

SST-IV  
Unit-3

Unit-IV

14

## TEACHING SKILLS OF SOCIAL SCIENCE

(Meaning, Types and Micro Lesson)

Micro-teaching is used for developing certain teaching skills. A teaching skill is defined as a set of teacher behaviours which are especially effective in bringing about desired changes in pupil-teachers. There are various teaching skills which can be developed among pupil-teachers. *Allen and Ryans* (1969) have suggested the following fourteen teaching skills :

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. Stimulus variation       | 2. Set induction               |
| 3. Closure                  | 4. Silence and non-verbal cues |
| 5. Reinforcement            | 6. Asking questions            |
| 7. Probing questions,       | 8. Divergent questions,        |
| 9. Attending behaviour,     | 10. Illustrating,              |
| 11. Lecturing,              | 12. Higher order questions,    |
| 13. Planned repetition, and | 14. Communication completeness |

*B. K. Passi* (1976) has described the following thirteen skills in his book 'Becoming Better teacher' : 'A Micro-teaching Approach'. Teaching skills is set of activities.

1. Writing instructional objectives,
2. Introduction of a lesson ,
3. Fluency and questionsning,
4. Probing questioning,
5. Explaining,
6. Illustrating with examples,
7. Stimulus variation,
8. Silences and non-verbal cues,
9. Reinforcement to student's-participation ,
10. Increasing pupil-participation,
11. Using Black Board,
12. Achieving closure, and
13. Recognising attending behaviour.

The meaning of importance teaching skills have been discussed here:

1. **Stimulus Variation** : This skill involves deliberate changing of various attention producing behaviour by the teacher in order to keep pupils attentive at high level.

2. **Set Induction** : It refers to the development of cognitive rapport between pupils and teacher to obtain immediate involvement in the lesson.

3. **Closure** : This skill is complementary to set induction. It is more than a quick summary of the portions taught and the pupils are able to related new knowledge with the previous one.

4. **Silence and Non-Verbal Cuse** : The use of silence and non-verbal cues in powerful device in order to encourage pupil-participation in classroom teaching.

5. **Skill of Reinforcement** : It involves teacher encouraging pupils response using verbal praise, accepting their responses or non-verbal causes like a smile.

6. **Fluency in Questioning** : This is a skill in asking questions. By fluency means the use of as many question as possible in a given period of teaching.

7. **Probing Questions** : Probing requires that teacher asks questions that need pupils to go beyond superficial first answers of question.

8. **Recognition and Attention Behaviour** : The successful teacher is more sensitive to note the interest of boredom of pupils through visual cues.

9. **Recognising and Attention Behaviour** : The successful teacher is more sensitive to note the interest of boredom of pupils through visual cues.

10. **Skill of Explaining** : An explanation is a set of interrelated statements made by teacher in order to increase the under standing in the pupils about ideas and concepts.

11. **Skill of Increasing Pupil-Participation** : This skill involves the four components creating set questioning, encouraging pupil activities and pausing in such a way that pupil participation is maximised.



**12. Skill of Writing Objectives :** It involves the following activities—identifying objectives, analysing the task and writing objectives in behavioural terms with regard to adequate learning.

**13. Skill of Using BlackBoard :** This skill requires legibility, neatness, appropriateness continuity simplicity of blackboard work. It is very essential skill for a successful teacher. The effectiveness of presentation depends upon the proper use of blackboard.

**14. Skill for Classroom Management :** This skill involves a number of activities that a teacher performs for creating and maintaining conducive environment for learning in the classroom.

**15. Skill of Using Audio-Visual Aids :** It implies the effective use of appropriate teaching aids to make teaching interesting and desired objectives can be achieved. The effective use of audiovisual aids makes the pupil active and attentive in classroom.

**16. Skill for giving Assignment :** This skill consists of the pupils to organize and assimilate the learnt material.

**17. Skill of Pacing Lesson :** The pacing of a lesson means the variation in the teaching speed. This skill involves adjustive devices for satisfying the needs of the pupils or student-variation.

**18. The Use of Higher Order Questions :** This skill involves the questions which can be answered by memory or sensory description. The question consist of rules, principles and generalization.

**19. Divergent Questions :** It requires the respondent to organize elements into new pattern, predict, and infer from the situation. This skill involves higher order of thinking creativity.

