

Activating Our Young Learners

Modules for English-Clinics

(Draft)

Materials for

'Vijayasree' – A programme of Jilla Panchayath, Palakkad

2014-15

Activating Our Young Learners

Observation-1

After all, there's nothing worse than going into a class full of people who could not understand you and don't really want to be there. They don't have much say about being in your classroom. Usually their parents will have placed them there, the society expects them to complete SSLC examination or there is no other option for them other than going to school!

This is one way of looking at the students whom we label in many different ways.

Observation-2

Some of us tried to understand these students. They realised that,

1. Most of the students' parents have completed Primary and Elementary school education only.
2. All of them come from low-income families. The main occupation that sustains the family is seasonal manual labour or labour in unorganised sectors.
3. Their ambition in school life is to pass Secondary school examination. Their self-esteem and confidence is critically low.
4. The goal of their life is to be a Coolie, a mechanic or a driver (To go for higher secondary and higher education is a rare ambition among them)
5. They want to be polite to teachers and to their peers, don't want to indulge in gossips
6. Most of them set their target in SSLC examination as D+
7. They expect a lot of attention and support from their teachers and their peers. One of them said, "Teacher, love me, pay attention to me in the class, ask me more questions and congratulate me when I do some good"

I. Consensus or Chaos?

They are not,

- students with any kind of physical or psychological challenges, disabilities or handicaps
- students with any kind of learning disabilities or with any kind of psychological problems

They are weak in English (in other subjects too) largely because their motivation is low. This has shattered their abilities of attention and concentration resulting in incomplete or faulty cognitive maps with out any kind of learning skills in their repertoire of learning. They are not SLOW LEARNERS. They are able to work hard if they get adequate attention, individual support, quality feedback and learning tasks suited to their levels, interest and style of learning.

Will you be my teacher?

Two skills that we as teachers can bring into the classroom is that of 1) successfully motivating these students learn, and 2) equip them with the learning strategies and thinking skills to learn. So it is important for us to take an active role in trying to improve the motivation levels of our younger learners groups. Think about it for a moment - a highly motivated group of students is usually going to be easier to teach. A group of students who know 'how to learn' is a pleasure to watch and to be with. So we are the ones responsible for creating the right 'motivational environment' and 'right learning environment' for our learners to grow and develop their knowledge of the language. In essence, we need to create a supportive classroom where students can feel comfortable, secure, confident and involved. simple??

Demands on teachers -Workload or Pleasure load?

To be motivated to learn, students need both opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organise and manage the classroom as an effective learning environment. English Subject-Clinic is an opportunity for you to test it.

The nature of our own behaviour in the classroom is going to be crucial if we are to be:

- (a) an effective role model for our students
- (b) able to establish an effective rapport and group dynamic
- (c) enthusiastic and able to generate enthusiasm in our students towards learning.

Does this increase your workload or pleasure load of being a good teacher?

II. Activating Young Learners for Learning

This is the slogan of English Subject Council. How?

One student, during the recess of the workshop told to the facilitator, "In Mrs. X's lesson 'all we do is drawing'." What is the mood generated by the young learner through this statement? Did he/she feel bored, joyful, challenged, enthusiastic, sad, angry, excited, dislike, hatred, cursing oneself, ..? The dislike of the method of learning will quickly develop into dislike of the subject itself. The young learners will enjoy being challenged within their ability range, but they will learn more if they are enjoying what they are doing.

But it is not all about having fun in subject-clinic mini-workshops. Having lots of activities up our sleeves is not going to work all by itself. Yes, we can reward our students when they do well, and indeed we should. But there are more effective strategies that we can employ to be successful at this level as well. So here we look at 5 key elements (5 Mantras of English Subject Council ?) that will help to keep our young learners interested in learning English.

Mantra-1: Planning for Activation

'If you fail to plan, you should plan for failure.'

