



UNIT 8 LANGUAGE TEACHING METHODS IN CLASSROOM SETTINGS

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8.0 INTRODUCTION

There are many ways how we can teach language to children. Some of the techniques that have already been discussed include – teaching through various



activities, summarising the lesson after explaining it, getting children to formulate answers of various types of questions, problem solving techniques, making them undertake surveys and the like. Each technique belongs to a specific language teaching method that has a specific set of principles. Some teachers teach in their ways that do not belong to any specific language teaching method. For example, we have realised that some teachers dictate answers of the questions given at the end of lesson to students and tell them to memorise those answers with the expectation that this will help students to do well in class tests and board examination. In some classes, teaching learning process becomes very prescriptive in nature in which teachers teach the students in certain ways and expect the students to follow their ways, whereas in some other classes, a variety of innovative techniques are used to make the teaching learning process a memorable one with the expectation that the learning will be lasting and add experiential value to the knowledge base of the students. We have also realised that children learn a lot outside of the tutored set up. They learn a lot from the social environment as well as family environment.

Now the issue is, if students learn language anyway on their own, in rather unplanned ways and learn it well, then why should we spend so much time on teaching language teaching methods to teachers? It is very important to make it clear to you that learning language in a tutored set up and learning a language from environment in untutored ways are two different learning situations and the results of these two ways of learning a language are also distinct.

School is a system of formal tutoring in which students of changing backgrounds and skill sets sit together to learn a specifically designed graded course book for them in a specific time frame. We live in a democratic society where the right and effective upbringing of children of varying background in a systematic way is the central aim. What should be the methods of effective teaching is as important as knowing what children must learn at a specific time during a specific stage of his learning process and how best he can learn what he must learn. There must be effective assessment techniques to measure the learning too. Schooling helps in systematic learning and development of appropriate self assessment and analytical skills. Therefore, it is imperative that we must develop the most effective methods and plan the classroom activities that would be most appropriate for the effective teaching learning process of a given curriculum.

While developing the most appropriate plan for a given classroom, we must keep in mind that children already know a lot of things before they come to classroom set up at a certain stage for tutored learning. Therefore, the planning process must try to relate the context of day to day living of the children and their environment to the lesson plan so that the learning can be most effective.

In this unit we will analyse some examples of different teaching styles and attempt to develop a model of our own.



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8.1 LEARNING OBJECTIVES

This unit will help you to learn about the following:

- What were the traditional ways of teaching language and what are their limitations?
- Importance of making lesson plans
- What is a lesson plan? Why do we talk about lesson plan and not just teaching plan?
- Implementation and assessment of effective lesson plans
- Scope and possible flexibility permissible in a lesson plan
- Preparation of effective lesson plan

8.2 SIGNIFICANCE OF MAKING LESSON PLANS

We need to understand why is there a need to learn how to make lesson plan, given that children learn language even though you don't spend much time in teaching them the language. Why should there be a language class at all in the curriculum, given that children have got a natural tendency to learn their mother tongue or the dominant language on their own? What is the need for planning? We all know that some teachers go to class unprepared and they often do a good job based on students' needs, but those are people who have a strong hold on the subject matter and a clear idea about types of students found in a class and empathy towards them in matters of language learning. Those kinds of teachers make a mental note of session plans and they present their lectures based on students' needs.

Schooling carries certain features that are different from natural acquisition of knowledge. It is important to know that class room teaching is a structured process of imparting skills and knowledge of language to students and it is distinctly different from unsystematic language acquisition. Even the way a mother would teach her child a particular language at home is clearly different from the way she would teach her child the same language at school. Language is a very complex phenomenon and the degree of formality, type of sentence construction and selection of words differ from context to context. Language teaching at the level of school thus involves serious planning on the part of teachers.

At home, the learning process is largely experiential and there is room for making mistakes and correcting oneself without being laughed at. That kind of flexibility and time, a child does not get at school since the single most important objective at school is 'accuracy and perfection'. An essential feature of human language is variability both at the individual and social levels and if a child has to really acquire proficiency in a language, then she must also acquire a comparable level



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sitting. Many started making pictures of different kinds. Some children were making the picture of the flower pot given as the chapter indicator, whereas others were making pictures of toys etc.

After teaching the entire class that way, she stood up and went to the black board to write down the difficult words and meanings of those words. Students started copying those words. Before leaving the class, Mahima declared the unit test of that chapter the day after the next day and the test would be about the difficult words and their meanings as she wrote on the board. She clearly directed students to learn those words along with the meanings if they wanted to succeed in the test.

Check Your Progress-2

1. *If you were to assess Mahima's method of teaching based on the following features, out of a score of 10, how much would you give her on each feature?*

- *Class participation*
- *Child centred teaching*
- *Relating text to context*
- *Teaching preparation*
- *Understanding of the subject*
- *Scope given to children for self learning*

8.4 COMPONENTS OF LESSON PLAN

Let us take a look at the list that Raghu made to make his lesson plan effective.

1. What to teach
2. How to prepare himself to teach the text
3. How to teach the text
4. What kind of teaching aids does he require
5. How to measure whether students have learnt or not
6. If the plan did not show any sign of success at the assessment level then what alternative ways could be possible

This is a rough sketch of how to go about starting with a lesson plan. Is there anything that you can add to this so that we can make the rough planning sharper? Add what you can as we proceed with the points in some details.



