

RESOURCE MATERIAL ON CISCE CURRICULUM

ENGLISH AT THE UPPER PRIMARY LEVEL

MODULE II - YEAR 2017



Research Development and Consultancy Division

**Council for the Indian School Certificate Examinations
New Delhi**

Year 2017

Published by:

Research Development and Consultancy Division (RDCD)

Council for the Indian School Certificate Examinations

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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.

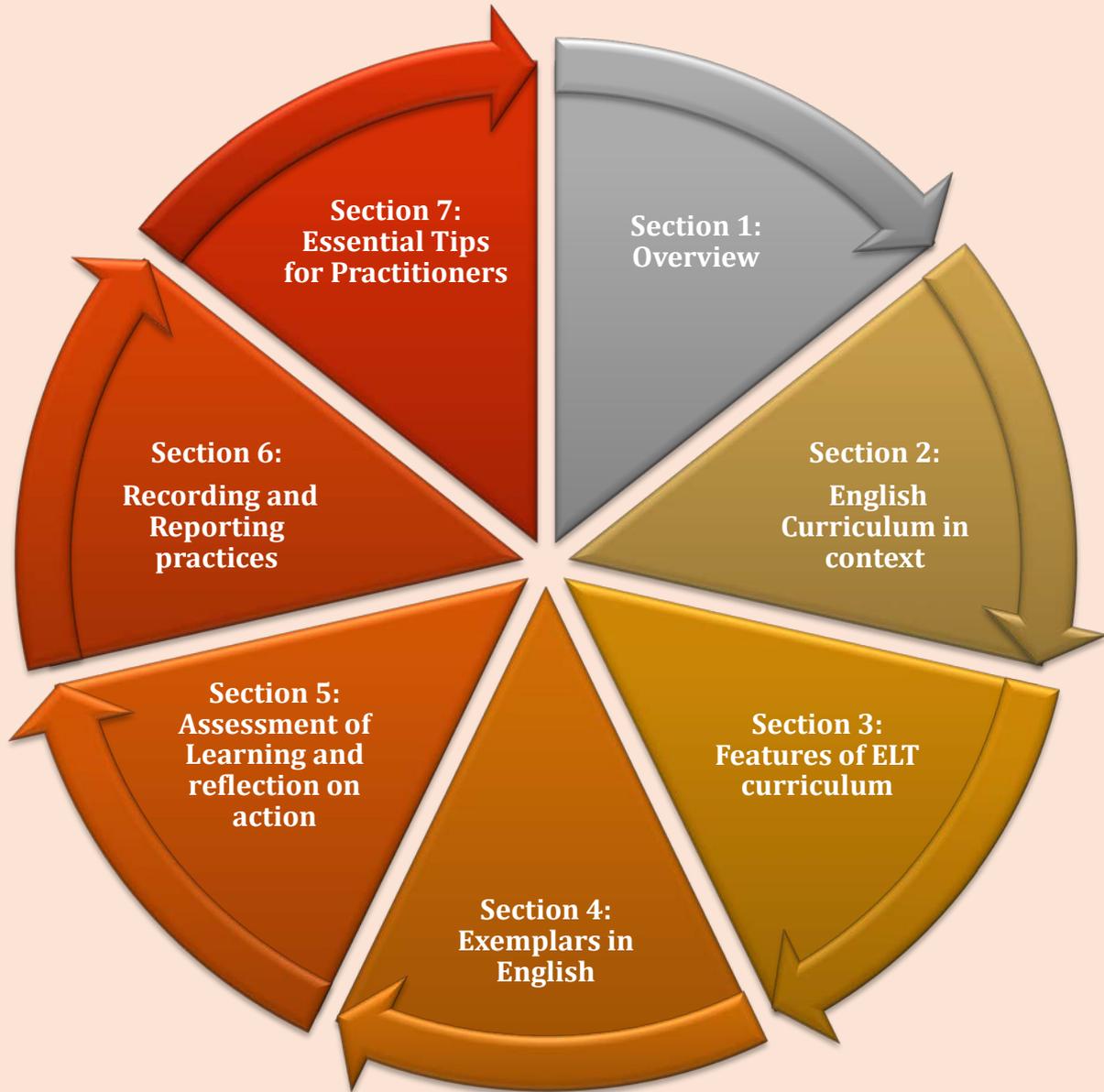
I would also like to acknowledge the teachers, from schools affiliated to the Council, who have been an integral part of this exercise, whose inputs and feedback has helped shape this document.

