

STEP 2013-14

TEACHER TALK

A Source Book for
Primary English Teachers

Conceptualized by



DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

PALAKKAD - P.O. ANAKKARA - 679 551

Phone : 0466 2254201

E-mail : dietpalakkad@gmail.com

Website : www.dietpalakkad.org

Preface

Learning becomes meaningful as one gets competent and confident to convey his ideas in a pleasing and convincing manner. This is possible through better acquisition of language especially in terms of communication. To a student of English language learning is a need, thrill and a challenge as well. The success on the part of a child largely depends on the proficiency and confidence of the facilitator. Hence teachers at primary level should have a good mastery over all language functions related to the curriculum at each stage. The feedback from the classroom performances demands some kind of support to teachers to enable them to process classroom activities more pleasing and effective.

This material is designed targeting all teachers dealing English at primary level especially in STEP schools and is prepared based on the curricular demands. At the same time it ensures the empowerment of teachers in terms of all basic language functions required in transacting the curriculum. Hope this will support each teacher to facilitate and perform better and to evolve good results among children.

Anakkara
14.08.2013

Principal
DIET Palakkad

INTRODUCTION

STEP is a unique programme of DIET Palakkad which is launched with the concept of empowering schools and teachers by guiding into qualitative changes. In 2013-14 we intend to strengthen English language acquisition at primary level. The enrichment of focussed areas in Mathematics, Science and other languages are also targeted. In the limelight of RTE, schools and teachers are committed to provide quality education by enhancing the professional competence and ensuring facilities for overall development of children.

The teaching learning strategies will be more effective if the teacher is competent in authentic communication especially in the case of languages. Hence there is a need for training in the area of communication. The supporting materials will play a role in boosting the confidence of teachers and the acquisition level of children. Through this resource material we aim at discussing the aspects of communication and the tactics and tools for mastering classroom communication in a wider perspective. An activity package is also being designed for enriching the English teaching and learning among schools.

MAIN OBJECTIVES:

- To equip the teachers in identifying and using appropriate language functions with confidence which will lead them to authentic communication in the classroom.
- Support the teachers in designing English classes so as to provide better exposure in variety of discourses and language practices.
- To assure the qualitative changes of children at various levels of English acquisition – oral, written and performance.
- To convince the society about the effectiveness of English Teaching in general schools in view of the achievements and the outstanding performances of children.

CONTENT

1. Communication - A wider perspective	06
2. Mastering classroom communication	11
3. Discourses identified at primary level	13
4. Authentic teacher talk	15
5. Effective teacher talk in a constructive classroom	31
6. Interactive teaching manual	42
7. Activity package	48

1. COMMUNICATION SKILL –A WIDER PERSPECTIVE

People communicate with each other in a number of ways that depend upon the nature of the message and the context in which it is being sent. The effect of communication by and large depends on:

- Choice of communication channel
- Style of communication

Based on purpose and style, there are two main categories of communication and they both bear their own characteristics.

Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. In formal communication, use of slang and foul language is avoided and correct pronunciation is required. It demands wider acceptability and recognition.

Informal Communication

Informal communication is done using channels that are in contrast with formal communication channels. It is just a casual talk. It happens among friends and family. In informal communication use of slang words and even foul language is not restricted. Usually informal communication is done orally and using gestures. Informal communication helps in building relationship.

We can identify two types of communication:

- Non-verbal Communication
- Verbal Communication

Non-Verbal Communication

Non verbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as gestures, body language, posture, tone of voice or facial expressions, is called as non verbal communication. Non verbal communication is all about the body language of the speaker. Non verbal communication helps the receiver in interpreting the message received. Often, non verbal signals reflect the situation more accurately than verbal messages.

Non verbal communication has the following elements;

- Appearance (Appearance of the teacher, classroom surroundings)
- Body Language (Eye contact, facial expression, gesture, posture)
- Sound (Voice tone and volume)

- ***Eye contact:*** This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. People who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.
- ***Facial Expression:*** If we smile frequently we will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and people will react favourably. They will be more comfortable around us and will want to listen more.

- ***Gesture:*** Without gestures, speaking will be perceived as boring and stiff. A lively speaking style captures the listener's attention and makes the conversation more interesting and facilitates understanding.
- ***Posture :*** We communicate numerous messages by the way we talk and move. Standing erect and leaning forward communicates to listeners that we are approachable, receptive and friendly. Interpersonal closeness results when we and the listeners face each other. Speaking with our back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.
- ***Voice modulation:*** Speaking can signal non-verbal communication when we include such vocal elements such as tone, pitch, rhythm, loudness etc. For better effectiveness in teaching, learn to vary these elements of your voice. One of the major criticisms of many teachers is that they speak in a monotone voice. Attaining mastery in voice modulation will definitely help the teacher to become more successful in the classroom.

Verbal Communication

Verbal communication refers to the form of communication in which message is transmitted verbally. Objective of every communication is to make people understand what we are trying to convey. When we talk to others, we assume that others understand what we are saying because we know what we are saying . So in order to deliver the right message, we must think from the receiver's point of view.

Hearing and listening is not the same thing. Hearing is the act of perceiving sound. It is involuntary and simply refers to the reception of aural stimuli. Listening is a selective activity which involves the reception and the interpretation of aural stimuli. It involves decoding the sound into meaning.

