

MODULE 1- FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS

UNIT 3: PEDAGOGICAL APPROACHES AND TECHNIQUES

a) i)Constructivist Approach (7E's)

Introduction

Constructivism is an approach which tries how learning is realized in a person's mind. Constructivist learning approach depends on constructivist philosophy.

Definition

"Constructivist approach is a learning process which helps learners to make their knowledge meaningful in their mind"

- Fardanesh

According to this approach each person comes to the learning environment with their prior knowledge and they construct their new learning on this knowledge. This approach is focused on learning environments which gives individuals a chance to construct knowledge by themselves or by discussing with other individuals. In learning by exploring, students construct their new knowledge by basing the knowledge around their environments. According to constructivist learning approach, the acquisition of knowledge by a learner is more useful than it's transferring by a teacher. Constructivism requires individuals to be more responsible and active during learning process.

Steps

This approach uses 7E learning model. 7E learning model consists of elicit, engage, explore, explain, elaborate, evaluate and extend steps.

1. Elicit

In this stage the prior knowledge of the learner is elicited by questions and scenarios. This stage extract or draw attention to prior understandings and knowledge, new knowledge is built on existing knowledge and it assists in transferring knowledge

2. Engage

In this stage events are associated with daily activities. It focuses student's thinking on content and provides conversation opportunities for all students.

3. Explore

In this stage the students explores knowledge by showing attitudes like scientists. They are helped to explore knowledge. The students records observations, data, variables, design experiments, create graphs, interpret results, organize findings, accompanied by teacher's check for students' understanding

4. Explain

In this stage the students try to make explanations about their explorations.

5. Elaborate

In this stage learners construct new knowledge. Transfer of learning takes place. Transfer of one concept to another and application to a new context takes place.

6. Evaluate

In this stage, learners make comparisons and discuss their findings with other learners in or outside their group. Formative and summative assessment can be used to measure achievement and assign grade. Formal and informal evaluation can also be used.

7. Extend

In this stage the students adapt their constructed knowledge to another subject. It gives students the opportunity to see the relationship between what they've just learned how it applies to their own life.

Characteristics

- The learners are actively involved
- The environment is democratic
- The activities are interactive and student-centered
- The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous
- Begin with the whole – expanding to parts
- Search of student's interests
- Learning is interaction – building on what students already know
- Instructor interacts and negotiates with students
- Assessment via student works, observations, points of view, tests.
- Knowledge is dynamic and change with experiences
- Students work in groups

Advantages

- Encourages higher level thinking
- Student centered
- Actively engaged learners
- Offers differentiated instruction to all learners
- Higher retention of learned material
- Gain in confidence of learner
- Cross curricular integration
- Development of problem solving skills
- Self-management skills
- Teamwork skills
- Encourages diversity of thought

Limitations

- Time consuming
- Expensive
- Inefficient
- Mix of other theories, no one clear theory
- Too subjective
- Learner must have a higher level of self-management/ maturity for success
- Unpredictable outcomes
- Difficult to develop authentic tasks
- Encourages diversity of thought where conformity is required

Conclusion

Constructivism is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. The students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. Thus learners are the makers of meaning and knowledge however, most students need more structure and evaluation to succeed.

ii)Communicative Approach (Concept & Procedure)

Introduction

The Communicative Approach is a teaching approach that highlights the importance of real communication for learning to take place.

Concept

- The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning.
- When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.
- In the Communicative Approach, the main objective is to present a topic in context as natural as possible.
- In the Communicative Approach, real communication and interaction is not only the objective in learning, but also the means through which it takes place.
- This approach means to focus on the acquisition of grammar and vocabulary (grammatical/linguistic competence).
- The Communicative Approach aimed at developing the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations.
- It is an approach that aims to (a) make competence the goal of language teaching and (b) develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication.

