A MODULE FOR
5-DAY ORIENTATION PROGRAMME IN ENGLISH
FOR PRIMARY TEACHERS

ODISHA PRIMARY EDUCATION PROGRAMME AUTHORITY
(OPEPA) BHUBANESWAR

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5-DAY ORIENTATION PROGRAMME FOR PRIMARY TEACHERS
ON EFFECTIVE USE OF THE NEW TEXTBOOKS IN ENGLISH

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INTRODUCTION

The teacher plays a crucial role in education. S/he is the pivot around whom the children’s education revolves: It is rightly, therefore, said that an education system is as good as its teachers (Proposed NPE 2016). RTE (Right to Education), therefore, lays great stress on teacher selection and capacity building. Countries like Finland and Germany have the best system of education because their teachers are highly competent. Realizing the important role of teachers in education, more money is spent on teachers’ capacity building by almost all the countries of the world. Teacher training institutes and courses are being updated. The pre-service training are redesigned and made more rigorous than before. The time span of B. Ed. course is extended from one year to two years. More and more 5-year integrated pre-service teacher training courses are being introduced. At the same time frequent short term in-service teacher training courses are conducted to update the knowledge and skill of practicing teachers. In a populous country like India, there is a need to provide in-service training to a great number of in-service teachers. The model selected for such orientation is the cascade model because only through this model, a great number of teachers can be oriented in a short time. Under this system, in our state, orientation is organized at three levels- state, district and block. The state level trainers train a specially selected group of teachers at the state level who, in turn, train groups of teachers at district level. The district level trained teachers finally train the teachers at the block level. The ultimate purpose of all the orientations at different levels is the capacity building of teachers at the grass root level, who will directly teach learners. Only if the quality of classroom teaching improves, there is meaning in all these orientations at different levels.

The problem of the cascade model is transmission loss. When the orientation moves downward from one level to the next, the transmission loss is more and when it reaches to the grass root level, the loss is still more. There is, therefore, heavy loss of time and money. All the exercises become futile. The transmission loss can be reduced, to some extent, by well prepared training materials and video lessons by the best teachers and teacher trainers.

For the first time last year ELTI was entrusted with the job of providing orientation to DRGs in ELE (English Language Education). To check transmission loss we have prepared this package of materials for all the trainers and teachers at the grass root level. The training at different levels will be based on this material and each of the teachers trained at the block level, numbering this time about 50,000 will get this package to keep with them to fall back on when there is a need.

The package, module or material was prepared keeping in mind the teachers at the grass root level, their problems and needs. The package, which was to be used at
orientations at three levels, is prepared following the principles of self-learning, learning by teachers on their own. This was done to lessen the pressure on the trainers or Resource Persons. The package had a permanent value as it would continue to produce results long after the training, a permanent source of reference for the classroom teachers. It was, therefore, in reality, a self-learning package for teachers teaching English at the primary level. It was, therefore, to be transacted by Resource Persons at Orientation Programmes at all the three levels. It was to be transacted following a self-learning, learner–centred and activity-oriented approach to teaching. The trainer, like the teacher in the classroom, played the role of a facilitator - minimum teaching/orientation by trainers and maximum learning by trainees.

Attempts were made to make the package comprehensive covering all the basic aspects of teaching English at the primary level. It had 24 units. Most of the units were designed following a common framework. Each unit had three major divisions - Pre-reading, While-reading and Post-reading, the heart, the soul and the brahma of the unit being the main text and the while-reading part. Four basic methods of teaching – BS (Brain Storming), VMDT (Visual Memory Development Techniques), Chain-drill and MT (Mental Talk) were used in almost all the units. Each unit had 8 tasks. The unit began with some pre-reading questions based on the text to motivate the participants / teachers to read the text (Task 1). This was followed by SR (silent reading) of the text-by the teacher participants (Task-2 which, in turn, followed by comprehension question on the text (Task 3). While task 1 came under Pre-reading, tasks 2 and 3 came under While-reading. The rest tasks from 4- 8 came under Post-reading. Task 4, the first task under Post-reading was devoted to VMDT, Task 5 and 6 were devoted to Chain-drill and MT respectively. While task 7 was devoted to writing, task 8, the last one, was devoted to plenary discussion.

Experiences from the District Level RPs’ Orientation and Orientation at the Block Level

ELTI trained about 200 teachers specially selected and sponsored by the District authorities. The orientation was based on the module prepared by the ELTI. While orienting, we also rigorously tested the prospective Resource Persons teaching skills and English language skills. More than 50% of the sponsored teachers lacked basic English language skills and teaching skills. Many of their English language skills were at the level of Class VII and VIII students, even worse. Some spelt ‘birth’ as ‘barth’ , ‘lesson’ as ‘lession’ , ‘road’ as ‘rode’ , ‘knife’ as ‘nife’ , ‘also’ as ‘allso’ , ‘tongue’ as ‘tounge’ . Many of them wrote , ‘I teaches.’ in place of ‘I teach.’ , ‘I appointed ‘ in place of ‘I was appointed’, we are come ‘ in place of ‘we come’ etc.

These experiences of ours got repeated when we trained four batches of Secondary School teachers to teach the “Bridge Course” to the Students of Adarsha Vidhlayas till regular teachers for the schools are appointed.

We failed to supervise training of primary teachers at the Block Level last year as we were engaged in preparation of English textbooks from class III to VIII. But our telephone numbers were there in the module. Hundred of teachers and Resource Persons contacted us during the orientation. From the questions and queries it was obvious that many of the lessons went above their heads and both in concepts and English language skills, they were found to be low-proficient.

Experiences from Preparing of English Textbooks
The ELTI was asked to prepare English Textbooks from Class III to Class VIII. The Textbooks were prepared on the principles of Education, Language Education and English Language Education stated in the module. As some of the textbooks are being used from the current year, we planned to devote some lessons and demonstrations on these textbooks.

All these experiences made us review the module. We informally revised the module at the ELTI focusing on drastic remediation, especially remediation of the teachers basic English, through the orientation. We planned to make the teachers do written tasks based on the lesson everyday followed by our correction and feedback. We planned to start our orientation with pre-test and end with a post-test. We also planned to reduce the three levels of cascade model into two. It was decided to train all the teachers directly at the ELTI, who are to teach at the block level, at least two to three teachers from each block. This will reduce the transmission loss to a great extent.

The Rourkela Experience

The revised module and the tried out sessions at Rourkela with two batches of 114 primary school teachers from Sundargarh District was organized from 18th April to 22 April 2017. The teachers those who joined the programme were specially selected and sponsored from the blocks to be trained to act as RPs at the block level in the district. The orientation programme was rigorous. Equally rigorous was the selection of RPs. Each day the trainees did writing tasks based on the lessons, the scripts were also corrected and feedback was also given. The trainees were advised not to repeat their mistakes. The results were very positive. The trainees got rid of their silly errors. The RPs were selected on the basis of the pre-test, four texts based on the writing tasks from the lessons were done each day and the post-test at the end. One very revealing experience was while many of the teachers who have worked as RPs before were found unsuitable and many who never worked as RPs before, found extremely suitable. A list of above 40 teachers, who were found suitable to be RPs was prepared.

Workshop for Revision of Module and Tryout

Based on our Rourkela experiences, a five day workshop was conducted at the ELTI, Bhubaneswar from 08 to 12 May 2017 to revise and re-write the present module. The module was tried out with two batches of trainees at the ELTI and necessary modifications were made.

For Teacher Trainees

You are fortunate to be a part of this programme which is based on the revised module. Even if you have already been trained on the previous module, you will find this programme interesting and useful. In many countries, in-service teacher training is now being made compulsory and self-financing. Teachers have to take their own leave and pay for it. You are lucky that the government is giving you leave and paying for your expenses. Therefore, make good use of the time and the programme.

The module, though expected to be transacted through RPs, is a self-learning package. Mostly you have to read the text, answer the questions and do the tasks on your own. The RPs will act as facilitators. The orientation, as stated before, will help you provide content knowledge, teaching skills and English language skills. The content knowledge will come from the theme of the lessons, the teaching skills will come from the process the lessons are transacted following a learner-centred approach and your
English language skills will improve by doing the writing tasks provided under each lesson like the work book activities of learners. The writing activities will help you self-test your English language skills, self-correct your scripts with the help of the answers provided at the end of the module and you are to provide self-feedback to yourself. As the lessons of the module are designed like the lessons in the new English textbooks, transacting the module will help you handle the textbook better helping your learners learn on their own way the way you learned during the orientation.

The orientation does not end with the end of 5 days, the orientation time. The orientation is like a snowball game. Children in the cold countries make a small ball of snow and then push it down the hill. The small snowball gets bigger and bigger as it glides down the hill on snow.

Notes for the Resource Persons

You are a special teacher which is why you are selected as a Resource Person (RP) to train you colleagues. You are expected to bring about positive changes around you. Your immediate job is to act as Resource Person at the block level teacher orientation programme. Equip yourself for the task by doing the following.

Before Orientation

Get yourself acquainted with all the English textbooks from class –III to VIII, especially the new ones. Read all the instructions meant for the teacher.

Read the Module thoroughly. If you have any doubt at any point, please contact us.

Prepare yourself to take a demo class on any lesson from the textbooks.

Read the other two books- Pre-primer Activities and the Blackboard Text. You can also take a demo lesson from the Blackboard Text.

During Orientation

Understand your Resource Persons -friends and work as a team. Divide among yourselves the lessons to be taught and prepare accordingly.

Be present while one of your friends is teaching and help him / her if there is a need.

After Orientation

Be a reference point for the teachers you have trained, afterwards. Carry on the changes being an agent of change for the rest of your life. The ELTI is interested in your professional growth as it plans to select and grow a special brand of English teachers in the state.

N.B:

For any quarry / feedbacks and suggestions, please contact us:

Through the phone number -0674 -2301871
Or use the numbers given against the names of the writers.

You can contact us through our email ID- eltibbsr@gmail.com
You can go to our website – eltiodisha.nic.in
LESSON-1

LEARN TO TEACH

I

Let’s introduce ourselves through a chain-drill.

| I’m _______________________. (Teacher’s name) |
| I’m from _____________________. (Name of school) |
| What about you? (The teacher asks this to his/her colleague who is sitting next.) |

II

Write a small paragraph about yourself.

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

Examine your paragraph (writing) keeping in mind the points under the following heads.

Layout

➢ Is your layout alright? Your margin? Does it look like a paragraph in a printed page?
➢ Is your handwriting legible?
➢ Are the lines symmetrical, in straight lines?

Theme/ Content
Language is always used in a context. This writing has also a context. The context is teacher orientation. Did your theme suit the context? Did your theme relate to the orientation? Did you write about your qualification, training and things related to your context of your teaching? Or did very personal information - your age, name of your father, mother etc.? Are the information presented in order – which first, which next, which at the end?

Process Involved

Did you follow the steps while writing! Think> Write> revise> rewrite (if necessary)?

OR

Did you write in a hurry without going through these steps?

Grammatical Errors

Check you have committed some of the following types of errors?

Peer Correction

It is always difficult to find one’s own errors. Why not peer correct? Give your script to your friend and take his/her script to correct.

Rewrite the paragraph – an improved version.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Now, do you find the difference between your 1\textsuperscript{st} and the 2\textsuperscript{nd} paragraphs?

III

The Paradoxes of Teaching

As teachers we teach, ask questions and correct errors. But nobody these days likes to be taught, questioned and likes to his/her errors corrected by other/s. No wonder, therefore, teachers are not liked these days. Then, should we teachers stop
teaching, asking questions and correcting errors of our learners? No we have to teach without appearing to each, ask questions without appearing to ask questions and correct errors without appearing to correct errors. If we can do this, we can be successful teachers. The best way to get rid of the negative aspect of teaching is to adopt a learning mode. Be a learner and teacher at the same time. This is more true of we English teachers these days in view of our low-proficiency in English.

**See the mirror – The Teachers’ English**

These are some of the samples of teachers’ English collected from teachers’ scripts over last two years.

Sample -1

![Sample 1 Image](image1)

Sample -2

![Sample 2 Image](image2)
Why this sorry state?

Causes are many which can be grouped under two heads.

a. **Certificate /Marks does not certify skills**

   Currently the link between skill and certificate / mark is missing. One can get high qualification and mark without having the corresponding skill. One can have the very high qualification of PhD in English but without having the basic English language skills, for example. Given below is a sample of a teacher who has done PhD on the English poet, John Keats.

   Sample:

   ![Sample Image]

   See her English, even her handwriting and she had worked as an RP to train other teachers before this programme, at the district level, maybe, by virtue of her qualification.

   Some teachers having the qualification of B.Ed , write B.E.D and Bed., and teachers having the qualification of M.Phil as M.Phill. It is because of carelessness of because they...
do not know how to write the names of these degrees? There was a time in Odisha, even now in other states, the private teacher training schools/colleges literally sold certificates. Many of these teachers now act as heads of schools. There was one such private CT school in my locality in Mayurbhanj, the products of the school now run most of the schools in my locality and, therefore, the education in my locality has virtually stopped.

The low-proficient teachers produce low-proficient learners and the low-proficient learners become teachers to produce still very low-proficient learners and the vicious circle continues.

b. Skill-degradation while teaching

Teachers are expected to improve their skills (English teachers' their English language skills) while teaching – which is why they are given increment at the end of every year. But unfortunately their skill deteriorates while teaching. They get increment without increasing their skills. Their 20 years of experience is one year repeated 20 times. But why does this happen? The causes are many. Some of them are:

(i) Currently non-academic activities (mid-day meal, for example) and pseudo-academic activities like meaningless rituals of lesson planning, CCE tasks etc.) have elbowed out real academic work.

(ii) Teachers do not prepare for classes and not teach the way a lesson should be taught. They follow the method of reading aloud a text followed by explanation (ulu ulu ulu method) which needs no preparation on the part of the teacher and no participation by students.

(iii) The teachers of government schools have stopped giving writing tasks to students (provided as post-reading activities in the textbook) and correcting / giving feedback.

(iv) Use of cheap help books (bazaar notes) both by students and teachers has reduced learning to cramming – mug up and vomit.

(v) Rituals like frequent teachers' orientations hardly helps teachers to grow academically which has boiled down to spending and keeping accounts through providing utilization certificates.

Is it possible to revise this trend, especially to improve the English Language Skills of teachers through short in-service Orientation?

Yes, this is possible to some extent. We have been at the ELTI experimenting this for the last two years and have trained about 15 batches of teachers with moderate success. This was possible due to the cooperation of the trainees, the hard work of the trainers, the material and the method, first time in the history of ELTI in India. And the success was unimaginable. One should see to believe. We provide below the
sample of a trainee’s script of 1st day and the last day of a 5-day orientation programme. There is a sea-change. Compare your first paragraph with your second paragraph. You might have also experienced this from your 2nd writing activity—“About Me”. You can mark your own progress. You can just see the scripts of the same teacher.

Sample -1 (Writing at the beginning of the programme)
To conclude, this kind of short-term effort has to be followed up by teachers making learning a continuous process on a long-term basis. This aspect will be dealt with in our last lesson.

**WORDS USUALLY MIS-SPELT BY TEACHERS**

<table>
<thead>
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<th>Sl. No.</th>
<th>Right Word</th>
<th>Wrong Word</th>
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<td>Career</td>
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<tr>
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<td>I am fond of teaching English.</td>
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<tr>
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<td>They able to know about the alphabet.</td>
<td>They are/were able to know about the alphabet.</td>
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<td>On 23.08.2016, I have taken an English class.</td>
<td>On 23.08.2016, I gave / delivered an English class.</td>
<td></td>
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<td>I had taken an English class of Class-III yesterday.</td>
<td>I gave / delivered an English class of class-III yesterday.</td>
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<td>I am teaching in class four and five of my school.</td>
<td>I teach English in class four and five of my school.</td>
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<td>My educational is +2 CT from................................</td>
<td>My educational qualification is ................................</td>
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<tr>
<td>8</td>
<td>I appointed as SS Teacher ....................................</td>
<td>I was appointed as an Asst. teacher ..........................</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>I regularised in 2009.</td>
<td>I was regularised in ...........................................</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I teaches English.</td>
<td>I teach English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I always punctual.</td>
<td>I am always punctual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The students are unable to read the chapter.</td>
<td>The students are unable to read the chapter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>My dream of teaching is to make children learnt English easily.</td>
<td>My dream of teaching is to make children learn English easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Must of them given answer to the question.</td>
<td>Most of them have given answers to the questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I am working as a assistant teacher.</td>
<td>I am working as an assistant teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>They could not able to recognize the word.</td>
<td>They could not recognise the word.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I have attained as a BRG and also DRG.</td>
<td>I have attended training as a BRG...................................</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>While I was teaching most of my students activitely participate in ................................</td>
<td>While I was teaching, most of my students actively participated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>All the students are belong to tribal area .</td>
<td>All the students belong to a tribal area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>They always want to spent most of their time with me.</td>
<td>They always want to spend most of their time with me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Most of the learners were followed me and recite the poem with action.</td>
<td>Most of the learners followed me and recited the poem with action.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I faced difficulty to divide it into SGPs.
I have completed my post graduation in English and Education.
I have also taken ELT Orientation.
My last English class was on “Virtue”.

LESSON-2
PHASES OF A LESSON: PRE-READING, WHILE-READING AND POST-READING

I.
A lesson, be it language, Social Science or Science, normally has three phases: Pre-reading, While-reading and Post-reading. Have you heard about the three phases of a lesson before? Which of these three is most important? Do you find such divisions in your current English Textbooks? Is the three-fold division confined to language teaching only?

II

Text

- SGP-1

Read paragraphs 1and 2 silently and answer the questions that follow.

1. Usually, for better learning, a text/lesson from a textbook (anthology-collection of prose, poem, stories...) is divided into three sections- Pre-reading, While-reading and Post-reading. Currently most of the language textbooks are prepared that way.