**20. Lecturing :** requires the effective presentation of content by using appropriate techniques and devices of teaching aids. This is known as communication competency.

**21. Planned Repetition :** It is a powerful skill in focusing and highlighting important points of teaching.

**22. Competencies of Communication :** It is a skill which is developed by sensitivity training for a clear communication of ideas and concepts in teaching. The teachers are more responsive to possible miscommunication.

*Teaching Skills and Their Components*

<i>Skill</i>	<i>Components</i>
1. <i>Writting instructional objectives</i>	Clarity, relevance to the content, adequacy with reference to the domains and level of objectives, attainability in terms of pupil outcomes.
2. <i>Organising the content</i>	Logical organisation according to content and psychological organisation as per need of the pupil
3. <i>Creating set for introducing the lesson</i>	Greeting, accepting creating, securing attention and giving instructions, establishing rapport, ensuring facilities like chalk, duster, aids, apparatus etc.
4. <i>Introducing the lesson</i>	Linking with past experiences, link between introduction with main parts, use of appropriate devices/techniques like questioning, examples, exhibits arousal.
5. <i>Structuring class room questions</i>	Structuring questions at different levels which are grammatically correct, precise and relevant to content.
6. <i>Question delivery and distribution</i>	Questions delivered with appropriate speed, with proper intonation and pitch, allowing pause for thinking, and questions well distributed covering even nonvolunteers.
7. <i>Response management</i>	Management of pupil responses using techniques like prompting, eliciting further information, refocusing and asking critical awareness questions, accepting-rejecting, redirection.
8. <i>Explaining</i>	Clarity, continuity, relevance to the content, using begining and concluding statements, covering essential points.
9. <i>Illustrating with examples</i>	Simple, interesting and relevant to the point being explained.
10. <i>Using teaching aids</i>	Relevant to content, appropriate to the pupil's level, proper display and appropriate use.



- |   |   |
|---|---|
| <b>11. Stimulus Variation</b>   | Body movements, gestures, change in intonation and pitch, change in interaction pattern and pausing.  |
| <b>12. Reinforcement</b>  | Use of praise words and statements, accepting and using pupil ideas, repeating and rephrasing pupil ideas. Use of pleasant and approving gestures and expressions, writing pupil answers on blackboard. |
| <b>13. Pacing of the lesson</b>   | Adjusting the speed of the lesson to the level of the pupils and difficulty level of the content.   |
| <b>14. Prompting pupil participation</b>  | Providing opportunity to pupils to increase participation through asking questions, creating climate of participation, use of silence and nonverbal cues, calling upon pupils' physical participation.  |
| <b>15. Use of Black Board</b>   | Legible, neat, adequate with reference to the content covered.  |
| <b>16. Achieving Closure of the Lesson</b>                                      | Summarization, establishing link between the present learning with earlier as well as future learning, creating a sense of achievement in pupils.   |
| <b>17. Giving assignments</b>   | Relevant to the content covered and level of pupils.  |
| <b>18. Evaluating the pupil's progress</b>                                      | Relevant to the instructional objectives. Use appropriate questions and observations.   |
| <b>19. Diagnosing pupil learning difficulties and task in remedial measures</b> | Identifying learning difficulties along with causes, remedial measures suited to the type of the learning difficulties and the level of pupils.   |
| <b>20. Management of the class</b>  | Attention behaviour reinforced and directions given to eliminate non-attending behaviour, clarity of directions, appropriate handling of pupils disruptive behaviour.                                   |

**{1} REINFORCEMENT SKILL**8  
6**Meaning of Reinforcement Skill**

While teaching, a teacher encounters a variety of pupil behaviours. Obviously, he would like the pupils' desirable behaviours and criterion responses to be retained and undesirable behaviours to be eliminated. For reinforcing pupils' desirable behaviours and criterion responses, he used positive verbal and non-verbal reinforcers. These reinforcers not only strengthen the pupils' desirable behaviours, but also develop confidence in them. Besides, they enhance their positive selfconcept. Absence of a positive reinforcer for pupils, desirable behaviours may erode their confidence and lead to poor self image. Positive reinforcement encourages pupils to participate actively in classroom transactions. It stimulates them to achieve more, thereby, creating a sense of achievement.

Skillful management of reinforcers help a teacher to promote pupils' learning. The *skill of reinforcement* refers to the effective use of reinforcers. It can, therefore, be defined as "the effective use of reinforcers to modify pupils, behaviour in the desired direction."