Principles

- Language learning is learning to communicate using the target language.
- The learner needs to differentiate between a formal and an informal style.
- Communicative activities are essential. Activities should be presented in a situation or context and have a communicative purpose.
- Learners must have constant interaction with and exposure to the target language.
- Development of the four macro skills — speaking, listening, reading and writing — is integrated from the beginning, since communication integrates the different skills.
- The topics are selected and graded regarding age, needs, level, and students' interest.
- Teachers should raise students' interest from the beginning of the lesson.
- The role of the teacher is that of a guide, a facilitator or an instructor.
- Trial and error is considered part of the learning process.
- Evaluation concerns not only the learners' accuracy but also their fluency.

Features

- Focus on meaning.
- Communicative competence is the desired goal.
- Learner-centered.
- Fluency is the primary goal.

- Students are expected to interact with other people, either in oral practice, through pair and group work, or in their writings.
- Dialogues, if used, center around communicative functions.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.
- Task-based

Procedure

Fincocchiaro and Brumfit once propose communicative procedures like this:

1. Presentation of a brief dialogue preceded by a motivation and discussion of the function and situation—people, roles, setting, topic and informality of language.
2. Oral practice of each utterance of the dialog segment.
3. Questions and answers based on the dialog topics and situation itself.
4. Questions and answers related to the students' personal experiences but centered on the dialog theme.
5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function.
6. Learners' discovery of generalizations or rules underlying the functional expression or structure.
7. Oral recognition, interpretative activities.
8. Oral production activities.
9. Sampling of the written homework assignment, if given.
10. Evaluation of learning (oral only).

In a communicative lesson, the teacher should:

1. Presentation of the topic
2. Motivation of the students to participate in classroom activities.
3. Discussion of situations and functions.
4. Study, analysis and application of typical structures.
5. Activities related to both the topic and students' experiences.
6. Evaluation of tasks

Conclusion

A communicative approach is an innovation in language teaching. In communicative classrooms, the teacher's role is facilitator and co-communicator while students become communicators. The communicative teaching procedure has no fixed format and can vary with local needs. Teachers can use this approach flexibly according to their teaching context. With the knowledge of this approach, teachers are likely to teach communicatively in the classrooms.

iii)Inductive-deductive Approach

Inductive Method

In inductive method of teaching pupils are led from concrete to abstract, from specific to general. All the conclusions or principles are the result of induction.

Characteristics

- It begins with observations.
- It leads to hypothesis development.
- It proceeds from specific to general.
- It is a method of discovery.

Procedure

1. Students obtain experiences and provide specific examples of concept to be discovered.
2. Teacher helps students examine their examples and identify common and uncommon characteristics.
3. Teacher guides student' thinking and helps them form concept or general ideas.
4. Students expand their understanding of concept by using it under different circumstances.

Advantages

- This method helps develop scientific attitude & scientific mindedness among the students.
- It develops scientific thinking and critical thinking among the students.
- It encourages 'learning by doing' among the students.
- It leads to correct results and wrong results are discarded.
- It develops self-reliant and self-confidence among the students.
- Teacher can pay individual attention.
- It encourages extra reading.
- It develops the feeling of dignity of work.

Limitations

- This method is very slow and lengthy.
- It is time consuming and syllabus cannot be covered.
- It is not applicable to every topic in the syllabus.
- Lack of well-equipped laboratories makes it unsuccessful.
- There is no balance between practical and theory; too much of practical work is done.
- Lack of gifted teachers and students, lead to failure of this method.

Deductive Method

It is the reverse of inductive method. It proceeds from general to specific and from abstract to concrete. Here the approach is confirmatory and not explanatory. Here the students proceed from unknown to known.

Characteristics

- It begins with hypothesis which leads to predictions.
- It proceeds from general to specific.
- It is a method of verification.

Procedure

1. Students work with specific examples.
2. Teacher provides examples.
3. Teacher clarifies key terms.
4. Teacher presents abstraction or generality of lesson.

Advantages

- This method is suitable for lower classes.
- It is a time saving method as students will not have to go through the analysis.
- It is a speedy process as lengthy syllabus can also be easily covered.
- Students feel no burden as work is simplified.