Verbal communication is further divided in to

- Oral communication
- Written Communication

Oral Communication

In oral communication spoken words are used. It includes face to face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking. In a face to face conversation, one can guess whether he or she could understand what's being said by reading facial expression and body language.

Written communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted through various discourses. Message in written communication is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used.

How to communicate

- When speaking or trying to explain something, ensure the learners are following you.

- Ensure the learner has a chance to comment or ask questions.
- Be clear about what you say.
- Make sure of using optimum body language and gestures.
- Vary your tone and pace as the situation demands.
- Avoid too much detailing as it will confuse the learners.
- Ensure the recurrence of language functions to promote better learning.

Speak clearly and audibly.

- Improve your vocabulary and the curricular awareness for better performance.
- Try to use authentic and comprehensible language.



2. MASTERING CLASSROOM COMMUNICATION

Communication is the process of exchanging information by the use of words, letters, symbols or non-verbal behaviour. Communication skills are important to everyone because it largely depends on how we give and receive information and convey our ideas and opinions with those around us. In the constructive English curriculum we give importance to the acquisition of language skills through natural situations. The acquisition is possible by means of emotional, vibrant and effective interaction in peer and group. The teacher should act as a facilitator who provides ample opportunities for children to communicate and generate ideas in the proper context.

In the present teaching learning scenario the learning outcomes of children are determined by the crucial intervention of the teacher in the classroom process. To attain outstanding performances of children the teacher has to be empowered in the area of effective communication.

Communication comes in many forms:

- **Aural** (listening and hearing)
- **Non-verbal** (facial expressions, body language and posture)
- **Verbal** (sounds, language expressions and voice modulation)
- **Written** (various discourses and portfolios)
- **Visual** (pictures, video clippings and presentations)

It is important to develop a variety of skills for both communicating to others and learning how to interpret the information received from others.

- *Knowing our audience*
- *Understanding their needs and requirements*
- *Checking how far we are equipped*

To a teacher, good communication skills are essential. The recent studies reveal that our English teachers are still in need of more empowerment in the area of classroom communication. Remember, in the present English classroom process communication skills are crucial in interaction, narration, reading text and discourse construction.

One of the challenges in the classroom is to learn the specific communication of others and decide how and when to share our ideas. While interacting, teacher must have a clear idea about giving apt directions, suggestions and the way of eliciting ideas from the children using analytical questions. The good eye contact, posture, voice modulation and emotional vibrancy in the presentation will make narration comprehensible to the learner. To intervene effectively in the reading task the teacher has to frame suitable analytical questions during silent, marked, scaffolded and loud reading. The questions asked by the teacher should be authentic and comprehensible. During the discourse construction, the teacher has to lead them properly from individual task up to editing. The teacher facilitates the process by giving timely feedback using appropriate questions and directions.



3. DISCOURSES IDENTIFIED FOR TEACHING ENGLISH AT PRIMARY LEVEL

Class 1

- Dialogues
- Description (object)
- Story
- Rhyme

Class 2

- Dialogue
- Description (person, event)
- Story / Narrative
- Song / Poem
- Diary
- Letter (personal)
- Notice
- Poster

Classes III, IV and V

- Dialogue
- Description (person, event)
- Story / Narrative
- Song / Poem
- Diary
- Letter (personal)
- Notice
- Poster / Slogans
- Announcements

Classes 6 & 7

- Narratives
- Song / Poem
- Diary
- Letter (personal, official)
- Notice
- Poster
- Slogans
- Announcements
- Compeering
- Biographical writing
- News reports
- Project reports
- Speeches
- Short essays
- Drama script
- Choreography script

This very material aims at equipping the teacher to perform well in English classrooms at primary level. Apart from the general awareness regarding the curricular objectives and essential elements of communication, teacher needs to be confident to use language effectively and effortlessly. This necessitates a harmony between teacher capacity and curricular demands.

In order to derive better language output, teacher needs to have a thorough and holistic understanding of the discourses in each class. Moreover this material provides a sense of direction with regard to class room communication, language functions, features of teacher talk and activities that could be implemented as a part of enriching both the teacher and the taught.



4. AUTHENTIC TEACHER TALK

To enrich the language acquisition teacher has to create an effective language atmosphere in the classroom. The constructive class room demands the teacher to interact with the children in a simple and comprehensible language. She has to lead the children into the oral performance and also to the discourse construction. The following guidelines for interaction help the teachers for effective communication which is essential for better language acquisition of the learners.

Here are some *language functions* which the teacher can make use of.

- ***Before the class begins...***
 - ♦ Good morning.
 - ♦ How are you today ?
 - ♦ Have a nice day.
 - ♦ Please come in and close the door.
 - ♦ Please come in quickly, so that we can start.
 - ♦ Please leave your shoes/ chappals outside the classroom.
- ***Taking the Attendance...***
 - ♦ Has everyone reached?
 - ♦ Please say 'present' or 'here' when I call your name.
 - ♦ Does anyone know what's wrong with Raju today?
 - ♦ Has anyone seen Ramu today?
 - ♦ Hasn't Ramu come?

