# TEACHING COMPETENCE IN ENGLISH LANGUAGE

## Introduction

The ever growing demand of English language in all walks of life has necessitated enlarging the canvas for providing education in this language too. Since the use and usage of this language become very significant, it is essential to have a sound knowledge and understanding of the fundamentals of this language.

This semester aims at developing teaching competence among student teachers for improving classroom transaction. Moreover, as a part of this semester, the student teachers should be made competent enough to communicate the target language as effectively as possible. Being prospective teachers, they are also expected to make use of ICT and the strategies adaptive for catering various needs of CWSN and other groups.

This semester is also intended to develop a set of competencies which can lead the student teachers to become proficient teachers in due course. The curriculum designed for the realization would enable the student teachers to become a skillful and competent English language teacher.

## Unit-1

## Effective Classroom Transaction

.Effective classroom transaction of English language requires mastery over the content linguistic proficiency and efficient pedagogic skills. Whatever may the facilities in the classroom, it is the teacher who decides how the transaction should be. Since real life situations and natural exposures are rare, teacher can make use of near life situations and make belief situations for effecting classroom transaction. Language proficiency is essential for making teaching more effective. Therefore, student teachers should acquire transactional skills as well as the content knowledge.

**Learning Outcomes**

> ➢ Apply the acquired oral competencies in the classroom situation
> ➢ Understand the role of paralinguistic features in teacher talk
> ➢ Identify the elements of good teacher talk and apply it in classroom

**Major Concepts**

- Teacher Talk
- Qualities of teacher talk
- Teacher talk -Differenttechniques
- Need of error free teacher talk
- Qualities of teacher talk

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## Teacher Talk

Can you imagine a teacher without any talk in the classroom?Let's begin the discussion with a question, 'What is meant by 'Teacher Talk'?

All teachers need to talk in the classroom. As the learners are concerned,whose second language is English, classroom is the main place where they are frequently exposed to the target language. Whatever the teacher says in the classroom can be considered as 'teacher talk'. The kind of language used by the teacher for instruction in the classroom is known as teacher talk.(Pedagogues say that teacher's over talk is a characteristic of teacher-centred classroom.)

The talk of the teacher has a very prominent role in equipping the children to become better in matters related to character, knowledge, skill and attitude.

Teacher talk includes the questions that teacher poses in the classroom, the discussion that is initiated on specific issues/ themes and also the instructions that she/he gives to the learners at various levels and points.

Let us go through the different categories of teacher talk:

- **Generating Discussion:**The teacher who followsthe constructivist paradigmshould know how to generate discussions in the classroom. In the present classroom scenario, there are chances of discussions, seminars, projects and similar activities. It is the role of the teacher to generate discussions before the activities, whatever it may be, so as to

enable the children to get an understanding regarding the subject matter of the activity. Normally, teachers ask questions and describe or narrate things which can lead to the topic as a part of generating discussion.

- **Asking questions and eliciting responses:**
  While a teacher has to spend some time in the classroom, she/he has to interact with the children through questions, dialogues and giving responses to their doubts. Through asking different types of questions teacher can reach to her children and can establish a better rapport with them. A good teacher never fails in asking questions. The ability of asking questions is a major skill, as far as a teacher is concerned. Questions should be unambiguous, direct and meaningful. The way she or he asks questions determines the responses from the children.

- **Reinforcing and encouraging:**

It is one of the areas of teacher talk which requires a major concern from the part of teachers. Teachers, who wish to have a positive talk, should always keep reinforcing and encouraging while interacting with them. Absence of proper reinforcements at the proper time may adversely affect the emotional development of children. The time when children respond to a question by a teacher correctly or incompletely or wrongly, she or he can reinforce them by saying good, very good, well done, excellent, okay, yes, nice, fine, right etc. These words of consolation/inspiration will enable to build up confidence among them.

- **Giving instructions/directions:**
  Teacher has to give instructions or directions in connection with the implementation of activities in the classroom. Children do things in accordance with the instructions and directions from the teacher. Before assigning an individual or group task, clear instructions or directions should be given to carry out the task. The language of the instructions should be easy and obvious enough to be comprehended; the style of language should be motivating and encouraging to be carried out and the words and sentences should be inspiringto be worked out.

- **Giving Feed Back:**
  At the end of each session of an activity,it is expected to have a feedback session in order to understand the level of achievement of children in a particular area. The teacher should get the feedback of her class or activity from the children through questions and interactions. This feedback would enable the teacher to know where her children are and how her strategy or method of implementation was.
  Feedback at regular intervals, indeed, will help to improve the placement of children.

- **Engaging in Formal talk:**

At the very beginning of each class, teacher should engage in formal talks with the children. Here, the teacher can begin the talk of a topic that the situation demands then. For example, birthday of children, winner or participant in the 'kalotsavam" or sports meets etc. Teacher can describe a thing or a person, narrate an incident in the past or present and introduce the matters related to the children. Everyday in the class, teacher can set apart some time for formal talk. This enables the teacher to maintain better rapportand a healthy social relationship with the children.

Teacher talk should have certain general features as follows:

## The qualities of teacher talk

The recognition received by the teacher is mostly depended on the quality of her/ his talk.    In this sense, teacher talk should have certain qualities.
- Sense of humour,
-  sound knowledge of the subject,
- method of presentation and style of using language are the parameters that determine the quality of talk.
- The utterance of words with proper pronunciation,
-  intonation, stress, pause, pitch and rhythm

If teacher talk is polite and friendly, children can maintain a healthy balance with the teachers in their social relationship. Thus, the quality of teacher talk can be assessed in the light of the strength of performance by the children in the class. The talk of the teacher can be made qualitative with the inclusion of paralinguistic features

**Paralinguistics:**

When we talk about the qualities of teacher talk, a discussion on paralinguistic and its features cannot be discarded. Etymologically, the word 'paralinguistic' is derived from the Greek and Latin, which means 'beside' + 'language'.

 **The study of role of non-verbal communication is called paralinguistic.**

This includes

- volume,
-  speed of voice,
- intonation, tone,
- pronunciation,
- articulation,

- pause and punctuation marks.

**Now go through the following points:-**

- ***Volume***- *(Loudness and softness of the voice) The voice of the talk should be regulated in accordance with the ambience and audience.*
- ***Speed of voice***-*(The pace with which something is spoken) A moderate speed of voice is ideal.*
- ***Intonation***-*(Rise and fall in voice) The voice should modulate for making others convey the idea. There are rising intonation and falling intonation. While you say or ask something with rising intonation, the listener feels that the speaker wants to get Yes/No or it is doubtful. The interrogations and statements of facts and figures are ending with falling intonation.*
- ***Tone of voice***-*(Feelings added while speaking) Tone of voice of the talk should be added with feelings of love, affection, sympathy, empathy, antipathy, compassion, anger, negligence, satisfaction or dissatisfaction etc. The listener should feel the kind of feeling that you express. These are expressions along with the tone of voice.*
- ***Pronunciation***-*(The manner in which a word is uttered) The pronunciation of words while talking should be proper enough to help the listener get the correct sense. Mispronunciation of words leads to misunderstanding.*
- ***Articulation***-*(The clarity in the voice) Clarity of voice in teacher talk is very important. This will create an easy understanding of the idea that the talker wants to convey.*
- ***Pause***-*(A break taken while speaking)*
- ***Punctuation marks***-*(The use of conventional symbols and spacing in communication.*

Paralinguistic is the aspect of spoken communication which does not involve words. Body language, gestures, facial expressions, tone and pitch of voice are the examples of paralinguistic features.