8.4.1 WHAT TO TEACH

Keeping the level and learning expectation of a certain age group in mind, the text book writers prepare the text books. The content of the book is not in our hands, but how to cover and what to cover is very much decided by us. We must also know the level of competence of the students so that we can make suitable decisions about what to teach and how to teach. In lower classes, teachers are given the responsibility to select a specific book as the text book for the appropriate class, among a choice of a dozen very well competing books. As a teacher, we must know our students and their competence levels well enough to be able to decide the best book for them as well as to decide what to cover from that book. If a book has 20 chapters does not mean we will have to teach all the 20 chapters. We may do less or even assign additional readings to children. Suppose we have decided that we will cover 12 chapters out of the 20 given in the text book, we must know the basis on which we have made the decision. Unless we plan effectively from the very beginning, we will not be able to know which 12 out of the 20 given chapters are the ones that we need to ensure continuous growth of the students. We must also know the exact expected outcomes of the course. At the end, what to teach is all about whether your choice of text leads to attainment of the expected outcome or not.

8.4.2 WHO TO TEACH

We can make effective lesson plans when we understand our children very well, by their character and standards. It is important to figure out what does the child know already by the time she enters your class and what does she need to learn. If you teach his/her something that (s)he already knows or something that is only remotely associated with his/her wildest imagination, the chances are high that the child will remain blank and classes will get over one after the other till the course gets over, without much learning taking place. We have to have conceptual clarity of the chapters we select keeping the best interest and learning / teaching objectives in mind. If we would select something without knowing who we are teaching, the selection of the text book, time spent in covering the text book and the time spent in doing various activities will go waste. Secondly, we should also try to figure out what the child already knows about the chapter to be taught. For example, if the chapter is on Diwali celebration, we must first learn what the child knows about Diwali and then we should focus on how to teach him the complexities of language usage through teaching him/her a chapter on Diwali. We must also know whether the language the child is being exposed to in the class room is his first language or second language or third language. For example, if an Oriya speaking child who speaks Oriya at home and in his environment opts for Hindi as his first language at school where more than 90 % of the students are Hindi speakers, the teacher must try to figure out whether he is the only one who has opted for a language to be his first language which is actually his second or third language or there is a group of students like him who need special attention



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during the class. We need to keep in mind how best can we incorporate such a learner in our lesson plan whose learning will be as good as all the other learners. As already pointed out, children must be allowed to use their home languages in the early stages.

8.4.3 LEARNING ASSESSMENT

We need to be attentive about continuous assessment of children so that we can ensure the learning status of children in terms of class participation and response and their curiosity about specific lessons and outcomes. If we do not feel positively about the way the class is going on with its effectiveness, then it's time to stop and adjust the plan so as to make it more interesting such that class participation and students engagement with the class will demonstrate constantly positive value addition of the teaching / learning process. This requires constant assessment. At times, the teacher may feel that she could actually engage the children in certain learning activity, whereas in reality that may not have happened. This happens when you did not plan the activity well in advance. We need to progress with our plan not by completing each lesson plan by the way we had planned the lessons but by the way of how exactly have students progressed with the plans made for them. This can only be possible through continuous evaluation. Therefore, we must ensure that there is enough flexibility in the plan we have made and that it can be constantly adjusted by continuous assessment.

8.4.4 HOW TO TEACH

In order to be able to plan, it is imperative to figure out what should be the exact way of the teaching learning process in a given class room with a given batch of students. For example, we have to decide whether we would divide the class into small groups of 5 or 10 or go by the worksheet way. So there may be a class that did not go according to the plan because the classroom activities for better learning took a longer time than expected or the teacher took longer time in explaining the concepts required to be taught through the lesson. In that case, the teacher has to adjust the next allotted class for the completion of the same chapter or another chapter in way such that overall course completion is not hampered.

There can be many innovative ways to combine classroom activities with concept teaching. The primary requirement for this to happen is that the teacher should herself have conceptual clarity about the issues being transacted and should plan in advance the kind of individual and group activities that would help in clarifying that concept. Though rigorous, the planning must have inbuilt flexibility for on the spot changes.

We must keep all the teaching aids ready by the time we start teaching. Some of the important teaching aids include - lesson plan, work sheets, charts, picture cards and the workbook. The language materials are also very important because



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they play a vital role in the preparation of the teaching aids. For example, the word picture cards or even alphabet cards can at times play a very important role if the class demands. The materials may also be preserved to be used for multiple purposes with various modifications, additions and innovative explorations. Probably the most important language asset is the text around which the teacher plans to build all her teaching plan.

Check Your Progress-3

- 1. *The learning path of the child is primarily guided by the:*
a. Teacher b. Parents c. Child himself d. Curriculum developers

- 2. *How important is it for you to know the class size and varying standards of the students present in your class?*

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- 3. *What does 'flexibility in lesson plan' lead to?*

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- 4. *Why must we use the language as per the level of the children especially in the primary classroom?*

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8.5 HOW MUCH TO PLAN IN ADVANCE

Most of the time, schools focus on ensuring that teachers makes elaborate lesson plans and complete their annual diary perfectly with a hope that that is the best way to administer academic progress and administration of the teaching learning process. Though this may ensure that the teachers are working hard, it does not ensure that learning is as effective as it could be or must be. In such places, the weekly or daily progress reports made by the teachers are given importance to and the teacher focuses on the given class(s) he teaches on a given day, often forgetting that the entire work done by the teacher as well as the students may



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prove useless if specific learning objectives are not realised. Such a system does not give much importance to increase the core competence of the children; it rather ensures the course is complete the way text book designers and teachers had prescribed it for the children. It has also been noticed that such a system does not leave any scope for children to come up with innovative ways to make the teaching learning process effective for them going by their interests or their ways. This is against the basic premise of learning that the child learns the language in his/her own way.