- ❖ Ramu , Didn't you come yesterday ? What happened yesterday?
- ❖ Haven't you brought leave letter ?
- ***To the latecomers...***
 - ♦ Why are you so late today?
 - ♦ Please tell me why you are late today?
 - ♦ Try to be on time tomorrow, okay?
- ***Starting the class...***
 - ♦ Let's begin.
 - ♦ Let's get started.
 - ♦ Settle down, please.
 - ♦ Listen carefully.
 - ♦ Shall we start now?
 - ♦ Let's start now.
- ***Checking Comprehension***
 - ♦ Do you understand ?
 - ♦ Are there any questions ?
 - ♦ What did I first say about ?
 - ♦ Have you got the idea?
 - ♦ Is it clear to you ?
- ***Eliciting...***
 - ♦ Does anyone else have an idea ?
 - ♦ Would someone be willing to guess what the answer is ?
 - ♦ You are on the right track.try again.

- ♦ Can you guess/predict.
- ♦ Could you say more on it.

- ***Facilitating Group Discussions...***
 - ♦ Who will be ready to share first ?
 - ♦ Are you ready to share ?
 - ♦ Would someone be willing to share who has started yet?
 - ♦ Thank you for sharing.
 - ♦ Now let's give someone else a chance to share ? Please don't talk while your group member is sharing/presenting.
 - ♦ Please wait for your turn.
 - ♦ Please stay on the task.

- ***End of the task***
 - ♦ There are still five minutes.
 - ♦ We still have a couple of minutes left.
 - ♦ It's almost time to stop.
 - ♦ Our time is up. We will have to stop here.
 - ♦ We can finish this exercise in the next class.
 - ♦ We will continue the lesson nextday.
 - ♦ Please stay where you are for the moment.

- ***Leaving the Class...***
 - ♦ Goodbye.
 - ♦ I will see you again on Monday.
 - ♦ Have a nice weekend.

- ♦ See you tomorrow afternoon.
- ♦ Not so much noise as you leave the class, please.
- ♦ Hope we'll meet on Tuesday

- ***Asking for Information...***

In our classroom situations there are many slots for asking and giving information such as:

- Checking previous knowledge
- Informal interaction
- In between narratives
- During discourse processing ,editing etc.

We can use the following language forms.

- ♦ Could any one tell me...?
- ♦ Can/could you tell me.....?
- ♦ Have you any idea about.....?
- ♦ Do you know anything about.....?
- ♦ Could you please give me information about...?
- ♦ Would you be kind enough to tell me...?

- ***Giving Information...***

If children ask in mother tongue teacher can respond in this way..

- ♦ Yeah! sure
- ♦ Sure
- ♦ Why not?
- ♦ I would be happy to.
- ♦ Yes, of course

- ♦ I am not sure, but...
- ♦ Definitely/gladly/certainly
- ♦ Sorry, I don't know/I have no idea
- ♦ I am afraid I don't know
- ♦ I am afraid I don't have that information

- ***Getting more information...***

When teacher asks questions children often won't give sufficient information. Teacher need to ask for additional information. To do this you could say....

- ♦ Could you tell some more about....?
- ♦ Could you tell me more about..?
- ♦ Would you mind telling me more about....?
- ♦ Can you elaborate/explain...?

- ***Asking for someone's opinion...***

There are situations in the classroom where the teacher have to

- (a) Check the perception of the learner on pictures, incidents, characters, theme, etc.
- (b) Elicit the reflections on what they have seen/ heard/read/ learned/experienced.

In such occasions teacher can use :

- ♦ What do you think /feel about...?
- ♦ What is your opinion on?
- ♦ What is your reaction to?
- ♦ How do you feel about..?

- ♦ How do you see this/that?
- ♦ What is your observation..?
- ♦ Do you have any comments on ...?

- ***Giving Opinion...***
 - ♦ I think/feel/believe.....
 - ♦ In my opinion /view...
 - ♦ It seems to me.....
 - ♦ As I see it.....
 - ♦ From my point of view.....
 - ♦ To my level best.....
 - ♦ As far as I'm concerned.....
 - ♦ To the best of my knowledge.....
 - ♦ So far I can suggest/remember...
 - ♦ I'm convinced that.....

- ***If one has no opinion...***
 - ♦ I don't know what to say..
 - ♦ I really couldn't say
 - ♦ I have nothing in particular to say...
 - ♦ Sorry, I can't help you in this connection..
 - ♦ I have no opinion/feeling about that..
 - ♦ I can't say I have any...
 - ♦ Sorry, I can't compliment.

- *Asking about likes and dislikes...*

There are situations in classroom where teacher can have discussion on the like/dislikes of many things.

- Colours, food, place, books, toys, songs, dress etc.
- Picture description, appreciation of poems and stories, Character analysis.

To find out their opinion we may use,

- ♦ Don't you like /love/enjoy.....?
- ♦ Don't you think.....is nice/pleasant ?
- ♦ How do you like?
- ♦ What is/are your feeling/feelings about?
- ♦ Are you keen on.....?
- ♦ Don't you findvery/extremely enjoyable

- ***Expressing Likes.....***

- ♦ Wow/Lovely!
- ♦ I'm crazy /mad about
- ♦ I (really)like /love/enjoy.....
- ♦is wonderful/really good..
- ♦is one of my favourites
- ♦ I'm (really) very fond of.....
- ♦ I'm very keen on....
- ♦ I have a special /particular fondness for.....