According to Shirley Weitz, "paralinguistic gets great store on how something is said, not on what is said".

Paralinguistic features fall in to two broad categories, those that involve the voice and those that involve the body.

- The language used by the teacher should be error free.
- It should be comprehensible and audible to all learners.

- The talk of the teacher must be intimate,affectionate and learner-friendly.
- The speed of articulation is to be reduced.
- The features, such as pronunciation, pause, pitch, intonation, stress and rhythm should always be maintained in the presentation.
- Try to include different tenses and aspects in the teacher talk.
- Teacher talk should not be in the form of lecturing only, but in the form of dialoguing with the learners. For promoting dialoguing with the learners the following techniques can be followed:
  - Agreeing or disagreeing to an idea/issue. e.g 'Do you agree to this idea or opinion?' or 'Do you agree with your friend, Anil in his idea?'
  - Seeking opinions of others. e.g  "Anil said that it was a cat".
  - Dialoguing in the form of statements, interrogation (Normal questions, tag questions and yes or no type questions), exclamations, imperatives etc,.

## Different strategies for better teacher talk

Performing better talk is an art in the sense that it can satisfy others in dealing with matters of interaction. Teachers are expected to have this quality of better talk in order to make their children capable enough to do things in a positive manner.  One of the essential skills that a teacher is expected to have is communication skill. It is the capacity of talking to others by keeping formalities in conveying the ideas in a fruitful manner.

The classrooms, where constructivist paradigm is in vogue, less amount of talk from the teacher is expected and the children are provided with more opportunities to talk more according to the instructions given by the teacher from time to time. Different strategies can be adopted for bettering teacher talk.

Teacher Talking Time (TTT) is the time spend talking in class rather than the learners. It can be compared with student talking time. One key element of many modern approaches is to reduce the amount of TTT as much as possible to allow more opportunities to speak and learn from talking from the teachers.

Teacher talk in the classroom is seen in many ways; eliciting, questioning and giving feed- back to students during the class. In Flanders's Interaction Analysis, even the simple talk and movements of the teacher in the classroom are significant. The way she/he gives instructions, the way she/he asks questions and elicit responses, the way she uses language, the way she/he presents a topic, the words of consolation and encouragements she/he gives, the way she/he recognizes and loves children -all these are coming under the title 'teacher talk'.The successful communication generally depends on knowing what to say and how to say it.

## Need of error free teacher talk

A large amount of talk is required from the teacher while implementing the activities in the classroom. The learning improvement of children, to a certain extent, depends on the teacher talk. Each and every word or sentence used in the classroom by the teacher has its own significance. Children try to imitate the words as such whenever it is required. In the primary classes children blindly imitate even the style of talk whether it may correct or not. Hence, utmost care should be taken to talk before the children. From this, it is worthy to be noted that the talk by the teacher should always be error free. In the ESL classroom, it is the teacher who decides to what extent a particular learning component can be delivered. Teacher should have a basic knowledge in the target language and thiswill help to do error free talk.

**Lets do**

1. Enumerate the qualities of good teacher talk
2. Teacher talk in a language class is crucial in developing students' proficiency. Do ou agree? Substantiate.

3. Let's Talk-Elizabeth Kuylenstierna-Manjul Publishing House-Thompson **Press** (India) Ltd-2014-New Delhi
4. Teach English-Adrian Doff-Cambridge Uty Press-1988-New Delhi
5. Interactive English-Hodder Education-2009-Italy

## UNIT-2

## ASSESSMENT IN LANGUAGE LEARNING

### Introduction

Learning is a natural continuous and dynamic process. Teacher has to promote students' learning in all the ways possible. In the learning process, teacher should always find student's progress. Assessment has a crucial role in ensuring the quality of learning. There are different types of assessment. The sole goal of any assessment is to promote learning and scaffold the learner. In this unit student teachers will get a comprehensive idea about the approach of assessment, types of assessment, tools for assessment, assessment and its recording. It is also aimed to empower student teachers to develop different evaluation items and evaluation tools with grading indicators.

### Learning Outcomes

A successful learner can:

- impart the skill of providing supportive and constrictive feed- back through various types of assessment.
- realize the need of port- folio and its assessment its indicators and its recording.
- develop the skill of making tools for assessment
- recognize the importance of Continuous Assessment.

### Major Concepts

- Assessment – Purposes Principles and Types of assessment
- Assessment of, for, and as learning.
- Self -assessment
- Peer assessment
- Port -folio assessment
- Features of a good port- folio- How and Why Term End Assessment? Continuous and Comprehensive Assessment
- Developing assessment tools, Indicators for evaluating learner products- Record of assessment, Feedback- verbal and written.
- Use of e- portfolio.
- The scope of Online self-assessment and peer assessment of products

## 4.1 Assessment – Purposes Principles and Types of assessment

Learning is a natural, continuous and dynamic process. Learning experiences should enable the learners to achieve specific objectives and learning outcomes. It would make learning effective. Teachers should be aware of the skills and concepts that the learner should acquire. Learning activities related to each unit should be planned in such a way that it produces the desired learning outcomes. The activities that are presented should be related to real life situations. Let's discuss what are to be assessed in a language class. Before proceeding with learner assessment, a teacher should fix what is to be assessed in a language class.

- Concepts and ideas.
- Skills
- Processes and performances
- Attitudes

For that we should always consider:

- How far are the skills and concepts that are acquired sufficient to acquire learning outcomes?
- Who among the learners are yet to acquire the learning outcomes?
- What follow-up activities are to be provided?
- How can they be provided?

The term 'Assessment' refers to the entire process of measurement, analysis and classification in relation to learning.

There are mainly three processes of assessment.

**Assessment as learning:**

- This is a process by which the learner goes back critically through the learning process he/she has undergone and identifies his/her own merits and limitations.
- This will help the learner to refine on the basis of his /her self-assessment and goes to a deeper level of learning.

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Assessment as learning helps the learner to:

- think about how best they have learned.
- decide their own objectives.
- plan the next step in their learning.

- assess one another's work
- be responsible for their own knowledge.
- analyse their own learning and knowledge critically.

## Assessment for Learning

- This is the assessment process which is done along with the learning process
- It helps to find the efficacy of learning through diverse interventions and feedback.
- Importance should be given to this type ofassessment as it promotes learning

## Assessment of Learning

- Assessment of learning is assessing the learners after a particular period of time.
- It is the assessment of the changes visible in a learner after a fixed period of time .( for ex. after first term, second term etc ).
- It is the process of analysing what the learner has acquired after the transaction of a unit.
- After learning the content area, the level of excellenceand performance is assessed.

