are the characters?

3. What are the events / actions narrated in the story?

4. What are the characters saying or thinking?

Let children sit in groups and plan the drama. Ask one group to enact the drama. Initiate a discussion on the drama.

Did the actors include all the dialogues in the story?

Did they add any dialogues of their own?

Did the group act out all the events in the story? Did they add any events?

Could the audience understand where the events were taking place?

All the groups have already planned the drama.

Do you want to make any changes in the plan before presenting the drama?

Let the groups to rework on the drama if necessary. Ask one more group to act out the drama.

Initiate further discussion

What are your observations on the present performance?

How many scenes will be required? Why?

Do you want to include some actions inthe drama?

What are the slots where you can include them?

How will you state the mood of a character at a certain moment in the drama?

How can we improve the presentation?

Initiate a discussion on the indicators for the performance of the drama. Consolidate the indicators on a flip chart. Ask the remaining groups to present the drama. Give positive feedback.

Why Theatre in English Class

The classroom theatres can yield much pedagogic mileage.

- It creates sustainable linguistic experience.

- It promotes collaboration and cooperation among the learners

- It caters to the development of multiple intelligences.

- It provides space for the spontaneous production of language.

- It paves way for deeper understanding of the lessons.

- It engages all children psychologically as well as emotionally.

- It makes the textbook come alive.

- It helps the learners read the text analytically and critically.

The Theoretical aspects of Narrative

The focus is not on transmitting information but transacting experience. We are addressing the inner language of the listeners which is generated through thinking. Comprehension takes place by virtue of the context, familiar words, voice modulation, facial expressions and optimal gestures.

The narrative allows a holistic treatment of second language.It accommodates different discourses; we can incorporate descriptions, conversations and rhymes into the text of a narrative. Unlike the other discourse forms (for example, essay, poem, letter, etc.) a narrative as a discourse can accommodate all these types of sentences quite naturally. It incorporates

all possible prosodic features such as stress, intonation, modulation. The "narrative gaps" created by the teacher can be filled by the learners by constructing target discourses. Narratives capitalize on the emotive aspect of the language.This is of vital importance in the language class because experience is sustained in human minds as emotional gestalts. It can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

Textbook to the Theatre

For most teachers the sole objective of teaching English has been transmitting information contained in the textbook. However, the new textbooks demand that there is need to be a shift from transmitting information to transacting experience in such a way that from the given text multiple texts are generated by the learners. The theatrical components such as the narrative, choreography and drama help us materialize this shift. Some of the lessons in the textbooks of classes 6-10 are stories. These can be easily transacted as dramas because both of these discourses have events and dialogues. In narratives, events are presented either orally or in writing whereas in dramas these events get translated into actions that can be performed. Once children get used to performing dramas basedon the stories given in the textbook they can develop dramas from texts. For this they have to identify the themes of the lessons. From these themes, plots can be developed which in turn can yield dramas. The transition from Textbook to Theatre will be a pleasant experience for the learners at all levels.

Working on Social Issues and Themes

Children can also develop plots based on social themes if they given chance. These plots in turn yield dramas.

The following steps are to be followed:

1. Identifying a social theme

2. Developing a plot that has a beginning, the middle and the end.

3. Deciding dramatic events

4. Fixing the characters

5. Deciding the scenes

6. Developing the participants of the theatre workshop to get hands on experience on dialogues and actions

7. Deciding position and movements of characters

8. Planning the drama without writing the script and performing it.

9. Reflecting on the presentation both by the performers and the viewers. Dramas were worked out on themes such as marginalization and child labour.

Role-plays and Dramas

In classes VI to X, some of the stories are being performed as role-plays and dramas. This liberates the children from the lethargy of reading the text mechanically and reproducing the information given in it. They make sense of the text through collaborative reading and generate multiple texts from a given text through personalizing and localizing it. In the initial stages, children are likely to reproduce the dialogues given in the text. By virtue of the feedback given to them they will be able to reflect on their own performance. This will eventually help them improve their performance in terms of delivering dialogues, showing facial expressions and actions and maintaining some of the theatrical conventions. The role-plays and dramas performed in the classrooms will provide ample opportunities for children to develop their communication skills.

Choreography, a Multifaceted Tool

Choreography is a performance art and it makes use of some theatrical components. It is a discourse that can communicate effectively to its views. As a pedagogic tool it can be used to facilitate the development of communication skills. Like the drama it caters to the development of multiple intelligences. Choreographing a poem implies deeper understanding of its theme.

The following process is used for choreographing the poem:

1. Identifying the theme/themes of the poem(stanza-wise)
2. Identifying instances from life that manifest the theme
3. Identify the characters and their actions
4. Deciding the location where the actions take place.
5. Deciding the actions of the chorus to create the setting
6. Sequencing the actions
7. Setting music to the poem
8. Singing the poem and synchronizing the movements and actions of the characters with the rhythm of the song.

The theme can be interpreted in multiple ways and each interpretation will yield a different choreography of the poem.

Teacher Preparation and Planning

Introduction

Failing to plan is planning to fail. For successful transaction in the classroom, the teacher has to plan and prepare for it. Before going for transaction of a unit, the teacher should read the entire unit thoroughly and identify the possible discourses. He /she should prepare a detailed unit cum period plan in the suggested format. He /she should prepare period wise interactive questions in advance. Children's responses should be elicited and written on the board. This activity should help the children in generating the language. Hence the teacher has to prepare ample questions for each period. After completion of teaching, he / she shall note the reflections in the plan. The reflections should include the performance of the children, the suitability of the process followed in the class.

Planning

Development of a plan for instruction of entire unit is a professional exercise. Lot of thinking and reference of source books is required. It is a developmental exercise and the output can be improved year after year based on the experience and reflection. Following are the steps for developing annual/year Plan and Unit cum Period Plan for High school classes. SCF envisions the planning of a lesson as detailed below:

4.1 Year Plan

Class: VI   **Subject:** English

Total Periods: 220

TLP Periods: 180

Expected outcomes at thes end of the year including Discourses targeted:

1. Involvement of children during the transaction of all components of all units.

2. Children should be able to listen and express their views and ideas freely during the interaction in different stages of classroom transaction.

3. Children should be able to read and comprehend the reading texts given in the English textbook and outside the textbook individually and collaboratively.

4. Children should able to use appropriate vocabulary and grammar in oral and written discourses.

5. Children should be able to produce oral and written discourses i.e., conversation, description, songs/poems, narrative/story, diary, letter, message/e-mail/SMS, notice/ poster/ invitation/ads, slogans / placards, skit / play, compeering, choreography, essay, newsreport/report, speech, debate/discussion, bio-sketch/profile/autobiography.

Month wise Action Plan

Unit No.	Theme of the Unit	No. of Periods Required	Strategy	TLM/ Resources	Month	Programmes/ Activities
7	Games and Sports	24	Interacation Whole class Activity Individual Acativity Group Activity Feed back	Textbook Charts Blackboard Newspaper clippings	Feb	

Teacher Reflections

H.M Suggestioins/review

*Note:

The number of periods mentioned in a month are only suggestive. Teacher may plan for more than a month for completion of a unit in the begining.

4.2 Unit cum Period Plan

Class: VI   **Subject:** English

   I. Unit details and number of periods:

  1.   Name of the unit: Peace and Harmony

  2.   No. of periods required: 24 (this includes no. of periods required to trans act all the reading passages and the activities given till the end of the unit)

   II. Expected outcomes:

  1.   Involvement of children during the transaction of all components.

  2.   Children should be able to listen and express their views and ideas freely.

  3.   Children should be able to read and comprehend the given reading text individually and collaboratively.

  4.   Children should able to use appropriate vocabulary and grammar in oral and written discourses.

  5.   Creative expression through construction of written discourses i.e., description, narrative, conversation, letter, paragraph.

III. Period wise Details of a Unit:

Period No	Content/activity/discourse	Strategy	Resources/TLM required
1	Face-sheet	Picture interaction Whole Class Acativity	Text book,Black Board
2	A. Reading : P.T.Usha, the Golden Girl Segment 1: Para 1 to 3; "P.T.Usha, ……. history	Individual,Group and Teacher reading,	Text Book,Charts
3	Discourse: Construction of a Conversation between Balakrishnan and P.T.Usha.	Interaction,	Charts
4	Discourse-Editing - Conversation	Group Activity	Charts
5	Reading segment 2:Para 4 to 6; In 1975 …. Madhavan Nambiar	Individual, Group and Teacher reading	Text Book
6	Discourse: Construction of Interview P. T. Usha and the Prinicpal of the School	Interaction, Individual, Group Activity	Charts
7	Discourse: Editing-Interview	Interaction, Negotiation, Individual, Group Presentation	Charts

Period Number	Content/Activity/Discourses	Strategy	Resources/ TLM required
8	Reading - Segment 3: Para 5 to 10: By1977 .... home town	Individual, Group and Teacher reading	Textbook
9	Discourse : Speech of P.T. Usha expressing her gratitude to Madhavan Nambiar.	Interaction, Individual, group Activity	Charts
10	Discourse-Editing - Speech	Interaction, Negotiation, Individual, Group Presentation	Charts
11	Transaction of components-vocabulary	Interaction, Individual, Group Activity	Textbook
12	Transaction of components-Grammar	Interaction, Individual, Group Activity	Charts
13	Writing :Short Profile of P.T. Usha	Interaction, Individual, Group Activity	Textbook, Blackboard, Charts
14	Editing the Profile	Interaction, Negotiation, Individual, Group Presentation	Textbook Blackboard
15	Letter to India Sports	Interaction, Negotiation, Individual, Group Presentation	Textbook, Blackboard
16	Preparing a Notice	Interaction, Negotiation, Individual, Group Presentation	Textbook, Blackboard
17	Transaction of Listening	Teacher and whole class activity	Textbook
18	Transaction of components-Study Skills	Interaction, Individual, Group Activity	Textbook, Blackboard, Charts

Period Number	Content/Activity/Discourses	Strategy	Resources/TLM required
19	B. Reading - Poem: Indian Cricket Team	Individual, Group and Teacher reading	Text book, Black Board
20	Discourse: Writing the script of choreography	Interaction, Negotiation, Individual, Group Presentation	Charts, Note books
21	Discourse-Editing: Script of choreography	Interaction, Negotiation, Group Presentation	Charts, Note books
22	C. Reading: Ranji's Wonderful Bat	Individual, Group and Teacher reading	Text book, Black Board
23	Discourse: Letter writing. A letter describing your ideas on lucky bat.	Individual, Group Activity	Charts, Note books
24	Discourse-Editing The Letter	Interaction, Negotiation, Group Presentation	Charts, Note books

IV. Period wise notes and interactive questions:

In this part of the plan the teacher can write down the questions that are required for interaction at various stages of classroom transaction such as picture interaction, oral performance of the learners, reading, discourse construction and editing.

The teacher has to refer the handbook for detail transaction process and frame relevant questions to help the students in generating language. The notes must be added on things to the existing information given in the textbooks. At no point teacher should copy the questions from the textbooks. Teacher should develop thought provoking questions and questions on higher order thinking skills well in advance to enable the children think and participate in the classroom interaction. The required information pertaining to the topic must be collected from various sources and shall be written under teacher notes. The teacher has to keep a bound notebook and allot about 15 to 20 pages for a unit and maintain for 2 or 3 years continuously with additions of important notes every year. The teacher has to focus on the recent developments in the subject specific areas and update the notes and discuss the same in the classrooms. Teacher professionalism and professional development will be reflected by the nature of his/ her planning. Teacher can also collect and note - quotations, riddles, articles, humorous incidents etc. to make the class lively.

V. Period wise notes on children's performance:

This part of the plan is intended for continuous assessment. The teacher can note down the names of students whose performance is at the desired level. This notes will help the teacher to assess the children performance for awarding marks and grades in Formative Assessment.

VI. Period wise notes on Teacher's Reflections:

Teacher has to reflect on the effectiveness of the teaching and learning. What steps went well and the extent of children participation and their attainment of language competencies for future transaction. The teachers should share their experiences in staff meetings and in other meetings.

Understanding the variety in the process

The teachers are expected to refer Teacher Handbooks / Modules and other reference books. Based on this, teacher shall select appropriate transaction process for various activities and discourses for effective transaction.

Strategy

The strategy refers to the nature of teaching learning process to transact each component of a unit. The method must enable interactive teaching where children participate in the learning processes. A variety of questions like analytical, extrapolative, etc. to facilitate whole class discussion. Children understand concepts not by listening but by giving responses, through individual and collaborative activities. Therefore, adequate scope must be given to the children to think, question and respond in the classroom. Teacher has to develop appropriate tasks which are challenging in nature so that they will be engaged in TLP actively.