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

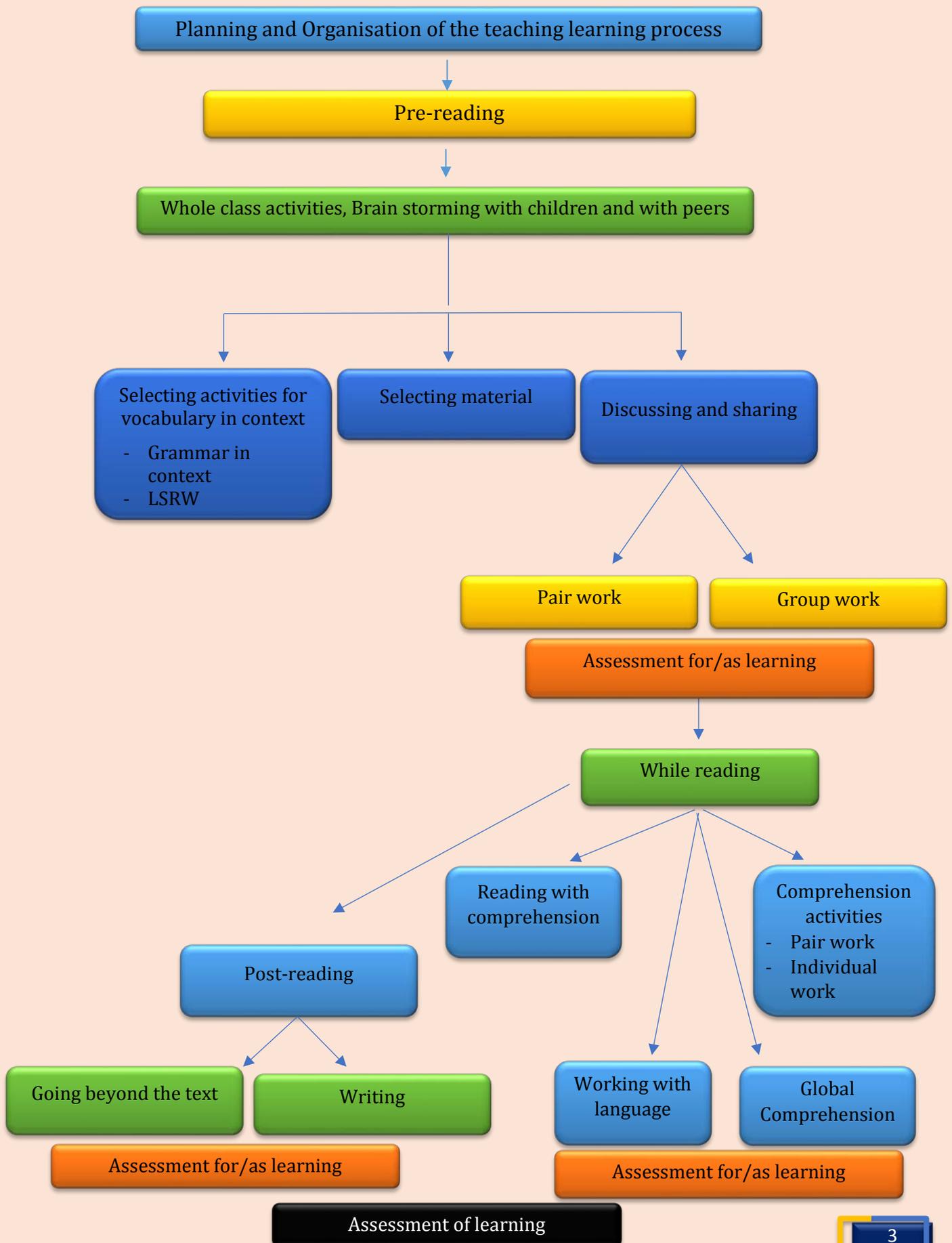
1. Overview: Why, What and How to use this module?
2. English curriculum in context
3. English curriculum for upper primary classes (VI to VIII)
 - 3.1 Salient features of the English curriculum
 - 3.2 Pedagogical practices in English classroom
 - 3.3 What should an English classroom look like?
4. Exemplars 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 upper 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.

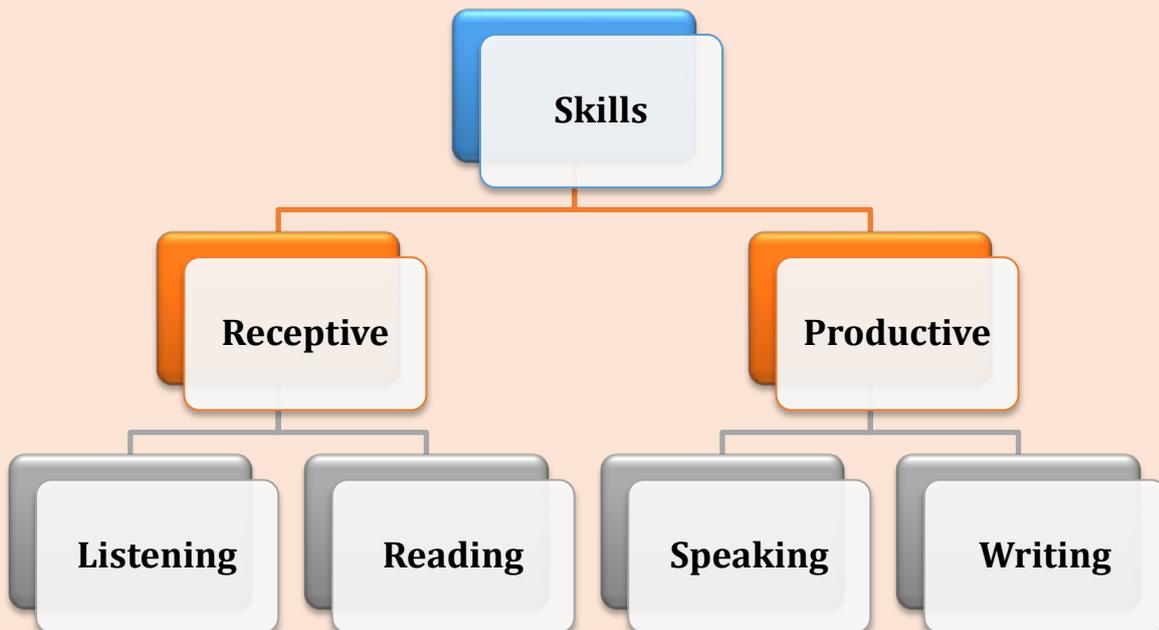
Make a list.

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

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 are some of the features of the whole language approach?

3. English curriculum for Classes VI to VIII

◆ 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:

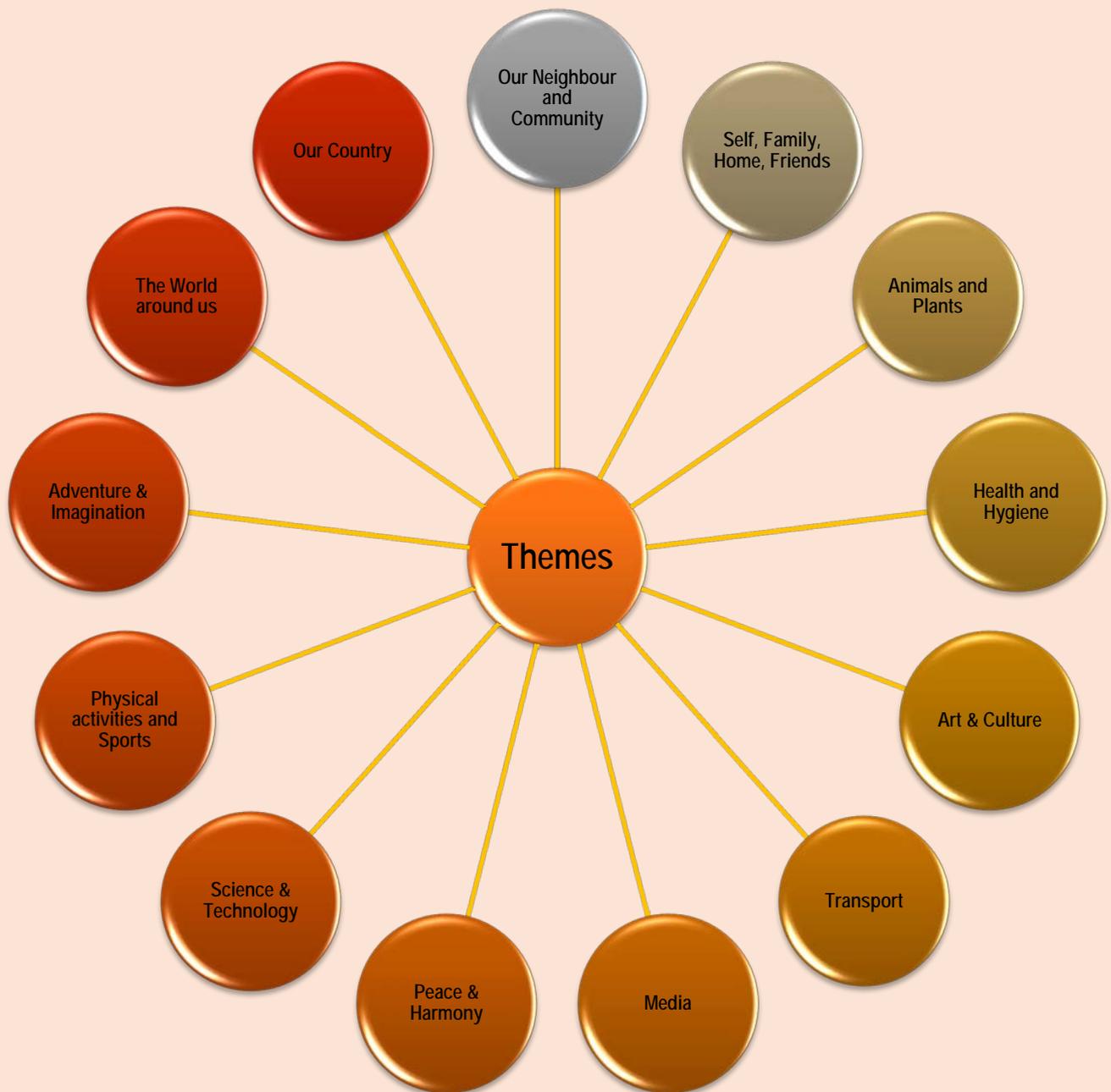
Classes VI to VIII

- To help children develop linguistic ability.
- To enable children think, communicate and express themselves fluently in English.
- To help children arrange and express their thought process sequentially.
- To help them read and speak with the right pronunciation, intonation and tones.
- To stimulate creativity and imagination through extended reading and to express himself/herself in words.
- To encourage extended reading through the use of library, internet, films, videos and other available resource material.
- To help children retrieve and reproduce clearly stated actions, events and feelings.
- To help develop critical thinking and analysis.
- To help children make inferences about attributes, feelings and motivations of main characters.
- To be able to integrate textual and visual information to interpret the relationship between ideas and events.
- To help them evaluate content and textual elements to make generalizations.
- To enable children recognize language features and styles.
- To enable children write grammatically correct sentences,
- To help children develop skills of planning, organising, revising and editing the written work.
- To help them organise thoughts in a sequential manner with a proper introduction and conclusion.
- To help children express ideas logically and convincingly using appropriate examples and quotations
- To familiarize children with the use basic imagery and figurative language that enriches the flow.
- To enable children to identify, distinguish and interpret complex information from various sources.
- To help children access and process data and use it effectively.
- To make children understand the difference between research and plagiarism (active cheating) and to develop an original style 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, 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

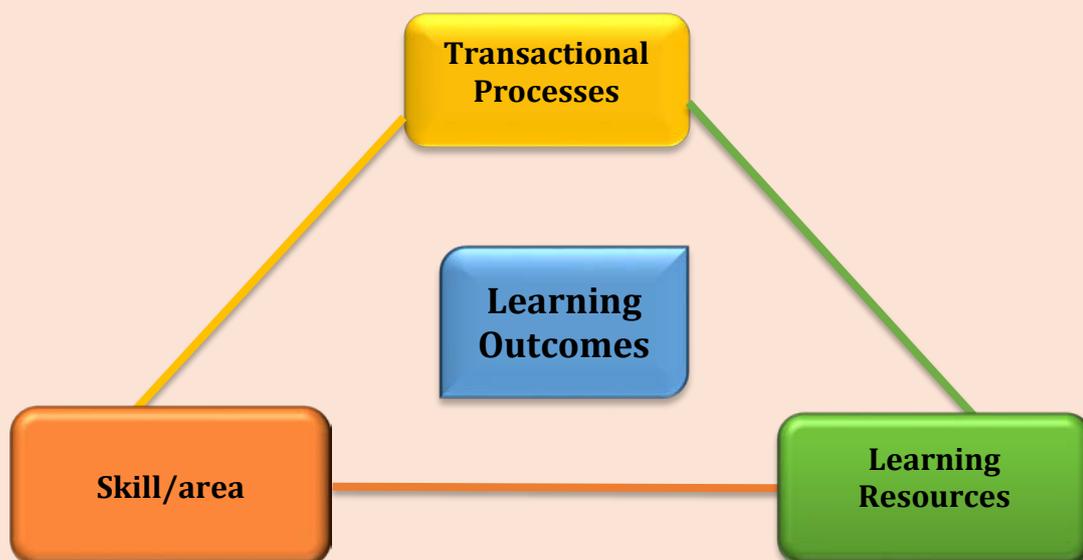


The themes listed above will help the teacher contextualise learning experiences of children. Along with this, different registers of language should be introduced to the children.

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.

Learning Outcomes:

For English, learning outcomes at the upper 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 tasks/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.
- To become aware of their own learning process.