- ***Expressing Dislikes...***

- ♦ I can't stand /bear/tolerate.....
- ♦ I (really) hate/dislike/don't like
- ♦ I 'm sorry , but I (really) don't like it at all
- ♦ I 'm not very keen on.....
- ♦ I don't thinkis particularly good/pleasant/enjoyable.
- ♦ I 'm afraid I dislike or don't like.

- *Asking for Agreement...*

For seeking agreement/disagreement on statements/materials/situations / issues and for identifying a point of view of the writer as well as the learner, we can use these expressions.

- ♦ Do you feel/think?
- ♦ Don't you agree....?
- ♦ Would you agree that?
- ♦ Do you have a different opinion about?
- ♦ Why do you agree /disagree with?
- ♦ Do you have any difference of opinion?

- *Agreeing...*

- ♦ Exactly/certainly/precisely
- ♦ Oh! absolutely
- ♦ That is just what I was thinking.
- ♦ Oh! I agree totally/entirely/absolutely
- ♦ I'm exactly of the same opinion
- ♦ Yes, I agree
- ♦ By all means
- ♦ How right you are!
- ♦ You are right.
- ♦ Of course you are right

- *Disagreeing....*

- ♦ Oh surely not.
- ♦ I don't agree /disagree /can't agree with that
- ♦ Not really
- ♦ I may be wrong , but.....
- ♦ I'm sorry, I just can't agree with that /you.
- ♦ No, I don't think
- ♦ I'm sorry, but I have to disagree.
- ♦ I'm sorry to object.

- *Seeking suggestions.....*

- ♦ For making suggestions and opinions in classroom situations,
- ♦ Before starting a game
- ♦ While narration
- ♦ While reading (reading process)
- ♦ During discourse construction
- ♦ Let's
- ♦ Shall we?
- ♦ What about?
- ♦ How about?
- ♦ Why don't we?
- ♦ I suggest..
- ♦ Have you considered...

- ***Requesting...***

For requesting we can make use of these expressions.

- ♦ Can/Could/Would you please...?
- ♦ Do you /Would you mind?
- ♦ May I please....?
- ♦ Do you think it would be possible to
- ♦ I'm sorry to trouble you....
- ♦ Will you do me a favour?
- ♦ Will you please....

- ***Responding to a request...***

- ♦ Yes, sure
- ♦ Yes, all right
- ♦ Why not?
- ♦ Yes, of course
- ♦ By all means
- ♦ Certainly/Definitely
- ♦ I would be delighted to..
- ♦ I would be glad to..
- ♦ I'll be most happy to..

- ***Refusing...***

- ♦ Sorry / I'm very sorry
- ♦ I don't /I can't

- ♦ It's not possible
- ♦ It's not allowed
- ♦ I'm awfully sorry, but you see....
- ♦ Sorry, it's beyond me.
- ♦ I regret to say..

- ***Expressing Sympathy...***

The goal of expressing sympathy is to offer your compassion and concern. Different situations to feel or express sympathy are

- ♦ To behave in a kind way and show that you understand someone's problems
- ♦ To feel sympathy for someone because they are in a difficult situation.

Language functions used to express sympathy,

- ♦ I'm sorry to hear
- ♦ You must be very upset
- ♦ That is a pity..
- ♦ How upsetting...
- ♦ You must be very upset..
- ♦ I'm so sorry to hear that..
- ♦ I'm extremely sorry to hear that..
- ♦ What a bad luck!
- ♦ Oh! That's terrible

- ♦ Oh! How annoying!
- ♦ I was deeply sorry to hear..

- ***Apologizing...***

There occur many situations to tell others in a sincere manner that you are sorry for doing something that may hurt others.

Eg:

- Accidentally clashed with some one .
- Late in the class.
- Taking others' materials instead of your's
- Not listening to others
- Attending phone call in the middle of a task.
- ♦ Sorry/I 'm sorry
- ♦ I 'm extremely/terribly sorry
- ♦ Please forgive me
- ♦ I beg your pardon
- ♦ I can't tell you how sorry I 'm.
- ♦ I regret.....
- ♦ It's my fault.
- ♦ Please accept my apologies.

- ***Accepting Apologies...***

- ♦ That's all right.
- ♦ Never mind
- ♦ It doesn't matter.

- ♦ Don't worry about it.
- ♦ That's OK
- ♦ I quiet understand.
- ♦ Forget about it..
- ♦ No harm done.
- ♦ Please leave it
- ♦ Please carry on..
- ♦ Leave it, please.

- ***Offering Help.....***

There are several ways in which you can offer help to someone in a polite way.

- ♦ Shall I help you?
- ♦ Can /Could I.....?
- ♦ Shall I ?
- ♦ Would you like me to.....?
- ♦ Can I give you a hand with that?
- ♦ Let me do something for you?
- ♦ How can I help you, Ramu/Sir?

Accepting help

Thank you
Thanks
Thank you very much.
Thank you so much.
Yes, please
That would be great.

Declining help

No, thank you...., I can manage.
No, thanks.
No, thanks. I am fine.