Limitations

- This method is unnatural and un-psychological.
- Not suitable for all types of students.
- It does not impart scientific training and does not develop scientific attitude.
- It encourages memorization of facts which are soon forgotten.

Conclusion

For effective teaching of science, both inductive and deductive techniques are suitable. No method is complete without other. Both methods go hand in hand.

b) Techniques of teaching – Expository

Narration

Introduction

Narration is an indispensable device of communicating knowledge. Narration is a time-honoured device for oral communication of knowledge. Narration helps children learn quickly by making the subject-matter interesting and easy to grasp.

Definition

“Narration is an art in itself which aims at presenting to the pupils, through the medium of speech, clear, vivid, interesting, ordered sequence of events, in such a way that their minds reconstruct these happenings and they live in imagination through the experiences recounted either as spectators or possibly as participators.”

- I.H. Panton

Meaning

- Narration, or storytelling, is a powerful method by which to engage and hold the attention of listeners or readers.
- A narrative may be short or long, factual or imagined, artless or artful.
- It may instruct and inform, or simply divert or regale.
- It may set forth some point or message or may be no more significant than a horror story.
- It has a purpose like to explain, to illustrate a point, to report information, to argue, or to persuade.
- Many narratives do not contain an assertion of the main idea behind the story but by the end of the story, the idea should become obvious.

Characteristics

- A person tells a story or event.
- Has characters and dialogue.
- Have a definite and logical beginnings, intervals, and endings.
- Often have situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

Examples

- Novels
- Short stories
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

Sample example

“I don’t think that’s a good idea,” said Jaelyn.

“You never used to be such a girl!” retorted Orin, pushing open the door.

Reluctantly, Jaelyn followed.

This is a narrative because it's telling a story. There are different characters conversing, and a plot is unraveling.

The art of narration can be cultivated by

- Observing skillful narrators.
- Listening to speeches of good orators.
- Using appropriate beginning and concluding statements.
- Explaining links in the form of suitable words and phrases.
- Using proper gestures.
- Using common metaphors and similes.

Do's in Narration

- Proper sequence of events must be followed.
- Effort should be made to adapt the narration to the mental level of the students.
- Proper gestures and dramatization should be used to make the narration vivid and interesting.
- The use of proper and relevant audio-visual aids should be made to illustrate the narration. Pictures, charts, maps, etc. make the narration vivid and full of interest.
- The story should be narrated vividly in a natural tone and in a pleasant manner.
- Narration should be well-prepared in advance to serve its purpose well.

Don'ts in Narration

- Do not use irrelevant or vague statements.
- Do not allow any missing link or break in the logical sequence or interrelated statements.
- Do not use fumbling ideas.
- Do not utter incomplete or half sentences.

Advantages

- It arouses interest in the students.
- It makes the story more imaginative.
- It helps improve their vocabulary and language.
- There is scope for building on their imagination.
- It also helps build story telling abilities, expression of perspectives (of various characters)

Conclusion

The success of narration as a technique of teaching depends upon the ability of the narrator, his/her use of the appropriate language and the way he/she makes his/her narration interesting and lively. As a teaching method, narration when properly used can prove to be a valuable technique for creating interest and enthusiasm in the teaching of English.

Dramatization

Introduction

Teachers use creative techniques to help students gain deeper insights into lessons, build on concepts and themes. Dramatic teaching is integrated into many different types of curriculum.

Definition

"It is a theatrical representation revolving on a topic, theme, etc. It can contain the explanation of ideas, concepts, arguments and be a particular way of case study, given that dramatization of a problem or situation for students is equivalent to presenting them a human relations case."