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



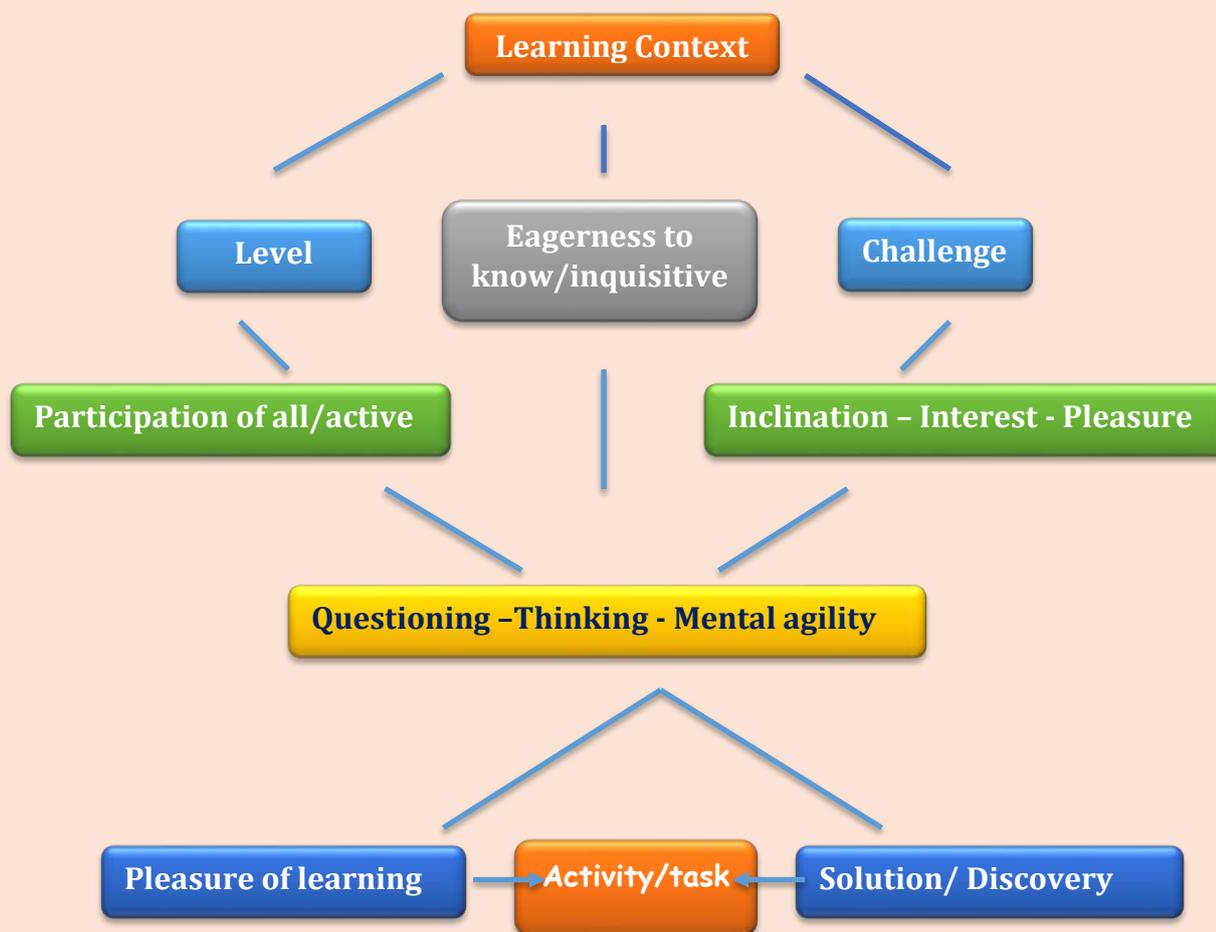
What do we mean by 'tasks'? Why do we need tasks?

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:

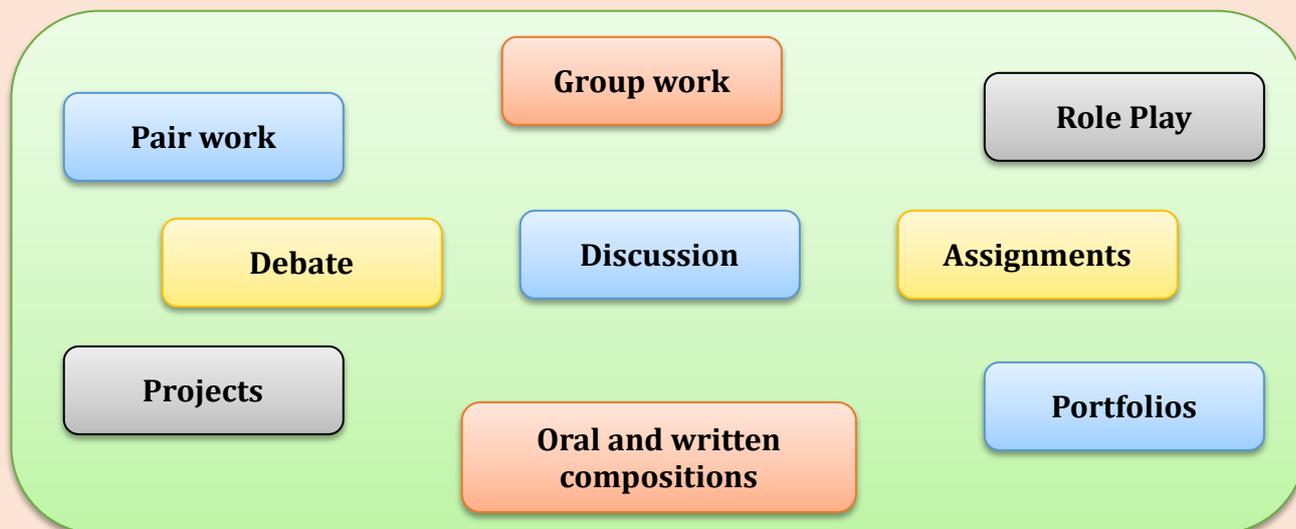
- Whether the learning context is appropriate;
- Whether it involves all (participants/ children);
- Whether children are taking an interest;
- Whether the pedagogical processes are clear;
- Whether the language is appropriate as per the level of the children;
- Whether the task leads to language learning;
- 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 |
|---|---|
| What language content do you want to teach? | 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"> - Listening - Speaking - Reading - Writing - Vocabulary in context - Grammar in context |
| What language skills do you want to develop in your children - listening, speaking, reading and writing? | 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. |
| What competence do you want to develop in your children through these activities? <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. |
| How do you want to teach as the language content? How do you identify the text and develop the basic language skills? | 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>What resources are available with you in order to do what you have decided to do in class?</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>What roles do you want the children to perform before, during and after the activity you are going to conduct in the class?</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>What is going to be your role in the class?</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> |



Let us do

Activity-4

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

4.3 Exemplar 1

Class VI

Theme: School and Home

Topic: Homework



HOMEWORK I LOVE YOU

Homework, I love you. I think that you're great.
It's wonderful fun when you keep me up late.
I think you're the best when I'm totally stressed,
preparing and cramming all night for a test.