**Skill Components**

In order to learn the effective use of the skill of reinforcement, it is desirable to specify its component behaviours which are presented in this section.

Positive verbal reinforcers can be further divide into two broad categories. The first category includes the use of praise words, such as 'good', 'excellent', 'fantastic', 'splendid', 'right', 'yes', 'correct', 'continue', 'go ahead', etc. The second category of positive verbal reinforcers refers to a teacher's verbal behaviour other than the use of praise words. The statements accepting pupil feelings, repeating and rephrasing pupil responses, summarising pupil ideas, etc., fall in this category of positive verbal reinforcers.

**Microlesson for Reinforcement Skill**

You have learnt about the specific component teaching behaviours of the skill of reinforcement. Read the lesson given below and identify the component (s) of the skill used in the



behaviour. Write the components against the teacher behaviour in the space provided for the purpose.

**Concept** : Factors of Production

Class : 1X

**Pupil** : What are the factors the contribute to production ?

**Teacher** : Yes any other factor ?

**Pupil** : Teacher nods while the pupil was responding.

After pupil's response, he says 'very good' land, water, air and light. So natural resources are important factors of production. But can we have production with the help of natural resources only ?

**Pupil** : No, Sir.

**Teacher** : Yes, What are other factors of production then?

**Pupil** : Labour

**Teacher** : That is right

Do we need skilled or unskilled labour for production ?

**Pupil** : Production can be more with the help of skilled labour. So, we need skilled labour.

**Teacher** : (Moves nearer to the responding pupil) 7 says 'very good' after the response 8 and also pats him on his back. We therefore, need skilled labour formore production.

No doubt that natural resources and the skilled labour manposer are important factors of production. But we cannot have production with the help of these things only. We need something more for production. What is that?

**Pupil** : Production is not possible without capital.

**Teacher** : Smiles and nods when the pupil was responding. Afterthe response was complete says : "You are correct". Can your think of any other factor or production ?

**Pupil** : Can the Government also help in increasing production ?

**Teacher** : (Addressing the particular student) you have put a very important questio. These days the government can help in a number of ways to increase production like enacting and enforcing laws which may be helpul in production.

### Tool for Observation

Name of the Student Teacher

Calss .....

Concept :

Time .....

Session Teach/Reteach

Date.....

Supervisor.....

**Instructions** : The observation schedule cum rating scale for the skill of reinforcement comprises three columns. The first column indicates the tallies against differnt components of the skill. The second column specifies the components of the skill and the third column contains rating from one to seven against each of the components. The rating scale indicates the adequacy of the occurrence of components. The points on the scale indicate to following.

- |                   |              |
|-------------------|--------------|
| 1. Extremely Weak | 5. Good      |
| 2. Very Weak      | 6. Very Good |
| 3. Weak           | 7. Excellent |
| 4. Average        |              |

### Observation Schedule

Tallies	Component	Rating						
(i)	Use of <i>praise words</i> .	1	2	3	4	5	6	7
(ii)	<i>Repeating</i> and <i>rephrasing</i> pupil responses	1	2	3	4	5	6	7
(iii)	Use of <i>Positive non-verbal</i> reinforcers (including extra verbal cues) but excluding writting pupil answers on the black-board.	1	2	3	4	5	6	7
(iv)	Writting pupils' answers on the black-board.	1	2	3	4	5	6	7



(v)	Use of <i>discouraging</i> words.	1	2	3	4	5	6	7
(vi)	Use of <i>negative non-verbal</i> reinforces	1	2	3	4	5	6	7
(vii)	Inappropriate use of Reinforcement.	1	2	3	4	5	6	7

## {2} PROBING QUESTIONING SKILL

### Meaning of Probing Questioning Skill

When a question is put in the classroom, there are a number of possibly pupil response situations such as no response, wrong response, partially correct response, incomplete response or correct response. The skill of probing questioning is going deep into pupil responses through step by step by step questioning with a view to eliciting the criterion response. Let consider various response situations one by one.