When you are planning, think about what your young learners will be interested in doing. Build your mini-workshop around the tasks in the module but remember to think about what we have said regarding attention span. We need to understand and accept how quickly your young learners will lose interest in what they are doing and how easily they may become distracted.

Rules for planning for Motivation and Learning

1. Plan for the learners' tasks, not for the teacher's activities. (A task can include 2-3 activities)
2. Plan for an average of 8-10 minutes for each task.
3. Tasks where learners are actively involved can be longer than 10 minutes.
4. Be careful to sequence the activities in a task so learners do not become over- excited or excessively bored.
5. Include stirrers and settlers in each task. (Stirrers are activities that excite learners. Any activities that involve games, singing or moving around the classroom will be stirrers. Settlers are activities that calm children down. Most 'paper and pencil' activities-writing, copying, drawing, listening-will be settlers.)
6. Remember to balance head-up activities and head-down activities in each task. (Head-up activities are when learners are looking at the teacher, the board or at other learners. Head-down activities are when learners have their eyes on a book or a piece of paper.)
7. Remember to balance individual, pair, small group and whole class activities in each task.
8. Share your plans with the learners. Tell them what they are going to do during each mini-workshop. You will get better co-operation.
9. Plan the learning evidence expected from each activity in a task. It can be a performance or it can be a product, like a written description or an illustration. This evidence should be there in learner's notebook too.
10. Finally, plan for time.

Teacher Note

We would like you to make a note of these 10 rules. Please bullet point them in your own words, as this will help you to learn and remember them. Then under, answer the following questions:

- What is the difference between a 'stirrer activity' and a 'settler activity'? Can you give an example of each?
- why is sequencing our activities in a task important?
- One of the rules is to 'plan for time'. What does this mean? In your own words say why you think that failing to plan for time can turn a good plan into an unsuccessful lesson.
- Cite two rules of your own.

Mantra-2: Giving praise as qualitative feedback

Young learners really respond well to praise when they have done something well, or made an effort to try something new or something that they find particularly challenging. If you can reward this then you will see motivation levels increase. One way to achieve this is through allotment scores in competitive games. Another way is to use Self-reflection slots at the end of each workshop.

Teacher Note

- First, being positive, pointing what they did well, highlighting all positive aspects about learning performance.
- Ask them what they think did well and then which are aspects, they consider, should be improved.
- Ask other students to say positive aspects, the not-so-good aspects and suggestions for improvements.

Ask them to note it in their Notebook against the date of the day.

Use Module test (at the end of the module) as a strategy to provide good feedback on their learning not on their scores. How will you evaluate Module-test's answer sheets, then?

We can see the results in beaming faces and renewed efforts in future activities.

Mantra-3: Reinforce and Repeat

Young learners like familiarity, so if you find a popular game or activity that your youngsters enjoy, don't be afraid to use it frequently. For example, you can use a game format to revise new vocabulary and/or grammar from the previous workshop. This will help to ensure that there is some continuation from lesson to lesson, and you will be able to see if students have learnt the work.

Re-inforce or repeat writing different kinds of answers/discourses too. But place it in such a way that it becomes purposeful and needed for the learner and to you.

Mantra-4: Vary your material

Even though learners do like familiar activities, it is still important to vary your material. After all, students will get bored with doing the same type of activity day in day out. So use a variety of different materials: Clips/Commercials for visual stimulation, games for active participation, an LCD projector to display something or tape recorder to tape your younger learners speaking English. Alternatively, use colourful images from the internet or use paints and colouring pens/pencils to get students doing interesting activities in English. Try to introduce new ways of doing things-in this way you will be able to re-present material or learning points that you have covered before in a way that seems new and exciting for your students.

Mantra-5: Be consistent in your Approach

at this age, learners like secure surroundings- and routines can help the learning process. Think about ending Mini-workshops with something which is familiar to them. This will let them know

that the workshop is coming to an end-indeed it may give them that final push and lead to you leaving on a positive note. Some ideas that we have used before including finishing lessons with a song, or if they have been really well behaved and tried hard to learn what you have been teaching, you might choose to reward students with a favourite game.