Homework, I love you. What more can I say?
I love to do hundreds of problems each day.
You boggle my mind and you make me go blind,
but still I'm ecstatic that you were assigned.

Homework, I love you. I tell you, it's true.
There's nothing more fun or exciting to do.
You're never a chore, for it's you I adore.
I wish that our teacher would hand you out more.

Homework, I love you. You thrill me inside.
I'm filled with emotions. I'm fit to be tied.
I cannot complain when you frazzle my brain.
Of course, that's because I'm completely insane.

– *Kenn Nesbitt*

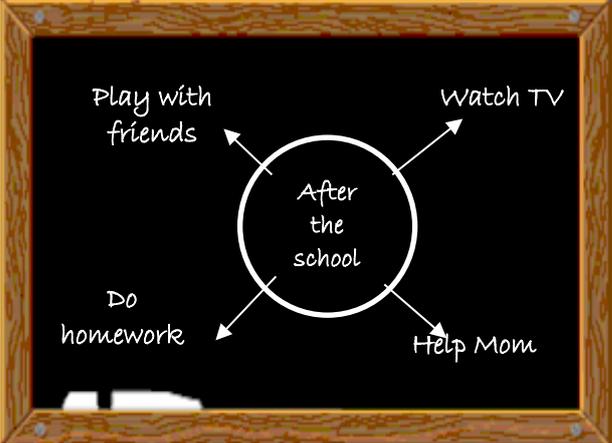


For the teacher:

This poem is about a child who is talking about what a great pleasure it is to do homework! The tone of the poem is sarcastic and it takes a light-hearted look at how children hate to study and how they find it so difficult to do their homework every day.

The teaching point is irony and sarcasm. Make sure that the poem is read aloud in a tone that is sarcastic and that the class listens and enjoys the poem.

Transactional Process

| Learning Outcomes | Strategies | Classroom interaction | | | | |
|---|--|--|-----------------|--------------------|--|--|
| <ul style="list-style-type: none"> Listen to the poem and appreciate the humour Read and understand the poem Speak about their own experiences discuss the central idea in the poem Use vocabulary in context Use grammar in context (antonyms, adjectives, figures of speech – irony, hyperbole) | <p>Pre-reading</p> <p>Brainstorming</p> <p>Resources required:</p> <ul style="list-style-type: none"> Picture of a child doing Homework. Another short poem “The School Boy” by William Blake. Another poem by Kenn Nesbitt ‘My Mother does my Homework’. Comprehension questions (by the teacher and by the students) Peer Discussion Class Discussion, etc. | <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"> Now you can organise a debate in groups whether they like to do homework or not. (Speaking activity) <div style="border: 1px solid #f4a460; border-radius: 10px; 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"> This activity can be taken up as pair work. (Speaking activity). The children can be asked to categorize homework into the kind of homework they like/ dislike <table border="1" style="width: 100%; text-align: center; margin: 10px 0;"> <thead> <tr> <th style="background-color: #f4a460;">Homework I like</th> <th style="background-color: #f4a460;">Homework I dislike</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff9c4;"> </td> <td style="background-color: #fff9c4;"> </td> </tr> </tbody> </table> <p>Encourage them to share and discuss their preferences.</p> <ul style="list-style-type: none"> Begin the conversation by asking the learners to give reasons why homework is necessary. You may ask the following questions: <ol style="list-style-type: none"> How do you feel on the night before a test? | Homework I like | Homework I dislike | | |
| Homework I like | Homework I dislike | | | | | |
| | | | | | | |

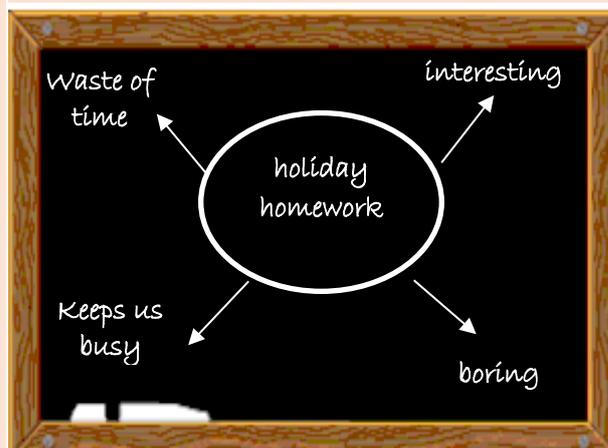
2. What do you think the following words mean:

- Boggle
- cramming
- Frazzle

3. Can you think of

- a 'mindboggling' situation?
- a time when you felt 'frazzled'?

4. Let us talk about holiday homework:



Write on the blackboard the ideas that the learners use to describe their feelings about holiday homework. This would help develop vocabulary in context.

Assessment for Learning

A lot of talking and listening has taken place in the classroom while doing the activities. This is the time for formative assessment. 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 'listening', speaking and critical thinking. You can assess the children on these 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. When a learner is unable to express herself/ himself, you can step in by asking a few leading questions.

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. If some children are making grammatical errors such as 'does not goes', 'did not went', make a note of such errors and help children practice correct usage.