**No response Situation :** No response situation refers to the failure on the part of the pupil to frame and express verbally a response to the question that he is required to answer. The opportunity to respond is the essential condition to identify and response situation. Special reference to opportunity for responding has been mentioned because it is observed that teachers tend to think a no response occurrence even without providing opportunity to the pupils to give response. They put questions to the class, pause for a few second and taking the silence in the class as an indication of no response, start explaining, repeating or restructuring the question. This is an unhealthy practice and should be avoided. Only after a designated pupil fails to answer, we may infer a no response situation.

### Microlesson Plan Probing Questioning Skill

**Concet** ..... Factors determining the supply of labour in a country.

**Class** ..... XII

**Teacher :** What are the factors which determine the supply of labour in a country ?

**Remesh :** Birth and death rates, social traditions and wage level determine the supply of labour in a country.

- Teacher** : Any other factor ?
- Ramesh** : I do not know.
- Teacher** : If some persons from a village come to your city for seeking employment, what would be its effect on the position of labour supply in your city ?
- Remesh** : It will increase the number of person seeking employment in may city.
- Teacher** : If some persons leave your city and go to another big city for seeking employment, what would be its effect on supply of labour in your city ?
- Ramesh** : It will reduce the supply of labour in may city
- Teacher** : In the light of your answers to these questions, now think of any other factors which affects the supply of labour in a country.
- Ramesh** : Labour supply in a country gets affected if some people go out of the country or come to that country from another country.
- Teacher** : Yes immigration i.e. coming of people in the country, and emigration, going of people out of the country affect the supply of labour in a country. Tell any country where labour supply is on the increase on account of immigiration.
- Ramesh** : Labour supply in U.K. is increasing on account of immigration of Asians to that country.
- Teacher** : Why are Asians emigrating to U.K.
- Ramesh** : Because of unemployment and underemployment in their own countries.
- Teacher** : Why has the Government of U.JK. Imposed eertain restrictions to check immigration in their country.
- Ramesh** : Because immigrants have affected the supply of labour in U.K. They have affected adversely the employment opportunities of their own people.
- Teacher** : Does the country from where people go to other countries get benifitted by such emigration of men and women?
- Ramesh** : Yes, it checks the supply of labour in that country.
- Teacher** : Any other benefit ?



**Ramesh :** These people usually remit money to their dependents in their home country either in dollars or pounds. The remittance in these currencies improve the foreign exchange resources of the home country.

### Tool for Observation

Name of the Student-Teacher .....

Class .....

Concept .....

Duration .....

Supervisor .....

Session ..... Teach/Reteach .....

Date.....

**Instructions :** The observation schedule cum rating scale for the skill of probing pupil responses comprises four columns. The first column indicates tallies against different components of the skill. The second column specifies the components of the skill and the third indicates rating from one of seven against each of the components. The rating scale indicates mastery of the different components of the skill. The fourth column is meant for comments. The observer may give the comments when there is any instance of wrong use of any procedure of probing pupil response or there is any occasion when there is a need to use some component of the skill but the student teacher failed to use the component. The points on the rating scale are :

- |                   |              |
|-------------------|--------------|
| 1. Extremely Weak | 5. Good      |
| 2. Very Weak      | 6. Very Good |
| 3. Weak           | 7. Excellent |
| 4. Average        |              |

### Observation Schedule

Tallies	Component			Rating						
Prompting	1	2	3	4	5	6	7			
Seeking further information	1	2	3	4	5	6	7			
Reforocusing	1	2	3	4	5	6	7			
Increasing critical awareness	1	2	3	4	5	6	7			

indicates rating from one to seven against each of the components. The points on the rating scale indicate the following.

- |                   |              |
|-------------------|--------------|
| 1. Extremely Weak | 5. Good      |
| 2. Very Weak      | 6. Very Good |
| 3. Weak           | 7. Excellent |
| 4. Average        |              |

An observation should indicate his rating against each component by encircling the numbers which represents his assessment.