Resources/ TLM

Every teacher should identify appropriate resource material required to teach the subject and collect the same and keep for ready access. Teacher should think about the English around us and collect relevant material. They can also encourage students to bring different material they come across in their day to day life like news paper cuttings, different types of wrappers, pamphlets, posters, etc. The language around of the child should be made a part of the TLP.

Programmes and Activites

Teacher has to conduct different activites/programmes based on the theme of the unit. The activities should reflect the national festivals and important days in academic year - like International literacy day, International Woman's day, International Mother Tongue day etc., The activities include- quiz, essay writing, compering, debate/ discussing, writing slogans, preparing posters, mock parliament etc. The activities /programmes should help the children in using English language fearlessly. The teacher shold plan in advance for effective implimentation of these activities and programmes and reflect in his/her year plan.

4.3 Detailed Period Plans

Period No.: 1

Class: VI   **Subject:** English   **Time:** 45 min

Teaching Item/ Topic/ Sub Topic: Face sheet

Expected Learning Outcomes/ Competencies:

1. Come out with their perception of the picture.

2. Talk about their understanding of the theme that is in-built in the picture as well as in the various components of the unit.

3. Make intelligent predictions of the passage they are going to read.

Item	Details
Steps in Pre-Reading activity	1. Interact with the learners based on the trigger picture. 2. Ask questions in addition to what has been given in TB. 3. Use well-framed questions. 4. Allow the learners to respond in mother tongue. 5. Megaphone the children's responses in English. 6. Elicit and accept the divergent responses from the learners. 7. Elicit relevant responses (words, phrases or sentences) and write on the BB/chart. 8. Utter the word holistically but not letter by letter.
Strategy	Whole Class interaction
Interactive Questions	1. What is the woman doing in this picture? 2. Which field does she belong to? 3. Can you guess who she is? 4. Name the sports and games do you know? 5. What is the difference between a sport and a game? 6. Name the games and sports the children play in our school? 7. Which sport / game do you play? 8. How important are sports / games for everyone? 9. Can you name some people who play in international sports meet? 10. Imagine how they could reach such great heights in sports and games? 11. Do all children have the equal opportunities in participating games and sports? Yes or No? Give reasons.
TLM	Textbook Picture: Chart, Black board
Assesment	Write the names of the students who performed upto the expected academic standards
Teacher's Reflections	Write the positive and negative aspects of your transaction and the gaps you have identified. How you want to improve etc…

Class: VI   **Subject:** English   **Time:** 45 min

Teaching Item/ Topic/ Sub Topic: A. Reading - P.T. Usha The Golden Girl (Segment 1 Para 1-3)
Expected Learning Outcomes/ Competencies:

1. Children make an effort to read individually and track their own reading process.
2. Guess the meaning of words from the context and also using familiar words as stepping stones.
3. Children share their ideas what they have understood in groups
4. Use the glossary given to them and share their ideas.
5. Make sense of the reading passage through collaboration
6. Reflect on the passage they have read.

Item	Details
Steps in Reading activity	Trainee teacher will interact with the children to connect the theme picture with reading passage.
	• Specifies the part of the passage is to be read.
	I. Individual Reading
	Instructions to students:
	• Read individually and do not take help from others.
	• Put question mark (?) against the words you do not understand.
	• Tick the words and sentences you are able to read.
	• Use glossary or the meanings written/ display on the blackboard.
	• Pose some questions to check comprehension.
	II. Support to Low-Proficient Learners
	• Interacts with the learners to generate sub-text.
	• Writes the sub-text on BB/ chart/ in the notebook of the learner.
	• Ask the learners to associate the sub-text with the reading text.
	• Make use of a concept mapping activity.
	III. Collaborative Reading
	Instructions to students:
	• Sit in groups.
	• Share the words/ sentences you have understood.
	• Get clarify what you have not understood from your group members.
	• Share with other group members for further understanding.
	IV. Extrapolating the text
	Instructions to students:
	• Read the questions written on BB/ displayed on the chart.
	• Discuss the answers in your groups.
	• Write the answers in your notebooks/ chart given to you.
	• Present them to the whole class after completion.

Item	Details
	V. Reading aloud by the Teacher • Trainee teacher will read the passage aloud with proper voice modulation. **VI. Reading aloud by the Children** *Instructions to students:* • Sit in the same groups. • Divide the reading passage into the number of parts. • Each one read a part taking turns. • Invite feedback from other learners on loud reading.
Strategy	Individual, group, whole class interaction
Interactive Questions	1. Name the person mentioned in this segment? 2. Where was P.T. Usha born? 3. Where was the letter from? 4. What was the address written on the letter? 5. Do you think it is a complete address? 6. Can you think how the letter was delivered to P.T.Usha without complete address? 7. Who discovered the talents of P.T.Usha first? 8. Which sentence in this segment show the physical appearance of P.T. Usha? 9. What kind of girl was P.T.Usha? 10. How did the master encourage P.T.Usha?
TLM	Textbook: Chart, Black board
Assesment	Write the names of the students who performed upto the expected academic standards
Teacher's Reflections	Write the positive and negative aspects of your transaction and the gaps you have identified. How you want to improve etc…

Class: VI   **Subject:** English   **Time:** 45 min

Written Discourse: Conversation between P.T.Usha and Balakrishnan, her master

Expected Learning Outcomes/ Competencies:

1. Children should be able to construct a conversation on their own.

2. They should participate in conversation.

3. They should use certain discourse markers properly.

4. They should know how to use certain spoken structures in English.

Item	Details
Steps in Post Reading activity - Discourse construction	• The trainee teacher identifies a discourse and assign a task to construct it. • Writes the targeted discourse on BB and ask children to copy it. • Writes down the questions and answers. **I. The process for the construction of discourse individually** • T.T. asks the questions to help the learners to get ideas such as events, characters, location etc. • Asks the questions to sensitize the learners on some features of the discourse conversation. *Instructions to students:* • Think of the related words. • Think of the possible dialogues. • Gives support to low-proficient learners. • Provides opportunity for individual presentation. • Give feedback on the presentation. • Invite feedback from the other learners. • Provide slot for refining the individual work. **II. The process for the construction of discourse in groups** *Instructions to students:* • Share the written work on conversation. • Share how to write the initiation (1st dialogue) in conversation? • Check the missing words, excess words, proper word forms, panctuation marks etc. • Write the group products in your notebooks on a separate page.

Item	Details
	T.T. monitors the group work to ensure the proper collaboration. • Ask the group to present what they have written? • Gives feedback. • T.T. presents his/ her version on the discourse-converstaion.
Strategy	Individual, group, whole class interaction
Interactive Questions	1. Who are the characters in the conversation? 2. What is the conversation about? 3. Who would start the conversation first? 4. What might be the possible questions from Balakrishnan? 5. What might be the possible answers from P.T. Usha? 6. Who would the conversation end?
TLM	Textbook: Chart, Black board
Assesment	Write the names of the students who performed upto the expected academic standards
Teacher's Reflections	Write the positive and negative aspects of your transaction and the gaps you have identified. How you want to improve etc.

Period No.: 4

Class: VI   **Subject:** English   **Time:** 45 min

Discourse Editing: Editing the conversation between P.T.Usha and Balakrishnan, her master

Expected Learning Outcomes/ Competencies:

1. Children should be able to identify the errors in constucting sentences.
2. They should be able to correct the errors relating to grammar and vocabulary.
3. They should be able to identify the improper organisation or ideas and correct them.
4. They should be able to use proper punctuation and capitalization.

Item	Details
Steps in Discourse editing	1. Conduct the editing as a whole class activity through interaction. • Thematic editing and checking discourse features • Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words • Editing the errors related to word forms - tense forms, prefixes, suffixes, agreement, etc.) • Editing punctuations and spelling errors 2. Check the remaining groups' products undertaken by the groups. 3. Let the learners refine their individual work based on these inputs on a separate page. 4. Compile the refined works together to make the big book.
Strategy	Whole class interaction - Negotiation
Interactive Questions	1. What difference do you observe between your work and my work? 2. Whether it is related to the theme or not? 3. Whether the ideas and sentences in sequence or not? 4. Do you want to make any changes? 5. Have you found any extra or missing words? 6. Check whether there are any missing words, or excess words? 7. Check the spellings.
TLM	Textbook: Chart, Black board
Assesment	Write the names of the students who performed upto the expected academic standards
Teacher's Reflections	Write the positive and negative aspects of your transaction and the gaps you have identified. How you want to improve etc…

Period No.: 12

Class: VI   **Subject:** English   **Time:** 45 min

Grammar - Adjectives and their order in a phrase

Expected Learning Outcomes/ Competencies:

Children will be able to:

1. Identify describing words used in different sentences.
2. Put the adjectives in right order when there are more than one or two adjectives in sentence.
3. Use grammar in different contexts in their real life.
4. Learn grtammar non-consciously.

Item	Details
Steps in Grammer activity	1. Teacher trainee will identify the describing words used in the text by the students. 2. Writes them on a chart by the teacher 3. Analyses them adjectives used together by the students 4. Sensitize the children about the commanality and use of the discribing words. 5. Engage the children to do the exercise individually and in groups. 6. Gives slot for group presentation and give feed back.
Strategy	Individual, group and whole class interaction
Interactive Questions	1. How do you describe your friends? 2. What kind of a girl was Usha as a student? 3. How was she when Balakrishnan saw her? 4. What quality do the words 'tiny' describe? 5. What quality does the word 'bright' describe? 6. There are some sentences on the chart. Can you find some discribing words in the text and write them in your note book.
TLM	Textbook: Chart, Black board
Assesment	Write the names of the students who performed upto the expected academic standards
Teacher's Reflections	Write the positive and negative aspects of your transaction and the gaps you have identified. How you want to improve etc…

Continuous Comprehensive Evaluation

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

- CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So 'mugging up' by the student will not be of any use to him or her.

- NCF 2005, SCF 2011 and RTE 2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners. The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year. Assessment has to take care of developing all the innate potential of the learners to the fullest extent.

- The thrust is on the formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment which can be considered as assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

- A truly professional teacher needs to be patient, innovative and assess his / her pupils' progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

Concept of Evaluation

Examination reforms is an important component of curriculum and the evaluation is powerful means of improving the quality of education. All the educational committees recommended for reducing emphasis on external examinations and encouraging internal assessment through CCE. The scope of evaluation in schools extents all the areas of learners personality development. It includes both scholastic and co-scholastic areas and should be comprehensive in nature. This is in line with the goals of education.

5.1 The Present Status of Assessment

- Mismatch between curricular goals and assessment content.
- Domination of Paper Pencil test and no focus on oral performance.

- The test results do not have any impact on teaching because the next stage of syllabus will be tested in the next examination.

- Children's individual learning needs are downgraded in the push to cover the syllabus before next assessment.

- Memory oriented responses without much focus on original thinking and expression.

- Education seems to be transmission of information and learning reproduced from the textbooks.

- The curriculum aims at developing a holistic personality but the practice reflects transaction a few subjects i.e. Languages and Non-Languages and no focus on creative areas like arts, crafts, values, health and physical education, life skills etc.,

- The assessment does not focus on anything during learning but only after learning (after the completion of unit / term) and helps in categorizing the students as bad, average good etc, based on their performance.

- Teacher seldom takes assessment results as feedback to their teaching and change teaching learning processes and focus on neglected aspects of learning.

- More focus on teaching what is going to be assessed? Therefore use of guides and guide type material .

- Educational change is limited by the power of the assessment practices.

5.2 CCE and Examination Reforms

Following are the proposed reforms as a part of implementation of CCE

- Making examinations more flexible and integrated into classroom teaching through formative assessment.

- Ensuring that learning is shifted away from rote methods and focused on self expression.

- Grading in place of marks (Marks based grading system).

- Assessment of subject specific academic standards/ competencies rather than information.

- Assessment is school based through teacher made test papers.

- Questions are analytical and open ended which determine various abilities of children in language which is text independent.

- Teacher maintaining child wise, subject wise performance register.

- The assessment tools are not only pen and paper but also oral, projects, observations, portfolios, class work, activity reports etc.,

- Evaluation made comprehensive including co-curricular areas such as Art Education, Games and Sports, Work Experience, Value Education etc.,

- Evaluation made continuous and now become part of teaching through formative assessment.

- Progress report with descriptive statements on children's performance covering all curricular areas.

- Periodic sharing of children progress with SMCs and parents.
- Assessment starts with a base line assessment at the beginning of academic year for all subjects and classes based on which the teacher set targets and plan for teaching.

What is CCE?

CCE refers to a system of school based assessment that covers all aspects of students growth and development. The main aim is to find out how far the curricular goals were achieved.

It emphasizes two fold objectives

1. Continuity in evaluation and assessment of broad based learning
2. Behavioural outcomes - Academic/ Curricular Standards

CCE comprises three terms

A) Continuous   B) Comprehensive   C) Evaluation

Continuous - Assessment is regular and periodical. Evaluation of students growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session.