How early should a lesson be planned? There is no absolute answer to this question as learning is an ongoing process with very fluid land marks. What a teacher must ensure is synchronisation between the mental level of children, their curiosity, their participation, her own intervention levels, challenging activities and conceptual clarity. A plan devoid of these features lacks in exploratory adequacy. The plan must ensure that there is enough room for the child to ask whatever she wants to ask and find an answer to it. She must be allowed to articulate her thoughts and clarify her confusions the way she wants them to be clarified. Children must be allowed to create their own constructs and conceptual frameworks to proceed with the lesson which does not have to be totally different from the teacher's plan, but a combination of both.

The teacher must also be aware that individual attention to student participation is as important as encouraging student participation. Instead of simply striking out a wrong answer with red ink, the teacher must try to analyse why has the child made the mistake she has made. This is called error analysis. Errors are not pathologies to be eradicated. Errors must be analysed and plans must be made to effectively remove them from the child's knowledge base so that the child would not commit that error ever again.

Check Your Progress-4

1. Complete the following sentence:

Usually teachers emphasise on making _____ and
completing _____.

2. What important factors have been discussed in this subunit about the student-centric lesson plan?

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3. *If children would be allowed to play a key role in the planning of a given text at a given point of time during teaching, what difference would it make on the planning for effective learning?*

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4. *How do you plan to go about planning your lessons before you get started with the subject to ensure exploratory adequacy?*

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8.6 MODEL LESSON PLANS

Let us now look at few lesson plans and investigate and analyse the methods involved in those plans. These plans are from different contexts and thus let us see how does the teacher take help of these lessons for her/his use and what does (s)he ignore. We will also see how well the teacher created basis for class participation or ignored it and which aspect of teaching learning objective (s)he has tried to achieve.

8.6.1 MODEL LESSON ONE- TULIKA’S CLASS

This is the lesson plan of a class 2 teacher called Tulika. Let us look at her plan and analyse the model.

Tulika is a primary school teacher in a school at Kalyanpur in rural Bihar. That school has village at one end and a jungle at the other end. Farming is the major occupation of the people living there. Some parents work in the town as masons, rickshaw pullers, carpenters, vendors etc and they visit home once a week. Most of the children spend time in helping their mothers in the crop field, taking care of other siblings and cooking etc. Most of the children have illiterate parents and some have semi literate parents who have studied up to primary school or at the most high school. Children of her class do not have exposure to newspapers, magazines or books etc.

Tulika teaches a batch of 30 in class two. Children speak Bhojpuri at home whereas the medium of instruction for them is Hindi at school. The children can recognise all the letters of Hindi alphabet is how they can read few words, but they can



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neither read fluently the story books they have been given nor can they understand the sentences properly. This example is taken from a text book that she teaches to such a batch. The name of the story is “Saccha Mitra” which is the 10th chapter of Bihar board class 2 textbook.

Tulika realises that she has to teach the lesson by speaking to students in Bhojpuri as well as in Hindi. She is also sensitive to the fact that children are likely to use Bhojpuri when they answer to her questions and she doesn't have to forbid them from using their first language or shout at them for the same. She believes that making small groups in the class can make children help one another to understand the text better and learn better. She also understands that she needs to give importance to reading, writing, speaking and listening skills and make them happen in the class in a meaningful way so that the children can understand the text, context and make progressive growth towards learning the language.

The story is about two friends who meet a bear while returning home. She decides to start the class by discussing with children the kind of animals they know about because she knows that the children would know about animals from the environment.

She had to complete that story in a week and everyday she teaches for 35 minutes. She read the story twice or thrice before she went to class. Her teaching objectives and lesson plan had the following points:

- Engaging the class with drawing activities
- Giving them opportunity to speak to each other and to the teacher about the story
- Giving them the opportunity to talk about the pictures
- Making them read the story by understanding the story
- Making children write down the names of the animals
- Letting children predict the end of the story
- Making them talk about the animals they see in the surrounding

Her day wise lesson plan looked like the following:

Day one – Familiarising children with the names of the animals around them in written form

Process

1. Asking children to write down the names of the animals they see around them
2. Telling them to write down the names of the animals they see around them, draw their favourite animals in the copy and encircle the name of the animals they see on their copy



3. Make them read out the names of the animals written on the board adopting the language game method and make the sound the specific animal makes

Day two – Developing prediction skills among children

Process

1. Leaving the children with the story for sometime to observe the three stories given there
2. Making children give presentations on the story and showing signs of appreciations
3. Making the children predict in the middle of the story
4. Writing down all the predictions on the board

Day three - Story completion process taking the predictions given by the children

Process

1. Reading out the entire story aloud and bring those words to board that children are very familiar with like, *gaaon, bhaalu, football, mitra, dadi, muh, naak, murda, raam, shaam* etc
2. Making children write down these words on their copies
3. Making children encircle the words ‘gaaon’ and ‘football’ on page one and repeat the same process in the last paragraph on the third page with words such as ‘muh’, ‘kaan’, ‘naak’ etc
4. Playing ‘*Bhediya aayaa*’ language game with them

Day four – Reading the beginning portion of the story with difficult words and asking them to guess the meanings from context

Day five – Working together on the word exercises given at the end of the chapter with the children

Day six - Working together with the children on the sentence level exercises given at the end of the chapter.

Summary and analysis of the day wise analysis plan

Day one

Tulika started teaching by asking children to talk about the animals they see in their surrounding. Then she wrote down the names of those animals on the board. Children saw the words written down on the board and wrote them down. Children started with pet animals first and then went on to talking about wild animals.



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She played a game with children after writing down all the words. In that game, children were asked to make the sound of the animal at once whose name she utters. Then she asked the names of the animals she wrote on the board. When she realised that children recognise the names of the animals, she told them to write them down on their copies. Then she asked children to draw the animals that they like and encircle the matching names. Tulika started taking rounds in the class as children got engaged with the activity given by her and she helped children to finish the activity that got stuck in between.

