

# RESOURCE MATERIAL ON CISCE CURRICULUM

## ENGLISH AT THE PRIMARY LEVEL

MODULE II - YEAR 2017



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## **Introductory Note**

The Curriculum for Preschool to Class VIII, developed by the Council for the Indian School Certificate Examinations aims to bring about uniformity in the syllabi being transacted in all schools affiliated to the Council and to ensure that the basic minimum standards are maintained. In addition to providing guidelines to schools that are newly affiliated to the Council, the curriculum also endeavours to provide a strong foundation at the elementary level and to facilitate upward mobility so that children derive full benefit of the ICSE and the ISC curriculum.

This Resource Material has been prepared to develop a better understanding on the CISCE Curriculum. It will serve as a supplement to the Curriculum and act as a ready reference material and guide for all stakeholders, including Subject Teachers, Master Trainers, Academic Coordinators and Heads of Schools.

The Resource Material includes a set of documents, which provide a broad understanding on the Curriculum, besides dealing with the teaching-learning strategies related to specific subjects at the Primary and the Upper Primary levels. We have made a beginning by preparing modules of Resource Material for selected subjects included in the Curriculum. It is hoped that over time, we will be able to supplement this Resource Material by developing subject specific modules on more subjects.

I would like to express my special gratitude to Prof. Manju Jain (Former Head, DEE, NCERT), Prof. Sandhya Paranjpe (Senior Consultant), Prof. Anup Rajput (Head, DEE, NCERT), Prof. Kirti Kapoor (DCS, NCERT), Prof. Dharamprakash (DEE, NCERT), Dr. M.S. Dahiya (Senior Lecturer, Retired, SCERT, Delhi) and Dr. Satyavir Singh (Principal, SNI College, Pilana, Baghpat) for their valuable contribution in developing this Resource Material.

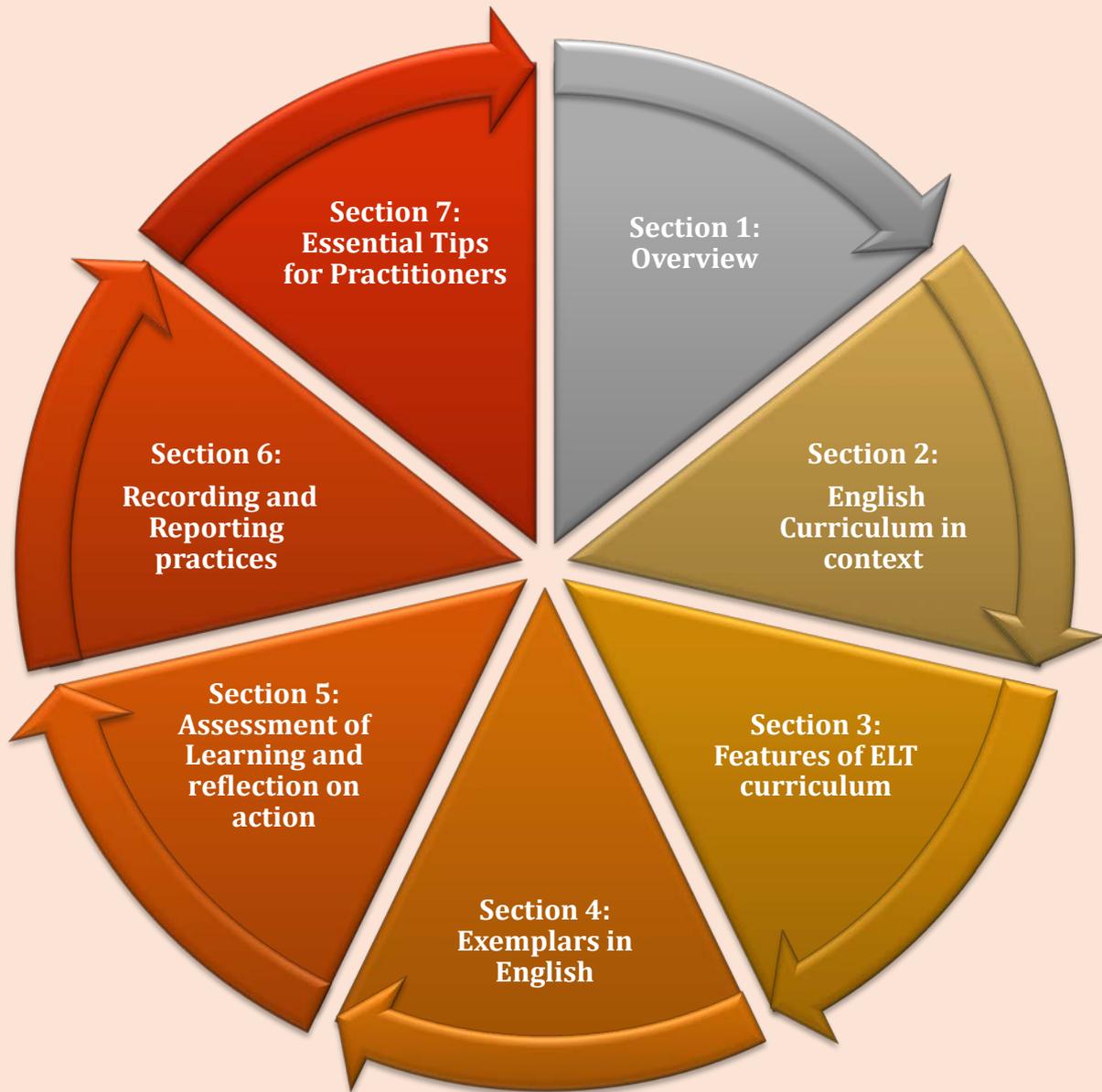
I would also like to acknowledge the teachers, from schools affiliated to the Council, who have been an integral part of this exercise, whose inputs and feedback has helped shape this document.

Last but not the least, I appreciate the efforts put in by Mrs. Shilpi Gupta, Deputy Head (RDCD) in preparing this document along with her team of Dr. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George.

Gerry Arathoon  
Chief Executive & Secretary

## MODULE II

### Content Outline



## Structure of the Module

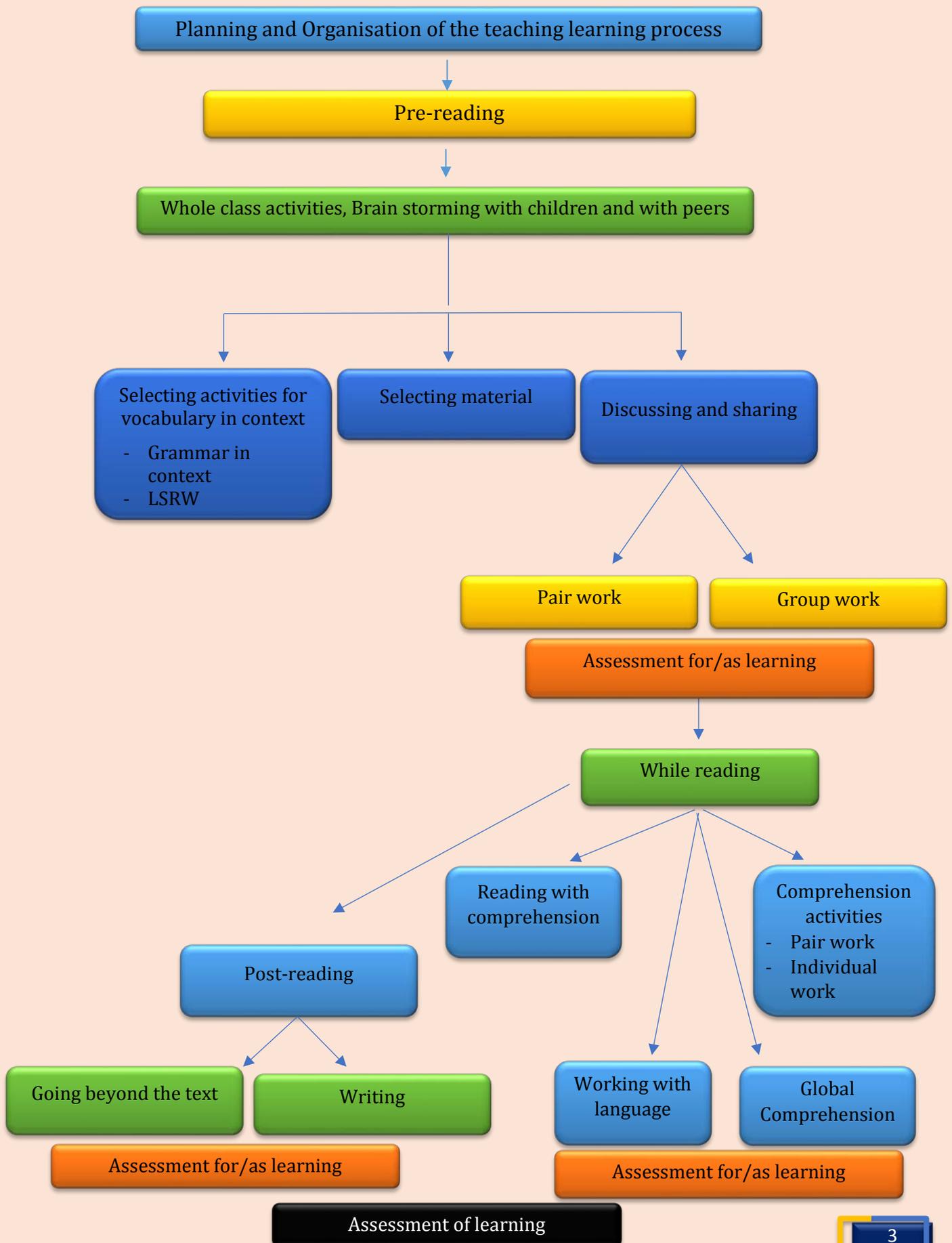
1. Overview: Why, What and How to use this module?
2. English curriculum in context
3. English curriculum for primary classes (I to V)
  - 3.1 Salient features of the English curriculum
  - 3.2 Pedagogical practices in English classroom
  - 3.3 What should an English classroom look like?
4. Exemplars in English
  - 4.1 Need for exemplars
  - 4.2 Planning for the teaching learning process
  - 4.3 Exemplar I
  - 4.4 Exemplar II
5. Assessment of learning and reflection on action
6. Recording and reporting in English learning
7. Essential tips for practitioners.