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 |
|--|--|--|
| | <p style="color: blue; font-weight: bold;">While reading</p> | <p>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.</p> <p>Explain the terms 'irony' and 'hyperbole' with the help of examples from the poem.</p> <ul style="list-style-type: none"> • <i>Homework, I love you. I think that you're great.</i> • <i>I love to do hundreds of problems each day.</i> • <i>You're never a chore, for it's you I adore.</i> • <i>I cannot complain when you frazzle my brain.</i> <p>You may give some more examples of 'irony' and 'hyperbole' and ask the students to identify.</p> <ul style="list-style-type: none"> • <i>Soft like a brick</i> • <i>I've told you a million times!</i> • <i>It was so cold, I saw polar bears wearing jackets.</i> • <i>Hard as putty</i> • <i>I am so hungry I could eat a horse.</i> • <i>She is as polite as a shark.</i> • <i>I had a ton of homework.</i> <p>(Pair Work) Now ask children to make statements using irony and hyperbole and ask them to do a light hearted role-play.</p> |



For the teacher:

You might have to explain the terms 'irony' and 'hyperbole'. *Take examples from the poem or from real life.*

Irony is a literary device. *The deliberate use of irony, especially in literary works and speeches, is used to emphasize a point. It is a language that in some of its forms understates facts, denies the contrary of the truth, or states the opposite of the truth.*

Hyperbole *is a figure of speech. It is an exaggerated statement or claim not meant to be taken literally.*

Eg. Child comes home with zero marks in a history test and the mother says, "Well done!" Draw the attention of the children towards the use of figurative language. Give more examples

Suggested Activities:

You may ask the following questions:

- Was the child happy doing Homework? If yes, why? If no, why?
- Pick out the words from the poem that describe feelings of elation and despondence.

| Elation | Despondence |
|----------|-------------|
| Ecstatic | boggle |
| | |
| | |
| | |

- Pick out any two emotions that you relate to and explain with examples.
- Why did the child in the poem feel completely insane at the end?

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 | ✓ | NO | ✗ |
|----|---|-----|---|----|---|
| 1. | I can name five things that make me feel elated. | | | | |
| 2. | I can name five things that make me feel dismal. | | | | |
| 3. | I can write five sentences depicting irony. | | | | |
| 4. | I can give two examples of hyperbole beyond the text. | | | | |

| Strategies | Classroom interaction |
|---------------------|--|
| Post reading | <p>WORKING WITH LANGUAGE</p> <p>Vocabulary in Context: Given below are some words that express feelings:</p> <p><i>Delighted, glad, pained, screamed, rejoiced, furious, grieved, shouted, sad, cried, howled, pleased, etc.</i></p> <p>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).</p> <ul style="list-style-type: none"> • The night before English/Maths Exam • The day the results are to be announced. • The last day of the school before summer vacations • The first day of the school after summer vacations <p>Grammar in Context: Complete the sentences and develop into paragraphs of 100 words each</p> <ul style="list-style-type: none"> • When do I feel • Why do I feel..... • How does it feel to be..... <p>Give the antonyms of the feelings that you have listed.</p> <p>WRITING</p> <p>You must have noticed that the poem has rhythm and the poet follows a rhyme scheme. Draw the attention of children towards the rhyme scheme, e.g. say, day; blind, assigned, etc.</p> <p>Encourage them to write a cinquain poem on the topic 'Homework'. A cinquain poem is a five line poem.</p> <p>In the first line write one word-'Homework' (noun).</p> <p>In the second line write two words describing the homework -'adjectives'.</p> |

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In the third line write two action words – (verb+ing).
 In the fourth line write two more describing words related to the words given in the third line–adjectives.
 In the last line write a synonym of the noun in the first line.
 Now you have short poem. Cinquain means five (5) in French.

Assessment for Learning

The learning situations created by you will help children with language development. While doing the activities you can assess them for their use of language/words. You can conduct these activities as pair work or group work to ensure everyone’s participation. If some

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 words beyond the box

Strategies

Going beyond the text

Classroom interaction

The question is, whether we should make our children do homework or should they learn and do all their work in school itself?
 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.
 The topic is ‘Homework is necessary/unnecessary’
 You can divide the class into groups of four and allot roles based on the following:

- 1 Sumit, a student of class VII
- 2 One of Sumit's parents
- 3 Mrs. Basu, Sumit's class teacher
- 4 Mr. William, a Principal

You ask the children to hold a discussion with the group members and develop the dialogues for the different roles. Two children can speak that 'Homework is necessary' and two children can speak that 'Homework is unnecessary'. You may give clues/ideas to the children for each role. Encourage them to come 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.

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.



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.

4.4 Exemplar 2

Class VIII

Theme: Dreams and Ambitions

Topic: The Dream Comes True (An extract from Man of Everest, The Autobiography of Tenzing)

The Dream Comes True

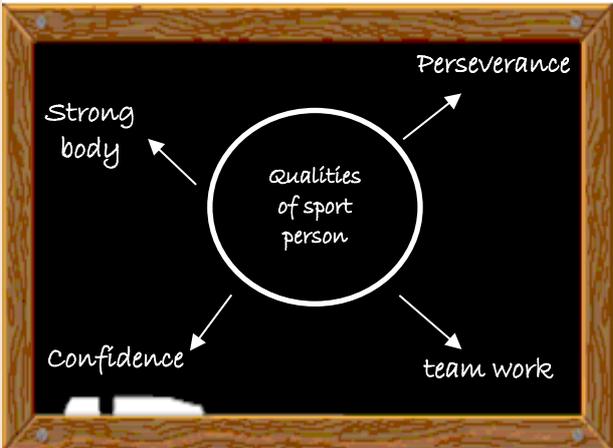


For complete story, refer to Handout



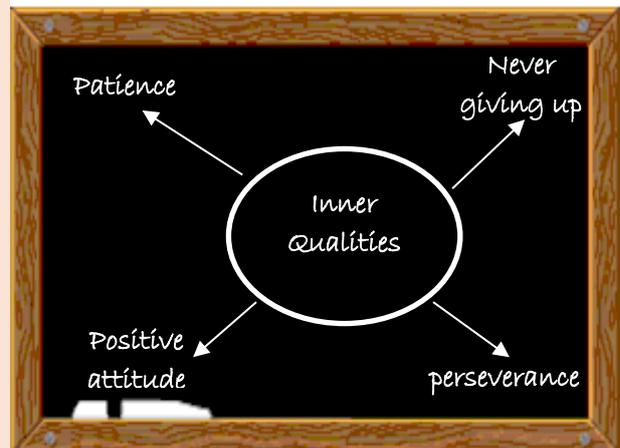
For the teacher:

The excerpt is about the conquest of Everest by Edmund Hillary and Sherpa Tenzing Norgay. It is a graphic description of the dangerous landscape, the perils of the climb and the sense of shared achievement as they reach the summit.