## Let's do:

1. What is meant by assessment? Why it is significant in language learning?
2. Which are the three different types of assessment?
3. Assessment for Learning is more important. Do you agree? Why?
4. Write three ways by which assessment as learning helps the learners?
5. " I do the assessment for learning very well in my class. Then why should I go for assessment of learning?" This is a teacher's comment. How will you respond?

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**4.2 PORTFOLIO ASSESSMENT**

## What is a portfolio in language learning?

- A portfolio is a systematic collection of a variety of learner's work representing a range of the learner's performance.

- Portfolio capitalises on learners' natural tendency to save their products and become an effective way to get them to take a second look and think about how they could improve their future work.
- It is an evidence of learner's achievement. Evidences of continuous assessment in the form of self-assessment by the learner, peer and group assessment and teacher's assessment can be included in the portfolio. In that sense it can be used as a tool for assessment.
- Assessment is a continuous process. For example, we can assess the development of the learners by comparing the products compiled in month of June with that of September.

## Port folio assessment - Features

- It is continuous and ongoing.
- It provides both formative (i.e., continuous and comprehensive ) and summative ( term end) assessment.
- Teachers guide the students in the planning, execution and evaluation of the content in the portfolio.
- Teachers and students interact in every step of construction of portfolio.
- It is multidimensional, i.e., reflecting a wide variety of products and processes reflecting various aspects of students' learning process.
- It provides for collaborative reflection, including ways for students to reflect upon their own thinking processes and metacognitive introspection
- Portfolios can help teachers to monitor and evaluate learning progress over time.
- Portfolios can encourage students to take more ownership and responsibility over the learning process.
- Portfolios can be an excellent communication tool between students and (a) teacher; (b) parents; (c ) peers
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Portfolio can be used in the following ways:

- To provide visible evidences of student's progress in relation to goal.
- To help students think about how their work meets on established criteria, analyse their efforts, and plan for the improvement.
- To make the assessment process of evaluating, revising and re-evaluating fundamentally a learning process
- To be more sensitive to the diverse needs of student learning.
- To develop a holistic picture of the activities the student has engaged in over a period of time

## 4.3 e-Portfolio

An e-Portfolio is a collection of digital evidences assembled and managed by students. Such digital evidences may include input text, electronic files, images, multimedia, blog entries, and hyperlinks. e-portfolios are both demonstrations of the user's abilities and platforms for self-expression. If they are online, users can maintain them dynamically over time.

One can regard an e-portfolio as a type of learning record that provides actual evidence of achievement.

An e-portfolio is a digital format for students to:

- record their achievements.
- reflect upon their learning.
- share their learning and receive feedback and go forward.
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**Why use e-portfolios?**

- An e-portfolio can reflect the students' learning process and progress.
- Technology enables the use of a range of media – video, sound and images – as well as text to show both the learning process and final products.

- A student's teacher, peers, parents, can participate and provide feedback on their learning.
- Students can take increasing responsibility for their own learning by recording and reflecting on their learning in an e-portfolio.
- Students can carry their e-portfolio throughout their learning journey and use it to record, assess, evaluate, and reflect at any time.

**Let's do:**

Conduct a class seminar on Assessment in Language Learning.

**4.4 Online assessment**

- New technologies, such as the Web, digital video, sound, animations, and interactivity, are providing tools that can make assessment design and implementation more efficient, timely, and sophisticated. E-assessment is more widely used nowadays. It makes assessment more objective. Online examinations are highly interactive, customizable, trustworthy, secure, and can be accessed in multiple devices.

**Advantages of using online assessment tools:**

- Great solution for busy class schedules.
- Easier evaluation and grading for all types of tests via mobile apps.
- Flexible assessment models.
- Assessing student learning at regular intervals is critical to secure success
- Teacher can monitor the progress of students and give guidance.
- Eliminate cheating and frauds during online tests.
- Options for assessment of various language abilities.
- Technology allows for personal feedback in a variety of media (audio, video)
- Technology allows for opportunities to self and peer assessment

- It is time saving and makes assessment more easy and accurate.

## 4.5 Term-End Assessment

Term-End Assessment is the 'assessment of learning after a term'. It helps to assess the knowledge constructed by the child within a specific period of time. It gives a clear picture of the ability of the learner to sequence the knowledge critically and use it in a new situation. Since the Term End Assessment is a tool for promotion, it has a vital role in the present educational system. Its obje tives are: -

- determining what students know and do not know.
- ensuring the sustainability of knowledge constructed by the child.
- assessing the ability to apply knowledge in new situations.
- providing data for analyzing teaching-learning process.
- keeping records on the achievement of the learner.
- sharing the performance of the learner with the peers and parents,
- providing a basis for promotion.

## 4.6 Continuous and Comprehensive assessment

- Continuous and Comprehensive Assessment, is very much integral to the teaching learning process.
- It is an essential component of Continuous and Comprehensive Evaluation (CCE) The 'Continuous' aspect of CCE means observation and support to children during teaching learning process.

## 4.7 Tools for Assessment in language learning

In learning of a language, different methods of assessment need to be used.

 • Students may be able to respond better to one method than to another

- Each method contributes in its own way to teacher's understanding of children's learning
- No single assessment tool is sufficient to get complete information or evidences about a child's learning.

## 4.8 Tools and Techniques for Assessing Children's Learning

| Assessment tools / techniques | Strengths/Advantages | Precautions | How can more value be added? |
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| 1. Portfolio Collection of students' work over a period of time. It could be day-to-day work or selection of the learner's best piece of work. | • Provides a cumulative record. In the process, a picture of how a skill or knowledge area develops emerges. • Enables the student to demonstrate to others, his/her learning and progress. • The child becomes an active participant in learning and assessment | • Selecting work to be put into the portfolio should have a specific reason. • Not all papers/items of work are to be included. This will become unmanageable | • Student participation in selecting portfolio contents is to be encouraged, as well as criteria for selecting the contents. • Continuous updating of the portfolio as the child grows. • Careful structuring of portfolio material accompanied by a reflective account. • Clear labelling and numbering of content for easy reference. |
| 2. Assignments Theme based tasks to be completed as class work and/or | • Provides students an opportunity to search for information, construct their own ideas, and articulate the | • Not too much homework or class work should be given which is currently the normal | • Going beyond collection of assignments by following it up with analysis, discussion and reflection. |