Day two

Tulika focused on the three pictures given in the story. She asked students to narrate what they see in the pictures. Children said they saw two boys who were standing in the jungle, a bear was there and a boy was found on the tree. Then she asked children to narrate further about what they saw in the picture, such as what the boys were doing, what the bear was doing etc. Then she asked children to tell stories about the pictures they saw. The children hesitated first, but later they told many stories that they could possibly imagine about the pictures. Tulika appreciated all the stories and encouraged the children.

Then Tulika told the children that she would read out the story for the children. Then she read the story aloud at a slow pace and loud voice. She told children to recognise what she reads by moving their fingers on them. Almost half the children were reading the story along with her in a soft voice. Those who still could not read, listened to the story carefully. Tulika ensured that she made the seating arrangements very well so that weak students could be helped. She made those children who could not read sit with the ones who could read. She stopped when the two friends met the bear. Then she asked, what might have happened when two friends were found in the jungle alone and they had nothing to fall back on.

Children gave many possibilities. She wrote down all the predictions children gave on the board along with the names of the children.

Day three

Today Tulika read the story aloud again and again, stopped where she had stopped before. She repeated the same process of making the children predict the end of the story and continued reading thereafter. Soon after completing the story, Tulika got into character analysis of the story in an explanatory mode. She asked questions such as, how did children like the behaviour of the friends; what happened to the friendship; if they were in the position of the other friend, what might they have done and the like.

Then she wrote the word 'bhaalu' on the board and told students to encircle the word 'bhaalu' from the story. Then she asked students to tell her how many times



has the word 'bhaalu' occurred in the story. She repeated the same process with other frequently used words such as 'gaaon', 'murda' etc.

After the word recognition game, she started the '*Bhedia aaya*' game with the children. As per this game, all the children were to act like a dead body and one child was supposed to act as *bhediya*, who comes to attack. *Bhediya*'s job was to move around without touching the dead bodies. Children who had been asked to act like dead bodies were supposed to lie down on the floor like statues, with eyes shut and straight face. Any child who would open the eyes or smile or deviate from the statute posture was called as out of the game by *Bhediya*.

Children took a while to understand the game. Once they understood the game, they started playing the game with all seriousness. They would lie down on the floor one after the other with the entire body shaking with suppressed giggles. Half the children started sneaking by opening their eyes occasionally and smiling. In the first round, the game got over very soon. After few rounds, children learnt the game and it wasn't that easy to call game over so easily.

Day four

On the fourth day, Tulika takes difficult words as she starts the class. She asks children to encircle difficult words found in the story. She wrote down all the difficult words found out by children on the board. She asked if anyone knew the meaning of any given word on the board and encouraged children to make sentences using the words. She then explained the meanings of difficult words to children and made them say sentences using the difficult words.

Day five

Tulika worked together with children in solving the exercises given at the end of the chapter. In one of the exercises, children were asked to make words taking letters from a given word. Before taking up that exercise, Tulika first asked children to tell any two words. She wrote two words such as 'kursi' and 'kitab' on the board. She picked up 'si' from the first word and 'ta' from the second word. Then she asked students what that makes when they combine those two letters. That was easy for children and from there they picked up the way to go ahead with the exercise. She called two three children to the board to do the exercise and the rest of the children started doing the exercise on their copies. Few children completed the exercise faster than others. Tulika went to them and advised them to go over to the next exercise. Children began finding names of the animals that they already knew about and so on. After certain time, Tulika discussed the given exercise in the class. This was a tough task as the letters were not only to be picked, but they also had to be arranged in various orders to make meaningful words. After this exercise, she picked up the sixth exercise that expected children to select the most appropriate word for a given sentence. She



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read the sentences aloud and asked children to answer to the questions by selecting the most suitable words. Then Tulika started writing incomplete sentences on the board and encouraged children to complete those sentences. Most of the children did the exercise orally whereas few wrote them down on copies. The class got over as she was with the repeat process of the same exercise.

Day six

On the sixth day, Tulika started sentence level exercises. First she started with the question answer type exercises. She encouraged children to answer the questions asked in the exercise. Some answered and some did not. She discussed the answers after eliciting the answers from the students. She wrote down the best answer for each question on the board. The entire question answer exercise was completed this way and children copied them down on their note books. Tulika took rounds in the class to figure out whether the entire class was doing it effectively or not. She helped children with copying down the answers written on the board who found difficulty in copying them.

She then moved onto exercise 4 which expects children to make sentences using a given word. She too got this exercise done through discussion first. She helped children to understand each and every word by taking multiple examples till they understood the words. Some children found it difficult to make sentences using words at the level of spelling. She wrote those words down on the board. Almost all the children could make sentences using five words at least. The class got over in the middle of this exercise. Three words were left to be made sentences of which she gave as home assignment.

Check Your Progress-5

1. *What was the size of Tulika's class room?*
a. 10 b. 20 c.30 d.40
2. *Why did Tulika ask children to draw the pictures of animals in stead of using picture cards?*

3. *Why didn't she tell children names of few animals that she knew to check whether children knew them or not?*



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4. *Why did she ask children to guess the end of the story in stead of discussing the end in detail?*

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5. *Why did Tulika repeat the first half of the story on day three?*

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6. *Had you been Tulika, how would you have handled a situation in which a guardian or a parent would have complained that you wasted time in stead of teaching the language by doing various unnecessary activities in the class?*

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8.6.2 MODEL LESSON 2 - SATPURA'S GHANE JUNGLE

Let us now see how Heena prepared a plan to teach a poem in the class.