2. Through Pre-reading activity, the teacher introduces the text/lesson to the students before they read it. The primary purpose of this activity is to motivate the learners to read the text. The pre-reading is also differently named as Introduction, Lead-in, Warm-up etc. A lesson can be introduced in many ways – showing a picture, narrating an incident or experience telling a story, referring to recent news, brainstorming through the title of the lesson, telling a joke, posing a riddle etc. But the theme of the text will tell which of them is appropriate for the lesson. Only thorough and critical understanding of the text can help one to select an appropriate pre-reading activity. It should be brief, bit indirect, interesting and hit the main theme of the text. If the selection is inappropriate; instead of motivating, it may demotivate or even mislead the learners. Therefore, if one fails to get an appropriate activity, it is better to start with no introduction. Teacher straightway declares, “To-day we’ll read a lesson which is about “.............”. This pre-reading should take four to five minutes.
Comprehension Questions:
1. What are the three stages of a reading lesson?
2. What is the main objective of pre-reading?
3. What are three important features of a good pre-reading activity?
4. What are some of the important ways of introducing a lesson?
5. What are other names of pre-reading?
6. What are the three stages of a reading lesson?

SGP-2

Read paragraph 3 silently and answer the questions that follow.

While -reading

3. This is a very important phase of teaching a lesson. As the name suggests, learners learn to read the text critically at this phase. They learn to interact with the writer through the text. They communicate with the writer through reading the writing in the absence of the writer. This kind of reading is called ‘Interactive Reading’. In the case of teaching English in our context, it should start from class six onwards moving from simple interaction to complex ones. At while-reading stage students are expected to develop a good number of reading skills. The learners understand the facts, comprehend the passage as a whole, predict what will happen next, guess the meaning of difficult words from the context and go through a text and locate specific information quickly. Further, the learners know the tone and mood of the writer, infer new information based on the facts available in the text applying their power to think. Learners are expected to give their opinion, feeling and reaction on what they read. They can also acquire general knowledge and basic grammar like punctuation, subject verb agreement etc.

4. At this stage learners read the text silently. Teacher asks students to read a part of the text silently. Next the teacher asks different kinds of comprehension questions to test/develop all the skills and sub-skills of reading. Students are allowed to consult their text, locate the facts/information at the time of answering. There is a lot of verbal interaction between the teacher and students, between the students and students. The class literally boils like rice boiling in a pot.

5. The whole text is divided into some SGPs (Sense Group Paragraphs). Each SGP is read silently by students followed by teacher’s questions and discussion. This is the most important phase of a lesson as the post-reading stage depends on this phase. But in current practice, very little happens at this stage; the teacher reads aloud a paragraph, then explains, learners only listen or pretends to listen.

Comprehension Questions:
1. List the skills and sub-skills of reading the learners are expected to develop at this phase.
2. Who does the reader communicate with while reading silently?
3. What is interactive reading?
4. What is the best way of getting the meaning of a difficult word in a text?
5. Why is it the most important phase?

- **SGP-3**

Read paragraph 4 and 5 silently and answer the questions that follow.

**Post-Reading Activities**

6. Learning does not happen at one go. It takes place through different phases of a reading lesson. Pre-reading creates motivation for learning, sustains it all through while-reading and facilitates maximum comprehension, and post-reading part provides scopes for better comprehension and development of other language skills (listening, speaking and writing) and language items like vocabulary, grammar and usage etc. A variety of post-reading activities are normally provided which naturally spring from the text. Generally these activities start with comprehension activities, followed by listening, speaking, vocabulary and grammar activities, finally ending with writing activities. Writing activities usually come at the end for two reasons: first, writing is comparatively a difficult task; second, previous post-reading activities prepare ground for writing activities. The basic difference between while and post-reading activities is that while the while-reading activities are done verbally in the classroom, most of the post-reading activities involve some kind of writing and given as home task. In textbooks meant for English medium schools (CBSE or ICSE), these post-reading activities are provided in the Work Book.

7. Currently learners learn mainly through activities, which is why post-reading activities form a major part of any textbook. But these activities are to be learner-friendly or, in other words, be interesting and enjoyable for the learners. While doing these activities, learners get so much involved and absorbed that learning takes place, the learners being unaware of the fact that they are learning. Doing these activities for them becomes the main product and learning comes as byproduct. Language learning, therefore, comes close to language acquisition. Children acquire language through its use in contexts. They put the language to different uses: to play, to get things done or even to quarrel among themselves. Most of the things in the world are new to them and they have to understand all these new things all around them. They ask questions to seek explanations from those who are close to them. This is what happens while students do the tasks/activities during the post-reading stage. They acquire/learn language through use. And language learning becomes a by-product of all these activities. This post-reading class is in fact learner-centred and activity-oriented class. Learners learn best when learning comes as a by-product.

- **Comprehension Questions:**
  1. Why is this stage named as post-reading?
  2. List some of the post-reading activities.
  3. Which of these post-reading activities are usually done at the end? Why?
  4. What is in focus at this stage-learning or doing the activities?
     Which is the main product?
**Post-reading**

1. **VMDT:** Whole: stages of a lesson, other names of pre-reading (introduction, lead-in etc.)
   
   Part: (SGP-2) Interactive reading, guess, predict, general knowledge etc.

2. **Chain –Drill:** Do the following chain-drill.
   
   “Readers interact with the writer through the text in his absence.”

3. **Mental Talk:** Mentally talk the following sentence many times.
   
   “We talk to the writer in his absence through his writing.”

4. **Writing Task:** Self-test, Self-correct, Self-feedback
   
   (a) Answer the following questions- each question in one sentence.
   
   [Tips: You can get half of the answer from the question and half from the text. For example: “What is an SGP based on?” Ans: “An SGP is based on a single theme or a central idea.” (We can get the rest part from the question.) The tense form of the questions and answers is to be in present tense, for example.]
   
   Answer in good hand as shown in example.
   
   1. How many stages are there in a lesson?
      
      There are _____________________________________________
   
   2. What are they?
      
      They are _____________________________________________
   
   3. What is the main objective of pre-reading?
      
      The main objective of _______________________________________ 
   
   4. What are the important features of a good pre-reading activity?
      
      The important features of a ______________________________________
   
   5. What is interactive reading?
      
      While ........................................... silently, reader talks/communicates with ............. through the ........... in the ......................................................
      
      This is ________________________________________________
   
   6. Where do post-reading activities spring from?
      
      Post-reading activities _______________________________________

   (b) Given below is a note on the lesson in the form of a diagram. Complete it.

   **Phases of a lesson**

   1. Pre-reading    2. ___________________________    3. ___________________________
Write a paragraph using the facts/information from the diagram.

The lesson title is _________________________________

The reading lesson has three ______________. They are____________________________, _______________________, and ___________________________. The objectives of pre-reading stage are _______________________ and________________________ . At while-reading stage the learners_____________________________________. Post-reading part is devoted to activities for _________________________________

(c) Read the diagram below and write a small paragraph on it.

Pre-reading ———> While-reading ———> Post-reading

In a reading lesson pre-reading comes first. The second_______________________________________________________

_______________________________________________________

(d) Match the phases of a lesson under ‘A’ with their objectives under ‘B’. Then write a small paragraph using them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>Comprehension of the text, interaction with the writer</td>
</tr>
<tr>
<td>While-reading</td>
<td>better comprehension, development of language skills</td>
</tr>
<tr>
<td>Post-reading</td>
<td>motivation, introduction</td>
</tr>
</tbody>
</table>

Paragraph:  

The objectives of pre-reading stage are ______________________________________

_______________________________________________________

Let us think/do:

Pick up a new textbook of English currently published and see how each lesson is divided into different phases and think about their rationales.
LESSON-3
FOUR BASIC TECHNIQUES OF TEACHING

I

Pre-reading

• Brainstorm on Chain-drill, VMDT, MT and BS. Have you heard these names before? If yes, do you use them in your day to day teaching? Are these techniques used only for teaching language or teaching all subjects?

II

While-reading

Text

• SGP-1

• Read the first paragraph silently and answer the questions that follow.

1 Brainstorming (BS)

Brain is the centre of learning. No learning can take place without brain. But unfortunately, our current teaching/learning system bypasses the brain. Students mug up without understanding. So, we have to frequently use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example ‘rain’ on the BB and ask our learners to come up with words that relate to the word ‘rain’ like—storm, umbrella, flood, mud—etc. Similarly, we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our everyday teaching.

• Comprehension Questions:
  1. What is this paragraph about?
  2. Why should we frequently use Brain Storming method?
  3. How can it be done?
  4. How is Brain Storming useful for introducing a topic?
5. Why is our education often called a by-pass education?

- **SGP-2**
- Read the second paragraph silently and answer the questions that follow.

2 **Visual Memory Development Technique (VMDT)**

Whatever we see, gets photographed by our eyes (camera) and stored in our brains (super computers). Like a stored photograph in a computer, we can see them at our will. This is the root of human knowledge and learning. The question is ‘Can this be used in teaching /learning in our schools?’ Is it possible to take the photographs of what we read through our eye-cameras and store them in our memory and recall at the time of need? This is possible through VMDT. Suppose it is class 1. The book has a page for picture reading. Teacher asks the students to take a picture of the page in their eye-cameras, close their eyes and put their index fingers on the picture s/he names. Then students open their eyes and verify. In higher classes, students read a poem on ‘Pets’. Teacher asks them to take the photograph of the poem, close their eyes and put their fingers on ‘parrot’, ‘dog’ .......................... Children will enjoy the activity and at the same time it will develop their visual memory.

- **Comprehension Questions :**
  1. Why is visual memory very important for humans?
  2. Can it be done in our classrooms for developing our children’s visual memory? How?
  3. Suggest some ways for developing this visual memory in our children?
  4. Is it possible to develop visual memory of students who have not learned how to read and write? (clue: through pictures)

- **SGP-3**
- Read paragraphs-3 and 4 silently and answer the questions that follow.

**Mental Talk**

3. Language is a highly complex phenomenon. It has few rules but hundreds of exceptions. If this is the case, how do children master their mother tongue so easily and so quickly? This is primarily because all humans talk mentally most of the time which they are not aware of. Our mental talk is hundred times more than our verbal talk. This mental talk, linguists, especially psycholinguists, say help us master our mother tongue. Normally, when we mentally talk and we talk in our mother tongue but in such subtle ways that we do not know whether we think or use language. The question is, ’Can we use mental talk to learn 2nd language English, for example? ‘Yes this is possible by constant conscious practice which ultimately becomes a habit.

4. Our students can be encouraged to mentally talk in English. We ask them to mentally repeat lines from a poem they have already read or a dialogue they have practised to start with. We feel inhibited to talk in English for two reasons: First, we are
afraid of going wrong and second, we feel other may think us to be proud and haughty if we talk in English instead of talking in our mother tongue. But if we talk in English mentally, these inhibitions do not work.

- **Comprehension Questions:**
  1. What is mental talk?
  2. Why is it so important?
  3. How can we help our learners mentally talk in English?

- **SGP-4**
- Read the last paragraph silently and answer the questions that follow.

**Chain-Drill**

5 Chain-drill is an oral practice of a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order. It is usually done at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, “I’m ___________. I am from _________________. What about you?” Chain-drill has the advantage of making everyone in a class speak something with confidence. Chain-drill also makes learners talk mentally as each one mentally utters the utterance many a time as a kind of preparation till one’s turn comes. Chain-drills are good for developing speaking skills in English.

- **Comprehension Questions:**
  1. What is chain-drill? How is it done?
  2. When is chain-drill done?
  3. What are the advantages of chain-drill?
  4. Which of the above four techniques you knew before and which are new to you?
  6. Which one of these methods helps us prepare ground for writing essays?
  7. What inhibits us from talking in English?
  8. Which of the four methods you like most? Give reasons.
  9. Can these methods be used to teach subjects other than language? Think how.

---

**Post-reading**

1 **VMDT:** Whole: (in which paragraph) VMDT, Mental Talk, Chain-drill, Brain Storming, picture-reading, conscious practice, photograph  
Part: (Paragraph-2) computer, VMDT, eye-camera, picture reading, enjoy the activity
Chain –Drill: Do the following chain-drill.
“Brain is the centre for all learning.”

Mental Talk: Mentally talk the following sentence many times.
“Our eyes are like cameras and brains are like super computers.”

Writing Tasks: Self-test, self-correction (looking at the answers provided) and provide appropriate feedback to yourself
(a) Answer the following questions- each question in one sentence. [Tips: You can get half of the answer from the questions and half from the text. For example: “What is paragraph-2 about?” Ans: “Paragraph-2 is about……………… (We can get the rest part from the question.)” Visual Memory Development Technique.” The tense form of the questions and answers is to be the same, for example.] Answer in good hand as shown in example.

1. What is the name of the topic?  
   The name of the topic

2. What is the name of the first method?  
   The name of the

3. What is the full form of VMDT?  
   The full form of VMDT

(b) Given below is a note on the lesson in the form of a diagram. See the diagram and transfer the information into a paragraph following the suggestions.

Four Basic Methods

| Brainstorming | VMDT | 

The name of the topic is _______________________________________________________.

The first SGP is about “__________________________________________________

The ______________________________________________________________

(While the second SGP is about__________________________________________, the third SGP is about __________________________.)

Let us think:
• How can these methods be used while teaching a lesson from your text book?
The above stated four methods have been incorporated in the new text books which have been published recently. You can go through the texts and see how and where these methods are used to help learners develop their language skills and see how you can help your students do these activities.

LESSON-4

EDUCATION, LANGUAGE EDUCATION AND ENGLISH LANGUAGE EDUCATION

Pre-reading

Look at the title of the text. How are these three related? How are they similar? How are they different?

While-reading

Text

• SGP-1
  • Read paragraphs -1 and 2 silently and answer the questions that follow.

Introduction

1 Our course is about English Language Education. But in order to understand English Language Education, we should know what language Education is and in order to understand what Language Education is, we should know what Education is. We should know how they are related, how they are similar and how they are different?

Language vs. other subjects of study

2 For our understanding, all the subjects of study that come under Education can broadly be divided under two heads: Language and Non-language - other subjects of study (History, Geography, and Science etc.). Under language, in our context in Odisha, comes Odia, Hindi, Sanskrit, English, Tribal Languages, etc. While language is more skill-based, other subjects are more information-based. Learning a language is similar to swimming and riding a bicycle. We learn swimming by swimming and not by reading information about how to swim. Information helps but more important thing is its practice and use. Similarly, a language can be learned better by practice and use, not by learning about language.

Comprehension Questions:

1. What should we know to understand language education?
2. How can we broadly divide all subjects of study that come under education?
3. How is learning of language different from learning of other subjects?
4. How can a language be learned better?
5. Which is nearer to English Language Education - Education or language Education?

• SGP-2
• Read paragraphs -3 and 4 silently and answer the questions that follow.

1st Language, 2nd Language and Foreign Language
3 Some of us tend to term languages we learn as first, second, third, fourth and so on as one learns languages in that order. But for teaching purposes languages are divided into three categories: 1st language, 2nd language and foreign languages. Mother tongue is the language of one’s home. A child acquires it as a part of his/her growing up. A child knows how to listen and speak in his/her mother tongue before s/he comes to school. Often mother tongue is called 1st language as a child learns it first. S/he understands the world through his/her 1st language. Therefore, it influences learning of any other languages that he/she learns later. 2nd language is the language that a child learns in schools or picks up from environment. The 2nd language exists in the classroom. It also exists in the society/environment outside the classroom. But it is not the language of home.
4 In our context in Odisha, for most of us Odia is our mother tongue. It is used at most of our homes. For most of us it is the 1st language. Hindi and English are our 2nd languages. They are available in our classroom. They are also available, to some extent, in our environment. But German, French, etc. are, for us, foreign languages. They are confined to the classroom where they are taught and not in the environment. Thus in case of a child, there can only be one mother tongue or the 1st language. But there can be one or more than one 2nd or foreign languages. For Odia learners, the 2nd languages are Hindi, Sanskrit, Bengali and English. As these languages are, to some extent, available in our environment, there are chances of acquiring them from the environment. English is our 2nd language because it is available in our environment and we tend to pick up some English from the environment and this environment includes English books, English newspaper, signboard and road instructions in English. There is a lot of English written in wrappers/ covers of a lot of items that we buy every day.

• Comprehension Questions:
  1. What are these two paragraphs about?
  2. How many categories are languages divided into?
  3. Why is mother tongue called the first language of a child?
  4. How is foreign language different from 1st and 2nd language?
  5. How is a second language different from a foreign language?

• SGP-3
• Read paragraphs -5 and 6 silently and answer the questions that follow.

Learning one Language Helps Learning Other Languages
5 Languages of the world are about 80% similar. Most of the grammatical items like nouns, verbs, prepositions etc. are present in all languages. The way languages are structured is also similar; alphabet, words, phrases, sentences, and paragraphs in written languages, for example. This is also true of speech. The process and skills of language like listening, speaking, reading and writing are also similar in all languages. The similarities
are primarily due to the fact that the origin and the objectives of all languages are same. Languages are products of human brains and are used for communication. What implication does this have for language education?

6. Learning of one language will help learning of other languages. Learning one language in a systematic way lays the foundation for learning other languages. The language skills, especially, reading and writing developed in one language get transferred to other languages read subsequently. If this is the case, the easiest language to learn first is the mother tongue of the learner. It is, therefore, wise and advisable to learn one’s mother tongue first and learn it well before learning other languages. In our case, therefore, we should learn Odia first and learn it well before learning English or other languages. But unfortunately, many of our students study English first in English medium schools and in Odia medium schools English is introduced early before our learners have studied well their mother tongues.

- Comprehension Questions:
  1. What is this SGP about?
  2. How are all languages similar?
  3. Which language is easy to learn? Why?
  4. Why are our Odia students poor in Odia language skills?

III

VMDT: Whole text: Finger on section heads, practice and use, 2nd language exists in the classroom
Section-SGP-3, learning Odia first, poor in Odia and therefore poor in English

Chain –Drill: Do the following chain-drills.
“English language education is a part of language education.” “Language education is a part of education.” “Learning mother tongue helps learning other languages.”

Mental Talk: Mentally talk the following sentences many times.
“Should I send my children to English medium schools? I have to think twice before sending them.”