| homework. Can be open ended or structured. Some could be based on contexts outside textbooks. | same ideas through spoken, written and/or visual expressions.<br>• Helps assess a wide range of objectives and content of learning.<br> • Provides students an opportunity to relate and synthesise within and outside school learning. | practice.<br>• Assignments should be such that they can be managed by students on their own.<br>• Should not become the only method of assessment | • Creativity on part of the students is promoted.<br> • Encouraging students to go beyond textbooks.<br>• Group work is to be encouraged.<br>• Can become part of the portfolio. |
|---|---|---|---|
| 3. Projects  These are undertaken over a period of time and generally involve collection and analysis of data.  Projects are useful in theme-based learning. | • Provide opportunities to explore, work with one's hands, observe, collect data, analyse, organise and interpret data and draw generalisations.<br> • Provides an opportunity to work in groups and in real life situations.<br>• Helps develop a positive attitude towards group work, sharing and learning from each other | The nature and difficulty level of the projects should be such that students can do it by themselves.<br>• Materials to be used for the project should be available in the school, neighbourhood or home setting. These should not put a financial burden on the parents.<br>• Each school could go in for a Resource Centre, which would have locally available materials. | Project topics should be decided/chosen, planned and conducted by students largely with the teacher acting as a guide.<br> • Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other.<br> • Projects keep giving students an opportunity to explore, investigate and work in groups.<br> • Children can be encouraged |

| | | | for judicious use of materials and keep them back after use. |
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| 4. Observation Information can be gathered about children in 'natural' settings. Some are based on teachers' observations about learners in the course of teaching. Others based on planned and purposeful observation of students on activities/tasks. | • Various aspects of personality development can be assessed through observations.<br>• Can be used to assess individuals as well as groups.<br> • Assessments can be made during varying time periods.<br> • Evidence of child's performance/ knowledge is based on an 'on-the–spot' record.<br> • Over time, detailed observations of behaviour as well as interests, challenges, – patterns /trends emerge which allow teachers to create a comprehensive picture/view of the child. | • Avoid arriving at inferences/interpretations or jumping to conclusions. Important to take down more than what is actually seen.<br><br>• Dependent on the skill of the observer which determines 'what' is observed.<br>• Requires sensitivity and unobtrusiveness in the way the observation is done.<br>•  Observations to be made over a period of time, across different activities and settings. | Recording details that not only describe the actions but reveal how a child feels about what she/he is doing, details on how she/he does something as well as when she/he does it, the quality as well as the quantity of her/his interrelationships with people and materials, and what he/she says etc.<br>• Noting comments about the child's behaviour in parentheses based on which processes can be inferred at a later point of time. |
| 5. Checklists  A systematic way of recording specific | • Quick and easy to implement<br> • Provides specific | Limited information, only indicating presence of a skill. | Add a 'comments' column to add value to the information in the checklist marking. |

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| behaviour/action helps focus attention on particular aspects | information about specific objectives.<br>• Can point towards a trend of how and when skills have been acquired by the child as well as a group of children | • Does not indicate child's response to different situations or provide specific examples of responses.<br>• Does not provide information about context.<br>• Can at times become unwieldy because of the number of specific items.<br>• If developed by others, may not be suitable for the objectives that you as teachers have in mind or, for the group, you wish to use it with. | • Use this tool in conjunction with other methods of assessments. |
| 6. Rating Scales<br><br>These can be used to record the quality of a student's work and then judge the quality against specified criteria. | Various aspects of development can be assessed. • Can be used to assess individuals as well as groups.  • Assessments can be made during varying time periods and in different environmental settings.<br>• Evidence of the child's | • Avoid inferences/interpretations or giving judgments. Concentrate on taking down what is seen.<br>• The skill of the observer may determine what is observed.<br>• Be sensitive and | • Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing.<br>• Also suggest corrective measures.<br>• Comments can be noted in 'parentheses' based on which processes can be inferred at a |

| Holistic rating scales require a single, overall assessment of a piece of work. | performance/ knowledge is based on 'on-the–spot' record.<br>• Over time, detailed observations of behaviour as well as interests, challenges, – patterns /trends emerge which allow teachers to have a comprehensive picture/view of the child. | unobtrusive in the way the observation is done. This does not necessarily mean being at a distance.<br>• Make the observations over a period of time, an across different activities and settings. | later point of time |
|---|---|---|---|
| 7. Anecdotes and Cumulative Records  Provides observational narrative records of significant incidents in a child's life. | • Provides a wealth of information across different developmental areas.<br>• Facilitates taking of notes on the child's social, emotional development, choices, interests and relationships etc.<br>• Identifies strengths and weaknesses and assesses children's progress over time. | A single anecdote does not give conclusive information.<br>• Only 'problematic' situations may be noticed. It would be better to describe incidents rather than making statements of judgment.<br>• Selecting amongst the many interesting classroom events and not including all.<br>• Avoiding general comments. | Preparing and collecting anecdotes over a period of time about sustained interests and critical things that are happening in their life. Helps to understand the child's behaviour/responses to different classroom situations.<br>• Collecting a cross section of anecdotes [from different children] indicates groups' thinking and feeling.<br>• Recording as soon as possible after the event so that rich, accurate and |

| | | | significant details can be included for later interpretations. |
|---|---|---|---|
| 8. Photographs Provides documentation of a child's experiences, while they are doing tasks/work. They could also be of finished products, project models etc. | • Provides accurate recall of events<br>• Provides an insight into children's ways of thinking and interacting.<br>• Facilitates sharing of information with families.<br>• Provides an insight into the child's emotional, social and psychological aspects of development. | • The aesthetic quality may not be critical.<br>• Avoid making the child self-conscious in front of the camera by your comments or suggestions. | • The picture composition should include important details of the experience, process or product being photographed<br>• Choosing where photographs need to supplement other tools.<br>• Using photographs to discuss with children about themselves at a later time. |
| 9. Audio-Video Recordings Specific situations or over a time span to cover important processes/aspects can be recorded, and analysed later. | • Both allow language and the way it is used to be 'captured' with accuracy.<br>• Movement and sound add to the understanding of the events taking place.<br>• Helps to understand student's explanations that indicate different ways of thinking. | • Analysis is time consuming.<br>• Children may occasionally be 'performing' for the camera.<br>• Expensive as it requires technical expertise. | • Careful selection of what to record or subsequently analyse is necessary.<br>• Giving children time to get familiar and feel at ease with the equipment is a good idea. |
| | | | |

## 4.9 Feedback

Feedback is meant for making sense of the information collected through assessment.

It is important to analyse the available evidences to arrive at a conclusion about the progress of learning. Feedback will help teachers to reflect on their teaching, classroom management and use of teaching learning materials. The findings of assessment can be used to give feedback which helps to:


- promotes and reinforces learning.
- strengthens the teacher- pupil relationship.
- nurtures the learning aptitude.
- gives opportunity to reflect and refine.
- 

 Feedback will lead to positive action and help the child to do better.

## 4.10 Assessment and its recording.

For assessment a teacher can employ different techniques such as-

- Oral assessment
- Quiz
- Open book examination
- Framing questions.
- Rating scale,
- Checklist
- Rubrics


 Learning, assessment, feedback, scaffolding- are linked spirally and the process expands continuously from one to the other. This is a process that makes learning organic and dynamic.

