

ASSIGNMENT

UNIT TEST - III

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CLASS: I B.ED

SUBJECT: PEDAGOGY IN ENGLISH - II

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PART-A

1. Define and discuss micro teaching and skills with its merits and demerits.

Microteaching skill :-

* Microteaching is a scaled down teaching encounter in class size and class time - Allen DW

* Microteaching is a training techniques which requires student teacher to teach a single concept using specified teaching skill to a number of pupils in a short duration of time.

- Passi BK and Lalita MS

Characteristics of Microteaching:-

* Duration of teaching as well as number of students are less.

* Content is divided into smaller units.

* Only one teaching skill is considered at a time.

* Provision of immediate feedback

* In microteaching cycle, there is facility of re-planning, re-teaching and re-evaluation.

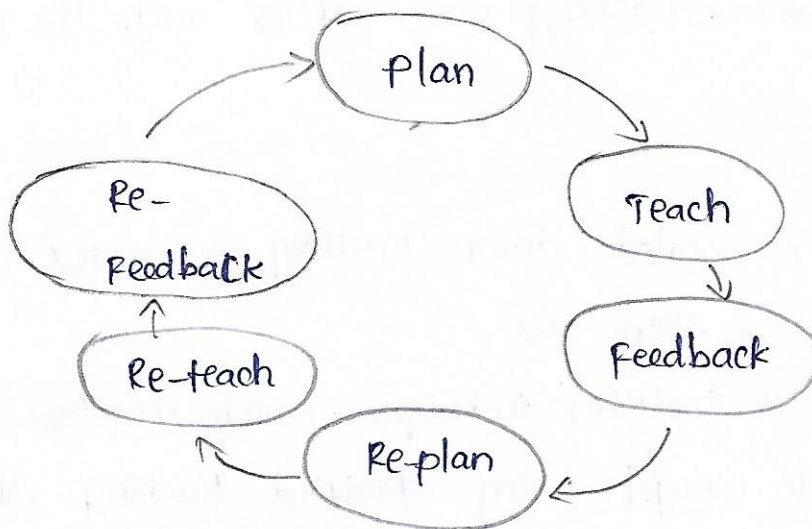
* It puts the teacher under the microscope.

* All the faults of the teacher are observed.

* The problem of discipline can also be controlled.

* It is a new experience or innovation in the field of teacher education, more specifically in student-teachers.

Microteaching cycle :-



Skills of Micro teaching techniques :-

The skills of Micro teaching techniques are given by as follows.,

- * Introduction skill
- * Skill of probing questions
- * Skill of Explanation
- * Skill of stimulus variation
- * Skill of Black-board writing
- * Skill of Achieving closure.

Skill of Introduction :-

- * Establishing rapport with the learners
- * Linking with past experiences
- * Link between introduction and main parts
- * Use of appropriate devices / techniques like questioning, example, etc.,

Skill of probing question :-

* Probing questions are those which help the pupils to think in depth about the various aspects of the problem.

* By asking such questions again, the teacher makes the pupils more thoughtful.

* Enable the pupils to understand the subject deeply.

Skill of Explanation :-

It involves the ability of a teacher to describe logically 'how', 'why' and 'what' of concept

Precautions for skill of Explaining

* In simple language

* Should not be given the shape of an advice

* Should be in a sequence

* Should be according to the age, experience and mental level of the pupils.

Skill of Stimulus variation :-

* Teacher movement.

* Teacher gestures

* change in voice

* Focusing

* change in the interaction pattern

* pausing

* Student's physical participation.

Skill of Black-board writing:-

components of the skill of blackboard writing are :

- * Legibility
- * Size and alignment
- * Highlighting main points
- * Utilization of the space
- * Blackboard summary
- * correctness
- * position of the teacher and
- * contact with the pupils.

Skill of Achieving closure:-

- * Questions and statements by the teacher related to the consolidation of the major points covered during the lesson.
- * Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge.
- * Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations

Feedback in Micro teaching :-

- * Helpful information or criticism that is given to someone to say what can be done to improve a performance, product etc.
- * The success of microteaching depends on feedback.
- * It is used in various forms in case of micro teaching by the supervisor, video tape, films, T-V., which are various source of feedback.

Merits of Micro teaching :-

- * It focuses on sharpening and developing specific teaching skills and eliminating errors.
- * It enables understanding of behaviours important in classroom teaching.
- * It increases the confidence of the learner teacher.
- * It is a vehicle of continuous training for both beginners and for senior teachers.
- * It provides experts supervision and constructive feedback.
- * Microteaching helps in reducing the complexities.
- * It create among the teacher - trainees an awareness of the various skills of which teaching is composed of.
- * It simulates the classroom scene and gives the teacher trainee an experience of real teaching.