Meaning

- The key word in dramatization is "Drama" which is derived from the Greek word "Dran" which means "to do i.e. Drama is doing.
- Dramatization method therefore is one that has to do with movement, actions.
- It draws fully upon the resource of language.
- It provides a medium through which individual can express their ideas and reaction to the impression he/she receives and by repressing them learn to evaluate them.
- It also helps examine what a learner thinks or feels.
- Through it, imaginative observation is stimulated and deepened.
- This method is basically a non-verbal communication method that entails language of the face (facial expression), Body language which includes gestures, space and motion language and language of time.

Functions of Dramatization

- Enabling functioning if accompanied by a high amount of cognitive process.
- Facilitating function for specific cognitive process made easier through action.
- Students' knowledge on the character is increased in situation, issue or crisis.
- Oral, written or visual language is enhanced in the process.
- Can be performed as a classroom activity.
- Improves language skills.
- Movement is fundamental to convey meaning through drama.

Purposes of Dramatization

- To increase knowledge of a character, situation or issue.
- Knowledge of oral, written and visual language is enhanced in the process.
- When performed in public, to be managed sensitively with good preparation, time for reflection and care that students take appropriate roles.

Types of Dramatization

- *Extempore Dramatization:* Instruction without prior preparations is imparted to the children in the class through this method. This process develops the power of thinking and imagination of the pupils.

- *Prepared Dramatization:* In this type of dramatization preparations is made beforehand. Students memorize dialogues and act according to instruction. It helps the students to learn the art of preparations of dialogue and to acquire the habit learning. They can also memorize things.

Kinds of Dramatization

- *Full-length play:* A full length play is vivid and realistic in nature. It gives a full representation of a whole scheme to be presented in the classroom. The whole idea of the topic, the emotional situation, happenings, etc can be presented to the students in natural way. It takes hours to perform. For its success a professional standard is required. Detailed preparations and rehearsal is very much essential in a full length play.
- *Class Dramatization:* A good history teacher can undertake certain informal dramatizations inside the classroom in order to make his teaching effective and natural. He may dramatize only a part of a lesson.

Selection of Play

- Plays chosen should depict the evils of the social customs.
- A play should have a literary value also.
- The students should be able to understand and appreciate the play.
- It should also have entertainment value.
- It should be free from objectionable subject-matter
- There should be no vulgarity in the play.

Advantages

- One of the main aims of using drama in a language course is to provide an active, stimulating, fun and creative environment in which to develop the student's language learning potential.
- Students are encouraged to explore English through their imagination and creativity and to express this through language, and other forms of communication, that may include: movement, action, dance, and role-play.
- These activities aim to develop:
 - Confidence, motivation, trust and participation
 - Oral and written communication skills
 - Awareness of interpersonal and sociocultural communication skills
 - Accuracy and fluency of expression
 - Rhythm and pronunciation
 - Linguistic intelligence
 - Social interactive skills

Drawbacks

- The tutor relinquishes a high degree of control over the learning environment.
- If ineffective students will not learn.
- Threat of simplification can result in failure to make optimum use of knowledge.
- Students can simply play role in a shallow and ineffective manner.

- A good and successful role-play depends upon the quality of the students involved & the seriousness with which they embrace the exercise.
- Students may see this as a frivolous and entertaining exercise.
- These can be time consuming both in preparation, playing and debriefing.
- If included in formal assessment process this presents an additional problem of assessing student contribution and performance.
- The more open or free these are the bigger the issue these become

Overcoming drawbacks

- Devise clear guidelines.
- Use scripted dramatization
- Define roles and set the scenario
- Make it formal and more orderly
- Ideas should reflect their knowledge and understanding.
- Allow time to explore dimensions of the role they are in.
- Ensure debriefing students which is crucial for success.
- In assessment avoid open or free dramatization but assess through requesting a reflective essay in which student is asked to evaluate their role and learning experience.
- Identify what they feel, what they learnt from the experience and understand the consequences.

Conclusion

Dramatization is full of educational potentialities. It presents an emotional situation which is necessary for effective learning. Dramatization provides an excellent opportunity for group work and social participation and many practical works in history can be correlated to it. It provides stable knowledge and students learn by doing and so their experiences are strengthened.