**Development of Evaluation Tools:**

Teachers are entitled to do the evaluation systematically using suitable tools. So teachers must be competent to construct necessary evaluation tools. Let's examine the stages involved in the-

**Construction of a Language Achievement Test**

Major steps involved in the construction of achievement test:

- Planning of test
- Preparation of a design for the test
- Preparation of the blue print
- Writing of items
- Preparation of the scoring key and marking scheme
- Preparation of question-wise analysis

1. **Planning of test**
   The first step in constructing an effective achievement test is to identify what you want students to learn from a unit. Consider the relative importance of the objectives and include more questions about the most important learning objectives. Teacher has to:
   - Decide the objective of the Test
   - Determine the maximum time and maximum marks.

**2.Preparation of a design for the test**

Important factors to be considered in design for the test are:

- Weightage to objectives
- Weightage to content
- Weightage to form of questions
- Weightage to difficulty level.

**Weightage to objectives**

This indicates what objectives are to be tested and what weightage has to be given to each objectives.

| Sl no | Objectives | Scores | Percentage |
|-------|-----------|--------|------------|
|       |           |        |            |
|       |           |        |            |
|       | Total     |        |            |

# Weightage to content

This indicates the various aspects of the content to be tested and the weightage to be given to these different aspects.

| Sl no | Content | Scores | Percentage |
|-------|---------|--------|------------|
|       |         |        |            |
|       |         |        |            |
|       | Total   |        |            |

## Weightage to form of questions

This indicates the form of the questions to be included in the test and the weightage to be given for each form of questions.

| Sl no | Form of Questions | Number of questions | Scores | Percentage |
|-------|-------------------|---------------------|--------|------------|
| 1 | Objective type | | | |
| 2 | Short answer type | | | |
| 3 | Essay type | | | |
|   | Total | | | |

## Weightage to difficulty level

This indicates the total mark and weightage to be given to different level of questions.

| Sl No | Difficulty Level | Scores | Percentage |
|-------|------------------|--------|------------|
| 1 | Easy | | |
| 2 | Average | | |
| 3 | Difficult | | |

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## Preparation of  blue print

Blue print is a three-dimensional chart giving the placement of the objectives, content and form of questions.

## Writing the Item

- The paper setter write items according to the blue print.

- The difficulty level has to be considered while writing the items.
- It should also be checked whether all the questions included can be answered within the time allotted.
- It is advisable to arrange the questions in the order of their difficulty level.

**Preparation of the Scoring Key and the marking Scheme**

In the case of objective type items where the answers are in the form of some letters

or other symbol a scoring key is prepared

**Scoring Key**

| Question No | Value Points | Scores |
|---|---|---|
|  |  |  |
|  |  |  |

In the case of short answer and essay type questions the marking scheme is prepared

In preparing marking scheme, the examiner has to list out the value points to be credited and fix up the mark to be given to each value point.

**Marking Scheme**

| Question No | Value Points | Scores | Total marks |
|---|---|---|---|
| 1 | Value point 1 | 1 | 3 |
|  | Value point2 | 1 |  |
|  | Value point 3 | 1 |  |

**Preparation of Question Wise Analysis**

The following format can be used for this purpose.

**Question wise Analysis**

| Sl No | Content | Objectives | Form of questions | Difficulty Level | Scores | Estimated Time |
|---|---|---|---|---|---|---|
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |

# Let's do

Prepare an evaluation tool for English classes 1 -4 (group wise- one group one class) through the various steps involved in the construction of a unit test.

**Reference**

www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf

https://www.scribd.com/document/306132567/Construction-of-an-Achievement-Test

https://en.wikipedia.org/wiki/Electronic_portfolio

elearning.tki.org.nz/Teaching/Assessment/e-Portfolios

https://en.wikipedia.org/wiki/Electronic_assessment

SCERT :Padavukal, Source book

# UNIT 3

# ADAPTATION AND INCLUSION

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Inclusion is a wonderful concept but it requires a lot of training, patience and compassion on the part of teachers. Moreover, the teachers are to be creative to redesign their lessons so that the learning process actively engages all children. In addition, teachers have to familiarize the concepts of disabilities and the method of adaptation. Adapted learning materials and assistive technology are needed for ensuring the participation of all students in classroom activities. The learners possess many talents and those can be exhibited in a ''talent chart''. This chart may be displayed in the classroom. Each talent can be spotted on the basis of MI components. The weaker components for language acquisition have to be identified and to be strengthened by suitable classroom activities.

**Learning Outcomes**

A successful learner-

➢ Acquires the skill of adapting the materials to suit the needs of differently abled learners.
➢ Prepares adaptive Teaching Manual in tune with the needs.
➢ Develops confidence in preparing materials suitable for the Children with special needs.
➢ Acquires the skill of using ICT in language learning.
➢ Develops and apply ICT enabled learning strategies accordingly.
➢ Identifies different types of intelligences.
➢ Applies MI theory in language classroom.

**Major concepts**

• Inclusive education
• Preparation of adapted materials
• Techno pedagogy
• Multiple intelligence components for language learning

_____

- Watch the movie 'Taare Zameen Par', produced and directed by Aamir Khan.

   Discuss on

   ➢ How the teachers treat the central character 'Ishaan Awasthi' in each class?
   ➢  Ishaan's reaction towards his parents and others.
   ➢ The problems faced by Ishaan in reading and writing.
   ➢ The support given by the teacher, Ram Shankar to overcome his problems.

You know a lot of famous talented persons with impairments. For example, famous scientist Stephen Hawkings and Malayalam film singer Vaikom Vijayalakshmi. We have to think about how they     overcome their difficulties and what kind of support they have received from their schools and society.

## 3.1 Children With Special Needs

Disability as defined by the Act (Persons With Disability Act,1995) covers blindness, low vision, leprosy-cured, hearing impairment, loco motor disability, mental retardation, mental illness and multiple disability. The Act does not cover disabilities like Autism or Learning Disabilities.

People with disabilities need support to participate fully in their communities. This support can range from alterations (accommodations) to make a space accessible for a person with physical limitations to assistance from counsellors and friends to succeed in a job or a recreational activity.

However the student teachers have to familiarise the definition/concepts of some relevant disabilities.

**Visual Impairment**

1. Blindness-- A condition where a person suffers from any of the conditions namely: total absence of sight, visual acuity (better eye with correcting lenses) or limitation of the field vision subtending an angle of 20 degree or worse.

2. Person with low vision -- A person with impairment of visual functioning uses assistive device for planning or execution of a task even after the treatment or standard refractive correction.

**Hearing Impairment**

A condition which a person losses sixty decibels or more in the better ear in the conversational range of frequencies.

**Physical Impairments**

Missing or defective body part, an amputated limb, paralysis after polio, restricted pulmonary capacity, diabetes, nearsightedness, mental retardation, limited hearing capacity, facial disfigurement or other abnormal conditions.

**Mental Retardation**

A condition of arrested or incomplete development of mind of a person which is specially characterised by sub-normality of intelligence i.e. cognitive, language, motor and social abilities is mental retardation.