## Expectations of this Module

After reading/using this module the user/teacher will be able to:

- understand the need and significance of this module.
- understand the nature, status and salient features of English Language teaching.
- understand pedagogical processes involved in language teaching and learning.
- discuss the need for exemplars in the curriculum and use them in practical situations.
- relate and frame learning based tasks for assessment.
- understand some essential tips for using exemplars in a classroom situation.

## An Outline Framework



## 1. An Overview

### Why, What and How of this module

#### ◆ Why this module:

This module aims at providing an understanding on various aspects of the English Language Teaching (ELT) curriculum such as its status in India in the multilingual context, salient features, pedagogical processes for English Language teaching & learning and what makes an ELT classroom a happy classroom. It also provides a broader understanding on various components of the ELT curriculum such as learning outcomes, selection of the materials, transactional processes and learning resources. To understand all the components of the teaching learning process, a few exemplars have also been included.

#### ◆ What does this module include:

This module has seven sections. The first section provides an overview that explains about the why, what and how of this module. Section 2 discusses about the status and nature of English Language Teaching in context. Section 3 explains the salient features and pedagogical processes. Section 4 focuses on exemplars which cover planning, implementation and assessment during the teaching learning process. Section 5 deals with assessment and reflection on assessment of learning (assessment after completion of theme/unit) and suggestive practices. Section 6 deals with details of recording and reporting in ELT, Section 7 provides tips to practitioners/users.

#### ◆ How to use this module:

This module is meant for all stakeholders working at the primary level in general and for ELT practitioners in particular. In each section of this module, some text assignments/activities have been given. While reading/using each section, assignments are to be done. Two exemplars have been given, which need to be used during training either in simulation or in actual classroom situations. After using the exemplars, peer reflection should be taken which would help to further improve the module.



**Let us do**

#### **Activity-1**

Discuss in groups what benefits of this module can be envisaged for teachers, administrators and master trainers.

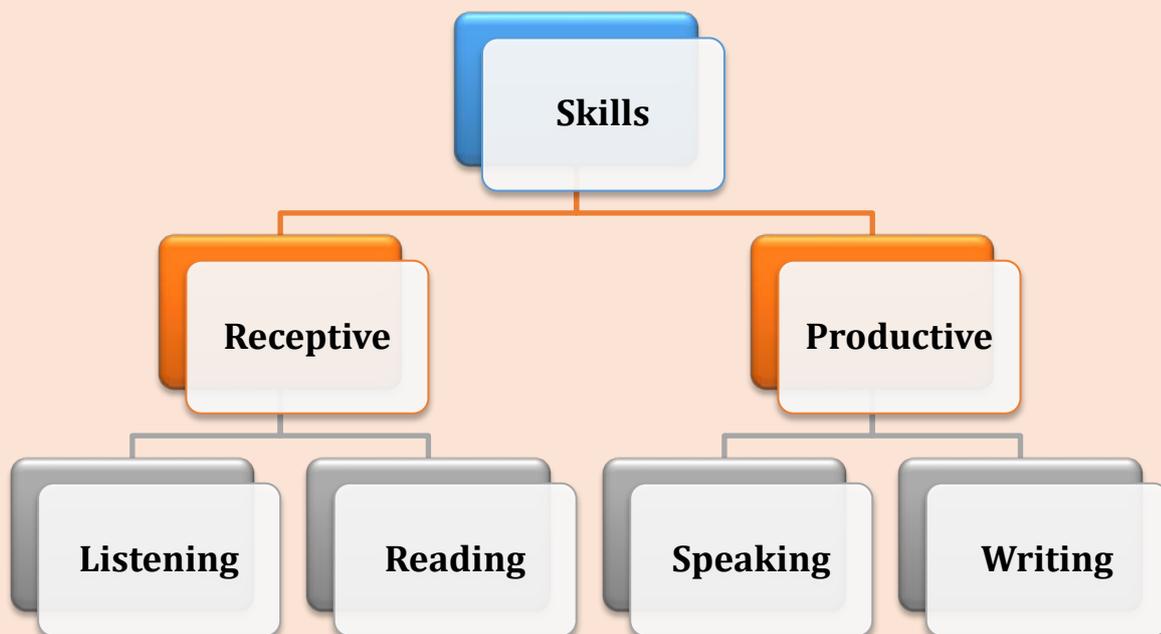
Make a list.

## 2. English Curriculum in Context

### ◆ Nature and Status

English Language learning is a key area in school curriculum. It aims at developing proficiency for effective communication and knowledge acquisition. It is central to children's intellectual, social, and emotional growth. We need to remember that each child is unique in her/his own way. Each child has her/his unique likes, dislikes, interests, skills and behaviour. Since children are unique individuals, they will learn and respond to learning situations in their own special way.

Language learning does not necessarily take place only in the language classroom. It cuts across the curriculum. The content of the language curriculum should be broad enough to encompass children's needs and interests. The activities need to be linked to life outside to create socio-cultural contexts that would encourage children to participate actively in understanding and creating appropriate communicative practices. It is to be viewed as a key element in curriculum. Children's language should be developed through meaningful experiences rather than mere drill. We need to look at language learning as a whole and not as isolated activities.



## ◆ Objectives of teaching-learning of English for Classes I to V

The broad **objectives of language teaching and learning** are to develop:

- (a) **Developing listening:** Children listen to verbal and non-verbal cues in a non-linear way to comprehend and draw inferences.
- (b) **Developing speaking:** Children develop effective communication skills and are able to hold meaningful conversation in a variety of situations. They engage in discussions in a logical, analytical and creative manner.
- (c) **Developing reading:** Children develop the habit of independent reading and are able to construct meaning by drawing inferences and relating the text to their previous knowledge. They also develop the confidence of reading the text critically and ask questions while reading.
- (d) **Developing writing:** Children develop the confidence to express thoughts effortlessly and in an organized manner. They follow the process approach to writing that enables them to write for a variety of purposes and situations, ranging from informal to formal.
- (e) **Enhancing creativity:** Children develop creative expressions from their context.
- (f) **Enhancing sensitivity:** Language classroom is the place where children develop sensitivity towards their immediate physical and social environment, e.g., keeping the surrounding clean, girls' education, etc.



**Let us do**

### **Activity-2**

- Why do you think English needs to be taken up as a whole and not as an isolated activity? Give two reasons.
- What do you are some of the features of whole language approach?

## 3. English curriculum for Classes I to V



### Salient features

An input rich comprehensible communicational environment is a prerequisite for any language classroom. The two main goals of English language teaching are to communicate effectively and to be able to use language to acquire knowledge. Some of the salient features of English teaching and learning are:

#### Classes I & II

- To help children build a working proficiency in the language, with the focus on listening with understanding and speaking (words, phrases, small sentences).
- To enable children to recite and sing poems, songs and rhymes and enact small plays or skits.
- To familiarize children with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.)
- To help them comprehend spoken and written input provided by the teacher (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions and answers).
- To help them become visually familiar with texts and word(s), their meaning, and understand the letter(s) and sounds of the language.
- To help them associate meaning with pictures, written and printed language.
- To use drawing and painting as introduction to writing and relate these activities to oral communication.

#### Classes III to V

- To build on children' readiness for listening and speaking.
- To build on children' readiness for reading and writing.
- To provide print-rich environment to develop oral and written skills.
- To help children understand the printed texts in terms of headings, paragraphs and horizontal lines.
- To enrich children' vocabulary in context' mainly through telling, retelling and reading aloud of stories/folktales in English.
- To use appropriate spoken and written language in meaningful contexts/situations.
- To give children an opportunity to listen to poems/stories and appreciate the rhythm and music of rhymes.
- To enable children to relate words (poems and stories) with appropriate actions and thereby provide understanding of the language.
- To familiarise children with the process of writing.