#### Observation Schedule

Tallies	Component	Rating						
		1	2	3	4	5	6	7
	Example used were simple	1	2	3	4	5	6	7
	Examples used were interesting	1	2	3	4	5	6	7
	Examples used were relevant	1	2	3	4	5	6	7
	Approach used was appropriate	1	2	3	4	5	6	7
	Pupil involvement was adequate	1	2	3	4	5	6	7

#### {4} STIMULUS VARIATION

##### Meaning of the Skill

Learning in the classroom depends, to a large extent, on the attention of the pupils on the learning task. It is, therefore, essential for the teacher to secure and sustain pupil attention for making his teaching effective. Continued use of the same stimulus or activity for longer period induces inattention. The inattention is caused in two ways. Firstly, continued focus of the pupils on the same stimulus for a long time restricts his postural mobility. As a result, they feel fatigued. Secondly, the continued use of the same stimulus for longer duration introduces the element of monotony; which brings in dullness. The problem of inattention is further aggravated because of the short span of pupil attention. Their attention tends to shift from one stimulus to another frequently. They find it difficult to attend to one stimulus for more than a few minutes. The problem of inattention is a challenge to the teacher. Unless he is in a position to secure and sustain pupil attention, optimum learning cannot take place. It is, therefore essential for the teacher to secure and sustain pupil attention to what he is discussing in the classroom.



How to accomplish this task during classroom teaching is a problem that confronts every teacher ?

### Microlesson Plan Stimulus Variation Skill

*Concept* ..... Formation of Rainbow

*Class* ..... VIII

**Teacher :** Some of you must have seen the rainbow. It is like a bow (Teacher expresses the shape of the bow with the help of his hands and moves to the blackboard). He writes bow and draws it on the blackboard. It appears during ..... rainy season before or after rain.

We shall study today ..... The phenomenon of rainbow i.e., how is rainbow formed ?

You have already studied the law of dispersion of light. When a ray of light passes through a prism, it gets dispersed into seven colours. What are these colours ?

**Pupil<sub>1</sub> :** The colours are violet, indigo, green, blue, orange, yellow and red.

**Teacher :** Good, formation of rainbow is based on the law of dispersion of light. Teacher moves to the blackboard and writes dispersion of light. (Teacher comes back to his earlier position)

You know that water vapours are in the air. (Teacher again moves to the blackboard and writes vapours and underlines this word to emphasise it).

How do these vapours remain suspended in air?

**Pupil<sub>2</sub> :** There are dust particles in the air. Water vapours settle on these dust particles, and thus, remain suspended in the air.

**Teacher :** Soon after the rain, if the sun rises, these suspended water vapours in the air act as prisms. The rays of the sun pass through these suspended vapours in the air. Teacher stresses the words "these suspended vapours" and through the movement of hand and fingers shows how the rays of the sun pass through these suspended water vapours.

He then moves to the blackboard and writes suspended vapours and draws a diagram showing the rays of the sun passing through the water vapours.

These rays then get dispersed into seven colours forming a rainbow. Do you always see rainbow after rain ?

*Pupil<sub>3</sub>* : No, sir, it is not seen always after rain ?

*Teacher* : Why ?

*Pupil<sub>4</sub>* : Its formation depends upon the presence of water vapours in the air. (Without commenting on the correctness of pupil's response).

*Pupil<sub>5</sub>* : Besides the presence of water vapours in the air, its formation depends upon the angle at which the rays of the sun pass through these water vapours. If they pass through at the critical angle, then only the rainbow is formed.

*Teacher* : It is a rare phenomenon. Its formation, thus, depends upon two factors i.e. the presence of water vapours in the air and passing of the sun rays at the critical angle through these vapours. Now each of you may draw a diagram in your exercise work showing the formation of a rainbow ?

*Pupil* : (All start working on the given assignment.)

#### Tool for Observation

Name of the Student Teacher

Calss .....

Concept :

Time .....

Session Teach/Reteach

Date.....

Supervisor.....

**Instructions** : The observation schedule-cum-rating scale for the skill of stimulus variation comprises three columns. The first column indicates the tallies against different components of the skill. the second column specifies the components of the skill. The third one contains rating from one to seven against each of the components. The rating scale indicates the adequacy and appropriateness of the occurrence of the components. The points on the scale indicate the following.



