



# MOTHER COLLEGE OF EDUCATION (B.Ed & D.Ed)

(Approved by NCTE & Affiliated to SCERT, ANU & Govt. of A.P.)  
DARSI - 523 247, Prakasam District, A.P.



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Semester-III  
Activities

Name .....

Subject : Pedagogy of English (Course XI) .....

Roll No. ....

Register No. ....

**20 - 20**

Activity 1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment:

- a) To what extent the language clearly conveys the meaning of the topic being discussed?
- b. Is the language learner-friendly?
- c. Is the language too technical in nature?

Anticipating possible language difficulties should lead to appropriate scaffolding, not lowered expectations. Extending English-language learners' classroom interactions using the Response protocol 493 expectations for student performance. Therefore, teachers should diligently seek to engage ELLS in classroom talk.

ELLs should be expected to participate and when they do their responses could fall into one or more of the following six categories: an appropriate or correct response, a partially correct response, an incorrect or inappropriate response, a response in their native language, rather than in English; another question; or no response. What should teachers

do in response to these possibilities? The following Response protocol is designed to help teachers better their understanding of students' language development and broaden their repertoires for meeting the needs of this special population. (All names used in the samples are pseudonyms).

Even if uttered in nonstandard English, if the message is comprehensible and evidences the student's understanding, commenting about the correctness and comprehensibility of the English should serve to encourage participation and elaboration on the part of the student.

TABLE 1

Examples of teacher elaborations of correct responses

"you're right! can you tell me more?"

"you, that's good. What else do you know about that?"

"you are correct. How did you learn that?"

"yes, that's a very good answer. Can you also tell me

why this (concept, information) is important?"

For example, once during a shared reading about reptiles with a small group of English language learners, a boy named Jorge was very interested in the section on turtles. He excitedly responded to the teacher's open-ended question, "What do you know about turtles?" However, their prior knowledge is limited and they need help to accommodate new learning into their schemata.

Table - 2

Examples of teacher elaborations of partially correct responses

"Thank you, could you tell me more about that?"

"Yes, I agree that \_\_\_\_\_. Now, let's think more about \_\_\_\_\_. "

"You're telling me some good things, especially the part about \_\_\_\_\_. What else?"

For example, during a lesson on the water cycle, a second-grade teacher was reading aloud Down Comes the Rain to her class.

If teachers model the use of feedback that extends student responses, students may likely follow the teacher's example in their small-group discussion with peers as has happened among students trained in reciprocal teaching.

Upload high expectations for student participation, except everyone to contribute. During key discussions, use an elas to keep track of student's participation levels and employ ways to get students talking beyond having them raise their hands.

Be a good listener, focusing on the content of the message rather than its grammatical structure.

Acknowledging a student's message is likely to increase interaction, while correcting grammar may not and, in fact, might shift the focus from content to form.

Learn some key phrases in the student's native language to make a connection and to share the language-learning process with your student.

Activity 2: Select 10 examples of grammatical activities listed in English readers of class VI to X and analyse.

A part of speech is a category of words which have similar grammatical properties. Words that are assigned to the same part of speech generally display similar behaviour in terms of syntax - they play similar roles within the grammatical structure of sentences - and sometimes in terms of morphology, in that they undergo inflection for similar properties. Commonly listed English parts of speech are noun, verb, adjective, adverb, pronouns, preposition, conjunction, interjection.

All most all languages have the word classes Noun and verb, but beyond these are significant variations in different languages. For example, Japanese has as many as three classes of adjectives where English has one; Chinese, Korean, Japanese and Vietnamese have a class of nominal classifiers. The classification of words into lexical categories

is found the earliest moments in the history of linguistics.

Works of English grammar generally follow the pattern of the European traditions as described above, except that participles are now usually regarded as forms of verbs rather than as a separate part of speech. Eight or nine parts of speech are commonly listed: Noun, Verb, adjective, adverb, Pronoun, Preposition, Conjunction, Interjection, Article & determiner.

Many English words can belong to more than one part of speech. Words like break, outlaw, laser, microwave and telephone might all be either verbs or nouns. In certain circumstances, even words with primarily grammatical functions can be used as verbs or nouns, as in "we must look to the hows and not just the whys." The process whereby a word comes to be

used as a different part of speech is called conversion or zero derivation.

Categories that will usually be closed classes:

- auxiliary verbs
- clitics
- coverbs
- conjunctions
- determiners

Many modern descriptions of grammar include not only lexical categories or word classes, but also phrasal categories, used classify phrases, in the sense of groups of words that form until having specific grammatical functions.