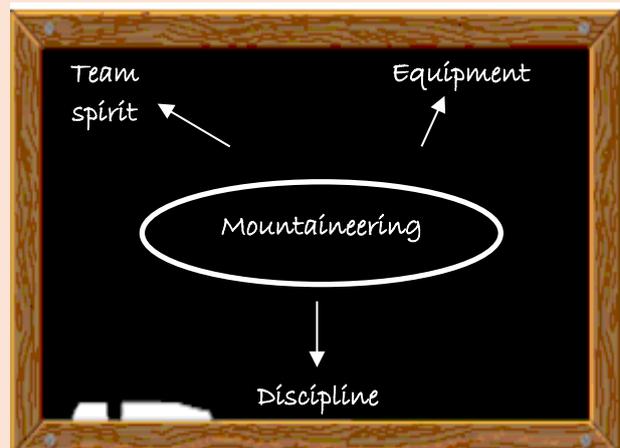
| Transactional Process | | |
|--|--|---|
| Learning Outcomes | Strategies | Classroom interaction |
| <p>Children will be able to:</p> <ul style="list-style-type: none"> ☑ read the passage with comprehension. ☑ speak about the central idea of the passage. ☑ connect the main idea with their own achievements. ☑ develop vocabulary in context (eg. Words related to mountaineering and weather) ☑ develop grammar in context ☑ write a descriptive piece. | <p style="text-align: center;">Pre-reading</p> <p>Resources/material required: Picture of Mount Everest Pictures of various adventure sports like mountaineering, rafting, canoeing, surfing, skiing Blackboard Chalk Discourse questions (by the teacher and by the students) Peer Discussion Class Discussion, etc.</p> <div style="border: 1px solid green; border-radius: 15px; background-color: #e0ffe0; padding: 10px; margin-top: 20px; text-align: center;"> <p><i>Simultaneously assess the children on their speaking ability and keep/maintain a record.</i></p> </div> | <p>Begin the class by showing pictures of various adventure sports like mountaineering, rafting/canoeing, surfing, skiing, etc. Ask children to find out what is common among them and what qualities are usually demanded of people who practice such sports:</p> <div style="text-align: center; margin: 10px 0;">  <p>Can you name these sports? What is common to all of them?</p> </div> <ul style="list-style-type: none"> What are the similarities and differences between the sports that we usually play and these sports? Which qualities should sports persons have to win any game? <div style="text-align: center; margin: 10px 0;">  </div> <p>Show the pictures of the important accessories used in these adventure sports.</p> <div style="text-align: center; margin-top: 10px;">  </div> |

You can then elicit from the children which adventure sports are associated with the accessories. Children may proceed to answer the questions as to what is common to all of them and which qualities are also common.

You can then discuss about the qualities - in addition to the physical ones, the inner qualities- that one needs to have to take up these adventure sports.



You can ask children what scaling a mountain would entail:



Going across the curriculum:

You can ask children that they must have read about various mountains in Geography and particularly about 'The Himalayas'. Discuss in pairs the features of mountains. Now play word chain game- each pair will say/tell two words related to the features of mountains and you can write the words on the board/chart paper. You may write words such as precipice, etc., which are part of the text.

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 and express their ideas coherently, logically and confidently.

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, 'Nitika can speak in group but hesitates to speak in front of the class. She needs to be given more opportunities to speak in the class'.

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 ideas related to the topic. | ✓ | ✓ |

| | Strategies | Classroom interaction |
|--|----------------------|---|
| | While reading | <p>Model reading of the text by the teacher. This is to be followed by individual/ pair reading. Divide the text into chunks. Encourage the children to do the silent reading of the story. Ask comprehension questions between paragraphs to gauge and ensure the children's comprehension of the content.</p> <p>Invite children to read Para 1 to 4 and you may ask the following questions:</p> <p><i>Q. Why were they carrying oxygen with them:</i></p> <ul style="list-style-type: none"> • <i>Lack of oxygen in the atmosphere</i> • <i>It was clean and windless day</i> • <i>That was the only load they had to carry</i> • <i>It was compulsory to carry oxygen</i> <p><i>Q. Where were they heading towards?</i></p> <ul style="list-style-type: none"> • <i>South summit</i> • <i>South east ridge</i> • <i>Vertical white wall</i> • <i>The mountain</i> <p>Once they have gone through Para 5-8, the following questions can be further asked:</p> |



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.

- *Why was it not easy to climb?*
- *Which one was last obstacle?*
- *Why were they having trouble in breathing?*
- *What did they see from the top of the mountain?*



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 are able to read on their own or not and comprehend the text. They read the texts with ease and understanding, understand the central idea and follow the sequence of ideas and events in the text.

This provides you with criteria of assessment for learning. If some children are struggling with reading you may record for example, 'Rahul cannot read fluently. He needs practice.' He needs to be given smaller chunks to begin with.

| | Strategies | Classroom interaction |
|--|---------------------|--|
| | Post reading | <p><i>You may ask the following questions as post reading activity. These are inferential questions. This would help you with assessment for learning of the text as a whole.</i></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"> • What had they conquered– a summit within or summit outside? Justify your answer. • These days many people are scaling different mountains, what type of footsteps are they leaving behind. |

- You must have heard about 'Cleanliness Drive'. How can we keep our mountains clean?

Now ask children to enlist the qualities of the mountain and the mountaineer in the form of a table like this-

| Qualities of the mountain | Qualities of the mountaineer |
|---------------------------|------------------------------|
| Rugged | Love for adventure |
| Rocky | Physically exhausting |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

WORKING WITH LANGUAGE

Vocabulary in Context:

Write a paragraph about a mountain using the following words:

A ridge, a precipice, a cornice, a hump, etc.

Grammar in Context:

Read the following sentences. Underline transitive and intransitive verbs from the text and make a list.

For example:

- It was not easy
- They climbed the mountain

Writing Activity

Write '*The autobiography of a mountain*'.

This activity is to bring out the power and the majesty of the mountains and the qualities mountaineers should have in order to trend on and tame these mountains.