Complementing & Congratulating

- ♦ Compliment on success
- ♦ Compliment on possessions
- ♦ Compliment on appearance / presence
- ♦ Compliment on skills / performance

Congratulating...

- ♦ That's a great news.
- ♦ I am glad to hear that.
- ♦ Excellent.
- ♦ Nice work.
- ♦ Good job.
- ♦ You look great.
- ♦ You look very challenging
- ♦ You look beautiful..
- ♦ Congrats.
- ♦ I must congratulate you.
- ♦ That suits you perfectly.
- ♦ I am glad to hear that.
- ♦ I am glad to hear that.
- ♦ You were terrific.
- ♦ You look good today.
- ♦ This is super
- ♦ That's nice.
- ♦ Well, fine
- ♦ Please accept my congratulations.

- ***Thanking.....***

This is used to tell someone that you are grateful for something.

- Thank someone for helping.
- Thank someone for offering help.
- Thank someone for compliments.
- For an invitation.
- For favours.

Offering thanks

- ♦ Tank you very much.
- ♦ Many thanks.
- ♦ Thank you so much.
- ♦ Thanks a lot.
- ♦ Thanks.
- ♦ I am so grateful to you.
- ♦ That was nice of you.
- ♦ I don't know how to thank you.
- ♦ Thank you for your help.

Responding to thanks

- ♦ No mention, please.
- ♦ You are welcome.
- ♦ It's a pleasure.
- ♦ It's my pleasure.
- ♦ Don't mention it.
- ♦ It's no trouble at all.
- ♦ It was glad to be (someone) service.
- ♦ It was the least I could do.
- ♦ You would have to be the same in my place/ position.



5. EFFECTIVE TEACHER TALK IN A CONSTRUCTIVE CLASSROOM

❑ Interaction related to trigger

1. Taking out the learner's perceptions on what has been watched .
 - ♦ *What do you think the picture / clipping / photograph is about?*
 - ♦ *What ideas do you get from watching this?*
2. Taking out learner's assumptions / understanding about the theme.
 - ♦ *The picture is about ... (the theme). What do you know about it?*
 - ♦ *What is your opinion / ideas about ... (theme)?*
3. Leading the learners to the theme /issue.
 - ♦ *How about listening to a story ...*
 - ♦ *We will listen to (mention the theme in one sentence)*
 - ♦ *I will tell you a story about ...*

❑ Interaction at narrative gaps

1. Triggering divergent thinking
 - ♦ *Can you guess why / how*
 - ♦ *Why ...*
 - ♦ *Stating facts / situation and posing the question*

2. Eliciting learners perceptions on the theme
 - ♦ *What do you think ...*
 - ♦ *What is your opinion ...*
3. Making predictions on what might follow.
 - ♦ *What will happen now?*
 - ♦ *Can you predict?*
4. Taking out learners' reflections on what he/she has listened to.
 - ♦ *Do you like?*
5. Checking whether the characters have been emotionally registered (empathy/antipathy/sympathy with the characters)
 - ♦ *How do you feel?*
 - ♦ *Can you express your feeling?*
 - ♦ *Do you feel sad?*
6. Analysing the situation critically.
 - ♦ *Can you tell the reasons?*

❑ **Interaction leading to individual reading**

1. Instilling in learners an urge to read.
 - Do you want to know more about....?*
 - Please read...*
 - Do you want to know what actually happened?*
 - Read carefully.*

Why don't you read....

Perhaps you can read....

I insist you to read....

I think it is necessary to read...

Don't you want to know more about...

2. Helping the learners make prediction on what they are going to read.

- ♦ *Can you tell what will be the idea ?*
- ♦ *Can you guess what may be the idea ?*

❑ **Interaction related to scaffolded reading**

1. Registering multiple perspectives on the theme.

- ♦ *What do you think about this situation?*
- ♦ *Do you have any such experience?*
- ♦ *What ideas came to your mind while reading?*
- ♦ *Why do you like this idea?*
- ♦ *Do you think something else should have happened?*

2. Identifying a point of view of the writer as well as the learners.

- ♦ *Do you agree with what ... did?*
- ♦ *Why do you agree or disagree with ...?*
- ♦ *What would you do if you were in this situation?*
- ♦ *What would have you done in this situation?*

- ♦ *Do you agree with.....*
- ♦ *Do you have a different opinion about the....*

3. Instilling value systems.

- ♦ *Who is more friendly?*
- ♦ *Do you think this is right?*

4. Building up tolerance.

- ♦ *If this is happened to you*

❑ Interaction related to individual writing and refining of discourses

1. Motivating learners to undertake the writing task

- ♦ *Start writing, Don't worry about the spelling, words...*
- ♦ *Draw pictures Write whatever ideas come to your mind.*
- ♦ *Don't worry about how to write it.*
- ♦ *Don't worry about spelling.*
- ♦ *Write whatever spelling you can think of*
- ♦ *If there are some words that you do not get in English use Malayalam words*
- ♦ *You can draw pictures as well.*

2. Sensitizing learners on the discourse features

- ♦ *Build up the conversation.*
- ♦ *Write what Raju said, then Ramu said*
- ♦ *Write what they feel, what they smell...*