Writing Tasks:
(a) Answer the following questions- each question in one sentence.
[Tips: You can get half of the answer from the question and half from the text. For example: “What is paragraph-2 about?” Ans: “Paragraph-2 is about...................(We can get the rest part from the text.) “Language vs other subjects of study.” The tense form of the questions and answers is to be same(for example) .]
Answer in good hand as shown in example.
1. How many categories are languages divided into?
   Languages are divided into

2. What are they?
   They are

3. How is learning of language different from learning of other subjects?

4. Which language is easy to learn?

(b) Given below is a note on the lesson in the form of a diagram. See the diagram and transfer the information into a paragraph following the suggestions.

‘Education, Language Education and English Language Education’

Introduction: Lg vs other subjects 1st lg, 2nd lg, Fgn lg lrng a lg helps lrng other lgs

The name of the topic is ________________________________________________

The first paragraph is about____________________________________________
The ______________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

(c) See the picture below and complete sentence based on the picture.

Language Education is within Education and ______________________________

____________________________________________________________

___________________________________________

___________________________________________

Education
Language Education
English language Education
(d) First match ‘A’ with ‘B’ and then write three sentences. One is done for you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>First language</td>
<td>exists only in classroom</td>
</tr>
<tr>
<td>Second language</td>
<td>mother tongue</td>
</tr>
<tr>
<td>Foreign language</td>
<td>exists both in the classroom and in the environment</td>
</tr>
</tbody>
</table>

1. Foreign language exists in the classroom.
2. _____________________________________________
3. _____________________________________________

Let us think:
1. The medium of instruction should be the mother tongue of the learner
2. Mother tongue should be used in English classroom.
3. Our learners know some English before they learn English.
4. Teaching grammar teaches more about language than language.
5. Multilingualism is preferred to monolingualism.
LESSON-5
LEARNER-CENTRED AND ACTIVITY-ORIENTED EDUCATION

<table>
<thead>
<tr>
<th>Pre-reading Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you heard about learner-centred education? How many years back? Where?</td>
</tr>
<tr>
<td>2. Have you heard about activity-oriented teaching? How many years back? From whom? Where?</td>
</tr>
<tr>
<td>3. Are these two related? How?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the last 50 years there have been many changes/developments in education; the most important being learner-centred and activity-oriented classroom. These two are closely related as the best way to make a class learner-centred is to make it activity-oriented. Although the focus is on classroom and classroom activities, every aspect of teaching/learning system such as curriculum textbook, teaching methods, evaluation etc. is to facilitate learner-centred and activity-oriented learning. And it is a proven fact that the more a classroom is made learner-centred and activity-oriented, the better the learning outcome is.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the two most important changes in education during the last 50 years?</td>
</tr>
<tr>
<td>2. How are these two related?</td>
</tr>
<tr>
<td>3. List three important aspects of a learner-centred class-room?</td>
</tr>
<tr>
<td>4. Besides classroom, what other aspects of teaching/learning system are to be made learner-centred?</td>
</tr>
<tr>
<td>5. What has been already proved?</td>
</tr>
<tr>
<td>6.</td>
</tr>
</tbody>
</table>
2. A Comparison of the Aspects with Regard to the Two Approaches: Learner-centred and Teacher-centred Approaches

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Learner-Centred Activity-Oriented Education</th>
<th>Teacher-Centred, Lecture-Oriented Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>• Movable furniture</td>
<td>• Immovable furniture</td>
</tr>
<tr>
<td></td>
<td>• Teacher can reach close to every learner</td>
<td>• Crowded classroom</td>
</tr>
<tr>
<td></td>
<td>• Teacher moves around</td>
<td>• Teacher cannot reach individual learner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher always remains in teacher.</td>
</tr>
<tr>
<td>Teacher</td>
<td>• Active, moves around</td>
<td>• Fixed to teachers space</td>
</tr>
<tr>
<td></td>
<td>• Talks less</td>
<td>• Talks more, lectures, explains</td>
</tr>
<tr>
<td></td>
<td>• Makes learners work more</td>
<td>• Makes learners work less.</td>
</tr>
<tr>
<td></td>
<td>• Acts as facilitator</td>
<td>• Acts as dictator.</td>
</tr>
<tr>
<td></td>
<td>• Promotes self-learning</td>
<td>• Promotes learning for teacher only.</td>
</tr>
<tr>
<td>Learners</td>
<td>• Learn mostly on their own</td>
<td>• Learn from teacher only</td>
</tr>
<tr>
<td></td>
<td>• Play active role</td>
<td>• Play passive role</td>
</tr>
<tr>
<td></td>
<td>• Make positive noise needed for learning</td>
<td>• No noise</td>
</tr>
<tr>
<td>Curriculum</td>
<td>• Prepared keeping in view the learner's age, interest, previous learning, level, ...</td>
<td>• Prepared on the basis of the curriculum designer's view and his/her view of the learners which may not be true</td>
</tr>
<tr>
<td></td>
<td>• Less heavy curriculum</td>
<td>• Heavy curriculum</td>
</tr>
<tr>
<td>Textbook</td>
<td>• Prepared like the curriculum keeping learners at the centre</td>
<td>• Textbook writers decide the materials</td>
</tr>
<tr>
<td></td>
<td>• Text followed by interesting learner-friendly activities</td>
<td>• Difficult and uninteresting texts and activities</td>
</tr>
<tr>
<td></td>
<td>• Tried out with real learners before publication</td>
<td>• Not tried out</td>
</tr>
<tr>
<td>Method</td>
<td>• Learner-centred, activities</td>
<td>• Lecture, teacher talk</td>
</tr>
<tr>
<td></td>
<td>• Individual, pair, group work</td>
<td>• Explanation by teacher only</td>
</tr>
</tbody>
</table>
While the new approach to handling a lesson (as it is done in our new textbooks) is based on this learner-centred and activity-oriented approach to learning/teaching, the approach we traditionally follow is teacher-centred.

- **Comprehension Questions:**
  1. Out of seven aspects, which one do you think, is the most important?
  2. Out of the seven aspects stated, on which aspect does the teacher have more control?
  3. Are we really moving from teacher-centred to learner-centred teaching? How?

III

**Post-reading**

1. **VMDT:**
   (i) Whole Text: Place your finger on different aspects of learner-centred class.
   (ii) On important points in different columns of aspects

2. **Chain-drill:** “The more a class is learner-centred, the better is the outcome.”

3. **Mental Talk (MT):** “In learner-centred teaching learners mostly learn on their own.”

4. **Writing Tasks: Self-test, Self-correct, Self-feedback**
   (a) Answer the following questions- each question in one sentence.
   1. During the last 50 years what are the most important changes in education?
      The two most important changes in education

      2. How are the two related?

      3. Out of seven aspects, which one do you think, is the most important?
         --------------------------------------------------------------------------------------------------
4. Out of seven aspects, over which one has the teacher more control?

(b) See how a paragraph is written comparing the facts under learner-centred and teacher-centred education under the head “Classroom”. Following the example, write a paragraph on ‘Learners’.

Example: ‘Classroom’

While the learner-centred classroom has movable furniture, the teacher-centred classroom has immovable furniture. In a learner-centred classroom, a teacher can reach close to the learners. But in a teacher-centred classroom, the class is crowded and the teacher cannot reach individual learners. While in a learner-centred class a teacher moves around, in a teacher-centred class the teacher remains at teacher’s place.

Now complete the sentences.

Learners:

While in ____________

In a ____________

In a teacher-centred ____________

But in a ____________

While in ____________

In a teacher-centred class there is little ____________

(c) Write a paragraph summing up the table in SGP-2.

The table is about comparison of ____________.

It has seven _____________. The first aspect is about ____________.

The fourth aspect is devoted to curriculum. The fifth ____________.

While the sixth aspect is devoted to _____________. The seventh ____________.

Let us think:

- “A forty-five minute class is help or hindrance for learner-centred and activity – oriented teaching?”

- “If textbooks are based on teacher-centred approach, what can a teacher do? Can s/he make these textbooks learner-centred to some extent?”
My Experience in England

From the very first day in England I felt terribly lonely and had culture shocks. I told this to my supervisor and expressed my desire to have company of some friends. My supervisor said, ‘You are the only person in your course this year. So you cannot have classmates. But I will do something for you. You can come and sit in my classes that I run for teachers doing Diploma in Multicultural Education. Why not from tomorrow?’ At 10.30 AM, tomorrow they have a class in this room. He said, ‘You come and sit with them. But I will not be there. One of my colleagues will engage the class. But I will tell them about you and about your coming to the class.’

Next day by the time I came, the class had already started. I got into the room, occupied a seat and observed keenly what was happening. There were about 15 persons leisurely sitting in sofas in a circle, engaged in a discussion in a relaxed atmosphere. My problem was identifying the teacher. As this was an in-service teacher training class, age of the teacher did not help. Most of the participants were in their middle ages, well-dressed occupying similar seats. As all of them were equally participating in the discussion, contributing equally, it was difficult for me to identify the teacher who in my view should have a larger share of the talk. None of their verbal or non-verbal behaviors also helped me to identify the teacher. None addressed any as ‘SIR’ or with extra amount of respect and keeping in the mind all my cultural traits of a teacher I really struggled a lot to identify the teacher, but to no avail. I kept on eliminating one after another. Finally, I identified one who was sitting very relaxed with stretched legs almost parallel to the ground. ‘Who else other than the teacher can take this liberty to stretch himself so much?’ I thought. But a close look at his dress –
jeans and shirt with multiple long pockets and buttons – I discarded him. Then my focus of attention shifted to another person who was sitting on a chair a little distance from others, participating less in discussion observing more. “He must be the teacher. He has engaged others – his trainees – in a discussion and observing them from a distance,” I thought. This put an end to my one hour long wavering, hesitation and indecision. But this decision of mine in favour of the person did not last long. When the class was over the person in jeans and shirt lying parallel to the ground on a sofa got up, took his bag placed somewhere in the corner and left the room with heavy stretched steps.

My Experience in America

During our one week sojourn at the college of William and Mary, state of Virginia, I had enough opportunity to interact with the Head of the Department of Anthropology. To give the benefit of my experience with the tribals of Odisha, to his students, he arranged a lecture for me for his undergraduate students. Luckily, I had some slides with me on our tribals and based on these slides, I prepared a lecture on the tribes of India.

On the appointed day, he took me to the lecture hall, introduced me briefly to his students and went out to engage his own class. It was a big hall. Students sitting leisurely scattered all over the room numbering about hundred, most of them in pairs – girlfriend, boyfriend. When both of us entered the hall none stood up or even gave their full attention, each seeming to be engaged in his/her own activities. He introduced me as a kind of ritual as very few of the students did pay any attention to either me or him. I was looking forward to my lecture and was very enthusiastic about it. I too had put in hard work for preparation. The cold treatment disheartened me. But I carried on my lecture as per my plan. I placed my camera under the podium and my watch on it to see that I end my lecture on time.

Instead of the initial disappointment, I thought the students would be interested in my talk as I proceed. But nothing happened. They were, most of the time, found to be engaged in mutual talk and merry-making. Some were sitting on the window seal. Many of them were leaving their seats in search of new friends. Some engaged with their mobiles – sending messages, surfing and playing games. Some were listening to music with their pocket radios. I was thinking of what I would have done to them had this been my class in India. But I was helpless and helplessly engaged the talk as a ritual. And as a ritual I devoted the last part of my talk, as per my lesson plan, to inviting questions from the students.

As whatever happened so far happened contrary to my expectations. I thought no one would ask me any question. But my predictions went wrong. Arrows of questions came from all sides: very intelligent, thought-provoking and powerful ones. The least attentive ones asked the most intelligent questions. Many of the questions I could answer but some I would not. Some of these unanswered questions were answered by some of the students themselves. This means all of them were
listening to my lecture without appearing to listen. Just the reverse happens with our students in our
country – apparently attentive but really not. Disciplined outside, indiscipline inside. Outside polite,
inside impolite. The feedback they give about our class performance is also not to be relied upon.

What happened during this, not related to my talk, needs a mention here. While leaving the
class I forgot to take my watch and camera and remembered only after about 3 hours. I went to the
head and told all about this. “There must be two three classes in-between. But we will get your
watch and camera,” he responded with confidence. But I had lost my hope. Both of us went to the
hall. A class was just over and another to take place. Students were all around. To my surprise I
found my watch and camera where I had left them. Had this been the case in my country, it would
have been difficult to trace back eve a dot pen, let alone a watch or a camera.

LESSON-6
THE SECRET OF LEARNING LANGUAGE

I.
Pre-reading Questions:
1. How is language mostly learned? Through exposure or grammar?
2. Which is a better place for learning a language- classroom or the world outside?
3. Which comes first in case of language learning? Exposure or use?

II

Text

• SGP-1
Read tparagraph-1 silently and answer the questions that follow.

1. “Language is mostly learnt through EXPOSURE and USE in meaningful
CONTEXTS.” Let’s understand the definition first. The three important parts of the
definition have been highlighted-exposure, use and context. In order to learn a language,
one should have sufficient exposure to the language. The exposure to a language mainly
takes place through listening and reading. One should listen to the language a lot and
one should also read a lot in the language. But only listening and reading in a language is
not enough to learn a language. With exposure through listening and reading one should
also use the language in speaking and writing. While exposure lays the foundation for
use, both exposure and use together help one master a language. But exposure and use
will not help one learn a language unless done in a meaningful context. What is context
and when does a context become meaningful?

• Comprehension Questions:
  1. What are the three important aspects of learning a language?
  2. How does a child get exposed to language?
3. Which one comes first—use or exposure?

- SGP-2
  Read paragraphs 2-4 silently and answer the questions that follow.

**Role of context**

2. Language is a highly complex phenomenon. Rules are few but exceptions are many. Use and convention are more important than grammar. One is, therefore, terribly frustrated if s/he tries to learn language through rules of grammar. Then how does one learn a language, specially the mother tongue, so easily and so quickly? This is because language is always used in a context and from the context, learning language becomes easy. If the context is there, one can easily understand the meaning of a new word and communication will not be hampered even if a word is grossly mispronounced. Suppose a person is in a foreign country. The place is a market. The person is in a fruit stall. He wants to buy mango. He does not know what ‘mango’ is called in that language. He points at ‘mango’ and asks ‘How much a kilo?’. The fruit seller says ‘mango’? From this the person learns what that fruit in the foreign language is called. Similarly, suppose in another day, the man is in another fruit shop and says ‘Give me a kilo of tango (grossly mispronouncing the word ‘mango’). The fruit seller will have no problem in understanding him. The context is so powerful that even the fruit seller may think that the man had said ‘mango’ and he, by mistake, heard it as ‘tango’. Thus the context helps us learn a language and helps us get communicated.

3. It has already been said that the world outside (our classroom) is a better place for learning a language. Why? Because, in the world outside language is always used in context. The classroom, in contrast, has serious limitations in helping one learn language because, unlike the outside world, it is less context-rich. In order to make our classrooms better places for learning languages, we have to create contexts. In higher classes of language, students read poems, stories, novels, essay etc. written by good writers. Contexts are built into such good writings. For example, when the characters in a story or novel interact, they interact in a context. The writer has created a context for them. It is like a real life context. If our learners, therefore, read a novel (but not read or explained to them by the teacher) then automatically they learn language as if they are learning language in a real life context outside the world. But unfortunately, our teachers come on the way, as instead of allowing them to read poems, stories, novels on their own, they tend to read aloud a poem themselves and explain or summarize the content.

4. Teaching language in lower classes where learners learn the basics of language like the alphabet, word, spelling etc. it becomes difficult to bring in context. Language is whole and language is context. But while teaching the basics, we have to break language into bits and parts and take language out of context. Language teaching tends to become contextless and learners have problems in learning these basics. Then what is the solution? The solution is to teach the bits and parts of language keeping its wholeness and context? How to do this? Instead of beginning teaching of a language with alphabet,
we can start with telling stories or even reading (looking at a story in print). From the stories we come to words in the story and from there the letters in the words.

- **Comprehension Questions:**
  1. What are the three important aspects of learning a language?
  2. Language is a highly complex phenomenon. What makes learning this complex phenomenon easy?
  3. Why is the world outside the class a better place for learning a language?
  4. How does reading a novel or a story help learning a language?
  5. How do our teachers come in the way of learners learning a language?
  6. Why is it difficult to bring in ‘contexts’ in teaching English in lower classes?
  7. What is its solution?

- **SGP-3**

  Read paragraphs 5 silently and answer the questions that follow.

  **Implications for Teaching 1st and 2nd Language: Odia and English**

  5  In case of teaching our mother tongue Odia, there is no need to develop listening and speaking skills as our children have already developed them at home. But we have to teach them reading and writing providing them exposure through reading and making them use the language through writing in meaningful contexts. In case of a second language (English), we have to first – develop their listening and speaking skills by exposing them to a lot of English through listening (story-telling, action songs.....) and making them use the language (speaking) through chain-drills, dialogue etc. Once they have developed these two skills we have to give them exposure to English through reading and make them use the language through writing. All these should be done in meaningful context. But unfortunately, in Odia medium schools we fail to do this which is why our learners fail to learn English. First, we tend to start teaching of English from reading and writing without laying the foundation for listening and speaking as the English Medium Schools do through their nursery and K G Classes. Second, in classes our learners are not allowed to read their text as the teachers themselves read aloud and explain the text to them. They also hardly use the language as they are not asked to do the post reading activities. They too have little exposure, through listening, to English because their teachers mostly use Odia while teaching English. No wonder, therefore, why our students in Odia Medium School fail to learn English.

  **Comprehension Questions:**
  1. What is the difference between teaching mother tongue and teaching a second language?
  2. Why do the learners in our Odia medium schools fail to learn English?
  3. Why is there a great need to develop listening and speaking skills in English in our English classrooms?
2 Chain-drill:

“Language is whole and language is context.”
“World outside is a better place to learn language.”

3 Mental Talk (MT):

“Language is mostly learnt through Exposure and Use in meaningful Contexts.”
“Language is communication and learned through communication.”

4 Writing Tasks:

(a) Answer the following questions- each question in one sentence.