For the teacher:

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



For the teacher

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.

| | Strategies | Classroom interaction |
|--|-------------------------------------|--|
| | <p>Going beyond the text</p> | <p>Speaking</p> <p>Ask children to discuss a situation where they had an aspiration, the struggle they had to make it happen, the success/failure of the endeavour and its aftermath. Ask them to list their aspirations. It can be more than one.</p> <p>You can ask the following questions:</p> <ul style="list-style-type: none"> • Have you ever struggled to succeed at something? • What obstacles did you encounter? • How did you deal with them? • How did you feel when you finally succeeded? |
| | <p>Project Work</p> | <p>Which Indian woman climbed the Mount Everest twice. Read her biography and write its review.</p> |

For the teacher

Sample of a rubric to assess children's' writing

Writing Rubric

| Name _____ | Needs Improvement | Fair | Good | Excellent |
|--|--|------|------|-----------|
| | Punctuation Student uses accurate punctuation. | 1 | 2 | 3 |
| Capitalization Student uses capital letters to begin sentences and for names. | 1 | 2 | 3 | 4 |
| Grammar Student uses subject/verb agreement and writes complete sentences that make sense. | 1 | 2 | 3 | 4 |
| Content/Ideas Student writes on topic and adds details. | 1 | 2 | 3 | 4 |
| Spelling 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. You can assess children on their writing and speaking. You can assess children for their presentation skills, coherent and logical rendering of ideas. For writing, assess the children on spellings, grammar and expression as well. If some children are making mistakes in spelling and grammar, etc. you may have to draw their attention to use the correct spellings and grammar.

Assessment as Learning

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

Checklist

| | To a great extent | To some extent | Very less |
|-------------------------------------|-------------------|----------------|-----------|
| Used the idea properly | ✓ | | |
| Flow in ideas | | ✓ | |
| Grammar usage is appropriate | ✓ | | |

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.

The data collected by you can be used for reporting purpose.



Let us do

Activity-6

- Prepare a lesson following the whole language approach, along with assessment for learning and assessment as learning.

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.

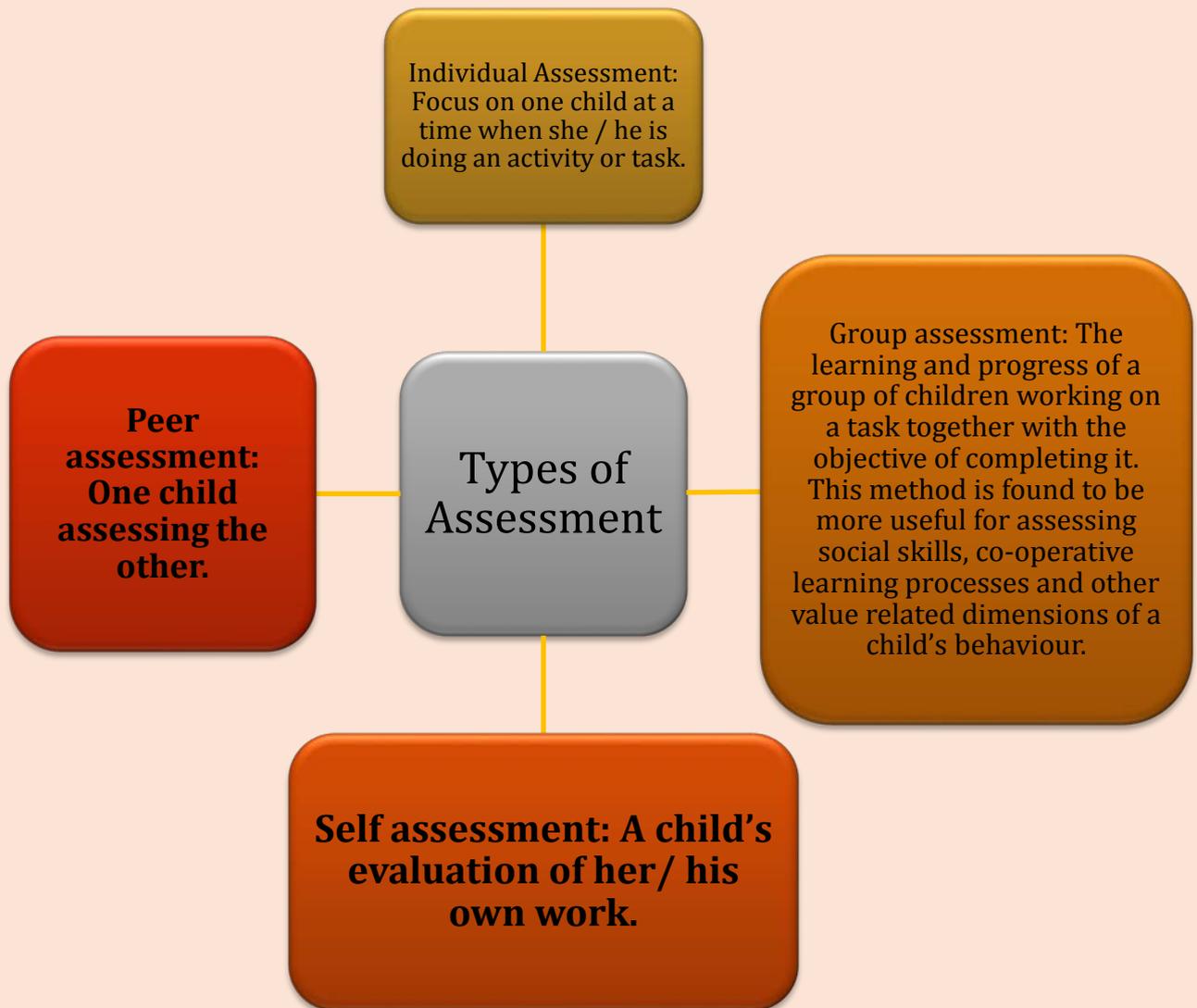
The types of questions that are prepared and used for assessment need not be restricted to those found in the textbooks.

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.

| | |
|---------------------|--|
| A story | From a newspaper, a local folk tale, etc. |
| Time table | Based on a railway/bus time-table, school time-table, weather chart |
| Instructions | How to perform an activity like planting a tree, drawing some object |
| Small poem | 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^{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 7th 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-7

- 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 upper 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:

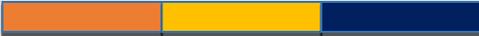
- To identify gaps in learning
- To provide timely inputs/intervention
- To modify your teaching learning plan/strategies
- To identify strengths of children
- To perform assessment for learning
- To do recording
- To make checklists/rubrics, teacher reflection
- To use anecdotal record
- To maintain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



Unfolding the Curriculum: English Curriculum in Practice