The language classroom is a place where contemporary concerns and issues can be included as the curriculum ranges from non-literary to literary texts, from local to global, covering a wide range of areas, like environmental issues, 'cleanliness drive', 'save the girl child', 'educate the girl child', sustainable development, maintenance of resources, concern for animals and plants, human rights,

## Unfolding the Curriculum: English Curriculum in Practice

etc. The selection of material may draw upon the following and additional themes in an integrated manner:

*Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace etc.*

### Integrating Language Teaching with other Areas



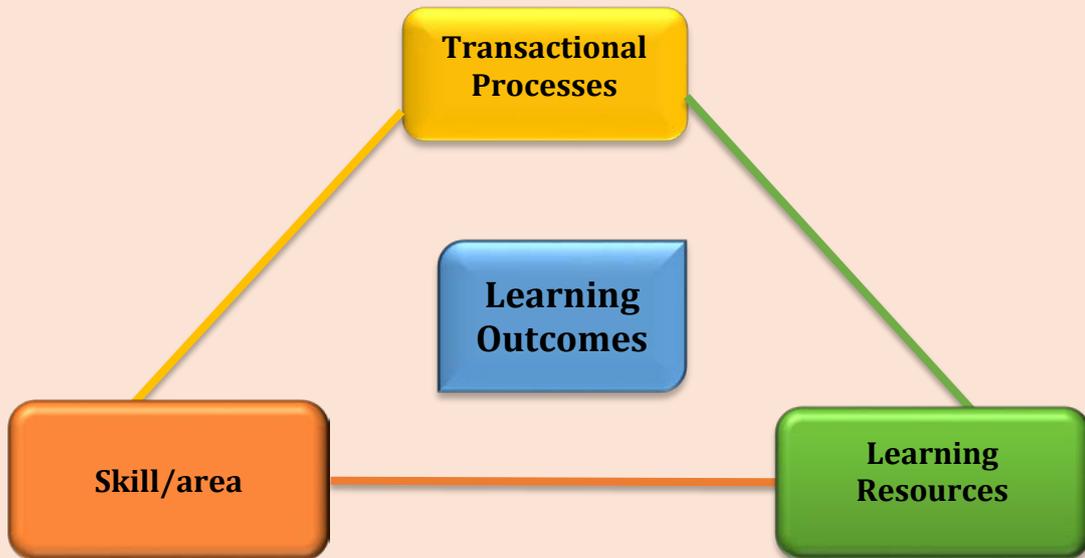
The themes listed above will help the teacher contextualise learning experiences of children. Along with this, different registers of language should be introduced to the children.

The choice of texts should also focus on myths, legends, and folktales in order to develop an appreciation for socio-cultural and linguistic heritage in children. Translated texts from Indian languages and the other languages of the world may be included in classroom teaching to encourage children to experience the rich diversity of cultures.

# Unfolding the Curriculum: English Curriculum in Practice

## Learning Outcomes:

For English, learning outcomes at the primary level have been given skill wise. These outcomes cover different aspects of the child's learning of language, i.e., reading, writing, listening, speaking, grammar in context, vocabulary in context and creativity along with values, life skills, etc. These learning outcomes are suggestive and may be developed according to the expected level of learning for a particular class.



- The curricular components of ELT have been dealt with in three columns.

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
▶	▶	▶

- In the first column the name of the skill/area has been mentioned. In column 2, suggested transactional processes have been mentioned. These transactional processes have been identified keeping in view the following:
  - Age/ Class
  - Nature of the text (poem/story/drama)
  - Skills/areas
  - Learning Outcomes
  - Learning Resources

## Pedagogical practices in English Classroom

- Learning language as a whole in natural settings and in a holistic manner has been highlighted. The four skills –listening, speaking, reading and writing work better in the company of each other.
- The purpose of English teaching is to enrich multilingualism among children and to allow diverse languages to flourish in each other's company. Therefore, English is learnt best if learnt along with and not at the cost of other languages.
- **Creating Input-rich communicational environment:** It is always important to provide children with an input-rich-communicational environment to facilitate language learning. These inputs include textbooks, learner chosen magazines, newspapers, radio/audio cassettes, learner-chosen texts (of different genres) and other authentic materials.
- Language cuts across the Curriculum. Every class is, at first, a language class and then a subject class. It is not necessary that all the activities conducted in the English class be based only on the English textbooks; textual material from the EVS or Mathematics textbooks can be selected for organising and conducting activities.
- Vocabulary and Grammar should be learnt in context.

## What should an English classroom look like?

An English classroom should be child centered and a happy classroom where children would get opportunities:

- To observe, explore, question, do activities, share experiences in the learning process.
- To do activities on listening, speaking, reading, writing, creativity, critical thinking
- To do a variety of activities ranging from cognitive (head), affective (heart/emotions) and conative (hands/ manipulative).
- To construct their own knowledge by using their own experiences and a variety of learning resources inside and outside the classroom.
- To work individually, in small and large groups, as per the need of the activities/ tasks.
- To reflect on their own work and on peer group/ others' work (Assessment as learning).
- To appreciate others' work and learn to respect others' point of view.



**Let us do**

### *Activity-3*

- Write any two salient features of English learning which can go across the curriculum?
- Why is there a need to go beyond the text?

## 4. Exemplars in English

### Need for exemplar

- The underlying idea for exemplars is to apprise practitioners on how to translate the curriculum into practice in the classroom.
- It would help teachers to understand the different components of the teaching-learning processes in a sequential manner.
- It would help them understand how to develop learning outcomes of the selected texts/areas/skills.

### ◆ Planning for teaching-learning process

#### Organizing activities and tasks



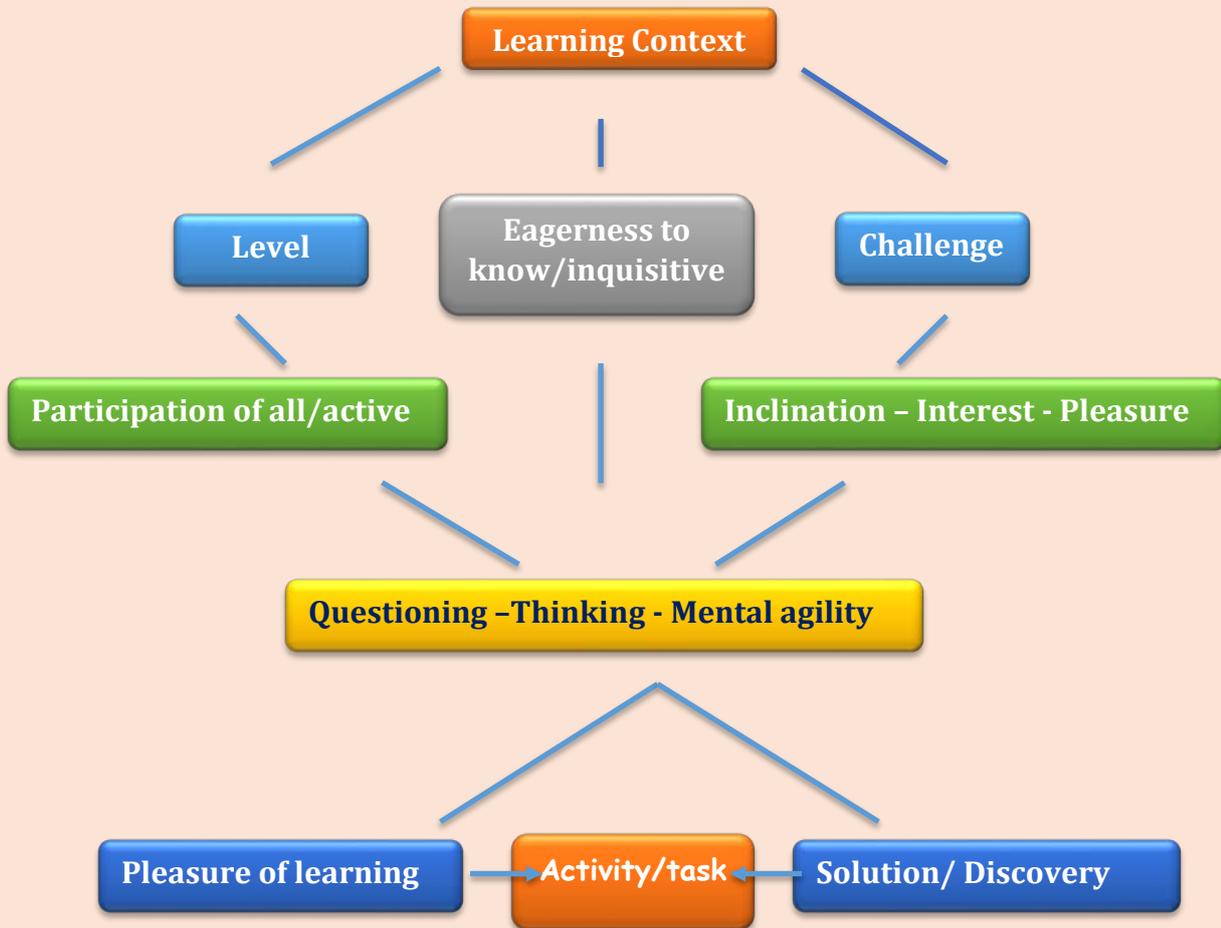
What do we mean by 'tasks'? Why do we need tasks?

Children learn by doing.  
Children learn by making mistakes.  
Children learn by creating situations.  
Children learn in context.



How can understanding be built through a variety of tasks? What is the relation between 'tasks' and 'syllabus'?