1. Extremely Weak
2. Very Weak
3. Weak
4. Average

5. Good
6. Very Good
7. Excellent

### Observation Schedule

Tallies	Component	Rating						
		1	2	3	4	5	6	7
	Movement	1	2	3	4	5	6	7
	Gesture 1	2	3	4	5	6	7	
	Change in Voice	1	2	3	4	5	6	7
	Focussing	1	2	3	4	5	6	7
	Change in Interaction Pattern	1	2	3	4	5	6	7
	Pausing 1	2	3	4	5	6	7	
	Pupil Physical Participation	1	2	3	4	5	6	7
	Aural Visual Switching	1	2	3	4	5	6	7

### (5) EXPLAINING SKILL

#### Meaning and Definition of the Skill

A pupil is required to learn a number of concepts, phenomena, generalisations, procedures, functions and reasons for certain occurrences. He is to learn about their attributes, constituent elements, relationship and applications. A teacher organises a number of learning experiences in the classroom towards this end. He uses a number of interrelated statements related to the concepts, phenomena, generalisations and functions with a view to developing in pupils an understanding about them. The set of interrelated statement used for this purpose is termed as explanation and the process is termed as explaining. The term explaining can, therefore, be defined as the use of interrelated statements about a concept, phenomenon, generalisation with a view to providing its understanding to someone else.

An explanation to be understood by pupils the explainer has to keep in mind the previous knowledge of the pupils. The previous knowledge refers to the knowledge already possessed by pupils. Since previous knowledge of the pupils of different grades, cultural background and geographical regions is always different, an explanation about a concept which is appropriate for

one group of pupils may not be appropriate for another group. The quality of an explanation. However, depends on the degree of understanding it generates in the explainness.

### Microlesson Plan of Explaining Skill

Concept ..... Meaning of Consumption

Class ..... XI

**Teacher :** We have already studied that economics is a study of man in related to wealth i.e. economic activities of man. These economic activities may be in terms of consumption, production, exchange and distribution, *We shall study today the meaning of consumption* (beginning statement).

Man has wants and these can be satisfied by the used of goods. For instance, when an individual is hungry, the satisfies his hunger by taking food. He is said to have consumed the food. Similarly (explaining link), a smoker when uses a cigarette and gets satisfaction, he is said to have consumed a cigarette. *Thus* (explaining link), the direct use of goods and services for the satisfaction of human wants is known as consumption.

Whenever we consume eatables they lose their utility. Food water, rice, fruit and vegetables get destroyed when these are consumed. Therefore (explaining link) some confuse consumption as the destruction of utilities. But (explaining link) this is not so. Sometimes (explaining link) utility of certain commodities are destroyed of their own. For instance (explaining link) when any fruit decays, it loses its utility. A house may catch fire and get destroyed. The decayed fruit and the burnt house have lost their utilities. But (explaining link) these cannot be said to have been consumed. Because (explaining link) an act of consumption implies satisfaction of human wants. The decayed fruit and the burnt house have not satisfied human want while losing their utilities.

Besides (explaining link) goods, services are also consumed. When a person travels in a bus and pays for the ticket, he consumes the transport services. A teacher's services are consumed by the pupils when they learn from him in the school. In the same way (explaining link) a doctor's, a lawyer's and a tax consultant's services are consumed by the need consumers who pay fees for their services.



Consumption, therefore, (explaining link) stands for the satisfaction of human wants. A commodity which loses its utility without satisfying a human want cannot be said to have been consumed. Besides goods, services are also consumed (concluding statement).

### Rating Scale

Name of the student teacher .....  
 Class ..... Concept .....  
 Session ..... Teach/Reteach .....  
 Supervisor ..... Date .....

**Instructions :** The rating scale for the skill of explaining comprises three columns. The first column indicates the serial number of the desirable and undesirable component behaviours of the skill of explaining. The second column specifies these component behaviours. The third one contains rating from one to seven against each of the components. The rating scale indicates the adequacy of the acquisition of the components of the skill. The seven points on the rating scale indicate the following. The rating may be indicated by encircling the number which represents the observer's assessment.

- |                   |              |
|-------------------|--------------|
| 1. Extremely Weak | 5. Good      |
| 2. Very Weak      | 6. Very Good |
| 3. Weak           | 7. Excellent |
| 4. Average        |              |

### Observation Schedule

Observation Schedule									
S.N.	Component	Rating							
Desirable behaviour									
1.	Using appropriate beginning and concluding sataement	1	2	3	4	5	6	7	
2.	Using explaining linds	1	2	3	4	5	6	7	
3.	Covering essential points	1	2	3	4	5	6	7	
Undesirable behaviour									
4.	Using irrelevant statement	1	2	3	4	5	6	7	
5.	Lacking fluency	1	2	3	4	5	6	7	
6.	Lacking continuity is statement	1	2	3	4	5	6	7	
7.	Makin use of inapparopriate vocabulary, vage words and phrases	1	2	3	4	5	6	7	