1. What are the three important aspects of learning a language?
   The three important

2. How does a child get exposed to language?
   A child

3. Why is the world outside the class a better place for learning a language?
   The

4. How do our teachers come in the way of learners’ learning a language?
   Our

5. Why is there a great need to develop listening and speaking skills in English in our English classrooms?
   There is a great need

(b) Look at the following two diagrams. Transfer the information into sentences. First one is done for you.

1. Exposure
2. Use
   Listening  Reading  Speaking  Writing

1. Exposure comes through listening and speaking.
2. ________________________________ .

(c) First match and then write one sentence for each. One is done for you.

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-1</td>
<td>- learning language outside and inside</td>
</tr>
<tr>
<td>P-2</td>
<td>- teaching 1st language and 2nd language</td>
</tr>
<tr>
<td>P-3</td>
<td>- role of context in language learning</td>
</tr>
</tbody>
</table>
Let us think:

- The role of grammar in learning a language is minimal.
- How to link learning English inside and outside the classroom.

LESSON-7

TEACHING LISTENING

Pre-reading Questions:
1. Why is listening one of the most important language skills?
2. Why the important skills like listening and speaking are neglected in our schools?
3. How can we develop the listening skill of our learners in teaching English?
   Can you suggest some ways?
4. How can we test the listening skills of our learners?

Text

- SGP-1

  Read the following paragraph and answer the questions that follow.

  Listening lays the foundation for the rest of the language skills (Speaking, Reading and Writing). Thus, this skill needs to be developed first in our learners. But, in our Odia medium schools, sometimes we start teaching English from reading and writing without laying the foundation of English through developing listening and speaking skills of our students. Thus, to set right the current wrong practice, we have to start with teaching listening. But, how to go about this?

- Comprehension Questions:
  1. Why is listening important for learning a language?
  2. Why is listening in teaching English neglected in our Odia medium schools?
  3. What should we do to set right the current wrong practice in our Odia medium schools?

- SGP-3

  Read paragraphs 2-5 and answer the questions that follow.

  How to develop listening skills in early classes
We can develop listening skills of our learners (class III) through Story-telling, TPR (Total Physical Response) lessons and pictures of known English words before teaching textbooks.

(a) Story – Telling:
It may not seem possible to tell stories in English from the beginning because they do not know English. But, experience has proved that it is possible if we tell them stories they know before in their mother tongue and if we use pictures, gestures and action and their mother tongue. And we have to be satisfied if they comprehend only even 20% - 30% of the story. The important thing is that if we give them to listen to 5-10 stories in this way, they will develop their listening skills. You can use at least 3 known stories at the beginning following the principles of telling stories.

Example: “There was a big (action) lion (picture). There was a small (action) rat (picture). The lion was sleeping (action) under a tree (picture)……………………..

(b) TPR Lessons and Action songs:
All our class instructions such as ‘Come here’ ‘Open your book’, ‘Raise your hands’, ‘Walk in a line’, ‘Stand up’, ‘Sit down’, ..etc. are TPR activities. The teacher instructs the learners in English and students respond through actions. Although we use these instructions in all classes, special use of these along with some special TPR lessons in some of our early classes of English will help develop the listening skill of our learners. You can use the TPR lessons provided in class III English book. Listening skills can also be developed through action songs. Children sing with action. Teacher sings the song and students act out.

(c) Pictures of Known English Words:
Children who come to learn English in class III have already picked up a lot of English words from our environment (Remember English is our second language and there is English available in our environment. Through pictures of some such known words like ‘bus’, ‘car’, ‘motor cycle’, ‘doctor’, ‘ice-cream’ etc., we can help them develop their listening skills. They are provided with some pictures, the teacher reads aloud names of some of them and the students tick the pictures. This can also be done with phrases and sentences with pictures (‘two cups and a plate’, the dog under the chair’, ‘the lion is sleeping under the tree’…..).) You can take 20-30 such classes before you teach the textbook which will lay their foundation in English.

• Comprehension Questions:
  1. State two ways of developing listening skills at the early stage of teaching English?
  2. How can we tell stories to our learners at the beginning stage?
  3. What is TPR? How can we use TPR lessons for the beginners?
  4. How can action songs be used to develop listening at the early stage?

• SGP-3
Read the following paragraph and answer the questions that follow.

Developing Listening Skills with the help of Textbooks in upper classes
Remember, you are the main source of their exposure to listening in English. Therefore, use more English in classroom and less mother tongue. Give all the classroom instructions in English for example.

Besides, you can use the following types of activities to develop listening skills of your students. As by this time students have learned how to speak, read and write, teaching listening can be integrated with teaching of other skills.

I. Teacher reads aloud words, students tick the words from a list of words provided to them. This can also be done with phrases and sentences. (Listening + Reading to identify)

II. Dictation: Teacher dictates words, students write. This can also be done with phrases, sentences and small paras (Listening + Writing).

III. Dictation + Blank filling: Students are provided with a para/text with blanks (key-words removed). Teacher reads aloud the text; students listen carefully and fill in the missing words.

IV. Dictation + form – filling: Teacher reads aloud a para about a person with information about the person (age, where lives ……. ) students are provided with a form (Name …………….. Age ……………. etc.) which they fill in by listening to the teacher.

V. Note-Taking: Our students should be trained to take class notes from early classes which involve listening to talk and jotting down main points often with diagrams and charts. For example, the teacher dictates:

“Animals are of two kinds – wild animals and domestic animals. Tiger, lion and jackal are wild animals. Cow, horse, goat are domestic animals.”

The students take note:

![Diagram of Animals]

As English is available outside the classroom, our students should be encouraged to listen to English announcement (Railway), public talk, radio and TV news in English to develop their listening skills.

How to test listening skills

The methods/ways suggested to develop listening skills can also, with slight modification, be used to test listening skills. For example, dictation can be used for both teaching and testing listening.

(All the method of teaching and testing listening skill mentioned above have been incorporated in the new English textbooks (Class III – VIII. Please see these textbooks to get a clear picture.)

• Comprehension Questions:

1. State two ways of developing listening skills through the use of textbooks?
2. How is note-taking useful for developing listening?
3. What are some of the ways of testing listening skills?
Listening:
(a) Teacher reads aloud some words. You listen to him and tick the words s/he reads aloud from among the list of words given.
   (1) hunger (2) starve (3) couple (4) murmur (5) gulp (6) somehow (7) shrunken
   (2) (8) outside (9) weather (10) rags

(b) Listen to your teacher and fill in the gaps. (Class-IV: Lesson-8-para-2, first 3 sentences)

“It was ____________. It was ime for _______________. ____________ had worked ___________ that day. He helped _____________ people. They were suffering from _____________. He _____________home _____________ lunch”.

Chain-drill:
“Teacher of English is the main source of exposure to his/her learners.”

Mental Talk (MT):
“Teacher needs to be objective in testing listening.”

Writing Tasks:
(a) Answer the following questions - each question in one sentence.
1. Why is listening important for learning a language?
   *Listening is important for learning a language because*

2. Why is listening in teaching English neglected in our Odia medium schools?
   *Listening in teaching English*

3. How can we tell stories to our learners at the beginning stage?
   *We can*

4. What are some of the ways of testing listening skills?
   *Some of the ways*

(b) Given below is a diagram. Fill in the blank spaces in the diagram and transfer the information into a paragraph.

<table>
<thead>
<tr>
<th>SGP-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to develop listening skills in early classes?</td>
</tr>
</tbody>
</table>
Listening skills in early classes can be developed through 3 ways. The first way is ___

Let’s think:
- “How much mark a teacher will give to his/her student in listening test depends solely on the teacher.”
- A child listens and listens for about 8 months to learn to speak. Based on this information should we develop both listening and speaking at the same time, or first develop listening for some time then speaking?
- It is difficult to test listening skills which is why it is not tested in our curriculum. Should we not develop listening skills in our learners because it is not tested?

LESSON-8
TEACHING SPEAKING

Pre-reading Questions:
1. Students of Odia medium schools are poor in spoken English. Can you guess the reasons?
2. Should we learn to talk English like English men?
3. How can we develop speaking skill of our learners?
4. How can we improve our speaking skills in English?

Introduction
Odia learners of English, especially those who study in Odia medium schools, are found to be poor in their spoken English. The reasons are many: First, while listening and speaking lay the foundation of a language, we teach English from reading and writing. Second, due to over teaching of English grammar, our students are afraid of speaking English for fear of going wrong. And due to the same reason, our students are forced to speak in full and correct sentences from the beginning which not only comes in their way of learning English but also makes their speech sound like written English. This problem is further aggravated by their tendency to stress all the words in sentences. It is natural to speak in words and phrases laying stress only on important message–carrying words with right tone and intonation. But, in contrast, we speak English in full sentences laying stress on all the words often with inappropriate tone and intonation. Thus, the question before us is: How to reverse this negative trend and help our learners of English speak tolerably good and natural English?
In fact, currently teaching spoken English has become easy as there is no need to speak English like an English man as it used to be in the past. Attitude to spoken English has greatly softened for various reasons. It is now realized by all that what one says is more important than how one says. People take pride in their own heritage, culture and nationalism, and they prefer to talk in English in the way their county people talk, not like English or Americans. Besides, the sole aim of language is communication and as communication always takes place in context, and context helps us get the meaning of a word even if it is mispronounced, there is no need to be very strict about pronunciation. However, we will help our students develop tolerable level of spoken English.

Comprehension Questions:

1) What are the reasons behind our Odia medium students being poor in English?
2) How has the over teaching of English grammar affected the speaking skills of our students?
3) Why has our attitudes to spoken English undergone a change?
4) Why do you think there is no need to be strict about pronunciation?

- SGP-2
- Read the following text and answer the questions that follow.

**Developing Learners’ Speaking Skills in lower Classes through Dialogues**

In the previous unit, ‘Teaching Listening’, we have stated how we can develop our learners listening skills through storytelling and TPR. After some pure listening sessions, we can introduce them to speaking through short dialogues from the stories they have listened to. Take for example, this dialogue from the story “The Lion and the Rat”.

Lion: “I will kill you”  
Rat: “Please, don’t kill me”.

In addition to the above dialogues, we can also make our learners practices short and simple dialogues from the text books for developing their speaking skills: e.g.

i) Cat : What are you doing inside your house?  
Mouse: I’m cooking my food  
(Class-IV, lesson-2)

ii) Old jackal : What does your king love to eat?  
Rabbit : Crab-curry.  
Old Jackal : Where does he love to live?  
Rabbit : Inside holes.  
(Class-IV, lesson-6)

**Through Rhymes and Action Songs**

Learners’ speaking skills can also be developed making them practice rhymes and action songs from the textbooks, for example:

(i) This is the way  
We brush our teeth,  
(ii) Teddy bear, Teddy bear  
Turn around,
Developing Speaking Skills in Upper Classes through Textbooks

(a) Reading aloud of poems, stories and prose pieces.

5 Students should be trained to read aloud with proper sounds, right pause, tone and intonation as individual and group activities. The teacher reading aloud a line as model reading and students repeating after him/her in chorus is a good practice in early classes. Repeating in chorus with others provides courage for shy ones to speak and get rid of their inhibition to speak for fear of going wrong.

(b) Dialogues and Role – play practice

6 Many of the lessons provide scope for role plays with dialogues. The role –play is an effective activity for developing speaking skills. At the post reading stage, under ‘speaking’ these role-play activities are to be found in the text books. The teacher should make use of all these activities for helping learners develop speaking skills. Besides, students should be made to practice simple language functions such as greeting, introducing, thanking, asking for help, enquiring, agreeing, offering etc.

e.g.:

- Introducing: I am Sweety. I am from Khordha.

7 Similarly other language functions can be practiced in the class referring to the topics from the text books. Students can also be made to interview one another, fill in a form and convert the form into paragraphs. Here teaching speaking is integrated with reading and writing.

(c) Use of Chain-drill and Mental Talk

8 Unlike listening, there is hardly any scope for our students to speak English outside their school in real life context. This loss can be compensated through Chain-drill and MT (Mental talk). Our students should be encouraged to repeat mentally in English the dialogues, interviews they have in their classes. They can also develop the habit of mentally speaking in English as most of the time we talk mentally which helps us master
easily a complex phenomena i.e. language. It is a proven fact that with conscious practice we can speak English mentally and this greatly enhances our English language skills—specifically the speaking skill.

- Comprehension Questions:
  1) In what ways can we develop the speaking skills of our students in the lower classes?
  2) How can we develop learners’ speaking skills through textbooks in upper classes?
  3) What should students learn to read aloud a paragraph properly?
  4) What is a role play? How useful is it for developing speaking skills of our learners?
  5) How do ‘chain-drill ’ and ‘mental talk’ help our students develop their speaking skills?

SGP 3

Read the following text and answer the questions that follow.

Developing Teachers’ Speaking Skills

In teaching listening and speaking the teacher is to serve as the model. The way s/he speaks, reads aloud serves as model for our students. But, our teachers, who are also the product of our Odia medium school, have problems in spoken English. Thus the question is: “How can our teachers having problems in spoken English serve as the model for our learners?”

Provided below are some tips: Use these tips for you and your learners’ benefit.

i. Feed into your mobile a dictionary with pronunciation, which can help you to improve your pronunciation and speaking skills in English.

ii. Speak with greater force (stress) all message carrying words in a sentence. Everyone does this in her/his mother tongue. But we fail to do this in English because most of us have learned English from reading and writing and not listening and speaking.

E.g. ‘Where are you going?’

I am going to Cuttack. Or

‘I’ am going to Cuttack on Sunday ‘

(To do this develop the skill of identifying message carrying words in a sentence)

If one speaks with greater force the message-carrying words, (making the stressed syllable prominent) there will be a great improvement in his/her English pronunciations. One should make a habit of consulting a good dictionary for stressing a word properly.
iii. In Odia often the last syllable of a word is said with greater force and, therefore, we Odia speakers of English have the tendency to stress and lengthen the last syllable of an English word. But in English only a very few words are pronounced with stress on last syllables.

e.g. \(\begin{array}{lll}
\text{Odia speakers} & \text{English} & \text{Odia speakers} \\
\hline
\text{Hospital} & \text{hospital} & \text{musicl} \\
\text{Departmental} & \text{departmentl} & \text{electrical} \\
\text{Wanted} & \text{wantid} & \text{examination} \\
\text{Market} & \text{makit} & \text{politician} \\
\text{Washed} & \text{washt} & \text{(ed - t)development} \\
\text{Jumped} & \text{jumpt} & \text{(ed -t) spacious} \\
\end{array}\)

iv. Avoid spelling pronunciation

\(\begin{array}{ll}
\text{Odia} & \text{English} \\
\text{grew} & \text{gru} \\
\text{threw} & \text{thru} \\
\text{mosquito} & \text{moskito} \\
\text{bury} & \text{beri} \\
\text{brochure} & \text{broser} \\
\end{array}\)

v. Do not pronounce silent letters (the underlined letters remain silent when these words are said/pronounced)

\(\begin{array}{llllll}
b & d & g & h & k \\
\text{comb} & \text{handkerchief} & \text{align} & \text{echo} & \text{knife} \\
\text{climb} & \text{sandwich} & \text{sign} & \text{ghost} & \text{knack} \\
\text{crumb} & \text{wednesday} & \text{benign} & \text{what} & \text{knit} \\
\text{thumb} & \text{gnat} & \text{hour} & \text{knead} \\
\text{dumb} & \text{gnarl} & \text{know} \\
\end{array}\)

\(\begin{array}{llllll}
n & l & p & t & r \\
\text{autumn} & \text{calm} & \text{receipt} & \text{listen} & \text{father} & (\text{in British English ‘r’ is not pronounced at the word-ending position, also before a consonant within a word}) \\
\text{column} & \text{palm} & \text{psychology} & \text{jostle} & \text{river} \\
\text{solemn} & \text{would} & \text{psalm} & \text{hustle} & \text{farm} \\
\text{could} & \text{psych} & \text{glisten} & \text{christmas} & \text{deport} \\
\end{array}\)

vi. Make distinction between short and long sounds.

\(\begin{array}{llll}
\text{ship} & \text{sheep} & \text{full} & \text{fool} \\
\text{dip} & \text{deep} & \text{pull} & \text{pool} \\
\text{sit} & \text{sheet} & \text{wood} & \text{woode} \\
\end{array}\)
vii. Divide long sentences into tone groups and use right tones.

e.g. He went home on Sunday to meet his mother.

**Falling** for statements and commands

**Rising** for polite requests/questions and incomplete part of a sentence

**Falling-Rising** when we mean something different.

Examples:

<table>
<thead>
<tr>
<th>Tone Group</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falling</td>
<td>He lives in Cuttack.</td>
</tr>
<tr>
<td>Rising</td>
<td>Will you mind doing this?</td>
</tr>
<tr>
<td></td>
<td>Come here please.</td>
</tr>
<tr>
<td>Falling and Rising</td>
<td>He is poor (but honest), He is rich (but cruel, dishonest.)</td>
</tr>
</tbody>
</table>

viii. We have, so far, discussed briefly how to develop our speaking skills paying attention to the sounds, stress and intonation (tone) in English. Besides all this knowledge we should also be careful to maintain pause at proper places when we read aloud paragraph or a poem. Let’s take a small paragraph from text and see where we should take pause for a better and effective reading aloud.

This is all about an incident during Gandhiji’s Padayatra in Odisha in 1934. Gandhi wanted not to spend a single pie on his visit. He would eat whatever was available. This was also his instruction for the villages of Kadua where he spent a day.

(Class-V, Lesson-8)

The slant marks given in the paragraph indicates places where we can take pause for making our reading aloud effective. The single slant like indicates a very short pause (often optional). Where as the double slant lines indicate a slightly bigger pause. However, each chunk smaller or bigger, represents a tone group and takes an appropriate tone as discussed above.

- **Comprehension Questions:**
  1. Given the fact that the most of our Odia-medium teachers have problems in Spoken English what tips have been suggested here for improving their speaking skills?
  2. Which words in the sentence, do you think, should be spoken with greater force?
  3. Circle the silent letters in the following words:

climb, what, knit, Wednesday, handkerchief, autumn, hustle, receipt
Chain-drill:
7. “Allow students to speak English in words and phrases.”