Heena teaches Hindi to class 5 children of Mangolpuri School which is situated in the outskirts of Bhopal city. People of that locality live in small kaccha houses. The locality does not even have a sewerage system or access to clean drinking water, electricity or even a proper road. Street lamps are the only source of lighting facility the children can have access to for their evening studies. Most of the parents are illiterate and some have studied up to class 5. The major occupation of the people living there is daily wage labour, auto rickshaw driving, rag pickers and house maids. School going children help their parents in rag picking too and they even help their moms in household activities. Heena's classroom has 25 children. The children spoke Hindi with lots of words from Urdu, Gondi and Malvi. Many children were not able to read. The ones who could read did so at a very slow pace with letter to letter recognition reading style like "sat – pura – ke – gha- ne- jun- ga - la" type of reading.

Satpura ke ghane jungal is a poem that talks about the dense forest of Madhya Pradesh. Heena read it aloud two to three times. She used the map of Madhya



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Pradesh as a teaching aid to show Satpura. She had planned to teach in four days. Her objectives were the following:

- Making children share their own experience with jungal
- Taking up group discussion mode as classroom activity to encourage children to talk about the poem
- Getting the children to learn the language of the poem and poetic language style
- Making children present and write about the poem

Her day wise plan was:

Day one

- Sharing jungle experiences
- Introducing Satpura to children in various ways
- Making the children recite the poem with self confidence
- Developing a shared understanding of the poem
- Telling and knowing the names of animals in their language as well as in the prescribed language of instruction which is Hindi in this case

Day two

- Finding the meaning of difficult words and placing them in a context
- Developing a shared understanding of the poem through discussion
- Working with compound words

Day three

- Comprehension of the poem through the discussion mode
- Bringing experiences of the children to classroom situation
- Working together with children in completing the exercises given at the end

Day four

- Completing given activities with the help of the children
- Helping children in constructing their own answers
- Working with rhyming words



Summary and analysis of day wise lesson plan

Day one

Heena started her class by asking children whether all of them have seen a jungle or not and the ones who had were told to talk about it in the version of Hindi they speak. She wrote down the responses that talked about description of a jungle, names of animals and birds found in a jungle etc in standard Hindi, which was the medium of instruction for the given course. She also encouraged children to tell the names of the animals they talked about in standard Hindi to check whether they knew it or not. She then took use of the teaching aid which was the map of Madhya Pradesh and asked children to locate Satpura in it. She then went on to introduce the poem. On the day one itself, she started with poem reading exercise with children by asking one of them to read the entire poem. She then asked the next child to read two stanzas of the poem. The class ended with understanding the poem with discussion mode which also included imaginative discussion about what might be daily routine of the wild animals in the forest.

Day two

Heena started day two with conceptual revision of the content of the poem after reading out the entire poem. Then she asked children to read out three stanzas of the poem and broke the stanzas into short questions for classroom discussion. She discussed the meanings of difficult words in between in context and made children make sentences out of them. She helped children with that exercise when they get stuck.

Day three

They continued with loud reading and understanding the poem through discussion. She tried to ensure that the children read the poem aloud and got into discussion mode to find out the meanings of the words and the poem themselves. She helped them while she put them through the entire process. She kept asking questions from the poem as she led the class to discuss the poem. After the discussion, she asked two/three children to read the entire poem. Then she drew two columns on the board with two headings. One column got the heading 'mujhe jungle accha lagta hai' and the second column got the heading 'mujhe jungle accha nahi lagta hai'. Then she asked children to fill out the columns and discussed the points given by children as she wrote down the responses from the children in the column. Then she asked students to write a paragraph on the poem. She took rounds in the classroom and helped children as children wrote down the answers.

Day four

Heena starts the fourth day by revising all the points she had covered on the third day. She then turned to the exercises given at the end of the poem. She had



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already discussed the poem with great details in the previous days so children started writing down the answers of the questions with little discussion. She then picked up rhyming words and asked children to find out similar words from the poem. To clarify this exercise better to some students who found it difficult, she wrote down examples of the words on the board. Heena appreciated children who answered. Some children gave some words which were not correct, but she still encouraged them. She again asked children to write a paragraph on what they would do if they were left alone in a jungle for a day. Children started writing and Heena took rounds in the class helping children who asked her questions.

Check Your Progress-6

1. *On which day of her lesson plan did Heena decide to do the exercise with the help of children?*

- a. *First day*
- b. *Second day*
- c. *Third day*
- d. *Fourth day*

2. *What was the significance of showing a map in a language class?*

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3. *Would you rate Heena as a good teacher, given the fact she never explained the meaning of the poem by herself in the class? Illustrate your answer with arguments.*

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4. *Which learning skill could be developed in children if you tell them to answer questions such as 'what would you do if you would be left in a jungle alone'?*

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Notes

5. *Is it right to make children write the answers of the questions given at the end of the chapter by themselves? Explain your stand.*

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8.6.3 ALPHABET TEACHING METHOD

Lokesh teaches class one at Devnagar government school in Delhi. The school is in the city but the children who go to that school are from very low economic class. Most of the children have labour class parents. They do not even have houses of their own. They live in a place till the construction work goes on there and when the work gets over they shift to another place where they work. They often jump from city to city in search of work and thus their children cannot stay in a particular school for long. They stay in a school for 3-4 months or at the most for one year. The absenteeism rate is very high among these children.

15 children had registered in Lokesh’s class. The class has another 5 children who were brothers and sisters of the registered children but they are unregistered. Thus the class has children ranging from one and half years to five/six years. Although the toddlers were not a part of the class, but he nevertheless had to take care of the entire class. The class does not have desks or benches. Some children were sitting on the rugs and others brought mats from home to sit on the class floor.