It is also important for you to be consistent. If the mini-workshop aim has been achieved, let them know that you are pleased with their progress. Praise is a wonderful stimulator and can really help to encourage your young learners.

Again, these are just a few ideas and later in the course of our work you will find more, when we take a closer look at the material for these workshops.

Planning Subject-Clinics in your school

1. School Subject-Council of all subject-councils -Identification of 10% students, Calendar of Subject-clinic days, Allotment of mini-workshops for each subject and development of a subject-clinic calendar.
2. Discussion of the subject-clinic plan at school level in the staff meeting and finalisation of plan
3. (Any other)

Happy teaching AND Wonderful Subject-Clinics!

MODULE-1: The Starter

Objectives:

- * To boost up the confidence of slow achievers to use English
- * To enhance the capacity to read familiar words in English
- * To enhance the phonemic sense of the learners
- * To enhance the ability to express their ideas in English
- * To enhance the ability to formulate short sentence in English
- * To develop their study skills in English
- * To enable them generate meaningful discourses in English

Note: Begin from the level suited to your students.

Task-1: Name hat

Objective: Introduce oneself telling name/ using sentences like 'I'm ...'

Level-1:

Invite every one to sit in a circle. Place two hats (of different colour and decor) inside the circle. Take one and sit in a chair along with others. Get up from the chair and walk to the centre, place the hat in the circle, take the other one and put it on your head. Look around and say your name loudly. Urge others to call out the name loudly. Then walk to any other person sitting, place your hat on his/her head. He/She moves to the centre with the hat in her/his head and repeats the same procedure. When every one utter their names, congratulate them.

Level-2

Instead saying mere name, urge the students to introduce oneself using the sentence, 'I'm'.

Level-3

When each student says 'I'm ...' other should point to him/her and say 'You are ...'.

Level-4

Form a sitting circle. Model the procedure first by approaching a few, saying, “I am (name) and my favourite hobby is (...) because (reason).” Give the same information each time. Ask the students/participants three or four minutes to circulate and to learn every one's name, hobby and why they enjoy it.

Variation: Lot of different likes, e.g, favourite month, food, person, actor, singer, city, animal etc in different times in the class.

Task-2: Fruit salad

Objective: Improve listening skills, know the vocabulary of fruits and negotiate physical space

All levels

Arrange chairs in a circle (equal number of chairs and players) and assign each student the name of a fruit: apple, grape, mango or banana. Make sure they understand who they are ("will all the apples raise their hands? all the mango etc.) Call out one of the fruits: "Apple!" All the 'apples' must find a new seat. Repeat with a different fruit. When the participants have the hang of the game, call out "fruit salad!" which means every single player must find a new seat. Keep the students on their toes by surprising the players with different patterns each time fruits are called out.

Task-3: 'Introducing Yourself'

Objectives :

- To develop the ability to introduce themselves.
- To develop the profile of a person.

The teacher supplies the worksheet (See Worksheet-1 'Introduce yourself' in photocopy format) and asks to go through it. Along with it the teacher presents his own data in a chart. After probing questions he elicits the answers from the learners. Each student writes his own data in the sheet concerned. The teacher also fills the worksheet while the learners are engaged in the same task.

Introduce yourself

1. My name is
2. I am from.....(country)
3. I live in(city)
4. I am years old.
5. I was born in.....
6. I am a student in.....
7. I completed my primary education from.....
8. There arepeople in my family
9. My father is a..... and my mother is a.....
10. My hobby is.....
11. The most beautiful place in my village is.....
12. I study English because.....

The teacher let the pupils sit in pair and asks them to write his friend's profile using their worksheet. The teacher reminds the learners to use pronouns such as **he / she, his / her** etc.

- Random presentation by the learners.