Mental Talk (MT):
• “Chorus reading is helpful for shy learners.”

Writing Tasks:
(a) 1. What are the reasons behind our Odia medium students being poor in English?
   The reasons are many; first, ________________________________
   2. In what ways can we develop the speaking skills of our students in lower classes?
   We can develop the speaking skills of our students by introducing ________________________________
   3. How can we develop learners’ speaking skills through text books in the upper classes?
   The speaking skill of learners in the upper classes can be developed in the following ways:
   1) ________________________________
   2) ________________________________
   3) ________________________________
   4. What tips have been suggested in the SGP-3 for improving speaking skills of our teachers? Mention all points, each with one sentence.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
(b) First fill in the blanks, then transfer the information into a paragraph.
   (i) Developing Learners’ Speaking Skills in Lower Class
   ________________________________________________
Paragraph: The paragraph is ______________________________________
_______________________________________________.
There are two ways of developing ________________
________________________________________________

The first one is through___________________________________________________________

(ii) Developing Learners’ Speaking Skills in Upper Class

(a)________________ (b)________________ (c)________________

Paragraph: The paragraph is ______________________________________
_______________________________________________. There are three ways ________________
________________________________________________

The first one is through ______________________________________
________________________________________________________
________________________________________________________
LESSON-9
TEACHING READING

I.
• Pre-reading Questions:
  1. Apart from listening, which language skills provide exposure of language to our students?
  2. Why is reading very important?
  3. What are some of the skills and sub-skills of reading?
  4. How can we develop reading skills in our students?

II.

• SGP-1
  Read the first paragraph silently and answer the questions that follow.

1. Language learning involves *exposure* to language mostly through listening, reading, and *use* of language through speaking and writing in a *context*. Reading is very important; more so in English, as the reader gets exposed to the language in context. Any good text is language used in a context. And in case of language learning in our context, we have little scope to listen to English. But we have plenty of books and other reading materials in English such as newspapers, journals etc to read and get exposed to English in context. Reading materials compensates some of the limitations of schools. For instance, school, unlike the outside world, has limited contexts for language use. But
reading inside the school compensates these limitations by providing contexts of language use. Reading also compensates some of the limitations of a large class. Once the learners in a large class are engaged in interacting with a reading text, the largeness of the class disappears (think how?). It also makes the teaching learner-centred and reduces teacher’s dominance. In fact a good reading session serves as medicines for many of the ills of our current education and in case of learning English; it is the master-key to the treasure house of English language and literature. All these will happen only when our learners have become good readers in mastering all the skills and sub-skills of reading. Thus, the question before us is: how to make them good readers in English. In order to develop reading skills to make our learners good readers, it is better to divide teaching of reading into two phases:

- **Comprehension Questions:**
  1. What is this paragraph about?
  2. What does language learning involve and how?
  3. How does reading compensate the limitations of schools?
  4. How does it compensate the limitations of large class?
  5. What should we do to make our learners good readers?

- SGP-2

  Read paragraphs 2-5 silently and answer the questions that follow.

2 **Phase –I: Basic Mechanics of Reading**

Before students are introduced to reading, the foundation of language (here English language as stated in two previous lessons) should have been laid by developing their listening and speaking skills in English. This can be done through English readiness programme.

In this phase students are introduced to picture reading (technically called shadow reading) first. Pictures of known words which they have picked up from the environment are cup, plate, car jeep …… And pictures of words they have been exposed to through storytelling, rhymes and action songs. Through picture reading, they are taught to recognize alphabet (capital and small letters) and words (combination of letters) in a systematic way. They also learn the phonic value of letters and phonemes – learn to associate symbols with sounds and meanings. Picture reading leads to sign reading – reading the written words without pictures. First, just reading the word (without picture), the learner gets a mental picture of the object the word represents. For example, just seeing the word ‘table’, the learner gets a mental picture of ‘table’, s/he has read during picture-reading. Second, s/he also learns to associate this word with the real table. Similarly, with animals and birds, from the written word ‘tiger’, first s/he gets the picture of a tiger and later learns to associate it with a real tiger.

From words, learners learn to read phrases, (group of words) like ‘a rat and a lion’, from phrases a sentence, ‘The lion is sleeping under a tree’. First, like teaching the words through pictures, these phrases and sentences are to be taught through pictures taken
from stories they have already listened before. Later they should be taught to read only written symbols and get the mental pictures. During this phase or even in the early part of phase –II (Interactive Reading), we have to support the text with pictures-stories or poems with supporting pictures. This is the stage of scaffold reading. Initially, the learners learn the symbols consciously but as they become better readers, the learning of symbols becomes automatic and unconscious. What they are conscious of is the meaning — the context (description of an animal, a place, a person, an incident or all of these in context of a story or a text). 5

As this phase is the most difficult phase of teaching/ learning, we teachers have to sweat out like the fishermen at the Puri beach while taking their fishing boats to the sea. They break waves after waves. But, once they cross the waves, journey becomes smooth. Similarly, once we are successful in helping our learners master these basic skills of reading, it becomes easy for them and teaching of reading for us as well. This phase ends up with enabling young learners to read a small text – a small paragraph or a small poem of four or six lines. From there, the second phase takes off- the phase of ‘Interactive Reading’.

- **Comprehension Questions:**
  1. What is picture –reading?
  2. What is phonic?
  3. Which phase is more difficult? Why?
  4. By the end of phase-I what should the learners be able to do?

- **SGP-3**

Read paragraph-6 silently and answer the questions that follow.

6 **Phase –II: Interactive Reading**

While reading, we interact with the writer through his / her writing — the text we read. During initial stages, this transaction is simple but as we become better readers and our students move to higher classes, this interaction becomes complex. While reading, we normally interact with the text. We get clues from the text, think, interpret, evaluate, guess, predict and respond mentally. We relate the information and the clues we get from the text to our past experience. While reading a text, be it a poem or a prose piece, the reader moves through three phases. First, she looks at the title and gets an overall idea of the text. Second, s / he embarks on reading the text and while reading, s/he is engaged in continuous interaction with the writer through the text, which involves thinking, guessing, predicting and relating to his / her past experience. Once reading of the text is over, s/he thinks of its use and application in his/her context. This is the final phase. These three phases are termed as Pre-reading, While—reading and Post-reading. And accordingly to help our learners undergo these phases as a reader, our interacting reading lessons are divided into three sections i.e. pre-reading, while –reading and post-reading (discussed in unit-4). The early phase of reading, as stated before, is very difficult. If learners can be motivated to read, the difficulties will be less. But, how to motivate the young learners to read? One way is to expose them to children’s books with pictures before they learn to read. Let them experience books, browse them, flip
the pages and see the pictures and the printed pages. They will guess the matter partially from the pictures (picture of a lion and a rat, for example) and will be interested to know more about the matter. They know that they can read, they can fully understand the matter. But they cannot read. This will motivate them to learn to read. Similarly, if the matters are illustrated through good pictures, the learners will be motivated to read. But unfortunately, instead of doing this, we tend to create hurdles on their way by giving meanings of difficult words before they read (not giving them the scope to guess the meanings of words from the context), by explaining the text (not allowing them to read the text), selecting texts which are not interesting and above their levels and by not allowing them to open their texts when we ask them comprehension questions from the text.

- **Comprehension Questions:**
  1. What is interactive reading?
  2. How can we motivate the beginners to read?
  3. What obstacles do we create in the way of our learners’ reading?
  4. How can we motivate the beginners to read?

### III

**Post-reading**

1. **VMDT :** Whole Text: importance of reading, Basic mechanics of reading, interactive reading, shadow reading, guessing and predicting
   Paragraph-1: Compensate limitation of large class, master key to treasure house, limited scope to listen but scope for reading,

2. **Chain –Drill:** Do the following chain-drill.
   “Reading is the key to literature.”

3. **Mental Talk:** Mentally talk the following sentence many times.
   “Let our learners see and experience books before they learn to read.”

4. **Writing Task:** Self-test, Self-correct, Self-feedback
   (a) Answer the following questions- each question in one sentence.
   1. What does language learning involve and how?
      
      Language learning involves

   2. How does reading compensate the limitations of schools?
      
      Reading compensates the limitations of schools

   3. Which phase is more difficult? Why?
      
      ---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

   4. What is interactive reading?
(b) First, match ‘A’ with ‘B’, then write a sentence for each. One is done for you.

A

[B reader should read:]

a) guess the meaning of difficult words
b) predict
c) relate what s/he reads
d) interact with the writer

B

i) with his/her exposure
ii) through his/her writing
iii) from the context
iv) what is to come in the next paragraph

1. A reader should guess the meaning of difficult words from the context.
2. 
3. 
4. 

(c) Given below is a diagram. Fill in the blank spaces in the diagram and transfer the information into a paragraph following the suggestions.

Teaching Reading

1. Importance 2. __________________ 3. __________________

The unit is about ________________________________.
The first SGP is about ________________________________.
The ________________________________.
The ________________________________.

Let us Think:

‘Do we create obstacles for our learners to read. Why? Why can’t we stop creating obstacles?’
LESSON-10

TEACHING WRITING

Let us try to answer the following questions:

1. Why is writing the most difficult skills to develop in our learners, especially young learners?
2. Why are learners willing to answer questions orally but not willing to write the answers?
   - What is the basic or the copying phase of writing?
   - What is controlled /guided phase of writing?
   - What is free writing phase?
   - What is note-taking? How does it help learners develop writing skill?
   - Some of the teachers tend to create problems for our learners in writing. Do you agree?
   - Do we have the writing skills in English which we want to develop in our learners? If not how to help ourselves?
   - Students in government schools fail to develop writing skills because our teachers do not give writing tasks these days, correct learners' scripts and provide feedback. But do the private school teachers and tutors do so?
   - Do Listening, Speaking, Reading Skills lay the foundation of writing?
   - What are authentic materials? How can writing skills in English be developed through them?
Read paragraphs 1 and 2 and answer the questions that follow.

1. Human beings lived without language for thousands and thousands of years managing to communicate through actions and gestures and some meaningless sounds. These meaningless sounds slowly became meaningful and developed into language. They learnt to listen and speak. Language helped them communicate better. Humans again lived thousand and thousand years without learning to read and write. Reading and writing made them communicate still better. Not only humans were able to communicate better, they were also able to store things in the forms of books. Civilization would not have been possible without reading and writing.

The same is true of an individual in his/her life. As a baby, s/he was without language for about a year communicating at times, with gestures and actions. Then s/he learnt to listen and speak. Listening and speaking helped him/her communicate better. Coming to school s/he learns how to read and write and thereby learn and communicate still better. Each step; listening, speaking, reading and writing serves as a milestone in his/her growth and development as a human being. And the last step writing, properly understood, makes one a highly organised and disciplined person. Although writing brings refinement to one’s listening, speaking and reading skills, it cannot happen without proper foundation being laid for it by listening, speaking and reading. Thus, teaching of writing should not start without developing listening, speaking and reading skills in our learners. If done without the foundation, the building of writing will collapse. In our context, as we teach writing from the beginning (in our regional medium schools) the building of writing has collapsed. Let the learners listen to stories, sing rhymes / action songs, picture read first. Only after this the students should be asked to write, to start with alphabet. But unfortunately, we often start teaching of a language from writing alphabet. This creates problems in writing. Unlike the engineers, who are punished for collapse of buildings without foundation, we teachers teaching writing are left scotch free because unlike the real building, our building of English writing is not visible. As this works to our advantage and we are not penalised, we never correct ourselves and keep on teaching writing from the beginning without developing our learners’ listening, speaking and reading skills first. Think seriously: Was it possible to develop writing system without human learning to listen and speak? Is it possible on the part of a child to speak without a long silent period of listening?

Comprehension Questions
1. The first paragraph is about the history of human being with regard to ____________________
2. How did reading and writing help humans?
3. How is paragraph-2 different from paragraph -1? (While para-1 deals with history of human, para-2 ____________________individual’s life.)
4. How are the two (history of humans and life of an individual) similar?
5. Do listening , speaking and reading lay foundation of writing?
6. Why has the building of writing collapsed in our regional language schools?
7. What should be done before teaching alphabet to our students?

SGP-2. Read paragraphs 3 and 4 and answer the questions that follow:

3. Before teaching writing, let us make an assessment of the writing needs (in English) of our learners in our ESL context. Their needs can broadly be divided in to two categories- academic (for study and education) and real life needs. In our schools English is a compulsory subject and in higher education in many disciplines English is the medium of instruction. The learners have to take and make notes in English, answer questions in examinations, write paper for presentation in English, write reports on field study and experiments( in Science) in English and many more during their students’ career, particularly in higher education. They also have to write their theses (Research Papers) in English. Some of their real life needs include making lists, filling in forms, sending SMS, writing letters and applications, e-mail writing, etc. And after education when our learners join jobs and the jobs are outside the state or in multinational companies, their on-the-jobs, needs of writing in English grow manifold and unlimited. With globalisation, these needs are on the increase.

4. Ideally teaching of writing in schools and colleges should help our learners develop writing skills that will help them fulfill both their academic and real life writing needs. But unfortunately we lay undue stress on developing their academic skills (how to do well in examinations) that forgetting the real life skills. Thus there is a need for drastic restructuring of our writing syllabus keeping in view both the academic and real life needs for writing in English. And linking these outside and inside needs will help us teach writing better- what they learn inside the classroom, practise outside the classroom. If teaching writing has not been successful, it is primarily due to this missing link between inside classroom needs and outside real life needs.

• Comprehension Questions:
  1. What is the full form of ESL?
  2. What is the third paragraph about?
  3. The writing needs of our learners are of two kinds. What are they?
4. List some of the academic needs.
5. List some of the real life needs?
6. With globalisation which writing needs have generally increased - academic or real life?
7. Which kind of needs is given importance in our schools and colleges? Is it right?
8. Why has teaching of writing not successful in our school /colleges?

SGP-3. The wide range of writing needs and skills - classroom needs and outside real life needs

Read paragraphs 5 and 6 and answer the questions that follow:

6. Writing encompasses a wide range of skills and activities beginning from learning to write the alphabet and making lists to highly complex texts like research papers. The four phases of writing for our easy understanding are as follows:

<table>
<thead>
<tr>
<th>Phase-1</th>
<th>Phase-2</th>
<th>Phase-3</th>
<th>Phase-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics of writing</td>
<td>Controlled writing through props.(helps)</td>
<td>Free writing with general guidelines</td>
<td>High order writing with little or no guideline</td>
</tr>
<tr>
<td>• writing alphabet</td>
<td>• Writing bit complex paragraphs through props/ helps</td>
<td>• Write with one’s own with general guidelines (crutches removed.)</td>
<td>• Writing articles, research reports, advertisement, tourist brochures, creative writing- poems, stories, prose, etc.</td>
</tr>
<tr>
<td>• Writing words</td>
<td>• Interlinking sentences in a paragraph and interlinking paragraphs describing persons, objects and places. Narrating events and experiences. This is done through various skills involved are selecting themes, organising, developing complex paragraph, and interlinking paragraphs.</td>
<td>• Skills involved are selecting themes, organising, developing complex paragraph, and interlinking paragraphs.</td>
<td>• Writing at this stage becomes an individual exercise</td>
</tr>
<tr>
<td>• Writing words, phrases, sentences through copying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing names of places, persons, filling in forms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handwriting, spelling and punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintaining proper gaps between words in sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This phase ends with writing a simple and short paragraph. kinds of helps (props) in a controlled way. This phase ends with writing paragraphs with little help – writing simple letters, applications, notes, slogans, etc. notices for real life with little or no external help

6. There is no end to the levels of writing one can reach. After the 4\textsuperscript{th} level, learners become autonomous writing and learning on their own and developing their own style become a model for others. These four phases we mentioned for our convenience are not watertight compartments. One can be dovetailed in to others. While our primary teachers are roughly concerned with phase 1 (basics of writing) and secondary teachers with phase 2 (controlled writing with props.) Taking into account the sorry state of writing in English, teaching writing should be confined to first two stages.

Comprehension Questions:

1. The writing needs /activities range from \underline{\hspace{5cm}} to \underline{\hspace{5cm}}.

2. How many phases are the writing activities divided into?

3. Are these phases water-tight compartment?

4. To which two phases the writing at school is confined to?

SGP- 4

Read paragraph 7,8 and 9 and answer the questions that follow:

Teaching writing at schools:

7. In an ideal situation, teaching writing at schools (primary and secondary) should include phase 1 to 3. But as seen from the table – ‘Writing Activities’ at this level are boring and mechanical demanding high degree of accuracy. But children do not like boring and mechanical tasks. The solution of this problem, as stated in previous lessons, is to make teaching of these boring tasks interesting. Copying activities are most important at this stage. Children read a word then copy the word on the space provided.
below with 3 or 4 lines to start with. In similar ways, they copy phrases and sentences. All these word, phrases and sentences should have been exposed to them before through listening, speaking and reading. At the same time they should be taught to copy alphabet-capital and small letters. After they have learnt to imitate and write, they can be given tasks of dictation (of words, phrases and sentences) and copy blackboard texts. In blackboard texts, the teacher writes on blackboard (maybe a poem of four lines) and learners copy the poem in their handwriting copy. All writings at this stage should be on lined handwriting copies. The following basic rules are to be followed for handwriting.

- Place the handwriting copy on a plain surface.
- Use a good instrument of writing (good pencils)
- Use unjoined printed letters.
- Provide appropriate space between words.
- Use right stroke for every letter (capital or small, for right stroke, see the textbooks of class-III and IV)

8. The main focus at this stage is handwriting and copying. Remember the learner related problems in handwriting is teacher relate. If the teacher’s handwriting is bad, the learners’ handwriting is most likely to be bad. Read the experience of ours to understand this statement. We were once training a group of teachers from Nandapur of Koraput. Seven of the teachers had similar problems with their handwriting- the wrong shape of ‘F’, their small ‘n’ was like ‘u’..... Trying to find out the reason behind we came to know that they had got these problems from one teacher. All the seven teachers were his students and the teacher had all the problems in his handwriting. All good primers (the 1st book) have provision for all these with enough space for practice. Little later when learners gain control over their writing, they can be given the tasks of writing names of people and places. They should start with simple names (Sarat, Rajat ......) and then move to complex ones. This should be related to their personal experience, names of their family members, classmates, names of places of their locality, etc. At this stage translation (from their mother tongue to English) activities can be used (translating names of persons and places from mother tongue to English) Writing names of persons and places serves two purposes - gives them a sense of satisfaction and develops their spelling sense. Filling in forms and writing addresses are also good tasks at this stage. Pictures of cycles, classrooms, trains, etc. can be shown and learners can be asked to make lists of related words in good handwriting.