Lokesh had to teach Hindi alphabet to the class. He first asked children to tell the names of everything they see in the class. Those things were like fans, chairs, copies etc. He had also made the children draw pictures and made them write the names of the pictures beneath them. His lesson plan for the upcoming four days was the following:

- Teaching letters with context
- Teaching alphabet through the story telling method
- Leaving enough space for children to discuss their opinion
- Increasing their vocabulary

His day wise plan was the following:

Day one – Introducing the letter ‘ra’ in a context

Day two- introducing the letter ‘ka’ along with context

Day three- introducing ‘sa’ and ‘la’ with context; reading out a poem and letter recognition from the poem in the encircling mode



Notes

Day four- letter recognition from the same words, gradation of the words based on new letters

Summary and analysis of day wise plan

Day one

Lokesh decides to introduce the letter 'ra' through games. He asks the children to tell their names whose names have 'ra' in it. Then he writes them down on the board and encircles 'ra' alphabet. Then he decides to start an activity in which a magician takes out only 'ra' words from a box. He draws a box on the board and presents an imaginative magicians who amusingly takes out 'ra' words like, 'rumaal', 'rickshaw', 'radio', 'kachra', etc from the box. This way, he introduced many words with 'ra' to the children in a very amusing way and wrote them all down on the board. Then he asked children to write any two words that has 'ra' in it.

Day two

On day two, Lokesh decides to introduce the letters 'ka' and he adopts the same language game method as he did with 'ra' letters. He drew up a box and asked children what the magician would take out of the box. Children imagined many words in Hindi that have 'ka' and Lokesh wrote them all down on the board. Then he drew another box for 'ra' and called students to the board to fill out the box with 'ra' words. He was very patient with the children through out the class.

Day three

Lokesh repeated the same language game to teach letters 'sa' and 'la'. Then he read out two poems from the text book only and asked students to encircle those letters from the text. Children found it tough to find all the four letters together to encircle. Then Lokesh changed the assignment and asked them to encircle one alphabet at a time.

Day four

Now children were getting to recognise four letters. This was about time for revision class because children had learnt the letters. So Lokesh wrote down all the words he had taken help of to teach the four letters to children. And then he asked students to make four boxes and distribute the words to their respective boxes that carry the name of a given alphabet. Finally, he showed a word 'salwar' and asked children which box does it belong to. Children could not decide the answer because they had covered three letters all of which were present in this word. Then Lokesh got into discussion mode and made sure that children came with the correct answer, that it belongs to all the three boxes. This way, children learnt how to read and write four letters.



Notes

Check Your Progress-7

1. *What was the day four plan of Lokesh?*
 - a. *Teaching letter ‘sa’*
 - b. *Teaching ‘pa’*
 - c. *Teaching ‘cha’*
 - d. *Revision of the lesson*

2. *Do you think Lokesh had adopted the correct approach to teach letters? If yes, then why?*

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3. *Why did Lokesh spend so much time in discussing with children which box does the word ‘salwar’ belong to? He could have told them the answer straight.*

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8.6.4 MODEL LESSON PLAN 4- CLASSROOM OF RADHA

Radha is an upper primary teacher in Ataru block of Rajasthan. She teaches English. The school has children from the village area as well as from the city area. Most of the parents work in crop field, grocery store, small restaurants, shoe shop etc. Children who come to school regularly are mostly from farming background. The drop out rate in Radha’s class depends on the timing of the year as children do help their parents in the crop fields when they are needed there.

Radha teaches 41 children of class 8. She prefers to do poems if she gets a chance. We take up a lesson plan that she has designed to teach in the class in a time when it had been raining for a couple of days.

The general objectives of the lesson plan:

- Active participation of the children in the discussion of the poem
- Enabling children to make a mental picture of the poem



Notes

- Developing their linguistic skills through discussion mode
- Developing self confidence of the children in learning English poems

The specific day wise objectives of her classes were the following-

Day one

1. Sharing the experience related to rain and discussing them
2. Reciting the poems and developing class room activities
3. Discussing the meaning of the poem through discussion method
4. Group activity based method to find out the meanings of difficult words

Day two

1. Making a picture and discussing prepositions given in the poem through the picture
2. Discuss the background of the poem

Day three

1. Teaching them adjectives and ask them to find out adjectives from the poem

Day four

2. Working on the exercises given at the end of text

Summary of the day wise activity

Day one

Radha asked children to talk about their experience with rain and carried out the discussion in the question answer mode. Then she started a game activity. As per that activity, every child has to recall a word that comes to his mind the moment he hears the word 'rain'. A child was then asked to read out the entire poem aloud. She asked to children read the poem with activities. Children were getting to understand the poem as they went on doing the activities related to the poem in the class.

Day two

Radha asked the children to draw the picture of their village. When she figured out that children are finding it difficult to draw the picture of the entire village, she changed her objective and asked them to draw a picture of their home to school route along with land marks, which was a part of the poem. Then she told



Notes

children to draw the picture of a big hut and a tree and went on to the board to write prepositions such as, ‘under’, ‘in’, ‘out’ etc. She explained prepositions to children with the help of the hut and the tree. Then she gave instructions to children in English. The instructions were in short sentences like, ‘draw a doll under the tree’. She took a round in the class as children got engaged in the activity.

It was a little difficult to explain the meaning of ‘around’ and ‘behind’ to children, but Radha took various other examples to explain these two prepositions to them. This way the class got over.

Day three

Radha made the children read out the poem and asked them to explain certain things through the question answer mode. For example, she wrote the word ‘garden’ on the board and asked children to give a presentation on the word ‘garden’ using adjectives such as ‘green’, ‘huge’ and ‘big’ etc. Then she asked students to encircle adjectives given in the poem. She told them to make few sentences that required them to use adjectives. This is how children could conceptualise the broad picture.