Demerits of Microteaching :-

- * It may not work in actual classrooms.
- * It requires teaching laboratory or small classes for re-teaching which are not available in our schools.
- * It is very time consuming device for developing teaching skill.
- * A large number of trainees cannot be given such opportunities of re-teaching and re-planning.
- * It employs more controlled situation with a limited practice teaching to specific teaching skills.

d) write down the need, features, advantages and disadvantages of lesson plan.

Lesson plan :-

A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the student.

Need of the Lesson plan :-

- * Through lesson planning, the subject is organized properly.
- * It keeps the teacher free from the faults of thoughtless teaching.
- * It makes the proper atmosphere for learning process.
- * The teacher also gets a clear idea about when they should start evaluation and when they should proceed to the next lesson.
- * Lesson plans help in organized teaching and save time.
- * Lesson plans allow the teacher to apply appropriate strategy.
- * Teacher will be more prepared and confident while teaching the lesson.
- * It helps teachers ensure that the day-to-day activities that go on in their classrooms.
- * It gives the teacher a concrete direction of what he/she wants to take up for the day.

Features of lesson plan:-

Some important features of a lesson plan are as under;

- * Objectives
- * Content
- * Methods
- * Evaluation

Objectives:-

- * The entire cognitive objective that is intended to be fulfilled should be listed in the lesson plan.
- * Objectives should be formulated in terms of changes desired in behaviour of students.
- * Objectives, as we know, have two specifications; the content specification and the competence specification.
- * We have to mention clearly what type of changes we are going to bring in different domains cognitive, affective and psychomotor of students behaviour within a particular type of content.
- * The objective should be written in specific behavioural terms stating exactly what the learner will be doing, or saying when he demonstrates that he achieved the aims of an instructional sequence.

Content:-

The subject-matter that is intended to be covered should be limited to the prescribed time. The matter must be interesting and it should be related to pupil's previous knowledge. It should be related to daily life situations.

Methods:-

The most appropriate method is chosen by the teacher. The method chosen should be suitable to the subject-matter to be taught. Suitable teaching aids must also be identified by the teacher. Teacher may also use supplementary aids to make his lesson more effective.

Evaluation:-

The teacher must evaluate his lesson to find the extent to which he has achieved the aim of his lesson. Evaluation can be done even by recapitulation of subject-matter through suitable questions.

In writing a lesson plan, the following points are written down:

- * Date
- * Period
- * class
- * Duration
- * Subject
- * Topic
- * General objectives
- * Specific objectives
- * previous knowledge of the students
- * Teaching aids and materials to be used
- * Introduction
- * Statement of object
- * presentation
- * Generalisations
- * Recapitulations

* Blackboard Summary

* Hand-work

Advantages of Lesson planning :-

* Lesson planning makes the work regular, organized and more systematic.

* It induces confidence in the teacher.

* It makes teacher quite conscious of the aim which makes him conscious of attitudes he wants to develop in his students

* It saves a lot of time.

* It helps in making correlation between the concepts with the pupils environment.

* It stimulates the teacher to ask striking questions.

* It provides more freedom in teaching.

* It makes possible for the teacher to move in a scientific manner.

* It helps the teacher to understand to objectives properly

* Developing low cost, no cost materials,

* It acquires variety of teaching techniques.

* It develops effective utilization of time.

Disadvantages of Lesson planning :-

* In new or odd situations teacher feels himself helpless

* Sometimes simple matters become complicated.

* More time is required to plan a lesson

* Teacher cannot work / teach independently.

- * There is lack of flexibility in lesson planning
- * The teaching process becomes more difficult
- * It is easy to get lost without a coursebook
- * colleagues and outsiders may accuse you that you are not doing anything important because you don't have a book

PART-B

3. List out some aims and objectives of teaching prose.

Aims of teaching of prose :-

The aim of teaching English prose is for language development and literary development both. But at the Junior level the chief aim is language development. This means that emphasis should be given on the development of four basic skills of listening, speaking, reading and writing.

General Aims :-

- * To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- * To enable the students to comprehend the thought and idea contained in the passage.
- * To enrich their active and passive vocabulary.
- * To enable the students to express the ideas contained in the passage orally and in writing.
- * To develop their interest for reading.
- * To enable them to write correctly.
- * To build their character and prepare for world citizenship.