- The teacher shows his own profile to the students.

Task-4: Words and Words

Objective: To say words without any inhibition

Place all students in a circle. Ask one student to say a word, no matter which one. The student to her right then says no matter what word, and so on. Complete one round. Write all the words coming out from students in a chart and exhibit it.

Point one word and ask, “Who said this word?” When the person stands up all together read the word loudly as a celebration. Point the next word and go on.

- How many words did your students say?
- Are there any words belonging to the passive vocabulary of your students? What will you do with it?

Task-5: “I Am”

Objective: To make students familiar with adjective words used to describe persons.

Write questions given below (one by one) on the board to help them brainstorm ideas for their bio-poem. Conduct this orally first.

What are three words that describe you? (elicit one word first. Give a model buy teacher)

What are the names of your family members?

What are three things you like?

What makes you happy?

What makes you sad?

What places do you want to visit?

Ask them to copy the questions and write words for each question in 4-6 member groups. Provide help. The ask them to share or compare their answers to the questions in the group. Invite one student from each group to present the questions and the words.

Task-6: A poem about me

Objective: To encourage students to write.

Exhibit the pattern for a bio-poem. Distribute the pattern of bio-poem as in Worksheet-2. Read each prompt one by one and explain the instruction given in brackets.

Line 1: I am _____, _____, _____, and _____.

(Write four traits that describe you. For example: kind, honest, playful, or serious.)

Line 2: I like _____, _____, and _____.

(Write three things, people, ideas, or places that you like.)

Line 3: I feel _____, _____, and _____.

(Write three emotions.)

Line 4: I am afraid of _____, _____, and _____.

(Write three things you are afraid of.)

Line 5: I want to see _____, _____, and _____.

(Write three things or places you would like to see.)

Line 6: I live in _____.

(Write the place you live.)

Line 7: I am _____, _____, _____, and _____.

(Repeat the four traits that describe you. For example: kind, honest, playful, or serious.)

Line 8: I am _____.

(Repeat Line 1).

Collect the bio-poems and then re-distribute them to each student, making sure that they do not receive their own poems. Have them read the poems. Tell them to go around the room to look for the person the poem describes by using the prompts above, without showing him/her the bio-poem but using question forms like, 'Do you', or 'Are you?'. Once they find their partners, have them make mini-presentations about their partner, practicing to be. (For example: “This is Jane. She is kind, honest, and playful.”)

To wind up this activity, have them take turns telling the facilitator one thing they learned about someone else today. Can they sing the poem by tuning it?

Task-7: Who is this?

Objective: To answer to simple to questions in English

Present the image given below using LCD projector and tell the students, “Look at the picture closely for one minute. Then close your eyes and try to remember the picture.”

Then ask the students to open their eyes and to note individually their predictions about the picture based on the following.

- How many people are their in the picture?
- Are they friends or relatives?
- What are they talking about? Do you think that they have met before?
- Where are they now? Are they sitting in a house or in an office room?
- Where is the house/office located?
- Are there any one outside the frame of this picture? Who are they?
- What happened before this?

- One of them is Asma. Can you show me her in this picture?

Since the activity is open ended, ask the students to describe the picture using the information got from interaction. They can describe it in Malayalam too but the teacher can translate it into English.



Task-8: I'm Asma

Objective: To read a description and to help them assess their prediction and reading.

Present the description given below written in a chart or using LCD projector. Ask them to read silently and tell to what extent their predictions have come true.

I'm ASMA

My name is Asma. I was born in Dharavi, Mumbai. There are six members in my family. They are my father, mother, two brothers and my grandfather. My father is a rag-picker and my mother is a sweeper. My best friend in the family is my grandfather. He is very old and he needs my help for everything. I like to help him.

I am fifteen years old. I am studying in 8th standard in the local school. I like to go to school. But I couldn't go to school every day. I have to look after my young brothers when my mother goes for her work. Last week my father told me not to go to school because my grandfather needs someone's help. I didn't agree to it.