9. Towards the end of this stage, when children are able to comprehend a four lined simple poem, they should be taught how to write one simple sentence type answers from the poem. For example, from a four lined poem on “Pets” they can answer questions like ‘What is the poem about? (The poem is about pets.) The learners get ‘poem’ ‘is about’ from the question itself and ‘pet’ from the poem. Only they are taught to start the sentence with a capital letter and end with a full stop. Whatever written at this stage should be written in pencils and in lined handwriting copies, the primary focus being good and legible handwriting using unjoined printed letters. There is no need to teach them joining letters which they will learn on their own when they have to write under pressure of time. If children are asked to join letters from the beginning (as in italic
writing), the shape of individual letters get lost causing illegibility. Towards the last part of this stage, they can be allowed to write in good pens (now a day’s dot pens).

Comprehension Questions:
1. Why is this phase also called copying or handwriting phase?
2. Name two basic rules of handwriting.
3. How does writing names of persons and places help learners?
4. What do you understand by learner-related problems in handwriting are teacher-related?
5. How can you help learners answering one sentence answers of questions from a text?
6. Why is there no need to teach italic writing?
7. What will happen if learners are asked to join letters from the beginning?
8. In which classes these writing activities are to be taught?

SGP-5. Read the following paragraphs and answer the questions that follow:

Controlled / scaffold writing phase:

10. In the previous stage learners learn language in bits – alphabet, words, phrases, and sentences. But at this phase they learn to write cohesive passages – paragraphs, learn how to organise sentences into paragraphs. And this they learn in controlled way through very many kinds of props and helps. This phase, therefore, is called the controlled, crutch or scaffold phase. Children to start with cannot walk on their own. We often hold their hands or put them inside an easy-walk. And slowly we remove the supports and they learn to walk on their own. Similarly to lay a roof to be laid, we provide support (scaffold) and after some days we remove the scaffolds in phased manner. In similar ways we have to provide supports to learners at the early stage. These supports can be of very many kinds- starting with very simple to comparatively difficult ones. Learning to write with the help of supports, lays the foundation for free writing. Provided below are some examples of support.

1. Previously Learned Language Skills as Supports:

Writing is the most difficult language skill. Learning other language skills like listening, speaking and reading, before paves the way for writing. Thus these previously learnt skills can be used as supports for writing.

(a) Listening + Writing

Dictation is an activity which combines listening and writing. Dictation activities range from very simple word (word dictation) to very complex ones (dictation of paragraphs). In early stages, simple words are given to listen and write. Students write in lined handwriting papers. Little later some simple paragraphs with missing words, students listen and fill in the blank spaces. Current new textbook for class-IV and V have such activities. Much later students are given dictation of small paragraphs. In higher classes students listen to teacher’s talk/lectures and take notes of their own (note-taking).

(b) Speaking + Writing
Students are provided with forms about persons / places. Name: _______________ Father/Mother's name : ___________________________. Students in pairs interview one another (What is your name? What is your mother's name? ..............) and fill in the forms. Next based on the filled in forms, they are asked to write a small paragraph on the person interviewed. (The name of the girl is ____________________. Her mother's name is __________________________)..............)

(c) Reading as props for writing

Reading and writing are like two sides of the same coin. While reading, a reader gets enough exposure and tips on how to write. All great writers have learnt to write from reading. Good writers are, therefore, good readers to start with. Thus reading can be used as props for writing. Description of a person or a place, or narrating one’s experiences can be taught taking reading passages at the base. For example learners are given to read a passage about ‘Kolkata’. Next they are provided with some information about ‘Bhubaneswar’ and asked to write about Bhubaneswar. In this case the passage they read about Kolkata serves as props/support to write about Bhubaneswar. Most of the writing tasks that follow a lesson in a text book are of this kind. The written text prescribed is taken as base or props for writing. In the previous phase, we have already stated how from answering one sentence type (question-answer) from text, the students can be taught to combine the sentences into paragraphs to answer 50-words type (question-answer). The next important kind is note-making. Students are taught how to make notes from the text using words/phrases in points with appropriate diagrams and then convert the notes into paragraphs of their own. Suppose learners read the following paragraph. “Animals are of two types- wild and pet. Tiger, lion and jackal are wild animals. Horse, camel, cat, dog are pets.”

The note will be as follows;

Animals

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wild</td>
<td>pets</td>
</tr>
<tr>
<td>(tiger, ..........)</td>
<td>(horse..........)</td>
</tr>
</tbody>
</table>

(d) Other Props for Writing

Writing props can be of various kinds. Take for example the following one. Students with this prop can write a simple paragraph about themselves. Writing Props.
Children, in the previous phase, learn to make lists, fill in forms, names of the members of their families, etc. All these can be conveniently used as props. to write similar paragraphs. Only children are to be shown how to go about this with model sentences. For example, if they have made a list of words related to “bicycle”, they can write 3 simple paragraphs on ‘A bicycle’ with the help of model sentences, eg. ‘A bicycle has two wheels............ Similarly if they have filled in a form, the filled form can be used as props or support to write about the person, e.g. ‘The name of the person is __________. The name of his village is ________________. The following props can be used for a lot of writing activities at this stage.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
<td>6 am</td>
</tr>
<tr>
<td>brush teeth</td>
<td>6.30 am</td>
</tr>
<tr>
<td>take breakfast</td>
<td>7 am</td>
</tr>
<tr>
<td>do homework</td>
<td>7.30 am</td>
</tr>
</tbody>
</table>

Students, with this prop can write a simple paragraph about themselves having the freedom to change the time (get up at _____). They can also write a paragraph about one of their friends (Gopal gets up at ________). Finally they can write a paragraph about themselves and their friends ( I get up at ________ but Gopal gets up at ________).

All the writing activities stated before can either be placed in a textbook on writing or else these can be incorporated in the post-reading activities of a Reader as is the case with our new English textbooks.

(e) Authentic Materials as Support for Writing

Authentic materials (wrappers and covers of items – pen, soap, tooth brush, tooth paste, biscuits etc) can also be used as support to teach writing. The students can be provided with the wrappers /covers. First, they are asked to read what is written on the cover / wrapper and fill in a form (teacher prepares a form before). The form requires information as Name of the product ..........Producer of the product ......................, Price ............Date of production etc. The form can be made on the basis of the cover /wrapper provided. The teacher writes on the form on the blackboard and the students copy it in their notebook. Next students fill in the form. After they fill in the form, they are asked to write a paragraph about the product. At this stage students can be provided with some sample sentences to start with.

See the example provided below.

Cover of Scissors

Form
1. Name of the product__________________________
2. Name of the company_________________________
3. Price _______________________________________
4. Date of manufacturing ________________________
5. (Students fill up the form)
6. Next they write a paragraph about the product.
   The product is _________________________________.
   The price is _________________________________.

Many more writing activities can be prepared on this cover. One can be on its uses. Another can be on its special features (It is corrosion resistant.................). Still another can be on caution the users have to take about the product.

Finally putting all these isolated pieces of writing, 4 small paragraphs (a page of writing) can be done on the product.

(f) Remedial Quick Rising Writing Activities

Write on the blackboard “Rain” and ask the students to come up with words that relate to it. (flood, mud, water.......). Write those on the blackboard in a web chart.

Next students are asked to write a neat list of words in good handwriting.

Next, provide them with a very short sentence – “Rain causes mud.” Ask students to write as many sentences as possible using words from the web chart following the same structure. “Rain causes __________________.”

Next ask students to write a four-lined poem on ‘rain’ using the sentences they have written – the last word of the second line rhymes with the last word of the fourth line:

   Rain causes __________________
   Rain causes mud.
   ___________________________
   __________________________.
See how students can move up in their writing skills from listing words to writing very simple sentences to writing a poem.

While writing, students should be told to follow FOUR steps:

- Pre-writing (thinking, generating ideas through brain storming).
- While –writing (thinking also writing - mentally reorganising)
- Post-writing (revising) - rewrite if necessary

In order to help our learners develop writing skills, we have to avoid the following wrong practices in teaching writing.

1. Avoid teaching writing from the beginning (Writing alphabet).
2. Make learners follow four steps of writing: Think>Write > Revise> Rewrite (if necessary)
3. We have a tendency to write without thinking and submit scripts without revising.
4. Follow a process approach to writing, not a product approach. Never give learners a writing task and expect a finished product. Rather help learners step by step (through props and support) to reach the product.

**Post-reading**

- How is writing in the life of human race and that of a child is similar?
- Make a list of the academic writing needs of your learners.
- Make a list of the real life writing needs of your learners.
- Have these two been successfully linked? Justify your answer.
- Reflect back and say what you have written as a part of your real life needs during the last three months.
- Design an activity using reading as props for writing.
- Taking into consideration the level of majority of learners in your class, where will you posit yourself on the table of writing activities? Justify why?

**Activities for the trainees.**

1. Fill in the blanks in the following diagram.
LESSON-11
TEACHING VOCABULARY

I. Pre-reading Questions:
   1. How many English words do our learners know when they come to school? Guess.
   2. Why is vocabulary important in learning a language, especially in English?
   3. What things about a word should we know for its proper use?
   4. How can we develop our young learners word power?
   5. How can we develop our young learners spelling sense?

II. Read the following text silently and answer the questions that follow.

   SGP-1 Importance of Vocabulary
   1. The basic to learning any language is learning its vocabulary (words). From common point of view vocabulary of a language plays a very crucial role. What bricks are to a building, words are to a language. One who has a very rich stock of vocabulary can use language confidently with fluency and appropriateness. Reading becomes faster if you have acquired the required amount of vocabulary. Just learning some words in a language
one can communicate easily. Learning Just two words ‘Yes and No’ one can start communicating. And in real life situations, we mostly communicate in words and phrases. Full sentences are very rarely used. See how a waiter in a hotel in Channei communicates in English just knowing some English words:

<table>
<thead>
<tr>
<th>Occupant:</th>
<th>Has water come?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiter:</td>
<td>No.</td>
</tr>
<tr>
<td>O:</td>
<td>Why?</td>
</tr>
<tr>
<td>W:</td>
<td>No power.</td>
</tr>
<tr>
<td>O:</td>
<td>Why?</td>
</tr>
<tr>
<td>W:</td>
<td>repair</td>
</tr>
<tr>
<td>O:</td>
<td>When will water come/</td>
</tr>
<tr>
<td>W:</td>
<td>Evening.</td>
</tr>
</tbody>
</table>

2  This is from a real life experience. We too have experience of coming across rickshaw pullers and tourist guides communicating in English through words only. But unfortunately, many of our teacher friends force our young learners to speak in full sentences, which create problems in their learning.

Comprehension Questions:
1. Why is learning vocabulary basic to learning a language?
2. How does a rich stock of vocabulary help learners use a language?
3. How do we usually communicate in real life— in words and phrases or in full sentences?
4. The comparisons of bricks and words have been made in a beautiful way. Can you quote the exact line from the paragraph?

SGP-2
What Involves Teaching of Vocabulary
3  From the point of view of the importance of vocabulary in language learning, more focus on different aspects of vocabulary should be given and they need to be taught through interesting and enjoyable games and activities. Teaching of vocabulary should include the basic aspects which are known as three Ss of words such as sound (pronunciation), shape (spelling) and sense (meaning). Hence, to know a word means to know primarily to know meaning, how to pronounce, how to write and how to use in different contexts. Besides, the antonyms/opposite words, synonyms/similar words, word pairs/collocation, derivation by using prefix and suffix, grammatical categories, idiomatic uses should also be taken care of at the time of teaching vocabulary. But while teaching these aspects of vocabulary at primary level very easy and simple examples should be given.

Comprehension Questions:
1. What does the paragraph mainly talk about?
2. What are the basic aspects of a word that our learners should know?
3. What does it mean when we say three Ss of a word that our learners should know?
4. What else, other than the three Ss should we take care of while teaching?
Ways of teaching vocabulary

There are different ways of teaching vocabulary: through examples, synonyms, antonyms, pictures, translation, gesture and action, paraphrasing and simpler equivalents etc. But unfortunately while teaching English, we often use the method of translating the meaning of words in to the mother tongue of the learner. Because of this wrong method our learners who begin with about 1500 to 2000 words (before we teach them English) tend to forget some of the words they have learned from the environment.

Taking Stock of English Words Children Already Know

The best thing for us, to begin with, will be taking stock of the English words of our students already know before we teach them English. During the first month of our students learning English (Class-II or III) we should devote some classes for this purpose. Example;

In this way the teachers gets most of the English words about bicycle which the students know and write them on the blackboard. Next, s/he tries to get some words from the students which are indirectly related to bicycle. S/he also helps the students make a list of all these words.

The Best Method is Through ‘Gesture and Action’

For thousands of years human beings managed to communicate only through feature and action before they learned to use language. Therefore it is not a substitute to gesture and action but a complement. Gesture and action are primary and basic to communication which is why when we fail to communicate through language; we tend to use gesture and action.

Advantages of using gesture and action

- Adds variety to otherwise monotonous teaching – makes interesting.
- Helps learners understand the meaning of words better.
- Helps to both learners and teachers with limited competence in the language.
- Hides teachers’ typical mannerism.

Words Used in the Texts of Class-III and IV in Which can be Taught Through Gesture and Action

Bend, bite, brush, call, catch, clap, climb, close, comb, come, coo, cry, drum, eat, fall, fight, fly, go, hiss, jump, laugh, lay, light, open, pat, peer, pick, polish, put, rest, run, say, see, sing, sit, skip smell, stand, stop, stretch, take, touch, wash, wipe
Look, listen, dance, walk, clean, sweep, talk, water, wear, play, show, tie, feed, smile, give, kick, howl, enter, stand, pull, carry, collect, put, slip, move, pluck, sleep, drink, catch, cook, hold, lock, pour, throw, salute, lift, hold, swallow, crawl, fly, dive, swim, hop, dance, push

Teaching Vocabulary using the textbooks

We have just talked about how to develop learners’ vocabulary through gestures and actions using action oriented words from the text. Obviously, it is an effective technique to develop vocabulary of learners in the lower classes. But in the upper classes the text can be used in many other ways to develop the stock of vocabulary of our learners, viz, by:

- encouraging learners to guess the meaning of unknown words from the context at the time of reading.
- asking learners to check the meaning of difficult words from the *Word Notes* given at the end of each lesson.
- making learners do the vocabulary exercises given at the post-reading stage.
- making learners play vocabulary games based on the lessons from the text.
- initiating word competition and spelling competition activities among learners in the class in regular intervals.

• Comprehension Question:
  1. What are the major ways of teaching vocabulary discussed in this section?
  2. Which wrong method, as discussed in the topic, makes our learners forget the words they get from the environment naturally?
  3. How many English words, do you think, our learners bring to the class before we teach them English?
  4. Why is gesture and action called the best method?
  5. How can we make use of the textbooks to develop learners’ vocabulary? Say at least three ways.

SGP-4

Teaching of Spelling

We should help learners develop the habit of correct spelling of words from the very beginning. One should be able to correctly spell at least 80% of the words one knows. Or else the spelling problem will be difficult to tackle later. It is also important to note that developing spelling sense (like language sense) is more of convention and practice than rules. Therefore, care should be taken to give proper practice to our learners.

The spelling sense of the young learners can be developed from the beginning adopting right method. Some of these are:

• spell, then pronounce the word
  C_A_T = CAT, for example,
• Look – cover-spell-write verity (an activity to develop spelling skills of learners)
  Use spelling games, Cross-word puzzles and quizzes.
• Make young learners write names of places and persons in English.
• Learning the spelling of a word must go in hand in hand with learning a word:
  Learning a word means learning its: sound, sense (meaning), spelling
• Help children learn spelling through reading-visual memory
• Help learn spelling through writing-motor memory
• Help learners learn the spelling of polysyllabic words by syllabification and word
  analysis.
  Example: De-mo-ti-vate. Encourage students to sub-vocalise spelling of longer
  words through syllabification while writing. Word: analysis through
  breaking the words into prefix + root + suffix: inter-na-tion-al
• Encourage learners to exercise reasonable doubt and to consult dictionary. Over-
  confidence and too much doubt are bad for developing spelling sense.
• Learning the origin of English words helps tackle the problems of spelling of words
  which are difficult to spell, for example English words of Latin origin –
• Study homophones, homographs and homonyms together.
  **Homophones**: words that sound same but different in spelling, meaning and
  origin.
  Example: missed, mist : knew, new:
  here, hear;
  **Homograph**: words that have similar spelling but different in meaning and
  pronunciation.
  Example: tear (v) tear (n)
• **Homonym**: Words that have the same sound and spelling but are different in
  meaning and origin.
  Example: bear (n) bear (v)
• Learn the spelling of problematic words by heart or by special mnemonic devices
  Example: diarrhoea
  Assassination- ‘ass’ after ‘ass’, ‘i’ after ass and ‘nation’ after ‘i’
  (nation)
• **Comprehension Questions:**

  1. Why is it important to develop a habit of correct spellings of words from
     the very beginning?
2. Which of the 12 teaching spelling activities mentioned above do you like to use more often in the class? State at least five.
3. Give examples of (a) homophones, (b) homographs and (c) homonyms.
4. If English spelling is a matter of practice and convention then what should be the right approach for us to teach vocabulary?

III

Post-reading

VMDT – Whole Text: Headings and sub-headings

Chain–Drill Do the following chain-drill.
“What bricks are to a building words are to a language.”

Mental Talk – Mentally talk the following sentence many times.
“The method of teaching vocabulary is through action and gesture.”