Specific Aims:-

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:

a) Descriptive:-

- * To develop the student's imagination and love for natural objects.

- * To acquire the students with the writer's style.

b) story:-

- * To give certain facts and lesson through the story

- * To shape the student's character.

- * To develop interest for story reading

c) Essay:-

- * To acquaint them with the style of essay writing.

- * To enable them to arrange the ideas in a systematic way.

d) play:-

- * To make them speak conversational English

- * To encourage the students to play different roles.

- * To build their character.

e) Biography:-

- * To get students acquainted with the life and deeds of great men.

- * To inculcate in them desirable sentiments and ambitions.

- * To show them the path of character building

4. How do you write a lesson plan for the skill of probing questions?

Name of Student teacher : Vijayalakshmi.k

Subject : English

Class : IX

Topic : Sentence

Name of the Skill : Skill of probing Questions

Duration : 10 min.

Teacher : Good morning students. Tell me what is a sentence?

Student : Good morning teacher. No response (prompting)

Teacher : How do you call a crowd or flock? (increasing critical awareness)

Student : A group of people, A group of sheep

Teacher : Now can you say how do you call a group of words? (prompting)

Student : A sentence.

Teacher : Name the different types of sentences (seeking further information)

Student : Assertive, interrogative, imperative, exclamatory.

Teacher : How do you define imperative sentence? (increasing critical awareness)

Student : No response.

Teacher : Close the window, shut the door.

What do you understand from this example? (prompting)

Student : It expresses command

Teacher : Can you mention other qualities that defines

imperative sentence? (seeking further information)

Student: Request, order, wish.

Teacher: Ram, can you give me an example for interrogative sentence? (prompting)

Student: No response.

Teacher: what did I do? (Increasing critical awareness)

Student: Asked a question.

Teacher: Ram you say what an interrogative sentence is?

Student: No response.

Teacher: Arjun, you say what an interrogative sentence is?
(Redirection)

Student: A sentence which asks questions

Teacher: Name the two types of interrogative sentence.

Student: Yes or No type question, 'wh' type questions.
(Seeking further information)

Teacher: Can you explain the difference between wh type question and Yes or No type question? (Refocusing)

Student: Yes or No type question seeks answer in a single word, whereas wh type question seeks answer in short or in detail.

Teacher: So, what is a sentence?

Student: A group of words which gives complete meaning is called sentence.

5. Explain the Herbartian steps in teaching prose.

Herbartian approach:-

German philosopher and educationist John Friedrich Herbart (1746-1841) developed a psychological procedure in the field of lesson planning. His approach indicates more towards teacher's presentation rather than the student's behavior. Herbart proposed four steps a) clearness b) Association c) system d) Method.

These steps were further modified by Herbart as:

Preparation:-

In this step, previous knowledge is explored so that the students become motivated to gain new knowledge.

Presentation:-

In this step, the content is presented in an effective manner. Active participation of the students is an essential part of presentation.

Association or comparison:-

This step is related with the task of strengthening the content presented in the second step. Teacher compares the previous knowledge with new knowledge and thus the students establish a link between them.

Generalisation:-

After comparison, students learn to simplify the content. Rules, principles, characteristics, objectives, importance and limitations etc., are drawn in this step.

Application:-

Students learn to apply the knowledge in similar situations.

Recapitulation:-

Teacher asks questions related to the content to check how much the students have understood.

6. Discuss the components of skill of stimulus variation.

The components of skill of stimulus variation is given by as follows.

- * Movements
- * Gestures
- * Change in speech pattern
- * Change in interaction style
- * Focusing
- * Pausing
- * Oral-visual switching

Movements:-

Making movements from one place to another place with some purpose.

Eg:- For writing on the blackboard, To conduct experiment, To explain the chart, To pay attention to the student, who is responding to the questions.

Gestures:-

These include movements of head, hand and body parts to arrest attention to express emotions or to indicate shapes, sizes and movements. All these acts are performed to become more expressive.

change in speech pattern:-

when the teacher wants to show emotions or to put emphasis on a particular point, sudden or radical changes in tone, volume or speed of the verbal presentations are brought out. The change in the speech pattern makes the student to be attentive and creates interest in the lesson.

change in interaction style:-

when two or more persons communicate their view with each other, they are said to be interacting. In the classroom, the following three styles of interaction are possible.

Teacher-class (teacher talks to class and vice versa)

Teacher-student (teacher interacts with student and vice versa)

Student-student (student talks to student)

Focusing:-

The teacher draws the attention of the students to the particular point in the lesson either by using verbal or gestural focusing, the teacher makes statements like "look here", "listen to me", and "note it carefully".