## Learning through activities/tasks



### Points to consider:

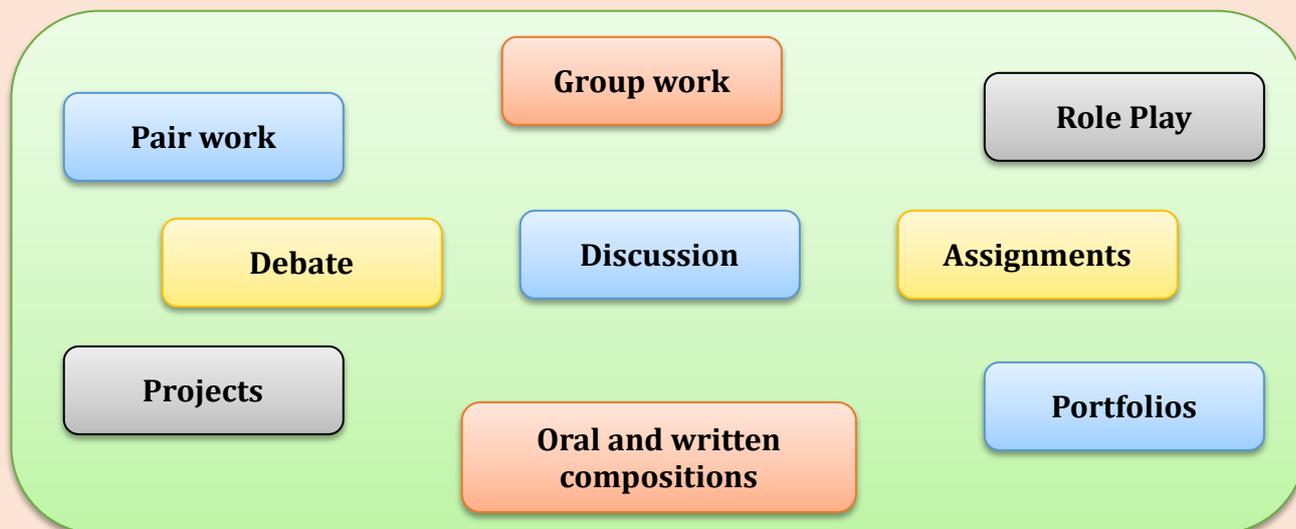
- Whether the learning context is appropriate;
- Whether it involves all (participants/ children);
- Whether children are taking an interest;
- Whether the pedagogical processes are clear;
- Whether the language is appropriate as per the level of the children;
- Whether the task leads to language learning;
- Whether it is apt for the class and number of children.

### Suggestions:

- A kind and sensitive approach should be adopted.
- Children should be encouraged to participate.
- Do not immediately accept or reject answers with words or facial expressions - let the class reach some consensus on whether the answer is acceptable or not.
- Children can be seated in a circle in the classroom, for greater participation.
- While using group-work:
  - Each member of the group should be involved in the discussion.
  - One of the children in the group can act as the group leader and group leaders may be chosen by rotation on different occasions.

## Unfolding the Curriculum: English Curriculum in Practice

The teacher should conduct the activities which not only promote language learning but also reinforce it. The activities which help us in teaching English in contextual and meaningful way are as follows:



Before conducting such activities, you should be absolutely clear about the following fundamental issues:

What ←	→ How
<b>What language content do you want to teach?</b>	It is usually the following items which are expected to be taken up through the tasks/activities as mentioned above. <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> <li>- Vocabulary in context</li> <li>- Grammar in context</li> </ul>
<b>What language skills do you want to develop in your children - listening, speaking, reading and writing?</b>	You may take up one or two skills together and develop them through pair work, group work, debate, discussion etc. Reading and writing skills should be taken up as a whole class activity first and then individually.
<b>What competence do you want to develop in your children through these activities?</b> <i>Linguistic competence</i> <i>Communicative competence</i>	We should take up language items in such a way that their forms as well as meanings are put across to children in socially appropriate and acceptable contexts/situations in order to enable them to construct linguistically correct and appropriate sentences and communicate appropriately what they have decided to communicate in the context.
<b>How do you want to teach as the language content?</b> <b>How do you identify the text and develop the basic language skills?</b>	Conduct pair work, group work, discussions, role plays, etc. to help the children to learn the language content.  Identify/select as per the syllabus and then develop the specific language skills of children in a holistic manner.

# Unfolding the Curriculum: English Curriculum in Practice

What	How
<p><b>What resources are available with you in order to do what you have decided to do in class?</b></p> <p><i>blackboard</i> <i>TLMs</i> <i>audio aids</i> <i>visual aids</i> <i>audio-visual aids</i> <i>print rich materials</i></p>	<p>You may use CDs, radio, charts, word and picture cards, etc. for conducting pair work, group work, discussion, debate, role play. The audio aids would help you in establishing audio images and visual aids in establishing visual images in the minds of the children. This would provide them with both audio visual stimuli and help them to come up with desirable responses.</p>
<p><b>What roles do you want the children to perform before, during and after the activity you are going to conduct in the class?</b></p> <p><i>Children as active listeners</i> <i>Children as passive listeners</i> <i>Children as speakers</i> <i>Children as active readers</i> <i>Children as passive readers</i> <i>Children as active writers</i></p>	<p>Children may be motivated to play a host of roles to be able to learn the language, both at the receptive and the productive levels. The class should be on the whole learning centred.</p>
<p><b>What is going to be your role in the class?</b></p> <p><i>teacher as listener</i> <i>teacher as speaker</i> <i>teacher as reader</i> <i>teacher as writer</i> <i>teacher as monitor</i> <i>teacher as facilitator</i> <i>teacher as participant</i> <i>teacher as guide</i> <i>teacher as overseer</i></p>	<p>You may have to play the roles of listener, speaker, reader, writer, etc. depending on the objective of the task at hand.</p>



## *Activity-4*

How can tasks/activities be developed holistically? Give examples.

## 4.3 Exemplar 1

Class II

Theme: Self and the Surroundings

Topic: The Swing



### The Swing

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all  
Over the countryside –

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!

– *Robert Louis Stevenson*



#### For the teacher:

This poem is about a child who is playing on a swing. She is happy and is enjoying the scenery around her. Looking at objects from the top gives her a feeling of being on top of the world. This poem has many inbuilt learning points e.g. colours, our immediate surroundings, adjectives and singular/plural. These can be taught in context. After completing the poem, you can go beyond the text for example, you can talk about Amusement parks where there are a variety of swings. Make sure that listening, speaking, reading, writing and vocabulary and grammar are developed in context.

## Transactional Process

Learning Outcomes	Strategies	Classroom interaction						
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>☑ listen to the poem, enjoy and recite;</li> <li>☑ read the poem with comprehension;</li> <li>☑ speak about the idea of the poem;</li> <li>☑ connect main idea with life outside;</li> <li>☑ develop vocabulary in context such as words related to games, parks, colours, environment;</li> <li>☑ use grammar in context (colours, opposites, adjectives, collective nouns).</li> </ul>	<p style="color: #0070c0; font-weight: bold;">Pre-reading</p> <p style="font-weight: bold;">Brainstorming</p> <p><b>Resources required:</b>  <i>A picture of the swing</i>  <i>Another short poem by R. L Stevenson. (A Good Boy)</i>  <i>Comprehension questions (by the teacher and by the students)</i>  <i>Peer Discussion</i>  <i>Class Discussion, etc.</i></p>	<p>Before reciting the poem, ask children to name the games/ activities that they like to play. Write the names of the games/ sports/activities on the blackboard/chart paper that children state.</p> <div style="text-align: center; border: 1px solid #8b4513; padding: 10px; margin: 10px 0;"> </div> <p>Invite children to categorise these into indoor and outdoor games.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr style="background-color: #8b0000; color: white;"> <th style="padding: 5px;">Indoor games</th> <th style="padding: 5px;">Outdoor games</th> </tr> </thead> <tbody> <tr style="background-color: #f4a460;"> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> <tr style="background-color: #f4a460;"> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </tbody> </table> <p>Ask children whether they play on a swing. Encourage them to share their experiences. You may begin with sharing your experience of riding a swing. This will boost the confidence of the children to respond. You may pose the following questions:</p> <p><i>Have you ever sat on a swing?</i>  <i>Do you like to go up in the swing?</i>  <i>How do you feel when the swing goes up and comes down?</i>  <i>What do you see when the swing goes up?</i></p> <p>Write the adjectives on the blackboard/chart paper that children are using to describe their feelings. You may write a few adjectives that form a part of the poem that will also help children comprehend the poem.</p> <div style="text-align: center; border: 1px solid #8b4513; padding: 10px; margin: 10px 0;"> </div>	Indoor games	Outdoor games				
Indoor games	Outdoor games							

## Assessment for Learning

While doing the above activities a lot of listening and speaking will take place. This is the time for assessment for learning. If some children are not able to express themselves, you may give them a simpler topic to talk about, for example: the game that they like to play.

### Strategies

#### While reading



#### For the teacher:

You might have to explain the *meaning of the words for example, countryside and cattle. Use pictures to explain the meaning*

### Classroom interaction

Model reading by the teacher.

Read the poem aloud with proper stress, tone, intonation, actions, expressions and props etc.

Ask children to recite the poem either in pairs or as a group recitation.

Encourage children to read the poem on their own.

Discuss the ideas/expressions given in the poem. For example:

- Feeling happy
- Looking at garden, rivers, trees and cattle.

#### Suggested Activities:

You may ask the following questions based on the children's comprehension:

- Was the child happy going up in the swing?
- What did the child see from the swing?
- Write down the colours of the following:

Name of the items	Name of the colours
Garden	
Roof	
Sky	
Rose	

## Assessment for Learning

Pose more questions/ give activities to the children to assess their understanding of the poem. Children should be able to read the poem on their own and do the activities. Children who are not able to read the poem on their own can be given only one stanza to begin with, engage in some activity and gradually help them to read the whole poem with comprehension.

## Assessment as Learning

You can give the following checklist to children to assess themselves.