Comprehensive - is a holistic approach, covers both scholastic and co-scholastic areas. It provides ample opportunity for the child to grow in all areas.

Evaluation - is assessment of child in all aspects. The emphasis shifted from testing to holistic learning.

What is to be assessed?

The total feedback on child's learning includes:

- The child's learning and performance in the subject different subject domains.
- The child's skills, interests, attitudes, motivation etc.
- The changes that are happening in the learning process and behaviour of the child and the developments that have occurred in a stipulated period of time.
- The reaction of the child to the different contexts and opportunities in and out of the school.

Types of Assessment

1. Formative Assessment
2. Summative Assessments

5.3 Formative Assessment and tools

Formative Assessment is an assessment conducted during the process of teaching. It is through observation of student's responses, engagement, notebooks, assignments and other written works. Formative Assessments will be conducted by the teacher during instructions. The teacher observes and records the children's progress and as well as learning gaps. FA is Assessment For Learning and SA is Assessment Of Learning.

Some of the main features of Formative Assessment

- FA focus on diagnostic and remedial and based on oral and written performances.
- makes provision for effective feedback.
- enables teachers to adjust teaching by taking into account of the results of assessment.
- recognizes the need for students to be able to assess themselves and understand how to improve.
- builds on student's prior knowledge and experience in designing what is taught.
- encourages students to understand the criteria that will be used to judge their work.
- offers an opportunity to students to improve their work after feedback.
- helps students to support their peers.

Formative Assessment is Assessment for Learning and Assessment as Learning

Summative assessment takes place after a period of instruction and requires making a judgment about the learning that has occurred. This is through using paper pencil tests. It is to takes place at end of term semester or school year. Special learning outcomes and standards are reference points, and grade levels may be the bench marks for reporting. This is assessment of learning.

Formative Assessment and Tools

The children's learning process is continuously checked and monitored in formative evaluation. Different kinds of tools and techniques must be used to observe and record the different types of behaviour. These are as follows:

1. Observations   10 Marks
2. Children written works   10 Marks
3. Projects   10 Marks
4. Slip Test (unannounced informal test)   20 Marks

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards /learning outcomes (listening and speaking, reading comprehension and oral discources) and their indicators should be considered while awarding marks.

Written Work: The written performance of children related to conventions of writing, vocabulary, grammar and written discources should be considered (including the exercises in the textbook). Marks should be awarded based on the indicators.

Projects: The oral and written performance of children which cover all the academic standards/ learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / four targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully.

The following will provide the evidences for awarding marks in Formative Assessment:

- Teacher's unit cum period plan that reflect children's performance.
- Self - Assessment tools given in the TB for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Notebooks of children (written discourses and homework)
- Textual exercises carried out by children
- Products evolved in groups through collaboration
- Scripts of Slip Test

Periodicity: Continuous observation- however, recording may be once in about two months period.

Formative Assessment is an integral part of teaching learning process. The teacher observes the performance of the children through questioning, observation of children notebooks, assignments, class works, projects, children participation in the learning process, group works etc., The teacher has to record in the following months for Formative Assessment against the given tools i.e. Observations, Written works, Project works, Slip tests.

FA 1 - July; FA 2 - September; FA 3 - December; FA 4 - February

5.4 Summative Assessment and Tools

Summative Assessment should based on the written and oral tests.

Following are the tools for summative evaluation

1. Oral test: This includes children's responses during the classroom transaction and production of oral discourses.

2. Written Test: Pen Paper test

The tasks must be qualitative, text independent and based on academic standards. They must discriminate children based on their language ability.

Periodicity of Assessment - The assessment should be conducted once in each term based on the classroom transaction.

Base line test - June (Baseline) - A baseline test which is diagnostic in nature, should be conducted at the beginning of the academic year to assess how far the children posses the competencies required to follow the regular syllabus of the class. If the children do not posses the required basic competencies, remedial teaching shall be planned by the teachers concerned.

Summative Assessment is a terminal test in nature and should be conducted thrice in a year viz.,

SA1 - September

SA2 - December

SA3 - April

The subject wise question papers should be developed by the teachers based on the Academic Standards and their weightages.

Test papers must be teacher made and never from external sources.

Encourage the children come out with their own and original expression, even if they make mistakes (making mistakes is ok).

- The test is for 100 marks. Out of these, 20% is allotted to oral test and 80% to written test.

- Under Oral test, 10% of marks are allotted to listening and speaking and remaining 10% of marks allotted to the targeted oral discourses under creative expression. The performance of children should be taken over a period of time but not on the assessment day.

- The test items should not be discrete type items, but should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. The chosen narrative should be at the comprehension level of the children's knowledge domain. The narratives should have scope to generate stories, letters, tables, pictorials, dialogues, advertisements etc.

- Conventions of writing and Grammar should be assessed through the task of editing. It should be a discourse form with different types of errors. Marks should be awarded according to the performance of children.

5.5 General guidelines for preparation summative question paper

To assess the children's performance in English, 6 domains have been identified: Accordingly the test items are to be prepared.

1. Listening and Speaking.

2. Reading Comprehension

3. Conventions of Writing

4. Vocabulary

5. Grammar

6. Creative Expressions (Discourses): (a) Oral   (b) Written

Domain 1:   Listening and Speaking (Oral)

This domain is purely oral. Awarding the grades under this domain should be based on the performance of the children.

It doesn't mean that the assessment is based on the performance on a single day or week but   over a period of time of the assessment.

The following may be considered while awarding grades under this domain.

- Children's responses to the questions during the TLP. These may be in words / phrases /sentences.

- Children's ability to question during TLP.

- Children's ability   to use formulaic expressions during the interaction with the teachers and the peer group.

- Children's responses during picture interaction, presentation of narratives, reading process etc.

Oral Discourses under Creative Expression

- Pupils' responses to the targeted oral discourses in the particular class i.e., Conversations,descriptions, narrativies, Role Play/skit.

Domain – 2: Conventions of Writing

Under this, a meaningful paragraph or a narrative may be given. Students are asked to edit the items of Capitalization, Abbreviations / Acronyms , Punctuation Marks and spelling.

Domain – 3: Reading Comprehension

Pupils' responses to the different types of questions based on a reading passage / conversation/ poem/ paragraph/ story/ narrative/ description/ posters/notices/advertisements/ letter.

By using the texts, the teacher may plan different test items as given below

1. Ask different types of questions— inferential, analytical, predicting, cause & effect, global, local, personal etc.

2. Sequence the events

3. Information transfer activities

4. Multiple Choice Questions (MCQ)

Domain – 4: Vocabulary

The following activities can be designed based on a narrative/ story/ conversation etc.

1. Put words under appropriate headings, concept maps, word classification, odd man out.

2. Prefixes, suffixes.

3. Synonyms and Antonyms.

4. Singulars-plurals, He-words ,She-words.

5. Abbreviations

6. Acronyms

7. Short forms / contracted forms

8. Any other item discussed in the textbook

Domain – 5: Grammar *(Editing)*

A meaningful paragraph or a passage may be given with some grammar mistakes in it. Pupils shall be asked to make necessary. Questions on grammar points should be covered in the textbook should be tessted contextually. Avoid asking any discrete questions.

Domain – 6: Creative Expressions (Oral and Written Discourses)

The oral part should not be included in the written test. For this oral part, children's performance should be assessed based on the classroom performance in oral discourses during the assessment period.

Under written discourses, a reading text may be given in the form of a narrative/story/ description/ dialogues/ poem/ passage etc., The students are expected to write the targeted discourses.

The text should be related to the themes given in the textbooks. The text can be an extension of a story given in the text book.

The gaps in the reading texts should provide scope for writing a discourse targeted in that particular class. i.e., description, conversation, diary, notice, drama script, profile, essay, report, slogans, news report and write ups.

After assessment, the marks should be posted in the table given on the top of the question paper. Each task is aimed at assessing certain competencies. Accordingly the marks should be posted.

5.6 Recording Children Performance

Marks based grading system will be as follows:

Five point scale grade - A+, A, B+, B and C. (0 - 40 C Grade; 41 -50 B Grade; 51 - 70 B+; 71 - 90 A; 91 and above A+)

Records and Registers

Every teacher must maintain a register viz., CCE showing the progress of children against subject specific learning indicators over base line. Recording Formative and Summative Evaluation details in the child's progress card. Every child completing his elementary education shall be awarded a certificate.

A cumulative achievement record at two levels will be used i.e., a) for primary (1-V classes) and b) Upper Primary (VI-VIII).

Formative Assessment - Recording

Class: VIII   **Subject:** English

Sl.No	Name of the student	Observa- tion (10 M)	Children written (10 M)	Project work (10 M)	Slip test (20 M)	Total marks (50 M)	Grade
01	K Ashok	6	8	7	15	36	A
02							
03							

Summative Evaluation Recording

Class: VIII   **Subject:** English

Sl.No	Name of the student	Listening and responding (10M)	Readiing comprehen- sion (15 M)	Conven- tions of writing (5 M)	Vocabu- lary (10 M)	Grammar (10 M)	Creative expression Oral and written (10+40=50 M)	Total marks (100M)	Grade
01	K Ashok	6	11	3	7	6	35	68	B+
02									
03									

Final Result

Class: VIII   **Subject:** English

Sl.No	Name of the student	FA Marks (50)	SA Marks (100)	Total Marks (150)	Grade (20 M)
01	K Ashok	36	68	104	B+
02					
03					

Classes - VIII & IX

Academic Standards	Formative Assessment						Summative Assessment			
	Weightage	Observation	Note Books	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking	10%	5				5	10%	10		10
Reading Comprehension	10%	5				5	15%		15	15
Conventions of Writing	10%		5			5	5%		5	5
Vocabulary	10%				5	5	10%		10	10
Grammar	10%				5	5	10%		10	10
Creative Expression a) Oral							10%	10		10
Creative Expression b) Written	30%		5		10	15	40%		40	40
Projects	20%			10		10				
Total	100%	10	10	10	20	50	100%	20	80	100

5.8 Features of the Summative question paper

1. In summative assessment 20% of marks is allotted to oral test and 80% of marks is allotted to written test. The summative Upper primary question paper should be prepared for 80 marks. Question paper for the written test should be prepared and conducted accordingly .

2. Under Oral test, 10% of marks is allotted to listening and speaking and the remaining 10% of marks is allotted to oral discourses target in each class. These marks should be taken over a period of time but not on the assessment day only.

3. The weightage of marks for each domain is different in summative assessment. The question paper should be prepared and grades to be awarded accordingly.

4. The test items should not be in discrete components. They should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. If the chosen narrative contains any difficult vocabulary it should be simplified. The narrative should be at the comprehension level of the children.

5. The same narrative should be continued and another task should be given based on the narrative. The narratives should be given in diffrent genres.

6. The narrative gap provides a chance for children to think differently on the basis of their experiences and present them in their own language. Hence, each child presents their views differently.

7. While preparing the question paper, the teacher should have a clear idea about the targeted discourses in each class. Refer the Teacher's handbook for class wise targeted discourses.

8. Conventions of writing and Grammar should be placed under the task editing. A discourse should be given with errors and marks should be awarded accordingly . Grades should be awarded under their respective headings or columns of conventions of writing and grammar.

9. The narratives should be taken either from the textbook by extending the events or from outside the textbook on the basis of the themes of the textbook.

10. Each task should carry 5 or 10 marks. You can also give it in parts, but you should award a single grade for each domain. Under each competence, one or more tasks may be given.

11. The weightage given under the written discourses is 40%., which means 40 marks in classes 6 to 9. After evaluation of the answer scripts, all the marks given for written discourses should be added and a single grade awarded. The discourse features and content should be considered for awarding grades.

12. While evaluating the answer scripts, the indicators for each discourse under each class should be kept in mind and marks should be awarded accordingly .

The purpose of evaluation is not:

- *to motivate children to study under threat.*

- *to identify or label children as 'slow learners', or 'bright students', or 'problem children'. Such categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy.*

- *to identify children who need remediation (this need not wait for formal assessment; it can be detected by the teacher in the course of teaching and attended to*

- *as a part of pedagogic planning, through*

- *individualised attention).*

- *to diagnose learning difficulties and problem areas— while broad indications about conceptual difficulties can be identified via evaluation and formal testing. Diagnosis requires special testing instruments and training. It is also specific to foundational areas of literacy and numeracy and is not meant for subject areas.*

5.9 Summative Model Question Papers

Summative Model Question Paper – Class VIII

Class VIII	English	Marks - 80

Time: 2 ½ Hrs

Acadamic Standards	Reading Comprehension	Conventions of writing	Vocabulary	Grammar	Written Discourses	Total Marks	Grade
Task No.	1,2	9	7,11	8,10	3,4,5,6		
Marks alloted	15	5	10	10	40	80	
Marks obtained							

I. Read the following story:

Oliver twist was a poor orphan living in an orphanage. One day he asked for more food because the food given to him was very meagre . Asking for more food was considered a big mistake and the board ordered Oliver into instant confinement. A bill was next morning pasted on the outside of the gate offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words , five pounds and Oliver Twist were offered to any man or woman who wanted on apprentice to any trade business or calling.