In gestural focusing, pointing towards some objects with fingers or underlining the important words on the blackboard.

Pausing:-

This means, "stop talking" by the teacher for a moment. When the teacher becomes silent during teaching, it at once draws the attention of the students with curiosity towards the teacher, the students easily receive the message given at this point.

oral-visual switching :-

* While speaking, the teacher shows objects and models and explains their various parts, it is switching from oral to oral-visual.

* While speaking, the teacher shows objects, maps, charts, etc., it is switching from oral to visual.

* The teacher demonstrates the experiment silently and then explains the phenomenon with the help of charts, maps, diagrams etc. It is visual oral switching.

7) What are steps followed in teaching of prose.

Procedure of teaching prose :-

Procedure of teaching prose lesson involves the following steps:

* Preparation

* Presentation

* Recapitulation

* Home Assignment

Preparation :-

English is a foreign language, Indian students find it difficult to learn so proper preparation is required to motivate the students to learn English. Under this following points are to be considered.

a) General aims :-

To enable the students to read aloud prose lessons with correct pronunciation, stress, intonation and pause.

To enable the students to comprehend the thought and idea contained in the passage.

* To enrich their active and passive vocabulary.

* To develop their interest for reading

b) Specific aims :-

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:
Descriptive, story, essay, play, Biography,

c) Material aids :-

The teacher makes the appropriate use of audio-visual aids to make the lesson interesting.

d) Previous knowledge :-

The teacher should know how much knowledge students already possess regarding the lesson. So that he can give new knowledge by linking it to their previous knowledge.

e) Introduction :-

The introduction is the important part to make the students ready to learn and start the lesson. As it is believed that, well begun is half done. The introduction has two purposes:

To bring the previous knowledge to consciousness

To link the previous knowledge to the new knowledge to be given.

f) Statement of the Aim :-

Under this, the teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

Presentation:-

Presentation is the main part of the lesson plan. The lesson may be divided into two or more units. The following sub-steps are followed in each unit.

a) Reading aloud by the teacher:-

Reading aloud by the teacher is called model reading. The teacher reads aloud the selected passage with proper pronunciation, stress, intonation and pause. The speed of reading should be normal and audible to the entire class.

b) Pronunciation Drill:-

Pronunciation drill should precede reading aloud.

These words are selected which are:

- * difficult to pronounce by the students
- * Commonly mispronounced by the students
- * containing the silent letter

c) Reading aloud by the students:-

The teacher asks some students to read the passage aloud one by one. Loud reading by the students is also called imitation reading as they try to imitate the teacher's pronunciation, pause and intonation.

d) Exposition of new words / phrases:-

The teacher selects the new words and phrases from the passage and explains their meanings. The teacher can adopt different methods for explaining the meanings:

By showing the object, model, picture or chart

By using the word in sentence

By giving synonym / antonym.

e) silent reading:-

After exposition of new words / phrases, the teacher asks the students to read the passage silently.

f) comprehension questions:-

After the silent reading, some questions based on the passage should be asked to test student's comprehension of the passage.

Recapitulation (or) Application test:-

The purpose of recapitulation is to evaluate the extent to which the objectives of the lesson have been achieved.

These questions are different from comprehension questions. The questions can be as follows.

- * Fill in the blanks

- * Match the column

- * Complete the lines

- * choose the correct answer

Home Assignment:-

Assigning homework is the final stage of a lesson plan. Home assignment is the basis for retaining learning. It can be given in different forms:

- * Use the new words in their sentences

- * Make a list of words related with a particular group or topic

- * Remember the spelling of new words.

- * Write the answer of the given questions.

PART-C

8. Give the components of skill of reinforcement.

- * Positive Verbal reinforcement
- * Positive Non-verbal reinforcement
- * Negative Verbal reinforcement
- * Negative Non-verbal reinforcement
- * wrong use of reinforcement
- * Inappropriate use of reinforcement

9. Identify and listing language material to be taught.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research.

10. Give the components of skill of using blackboard.

- * Legibility of handwriting
- * Neatness of blackboard work
- * Appropriateness of black board work

11. What is micro-teaching?

Allen, D.W. (1966) : Microteaching is a scaled down teaching encounter in class size and class time.

Allen, D.W. and Eve, A.W. (1968), Microteaching is defined as a system of controlled practice that makes it possible to

concentrate on specified teaching behaviour and to practise teaching under controlled conditions.

11. Draw cycle of micro teaching.

