

Draft

Module 1.9



**MODULE FOR ENGLISH TEACHING
UPPER PRIMARY STAGE**

DRAFT**MODULE FOR ENGLISH TEACHING****UPPER PRIMARY STAGE****1 LEARNING OBJECTIVES**

After going through the module, the trainees will

1	Be aware of the present scenario of English Language teaching in the context of Tripura
2	Be able to chalk out the learning outcomes and pedagogical processes suitable for a particular chapter.
3	Become aware of different types of questions and activities that can be used for language learning and select the suitable form(s) for a particular text.
4	Be able to identify sources for using as Teaching Learning Materials
5	Be equipped to deal with CWSN in the class room situation
6	Contextualize a particular topic from the perspective of Tripura

2. BRIEF INTRODUCTION:-

Language learning progresses naturally with exposure to and use of language. Language learning becomes meaningful when it is connected with the immediate environment of children. The English language is generally taught and learnt as a second language in India. At the upper primary stage, the teacher would need to factor in the opportunities of exposure to English that learners may have in their home and school environment, as these are likely to affect the pace of learning.

Different languages and cultures co-exist in Tripura. The linguistic diversity of Tripura poses complex challenges to language education. However, it also provides a range of opportunities for children, because they are exposed to others languages not necessarily in the school system.

If we wish to have a sound programme for language teaching in schools, it is important to recognise that all children have the ability to learn any language. No language is difficult or easy: it depends on the quality of exposure. Further no language is superior or inferior: each fulfils the linguistic need of its speakers.

Children have an inborn language faculty. Even before coming to school, a child understands and speaks a large number of words: he/she also knows how to structure them appropriate to the situation. However, it does not mean that the mother tongue requires no teaching. The skills that the child already knows in his/her home language should be developed further, to nurture advanced communicative abilities in languages in the classroom.

In most places, children do not have exposure to English outside the class room. So, if the child uses some non-English words he/she should not be penalized. However, the child should be encouraged to move progressively towards English.

Further, while communicating in English, if the child commits an error, he/she should not be penalized. However, the teacher may provide correction in a stress-free manner. An input-rich environment will also facilitate correction of errors.

Broadly, the goals of English language learning at the upper primary stage are attainment of basic proficiency for effective communication in real life situation, and development of language as a tool for learning the content subjects.

3 CLASS SPECIFIC LEARNING OUTCOMES IN THE SUBJECT AREA: An Overview

The learner-

- I) Participates in activities in English like role play, Group discussion, debate etc.
- II) Responds to announcements and instructions made in class, school assembly, railway station and in other public places.
- III) Refers to dictionary to check meaning and spelling and to suggested websites for information.
- IV) Writes grammatically correct sentences for a variety of situations, using nouns, pronoun, verb, adverb, determiners etc.
- V) Writes a book review

4. A BRIEF ON THE PEDAGOGIES FOR ACHIEVING THE LEARNING OUTCOMES:-

The learner may be provided opportunities in pair/groups/ individually and encouraged to-

- i) Become familiar with songs, poems, prose in English through input rich environment, interaction, classroom activities etc.
- ii) Participate in individual talk such as introducing oneself and other persons, participate in role play, make a speech, reproduce speeches of great speakers.
- iii) Think critically and try to provide suggestions/solutions to the problems raised.
- iv) Understand the context for various types of writing such as message, notice, letters, report , biography, diary etc.
- v) Summarize orally and in writing a given text, stories and an event.
- vi) Locate main idea , sequence of events and correlate ideas, themes and issues in a variety of texts in English and other languages.
- vii) Interpret quotations, sayings and proverbs

5.EXAMPLE OF A WHOLE CHAPTER/THEME(FROM NCERT TEXT BOOK) –

a. Introduction of the chapter/theme –linking learners day to day experiences with the theme

Name of the Text Book- HONEYSUCKLE

Class- VI

Unit-1

Name of the Chapter: WHO DID PATRICK’S HOMEWORK?

Theme-Self help is the best help.

Patrick was very fond of playing games.He hated homework. One day, by chance, he rescued a tiny man. In return, as desired by Patrick, the tiny man began doing homework for Patrick. In order to do the homework, the tiny man asked Patrick many questions every day. Thus Patrick learnt many things gradually.