### Self-assessment checklist

		YES <span style="font-size: 1.2em;">✓</span>	NO <span style="font-size: 1.2em;">✘</span>
1.	I can name five things that make me happy.		
2.	I can name five things that make me sad		
3.	I like indoor games		
4.	I like playing outdoor games		

	Strategies	Classroom interaction				
 <p><b>For the teacher:</b> Explain the concept of opposites to the children and give more examples and pictures. Add more words from the classroom situation.</p>	<p style="color: blue; font-weight: bold;">Post reading</p>	<p><b>WRITING</b> Ask children to draw a rainbow and write the seven colours of it. Draw a picture of swing in a park where there are trees, birds etc., colour it and label it.</p> <p><b>VOCABULARY AND GRAMMAR IN CONTEXT</b></p> <p><b>Opposites</b> The swing goes <b>up</b>. The swing comes <b>down</b>.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="background-color: #800000; color: white; padding: 5px;"><b>Come</b></td> <td style="background-color: #800000; color: white; padding: 5px;"><b>Go</b></td> </tr> <tr> <td style="background-color: #800000; color: white; padding: 5px;">over</td> <td style="background-color: #800000; color: white; padding: 5px;">under</td> </tr> </table> <p><b>Collective nouns</b> A group of cows-cattle, A group of elephants-herd, A group of ants-colony</p> <p><b>You may add more examples and show pictures.</b></p>	<b>Come</b>	<b>Go</b>	over	under
<b>Come</b>	<b>Go</b>					
over	under					

## Assessment for Learning

Writing and Grammar activities will help you assess whether the children are able to connect the pictures with words. If some children are not able to do so, you may provide them with the words.

# Unfolding the Curriculum: English Curriculum in Practice

## Assessment as Learning

You can give the following checklist to the children to assess themselves:

	YES	NO
I know the colours of the Rainbow.	✓	
I know their spellings.		✓
I know the opposites of slow, up, come, over	✓	
I can recite the poems with actions.	✓	
I can list five things that make me happy.		✗

	Strategies	Classroom interaction
	<b>Going beyond the text</b>	<p>Show children pictures of an Amusement park and the different types of rides. Ask children to identify the names of the swings and you write the names on the blackboard/chart. Ask children to pick up their favourite ride and talk / describe their experience about it. You can connect it with the concern for the environment for example:</p> <p>Write the following on a chart paper with pictures so that children read it and repeat it. This will help them remember.</p> <ul style="list-style-type: none"> <li>▪ Keep the park clean</li> <li>▪ Throw wrappers/ papers etc. in the bin.</li> <li>▪ Water the plants regularly</li> <li>▪ Keep the environment green.</li> </ul>

## Assessment for Learning

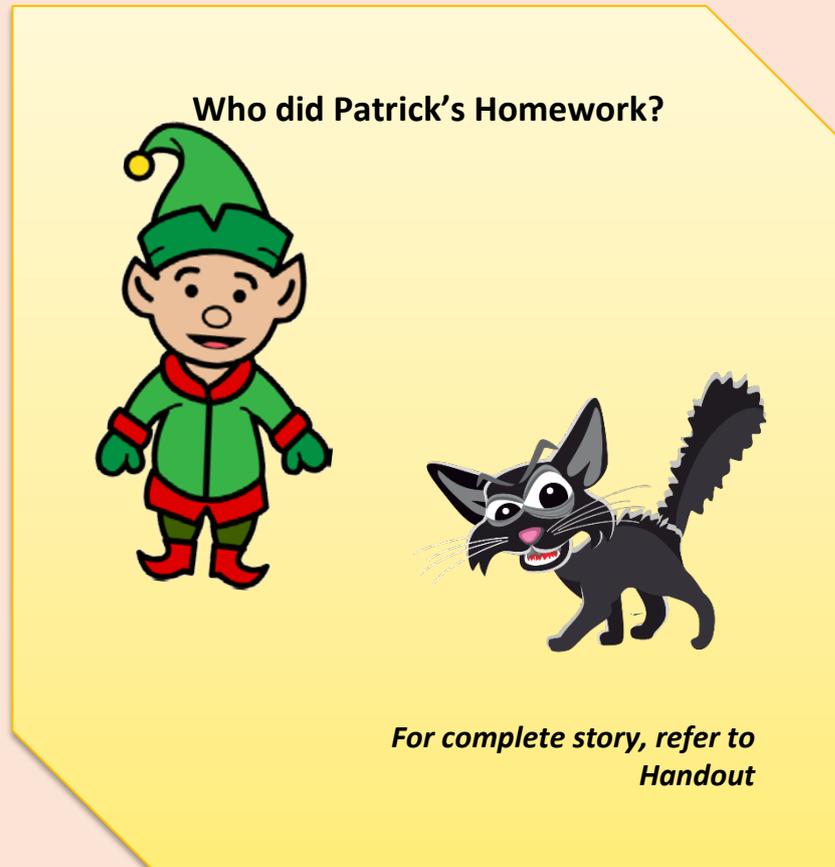
By connecting learning to the world outside you inculcate values such as cleanliness and keeping the environment clean and observe children whether they are putting waste papers, wrappers, etc. in the bin and keeping the class clean.

4.4 Exemplar 2

Class V

Theme: Self and the Surroundings

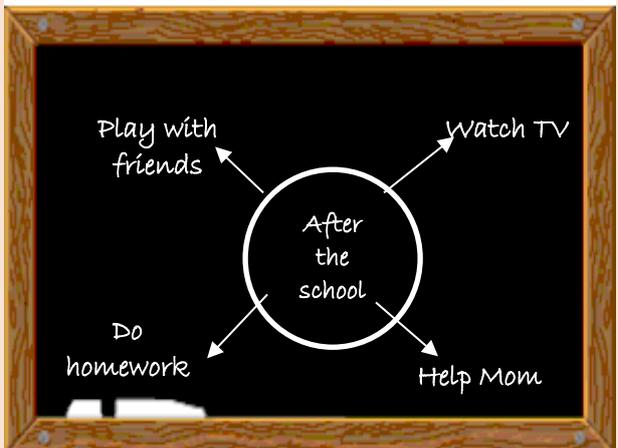
Topic: Who did Patrick's Homework



**For the teacher:**

This story is about a child named Patrick who does not like to do his homework. One day Patrick saves an elf. In return the elf promises him to grant a wish for saving his life. Patrick asks him to do all his homework and feels happy about his luck. The elf pretends that he needs help and makes Patrick work hard and read more books till the homework is completed. Very beautifully the writer tells that in this world magical results can be reaped only with hard work and only 'Hard work is the key to success.'

## Transactional Process

Learning Outcomes	Strategies	Classroom interaction
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>☑ locate details in the text. (Reading comprehension);</li> <li>☑ infer the central idea of the text and connect to the real world situations;</li> <li>☑ narrate a simple experience;</li> <li>☑ write a small paragraph;</li> <li>☑ respond to simple instruction / details while listening.</li> <li>☑ use language and vocabulary in different contexts.</li> </ul>	<p style="text-align: center;"><b>Pre-reading</b></p> <p><b>Resources/material required:</b>                      Picture of an Elf                      Picture of a cat                      Sketch pens                      Blackboard                      Chalk                      Discourse questions (by the teacher and by the students)                      Peer Discussion                      Class Discussion, etc.</p>	<p>Begin the class by asking children to list all that they like to do or have to do at home after their school. Let them speak by turns the tasks they do at home. Make a list of all the activities on the board. Homework is sure to be one of the activities that they detail.</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Now you can organise a <b>debate</b> in groups whether they like to do homework or not. (Speaking activity)</li> </ul> <div style="border: 1px solid #f4a460; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Simultaneously assess the children on their speaking ability and keep/maintain a record.</i></p> </div> <ul style="list-style-type: none"> <li>• Ask them to imagine that one day when they reach home, they find a fairy in their room who offers to do one of the tasks they have to do at home every day. You may then ask them which one of the tasks they would like the fairy to do for them and why.</li> </ul> <p>This activity can be taken up as <b>pair work</b>. (Speaking activity)                      Their answers will bring the class close to the story 'Who did Patrick's Homework?' Tell them that the story is about Patrick who hates to do his homework. You can tell the children that an elf is a <b>male fairy</b>. Born in folk lore or children's literature, fairies are little creatures that often creep into houses at night. In return for food or for some such thing, they leave gold or money. Good fairies help people in distress.</p>

Encourage children to share with each other their concept of fairies. This will create an environment for the story of a fairy they are going to read. You may narrate the whole story to the children with actions, expressions and props. Ask children to imagine what an elf would look like. Ask children to draw the picture of an elf and write its description. Share with your partner and talk about it.

### Assessment for Learning

The objective of the pre-reading tasks/activities is to develop children's speaking skills and to make them familiar with the lesson and new words. The activity encompasses skills like 'thinking' and 'listening' skills too. You can assess the children's thinking and speaking skills and how they co-relate the ideas, express their likes and dislikes coherently, logically and confidently. If some children are unable to participate, encourage them to speak in their mother tongue.

This information gathered by you may be used for assessment for learning. For example: if some children do not participate in the class discussion you may record, 'Rekha can speak in her home language but needs practice/opportunities to speak in English.

### Assessment as Learning

You can provide a checklist to children to assess themselves on the following points after the pre-reading activities.

	YES	NO
1. Able to listen and interact with peers and thereby get different types of information.	✓	✗
2. Able to converse with peers and teachers.	✓	✓
3. Able to express likes and dislikes.	✓	✓

	Strategies	Classroom interaction
	<b>While reading</b>	<p>Do model reading in chunks and ask comprehension questions with each chunk. Encourage the children to do the silent reading of the story and find out for themselves who does Patrick's homework. Invite children to read Para 1 to 4 and answer the following questions:</p> <ul style="list-style-type: none"> <li>• <i>Why didn't Patrick do his homework?</i></li> <li>• <i>Why did the elf look like a doll?</i></li> <li>• <i>How was the elf dressed?</i></li> <li>• <i>What did the elf offer to grant if Patrick saved him from the cat?</i></li> </ul>



## For the teacher:

**While reading** the text, you can divide the text into manageable chunks for better comprehension. This would also help you with assessment for learning of children about the comprehension of the text.