Now, there was a man who come to the parish to have a look at Oliver and take him away with him. Oliver was called to the white washed room once again. The man was introduced to Oliver as Mr. James Corner. He was thin, with a beard and reddish eyes. He said, " Dear Oliver , will you come with me ?" Oliver was afraid to go with anybody. He was afraid of the red eyes of Mr. James.

TASK – 1

Answer the following: **(5 x 2 = 10 Marks)**

1) Why was Oliver ordered into confinement ?

2) Why was a reward of five pounds placed on Oliver ?
   What does this show?

3) What would be Oliver's answer to James' question ?

4) Will Mr. James take away Oliver with him? What would happen to Oliver ?

5) Do you think the Parish was right or wrong in selling Oliver ? Why ?

Continue reading the narrative:

Oliver had no chance to answer . The head of the board was looking at Oliver as if he would eat away Oliver. Oliver followed Mr.James out of the parish. Mr. James took Oliver to his house. There, James' wife Maria was surprised to see a small poor boy with Mr. James.

TASK – 2

Answer the following questions. **(2 X 2 ½ = 5 Marks)**

1. What kind of man was the head of the board?

A:

2. Why, do you think, Mr. James brought Oliver to his home?

A:

TASK – 3   **(10 marks)**

Write a possible conversation between Mr. James and his wife Maria.

Maria : ....

James : ....

Maria : ....

James : ....

Maria : ....

James : I will send him to School

Maria: ....

James: ....

Maria: ....

James: ....

Continue reading the narrative:

      Mr. James and Maria had no children. So, they treated Oliver as their own son . They fed him well , and Oliver was admitted to a good school. The teachers there were very kind to Oliver.

      "You can come to us whenever you have a problem," they said to him. He also made friends with some of the boys. They were different from those at the orphanage.

TASK- 4   **(10 Marks)**

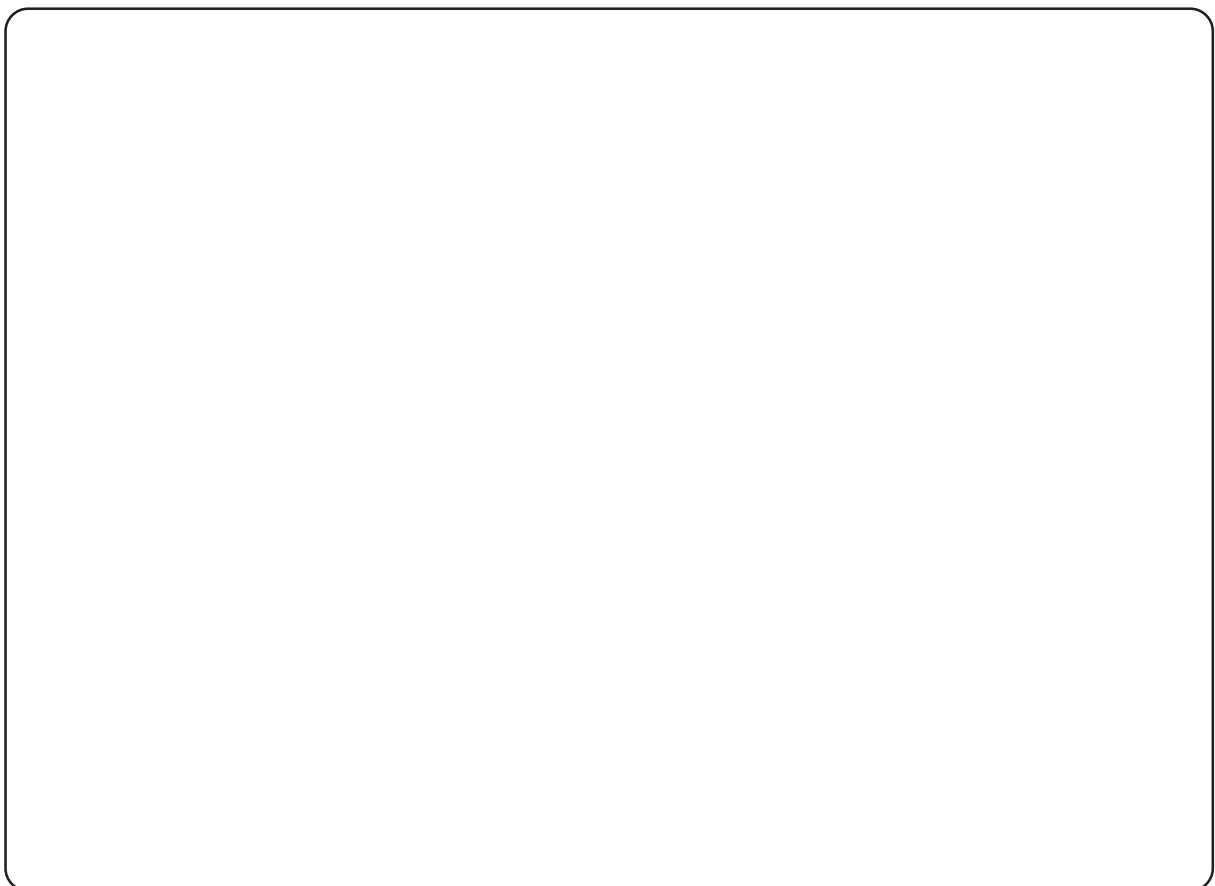**Write a paragraph on Oliver's thoughts at this point of the story.**

Continue reading the narrative:

Oliver continued to go to school for a week now. He started learning things. He felt the school a heaven. He read, played, sang and painted. One evening he thought of his old friend, Henry at the orphanage. He wanted to write his experiences at school and home.

TASK – 5   **(10 marks)**

Imagine that you are Oliver and write a letter to Henry.

Continue reading the narrative:

Next day when he reached school, he saw many children crowded near the notice board. He asked Rosy, "What's the matter? " Why are so many looking at the notice board? "

"Don't you know? There is a notice about the upcoming painting competitions. "

Oliver had a look at the notice.

'Interested students shall register their names for the painting competition with Mr. William (Science Teacher).

TASK – 6 **(10 Marks)**

Now prepare similar notices for the following situations.

a) At a wash basin in a hotel :

b) At a ticket counter in a theatre / bus stop :

c) In a public park :

d) In a reading room of a library :

e) In a hospital :

TASK - 7

Read the following paragraphs and fill in the blanks in (b) with the opposites of the underlined words in (a)

(a)   The heads and workers at the orphanage were very <u>cruel</u>. He spoke very <u>harshly</u> to the children there. The children were given <u>meagre</u> food. Oliver was regularly <u>punished</u>. He felt like he was in <u>hell</u>.

(b)   When Oliver, came to James's house, he found that Mr and Mrs. James were very ————————— to him. He was given ———————— food and even sent to school . The teachers there spoke ————————— to him . He was ————————— for his achievements. The school was like ————————— to him.

TASK – 8

Make necessary corrections to the underlined parts in the following conversation .   (5 Marks)

        The members <u>by</u> (1)this board <u>was</u> (2)very wise and philosophical <u>man</u>.(3) As they turned their attention to the workhouse, they discovered that it was the regular place of public entertainment for the poorer classes. It was the place where they had breakfast, dinner, tea, and <u>the supper</u> (4) all the year round and free; where it was all play and no work. This was really shocking state of affairs, they <u>are</u> (5)of the opinion that <u>poor(6)</u> should be <u>give</u> (7)only two alternatives, Either to starve quickly outside the workhouse, <u>nor(8)</u> gradually inside the house. With this view, they decided that the inmates of the workhouse would be issued three meals of thin gruel a day, with <u>a</u> (9)onion twice a <u>weak</u>.(10)

TASK - 9

Read the following paragraph.   **(5 marks)**

'I heard somebody *comeing* in a car. Who is it'

'I told you, its Gopi.'

'But Gopi is in Delhi, isn't he'

'Yes, Amma, it's me Ive come from delhi.'

'Who did Gopi marry?' Amma said, suddenly lowering her voice 'I mean, what's his wife's name?'

'Don't say you've *forgoten* her name too. don't you remember, Vimala, District Collector Nambiar's eldest daughter?' Gopi's sister said

Supply full stops (.), question marks (?), capital letters, apostrophes (') etc., wherever necessary and correct the wrongly spelt words in italicized parts.

Read the following passage

Satyam was too big in his aspiration and too small in his achievements. He faced many hardships in his childhood. He had a strong desire to learn Kuchipudi. In spite of that, he was humiliated by a teacher in his village. The teacher said, "Don't attempt to learn Kuchipudi again. You are unfit for it".

He made this comment in the presence of his friends! Some ridiculed him. Yet, some others sympathized with him. And then, died his father. He had to feed four sisters and mother. Beyond this Satyam was interested in nothing but his favourite art form with some rudimentary knowledge in it. That is hardly of any use to a person with a lofty desire!

TASK – 10 (5 Marks)

Now, frame five questions based on the above paragraph. (Yes / No Questions or 'Wh' Questions)

1. ....

2. ....

3. ....

4. ....

5. ....

TASK – 11 (5 Marks)

Read the following paragraph carefully. Write the different meanings of the word 'present' in the space provided.

Last Sunday, I attended Lahari's birthday party. All her family members and friends were present (1) there. In the beginning of the party, Lahari's father presented (2) Ms.Mrunalini Guptha, the world number one Kathak artist at present (3). Ms. Guptha did present (4) a scintillating show. I enjoyed the party a lot. At the end, I gave Lahari a marvellous present (5).

1. ....

2. ....

3. ....

4. ....

5. ....

Summative Model Question Paper – Class IX

Acadamic Standards	Reading Comprehension	Conventions of writing	Vocabulary	Grammar	Written Discourses	Total Marks	Grade
IX-Class	**English**					**Marks - 80**	
						Time: 2 ½ Hrs	
Task No.	1, 2	4	3, 7	5, 6	8, 9, 10, 11		
Marks alloted	15	5	10	10	40	80	
Marks obtained							

Read the following narrative:

A philosophy professor stood before his class with some items on the table in front of him. When the class began, he picked up a very large and empty jar and proceeded to fill it with STONES; He then asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the stones.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else.

He then asked once more if the jar was full. The students responded with "Yes."

TASK- 1

Now answer the questions.   **(3 X 2 ½ =7 ½ Marks)**

1.   Do you think that the professor was correct in his views? How?

2.   What do you understand by the professor's experiment?

3.   Was the jar really full when the professor filled it with stones? If not, how?

Continue reading the Narrative

"Now," said the professor, "I want you to recognize that this jar represents your life. The stones are the important things – your family, your relatives, your health, your friends – think that, if everything else was lost and only they remained, your life would still be full.

The <u>pebbles</u> are the other things that matter – like your education, your house, your responsibilities.

The sand is everything else. The small stuff."

"If you put the sand into the jar first," he continued "there is no room for the pebbles or the stones. The same goes for your life.

If you spend all your time and energy on the small <u>stuff</u>, you will never have room for the things that are important to you. Pay <u>attention</u> to the things that are <u>critical</u> to your happiness. Take care of the stones first – the things that really matter. Set your <u>priorities.</u> The rest is just sand."

TASK- 2

Answer the following questions.   **(3 X 2 ½ =7 ½ Marks)**

Q.   How does the professor try to change the life of the students?

Q.   What are the three things stressed by the professor for everyone?

Q.   If a student fails to fill his life jar with big stones what will happen?

TASK- 3   **5 Marks**

Write the synonyms of the underlined words in the above passage.

TASK- 4

Punctuate the following paragraph and correct the wrongly spelt words in italicised letters.   **5 Marks**

The next day the *profesor* gave his students a sieve and asked them to fill it with water at sea. Youve set us an *imposible* task sir said the oldest of the disciples. "It's just not possible to fill a sieve with water."

are you sure asked the professor *piking* up the sieve *somtimes*. "it helps to step back and view the problem from a *diferent* angle."

He waded into the water and threw the sieve far out into the sea it sank there. Said the professor, It's full of water now.

Continue reading the narrative

In this way the professor made all his students to think and act practically .Surya was one of his students. Once he got an interview letter from a reputed company. His father wanted him to face the interview well and settle in life. But Surya wanted to continue his studies abroad. He wanted to avoid but his father forced him to attend. Here is an abstract of his interview.