My house is in a slum. There is no clean water and roads here. My neighbors are good people but very poor. I want to help them.

There is a court near my home. I saw men and women wearing robes and gowns walking on the veranda of the court. I will study because I want to become a lawyer. Then I can help my neighbors and my family. That is my goal.

Then read the description to the students slowly. In the next round ask them to read the description in meaningful chunks following your reading (echo read). Please explain

words like rag-picker to them in meaningful tone. It is better to avoid the temptation of asking questions at this stage. It is better to tell them write their own self-introduction. Let them write the description in the same format making necessary alterations. But ensure that every one write it.

Will it be better not to ask them read their self-introduction since it is a personal writing? Your team of teachers may read it after the session, make necessary corrections and give a good pat to each student.

Task-9: Students' assessment

To wind up this activity, have them take turns telling you,

1. One thing I liked in today's workshop:
2. Two things I was able to do in the workshop:
3. Three things I learned about my friends:
4. One thing I have to do after reaching home:

Ask them to note it in their notebooks.

TEACHER FEEDBACK ON MODULE-1

1. Name of the teacher :
2. Name of the school :
3. Date of the workshop :
4. No. of students in the workshop :
5. Time duration of the workshop :
6. Teachers handled the tasks :
7. Tasks done in the workshop (List the names of tasks):

--	--

8. Which are the tasks that made all students participate willingly?
9. Are there any tasks (that you think) need not be included in the module? List them. Why?
10. What problems and challenges did you face in conducting the workshop? State them.
11. What are the potential abilities of your students that you noticed during the workshop? State them.
12. As a teacher what were your highlights in motivating your learners? How did you manage, language to motivate them? Please state the techniques used by you.

MODULE-II: In the arena of learning

It is envisaged that these modules will help the students come out with better grades in the examination. Let us move forward with the experiences gained through the Starter module.

Objectives :

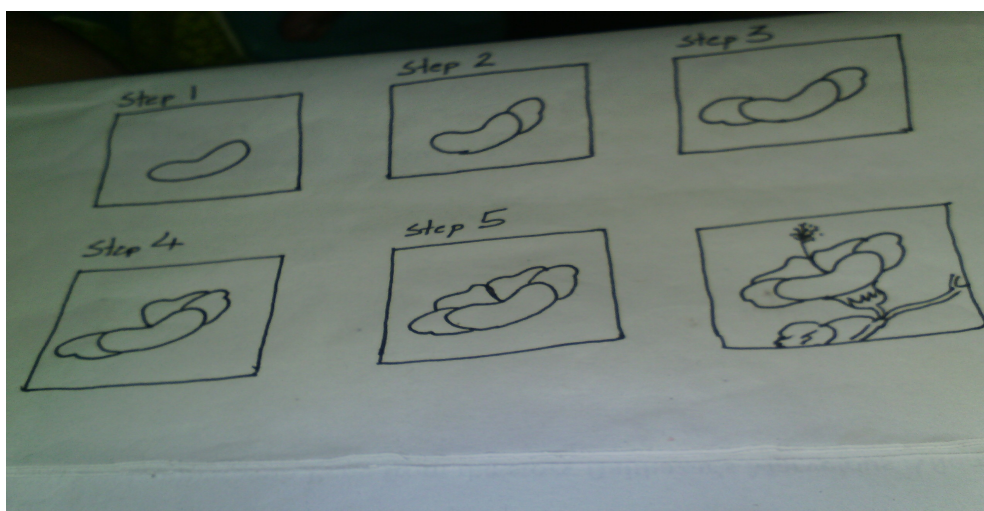
- to boost up the confidence of slow achievers to use English
- to enhance the capacity to read familiar words in English
- to enhance the phonemic sense of the learners
- to enhance the ability to express their ideas in English
- to enhance the ability to formulate short sentence in English
- to develop their study skills in English
- to enable them generate discourses in English

Task-1: Oh, a flower!