**Locomotor disability**

It is the disability of the bones, joint or muscles leading to substantial restriction of the movements of the limbs or a usual form of cerebral palsy. Some common conditions giving raise to locomotive disability could be poliomyelitis, cerebral palsy, injuries of spine, head, soft tissues, fractures etc.

**Mental Illness**

Any mental disorder other than mental retardation comes under this category.
Autism – A condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour.

**Learning Disabilities**

1. Dyslexia – difficulty with language in its various uses.(not always reading)
2. Dyspraxia—The inability to motor plan, to make an appropriate body response.
3. Dysgraphia – Difficulty with the act of writing in the technical as well as the expressive sense. There may also be difficulty with spelling.
4. Dyscalculia—Difficulty with calculations.

5. Attention Deficit and Hyperactivity Disorder (ADHD) — Children with this disorder act impulsively and are easily distracted. They may also exhibit hyperactive behaviour. A traditional classroom is often very stressful for an ADHD student who finds it difficult to sit still, remain quiet, and concentrate on a task.

The classroom may include the children with some exceptionality. So the teacher may adapt suitable strategies to ensure their participation also in the language classroom.

Some adapted strategies are listed below. You can add more.

| Exceptionality | Strategies for language teaching |
|---|---|
| Visually impaired | Always give oral instructions. Provide tactile learning experience at maximum. |
| Hearing impaired | Provide transcripts of audio information. Captioned videos and other visuals can be used. |
| Physically Impaired | Assignments can be adjusted or be modified. The learners may have to use computers if they have any difficulty to write. |
| Mental retardation | Provide opportunities to practice oral language many times in order to learn and remember it. Allow them to work in group. |
| Locomotor disabilities | Participate in group activities. Alternate activities for sitting, standing and walking should be suggested for these learners. |
| Autism | Theatre activities should be included to engage them. |
| Dyslexia | Read stories, fairy tales and nursery rhymes to them frequently. Stimulate them to speak. Put pictures or posters on the wall or give any objects to talk about. |
| Dysgraphia | Learners are allowed to play with clay and other modelling materials, practise forming letters.Give thempractise to make letters with numbered arrows that show the direction of the strokes. |
| Attention Deficit Hyperactivity Disorder | Certain accommodations, such as providing learners with scripts can be helpful for improving listening skills. Mnemonic devices, interactive computer programs, and private tutoring sessions may also help. |

**3.2 Gender Discrimination**

Nature doesn't discriminate men from women. But women worldwide have been the victim of inequality not only in terms of social and political rights but also on grounds of employment opportunities. There are many spheres of life where women are denied opportunities. In India irrespective of cast, creed, religion and social status, the overall status of a woman is lower

than men and therefore a male child is preferred over a female child. Therefore, education and health care of a female child in India is an important social indicator to measure equality between men and women.

Historically, the inclusion of young girls and women in education has helped to challenge gender discrimination. So it is important to provide space for young girls to develop leadership skills, through education. If they are provided enough chances to lead a task and to communicate in a language classroom, they can shape their attitudes towards women's capabilities as leaders and decision makers.

UNICEF says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike.

## 3.3 Socially Challenged Students

Social discrimination takes several forms. Discrimination can be either direct or indirect. Direct discrimination describes a phenomenon where there is a deliberate and explicit policy to exclude a specific individual or a social group from some possible opportunities. Indirect discrimination occurs when neutral provisions, criteria or practices disadvantage individuals due to their social status.

Support can be provided to socially challenged students to build on strengths and accommodate learning styles and to ensure meaningful participation in school, work and social community.

## 3.4 Gifted children

Children are gifted when their ability is significantly above the norm of their age. Giftedness may manifest in one or more domain such as; intellectual, creative, artistic, leadership or in a specific academic field such as language, arts, mathematics or science. Giftedness exists in every demographic group and personality type. It is important that adults look hard to discover potential and support gifted children as they reach their personal best.

## 3.5 Inclusive Education

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of school. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Inclusion is not the clustering of learnerswith disabilities into one classroom or a social centre. It is not for giving special privileges to people with disabilities and not for feeling sorry for them.

Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children in the class. It also means finding ways to develop friendships, relationships and mutual respect among the students, and between teachers and students in the class. Inclusive education is not just for some children. All children are to be ready to attend regular schools and classrooms at all times. Inclusive education is also a way of thinking about how to be creative to make our schools a place where all children can participate. So the teachers must be creative to teach in different ways or to design their lessons so that all children can be involved. The expectation reflects on inclusive education is all of our children to be appreciated and accepted throughout their life.

## Let's do

- Conduct a Group discussion on the benefits of Inclusiveness in English language classroom. You may include the following points in your discussion
  - Participation in classroom activities
  - Positive understanding of learners
  - Development of friendship
  - Acquisition of language skills
  - Feeling of togetherness
- Analyse English Course book for the classes 5, 6 and 7 and find out the spacefor identifying the issues of CWSN, gender, socially challenged and gifted children.

## Adaptation, Modification and Accommodation

Adaptation refers to adjusting assessments, materials, curriculum, or classroom environment to accommodate a student's needs so he/she can participate in, and achieve the teaching-learning goals.

Modification involves making changes to learning outcomes, teaching processes, assignments, or assessments to accommodate a student's learning needs.

Accommodations in the form of adaptations occur when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment. For example, a student could be working on below grade level learning outcomes in Language Arts and at grade level in all other subjects, some of which require reading material at the lower reading level.

Adaptations include, but are not confined to:

a) Audio tapes, electronic texts, or a peer helper to assist with assigned readings.
b) Access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
c) Alternatives to written assignments to demonstrate knowledge and understanding
d) Extended time to complete assignments or tests.
e) ---
f) ----

Curriculum adaptation is an ongoing process that changes the regular prescribed curriculum by modifying or adapting it in terms of the content or delivery of instruction to meet the learning requirements of CWSN. The content, teaching process, assessment and evaluation, and the physical environment may be modified or adapted and activities should be flexible in order that the students benefit and achieve success in the classroom. Teachers ought to adapt the curriculum to provide equity and to meet the needs of diverse learners in order that all the learners can fully participate in the classroom activities. Classroom adaptations are not intended to lower the educational standards. Curriculum is adapted to make education accessible and to see that no learner is unfairly prejudiced and excluded.

Adaptations given to the CWSN at the time of examination are provision of extra time, service of scribe, support of non-professional person etc.

In a language classroom, the adaptation can be done by the following:

i.    Changing the order of the task
ii.   Adding missing skills
iii.  Changing the task

## Let's do

❖ Select any unit from English course book and think over the strategies for ensuring inclusiveness in learning process.
❖ Prepare some adapted materials to ensure the participation of all learners in the activities given in the selected unit of the course book. Supervision of an expert may be sought in the workshop.
❖ Develop your teaching manual by supplementing the adapted materials.
❖ Conduct try outs and discus the effectiveness of adaptation you have made.

**Techno pedagogy**

H.Connors (2001) defines Techno pedagogy as 'Electronically mediated course that integrate sound pedagogic principles of teaching/learning with the use of technology. It has three areas of knowledge.