TASK- 5

Edit the underlined parts in the following conversation.   **5 Marks**

Interviewer: What <u>is</u> the three steps <u>to putting</u> an elephant into a fridge?

Surya: Open the fridge. Put the elephant in and <u>closed</u> the fridge.

Interviewer: What are the four steps to put a deer into the fridge?

Surya: Open the fridge. <u>Took</u> the elephant out. Put the deer in. <u>Closed</u> the fridge.

Interviewer: It's lion's birthday, all the animals are there except one, why?

Surya: Because the deer is in the fridge.

Read the following conversation between two friends.

Ramu: Why did you meet your family doctor yesterday?

Gopi: I fell seriousill. And so Imet my family doctor.

Ramu: What did the doctor say?

Gopi: He advised me to take good food and go for a walk every morning.

Ramu: Don't you go for a walk daily?

Gopi I stopped going for a walk last year because Iwas busy with my work.

Ramu: You should follow the doctor's advice. I wish you a speedy recovery.

TASK- 6

(a) Change the first exchange of the conversation into indirect speech.
2 Marks

(b) Complete the following sentence using; as / since.   1 Mark

    I met my family doctor _____ .

(c) Combine the two sentences in Gopi's dialogue from the first exchange using past perfect and past simple tenses.   1 Mark

(d) Write a sentence using 'used to' on Gopi's discontinued walking habit.   1 Mark

TASK- 7

Fill in the blanks by adding suitable suffixes to the words given in brackets.   **5 Marks**

An atheist was walking through the woods, admiring all that the "accidents" that———— (evolve) had created. "What ————(majesty) trees! What ——————(power) rivers! What ————————(beauty) animals!" he said to himself. As he was walking along the river he heard a rustling in the bushes behind him. Turning to look, he saw a 7-foot grizzly bear charge towards him.

He ran as fast as he could up the path. He looked over his shoulder and saw the grizzly was closing.

Somehow, he ran even faster. The bear was so ————(scare) that tears came to his eyes. He looked again and the bear was even closer.

You happened to read the following advertisement in a newspaper.

<div style="border:1px solid black;">

Hurry Up!!!

A CRASH COURSE IN COMPUTER HARDWARE

* Fee: only Rs.500/-   * 30 Days Course

* Part time Job Opportunities   * Limited Seats

* Daily Practicals

Contact: A-Z SOLUTIONS, Ameerpet, Hyderabad

</div>

TASK - 8

Now write a letter to your friend who is studying in a avillage, giving the details of the advertisement. Advise him to join the course.

                                                  10 Marks

TASK- 9

Look at the following pictures.

Write a narrative based on the below pictures. It should include dialogue sensory perceptions, etc. **10 Marks**

TASK – 10

Prepare a poster with the help of the information provided in the following table.   **10 Marks**

Highlights	Information
Theme	Patriotism
Occasion	Independence
Category	Stories, Songs, Poems, Essays
Award	Best Patriotic Writer Award
Prize Amount	1st Prize - Rs.10,000 in each category 2nd Prize - Rs.5,000 in each category 3rd Prize - Rs.2,000 in each category
Contact No.	9849381093
Last Date for Submission by Post / mail	9th August
Issued by	Bharat Mata Organisation, Ammerpet, Hyderabad - 10
Target Audience	Children Studying classes 6 to 9

Read the following details about Dr. A. P. J. Abdul Kalam.

Name	:	A.P.J.ABDUL KALAM
Date & Place of Birth	:	15-OCT-1935, Rameswaram in Tamil Nadu.
Parents	:	Jainulabdeen &Ashiamma
Achievements	:	Padma Bhushan-1981; Padma Vibhushan-1990; Bharatratna-1997.

Important Events :

- Schooling at Schwartz H.S.Ramanadhapuram, Aeronautical Engineering at MIT.Trichi.
- Joined ISRO as Missile and Rocket Scientist
- Worked as President of India (2002-2007)
- Inspiration to others /Message to society: -Proposed a mission plan to develop India by 2020 (Vision-2020)
- Inspired children all over the country by calling them "the future of the country"
- Contribution to his field and society : -Played important role in Indian nuclear test at Pokhran in 1998.
- Designed many successful rockets and missiles
- Popularly known as "missile man of India"

TASK- 11

Now write a biographical sketch of Dr. Abdul Kalam   10 Marks

Chapter 6
Teaching Learning Material

Introduction

Traditionally, the textbook was conceived as the only material that was required for teaching and learning English. It imposed severe constraints on both the teacher and the learner as the sole objective of teaching turned out to be covering the syllabus which literally meant teaching the content of the textbook. Nothing could be left out from the textbook; nor was it necessary to supplement it with anything as the examination focused solely on the content of the TB.

The revised curriculum conceives the textbook as one of the materials that could be used for facilitating language acquisition. Since the examination focuses on the spontaneous production of language and not the reproduction of the information loaded in the textbook we have to supplement the textbook with a variety of other TLM so that the learners get a rich linguistic exposure. It is in this backdrop we have to consider the possible material that could serve as TLM.

Suggested TLM

1. Photographs, toys, dolls, crayons, water colours, pencils, sketch pens, models,

2. Big books, parallel texts in more than one language, pictures, cartoons, stick figures, comics,

3. Cartoons / comics / jokes / skits / riddles /tongue twisters/sequence songs / sentence chains / proverbs / quotations

4. Reading flash cards / alphabet dominoes

5. Stick figures drawn by the teacher on the board / a chart

6. Chocolate/soap/medicine/health drink wrappers and other such materials in the environmental print

7. Reading material rhymes, haikus, cinquins, couplets, poems, acrostic poems, narrative poems, limerick poems, blank verse, parodies

8. Reading cards eg,.100 Reading cards developed by CIEFL

9. Instructions to go from one place to another place

10. Picture books / picture story books /cartoons / comics / jokes / skits / riddles / tongue twisters/sequence songs / sentence chains / simple and popular proverbs

11. Informal talk on topics of great interest to children

12. Parallel texts in more than one language, pictures, cartoons, stick figures, comics, photographs, pre recorded audio / video materials

13. Bilingual story books, bilingual dictionary, picture dictionary

14. Narratives and animal stories consisting of at least two events and dialogues/self-talk related to the events

15. Narratives with animal and human characters consisting of three or more events and conversations between the characters

16. Narratives (fables, fairy tales, folk tales/ legends/ pourquoi tales, short stories / biographies)

17. Umbrella narratives, grandmother stories, folk tales, fantasy stories consisting of events/dialogues/self talk of the characters and images and ambience

18. Books in class library and school library(including magazines like Chandamama, Amara chitra katha, News papers editions like young world, news paper in education etc,.   )

19. Explanations of how things work (e.g., how a fan/bulb/computer/refrigerator works)

20. Pre-recorded audio / video materials

21. Teacher's / learner's writing on the board / chart / wall magazine

22. Child literature from National Book Trust (NBT) and Children Book Trust of India etc.,

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Teachers need to be prepared to:

- *care for children, and should love to be with them.*
- *understand children within social, cultural and political contexts.*
- *be receptive and be constantly learning.*
- *view learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.*
- *view knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.*
- *own responsibility towards society, and work to build a better world.*
- *appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.*
- *analyse the curricular framework, policy implications and texts.*

– NCF document

Continuous Professional Development

It is an accepted fact that it is difficult to teach a language even if you are proficient in that language. And one can imagine how difficult it would be to teach a language like English with limited language competence. National Focus Group's Position Paper on English observes that the success of any classroom activity or innovation stems from the teacher's resources in the language. So far the pre-service as well as in-service training programmes are focusing on the teacher's teaching competence, taking for granted their language competence. Making the situation worse, the training programmes are conducted in English to improve the teaching competence of the teachers. Since teaching methodology involves principles of psychology, philosophy, and logic, the content burden and the language burden force the teachers to switch off their minds and sit passively in the programmes. National Focus Group's Position Paper on English says, "*When proficiency is given its due place, there is freedom to provide the ideational or development component of teacher preparation in the teacher's own language, ensuring comprehension as well as debate. Teacher training through English has often found the language of its academic content an obstacle to understanding; this leads to jargonisation of teaching methodology. The Assam experience (Dowerah 2005) shows that academic content can be delivered in the teacher's own language.*" Therefore, the teacher development programmes should aim at both language competence and teaching competence. Language proficiency of teacher is to be addressed embedding it in the context of language pedagogy that will help the learners acquire the language system rather than learn about the content of the textbooks.

7.1 Continuous Professional Development of Teachers

Lifelong learning and continuous professional development are almost the same. Learning throughout one's life is a good aim to have for every teacher, especially for a teacher of English. This is especially important in the context of the changing belief systems in tune with the emergence of new paradigms. But it is very disheartening to know that most of the teachers of English are happy with the way they are going perhaps with the belief that they are doing a reasonably fair job and that they have been well trained. So, they do not want to develop to any further extent. But there are a few teachers who always strive to push their boundaries and actively create challenges for themselves. They learn from their own experiences and add to their skills and their self knowledge, often on their own.

Many of us are somewhere in the middle. We want to develop professionally, but we feel we do not get time for learning within the busy schedule of our work.

Professional development takes place in two ways- one is a narrow way and the second is a broad one.

1.	The narrow view is to acquire some specific sets of skills and knowledge in order to deal with some specific new requirements like attending teachers training to handle new textbooks or to use new teaching aids.

2.	The broad view conceives CPD as a much deeper, wider and longer-term process, in which the professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity. They grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new roles and responsibilities.

	However, some experts on ELT and some experienced English teachers suggest certain ways for the continuous professional development (CPD). They are:

Experts Help

	We can learn a lot from the experienced and expert practitioners in the field of ELT by attending the workshops and seminars on our own. The teachers are lucky for whom the talks are available in their vicinity. But others can read the articles and books written by "experts" and can participate in online events or blogs with invited professionals as an alternative if the experts are not available in the flesh somewhere near them.

Workshops

	The teachers often can get a lot more out of smaller, more intimate workshops where there is more opportunity to discuss and debate ideas and opinions and take away ideas for classroom activities to one's own reflection.

Online communities

	These include an interactive virtual conference such as the annual IATEFL (International Association for Teachers of English as a foreign language) online conferences sponsored by the British Council or the blogs on the 'Teaching English' website or other forums and discussion boards set up to encourage participation around ELT topics by teachers from all over the world. We can get online membership from the British council to post our own blogs or read other's blogs and share our opinions or add our own comments with a better understanding of what language is and how it is learnt. We must also be alert about the increasing spread of linguistic imperialism that is being created and propagated by individuals and agencies within the country and outside it.

Informal Talks

	Staff room is the best place for our informal chitchat. We can join other teachers discussing their next lesson or the material they are using. This is the most effective and one of the easiest ways of developing professionally, especially if you are really serious about borrowing ideas from your colleagues and trying themout in your own English classes.

Individual Reading

Bacon says reading makes a man, conference a ready man and writing an exact man. Reading is the most important professional requirement of a teacher, especially an English teacher. The teachers can read internet Journals, materials as well as actual text books. Sometimes the reference books may be very expensive, so we may make it a habit to go to the library in our area and read the latest arrivals on ELT.

Reading groups

While reading is done individually, what is learnt can be formalized in discussion in a reading group? We may read a text to our colleagues or during Cluster Resource Centre (CRC) meetings and we may come together a few weeks later and discuss the contents. We learn so much through sharing of our ideas, impressions and discussing the issues the reading material raise.

Action research

We may be involved in action research on day today classroom challenges faced by us and find solutions. For example, at the primary level, we may take up research on "why our pupils are not able to read English words? At upper primary level "problems of students in speaking", etc. The findings can be shared in Teacher Centre meetings. SSA is supporting teachers in doing action research studies.

Giving Sessions

This may be in school meetings, and teacher centre meetings, where teaching ideas are shared. Local ELTC meetings will provide a platform for giving sessions. Participating in any sessions at any stage is very effective for professional development due to the planning and research which takes place before the session and the discussion and feedback which the session provokes later. We grow professionally before and after the session.

Writing

According to Bacon, writing makes an exact man. Teacher may write short articles or even books. Keeping a diary and reflecting on our teaching is a very good way to start with. We have to write an article and re-write it many times so that it can be refined considerably. Those who have done a course like P.G.C.T.E. from English and foreign language university or participated in the teacher development programme from Regional Institute of English, South India, know the importance of writing and re-writing the assignments.

A need-based writing programme for the teachers would be to undertake the production of material for children to read. In the revised pedagogy, we have aimed at helping the children to produce a variety of discourses at all levels of their learning. We have also conceived classroom processes to materialise this goal. Teachers also apply these processes in their own enterprise in the domain of creative writing,

Doing a formal Course

A course like P.G.C.T.E. from English and foreign language university or the teacher development programmes from Regional Institute of English, South India, will be more helpful for teachers.. British council is also offering some courses for in-service teachers.