Objective

: To build up a friendly atmosphere in the workshop and to build up informal rapport between the teacher and the students

The teacher develops the picture of a flower step by step as shown below. At each level teacher pauses questions and asks them to identify the picture drawn.



- What does it look like?

Developmental talk by the teacher according to the answers provided by the students

Student: It's cashew nut

Teacher: Do you agree with it?

Another student: It's a cucumber.

Teacher : Oh! She says it's a cashew nut and the other one says it's a cucumber. Are you sure about it?

Like this the teacher develops a talk. Teacher enters the next stage of drawing the picture along with this and at each level of drawing she interacts with the children. Completes the drawing of the picture.

Variation-1: Challenge students to conduct the same activity by drawing picture of another object. The teacher helps the student who come forward with the questions to be asked at each stage. How many students come forward to draw willingly? How many of the were able to ask questions in English while drawing?

Task-2: Filmy wor(l)ds

Objective : To enhance the phonemic sense and the capacity to read the familiar words in English.

The children are provided with a list of names related to the film world. The names are written in jumbled letters. The children asked to re arrange and read them according to the clues given. Distribute the Worksheet-3 to students. After re-arranging correctly, they have to write the name of a person belonging to each category in English. They will do it.

Words...	Names
CATRO:	
TRCASES:	
CSRPIT TIRWER:	
IDRETCRO:	
SICUM TORCEIRD:	
COREHOGRPAEHR:	

Variation-1: Ask each student to write names of famous persons from film world in jumbled manner. Then let them work in pair groups and write the correct name.

Variation-3: Tell the students that you are going to show the trailer of the film 'Slum dog millionaire'. While viewing the trailer they can read the names of persons and their jobs loudly looking at the screen. Present the trailer.

In the next round ask them to write as many names and their jobs while viewing it. Who are the students wrote more than 10 names and 5 jobs? Challenge them.

Task-3: The Tea-shops in movies

Objective : To enhance the ability to express their ideas in English and to familiarise the question words in English

Ask the students to open the page no. 82 of their Reader and find out the most repeated word in the first two pages of the text, ie, Tea shops in Malayalam cinema. How many times? Let them count in pair groups. Quick scanning is the result but many of the may find it difficult. If that is the case, why can't we ask the question, "How many times did the word Tea-shop repeat in this text?"

"If you substitute the word tea-shop with word like 'hotel', restaurant or cafeteria, will the meaning of the paragraph change? How?" In pair groups let them select any a sentence, substitute the word with 'hotel' and read loudly. Ask the pair groups to read the sentence loudly. You can explain the changes happened!.

Before presenting the film, distribute Worksheet-4 to students and read the questions to them. Then present a particular tea shop scene from the the film "Bhargavinilayam" and conduct a discussion based on the questions made familiar to them already. (See the printable section)

1. Do you know this film?
2. What is happening in the film?
3. Where is it taking place?

4. How many characters are there in the scene? Who are they?
5. What was he eating from the tea shop?
6. Where is he going to stay?
7. Why every body gets shocked?
8. Will he stay there? Justify your answer.

The elicited answers are written on the black board. Can they write it on their own? If not, tell them to copy it in worksheet-4.

Task-4: What's happening in the tea-shop?

Objective : To enhance the ability to use English to express their ideas through speech and through writing (a conversation).

Write the following descriptions in paper strips, put them in a box and place it on the table. Ask one from each 5 member groups to take one strip from the box. Let him/her go to the group, read it and present it as a mime. Other groups may guess what is written in the strip. 3 samples are given below.

Strip-1

Two friends eating puttu in a tea-shop. One among them asks for water to the hotel owner. The owner is making tea. Then the other one stands up and asks for a banana. The owner gives him a banana. The first one is angry. He throws the banana peel at the owner.