- ♦ *Write the conversation between R and J.*
 - ♦ *Write two or three exchanges.*
 - ♦ *Can you use short expressions ?*
 - ♦ *See whether you have to write all exchanges in full sentences.*
 - ♦ *Write your ideas.*
3. Providing help for children who are weak in reading and writing
- ♦ *Draw the pictures*
 - ♦ *Try to write some words..*

Instructions on refining discourses

A. Conversation

- ♦ In the first round each member should read out what she has written down as the beginning of the conversation
- ♦ If you have not written down anything you can tell others how the speaker would begin the conversation. This can be even in mother tongue.
- ♦ After all members of the team have read out the beginning of conversation the best idea can be selected as the beginning
- ♦ The members of the team should together decide and how this idea can be presented in a better way; all of you should write it down on a new page in your notebook

- ♦ In the second round all of you should take turn and say what the other speaker says as a response to what the speaker has said.
- ♦ Develop more exchanges in this manner
- ♦ Write the conversation which the group has produced on a chart for presentation
- ♦ You can decide who are to role-play the conversation before the whole class

B. Narrative (STD 3 & 4)

- ♦ Take turn and read out the event
- ♦ If anyone has not written the event fully, or hasn't written anything, say what the first event is. This can be even in mother tongue.
- ♦ Select the best way of stating the event
- ♦ All of you write the first event in a separate page of your notebook
- ♦ One member can write the event on a chart
- ♦ In the second turn say what the characters are saying
- ♦ Select the best dialogue related to the event and write it
- ♦ Continue in this way till you complete all the events
- ♦ Someone in the group can read aloud the whole narrative for the whole group
- ♦ Make changes if necessary
- ♦ Present the narrative you have written before the whole class

C. Addition for (STD 5, 6 and 7 - Narrative)

- ♦ Discuss what images you can include in the narrative.

- ♦ Come to an agreement on how to write it
- ♦ Discuss what the characters see, hear, smell, feel, etc.
- ♦ Come to an agreement on how to write about these
- ♦ Discuss how you can connect the mood (happiness, sorrows, anxiety, fear, etc.) of the character to the nature outside.

D. Letter (STD 5, 6 & 7)

- ♦ In the first round read out how you began the letter
- ♦ Come to an agreement on how to begin the letter
- ♦ What did you write in the first part of the letter? read it out to others
- ♦ Select the best idea
- ♦ What did you write next?
- ♦ Once again select the best idea
- ♦ What are the other ideas you want to write? tell others about them
- ♦ Come to a common agreement on the ideas and write them
- ♦ How did you finish the letter? read it out to others
- ♦ select the best finishing
- ♦ One of you can read the whole letter for others
- ♦ Does the letter appeal to you? If not make necessary changes
- ♦ Check whether you have included the place and date of the letter

E. Diary (STD 5,6 & 7)

- ♦ Read out how you began the diary
- ♦ Did you begin with an event or the character's self talk on his /her feelings?
- ♦ Come to an agreement in the groups on which beginning is better.
- ♦ What are the events you included in the diary? Discuss in groups whether all these events are necessary.
- ♦ Come to an agreement on the events to be included
- ♦ Come to an agreement on the thoughts to be included
- ♦ How would you end the diary? Discuss and come to an agreement

F. Poems (STD 3, 4 & 5)

- ♦ Take turn and present the best two lines / four lines you have written
- ♦ Make others give suggestions for refining the lines. If there are no suggestions write these lines in the group product
- ♦ If you have any difficulties in presenting these two lines tell your friends about the idea you want to write
- ♦ Collectively decide how this idea can be written in the poem
- ♦ Read out the whole poem and see if line is fitting into the rhythm and tune
- ♦ Come to an agreement on the changes to be made

G. Poems (addition for STD 6 & 7)

- ♦ Come to an agreement on what images are to be included (what you see, what you hear, etc.) and how to include them in the poem
- ♦ Come to an agreement on how include some scenic details and emotions in the poem
- ♦ Ensure that the mood of the poet (happiness, anxiety, sorrows, etc.) has been reflected in the poem
- ♦ Someone can read the whole poem for the whole group
- ♦ Make changes if necessary

H. Profile (STD 6&7)

- ♦ Sit in groups and discuss what personal details are to be included.
- ♦ Decide on how these details are to be given.
- ♦ What are the contributions to be included and how they are to be incorporated?
- ♦ Those who haven't written, incorporate it. What are the touching events of his life?
- ♦ What and how these touching events (anecdotes) are to be incorporated?
- ♦ Write your reflections on the person?
- ♦ How will you sequence these ideas?

I. Skit (STD 5,6 & 7)

- ♦ Sit in groups and come to an agreement on which plot related to the theme is to be selected.