Day four

Radha gets to exercises. She read out the questions aloud and when children could not understand the questions in English, she explained them in Hindi and the local language and encouraged them to respond. She wrote down the answers given by children on the board. She also wrote down the answers given by children in the local language. Then she translated those answers to English in the discussion mode. At the end, children copied down from the board the final answers of the exercises given at the end of the chapter.

Check Your Progress-8

1. Which subject did Radha teach?

- a. Hindi
- b. English
- c. Science
- d. Maths

2. Radha made the students copy down the answers from the board on the last day. Did they learn any language from there?

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Notes

3. *Make a lesson plan for class 3 supposing you are teaching the same poem there.*

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8.6.5 STORY TELLING TECHNIQUE FOR EFFECTIVE LESSON PLAN

Kaushal teaches English to class 5 students in Faridabad of Haryana. He teaches a batch of 25 who belong to lower middle class families. Most of the parents are daily wage labours and some are road side fruit vendors. Children have to do household chores and also look after their sibling.

Today Kaushal is likely to teach ninth lesson of Haryana board text book. The lesson is about the childhood of a boy called Narendra who becomes a big man at the end. Kaushal had read the lesson before he went to class.

Day one

Kaushal asked children to share the experience of their childhood and told them to discuss the fun they had during childhood and what kind of punishments they used to get. He narrated his own childhood story to take out inhibition from the children who hesitated to talk about their childhood due to shyness. That helped children to open up and share their childhood experiences. Then Kaushal started reading the chapter aloud as in his class most of the children were not able to read in English and those who could read, they could only read two to three words at a stretch. He read out the lessons with various activities and tones. At times, he used local language to explain the matter more. Kaushal read out three paragraphs that were about Narendra's childhood. Then he asked children to comment on how Narendra was as a child and then he returned to read the story. Children started speaking about what they concluded about Narendra. After the discussion and explanation, Kaushal made a list of the following questions on the board:

Name _____

Age _____

Mother's name _____

What does your mother do _____?

Father's name _____

What does your father do _____?



What do you like _____?

What do you not like? _____

Notes

Kaushal asked students to find out everything about Narendra from the text as a first exercise. Children found it tough to find out everything about Narendra and write them systematically. Then Kaushal told children to speak to fellow classmates and fill out the above mentioned questionnaire of the other one. Boys and girls hesitated to speak to one another at the start, but later on they spoke to one another.

Day two

Kaushal started speaking about the activities of day one. Then he read the entire story out again using local language. But he used some difficult words as well. Then he split up the class into four groups and told them to discuss in group about Narendra and write their points down. He gave the children the freedom to speak to one another in their local language and write down the points. There was noise in the class due to children talking to one another. Therefore, Kaushal told them to learn how to talk softly while taking rounds in the class.

Day three

Children did the assignment through group activity. Kaushal gave marks to each group and declared the performance rating of the groups rank wise. He took out points from the discussion and wrote them down on the board. The discussion continued on the pointers written down on the board till the end of the class.

Day four

Kaushal got the children to find out the answers of the questions given at the end of the chapter while they were reading out the chapter. As the children were finding the answers, Kaushal kept writing them down on the board. This way, he finished the entire exercise through the discussion mode.

Check Your Progress-9

1. Which language did Kaushal use on the second day as he read out the story?
 - a. Words from local language
 - b. English words
 - c. Urdu words
 - d. Hindi words



Notes

2. *Why did Kaushal stop the children to write about Narendra and instead asked them to write about each other?*

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3. *Why did Kaushal distribute the class into four groups?*

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4. *How does group activity help children to learn effectively?*

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5. *There was a lot of noise in kaushal’s class due to the discussion mode of teaching? Do you think it is a good way to conduct the class? Don’t you think it affects the gravity of classroom decorum? Argue out your answer.*

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8.7 POSTERS AND ADVERTISEMENTS

Posters and advertisements are very important for an effective lesson plan. They present things related to our life and environment in very simple and pleasant ways. Till today, advertisements and even generic posters for that matter have not been really been taken as formal teaching aids, but it is important to know that although these are very small things, they are connected to teachers and students in significant ways.

We see various kinds of sign boards, posters and advertisements in various schools, offices, shops, market places etc. We don’t have to work too hard to understand these because they are made with the basic intentions to reach out to people with lowest literacy standards. These things help to develop reading skills. These are good ways to learn another language too for anyone, for that matter.



Notes

There are multiple ways how these can be used. You can tell children to take up a poster, sign board, or any advertisement to make a nice project involving drawing and writing. We can use posters for developing reading as well as picture card explanation and presentation.

In the lower primary classes, like in class 3, children can make a systematic list of words taken out from pictures. You can show them a signboard and ask them what is the meaning of the board and what does board try to say, say through logos or pictures etc along with what is written in it. They can also tell what they are implying basically. We can also tell children to write down those messages in their own words.

Check Your Progress-10

1. *In what way do posters and advertisements present to us things from our surrounding-*
 - a. *Difficult ways*
 - b. *Unattractive ways*
 - c. *Simple and attractive ways*
 - d. *Boring ways*

2. *Make a list of 20 posters and signboards that you have seen in your locality.*

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3. *What kind of posters can we make for class 5 lesson plans? Make a list of 5 questions that can be asked related to this.*

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4. *What according to you is the importance and benefits of using this in a language teaching class? Can posters and advertisements be used in other ways?*

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Notes

5. *Make a lesson plan for class one or two using some advertisements and make a different lesson plan for class 4 using the same advertisements as teaching aid.*

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8.8 HOW TO MAKE LESSON PLANS

A class room has two important elements – teacher and students. Both are at the receiving end of knowledge acquisition in the sense that both acquire and enhance knowledge together and both are always in the process of learning. Other elements that are important in a class room are – text books, lessons, examination, experience the children get and the expectation of the parents etc. It is important to keep these variables in mind when you prepare a lesson plan. Lesson plans maintain both rigorous planning and flexibility. Firmness is important to ensure that teaching objectives are met and flexibility is important to ensure the real difficulties met while teaching.