Concept Mapping

Origin

- Concept mapping was developed by Joseph D. Novak in 1960s.
- The idea of concept mapping is based on Meaningful Learning Theory of Ausubel.

Definition

1. *Concept*: A concept is a generalization drawn from particulars. Primary elements of knowledge are concepts.
2. *Concept Map*: Concept map is a visual illustration displaying the organization of concepts and outlining the relationship among or between these concepts.
3. *Concept mapping*: A concept mapping is a technique used to organize information or thoughts.

Objective of concept mapping

- The primary function of the brain is to interpret incoming information to make meaning.
- It is easier for the brain to make meaning, when information is presented in vision formats.

Concept Maps

- Concept maps are two dimensional, hierarchical diagrams that show the structure of knowledge within a discipline.
- It composes of concept labels, each enclosed in a box or oval, a series of labeled linking lines and general to specific organization.

Components

- Nodes represent concepts.
- Lines represent relations between concepts.
- Labels on the lines represent the nature of the relationship.
- Arrow heads represent the direction of the relationship.

Characteristics

- Concept maps have structure that is linear or horizontal and hierarchical or non-hierarchical.
- Concept maps are based on propositions/plan/proposal.
- Concept maps represent a particular domain of knowledge.
- Concept maps illustrate patterns and relationships among concepts.
- Hierarchical maps represent in a descending order of importance; the key concept is on the top and the subordinate concepts fall below.
- Non-hierarchical maps represent information in a cluster or network pattern.

Purpose

- To generate ideas.
- To design a complex structure.
- To communicate complex ideas.
- To aid learning by explicitly integrating new and old knowledge.
- To assess understanding or diagnose misunderstanding.

Need

- Concept maps allow anybody to organize lots of information into a form that is easily understood.
- Concept maps allow you to visualize connections within the information.
- Concept maps provide you a way to organize your thoughts onto paper.

Steps

1. *Brain storming stage*

- List all terms and concepts associated with the topic of interest.
- Write them in one word or phrase per note.
- Generate the largest possible list.

2. *Organizing stage*

- Spread concepts on a blackboard so that all can be read easily.
- Create groups and subgroups of related items.
- Group items to emphasize hierarchies.
- Identify terms that represent higher categories.
- Rearrange items and introduce new items omitted initially.

3. *Layout stage*

- Arrange terms based on inter relationships and connections among groupings.
- Within sub-grouping, place closely related items nearer to each other.
- Connect the items in the form of a simple sentence that shows the relationship between them.

4. *Linking stage*

- Use lines with arrows to connect the items.
- Write a word or short phrases for each arrow to specify the relationship.
- Many arrows can originate or terminate on important concepts.

5. *Revising stage*

- Carefully examine the draft concept map.
- Rearrange concepts to emphasize organization and appearance.
- Remove or combine items to simplify.
- Consider adding color or different fonts.

6. *Finalizing stage*

- Finalize the arrangement of items that conveys better understanding.
- Be creative by using colors, fonts and shapes.

Educational benefits

- An instructional tool
- A tool to promote meaning learning
- As assessment tool
- A curriculum organizing guide in teaching
- A mind tool for critical thinking.

Uses

- Enables understanding of a topic
- Allow to explore new information and relationships
- Access prior knowledge
- Gather new knowledge and information
- Share knowledge and information generated.
- Help thinkers document and describe their thinking.

Example



Interactive Techniques

Discussion

Introduction

The discussion method concentrates on student activity, rather than lecturing by teachers. It is, therefore, an effective method that promotes student-centered learning than teaching.