- ♦ Discuss in groups and fix the events related to the plot.
- ♦ Come to an agreement in the opening group on where, when and how the events take place and the location of the characters with movements, feeling, mood and costumes. Write them in your note books. One can write them on a chart.
- ♦ Come to an agreement on the dialogue /response be and write it down in your note book .The movements, feeling and the mood of the characters concerned should be written in brackets.
- ♦ Develop sufficient exchanges up to the end of the skit in this manner.
- ♦ Name the skit in negotiation within the group.
- ♦ One member read aloud the whole skit in the group

J. Description (STD 3 to 5) – describing a person

- ♦ In the first round share with others whether you have written who the person is and what he is.
- ♦ If you have not written anything tell others who and what the person is
- ♦ Come to an agreement on how to write ideas such as who the person is and what he is.
- ♦ In the second round of sharing each one of you can tell others about one of the physical attributes of the person. Avoid repeating ideas.
- ♦ Come to an agreement on how to write about these attributes
- ♦ In the next turn share with others what else you want to include in the description

- ♦ Come to an agreement on how to write the other points
- ♦ Read the whole description and see whether any changes are necessary

K. Description (addition for STD 6 &7)

- ♦ Take turn and share with others one of the major achievements of the person
- ♦ In the next step share with others the contributions the person has made to the society
- ♦ Discuss in groups what images you want to include in the description and how to write them
- ♦ Discuss in groups whether you want to compare with something to highlight his qualities.



6. A SAMPLE TEACHING MANUAL FOCUSED ON TEACHER TALK

Standard - 4

UNIT 3- The Gifted Child

PROCESS:

❑ Informal interaction

Don't you like music?

Don't you enjoy music?

Are you keen on music?

Whether music is enjoyable or not?

Don't you sing?

Is there any singer in the class?

Who is your favourite singer?

Could you tell me who is the best singer in this class/school?

❑ Interaction related to trigger

- Teacher uses the video clipping/picture related to music/singer as a trigger and interacts.

- ♦ *What do you think the picture / clipping / photograph is about?*
- ♦ *What ideas do you get from watching this?*
- ♦ *She sings well. Doesn't she?*
- ♦ *The picture is about Music recording. What do you know about it?*
- ♦ *What is your opinion / ideas about good singing?*

❑ **Before presenting the narrative**

- ♦ *How about listening to the story of a singer?*
- ♦ *We will listen to the story of Leena who became a good singer.*
- ♦ *I will tell you a story about a good singer.*
- ♦ *Why don't we listen to the story of a singer?*

❑ **Narrative presentation**

❑ **Interaction at narrative gap**

- ♦ *Can you guess who are congratulating Leena? Why?*
- ♦ *Why do they congratulate her?*
- ♦ *Leena was very happy. why?*
- ♦ *What do you think about the reason of the meeting?*
- ♦ *What is your opinion on this function?*
- ♦ *What will happen now?*
- ♦ *Can you predict who will speak first?*
- ♦ *Do you like the story?*
- ♦ *How do you feel now?*
- ♦ *Can you express your feeling?*
- ♦ *Do you feel happy ?*
- ♦ *Can you tell the reasons for this invitation?*

❑ **Interaction leading to individual reading**

(‘An invitation’)

Do you want to know more about Leena?

Please read the story.

Do you want to know what actually happened?

Read carefully.

Why don't you read the 'invitation'?

Perhaps you can read it silently.

I insist you to read the invitation.

I think it is necessary to read this text to know more about Leena.

Don't you want to know more about the programme?

Can you tell what will be the idea in this paragraph?

Can you guess what may be the idea ?

(After 'marked reading' teacher has to scaffold...)

❑ **Interaction related to scaffolded reading**

What do you think about this situation?

Do you have any such experience?

What ideas came to your mind while reading this invitation?

Why do you like this idea of congratulating Leena?

Do you think something else should have happened?

Do you agree with what did they do?

Why do you agree with their decision?

What would you do if you were in this situation?

Do you have a different opinion about the programme?

Do you think this is the right approach?

Who is more friendly with Leena?

If this is the invitation for you, what will be your reaction?

(Teacher asks children to read aloud the text)

Who is ready to read first?

Could you please read a little louder?

Please read loudly.

(For the narrative part-2 and the reading passage 'A singer' follow the same process above)

Teacher presents narrative part-3

Processing the conversation - Susan and Leena's mother.

❑ Interaction related to individual writing

Start writing, Don't worry about the spelling, words...

Write whatever ideas come to your mind.

Don't worry about how to write it.

Don't worry about spelling.

Write whatever spelling you can think of.

If there are some words that you do not get in English, use Malayalam words.

Can you guess the conversation between Susan and Leena's mother?

What will be their talk?

Let's start writing.

Build up the conversation.

Write what Susan said, then Leena's mother said.

Write what they feel, what they talk...

Write your ideas.

Write two or three exchanges.

Can you use short expressions ?

See whether you have to write all exchanges in full sentences.

Draw the pictures or write some words.

(Providing help for children who are weak in reading and writing)

❑ **Refining the conversation in group**

- ♦ In the first round each member should read out what she has written down as the beginning of the conversation.
- ♦ If you have not written down anything you can tell others how the speaker would begin the conversation. This can be even in mother tongue.
- ♦ After all members of the team have read out the beginning of conversation the best idea can be selected as the beginning
- ♦ The members of the team should together decide and how this idea can be presented in a better way; all of you should write it down on a new page in your notebook.

- ♦ In the second round all of you should take turn and say what the other speaker says as a response to what the speaker has said.
- ♦ Develop more exchanges between Susan and Leena's mother in this manner.
- ♦ Write the conversation which the group has produced on a chart for presentation
- ♦ You can decide who are to role-play the conversation between Susan and Leena's mother before the whole class.