Membership in professional bodies

We can be members of professional bodies. There are already some of these in the ELT field. Teachers can also work for building up an academic networking among them by blogging, podcasting or through other internet programmes such as face book, twitter for sharing their field experiences with other teachers across the world.

Other Ways

There are certain other ways for our professional development.

- Engaging in new professional activities and doing things for the first time
- Peer observation
- Exploring different methods, strategies and techniques within the parameters of the emerging paradigm
- Following reflective and explorative practices
- Participating in projects in a group with fellow professionals
- Forming a local group like English clubs to discuss and take turns to lead sessions

In fact, the possibilities are many. The only decisive criteria for our actions should be our own critical thinking - looking at everything including our actions from multiple perspectives.

1. Most training programmes are aimed at improving the teachers' teaching competence but not their subject competence.

2. There are no effective tools of assessment to measure the entry and exit behaviour of the participants.

3. There is neither teacher support mechanism nor the mechanism to follow-up the training programmes conducted.

The quality of English Language Education can be improved by taking up the following measures. The measures are suggested based on the assumption that 'teachers should be motivated internally and/ or externally to improve their competence and to improve the quality of education they impart.'

1. A set of academic standards as well as professional standards should be prepared for English teachers at three levels viz, primary, upper primary and secondary. At each level, standards can be set for three stages of proficiency viz, basic, advanced, and proficient.

2. Reliable and valid test tools should be developed based on the standards laid out as said above. The testing and certification should be given to a reliable player in 'Testing &Assessment Services' such as ETS, Prometric, etc.

3. Portfolio assessment of teachers and the assessment of children's performance should be a part of the teacher certification.

4. Teachers should have the facility to opt for the test at their convenience. They can be allowed to take tests any number of times allowing 30 days, 60 days, 120 days gap between two consecutive appearances for basic, advanced and proficient tests respectively.

5. The tests should be preferably on-line.

6. Support system involving teachers, teacher educators and other resource persons should be evolved. Forming on-line groups and subject forums, and organizing seminars help teachers develop their competence.

7. Suitable incentive /penal system should be planned to motivate teachers to opt for the tests at various levels/stages.

8. An effective academic supervision and support system involving teachers (who have 'proficient' certification) should be planned to assess the teacher, the learner, and the teaching learning process.

9. Professional development programmes should be planned taking into consideration the needs felt by the participants, the employer(or the teacher educators), and the needs necessitated by new content/methods. They can be conducted in the teachers' own language, where necessary, to ensure comprehension as well as debate.

10. Good teacher handbooks/modules, multimedia materials, on-line resources, self-learning materials/strategies, etc., should be developed/used to compensate transmission losses in cascade mode of teacher development programmes.

11. The programmes should help teachers prepare for the tests and in the process help them become autonomous learners. They should aim at exposing teachers to the wide variety of resources available on-line and in their surroundings.

7.2 Teacher Development Resources

The following are the some of the useful reference sources where teachers can make use for their continuous professional development.

I. Government Organisations Working in the Field of Promotion and Development of Languages

Name of the Organisation	Website
1. Central Institute of Indian Languages, Mysore	www.ciil.org
2. English and Foreign Language University, Hyderabad	www.ciefl.ac.in
3. National Council of Educational Research and Training, New Delhi www.ncert.nic.in	
4. National Translation Mission	www.ntm.org.in

II. Non-Government Organisations Working in the Area of Language EducationI

Names of the Publishers & their Website

1	Akshara Foundation, Bangalore	www.aksharafoundation.org
2	British Council, India	www.britishcouncil.org
3	Centre for Learning, Bangalore	http://cfl.in
4	Centre for Learning Resources, Pune	www.clrindia.net
5	Digantar Shiksha Evam Khelkud Samiti, Jaipur	www.digantar.org
6	Dr. Reddy's Foundation, Hyderabad	www.drreddysfoundation.org
7	Eklavya, Bhopal	http://eklavya.in
8	Pragat Shikshan Sanstha, Phaltan, Maharashtra	www.indiaprogressiveeducation.com

III. List of Some Popular Children's Books' Publishers

Names of the Publishers & their Website

1	A&A Book Trust / Arvind Kumar Publishers	www.arvindkumarpublishers.com
2	Alka Publications	www.alkapublications.com
3	Anveshi (through DC Books) - Tales from the margins a series of eight books http://www.anveshi.org/content/view/172/99/	
4	Bharat Gyan Vigyan Samiti (BGVS)	www.bgvs.org
5	BPI India Pvt. Ltd.	www.bpiindia.com

6	Cambridge University Press	www.cambridge.org/asia/
7	Center for Learning Resources	www.clrindia.net/materials/childrenbooks.html
8	Chandamama India	www.chandamama.com
9	Children's Book Trust	www.childrensbooktrust.com
10	Eklavya	http://eklavya.in
11	Eureka Books (EurekaChild An AID India Education Initiative)	www.eurekachild.org/eurekabooks
12	Hamlyn: Octopus Publishing Group	www.octopusbooks.co.uk/hamlyn/
13	Harper Collins Children's Books	www.harpercollinschildrens.com
14	India Book House	www.ibhworld.com
15	Janchetna	http://janchetnaaa.blogspot.com/
16	Jyotsna Prakashan	-
17	Karadi Tales Company	www.karaditales.com
18	Katha, New Delhi	www.katha.org
19	Macmillan Publishers	http://international.macmillan.com
20	National Book Trust	www.nbtindia.org.in
21	National Council of Educational Research and Training	www.ncert.nic.in
22	Navakarnataka Publications	http://navakarnataka.com
23	Navneet Prakashan Kendra, Ahmedabad, Gujarat	-
24	Oxford University Press	www.oxfordonline.com
25	Parragon Books	www.parragon.com
26	PCM Children's Magazine	www.pcmmagazine.com
27	Pratham Books	www.prathambooks.org
28	Puffin Books, Penguin Group	www.puffin.co.uk
29	Pustak Mahal	www.pustakmahal.com
30	Rajkamal Prakashan Samuha	www.rajkamalprakashan.com
31	Ratna Sagar Publishers	www.ratnasagar.com
32	Room to Read	www.roomtoread.org
33	Sahmat	www.sahmat.org
34	Scholastic India Publishing	www.scholasticindia.com/publishing.asp
35	Shree Book Centre, Mumbai	-

36	Tara Books	www.tarabooks.com
37	TERI Press	http://bookstore.teriin.org/childrencorner.php
38	The Learning Tree Store	http://www.tltree.com
39	Thomas Nelson	www.tommynelson.com
40	Tormont Publication Inc.	-

IV. Some Weblinks for Language Learning

1. http://www.bbc.co.uk/schools/magickey/adventures/dragon game.shtml is a game that helps learn about a question and a question mark.

2. http://www.bbc.co.uk/schools/magickey/adventures/creamcake_game.shtml is a game that helps learn rhyming words, their pronunciation and use in sentences.

3. http://www.proteacher.com/cgi-bin/outsidesite.cgi?id=4731&external=http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm&original_=http://www.proteacher.com/070037.shtml&title=Graphic%20Organizers contains well-delineated writing standards, level wise.

4. http://www.lessonplanspage.com/LAK1.htm contains a whole host of ideas for language activities

5. http://www.col-ed.org/cur/lang.html has a plethora of links to lesson plans for language learning, and none of them conventional ones.

6. http://www.op97.org/ftcyber/jack/puzzles/puzzles.html has easy, medium and hard jigsaw puzzles that are based on fairy tales.

7. http://www.youtube.com/watch?v=2lVNi-FpEuY has a video of the Panchatantra story about the doves in a hunter's net (collective strength) in Hindi.

8. http://www.youtube.com/watch?v=ANjO_VjjlDw&feature=related has a video of a story on why the sea water is salty.

9. http://www.pitt.edu/~dash/type0510a.html contains links to different versions of the story of CINDERELLA, from around the world.

10. http://www.darsie.net/talesofwonder/contains Folk and Fairy Tales from around the World.

11. http://www.rubybridges.org/story.htm contains the inspiring story of Ruby Bridges and her teacher

12. http://www.thepromisefoundation.org/TPFLtRB.pdf is report of a Study on Learning to Read in Bengali, useful for language researchers in Indian languages.

V. Some Websites for Language Resources

1. http://www.bookadventure.com/ki/bs/ki_bs_helpfind.asp allows the user to enter the preference (level, type of book, etc.) and then generates an entire booklist, complete with title, author name, ISBN number, etc.

2. http://school.discoveryeducation.com/ provides innovative teaching materials for teachers, useful and enjoyable resources for students and smart advice for parents about how to help their kids enjoy learning and excel in school. The site is constantly reviewed for educational relevance by practicing classroom teachers in elementary school, middle school, and high school.

3. http://puzzlemaker.discoveryeducation.com/ allows the user to create and print customized word search, criss-cross, math puzzles, and more using his/her own word lists.

4. http://www.henry.k12.ga.us/cur/Kinder.htm has a host of ideas for the classroom, to improve language, science, math, art, and many other skills.

5. http://gem.win.co.nz/mario/wsearch/wsearch.php allows you to generate your own word maze/ word search puzzle.

6. http://georgemcgurn.com/articles/readingforpleasure.html has a good article on reading for pleasure.

7. http://www.atozteacherstuff.com/pages/374.shtml for a lovely idea on getting children excited about reading.

8. http://www.readingrockets.org/article/c55/ for another idea

9. Also, see: http://www.bbc.co.uk/raw/campaignpartners/ideasbank/reading/

10. http://www.vrml.k12.la.us/krause/Reading.htm has slide shows for reading for kids.

11. http://kielikompassi.ulc.jyu.fi/kookit0405/seashore/mrshrimpandsammy.htm has a film to teach pronunciation.

12. http://www.msgarrettonline.com/descripwords.html for descriptive words

13. http://esl.about.com/od/vocabularylessonplans/a/characteradj.htmfor an excellent activity that develops and broadens knowledge of character adjective vocabulary.

14. http://www.scholastic.com/ispy/play/ for a set of award winning puzzles and games that allow children to discover word associations, word play and themes that help them build important learning skills including reading.

15. http://www.readwritethink.org/materials/in the bag/index.html for an interactive game that builds vocabulary.

VI. Weblinks to access E-Books and Online Libraries

1. http://worldlibrary.net/WidgerLibrary.htm has several e-books that can be downloaded.

2. http://www.sacred-texts.com/hin/ift/index.htm has links to Indian fairy tales.

3. http://primary.naace.co.uk/activities/BigBooks/index.htm has audio-e-books for kids.

4. http://www.vrml.k12.la.us/krause/Reading.htm for slide shows that excite a child to read.

5. http://www.arvindguptatoys.com/ contains an enormous list of books on enlivening language learning, rated by Arvind Gupta. Many of them can be downloaded for free.

VII. Some Weblinks and Blogs useful for Teaching English Language

http://sixthings.net

http://jeremyharmer.wordpress.com

http://scottthornbury.wordpress.com

http://kenwilsonelt.wordpress.com

http://bettereflteacher.blogspot.in

http://chiasuanchong.com/author/chiasuanchong

http://www.teachingenglish.org.uk

http://learnenglishkids.britishcouncil.org/en

http://teachersofindia.org/en/classroom-resource

http://film-english.com

http://www.ted.com/talks/browse

http://sandymillin.wordpress.com

http://www.teachingvillage.org

http://www.iatefl.org

http://www.tesol.org

http://traveloteacher.blogspot.in

http://mrstoutsblog.blogspot.in

http://iasku.wordpress.com

http://nikpeachey.blogspot.in

http://carolread.wordpress.com

http://younglearners.eslreading.org/blog/blogger.php

http://sjhannam.edublogs.org

http://jasonrenshaw.typepad.com

http://andrewarticlesandstories.wordpress.com

http://picturebooksinelt.blogspot.in

http://www.davedodgson.com

http://blog.storybird.com

www.bbc.co.uk/worldservice/learningenglish/index.shtml

http://englishagenda.britishcouncil.org

http://www.hltmag.co.uk/index.htm

http://www.englishbanana.com

http://oecdeducationtoday.blogspot.in

http://chiasuanchong.com

http://ihlteachers.co.uk

http://ihjournal.com

www.englishaustralia.com

www.voanews.com/specialenglish

www.gutenberg.org

http://repeatafterus.com

www.americanrhetoric.com

www.tesol.org

www.eltai.org

http://teflgeek.net/

Frequently Asked Questions (FAQs)

In the context of introducing the emergent constructivist pedagogy, teachers have often come out with several questions. Some of these have been addressed by Dr. K.N. Anandan, during the training programmes as given below:

Related to teachers:

Q. Teachers are reluctant to change / No belief in new methods of teaching / No positive attitude in Teaching Learning Process/ Less commitment.