- *On what condition did Patrick agree to save the elf?*

Once they have gone through Para 5-8, the following questions can be further asked:

- *Why did the elf need Patrick's help at every step while doing his homework?*
- *Make a list of all the jobs that Patrick had to do for the elf while he was doing his homework.*

### Example

1 had to bring a dictionary.

2 \_\_\_\_\_

3 \_\_\_\_\_

After Para 8 to 12 have been read, ask the following questions for a comprehension check:

- *Did Patrick have an easy time leaving his homework to the elf?*
- *Why were Patrick's parents and friends surprised?*
- *What is the secret between you and the writer of the story?*



## For the teacher:

While-reading exercises focus on the development and assessment of the comprehension level of the children. For this purpose, a number of questions such as true-false, gap-filling, sentence completion, web-charts, tables, MCQs, match the column and sequencing etc. can be asked. This wide variety ensures that each child in a heterogeneous group gets ample opportunities to participate. These activities can be done as peer work/group work. Ask children do the activities together, peer assessment takes place simultaneously.

## Assessment for Learning

You will be able to assess whether the children:

- enjoy listening to rhyming words.
- read the texts with ease and understanding.
- understand the central idea.
- follow the sequence of ideas and events in the text.
- understand the importance of silent reading.

This provides you with criteria for assessment for learning. If some children are struggling with reading you may record for example, 'Rahul cannot read fluently. He needs practice.'

	Strategies	Classroom interaction
	<p><b>Post reading</b></p>	<p><i>You may ask the following questions as <b>post reading</b> activity. These are inferential questions. This would help you <b>with assessment for learning</b> of the text as a whole.</i></p> <ul style="list-style-type: none"> <li>• The elf accepted Patrick's condition but how did he show his anger?</li> <li>• Why was Patrick weary and tired at the end of 35 days?</li> <li>• Patrick got A's at the end of the term. Who should get the credit? Give reasons for your answer.</li> </ul> <p>Though the story does not highlight the moral dimension of the deal between Patrick and the elf and exploits the situation light-heartedly, you may use it to bring home to the children the value of helping others without any condition thereby developing social personal qualities among children.</p> <p>You may ask the following questions. These are open-ended questions where along with other skills, thinking skills, life skills can also be assessed.</p> <ul style="list-style-type: none"> <li>• Do you think Patrick was right in setting a condition for saving the elf?</li> <li>• What would you do if you were in a similar situation?</li> <li>• Should we take advantage of people in trouble?</li> </ul> <p><b>Working with Language</b></p> <p>You would have noticed that the story is written in an informal, conversational style. Use it for teaching the natural way of conversation. Tell them that in spoken English when they ask, order or request somebody to do anything, they don't have to use 'you are asked or ordered or requested'. It looks rather clumsy, unless it is used for the sake of emphasis.</p> <p>1. They can use the imperative form. Imperative sentences begin with a verb but do not end with a question mark. Look at the example. Here are two sentences saying the same thing in different ways.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• You are asked to get me a dictionary.</li> <li>• Get me a dictionary.</li> </ul>



**For the teacher:**

Encourage the children to use a dictionary. Teach them how to consult a dictionary.

You can ask the children which one they feel sounds better? The second one, isn't it? It is short, crisp and informal. Ask them to rewrite the rest of the sentences in the same manner. (You may add more)

- You are asked to bring some fruits from the market.
  - You are asked to call a doctor.
  - You are asked to make some tea for me.
  - You are requested to water the plants.
  - You are ordered to march in a line.
2. The writer has spelt 'breeches' as britches' to rhyme it with witches. The story has a unique style of folklore. Though it is written in prose, it is interspersed with rhyming lines. Read these aloud after you have finished the story and let the children notice and enjoy the lyrical quality of the prose in the story.
- (i) Don't give me back to that cat.  
I'll grant you a wish  
I promise you that.
- (ii) "Help me! Help me!" he'd say.  
And Patrick would have to help  
In whatever way

Now ask the children to pick out more such lines from the story.

### **Writing Activity**

**Grammar in Context:** Given below are some words that express feelings:

*Delighted, glad, pained, screamed, rejoiced, furious, grieved, shouted, sad, cried, howled, pleased, etc.*

You can ask the children to express their feelings with the help of the given words in the following situations: (They can use more than one word for each situation and the same word can be used in other situations also).

- You misplaced your notebook.
- You get a gift that you have long wanted.
- You see a blind person being pushed around by the crowd.
- You have lost your ball.

## Assessment as Learning

You can give the following Checklist to children for self-assessment:

### Checklist

	To a great extent	To some extent	Very less
<b>Used the idea properly</b>	✓		
<b>Flow in ideas</b>		✓	
<b>Grammar usage is appropriate</b>	✓		

	Strategies	Classroom interaction										
		<p><b>Speaking</b></p> <p>You can give this activity to develop children's communicative competency. In spoken English we often do not say full sentences. For example,</p> <p style="padding-left: 40px;"><i>'Home work—Too boring, he played hockey and basketball and Nintendo instead.'</i></p> <p>If we don't skip some words the sentence would read like this:</p> <p style="padding-left: 40px;"><i>He did not like to do homework because he found it very boring. Instead of it he liked to play hockey and basketball and Nintendo.</i></p> <p>The focus is lost in the length of the sentences. The communication is quicker when certain words are dropped and the sentences shorter. But the meaning remains clear because the context explains everything.</p> <p>You must note that such shortening is done only in a context. If this technique is applied where the context is missing, you might be misunderstood or may not be understood at all.</p> <p>For example, when the teacher is not in the class and the children are making a noise somebody shouts 'teacher', the class, at once, understands that the teacher is coming. It is the context, which does the rest of the talking in such sentences. You may ask the children to express their likes and dislikes to each other in short, quick and conversational style. They can make use of the clues:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">hot</td> <td style="padding: 2px;">cold</td> </tr> <tr> <td style="padding: 2px;">sour</td> <td style="padding: 2px;">sweet</td> </tr> <tr> <td style="padding: 2px;">long</td> <td style="padding: 2px;">short</td> </tr> <tr> <td style="padding: 2px;">dull</td> <td style="padding: 2px;">interesting</td> </tr> <tr> <td style="padding: 2px;">expensive</td> <td style="padding: 2px;">cheap</td> </tr> </tbody> </table>	hot	cold	sour	sweet	long	short	dull	interesting	expensive	cheap
hot	cold											
sour	sweet											
long	short											
dull	interesting											
expensive	cheap											

## Assessment for Learning

When children are doing these activities, you are making observations and assessing them for their communicative competency. You can record this for future reference.

	Strategies	Classroom interaction
		<ul style="list-style-type: none"> <li>• Look at the expression that the author uses to describe wrinkles on the little man's face.</li> </ul> <p>'Wrinkled like a dish cloth thrown in the hamper.' The novelty of the comparison is very interesting. You may use the example to tell the children that language is not repetition of what they have learnt in the class or outside. They can create their own expressions. It is fun to play with words. Encourage them to coin new phrases to express themselves. Help them play with word. Give them some situations and let them coin new phrases. For example: give some conventional comparisons and ask children to give some interesting and new comparisons:</p> <ul style="list-style-type: none"> <li>• as fast as the wind — as fast as an email</li> <li>• as tall as an oak - as cold as ice</li> <li>• as high as a mountain - as quick as an arrow</li> </ul> <p>Describing words can create vivid pictures. It is an important skill to learn to select appropriate describing words. Help your children acquire the skill. You can ask them to describe one of the following. They may use the words given below in the box:</p> <ul style="list-style-type: none"> <li>• a guest in your house</li> <li>• your new neighbour</li> <li>• your grandmother</li> <li>• your friend</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><i>tall, tiny, short, dwarf, stout, huge, fat, plump, pot-bellied, roly-poly, obese, broad, strong, weak, thin, slim, skinny, bony, lean, lanky, slender, bold, mild, cowardly, kind, gentle, rough, rude, pleasant, cheerful, cruel, coarse, gruff, crude, impolite, sweet, beautiful, ugly.</i></p> </div>

## Assessment for Learning

The learning situations created by you will help the children with language development. While doing the activities you can assess the children for their use of language/words. You can conduct these activities as pair work or group work to ensure everyone's participation. If some children are not doing, it means that some kind of scaffolding is needed. You can use other children as a resource to help children who are below the level.

## Assessment as Learning

Now ask children to assess each other on the use of vocabulary in context

### Peer Assessment-Checklist

Described \_\_\_\_\_

**Used 5 words from the box**

**Used 10 words from the box**

**Used more than 10 words from the box**

	Strategies	Classroom interaction
	<p><b>Going beyond the text</b></p>	<p>Here is a situation from the story for role-play: All the children now know that this story is of a boy who does not like doing his homework and the elf makes him do his work by pretending that he (the elf) is doing his work. Now the question is, whether we should make our children do homework or should they learn and do all their work in school itself?</p> <p>Children, parents, teachers and educationists have their own opinions and beliefs about homework. Let us bring them together to debate on the issue of homework through a role play. You can divide the class into groups of four and allot roles based on the following</p> <ol style="list-style-type: none"> <li>1 Jenny, a student of class IV</li> <li>2 One of Jenny's parents</li> <li>3 Mrs. Basu, Jenny's class teacher</li> <li>4 Mr. William, a Principal</li> </ol> <p>You ask the children to hold a discussion with the group members and develop the dialogues for the different roles. You may give clues/ideas to the children for each role. Encourage them to come</p>

out with creative expression. They enact their part and assess other groups.

Through role-play you have used all the skills—reading, listening, speaking, writing and thinking. While preparing the dialogues, the children were listening to the other group members and speaking. While enacting, they were listening to others as well as speaking their own parts.