Teacher presents the teacher's version of the conversation and compare with the group products and go for editing focusing on word order and spelling. Insist the learners to keep the first draft and the refined product in their portfolios.



7. ACTIVITY PACKAGE

To realize the objectives mentioned above, an activity package is being proposed for primary schools. Let's hope for better performance from the part of teachers and high level of achievements from learners by going through this activity package.

❑ English Assembly

The school assembly through out in English once in a week creates an English atmosphere for the whole children. It provides opportunities to listen to good English and to perform language tasks.

- ♦ *English Prayer*
- ♦ *Instructions and directions*
- ♦ *Addressing the children by HM/teachers*
- ♦ *Thought for the day by teachers and children*
- ♦ *News paper reading- in variety forms*
- ♦ *Book review (Selected ones from the club activities-it should be brief)*
- ♦ *Awarding ceremony (Talk for motivating/ honouring*
- ♦ Need not incorporate all items a day. Let the whole process be completed in 15 minutes.

❑ English Club

School English club is the real platform for tapping out the potential of the children. It provides chances for enhancing the language skills.

The number of activities of the club ensure the leadership and communicative skills of children.

- ♦ *Inauguration of English Club (Notice ,announcements, anchoring, speech, making report, documentation etc.)*
- ♦ *Seminar and discussions (on any simple topic)*
- ♦ *Book review*
- ♦ *Day celebrations*
- ♦ *Competitions (Essay writing, recitation, quiz etc.*
- ♦ *Pick and speak*
- ♦ *English film shows*
- ♦ *Magazine (written)*
- ♦
- ♦

❑ **IT Enabled English Learning**

Now a days the information and communication technology (ICT) is spreading wings in all fields especially in education. SCERT has developed and distributed an interactive DVD in English for the teachers dealing std 1 and 2. The proper use of this DVD ensures higher levels of language acquisition and better interaction.

Teacher can explore more ICT possibilities and make use of the materials provided by DIET, SIET and SSA.

- ♦ *IT equipped class room*
- ♦ *CD and DVD library for English(for listening comprehension)*

- ♦ *Collection of Audio -visual materials from internet.*
- ♦ **Proper utilization of IT materials for better language generation.*
- ♦ *Language games*
- ♦
- ♦

❑ **English Balasabha**

It provides opportunities to pupils for class room performance under the guidance of the English teacher. Teacher and students may select the best items and present in the class room once in a month. The class balasabha as well as school balasabha may be promoted according to the school situation and needs. Teacher can evaluate and give positive feed back to the children. It also helps the children familiarize the style of conducting a programme in an arranged manner. In upper primary level, teacher may assign duties to pupils like welcome speech, presidential address, vote of thanks etc. and practice them in the balasabha.

❑ **English Fest**

Apart from the traditional pattern STEP schools are expected to perform better in creating a conducive atmosphere for the learning of English. English fest is one of the strategies for promoting the confidence of the school as a whole. The involvement of parent community will definitely make the occasion realistic and worth.

- ♦ *Class wise exhibition of English portfolios.*
- ♦ *Skit and drama.*

- ♦ *Choreography.*
- ♦ *Language games.*
- ♦ *Presentation of riddles and puzzles.*
- ♦ *Publishing magazines and news letters.*
- ♦
- ♦

❑ **Publication of Children’s Creative Works**

The present English curriculum Provides enough chances for the production of variety of discourses in the class room. It is necessary to publish the works either in written or printed form as a reference and an evidence. The other creative

works of children and teachers may also be included

❑ ***Class wise magazine.***

- ♦ *School level printed magazine.*

Items to be included:

- ♦ *Posters*
- ♦ *Invitation cards*
- ♦ *Profile*
- ♦ *Poems*
- ♦ *Descriptions*
- ♦ *Drawings*
- ♦ *Scripts*

- ♦ *Greeting cards*
- ♦ *Stories*
- ♦ *Cartoons*
- ♦
- ♦

❑ **English Classroom Theatre**

Class room theatre is found to be an effective tool for better acquisition of language and performance skill. There is scope for dramatization in each unit of the present text books. Teacher can explore the possibilities for converting the situations into scripts. While preparing the scripts, students show an urge to search for the proper language expressions with the help of the teacher. The children can perform at various levels- class/school/balasabha.

❑ **Day Celebrations and Interview with Eminent Personalities**

It is indeed to connect English language learning to the school day celebrations and ensure the slots for the same. The school SRG/PTA/SMC have to take initiative to invite eminent personalities who is capable to communicate with children in English effectively in connection with day celebrations.

***Wish you and your students
a very good classroom experience!***

Workshop Team members

K. Mohammed Basheer, Lecturer, DIET Palakkad

Dr. T.S.Ramachandran, Lecturer, DIET Palakkad

P. Vinod kumar, Trainer, BRC Trithala

T.K. Smitha, Trainer, BRC Pattambi

G.N. Haridas, Teacher, GUPS Thenkara

M. Gireesh, Teacher, ALPS Amayur North

M.N. Anitha, CRCC, BRC Pattambi



References:

- “Learning to communicate” -
RIE Bangalore
- English Corridor -
Dr. K.N. Anandan
- English Course Books - Std. I to VII
SCERT, Kerala