Linking learner’s day to day experience with the theme:-

The theme is about homework which is associated with children’s school life. They generally talk to each other every day about their homework and school routines.

b)Learning Outcomes to be achieved through the theme/chapter:-

- The learner will be able to read a variety of texts in English, can identify the main theme, characters, sequence of ideas and events and relates with his/her personal experiences.
- Participates in activities in English like role play/group discussion/debate etc.
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing .
- Uses meaningful sentences to describe/narrate/factual/imaginary situations in speech and in writing

Pedagogies preferred for achieving the learning outcomes:-

The learner may be provided following opportunities and encouraged to –

- I) Read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answer for comprehension
- II) Participate in individual talk introducing one self and other persons, participates in role play/make a speech/reproduce speeches of great speakers.
- III) Think critically and try to provide suggestions/solutions to the problems raised.
- IV) Understand the context for various types of writing such as message, notice, diary, report etc.

C. Conduct of in built activities using learner centred approach:-

Designing Activity:-1(Discussion on ‘Homework’)

The teacher divides the class in heterogeneous groups of 4 or 5 members.

The teacher facilitates discussions on the topic on ‘ Homework ‘. Students discuss in small group, write down points. The teacher monitors and moderates the discussion going on in the entire class. The groups present their opinions and arrive at a set of common points for and against the topic, which the teacher writes on the blackboard.

(not) be fond of	(not) take to	(not) develop a liking for
(not) appeal to	(not) be taken on	(not) have a taste for

Designing Activity:-2

A.Role Play

The teacher provides an opportunity to look at home work from the perspective of parents and teachers. The teacher forms groups consisting of 3 students and gives all students photocopies of roles to be enacted .

ROLES

Parent-1 : Feels that home work is necessary, children must do homework everyday.

Parent-2:- Believes that homework is necessary but not too much. Children should have some time to play.

Teacher:- Homework makes learners to recall and reinforce, helps to understand the subject better and improves one's writing.

B.Paragraph Writing:-

Teacher will direct other trainees to select one opinion that he/she favours. Each should write their opinion giving reasons. (i.e. Parent-1, Parent-2 and Teacher).

Designing Activity:-3

Debate Writing:

Students have discussed the merits and demerits of homework . These points can be brought under the main arguments. Now the teacher will guide them to write a paragraph in favour of / against using certain guidelines like giving a suitable title, beginning with a general sentence and then covering relevant points.

Using the points discussed students write the first draft, read it again and redraft it wherever necessary, edit and write a final draft giving a title to the paragraph.

Students exchange their writing for peer correction and suggestions. Later, the teacher may look at the writing and provide suggestion to the whole class or individually in terms of content, spelling and punctuation for better writing.

d) Perspective of in-built assessment:

The role of assessment is to judge the progress that both learners and teacher made towards achieving the aims that have been set and appraising how this could be done better. The focus should be on **assessment as learning**. The learners should be encouraged to ask question and it should be treated as inquisitiveness. Competency based questions need to be given. The questions should not be direct as far as possible because they favour rote memorization. Preferably, open ended questions should be framed.

An illustration is given here:

Items not to be Preferred	Preferred Items
Who are the two characters in the story?	Of the two characters in the story, who is human and who is not a human?

The types of questions that are set for assessment need to go beyond what is given in the book. Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions.

e. Diversity (How to deal with Tripura context)

The lesson mentions a tiny man who meets Patrick. Have you heard any folk story that mentions a tiny man or woman? Try to remember. You may also ask your parents, grand parents or elders about such stories.

Why different types of questions?

Questions:- NCF-2005 stresses that, "The types of questions that are set for assessment need to go beyond what is given in the books".

The chapter contains a variety of questions covering the four language skills, as well as vocabulary development and grammar in context

Why are some open ended and some are divergent?

Questioning is the key means by which teachers find out what students already know, identify gaps in knowledge and understanding and scaffold the development of their understanding to enable them to close the gap between what they currently know and the learning goals .

Open ended questions:-

An open ended question is designed to encourage a full meaningful answer using the subjects' own knowledge and /or feelings.

Example:-

If the little man did not help Patrick, would it have been possible to complete the homework? Answer with reasons.