Writing Task:
(a) Write answer to the following questions in the space provided.
1. Why is learning vocabulary basic to learning a language?
   Learning vocabulary is basic to learning a language because

2. What are the basic aspects of the words that our learners should know?
   The basic aspect of a word are

3. What are the major ways of teaching vocabulary discussed in the lesson?
   The major ways of teaching vocabulary discussed in the lesson are

4. How can we use the textbooks to develop our learners’ vocabulary?
   We can use the textbooks in many ways to develop our learners’ vocabulary. They are

5. Which of the 12 teaching spelling activities mentioned in the lesson do you like to use more often in the class? State at least five.
   The following five teaching spelling activities I like to use in my class more often.
(b) Given below a note on the lesson in a diagrammatic form. Now, develop a paragraph in the space provided below transferring the ideas from the diagram.

**Teaching Vocabulary**

SGP-1 ..........................  SGP- 2. ..................  SGP- 3.........................  SGP-4 .......

Para: The topic, 'Teaching Vocabulary' has ______________. The first SGP is about

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Let’s Think:

- On what themes other than ‘bicycle’ do you think our students know words before they come to learn English?’
- Can we use authentic materials to help learners develop vocabulary?

**LESSON-12**

**Understanding the Current State of Primary Education in Odisha**

**Pre-reading**

**I Pre-reading Questions:**

1. Is pre-primary education necessary? If yes, why?
2. Do we have currently a universal pre-primary education? Is Anganwadi a universal pre-primary education?
3. What methods do our teachers normally follow in teaching a lesson? Who does help this method – the teacher or the learners?
4. What is the major problem of teaching English during the first year of learning English?

**While-reading**

Read the following text silently.

**Text**

1. For easy understanding of Primary education, let us divide it into three phases:
   1. Pre-primary Phase
2. Basic Competency Phase (Class I & II)
3. Take off Phase (Class III to Class VIII)

**Pre-primary phase**

2. It is a very crucial phase. It lays foundation of education, a half-way house between home and school, a link, a mixture of home and school atmosphere. During this phase listening and speaking skills are developed through storytelling, rhymes, action songs, games and TPR (Total Physical Response) activities. The principles of acquisition/learning at home principles prevail –love, affection, cordiality and informal atmosphere. Learners are not aware that language is learnt- it becomes the by-product of some interesting activities. No teaching, no punishment. Children learn on their own. Lots of learning happens in an integrated way. The best place for primary education is open field / under a tree. This phase trains children to accommodate themselves to school.

3. We have some problems in primary education. Earlier Shishu sreni was removed. The pre-primary education was given to Anganwadis. It has a good book with work book –Arumima. Anganwadi workers are trained in pre-primary education but are overburdened with a lot of other work. It is not a universal pre-primary education system as only poor and deprived children attend Anganwadi centres. Now Anganwadi has no connection with primary schools. It is under a separate department –“Women and Child Development(W&CD)”. The present book Hasakhela is used as our pre-primer.

**Basic Competency Phase**

4. It is a link between phase –I & II. Phase –I develops listening and speaking, Phase –III develops reading and writing. Phase –II prepares the learners for reading and writing by providing basic competencies like recognition of the alphabet , linking symbols with sounds, vocabulary , phrases , sentences ......writing of alphabet, word , phrases , sentences........and teaching the basic mechanics of reading and writing . The contradiction is that children don’t like boring things but we have to teach boring language items like alphabet, spelling, pronunciation etc.

5. The solution is how to teach these boring items in interesting ways and how to maintain the wholeness and context of language. Solution is made through whole and block learning approach and integrating languages, Mathematics and EVS. Beginning with learning of the alphabet, this phase should end with the children being able to read and comprehend a small paragraph or a poem. The main challenge for us at this phase is to prepare a good primer – the first book. There has been three phases in the history of primer preparation in our state- Barnabodh Phase , Chhabi Bahi phase and the project (MLL, DPEP) (Hasakhela)Phase .

**Phase-III: Take-off Phase**

6. This phase really consolidates reading and writing skills of language and through these skills help students study and master other subjects of study like – social sciences and sciences- learning other subjects through language in an integrated way – language helping learn other subjects and learning other subjects helping develop language skills - each complementing the other. At this phase learners develop fast reading skills and study skills such as; note –making and note-taking, reference skills, which prepare them
to learn on their own. In other words, this phase prepares the students for higher studies—a take off stage. At this phase, the lessons of almost all the subjects should have three stages—pre-reading, while-reading and post-reading and used in the way suggested in the previous units.

The text books should be written following the three-stage approach—pre-reading, while-reading and post-reading. The texts should not be difficult, much above the level of the learners. The activities at the post-reading stage should be interesting and joyful. In teaching of English the same method and approach can be followed with very minor differences because English is a second language and it starts late, in class-III. The primer in English should start with stories, rhymes, picture reading etc.

- **Comprehension Questions:**

  1. Why is phase-I a crucial phase?
  2. Do we currently have a preprimary education?
  3. What are some of the problems of textbooks at phase-III?

**Post-reading**

   (II) Phase-I: Story-telling, action songs, remedy to problems

2. Chain –Drill Do the following chain-drill.  
   “Pre-primary education lays foundation of education.”  
   “It is a half way house between school and home.”

3. Mental Talk –Mentally talk the following sentence many times.  
   “Most problems of our primary education originate from the absence of pre-primary education.”

4. Writing Tasks: Write> self-correct and then provide self feedback.

(a) Answer the following questions each in a complete sentence.  
1. How many phases are there in primary education?

   ________________________________________________________________

2. What are the phases of primary education?  
   The phases of

   ________________________________________________________________

3. How many phases are there in the history of primer preparation in our state?

   ________________________________________________________________

4. What are they?
5. How do the learning of language and learning of other subjects help / complement each other?

(b) First fill in the blanks first, then write a small paragraph based on the diagram.

**Understanding** .......................... ...........................................................

| 1. ......................................... 2. ........................................ 3. ................................. |

Para: The name of the topic is............................ it has..........................
There are ..........................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................

**Plenary Discussion:**
1. ‘Should pre-primary education be left to Anganwadi?’

**LESSON-13**

How to Use the New English Textbook in a Training Session: Some Guidelines for the Trainers

**Materials:** Some copies of old books and each trainer having a copy of the new textbook

**Introduction:**

I. Let the trainees browse through the new textbook (you are handling) – about 10 to 15 minutes.

II. See only the introduction and the appendices and state what there are.
(Trainees respond one after another, the trainer writes them on the blackboard.)

➢ Are these additional features useful? For whom?
➢ Can you guess why these features were not there in the old textbooks?
(There are many reasons. Guess some.) May be the writers were not aware of the principles on which their textbook is written. May be not
Trainees read silently part by part followed by comprehension questions.

Preface by the Commissioner-cum-Secretary (Silent reading by trainees (4-5 minutes)
1. Why did the Commissioner write the Preface? Is she deeply involved?
2. Why strengthen teaching/learning of English in Odia medium schools?
3. What do you mean by ‘tryout’ of the book? Is it necessary? Why was this part not done with the previous books?
4. What are teachers’ duties with regard to the workbook?
5. The workbook is attached to the textbook. Which is better – attached or detached (separated)? Give reasons.
6. How is the teacher to use the book?
7. What is the instruction for Inspecting Officials?
8. What are the tests for?
9. What are the indicators of learning meant for?
10. From where in the paragraph, the tone changes – mark the cohesive device ….. “but”.
11. What is the topic after the change of the tone?
12. How do cheap bazaar notes harm learning?
5. How are lessons proper different from the trailer lessons?
6. What are the differences between lessons proper and follow-up lessons?
7. Who does the test provide feedback to?
8. How are the materials and methods linked in the new textbooks?

**The Learners:**
1. Why for learners? Can you think this in terms of learner-centred education?
2. Why in Odia for learners?
3. Who is talking to whom?
4. What is the first paragraph about?
5. What is the second paragraph about?
6. What are some of the wrong notions about learning English?
7. What is the first wrong notion?
8. What is the second wrong notion?
9. What is the third wrong notion?
10. What is the fourth wrong notion?
11. What is the last wrong notion?
12. The editors suggest what the learners should do to learn English. What do they ask the learners not to do?

**Appendices:**
Silent reading by trainees and comprehension questions by the trainer:
1. How many appendices are there?
2. What is the first appendix about?
3. What kind of post-reading activities are generally provided for a lesson? What are they?
4. Why do the editors write notes to the parents and tutors?

Read “Notes to Inspecting Officials” carefully.

1. While inspecting a class, what have the officials been advised to do?
2. What implications does this have for the teachers?

**Appendix-III:**
Read appendix-III carefully and answer the following questions asked by the trainer.

1. This appendix provides instructions under three heads. What are these three heads?
2. You have been teaching handwriting, asking questions and doing reading aloud as parts of your teaching. Did you know all these instructions/rules before? Is it possible to follow them on your part? Will they help you to do your job of teaching better?
Appendix-IV:

Read Appendix- IV silently and answer the following questions asked by your trainer.
1. Under how many heads are the indicators of learning provided? What are they?
2. Are the indicators (major heads) graded?
3. Are the indicators under each head graded?
4. Whom are these indicators for?

Let us Think.

Suppose these new books are used for about 5-6 years and then changed. Will there be a need for the detailed instructions and appendices? Give reasons in support of your answer.

Why all these (introduction and appendices) are called a training package for teachers? Will these to some extent, reduce the need for in-service training spending a lot of money?

Will these help us follow a common pattern of teaching?

What about lesson planning by teachers? (The main lessons are already planned. There is no need for planning by teacher except adding some comprehension questions or activities) What about follow-up lessons? Is there any scope for a little bit of planning?

LESSON-14

DEVELOPING TEACHERS’ SKILLS

Introduction:
It is your experience and our experience that most of the trainees improved their skills- margin, layout, handwriting, English etc. during just 5 days of orientation obvious from the difference from their writing on the first and the last day. In some trainees, it is a sea-change. Keep up this and improve your English and professional skills on a long term basis. Given below are some tips.

Teachers’ English:
Currently most of the English classes in Odia medium school are conducted in Odia. Teachers say this is because the learners’ English is very poor. They are incapable of comprehending an English lesson conducted in English. But it is also true that the English teachers’ English is also equally very poor. They cannot conduct an English class in English. Let’s see a sample of an English teacher’s English.

The question is: why the current English teachers’ English is that poor? May be their English teacher taught English in Odia. Low English proficient teachers have
produced low English proficient learners. These low proficient learners, in turn, have become teachers and have produced still low proficient learners.

This is true of all teachers in general and the English teachers in particular. This has now become a vicious circle. How to come out of this vicious circle?

Improving our English:
The only solution of coming out of the vicious circle is to improve our English language skills, but how to do this?

First, we are teachers of English but we have to become learners of English as well. We have to teach and learn English at the same time because we failed to learn English when we were learners of English. In fact, teaching is the best way to learn, provided we have right kind of attitude. Learn with the learner. Read first all the text books of English meant for our learners and do the tasks provided in the textbooks ourselves as learners before we teach them. Currently many middle class parents who learned English through Odia medium are sending their children to English medium schools. While helping their children at home to study, they are improving their own English by reading and doing the tasks from their children’s books as if they themselves have taken admission with their children in English medium school. If the parents can do this, why can’t we? It requires a special kind of attitude and interest. We have a school in Malkangiri for the poor and tribal children. Our teachers who have been picked up locally are asked to read all the books from class- 1-7 irrespective of the books they teach and for teaching a textbook they read the textbook twice—first as a learner and then as a teacher (how to teach). This is paying good dividend. Their professional growth is unbelievably fast.

Exposure, Use and Context:

We know that language is mostly learned through exposure and use in meaningful context. In order to learn a language one should listen to a lot of English, get exposed to language through reading, use the language in speaking and writing. The exposure and use should go hand in hand. Listening will be good for one to speak, for example. Reading involves both exposure and use. A reader uses language skills to read a text and while reading gets exposed to the English in the text. The best use of language is through writing. And, as said before, the exposure and use should be in a real life context.

There is no short cut to improve one’s English language skills. One has to continuously expose himself/herself to English and use English in real life context. It should be part of his/her day to day habit. Provided below are some suggestions which will help you improve your English on a day to day basis.

Exposure
Make it a habit to read everyday an English newspaper. If possible, read some journals of English.
Read an English story at least one in a month and an English novel in 4-6 months.
Listen to the radio news in English, watch TV news and discussions in English on a day to day basis, and see an English movie once a week.
Whenever you buy anything—a bar of soap, a tooth paste, a strip or a bottle of medicine, read the English on the wrapper, strip or bottle and the brochure, if any provided. These are called authentic materials in ELT.
Read all the English books prescribed for your learners from the primer to High schools.
Load into your mobile English songs, rhymes, stories, speeches, etc and listen to them on a day to day basis.

Use:

As part of your daily life, you need to make lists, be it marketing or dhobi list. Make these lists in English.

Maintain a diary and make all diary entries in English.

Do all your class preparation for an English class in English – lesson planning, note. Do the exercises yourself which are meant for learners. In every English textbook, there are some exercises and activities which are much above the learners’ level. You can do these activities yourself to improve your English.

Write letter to editors of newspapers and small articles in English. One cannot be proficient in a language unless one writes in that language which is why Bacon said ‘Writing makes a man perfect’.

Talk mentally in English. You have read about ‘Mental Talk’ before and you have been told that unless the teacher makes use of MT, s/he cannot make his/her learners use MT. Mentally repeat memorable lines from a poem or writing. Read the advertisement English from advertisement hoardings and mentally repeat them. Advertisement English is very creative, interesting and often funny. Often by breaking the basic rules of grammar, they make English creative and new. Recently I saw an advertisement hoarding of the music CD Jolly Roger with the photograph of Shikhar Dhawan. “Odds are everywhere, but the victory is inside you”. I kept on repeating this line mentally for some days and now that line has become a part of my English.

Classroom English:

One of the limitations of learning a second language like English is lack of proper context of using English, particularly the opportunity to speak in English. We prefer to use our mother tongue as others may consider us proud, haughty, showy, or even mad. This deprives us of learning English from use. But fortunately the English teachers have the opportunity to use English in their classrooms. Nobody will consider them proud, haughty or showy if they use English in their classrooms. But unfortunately, we miss this opportunity and instead, mostly use Odia in English class. Provided, below are some samples of classroom English under different heads of classroom activities. Make full use of them while teaching English which, in turn will drastically improve your English language skills. We have predicted some classroom contexts where you can use them. However, real life context, even all classroom contexts are not always predictable. You will at times, come across some such contexts. But if you are using the language often and achieved fluency in it, new words and sentences will naturally come to your help to meet the contingency. This is one of the creative aspects of language and its speakers.

Classroom English: Some Samples

For general classroom instructions

Socialization

Good morning students.
How are you?
Sit down please.
Thank you.
How was the holiday?
Did you enjoy your holiday?
It is very hot today?
It is very cold today?
How was your exam?
How is your preparation for exam?

**Setting the classroom**
Come close.
Backbenchers, come to the front.
Come in a line.
Open/close the door/window.
One of you, clean the Blackboard.
Go to the office and bring the register/pieces of chalk.
Leave space/a road for me from front to the back.
Also a road from left to right.
Now with these two roads the class is divided into four groups/sections.

**Bringing in Discipline**
Come in a queue.
No shouts/don’t shout.
Don’t make noise.
Silent please (thumping the duster on the table).
Sit down/don’t stand up.
Don’t talk.
Don’t whisper.
Be attentive/attention please.
No chorus answer/not all at a time.
Raise your hands, I’ll tell who to answer.

**Giving Feedbacks**
Well done!
Very well!
Nice!
Right Excellent!
Good!
Very good!
Clap for him/her.
Clap for the group.
Give him/her a big hand.
You’ve improved a lot.
Take care of your hand writing/margin/cap and small letter.......

**A Note of Caution**

Never try to learn a language by rules of its grammar. Especially in our context learning English, by memorizing rules of grammar of English will give us a false impression that we know the language and prevent us from exposing us to English
(because we think we know English because we know the rules of English) and from using the language (because it will give us the sense that we may go wrong). There is a wide gap between knowing the rules and making use of them in context. However, grammar can be used as small tips to back us up at the time of need. But its role is very minimal in learning a language. And teachers who want to improve their English through the short cut way of reading a grammar book of English are, in fact mad persons because if they do so they will ruin whatever English they already had. Many of us may not agree with what is said about grammar but this is the fact.

Tips on Professional Growth:

- If you are a teacher / teacher trainer by compulsion, try to become a teacher / teacher trainer by choice.
- Your professional growth is your own responsibility.
- Teach, reflect, change and grow.
- Maintain a teaching diary.
- Spend at least 5-10% of your salary on:
  - Buying books, journals etc.
  - Attending seminars / training programmes /workshops taking perusal leave and spending from your own pocket.
  - Buying a good smart phone.
- Buy all the current textbooks. Read them all through you teach them or not. First read as a reader, next read for the teaching. Keep in store all old text books.
- Form SIG9 Special Interest Group) and try to teach them.

Notes for Resource Persons

Dear Resource Persons,

You are a special teacher which is why you are selected as a Resource Person (RP) at your district level. You are expected to bring about positive changes around you. Your immediate job is to act as Resource Person at the block level teacher orientation. Equip yourself for the task by doing the following.

Before the orientation

- Get yourself acquainted with all the English textbooks from class –III to VIII.
- Read the Module thoroughly. If you have any doubt at any point, please contact us.
- Prepare yourself to take a demo class on any lesson from the textbooks following steps suggested in the module.

During Orientation:

- Understand your Resource Persons -friends and work as a team. Divide among yourselves the lessons to be taught and prepare accordingly.
• Be present while one of your friends is teaching and help him / her if there is a need.
• Please do not give any lecture or explain. Instead follow a learner-centred and activity-oriented approach. The teacher will read the text and do the activities on their own.
• Don’t try to complete all lessons in a hurry. Do some and ask some to read at home on their own. But to start with, ask them to go through the content page and see what are there in the book.
• In some lessons it may not be possible to read all paragraphs. Therefore, select some important paragraphs from a text and make them read these paragraphs. The purpose is to make them read and comprehend some texts and thereby improving their reading skills.
• Handle the difficult teachers carefully. Never be impolite with such teachers. Do not impose your views on them. If there is a critical situation, please contact us, we will respond and convey our opinion to them.
• Don’t hesitate to admit your mistake, if any. This will not degrade rather upgrade your status as a Resource Person.
• Prepare well before the class. Look forward to your class, enjoy while teaching, reflect (after the class) with pleasure.