Activity 3: Take a topic of your choice and select 10 vocabulary items to teach in the relevant context.

Give reasons for your selection.

This article is about human reading comprehension.

For machine reading comprehension, see natural language understanding. Reading comprehension is the ability to read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject,

well developed language.. This involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing.

Reading comprehension and vocabulary are inextricably linked. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means.

Most words are learned gradually through a wide variety environments; television, books, conversations. Some words are complex and difficult to learn, such as homonyms words that have multiple meanings and those with figurative meanings, like idioms, similes, metaphors.

The method of focusing of broad instruction on many words was developed by Andrew Biemiller who argued that more words would benefit

Students make, even if the instruction was short and teacher-directed. He suggested that teachers teach a large number of words before reading a book to students by merely giving short definitions, such as synonyms, and then pointing out the words and their meaning while reading the book to student. The method contrasts with the approach by emphasizing quantity versus quality. There is no evidence to suggest the primacy of either approach.

Conclusion does not disqualify the value in "learning" morphemic analysis— prefixes, suffixes and roots—but rather suggests that it be imparted incidentally and in context. Accordingly, there are methods designed to achieve this, such as Incidental morpheme Analysis.

Activity 4 : Prepare 3 Activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.

Lexical and sub-lexical cognitive processes contribute how we learn to read.

#### Sub lexical Reading:-

Sub lexical reading, involves teaching reading by associating characters or groups of characters with sounds or by using phonics learning and teaching methodology. Sometimes argued to be in competition with whole learning methods.

#### Lexical Reading:-

Lexical, Teaching involves acquiring words or phrases without alternate to the characters or groups of characters that compose them or by using whole language learning and teaching methodology. Sometimes argued to be in competition with phonics and synthetic phonics.

Accuracy: Producing language with few errors.

Achievement test: A test to measure what students have learned or achieved from a program of study, should be part of every language program and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language program.

Active Vocabulary: Vocabulary that students actually use in speaking and writing.

Active: Related to student engagement and participation. For example listening is perceived to be a passive skill, but is actually active because it involves students in decoding meaning.

Alphabet: A complete standardized set of letters basic written symbols - each of which roughly represents a phoneme of a spoken language.

Vowel : A sound is spoken language characterized by an open configuration of the voice tract so that there is no build up of air pressure, above the vocal cords. The Roman vowels includes the letters "a", "e", "i", "o", "u", and sometimes "y" in all languages, vowels form the nucleus of a syllable. A vowel also completes a syllable.

Brainstorming : A group activity where students freely contribute their ideas to a topic to generate ideas.

The ideas of the American linguistic theorist Noam Chomsky can be very abstract, in contrast to the very practical process of communicative language teaching.

chorus : Speaking to gather as a group, used in choral speaking and jazz chants.

Activity

5. Develop a question paper for classes VI to X to assess all the aspects of language learning.

Ans - Educational assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes and beliefs. It is a tool or method of obtaining information from tests or other sources about the achievement or abilities of individuals. Often used interchangeably with test. The word Assessment came into use in an educational context after the second world's war.

The term assessment is generally used to refer to all activities teachers use to help students learn and to develop student progress. Assessment can be divided for the sake of convenience using the following categorizations:

- i) Initial, formative, summative, diagnostic assessment.
- ii) Informal & formal

iii) Internal & external.

iv) Referencing

It helps the teacher to explain the material more efficiently. These assessment are not graded.

Formative assessment:- It is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment". is used to aid learning.

Summative assessment:- Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessment are evaluative. It determine whether they understand the subject matter well.

This type of assessment is typically graded (e.g. pass/fail, 0-100) and can take the form of

tests.

Diagnostic assessment: - Diagnostic Assessment deals with the whole difficulties at the end that occurs during the learning process.

Some have argued that the distinction between objective and subjective assessments is neither useful nor accurate because in reality there is no such thing as "Objective" assessment.

In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic and gender) biases.

Internal assessment is set and marked by the school (i.e. teachers). Students get the mark and feedback regarding the assessment. External assessment is set by the governing body, and

is marked by non-biased personnel. Some external assessments give much more limited feedback in their marking.

However, in tests such as Australia's NAPLAN, the criterion addressed by students is given detailed feedback in order for their teachers to address and compare the students' learning achievements and also to plan for the future.