- It is the natural tendency of human being to oppose new changes in a system. Teachers are accustomed to the present system. It is natural to oppose the new aspects. Initially they think it's a burden and they don't believe it. Most of them are not applying their mind in TLP and just following the seniors. Hence they have neither their own attitude nor positive attitude towards the TLP and achieving good results.

- Once the teachers get results, happiness from his classroom naturally, he /she will get positive attitude towards profession. On job support is badly required for them.

Q. Teachers have poor language ability/ No linguistic empowerment/ Unable to make conversations in English/ Lack of English background / Phobia towards English / lack of basic knowledge in English /Trs can read and write but cannot speak in English/ No proficiency/ feel shame before others.

- English is a colonial language. Once, only a few people had access to English language. Hence a kind of distance has been developed between English language and common man. Some people created unnecessary fears towards language.

- Now the scenario of the English language has changed due to globalization, Mass Media, and science and technology. People are being exposed to English language more than ever before.

- Once the teachers change their thinking towards English it will not be a difficult language for them. If they wish, they can develop communicative skills easily with minimum inputs.

- Most of us are not empowered even in our mother Tongue. Hence,we need not worry about empowerment in English language. Empowerment takes place when teachers start using English for classroom transaction.

  The new pedagogy will provide minimum inputs for the teacher for language development. It guides them properly in order to remove phobia and develop TLP skills.

Q. New approach is not reaching grassroots. Teacher / not getting proper academic support/ less exposure to language/ less knowledge on new pedagogy / Unable to create language atmosphere in classroom/ teachers need support in new pedagogy.

- Some inputs are already given related to the new approach in the form of Teacher training, Teacher module and Teleconferences. Efforts shall be intensified to reach all teachers with more theoretical clarity and materials. MRC and CRC and Subject Forums will be involved in the coming days to achieve this.

Q. Teachers have no clarity in TLP / Poor learning outcomes in language classroom/ misconceptions in ELT/ unable to complete syllabus.

- Once the teacher understands the problems in present ELT, and feel the need for change, the new pedagogy will address all his classroom problems. With the help of on job support, material and training, the teacher's confidence in new approach can be boosted.

Q. Without teaching alphabet it is not possible to teach English/ Teaching English takes time/ unable to provide appropriate activities.

- Alphabet doesn't give sense or meaning to the child as language is a system and it has to be learnt holistically. We learnt our mother tongue in a natural way. In the alphabetic method, we are not utilizing the child's experiences and are teaching without meaning. The new approach is based on the child's experience.

Related to Learner:

Q. Children studying in Government school are with poor parental background/ they are not exposed to English language outside school.

- Though the children are from poor parental background they are not poor in their mental abilities. If they are nurtured properly, definitely they can achieve good results.

- Due to the media explosion, all children are equally exposed to English language. Urban children have a bit more exposure than the rural child. If the teacher handles the children's experience properly, it will be sufficient for the child to acquire a new language.

Q. Poor vocabulary of children/ Poor listening ability/ children unable to cope with the syllabus/ Always depends on translation/ unable to question using English / Influence of Mother tongue in classroom.

- There is no rigidity in vocabulary. Need based vocabulary will serve the purpose. If classroom activities are related to real life situations and children's background, they will pay attention towards classroom activities.

- Children are habituated to translate from English to Telugu from class I. If we break this tradition, definitely children will never depend on translation. In the new approach, Telugu is used for code switching which is different from translation. Hence mother tongue is an advantage but not a problem for the learners.

- Sufficient exposure to English is required . If teacher gives that exposure children will come out with questions. Gradually they acquire these skills.

Q. Children could not write the rhymes on their own.

- At primary stage one word or two word lines can also be considered as rhymes. If we create situations, children will add lines to teacher's rhyme and gradually they can create on their own.

Related to Material:

Q. A.V Aids should be available in classroom / Library books should be available / Teachers need material / Activities are not available.

- The teacher is a great resource for the learner. In lower classes, AV aides don't play the major role, but they may work better at later stages. Teacher should create situations based on children's experiences.

- Children Literature shall be made available to all primary schools which will help them develop reading habit and thus make them better readers.

- Teacher will be provided with required material which guides them in day to day TLP.

Reading

What is scaffolded reading? How do we develop it?

- Think beyond the text. Triggers higher order thinking process

- Personalizes and localizes the text. Develops analytical thinking

- After individual reading, collaborate reading, scaffold reading is provided by the facilitator.

- The facilitator may ask the analytical questions that can make the learner think beyond the text.

Writing

Is it possible to improve writing?

- Writing should be need based, level based and meaningful for the child.

- Writing should be processed properly.

How can we edit the written work of the students?

- Editing has to be done at various levels such as thematic, syntactic, morphological along with punctuation.

- Take one of the group products and ask questions to help them check the theme, missing words, excess words, word order, word forms and punctuations.

- Editing is for sensitizing the learners to certain linguistic features.

- Error treatment of oral production should be done through giving proper feedback that will make them think further.

- Forceful interference of teachers should be avoided.

General Questions

What is Discourse Oriented Pedagogy?

- A new pedagogy that facilitates learning through construction of discourses.

- Language exists in different types of discourses such as descriptions, conversations, letters, messages, reports, posters, pamphlets, poems, stories etc.

How can we make a child construct knowledge?

- New pedagogy helps the learner to learn the language holistically.

- Language does not exist in fragments or isolated sentences or words. It exists as discourse.

- It allows every learner to make use of the different functions in a number of ways leading to the construction of knowledge of language.

- By deriving the meaning by the children themselves

- Child can construct knowledge by associating the idea with the context of the sentence

Why do we need holistic approach?

- Since language does not exist as discrete letters, words and sentences. It exists in meaningful discourses.

- Their needs shift from teaching language as fragments to treating language in terms of discourses.

- Cognitive processes like prediction, logical thinking are ensured.

What is meant by trigger?

- Trigger is something that is the cause of a particular development. In other words a device used to channelize the thoughts.

What is a narrative?

A narrative is a form of discourse which contains a sequence of events and dialogues. It

- creates images in the minds of the learners

- deals with the emotive aspects of language

- instills empathy with the characters in the minds of the learners

- accommodates other discourses

- contains a variety of sentences

What is code switching? What is the purpose of it?

• It means using English while speaking Telugu or vice versa. It ensures comprehension of English expressions without translation.

• It can be used to make learning natural and contextualized

• To minimize the language resistance.

• For natural way of learning

What is the role of Pronunciation?

• It is the sound which represents the symbols of any language.

• To make the sound of a word or a letter in a particular way.

• Reading aloud by the teacher helps the child to understand the articulatory features of language

• Prosodic features carry meaning which is a pre requisite for language acquisition.

• Prosodic features embedded in narratives bring correct form of expressions.

Without learning alphabet can the children speak?

• Alphabet has no meaning to a child.

• He picks up the graph of the vocabulary and its phoneme non consciously.

• The child has an innate system to pick up the language without learning the alphabet.

• Different language elements can be placed contextually and meaningfully.

• Spiraling and recurrence of language elements help the learner acquire the language.

What is meant by an image? Why do we go for images?

• Images are pictures or ideas created in the mind. They generate thoughts

• Help in the process of concept mapping. Helpful in visualizing the context

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Theatre in Education

Theatre is one of the most powerful, yet least utilised art forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence. Dramatising texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice control and movement, and group and spontaneous enactments. Such experiences are important not only for teachers in their own development, but also for teachers to provide to children.

– NCF-2005

English Language Teaching Terms

ELT terms are the words that are generally used in teaching of English. They are the words and phrases that we may come across in English Language Teaching.

Accuracy: The ability to produce grammatically accurate sentences; language is grammatically correct with proper vocabulary.

Achievement: Accomplishing the objectives of a chapter or a unit.

Acquire: Learn a language non-consciously by using it.

Active listening: A method where the student replicates what the facilitator is saying to reveal his/her understanding; this technique helps when a teacher is not too keen to openly correct a student's mistake.

Activity: Something facilitators organize to simplify teaching or to help a child comprehend what is being taught.

Approach: A unified but broadly based theoretical position about the nature of language and of language learning and teaching that forms the basis of methodology in the language classroom.

Aptitude: The ability, talent or capacity of a child at which he/she can learn a foreign language.

Aural: Related to listening; the auditory or the acoustic skills of a child.

Authentic: Genuine, reliable or dependable material taken from books and magazines for the betterment of the children.

Bilingual: A person who knows and uses two languages equally well or with the same ease.

Blending: Combining two words sometimes using common letters or sounds as a connecting element, e.g. Breakfast + Lunch = brunch.

Brainstorming: A group activity where students freely suggest, give or contribute their thoughts to a topic to create or produce ideas.

Chorus: Communicating or reciting collectively as a group.

Chorus repetition: The entire class, as a group, replicating a sentence or an example given by the teacher.

Chunk: A unit of language that forms a syntactical or semantic unit but also has internal structure.

Classroom management: The organization of class activities by the facilitator like the setting up of the classroom, carrying out innovative ideas to teach in the class, class events, managing group activities, giving directions and supervision of pupils behaviour.

Cleft Sentence: A sentence which has been divided into two parts, each with its own verb, to emphasise a particular piece of information, e.g. It was Ramesh who did most of the work.

Clipping: Shortening a word by cutting off one or more syllables, e.g. specs.

Coherence: The relationships which link meanings of utterances in discourse, or of sentences in a text, e.g. use of topic sentences for paragraphs

Collaborative Learning: Learning in groups, through "discussion, clarification of ideas, and evaluation of other's ideas. It is based on an age old adage that says "two heads are better than one". Students who demonstrated lower levels of achievement improved when working in diverse groups.

In collaborative learning where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life.

The idea of collaborative learning has a lot to do with *Lev Vygotsky's* idea of the "zone of proximal development". It considers what a student can do if aided by peers and adults.

Collocation: The way in which words are used together regularly e.g. "do the dishes" and "do your homework", but "make the bed" and "don't make noise".

Communication: is the act of speaking, writing or giving information to someone and being understood by them; verbal skills or how a person talks to another individual.

Communicative competence: The capability to converse or correspond successfully; the aim of learning a foreign language is to be able to speak or talk in it effectively.

Communicative Language Teaching (CLT): An approach to foreign or second language learning which stresses that the objective of language learning is to speak or talk in it effectively or communicative competence.

Competence: One's underlying knowledge of a system, event or fact; the unobservable ability to perform language, but not to be confused with performance.

Constructivism: The integration of various paradigms with an emphasis on social interaction and the discovery, or construction, of meaning.

Context: The circumstances, connection or situation in which a thing is done; the reason why a certain topic or subject is done.

Curriculum: An overall plan for a course or programme, including purpose (aims and goals), content and sequence (syllabus), procedures and activities (methodology), means of student assessment and testing, means of course

assessment (evaluation).

Descriptive grammar: A grammar which describes how a language is actually spoken or written and does not prescribe rules.

Dialogue: A conversation or exchange of sentences used to practice or rehearse speaking.

Discourse: A language (either spoken or written) beyond the sentence level; relationships and rules that govern the connection and inter-relationship of sentences within communicative contexts.

Discourse analysis: The examination of the relationship between forms and functions of language beyond the sentence level.

Discourse marker: An expression that typically connects two segments of a discourse, but do not contribute to the meaning of either, e.g. adverbials (however), conjunctions (but), prepositional phrases (in fact).

Drilling: Repetition or monotonous repetitive, teacher controlled way of practicing, where the pupil's just keep repeating what the teacher has said even without comprehending it, e.g. children might be saying the letters of the alphabet in sequence without understanding them.

Elision: The leaving out of a sound or sounds in speech, e.g. suppose (spose).

Ellipsis: Leaving out words or phrases from sentence where they are unnecessary, e.g. john went to the door and (he) opened it.(Nominal Ellipsis), I'll go, but he won't (go) (Verbal Ellipsis).

Embedding (embedded sentence): The occurrence of a sentence within another sentence, e.g. the news / he had got married / surprised his friends.

Extensive reading: Reading widely or a lot; extensive reading is done to build up good reading habits and expanding knowledge of vocabulary, structure and style of a language.

Facilitator: Facilitator is a teacher who tends to conduct a student-centred class and is less dominant with the pupils than in the conventional approach to teaching; in communicative classrooms, facilitators are inclined to work in partnership with students to build up their language skills; a facilitator may also take the task of adviser or trainer rather than a teacher.

Feedback: Reporting or giving information about a student to a parent or a teacher can test children to know what they have comprehended; feedback can be verbal or written.

Fluent: Conversing or communicating in a foreign language with ease; talking in a very natural, free, native like and normal manner, not forcefully or artificially.