Therefore the teacher needs to keep a plan in mind that has firm objectives and leave enough space for last minute adjustments. In order to stay focused the teacher must write down the objectives that he must accomplish in the class and lead the class with gradual incremental progress, although she may have to change the classroom activities depending on the classroom situations. Let us see how to prepare a lesson plan and how to divide up the lesson keeping the language acquisition goal in mind.

1. **Class timings-** The teacher must first know how many teaching days and teaching hours he is getting in the week and in the year to complete the course. The length and duration that you are getting per lesson will help you achieve your teaching objectives very well. The teaching hours and teaching days of the entire year will help you to design lesson plans for the entire course with an aim to complete the course with its desirable objectives.
2. **Class size and age group of children**
3. **Title of the chapter**
4. **Prior knowledge-** It's important to check the prior knowledge of the children because the issue of prior knowledge must relate to how you plan to proceed further with the plan towards the completion of your teaching objectives and learning objectives. If a teacher is teaching English to class three children, his basic expectation from children would be that children must know the letters and numbers in English. If there would be some children



Notes

in the class who would not know that, the teacher would have to make adjustments in his plan in such a way that it can accommodate children with the lowest level of English language proficiency in the class.

5. Common objective/ General objective – This is the overall objective that you want to achieve through the lesson.
6. Specific objective- This objective relates to day wise plan as it aims to explain what happens in a class in a particular day/period.
7. Methods/ Process- The method/process is about the line of progression in the class about the chapter keeping the general as well as specific objectives in mind.
8. Self evaluation- Just leaves this space vacant. The teacher must fill this out after the class evaluation of his teaching. He has to write here what went right and what went wrong in the class and whether the intended objective was achieved or not. This should also help you to figure out why you had to make changes to the lesson plan in the class.
9. Suggestion/ Remarks- This part helps you to make a note of your own experience in the class and helps you to adjust the activity you have planned. This helps you to investigate the viability of the rest of the plan based on the success of the first day’s teaching activity.

Check Your Progress-11

1. How many things in general should you keep in mind when you are preparing a lesson plan?

- a. Four
- b. Five
- c. Nine
- d. Twelve

2. What is self-assessment?

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3. What is the difference between general or common or overall objective and specific objective?

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Notes

4. *What all must you include in the preparation of the lesson plan?*

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This unit must have helped you learn how to make model lesson plans through various models. You must have observed how Mahima should have designed her lesson plan for class 5 on Japan in a school at Kotra. For example, we saw how Mahima started her class by speaking to children about Japan and then went to talk about their culture and festivals. She took help of a world map and showed where does Japan figure in that world map and she also talked about Tokyo which is the capital of Japan. She presented a lively picture of Japan before the children by talking about their rituals, dressing sense, social style, food, flower work etc. After this, there may have been discussion on the pictures given in the chapter and meanings of difficult words could be discussed. The effort may focus on children and the way they should understand the chapter through group activity and individual achievement. You may also ask exercise related questions after completing each paragraph. There is a section in lesson 10 in the project and portfolio that expects children to bring a whole lot of materials on Japan together. She could have made an exhibition of the project work of the children in the class room.

8.9 LET US SUM UP

- If we plan our lessons well, we can teach in a more systematic way.
- It is very important for us to know the background of children, classroom situation and background of the chapter theme to be able to make a successful lesson plan.
- At the primary level, children should be allowed to speak without any hesitation and use the languages they know.
- Children should participate actively in all classroom activities. One way talk from the teacher may prove counter-productive.
- It is not necessarily true that children learn only that much what you plan to teach in a given class. Children have their own thought process and they employ that for learning, which is why it is important for you to engage them in thinking activities when you are preparing your lesson plan.
- Instead of finding out faults in every answer given by children, the teacher must try to see what the children have done with the given question when they have answered the question. It's not important to judge the learning



through errors but through acquisition. The question a teacher should ask is: What is it that a child has got right? Our focus unfortunately is always on mistakes.

- If the teacher can read the chapter two three times before coming to the class, taking care of various activities and adjustments that may be needed in the class would be easy.
- Before making a lesson plan, the teacher must know the class size, age group of the children, classroom situation, student's background knowledge about the topic etc.

ACTIVITY

- Make three lesson plans – one on teaching a poem, one on a story class and one on a drama teaching class and try out the lesson plan with children. Record your experiences.

8.10 SUGESSTED READINGS AND REFERENCES

Hindi Bhag - 2, (2000) Patna: Bihar State Textbook Publishing Corporation Limited

English Book – 5, (2004) Panchkula: Haryana Government, Text Book Press

8.11 UNIT-END EXERCISES

1. Make a list of things that you have understood from the model lesson plans presented before you in this unit. Please discuss the answer based on the following points:
 - a. Teacher's role
 - b. Classroom participation by children
 - c. Work on the topic
 - d. The ways of discussing the questions and answers
2. What has been the crucial difference between Mahima's class and other classes?
3. What are the primary things that you must gather before teaching any class and why? What difference would it make in planning a lesson?
4. Had you been in Mahima's place to teach the chapter on Japan then how would you have taught the chapter? Make a lesson plan to illustrate your answer.