Thereafter, you can ask the children to present their views in the form of a written paragraph. Assess them for writing keeping in view the process approach to writing. This can become part of their portfolio.

Writing Rubric

Name: \_\_\_\_\_

	Needs Improvement	Fair	Good	Excellent
<b>Punctuation</b> Student uses accurate punctuation.	1	2	3	4
<b>Capitalization</b> Student uses capital letters to begin sentences and for names.	1	2	3	4
<b>Grammar</b> Student uses subject/verb agreement and writes complete sentences that make sense.	1	2	3	4
<b>Content/Ideas</b> Student writes on topic and adds details.	1	2	3	4
<b>Spelling</b> Student writes most sight words correctly and applies spelling rules.	1	2	3	4

## Assessment for Learning

Post reading exercises aim at connecting learning to real-life situations. These enable the children to go beyond the text. Activities like role play provide you with the opportunity to assess children on inter-personal qualities as well. When each group of children performs in front of the class, ask the children to assess the performance (the technique of group assessment). Give the children the criteria for assessment such as, dialogues, presentation etc.

After the completion of the lesson you may assess them on the following criteria for **assessment of learning**,

- They speak and write about themselves.
  - They infer meaning and understand the text.
  - They relate the ideas to their personal experience.
  - They respond in English to specific contextual questions.
  - They use critical thinking to go beyond the text.
  - They listen to dialogues, conversations and narration with understanding.
  - They participate in debate, class discussion and role-play.
  - They speak/explain the cartoon given at the end of the lesson.
- The data collected by you can be used for reporting purpose.



Let us do

## Activity-5

- Prepare at least five activities on which you would like to assess children for listening, speaking, reading, writing and critical thinking from this story.

## 5. Assessment of learning and reflection on action

Assessment is a continuous and ongoing process. It goes hand in hand with the teaching and learning process. Assessment helps us to know the progress children have made and to use this knowledge to develop the children's proficiency rather than just giving grades or marks.

Assessment of children based on paper pencil tests focuses largely on what the children have learnt by rote-memorization. This often does not give us a complete picture of the children's performance. As teachers, we need to assess children for a range of tasks/activities which also include creative writing/ expression, role play, story-telling, project work, etc. This will enable us to assess them in a holistic manner and help in providing constructive feedback.

### Understanding Language Assessment

It is important to note that assessment is not just about giving marks but giving insights.

We need to remember that no single assessment tool or method is capable of providing information about a child's progress and learning in different areas of language development. Assessment on a daily basis helps in interacting with children. Continuously assessing them in situations both inside and outside the classroom helps in assessment for learning. Periodic assessment which may be take place once in every 3 to 4 months helps teachers to check and reflect on the information collected. This however, should not be only in the form of a paper pencil test/exam but should be based on different assessment practices such as picture reading, oral test, projects, portfolio, etc.



#### Points to ponder over:

Language assessment is not only related to the performance of the child with respect to a particular syllabus. It should be based on assessing the language proficiency of the children.

Learning can also be assessed through routine activities and exercises in the classroom.

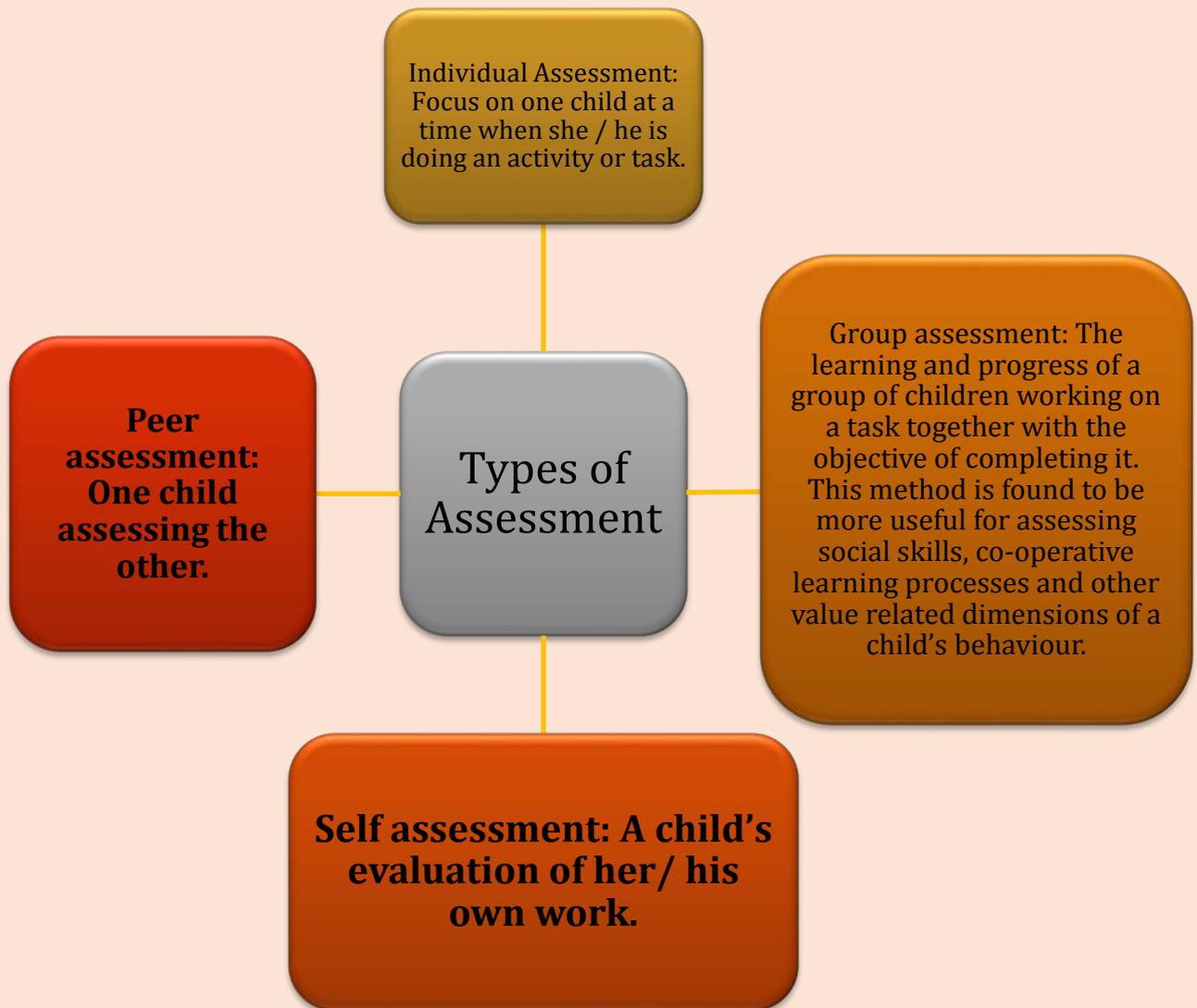
The types of questions that are prepared and used for assessment need not be restricted to those found in the textbooks.

Individual and group activities can be designed to enable the children to reflect on and assess their learning experiences.

#### ***Assessment should be primarily based on:***

- Observation – the teacher's observations and assessment of the children's work through a variety of assignments/tasks. Individual assessment may focus on individual work and accomplishments.
- Oral presentations – answering questions, picture reading, storytelling, reading aloud, describing things, actions, etc.,
- Written work – writing tasks such as paragraph writing, letter writing, process description.
- Portfolio – a collection of written tasks of the child over a period of time, rather than a single writing sample. This shows the stages of writing and can help the children reflect upon their work and hence improve it.
- Group work – discussions, debates, making projects, role play, etc.

## Types of Assessment



## Assessing Listening and Speaking

Different types of activities/tasks can be used for assessing the skills of listening and speaking. These tasks/activities can be conducted *formally* and *informally* while children are engaged in the classroom work.

The teacher can informally assess their performance while they participate in different activities by conducting question-answer sessions during:

- tasks/activities,
- group work,
- pair work,
- role play, etc.

## Assessing Reading

Reading skills should also be assessed continuously. You can use various types of passages like those listed below.

<b>A story</b>	From a newspaper, a local folk tale, etc.
<b>Time table</b>	Based on a railway/bus time-table, school time-table, weather chart
<b>Instructions</b>	How to perform an activity like planting a tree, drawing some object
<b>Small poem</b>	Based on themes like self, community, environment, etc.

Keep in mind that the selection should be based on children's interest, age and their cognitive level.

Types of questions that can be prepared for assessing reading can be:

- Comprehension and inferential questions
- Gap filling
- Completion type
- Word attack questions
- Table completion-type questions

The questions should not require lengthy writing. For classroom use, quick tests of comprehension can be made using true/false, match the following type of questions, but these should not be used in examinations as children can guess the answers.

## Assessing Writing

The process approach to writing needs to be followed. Assessment for writing takes place from the first draft to the final draft. Encourage children to follow the process approach to writing to inculcate the habit of **self-assessment, i.e. assessment as learning**. Class work and assignments/home-work involving written work should also be used to assess children's writing ability. Writing tasks should be accompanied by hints/guidance so that children know what they are supposed to write. It is important that a proper context is provided for the task. A writing task can be based on:

- a verbal stimulus
- a visual stimulus

While assessing children's written work, there are three aspects that need to be focussed on: **content, accuracy and fluency**.

## Types of Questions and Tasks

The following tasks/activities could be used quite effectively to assess different language skills:

### True / False

This type of question is mainly used to assess reading and listening comprehension. It can also be used to test grammar and vocabulary. A true/false question can be given as a question instead of a statement, and children write their answer in a *yes* or *no*.

### Match the following

This kind of exercise mainly tests vocabulary.