Definition

Discussion has been defined as *a thoughtful consideration of the relationships involved in a topic or problem under study.*

Concept

- The word 'discuss' has been derived from the Latin root 'discutere', which means to shake or strike. Thus 'discussion' refers to thoroughly shaking up the subject, which is, examining it thoroughly to reach a conclusion.
- A discussion is an activity of sitting and talking about a specific subject.
- Discussion method enables to engage in an orderly verbal interchange and to express thoughts on a particular subject.
- A discussion method is the means by which people share experiences, ideas and attitudes.
- The discussion is, therefore, a more active learning experience for the students than the lecture.
- During discussion, the teacher spends some time listening while the students spend sometimes talking.
- In the classroom situation a teacher and students all participate in discussion.
- Discussion involves two-way communication between participants.
- It is concerned with the analysis, comparison, evaluation- and conclusions of these relationships.
- It aims at uniting and integrating the work of the class.
- It is carried out by organizing, outlining and rating, the facts studied.
- Discussion is very important in stimulating mental activity, developing fluency and ease in expression, clarity of ideas in thinking and training in the presentation of one's ideas and facts.
- An exchange of ideas and opinions offers valuable training to students in reflective thinking.

Characteristics

- Teacher selects the topic only with the help of students.
- Keeping teachers as guide.
- Students should anchor the discussion themselves.
- Logical and meaningful criticism should be accepted.
- Students have the opportunity to criticize and evaluate.
- Ensure maximum participation.

- Teacher divides the class in to different groups and gives the topic of the discussion to each group.
- Every group has a leader to anchor and conduct the discussion.
- Students who have leadership quality should be selected for anchoring.
- Relevant topic should only be considered.
- In the end, teacher draws the conclusion of the discussion with the help of leaders.

Types

- Small group discussion technique
- Socialized classroom discussion technique
- Panel discussion technique

Essential parts or constituents of discussion

1. The leader—the teacher
2. The group—the students
3. The problem or the topic
4. The content—body of knowledge
5. Evaluation—change in ideas, attitudes etc.

Organization of discussion

Following are the main technique of organizing discussion

1. Introducing a topic or a problem by the teacher by giving point or explanations to serve as the basis of discussion.
2. Calling upon a pupil by the teacher to give facts, describe scene or situation, explain an incident, event or happening for getting the discussion started.
3. Preparing an outline of points cooperatively by the teacher and a few students which may become the starting point for discussion
4. Asking the students to describe their own experiences connected with the subject, topic or problem and making them points for discussion.
5. Presenting detailed papers by the teacher and discussion thereon.
6. Presenting detailed papers by the students and discussing the in the class.

Merits of discussion

- It helps in clarifying issues.
- It helps children in crystallizing their thinking.
- It helps students in discovering what they do not know and what they have overlooked.
- It brings about more reflection. It is farther from rote learning.
- It represents a type of pooled knowledge, ideas and feelings & several persons.
- It develops team spirit.
- It engenders toleration of views which are at variance.

- It affords opportunities to the students to learn together, make suggestions, share responsibility, comprehend the topic, and evaluate the findings and to summarize results.
- It provides opportunities to the students to speak distinctly, respect the ideas of others, share interests, ask pertinent questions and comprehend the problem before the group.
- It helps the teacher in discovering talented students who have the potential for becoming good leaders.

Limitations of discussion

- It is not suitable in all topics.
- It is likely to be dominated by a few students.
- It is likely to go off the track.
- It may lead to unpleasant feelings.
- It may create emotional tensions.
- It may involve unnecessary arguments.
- It can be used only to students who have some basic knowledge in the topic.
- Some of the students may feel shy or reluctant to take part.
- Teacher may lose control over the students and they may end up in quarrelling.

Conclusion

Discussion methods are open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand.

Questioning

Introduction

The interaction between teacher and learners is the most important feature of the classroom. Whether helping learners to acquire basic skills or a better understanding to solve problems, or to engage in higher-order thinking such as evaluation, questions are crucial. Of course, questions may be asked by students as well as teachers: they are essential tools for both teaching and learning.

Definition

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.