After Orientation
Be a reference point for the teachers you have trained, afterwards. Carry on the changes being an agent of change for the rest of your life.
Appendix
Answer Key

LESSON-2
Phases of a Lesson: Pre-reading, While-reading and Post-reading

2. Writing Task:  Self-test, Self-correct, Self-feedback
(e) Answer the following questions- each question in one sentence.
[Tips: You can get half of the answer from the question and half from the text. For example: “What is an SGP based on?” Ans: “An SGP is based on a single theme or a central idea.” (We can get the rest part from the question.) The tense form of the questions and answers is to be in present tense, for example.]
Answer in good hand as shown in example.

7. How many stages are there in a lesson?
There are three stages in a lesson.

8. What are they?
They are Pre-reading, While-reading and Post-reading.

9. What is the main objective of pre-reading?
The main objective of pre-reading is motivation.

10. What are the important features of a good pre-reading activity?
A good pre-reading activity should be brief, bit indirect, interesting and hit the main theme of the text.

11. What is interactive reading?
While reading silently, reader talks/communicates with the writer through the text in the absence of the writer. This is interactive reading.

12. Where do post-reading activities spring from?
Post-reading activities spring from the text.

(f) Given below is a note on the lesson in the form of a diagram. Complete it.

Phases of a lesson

1. Pre-reading
   i. motivation.
   ii. introduction

2. While-reading
   i. understanding/dev of reading skills
   ii. interaction

3. Post-reading
   i. better comprehension
   ii. Dev of other skills

(Objectives)
Write a paragraph using the facts/information from the diagram.

The name of the lesson is ‘Phases of a Lesson’. The reading lesson has three stages. They are Pre-reading, While-reading, and Post-reading. The objectives of pre-reading stage are motivation and introduction. At while-reading stage the learners understand the text and interacts with the writer. Post-reading part is devoted to activities for better comprehension of the text and development of other skills.

(g) Read the diagram below and write a small paragraph on it.

Pre-reading —> While-reading —> Post-reading
In a reading lesson, **pre-reading** comes first. The second stage is **while-reading** and the last stage is **post-reading**.

(h) Match the phases of a lesson under ‘A’ with their objectives under ‘B’. Then write a small paragraph using them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>- Comprehension of the text, interaction with the writer</td>
</tr>
<tr>
<td>While-reading</td>
<td>- better comprehension, development of language skills</td>
</tr>
<tr>
<td>Post-reading</td>
<td>- motivation, introduction</td>
</tr>
</tbody>
</table>

Paragraph: The objectives of pre-reading stage are motivation and introduction of the text. But the objectives of while-reading stage are comprehension of the text and reader’s interaction with the writer, and the objectives at post-reading stage are better comprehension and development of other language skills.

**LESSON-3**

**FOUR BASIC TECHNIQUES OF TEACHING**

1. **Writing Tasks**: Self-test, self-correction (looking at the answers provided) and provide appropriate feedback to yourself.

(c) Answer the following questions—each question in one sentence.

[Tips: You can get half of the answer from the questions and half from the text. For example: “What is paragraph-2 about?” Ans: “Paragraph-2 is about......................... (We can get the rest part from the question.)” Visual Memory Development Technique.” The tense form of the questions and answers is to be the same, for example.]

Answer in good hand as shown in example.

5. What is the name of the topic?
   
   The name of the topic is ‘Four Basic Methods of Teaching’.

6. What is the name of the first method?
   
   The name of the first method is ‘Brainstorming’.

7. What is the full form of VMDT?
   
   The full form of VMDT is ‘Visual Memory Development Technique’.

8. Given below is a note on the lesson in the form of a diagram. See the diagram and transfer the information into a paragraph following the suggestions.

   Four Basic Methods

   | Brainstorming | VMDT | Mental Talk | Chain-drill |

   The name of the topic is ‘Four Basic Methods’. The first paragraph is about ‘Brainstorming’. The second paragraph is about ‘Visual Memory Development Technique’. While the third paragraph is about ‘Mental Talk’, the fourth paragraph is about ‘Chain-drill’.
4. Writing Tasks:

(e) Answer the following questions- each question in one sentence.

[Tips: You can get half of the answer from the question and half from the text. For example: “What is paragraph-2 about?” Ans: “Paragraph-2 is about...................(We can get the rest part from the text.)”“Language vs other subjects of study.” The tense form of the questions and answers is to be same(for example).]

Answer in good hand as shown in example.

5. How many categories are languages divided into?
   Languages are divided into three categories.

6. What are they?
   They are the first language, second language and the foreign language.

7. How is learning of language different from learning of other subjects?
   Learning of language is different from learning other subjects in the sense that learning language is skill based and learning other subjects is information based.

8. Which language is easy to learn?
   The first language is easy to learn.

(f) Given below is a note on the lesson in the form of a diagram. See the diagram and transfer the information into a paragraph following the suggestions.

‘Education, Language Education and English Language Education’

The name of the topic is Education, Language Education and English Language Education.

The first paragraph is about introduction. The second paragraph is about language versus other subjects. The third paragraph is about the first language, the second language and foreign language. The fourth paragraph is about how learning a language helps learning other languages.

See the picture below and complete sentence based on the picture.

Language Education is within Education and English language education is within language education.
First match ‘A’ with ‘B’ and then write three sentences. One is done for you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>First language</td>
<td>exists only in classroom</td>
</tr>
<tr>
<td>Second language</td>
<td>mother tongue</td>
</tr>
<tr>
<td>Foreign language</td>
<td>exists both in the classroom and in the environment</td>
</tr>
</tbody>
</table>

1. **Foreign language exists in the classroom.**
2. **The second language exists both in the classroom and in the environment.**
3. **First language is the mother tongue.**

**LESSON-5**

**LEARNER-CENTRED AND ACTIVITY-ORIENTED EDUCATION**

**Writing Tasks:** Self-test, Self-correct, Self-feedback

(d) Answer the following questions—each question in one sentence.

5. During the last 50 years which are the most important changes in education?
   The two most important changes in education are learner-centred education and activity-oriented classroom.

6. How are the two related?
   The two are related as the best way is to make a class learner-centred is to make it activity-oriented.

7. Out of seven aspects, which one do you think, is the most important?
   Out of seven aspects, learner is the most important.

8. Out of seven aspects, over which one has the teacher more control?
   Out of seven aspects, the teacher has more control over ‘teacher’.

(e) See how a paragraph is written comparing the facts under learner-centred and teacher-centred education under the head ‘Classroom’. Following the example, write a paragraph on ‘Learners’.

**Example: ‘Classroom’**

While the learner-centred classroom has movable furniture, the teacher-centred classroom has immovable furniture. In a learner-centred classroom, a teacher can reach close to the learners. But in a teacher-centred classroom, the class is crowded and the teacher cannot reach individual learners. While in a learner-centred class, a teacher moves around, in a teacher-centred class the teacher remains at teacher’s place.

Now complete the sentences.

**Learners:**

While in learner-centred education, learners mostly learn on their own, in a teacher-centred education learners learn from the teachers only. In a learner-centred class, learners play active role, but in a teacher-centred class, they play passive role. Learners make positive noise in learner-centred education, but in a teacher-centred education, learners do not make any noise. While in learner-centred education, learners learn from their friends, in a teacher-centred class, there is little or no scope for learning from friends.

(f) Write a paragraph summing up the table in SGP-2.

The table is about comparison of ‘learner-centred and activity-oriented education’ and ‘teacher-centred lecture-oriented education’. It has seven aspects. The first aspect is about ‘classroom’. The second aspect is about ‘teacher’ and the third aspect is about ‘learners’. The fourth aspect is devoted
to curriculum. The fifth aspect is devoted to ‘textbook’. While the sixth aspect is devoted to ‘method’, the seventh aspect is about Evaluation.

LESSON-6
THE SECRET OF LEARNING LANGUAGE

4. Writing Tasks:
   (d) Answer the following questions- each question in one sentence.
   7. What are the three important aspects of learning a language?
      The three important aspects of learning a language are exposure, use and context.
   8. How does a child get exposed to language?
      A child gets exposed to language through listening and reading.
   9. Why is the world outside the class a better place for learning a language?
      The world outside the class is a better place for learning a language because it is context-rich.
   10. How do our teachers come in the way of learners learning a language?
      Our teachers come in the way of learners learning a language as they read aloud and explain a text.
   11. Why is there a great need to develop listening and speaking skills in English in our English classrooms?
      There is a great need to develop listening and speaking in our English classrooms because they lay the foundation for language learning.

(e) Look at the following two diagrams. Transfer the information into sentences. First one is done for you.

1. Exposure
   1. Exposure comes through listening and speaking.

2. Use
   1. Use comes through speaking and writing.

(f) First match and then write one sentence for each. One is done for you.

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-1</td>
<td>learning language outside and inside</td>
</tr>
<tr>
<td>P-2</td>
<td>teaching 1st language and 2nd language</td>
</tr>
<tr>
<td>P-3</td>
<td>role of context in language learning</td>
</tr>
<tr>
<td>P-4</td>
<td>definition of learning language</td>
</tr>
<tr>
<td>P-5</td>
<td>teaching language in lower classes</td>
</tr>
</tbody>
</table>

1. The first paragraph is about definition of learning language.
2. The second paragraph is about the role of context in language learning.
3. The third paragraph is about learning language outside and inside the classroom.
4. The fourth paragraph is on teaching language in lower classes.
5. The fifth paragraph is about teaching the first language and second language.
5. Writing Tasks:
   (c) Answer the following questions- each question in one sentence.

   5. Why is listening important for learning a language?
   
   **Listening is important for learning a language because it lays foundation for the rest of
   the language skills - Speaking, Reading and Writing.**

   6. Why is listening in teaching English neglected in our Odia medium schools?
   
   **Listening in teaching English is neglected in our Odia medium schools because we start
   teaching English from reading and writing without laying foundation in listening and
   speaking.**

   7. How can we tell stories to our learners at the beginning stage?
   
   **We can tell known stories to our learners using pictures, gestures and actions and their
   mother.**

   8. What are some of the ways of testing listening skills?
   
   **Some of the ways of testing listening skills are dictation, blank filling and note-taking.**

   9. Given below is a diagram. Fill in the blank spaces in the diagram and transfer the
   information into a paragraph.

   ![Diagram](image)

   **SGP-3
   How to develop listening skills in early classes?**

   (b) Story-telling
   (b) TPR and Action Songs
   (c) Known English words

   The SGP is about how to develop listening skills in early classes. Developing listening skills can
   be developed through three ways. They are storytelling, TPR and Action Songs and Known
   English words.

---

**LESSON-8
TEACHING SPEAKING**

Writing Tasks:

(b) 1. What are the reasons behind our Odia medium students being poor in English?

   **The reasons are many; first, we start teaching with reading and writing; second, over
   teaching of grammar; third, learners are forced to speak English in full and correct
   sentences and fourth, tendency to stress on all words of speaking.**

   2. In what ways can we develop the speaking skills of our students in lower
   classes?

   **We can develop the speaking skills of our students by introducing speaking through
   dialogues from stories they knew and through practice of rhyme and action songs.**
3. How can we develop learners’ speaking skills through text books in the upper classes?

List the major three ways as given in the text:

The speaking skill of learners in the upper classes can be developed in the following ways:

4) Reading aloud poems, stories and prose pieces with proper sounds, stress, and intonation.
5) Practicing dialogues and role-plays
6) Using chain drill and mental talk

5. What tips have been suggested in the SGP-3 for improving speaking skills of our teachers? Mention all points, each with one sentence.
- Uploading a dictionary with pronunciation in mobiles for reference at the time of need.
- Stressing on all the message carrying words while speaking.
- Not lengthening the last syllable of content words like hospital as hospital.
- Avoiding pronouncing according to spelling: blue as blew.
- Not to pronounce silent letter(s) in a word: comb as com.
- Making difference between short and long sounds: as full - fool.

(b) First fill in the blanks, then transfer the information into a paragraph.

(iii) Developing Learners’ Speaking Skills in Lower Class

Through Dialogues

Through Rhymes and Action Songs

Paragraph: The paragraph is ‘Developing Learners’ Speaking in Lower Classes’. There are two ways of developing the speaking skill of the learners in lower classes. The first one is through dialogues and the second one is through using rhymes and action songs.

(iv) Developing Learners’ Speaking Skills in Upper Classes

(a)

(b)

(c)

Reading aloud poems, stories and prose pieces
Dialogue and Role-play practice
Chain drill and Mental talk

(i) Paragraph: The paragraph is ‘Developing Learners’ Speaking Skills in Upper Classes’. There are three ways for developing learners’ speaking skills in upper classes. The first one is through reading aloud poems, stories and prose pieces. The second one is through dialogue and role-play practice. The third one is through use of chain drill and mental talk.
LESSON-9
TEACHING READING

Writing Task: Self-test, Self-correct, Self-feedback

(d) Answer the following questions- each question in one sentence.

1. What does language learning involve and how?
   Language learning involves exposure through listening and reading and use through speaking and writing.

6. How does reading compensate the limitations of schools?
   Reading compensates the limitations of schools by providing reading materials other than the prescribed textbooks with full of contexts.

7. Which phase is more difficult? Why?
   The first phase, the basic mechanics of reading is most difficult because learning of alphabet, words, phrases and sentences is boring and mechanical.

8. What is interactive reading?
   Interactive reading is a process where the reader interacts with the writer through the text in his/her absence.

(e) First, match ‘A’ with ‘B’, and then write a sentence for each. One is done for you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. guess the meaning of difficult words</td>
<td>i) with his/her exposure</td>
</tr>
<tr>
<td>ii. predict</td>
<td>ii) through his/her writing</td>
</tr>
<tr>
<td>iii. relate what s/he reads</td>
<td>iii) from the context</td>
</tr>
<tr>
<td>iv. interact with the writer</td>
<td>iv) what is to come in the next paragraph</td>
</tr>
</tbody>
</table>

1. A reader should guess the meaning of difficult words from the context.
2. A reader should predict what is to come in the next paragraph.
3. A reader should relate what s/he reads with his/her exposure.
4. A reader should interact with the writer through his/her writing.

(f) Given below is a diagram. Fill in the blank spaces in the diagram and transfer the information into a paragraph following the suggestions.

Teaching Reading

<table>
<thead>
<tr>
<th>2. Importance</th>
<th>2. Basic mechanics of reading</th>
<th>3. Interactive reading</th>
</tr>
</thead>
</table>
The unit is about teaching reading. The first SGP is about importance of reading. The second second group paragraph is about basic mechanics of reading. The third SGP is about interactive reading.

LESSON-11
TEACHING VOCABULARY

Writing Task:
(c) Write answer to the following questions in the space provided.

6. Why is learning vocabulary basic to learning a language?
   
   Learning vocabulary is basic to learning a language because one who has the rich stock of
   vocabulary can use language confidently with fluency and appropriateness.

2. What are the basic aspects of the words that our learners should know?
   
   The basic aspect of a word are sound (pronunciation), shape (spelling) and sense
   (meaning) and its use.

3. What are the major ways of teaching vocabulary discussed in the lesson?
   
   The major ways of teaching vocabulary discussed in the lesson are through examples,
   synonyms, antonyms, pictures, translation, gesture and action, paraphrasing and
   simpler equivalent.

4. How can we use the textbooks to develop our learners’ vocabulary?
   
   We can use the textbooks in many ways to develop our learners’ vocabulary. They are
   ‘encouraging learners to guess meaning from the context’, ‘asking learners to check the
   meaning from the word notes’, making learners to do the exercises’, making learners
   play vocabulary games’ and initiating word competition and spelling competition
   activities among learners.

1. Which of the 12 teaching spelling activities mentioned in the lesson do you like to use more
   often in the class? State at least five.
   
   The following five teaching spelling activities I like to use in my class more often.
   i) Look-cover-spell-write-verify, ii) spelling games/cross word puzzle, iii) writing
   names of persons and places, iv) syllabification of polysyllabic words, v) learning the
   three Ss.

(d) Given below a note on the lesson in a diagrammatic form. Now, develop a paragraph in the space
   provided below transferring the ideas from the diagram.

|-------------------|---------------------|-------------|--------------------------|

Para: The topic, ‘Teaching Vocabulary’ has four SGPS. The first SGP is about importance of
vocabulary. The second SGP is about what involves teaching of vocabulary. The third SGP is
about ways of teaching vocabulary and the fourth SGP is about teaching of spelling.
LESSON-12
Understanding the Current State of Primary Education in Odisha

Writing Tasks: Write self-correct and then provide self feedback.

(b) Answer the following questions each in a complete sentence.
6. How many phases are there in primary education?
   There are three phases in primary education.
7. What are the phases of primary education?
   The phases of primary education are - i) Pre-primary, ii) Basic competency phase
   iii) Take-off phase.
8. How many phases are there in the history of primer preparation in our state?
   There are three phases in the history of primer preparation in our state.
9. What are they?
   They are - i) Barnabodha phase, ii) Chhabi Bahi phase and iii) Project (MLL, DPEP) phase.
10. How do the learning of language and learning of other subjects help / complement each other?
    Language helps us learn other subjects and learning of other subjects help us develop our language
    skills. In this way they help/complement each other.

(b) First fill in the blanks first, then write a small paragraph based on the diagram.

Understanding The Current State of Primary Education in Odisha

2. Pre-primary Phase 2. Basic Competency Phase 3. Take-off Phase

1. Para: The name of the topic is ‘The Current State of Primary Education in Odisha’. It has three
   phases. They are Pre-primary Phase, Basic Competency Phase and Take-off Phase. While Pre-
   primary phase lays the foundation of learning by developing listening and speaking skills,
   Take-off phase develops the reading and writing skills of the learners, the Basic-competency phase,
   which a link between the two, prepares the learners for reading and writing by providing basic
   competencies in reading and writing.