Forms: (of language): The "bits and pieces" of language, such as morphemes, words, grammar rules, discourse rules, and other organisational elements of language.

Functions: (of language) The meaningful, interactive purposes within a social (pragmatic) context, that we accomplish with forms of language.

Genre: A typical of discourse that occurs in a particular setting that has distinctive recognizable patterns and norms of organisation and structure, and has particular and distinctive communicative function.

Gesture: A facial or body expression like a frown or smile that silently says something.

Homonyms: Words that have the same form but different meanings, e.g bank (of a river)/ (where you put your money).

Homophone: Words that sound the same e.g. blew/blue.

Hyponym: The more specific word in relation to the general, e.g. giggle when compared to laugh.

Idiom: A phrase or a saying where the meaning of the expression is different from that of the individual words e.g. 'He backed up his friend's claim' or 'Please hear me out'.

Imagery: The pattern of related comparative aspects of language, particularly of images, in a literary work. Language which appeals to the five sense .E.g: Mother rocking the cradle. Here child senses with eyes and ears.

Inductive Teaching: It is the most popular method of communicative language teaching; this is a student-centred teaching methodology where the pupils use the language extensively to find out the sentence structure and language rules through various examples –first examples then rules.

Integrated approach: A teaching methodology where all the subjects are inter linked with one another and are taught in synchronization with each other; teaching is done through a theme which is predominant in all the subjects; all the four skills, i.e., listening, speaking, reading and writing are taught in coordination and not cut off from each other.

Intensive reading: When a child reads his/her text books slowly, where he/she is able to understand and grasp everything read.

Intrinsic Motivation: Learning due to an enjoyable of the process itself.

Jargon: Speech or writing used by a group of people who belong to a particular trade, profession or interest group, usually disliked by and incomprehensible to people outside the group.

Language acquisition device (LAD): An innate, metaphorical "mechanism" in young children's brains that predisposes them to acquire language (cf. Chomsky).

language skills: There are four language skills - listening, speaking, reading and writing; speaking and writing are productive skills where a child develops his/her creative ability; reading and listening are the receptive skills where a pupil builds his/her aural proficiency.

Learner autonomy: The principle that learners should be encouraged to assume a maximum amount of responsibility for what and how they learn.

Loan word (borrowing): A word taken from another language.

Meta language: Language used to analyse or describe a language.

Metaphor: A comparison between essentially unlike things, Meter the measured pattern of rhythmic accents in poems. Like the other is a metaphor. Examples are, Harry was a lion in the fight, the birth of laughter, stealing eyes, noisy looms and broken heart. Life is a dream. She is a tower of strength.

Method: A coherent, prescribed group of activities and techniques for language teaching unified by a homogeneous set of principles or foundations; sometimes proclaimed to be suitable for all foreign language teaching contexts.

Morphology: The study of morphemes and their different forms and the way they combine in word formation. e.g. UNFRIENDLY – un (negative prefix) + friend + ly (adjective forming suffix). There is grammatical +lexical morphology.

Motivation: An incentive, inspiration or encouragement given to children to learn something new; the desire to learn.

Multiple intelligence(s): A theory developed by Dr. Howard Gardner. He suggests that there are at least eight different types of intelligences or ways in which a child can learn; for ELT, linguistic, intelligence is the most vital, though other intelligences, like intra-personal intelligence and inter-personal intelligence, can also have an effect on the activities in the class.

Native speakers: Those people who speak their mother tongue, English is the native language of the people of UK.

Objective: The main purpose, aim or the idea behind teaching a lesson to the pupils; the learning objective is based on the learning outcome from a lesson; objectives state particularly what the students will be able to do in a specified time period.

Open-ended question: A question which can have various answers; a question like 'What did you eat for breakfast?' will have a different answer from each student; a question which has a very wide range of options.

Oral: It is related to speaking or by word of mouth; the verbal ability of a child to communicate in a foreign language is of immense importance and should be developed.

Parallelism: I HATE cohesion, I HATE sentence structure, I HATE phonology, and what is more, I'm even starting to HATE Quiz let.

Pedagogy: The art or science of being a teacher, teaching or educating little children; the function or work of a teacher; it is the art or the ability to teach; it is generally the plan or the approach a teacher takes or the style of instruction that is followed in the classroom; the interest of a child is developed only if the teaching style is creative; it is sometimes referred to as the correct use of teaching methodologies or strategies.

Performance: One's actual "doing" of language in the form of speaking and writing (production) and listening and reading (comprehension).

Polysemy: When a word has two or more closely related meaning, e.g. he hurt his foot; he is standing at the foot of the stairs

Portfolio: A purposeful collection of student work that exhibits the student or the students' efforts, progress or achievement in a given area.

Portfolio Assessment: The assessment based on the portfolio that consists of samples of work produced by students over a period of time may be called portfolio assessment.

Pragmatics: Study of the use of language in communication, particularly the relationship between sentences and the contexts and situation in which they are used, e.g. dependence on real world knowledge, understanding of speech acts, and influence of relationship.

Rapport: A calm association or connection between the facilitator and all the children of a class.

Realia: Real items used as teaching aids to make learning interesting; these can be pictures from magazines or newspapers, objects, toys, real fruits or vegetables etc.,

Receptive language skills: Reading and listening are receptive language skills where a pupil builds his/her aural skills.

Redundancy: The degree to which a message contains more information that is needed, most languages have built-in redundancy, e.g. he looks sad (the 's' is not needed for comprehension).

Rubric: Instructions which indicate what has to be done in a test or instructional activity.

Reinforcement: The support or revision practice which is given to the pupils after the completion of a lesson or chapter; this is done to make sure the children have understood what has been done in the class or taught to them.

Role play: An activity where pupils enact plays, maybe from their text books; this innovative methodology helps children comprehend the language and develops an interest in the students to learn.

Rote learning: Mugging up or memorization without understanding the meaning of the lesson studied.

Scaffolding: Support given to learners to enable them to perform tasks beyond their capacity.

Schema: A mental structure, consisting of relevant individual knowledge, memory, and experience, which allows us to incorporate what we learn into what we know.

Sight word approach: When a word is taught to a child as a whole and not through phonics or spellings; sight words can be put up in the class room and read daily, helping the children recognizing them as a word rather than mugging them up.

Stimulus: An incentive or inspiration given to a child to bring about a change for the better in him/her.

Simile: A figure of speech involving a comparison between unlike things using like, as, or as though. Examples include as cool as a cucumber, as white as snow, life is just like an ice-cream, enjoy it before.

Social constructivism: A branch of constructivism that emphasizes the importance if social interaction and co-operative learning in constructing both cognitive and emotional images of reality.

Student-centred: Student is the most important person in the classroom; here the students actively participate in the teaching or learning; under the supervision of the teacher, the students organize role play, debates, discussions etc to help each other learn a topic; facilitators can ask students to create or make teaching aids or material to facilitate teaching; the teacher is seen more as a facilitator or helper than the dominant figure in the classroom; in a student-centred class, the focus is on what the students are doing and saying.

Syllabus: The entire portion or the topics month wise that are to be taught during a full academic year.

Syntax: An area of grammar concerned with the rules for sequencing words to show their relationships of meaning within sentences e.g. the basic order of clause elements in English is Subject - Verb – Object.

Thematic syllabus: A curriculum or syllabus which is based on themes; where all the subjects of the unit revolve around one idea.

Vocabulary: The words, terminology or expressions which make the foundation of a language; these should be practiced well by the children till they become a habit or a routine for the children or till they are fluent with them; children should be at ease conversing in that particular language.

Whole word approach or sight word approach: When a word is taught to a child as a whole and not through phonics or spellings; sight words can be put up in the class room and read daily, helping the children in recognizing them as a word rather than mugging them up.

Whole language learning: Whole language integrates reading, writing, listening and speaking and defines the role of the teacher as one of facilitator and the role of the student as an active participant in a community of learners.

Zone of proximal development (ZPD): The distance between a learner's existing developmental state and his or her potential development **discourse** the real language of written and/or spoken interaction or communication beyond the single 'sentence' level, in context.

Observation Schedule (Period-wise)

Dear Trainee Teacher,

The classroom transaction suggested for the new textbooks is different from that of the old. Unless the transaction process suggested in the curriculum (TB and handbook) is followed, we will not be able to help the learners achieve the targeted academic standards. As a trainee teacher, you have to acquire firsthand experience of transacting the components of the new textbooks strictly adhering to the process.

Here are a few sets of questions related to the classroom processes for each period. You can respond to the questions by marking 'yes' or 'no' after transacting each segment of the lesson. But for the set of questions under 'General Observations', you have to write your reflections for further improvement of the transaction process.

The observation format for each period includes, General **information; Period related questions and the items given under general observation** (Put the tick mark for each item given under period wise questions).

General Information

Name of the school:

Subject:

Unit Name and Number:

Name of the trainee teacher and class:

Name of the observer:

Date:

1. Pre-reading Period

1. Did the trainee teacher interact with the learners based on the trigger picture?

2. Did the trainee teacher ask questions in addition to those given in TB?

3. Did he/she use well-framed questions?

4. Did the trainee teacher allow the learners to respond in mother tongue?

5. Did the trainee teacher megaphone the children's responses in English?

6. Were there divergent responses from the learners?

7. Did the trainee teacher elicit relevant responses (words and sentences) and write them on the BB/chart?

8. While writing on BB, did the trainee teacher utter the word holistically or letter by letter?

9. Did the trainee teacher ask the learners to read the words and sentences from the BB/ chart?

2. Reading Period

1. Did the trainee teacher specify which part of the reading passage is to be read?
2. Did the trainee teacher ask the learners to read individually?
3. Did she/he give proper instructions such as the following?
   - Tick the sentences /words you were able to read
   - Identify the characters/ location, events / dialogues in the story
4. Did she/he give further support to low-proficient learners in the following manner?
   - Interact with the low- proficient learners to generate a subtext
   - Write the sub text on BB / on chart / in the notebook of the learner
   - Ask the learners to associate the sub text with the reading text
5. Did she/he put the learners in groups for sharing their reading experience?
6. Did she/he give proper instructions for sharing the reading experience?
7. Did she/he monitor the group activity (i.e., check whether the instructions are being followed)?
8. Did she/he facilitate sharing of reading experience between the groups?
9. Did she/he make use of a glossary? (The glossary given in the TB and developed by the teacher   additionally)
10. Did she/he ask some questions to check comprehension?
11. Did she ask some analytical questions to extrapolate the text?
12. Did she/he make use of a concept mapping activity?
13. Did she/he read the text aloud with proper voice modulation?
14. Did she/he give chance to the learners to read aloud?
15. Did she/he give proper feedback while the learners were reading aloud?
16. Did she/he invite feedback from other learners on reading aloud?

3. Post- reading: Discourse construction Period

1. Tick the post-reading activities carried out in the lesson.
   - Identifying a discourse and assigning a task to construct it
   - Writing the targeted discourse on BB and asking children to copy it
   - Writing down questions and answers

2. Tick the processes followed for the construction of discourse.
   - Interaction to make the context of the discourse (available from the reading passage)
   - Asking questions to help the learners get ideas such as events, characters, location, etc.
   - Asking questions to sensitize the learners to some features of the discourse
   - Did she give support to low – proficient learners?

3. Did she/he teacher provide opportunity for individual presentation?"
4. Did she/he give any feedback on the presentation?

5. Did she/he invite feedback from other learners?

6. Was a slot provided for refining the individual work in groups?

7. Did the trainee teacher give proper instructions regarding the following?
   - How to share the written work
   - What are the things to be taken care of while writing (checking missing words, excess words, proper word forms, using proper punctuations, other writing conventions)
   - Whether all members are writing down the group product in their notebooks on a separate page?
   - Who will present the work in the whole class?

8. Did she/he monitor the group work to ensure proper collaboration?

9. Did the trainee teacher provide a slot for presentation by the groups?

10. Did she/he give any feedback?

11. Did the trainee teacher present her/his version of the discourse?

4. Discourse Editing Period

1. Was editing conducted as a whole class activity through interaction?

   Did the teacher trainee follow these steps?
   - Thematic editing and checking discourse features
   - Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words
   - Editing the errors related to word forms (tense forms, prefixes, suffixes, agreement, etc.)
   - Editing punctuation
   - Editing spelling errors

2. Were the other groups' products undertaken for editing by them?

3. Did the learners refine their individual work based on these inputs on a separate page?

4. Were the refined works compiled together to make the big book?

General Observations for each period (Common to all periods):

1. Nature of language used by the teacher

2. Teacher's preparation

3. Nature of the Teacher's instructions

4. Nature of the blackboard usage

5. Nature of Teaching Learning Material used

6. Pedagogical awareness

7. Teacher-pupil relationship

8. Classroom management

9. Classroom interaction