Strip-2

A busy tea-shop. A man walks into the tea-shop and sits on the bench. He calls the owner. But the owner is inside the hotel. He calls again. Finally the owner comes out and speaks to the man. The man orders for a plate of dosa and a cup of tea. But the owner can't hear anything. He is deaf!.

Strip-3

A man enters into the tea-shop in a hurry. He calls the owner and orders for a cup of tea. The owner slowly picks up the glass, cleans it, puts sugar and tea-dust and pours water into the glass. The man is thirsty. The owner gives the tea to the man. The man drinks it. It's too hot! Then what happened?

After their mime, ask each

group to prepare conversation based on their mime. Let them write it in separate charts and exhibit it. You can read each sentence from the conversation loudly and do thematic, syntactic, morphologic editing and correct the spelling.

Task-5: Role plays roll out

Objective: To present a conversation in the form of a role play and to write the conversation.

The following situations from the text book can be presented in a chart, read it to them and ask them

to copy all situations.

Situation-1: The conversation between the Hotel keeper and lodger.

Situation-2: The stranger demanding the lodger's blue eyes.

Situation-3: Swami's father saw him lying in bed and asking him.

Situation-4:

Ask the students working in groups to find out each episode given here, from the textbook, read it loudly and construct a dialogue. They can use the the same exchanges given in the textbook but they should not write it but present it as a role play.

After presentation, ask them to write the dialogue happened there. They can do it as assignment and bring it to the teacher next day.

TEACHER FEEDBACK ON MODULE-II

1. Name of the teacher :
2. Name of the school :
3. Date of the workshop :
4. No. of students in the workshop :
5. Time duration of the workshop :
6. Teachers handled the tasks :
7. Tasks done in the workshop (List the names of tasks):

--	--

8. Which are the tasks that made all students participate willingly?
9. Are there any tasks (that you think) need not be included in the module? List them. Why?
10. What problems and challenges did you face in conducting the workshop? State them.
11. What are the potential abilities of your students that you noticed during the workshop? State them.
12. As a teacher what were your highlights in motivating your learners? How did you manage to motivate them? Please state the techniques used by you.

WORKSHEET-1

Introduce yourself

1. My name is
2. I am from.....(country)
3. I live in(city)
4. I am years old.
5. I was born in.....
6. I am a student in.....
7. I completed my primary education from.....
8. There arepeople in my family
9. My father is a..... and my mother is a.....
10. My hobby is.....
11. The most beautiful place in my village is.....
12. I study English because.....

WORKSHEET-2

Sing for me..

Name of the student:

Line 1: I am _____, _____, _____, and _____.

(Write four traits that describe you. For example: kind, honest, playful, or serious.)

Line 2: I like _____, _____, and _____.

(Write three things, people, ideas, or places that you like.)

Line 3: I feel _____, _____, and _____.

(Write three emotions.)

Line 4: I am afraid of _____, _____, and _____.

(Write three things you are afraid of.)

Line 5: I want to see _____, _____, and _____.

(Write three things or places you would like to see.)

Line 6: I live in _____.

(Write the place you live.)

Line 7: I am _____, _____, _____, and _____.

(Repeat the four traits that describe you. For example: kind, honest, playful, or serious.)

Line 8: I am _____.

(Repeat Line 1).

WORKSHEET-3

Behind the camera, In front of the camera

Name of the student:

<i>Words...</i>	<i>Names</i>
CATRO:	
TRCASES:	
CSRPIT TIRWER:	
IDRETCRO:	
SICUM TORCEIRD:	
COREHOGRPAEHR:	

WORKSHEET-4

Inside the tea-shop

Name of the student:

1. Do you know this film?
2. What is happening in the film?
3. Where is it taking place?
4. How many characters are there in the scene? Who are they?
5. What was he eating from the tea shop?
6. Where is he going to stay?
7. Why every body gets shocked?
8. Will he stay there? Justify your answer