1. Content: It is the subject matter that is to be taught.
2. Technology: Technology encompasses modern technologies such as computer, internet, digital video and common place technologies including overhead projectors, blackboards, and books.
3. Pedagogy: Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aim of instruction, assessment and student learning.

Advantages of ICT in Language learning

- Technology facilitates exposure to authentic language
- ICT provides the access to wider sources of information and varieties of language
- Technology gives opportunity to communicate with the world outside.
- ICT promotes learner-centred approach.
- Technology develops learner autonomy.
- Required information will be easily accessible for educational purpose.
- The presence of e-learning innovations facilitates the teaching learning process.
- System administration in an institution will function smoothly and effectively because of the application of ICT.
- 
- 

**Disadvantages:**
- One of the negative impact of technology is to train children to think short and survive concentrated in a short time ( short span of attention)
- ICT equipment is expensive and needs trained staff to maintain it correctly.
- hardware can be unreliable leading to breakdowns which cause frustration
- using ICT means children can become dependent on computers and technology and not learn how to do things by hand
- internet can lead to children accessing unsuitable sites

- plagiarism has increased as students find pre written work online leading to students gaining unfair results on coursework

-

let's do:

> Prepare a write-up on the advantages and disadvantages of ICT for effective learning.
> Collect the details of electronic gadgets used for adapting technology for differently abled by visiting different websites and blogs.
>  Prepare a seminar paper on ' the authenticity and accuracy of websites'.

**References** – These books are very helpful in examining the possibility of existential or spiritual intelligence, ESPECIALLY Sisk and Torrance's discussions.

Armstrong, T. (2009) *Multiple Intelligences in the Classroom 3rd ed. Edition*. ASCD.

## Exploring School Resources

# Introduction

School is a rich resource centre. There are so many resources in a school. A prospective teacher must be able to explore these resources and exploit their potentials to enrich the learning of students in that school. This unit deals with the various resources available in a school and different ways by which a teacher can tap them intelligently and to make use those resources to promote the learning. The proposed strategies will definitely enable the student teachers to identify the various resources pertaining to a school. Teacher educators may design and implement those strategies in such a way to achieve the desired learning outcomes**.**

# Major Concepts

- · School as a Resource Centre- School assembly, language clubs, day celebrations, reading corner, class library, English fest
- · Strategies of collaborative learning (group work, games, dramatization, role play, discussion, project, seminar)- the effectiveness of each strategy with its limitations.
- · Action Research- Investigating learners' issues- problem solving- informal and formal strategies for solving the issues.
- · Developing skills for creating a text for a specified learning outcome.
- · Features of reading text.

# Leaning Out comes

- · Identify and utilize the potentials of school resources for enhancing language learning

- · Plan and implement collaborative learning techniques

· Identify classroom issues and find out solutions for them

**Concept of Education Resources**

Education resources refer to all human, material, non material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners.

Education resources covers all those materials human and non human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process. Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning.

Education resources are important in creating conducive teaching learning environment. School is a Resource Centre. In a school there are many resources like assembly, language clubs, day celebrations, reading corner, class library, English fest, Bio Diversity Park etc. The important thing is that how do teachers, students and even parents make use of these resources for promoting learning of all students in the school.

Let's discuss

School is a resource centre. Which are the resources in a school?

Let's start from school assembly?

Which are the other resources?

· School library

- Class library
- English clubs,
- Day celebrations,
- Reading corner,
- English fest,
- Bio Diversity Park etc.

Let's do: Lets prepare a tree diagram including all resources related to a school

**School Library as a Learning resource**

A school library is a library within a school where students, staff, and often, parents have access to a variety of reading resources. The goal of the school library is to ensure that all members of the school community have equitable access "to books and reading, to information, and to information technology. A school library media center uses all types of media is automated, and utilizes the Internet [as well as books] for information gathering. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the center and coordinating agency for all material used in the school.

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a learning space for students to do independent work, use computers, equipment and research materials; to host special events such as author visits and book clubs; and for tutoring and testing. School libraries function as a central location for all of the information available, and a school librarian functions as the literary map to the resources and materials found within the library.

A school library functions as an opportunity for educators to work with librarians in support of a resource center for the students to be able to safely access the internet for both

school work and interacting with each other. Today's youth is much more comfortable with technology than ever before, and believes that "We need to advocate for regulations and laws that support education of young people rather than simply limiting their access to the Web.

The school library media center program is a collaborative venture in which school library media specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students. Activities that are part of the school library media program can take place in the school library media center, the laboratory classroom, through the school, and via the school library's online resources.

**The class library:**

Class library is one of the most important resources in a school. Class library is set up in all classes especially in primary classes with a view to enhance the reading skill of students. Teachers can select suitable books and children's literature which arouse interestin learners to read and enjoy. Even the students can be given the role of class librarians. This will develop leadership qualities in students. The reading of students can be fruitful if there insists some post reading activites like book-review, appreciation report, role play, readers' theatre etc.

Could you make a list of books for lass library for primary classes?

**English Clubs**

In Kerala, there are many clubs functioning very well in schools. The major aims of such clubs are to build up life skills, leadership qualities, literary skills in children. English clubs are the richest resources to develop English language skills, grammar sensitivity and performance skills. English clubs can organize English carnivals, English fests, literary competitions and so on. These clubs can conduct seminars, symposiums, debates, discussions in English. All these strategies will definitely improve the linguistic competence of the students.

Could you suggest some more activities for English clubs in schools?

**English Day Celebrations**

Day celebrations are real platform for students to perform before their parents, society and the general public. A day in a week can be celebrated in schools as English day. All activities, interactions, notices, etc can be in English. this will improve the self- confidence of teachers and students to use English language spontaneously and naturally. So English day celebrations are another resources in schools for improving the language skills of the students.

**Reading corner**

Reading corner is a better school resource for improving the reading habit of children. It should have a variety of collections of short stories, picture stories, simple poems, rhymes, write-ups etc. Students can select any reading material on their interest from the reading corner. Normally children show hesitation to reading. But the availability of reading material of their interest may attract them towards joyful reading. This is to be tapped effectively and can prompt learners towards pleasurable reading experience.

Could you suggest how can we attract students to Reading Corners in the school?

**English Fest**

For the last many years, schools in Kerala have been organizing English fests. The students come out freely with exhibiting their learning products and performances in these English fests. They would perform skit, role-play, drama, skit etc. there may be exhibition of class English Magazines, School English magazines and other literary products of children. English fests will empower children in conversing in English more confidently.

Could you suggest more innovative ways to conduct English fests in schools?

**Let's do**

> Ø Prepare write up on different types of school resources and their advantages in promoting English language learning.