### Multiple Choice

A multiple-choice question consists of a stem and a number of options (called distracters), from which the children have to select the right one.

Multiple-choice questions can test grammar, vocabulary, and reading and listening comprehension. Children can be asked to give the answer in one word/sentence.

### Gap filling

Children fill a gap to complete the sentence. Gap-filling questions are useful for testing vocabulary and grammar. They can also be assessed for listening for specific words.

### Transformation

Here children are required to change a sentence according to the instructions. Transformation questions usually assess the children's ability to transform grammatical structures and understanding of grammar or grammatical constructions (forms).

### Rewriting

Children are required to rewrite a given sentence after making necessary changes as instructed, but without changing the basic meaning of the sentence.

This is helpful in finding what a child knows or doesn't know.

### Translation

Translation can be used in a variety of productive ways, particularly in multilingual classrooms. When a child understands two or more languages, translation may be used as assessment. Children can be asked to translate sentences or passages to or from English.

## Open ended questions

Open-ended questions are generally asked after listening or reading activities to assess comprehension. They can also be used to assess oral/speaking and writing skills. Open-ended questions can have multiple answers. Children may answer these in their own way. If they are based on a text, the situation in the text is used as a take-off point and children can write answers according to their individual thinking and experience.

## The Cloze Procedure

The Cloze procedure is a well-established test of language proficiency. It has also been found to be very effective for testing grammar, vocabulary and intensive reading. A cloze test can also be based on articles, prepositions, verbs etc.

In a Cloze test, children are given a text in which every  $n^{\text{th}}$  word has been deleted. The child is asked to complete the text by filling in the deleted words.

Making a Cloze test is very easy. Take a passage which will be interesting and challenging. Keep the first and last sentence intact. Start counting words from the second sentence. Delete every 7<sup>th</sup> word. Keep the length of the blank constant. Children should not be able to guess from the blank whether a small or a big word is to be filled in.

## Dictation

Dictation is one of the most widely used assessment tools in a language classroom. However, are you aware that the present-day dictation is significantly different from the traditional dictation test which was mainly to test spellings? The modern dictation can also test, to some extent, punctuation and listening, comprehension as well as writing, reading and grammar as chunks of language as opposed to single words are given for dictation.

A useful source for dictations at all levels is the class textbook itself. Dictations must be selected according to children's abilities, and the usage and style should be similar to what the children are expected to produce on their own in the course, both verbally and in writing.

## Assessing children's work

Throughout the term, the teacher should periodically collect the children's notebooks to evaluate the kinds of errors being made. While evaluating the teachers must differentiate between comprehension errors and spelling errors. Comprehension errors include both phonological mistakes and grammatical mistakes. A phonological mistake would be spelling the word *physics* as *fysics*; a grammatical mistake would be transcribing *Yesterday he worked* as *Yesterday he work*. Spelling errors would be like *accommodation/acomodation*. By doing this the teacher gets an insight into the strengths and weaknesses of the children and she can help them accordingly.

Teaching for successful learning cannot occur without high quality assessment. Assessment, therefore, needs to be integrated with the process of teaching and learning. The greater the integration, the better will be the outcomes of learning. In order to undertake holistic assessment, all aspects of learning need to be given due recognition by the teacher. Though the methods may

vary, teachers should regularly observe the progress of children; this will help them in maintaining a profile for each child, which can help in reflecting upon, giving feedback, planning and implementing measures to enrich and enhance children's learning.

## 6. Recording and Reporting in English language

Recording and Reporting are essential parts of assessment process. School based formats are commonly used to record and report the progress of a child. However, these may not reflect the actual teaching-learning process for providing inputs for improving child's learning.

### Recording

The information to be recorded helps in assessment for learning.

- The information/data collected during the teaching-learning process is for teacher's own record and is used to improve children's learning and to provide feedback. The focus of this assessment is to improve children's learning (assessment *for* learning). The teacher compares a child's progress with his/her previous performance. This can be seen/ observed while doing all the class activities such as oral, aural and written tasks, projects and portfolio.
- The second kind of information is related with the data collected after completion of a theme/chapter/unit. This is reported by the teacher at the end of a quarter/term/session, and is called assessment *of* learning based on the **learning outcomes** identified by the teacher.

Recording should bring out a comprehensive picture of children's development. Thus, the record of a child's progress should be maintained in a qualitative manner and not in quantitative terms only (marks). Anecdotal records are important features of both recording and reporting.

Let us take the example of writing: You can comment on children's progress and development as writers depending on the task such as: children's pleasure and involvement in writing both narrative and non-narrative pieces; confidence; the range of vocabulary; variety of writing in all areas of the curriculum; individual or collaborative writing; the influence of reading on children's writing; growth in understanding of the written language, its conventions and spellings. Teachers can adopt peer-assessment and self-assessment as techniques for evaluating writing.

For example, Siddhartha makes spelling mistakes but is able to identify the mistakes when told. He enjoys writing short stories.



Let us do

### Activity-6

- How will you record the child's performance for different aspects of language learning such as vocabulary, grammar, listening, speaking, reading and writing?
- Create a page for your reflective diary.

## Reporting process

The information to be reported is part of the assessment of learning. In other words, the progress of the child needs to be reported to the parents in a way that it is easily understood by them.

- Reporting is one of the activities of child's learning process. After completion of a chapter/unit/theme a teacher must assess children keeping in view the learning outcomes and keep this data as a record. Schools generally conduct assessment (assessment of learning) once in a quarter or on a half-yearly basis, by using paper-pencil tests. A variety of ways of assessment must be used to assess the progress. Oral, aural and written tasks, projects, and portfolio need to be included in this process.
- Very often, the child's progress is reported in the form of 'grades' such as 'A', 'B', 'C' without giving any remarks/descriptions/feedback which neither communicates to children about their strengths or areas of interest nor communicates to parents/elders about the progress of the child.
- While preparing a report the teacher needs to communicate and share the feedback with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner. Anecdotal remarks should become part of the reporting process.

### Points to remember while recording and reporting:

- Prepare a child's profile for recording and reporting
- Assessment is a part of teaching and learning process.
- Make a special effort to write qualitative description of the child's work along with her /his learning level.
- Keep samples of a child's work in a portfolio and assess them.
- Make a conscious effort to note down important observations, incidents, strengths of children.

## 7. Essential tips for practitioners

*Language learning is essentially meaning making*

- Make your class learning centred
- Make the class contextual
- Create an input rich communicational environment
- Move from easy to difficult, simple to complex, known to unknown
- Follow the whole language approach
- Always begin your class as a whole class activity and then do group work, pair work and individual work.
- Use play /activities as the basis/strategy for learning
- Follow age appropriate pedagogy
- Involve all the children.
- Try to design activities that involves all the senses that are essential for learning
- The themes which have been given in the curriculum are suggestive in nature, one can add/select other themes as per the need and context of the children.
- Follow across the curriculum approach, linking language teaching with other curricular areas.
- Always remember that in primary classes, the focus of learning is not on coverage of stories/poems but on language learning.
- Children's learning experiences should be used to create the environment for brainstorming/discussion.
- Brainstorming can be done to capture the main/key concepts, vocabulary and grammar in context for the children to be able to understand the given text.
- Allow children to talk/discuss while doing activities.
- Be flexible in your approach. If any strategies does not work, switch to the next one.
- Be practical in your planning.
- Ask questions during interaction with children and provide opportunities for them to raise questions. Try to encourage them to ask, explore, discuss in the class. Questioning not only develops confidence in children but also develops analytical and critical thinking.



### Always Remember

All children are not good in the art of questioning; some children might not be good in framing questions or their questions might be irrelevant. Do not encourage other children to laugh or comment when such situations arise, as this would discourage them and damage their confidence

The successful implementation of classroom transaction is one which involves all children in the classroom activities. It however, does not mean that all children should be kept engaged in similar work. Heterogeneity in learning levels is inevitable. In order to give attention to all children in the class, multilevel grouping may be used.

Multilevel grouping is that setting which engages children of different learning levels. This grouping may include 5-6 children in small group settings. This would help you in many ways:

- Provide space for children to learn at their own pace.
- Pair learning and group learning would be encouraged
- You (teacher) would get time to monitor groups rather than pay attention to every child
- This would facilitate self-learning, self-assessment and peer assessment.

## Unfolding the Curriculum: English Curriculum in Practice

Assessment during teaching learning process (assessment for learning) is an essential component of transactional process. This assessment needs to be used as a developmental and diagnostic strategy for learning. While developing any concept, you need to follow certain strategies such as organising discussion, role play, debate, picture reading, etc. After employing these strategies, it is pertinent to know whether the children have understood or not, therefore, during this process, questions may be asked, work sheets and assignments can be given. All these would be check-points to know the level of learning. Such assessment helps in the following ways:

- To identify gaps in learning
- To provide timely inputs/intervention
- To modify your teaching learning plan/strategies
- To identify strengths of children
- To perform assessment for learning
- To do recording
- To make checklists/rubrics, teacher reflection
- To use anecdotal record
- To maintain portfolios
- To help children prepare projects

### Summing Up

Let us recapitulate what we have shared so far.

We need to teach English keeping in view the multilinguality of our country. A comprehensible input rich curriculum lays the foundation for spontaneous language growth, and different language skills develop simultaneously in communicative socio-cultural contexts rather than in any linear order as reflected in the traditional LSRW approaches. Children can receive meaningful language inputs that is appropriate to their age, context and interest and through a variety and range of English-learning contexts. Language classroom is a place where children get an opportunity to develop their creativity and can be sensitised to their immediate physical and social environment, Assessment needs to become a part and parcel of the teaching learning process.

**Let us share best Practices**