Divergent Questions:-

Divergent questions allow students to explore different avenues and create many different variation and alternative answers or scenario. Divergent question is a question with no specific answer but rather exercises one's ability to think broadly about a certain topic.

Example:- You may have seen an advertisement where a little box or cylinder-shaped computer gives answer to any questions , asked by any person. Do you think you would like to have such a thing in your home? Do you feel it would help you in your homework? Do you think it would help you learn better?

g) Dealing with CWSN

As per the guidelines given in the Learning Outcomes document, the following strategies may be adopted while dealing with CWSN.

Sl No	Meant For	Suggested strategy to be adopted
1	Learners with low vision	<p>For the benefit of learners with low vision,</p> <ul style="list-style-type: none"> ➤ Coloured chalk, sketch pen etc can be used. ➤ The blackboard work should ➤ The seating arrangement should be made appropriately at the front row, and near the window for more light etc.
2	Hearing impaired	For the students with hearing impairment

		<ul style="list-style-type: none"> ➤ Arrangements should be made so that they can sit near the teacher. ➤ The teacher should speak loudly, clearly and with pauses. ➤ If needed the teacher should repeat.
3	Cognitive impairment, Intellectual disability	Such children may face difficulties in oral language (fluency): reading (skip words): eye-hand coordination (illegible handwriting) and understanding figurative language. Teachers may devise appropriate strategies through their own creativity and patience: they may consult colleague and they may also consult DEGSN, NCERT.
4	High achievers	Such students may be provided activities leading to divergent thinking. Example- These children may respond very imaginatively in Let's Listen and talk and Say aloud section of this text. Additionally they may be provided a variety of texts with new vocabulary and slightly challenging cognitive level.

h) Issue of Multilingualism:-

Multilingualism exists in the classrooms of Tripura. Children come from various linguistic backgrounds, but they are studying English as second language. The knowledge of the vernaculars (Bengali, Kokbarok, Manipuri, Lushai etc) are to be utilized . Even before coming to school, a child understands and speaks a large number of words in the home language: he/she also knows how to structure them appropriate to the situation. The skills that the child already knows should be utilized in English classroom for which the teacher needs to facilitate the child.

There may be judicious use of home language in the classroom, but progression towards more use of English needs to be encouraged. Children may be encouraged to come up with idioms and proverbs which are more or less similar in meaning in both English and vernacular.

6. Activities for the KRPs/ Teachers:-

a. Classroom plan:

Prepare classroom plan keeping the following points in consideration.

- i) Flexible lesson Plans

- ii) Sitting arrangement to be changed as per activity
- iii) Provisions for differently able (If any)
- iv) Respect for all language

b. Develop an activity which will focus on enhancing gender sensitivity/inclusion/environmental sensitivity/scientific temper integrating it with subject specific theme.

Activity:-

Imagine if Patrick was in a wheel chair. Do you think he would need help with his home work?

What would he need help with, in the context of education?

7.Evaluation

a) What has been learnt through this module?

For further reading you may refer to the other modules on Assessment, ICT and English Primary further clarification of concepts.

NCERT Resource Materials.

- NROER
- NATIONAL CURRICULUM FRAMEWORK-2005(abridged version)
- Source Book of Assessment (English)

Module Development Team

Sl No	Name	Postal Address
1	RITUPARNA CHAKRABORTY	MILAN KUTIR, NEAR M.G.M. H.S SCHOOL,AGARTALA,TRIPURA, 799004
2	RAMES MAJUMDER	BISHALGARH,NETAJEENAGAR, SEPAHIJALA,TRIPURA,799102
3	KAUSHIK MAJUMDER	BARL-BRIDDHANAGAR, PO-RANIRBAZAR, DIST- WEST TRIPURA, STATE- TRIPURA, PIN-799035
4	MOWTUSI DAS	VIL-KAKRABAN, PO-KAKRABAN,DIST-GOMATI, STATE-TRIPURA,PIN-799105
5	RAMKRISHNA BHATTACHARYA	KRISHNANAGAR,NUTANPALLI,AGARTALA,WEST TRIPURA,PIN-799001
6	SUMITA DATTA	ROSEDALE APARTMENT,BLOCK-5,FLAT NO-G(H), LICHUBAGAN, PO-SECRETERIAT, AGARTALA, PIN-799010
7	DR VARADA NIKALJ	NCERT, NEW DELHI