**Information and Communication Technology (ICT) Resources** <span style="color:green">( reduce the content)</span>

ICTs stand for information and communication technologies and are defined, for the purposes, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broad casting technologies (radio and television), teleprompter and telephony. Information and communication are vital resources in any establishment more particularly for planning, policy making and decision making. Apart from enabling the public to be aware of the existence, activities and products of any organization, information and communication serve as means of getting the feedback from the public, clienteles and consumers. Some of the information communication Technologies in school administration includes the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio, cable, etc. All these enhance quality communication within and outside the school environment. Education policy makers and planners must first of all be clear with what outcomes are being targeted. These broad goals should guide the choice of technologies to be used and their modalities of use. The potential of each technology varies according to how it is used. At least five levels of technology are used in education:

o presentation,
o demonstration,
o drills & practice,
o interaction
o collaboration.

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly through teleconferencing etc.

I. The use of ICTs helps improve the quality of education:

ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

II.   Sharing knowledge:

Students can use ICT to present their work in a highly professional format. They can create documents and slideshows to demonstrate what they have learned, and then share this with other students, with their teacher, and even via email with people all around the world. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

III.   ICTs help prepare individuals for the workplace:

One of the most commonly cited reasons for using ICTs in the classroom has been to better prepare the current generation of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use ICTs effectively and efficiently, is thus seen as representing a competitive edge in an increasingly globalizing job market.

IV.   Access to remote learning resources:

Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons, mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

V.   Processing knowledge:

Students and teachers can use ICT as part of a creative process where they have to consider more carefully the information which they have about a given subject. They may need to carry out calculations (eg. by using Microsoft Excel), or to check grammar and spelling in a piece of writing (perhaps using Microsoft Word), or they may need to re-sequence a series of events (for example by re-ordering a series of Microsoft PowerPoint slides).

To be edited from here

## Collaborative Learning

Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people.

Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered. The cooperative learning tradition tends to use quantitative methods which look at achievement: i.e., the product of learning. The collaborative tradition takes a more qualitative approach, analyzing student talk in response to a piece of literature or a primary source in history.

## Collaborative Learning Techniques

## Think/Write, Pair, Share:

The think/write, pair, share strategy is a collaborative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: 1. Think/Write: Students think independently about a question that has been posed, forming ideas of their own and write them down. 2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. 3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

**Concept Mapping:**

Concept mapping is a collaborative learning technique that allows students working in groups a way of illustrating the connections that exist between terms or concepts covered in course material. The method is: 1. Students write terms from the course on a large piece of paper 2. Lines are drawn connecting individual terms to indicate the relationships between terms. Most of the terms in a concept map have multiple connections. 3. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information.

**Debates:**

The use of debates as an in-class teaching strategy that has the potential to heighten students' critical thinking and collaborative learning skills. Students undertaking a childhood studies degree had weekly debates that linked media represented topics to theoretical content from their current module. This module covered a range of theoretical and practical perspectives in relation to the child, family and society. Therefore, the topics of weekly debates included the changing nature of childhood, the diversity of family relationships, childhood obesity and the differing ways in which children are socialised. Data was collected using a card-sort andin-class structured interview questions. The study focused on accessing students' perspectives on the use of these weekly debates. The study found most students held differing,complex perspectives on either the benefit of enhancing collaborative learning or critical thinking skills. The findings suggest that fourteen of the sixteen students in this study

did not prefer the use of debates in comparison to other teaching strategies. This is because some students soughtmore structure in the use of in-class debates to enhance their theoretical understanding.

**Group Works**

Skills Gained through Group Work are working together equally and sharing workload, interpersonal relations and communication skills (socializing, interaction, speaking, expressing ideas, cooperation, sharing, listening to others, empathy and respecting), self-confidence, responsibility, researching and studying skills, leadership and critical and creative thinking skills.

Groups tend to learn through "discussion, clarification of ideas, and evaluation of other's ideas." Perhaps information that is discussed is **retained in long-term memory**. Research suggests that students who worked collaboratively on math computational problems earned significantly higher scores than those who worked alone. Plus, students who demonstrated lower levels of achievement improved when working in diverse groups.

**Learning Outcome: Identify classroom issues and find out solutions for them**

**Action Research**: **What Is Action Research?**

There are many ways to conduct research. Each of these ways is used in various professional fields, including psychology, sociology, social work, medicine, nursing, education and so on. However, the field of education often uses **action research**, an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behavior in the classroom.

Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Sure, there are all types of methods of teaching in the classroom, but action research works very well because the cycle offers opportunity for continued reflection. In all professional fields, the goal of action research is to improve processes. Action research is also beneficial in areas of teaching practice that need to be explored or settings in which continued improvement is the focus.

Action Research is a formative study of progress commonly practiced by teachers in schools. Basically an action research is a spiral process that includes problem investigation, taking action &amp; fact-finding about the result of action. It enables a teacher to adopt/craft most appropriate strategy within its own teaching environment. Action research is actually suitable for any person who wishes to improve his or her performance; or any group or organization who hopes for doing the same. As a matter of fact, action research is widely used in education, especially by teachers who use it to improve their teaching. Teachers from all over the world have employed action research as a part of their teaching and research. Obviously, action research well matches with education and benefits both teachers and students in their teaching and learning since it meets the need of education and enables continuity in research with its cyclic process. The suitability of action research to education reveals in its nature, characteristics, "circle within circle" process, etc. This article will look at all aspects concerning action research including definitions, advantages, steps, etc to see the importance and the benefits of action research to education.

( Give special focus on Action research in learning, Learners' issues. Problem solving)

## Action Research Proposal - Evaluation Rubric

### Introduction to the Study

| Introduction | 5 points |
|---|---|
| Provide a general overview of the proposal. | |
| Provide a clear direction for the action research. | |
| **Statement of the problem** | **5 points** |
| Describe some problem in K-12 education. Answer the question, "What is a concern in my practice?" | |
| Identify a concern that you can do something about, in relation to the quality of student learning. | |
| Select some aspect of your teaching or other work within the school that relates to what is important to you about students' learning. | |
| Demonstrate that the action research project will have direct relevance to your work in a school. | |
| **Purpose of the research** | **10 points** |
| Describe the motivation for improving your own situation or a situation that you have observed in your school. | |
| **Description of the innovation** | **5 points** |
| Describe the planned innovation or new method/technique that you believe will improve your own situation. | |
| **Goals of the innovation** | **10 points** |
| Describe the potential objectives and goals of the innovation. | |
| Describe how these goals are aligned with state/national curriculum standards. | |
| **Connections to educational standards** | **10 points** |
| Provide the educational or curriculum standards to which you are linking your plan for improvement. | |
| Provide standards for each curriculum area you involve in your plan. | |
| **Description of the school setting** | **5 points** |
| Describe the school setting in which the innovation will be applied. | |
| • demographics of students (e.g., ages, ability challenges); | |
| • classroom environment (e.g., resources, materials, limitations, subject); | |
| • other relevant contextual information (e.g., political or community influences). | |

**References**

[1] Bryman, A. & Bell, E. (2011) "Business Research Methods" 3rd edition, Oxford University Press

[2] Collis, J. & Hussey, R. (2003) "Business Research. A Practical Guide for Undergraduate and Graduate Students" 2nd edition, Palgrave Macmillan