Concept

- Questioning is the key means by which teachers find out what pupils already know, identify gaps in knowledge and understanding and scaffold the development of their understanding to enable them to close the gap between what they currently know and the learning goals.
- Questioning skills are essential to good teaching.
- Teachers often use questions to ensure that students are attentive and engaged, and to assess students' understanding.
- In such an investigation
 1. one asks questions to identify the reason or reasons for the investigation
 2. Questions are asked to direct the search for information and to synthesize what has been discovered;
 3. The conclusions resulting from investigations are evaluated via questions.
- It is a device through which they can organize their thinking to achieve certain objectives.

Purpose of Questioning

- to interest, engage and challenge students
- to check on prior knowledge and understanding
- to stimulate recall, mobilizing existing knowledge and experience in order to create new understanding and meaning
- to focus students' thinking on key concepts and issues
- to help students to extend their thinking from the concrete and factual to the analytical and evaluative
- to lead students through a planned sequence which progressively establishes key understandings
- to promote reasoning, problem solving, evaluation and the formulation of hypotheses
- to promote students' thinking about the way they have learned

Classification of Questions

Questions are classified according to their purpose in the teaching-learning activity.

1. **Introductory Questions:** These questions are asked at the beginning of a lesson and they help to test the previous knowledge, motivate the child and link the old knowledge to the new knowledge
2. **Developmental Questions:** These help to develop a particular line of thought, focus attention on important points and lead the pupil to discover facts for themselves.
3. **Recapitulatory Questions:** These questions are put at the end of the lessons and help to teacher to know if the students have picked up what they were supposed to learn and also act as a revision.
4. **Evaluation/ Testing Questions:** These questions relate to periodic internal as well as external testing.

Levels of Questions

1. **Lower Order:** Relating to Recall and Recognition (Knowledge based)
2. **Middle Order:** Translation, Interpretation (Understanding) and Application based
3. **Higher Order:** Analysis, Synthesis and Evaluative Questions

Characteristics of Good Questioning

- The language of the question should be simple.
- Questions should be clear, brief and to the point.
- They should be suited to the ability of the children to whom the questions are put.
- Questions should be relevant to the topic.
- Questions should be graded. They should neither be too nor too difficult nor too easy. If the problem is too easy, the child will not take any interest in it. If it is too difficult, he will get discouraged.
- Question once asked should not be repeated unless the teacher is sure the class has not followed it.
- Two questions should not be asked in one.
- Questions should be interesting as far as possible.
- Questions should be framed in such a way that these do not encourage guess work. The teacher should not generally admit answers like 'yes', 'no', or other single words.
- Questions should be of developing nature.
 - Every question should grow out of the response of the previous one.
 - Questions should be in a sequence so that lesson may develop properly.
 - Suggestive questions such as "Was Sardar Patel an iron man?" should be avoided as they fail to encourage mental activity.
 - Leading questions such as "Do you know that Subhas Candra was the founder of the Indian National Army?" should not be asked.
- Echo questions such as "Mahatma Buddha was born at Lumbini. Where was Mahatma Buddha born?" should not be asked.

- Phrases like “Can anyone answer this question?” should be avoided.
- Questions should be addressed to the entire class.
- Questions should be asked in a pleasing manner.
- Questions should be put in such a way that every student thinks that he will be asked to answer whether he is good or weak.
- Adequate time should be allowed to answer.

The teacher's attitude to pupils' questions

Following points should be kept in mind:

- Appreciate the Student's effort even if the answer is not entirely correct
- Analyze the wrong answers given: Sometimes, the fault could be of the teacher. This must be accepted and proper effort has to be made.
- Encourage the students: especially when the answers are partly right and partly wrong.
- Treatment of Wrong Answers: The student must be made to understand what the right answers are and also why his answer was wrong. Any doubts in the mind of the student must be cleared.
- Answers given in unison: This practice is not considered as a good educational practice and must be discouraged.
- Observation of Courtesy: Ordinary courtesy in tone and in form must be observed at all times
- Discourage irrelevant questions/ answers.

Advantages

- While asking questions, the teacher keeps in mind the abilities, needs and interest of the learner.
- It involves the learners' participation towards the subject matter and in teaching acts.
- It helps in achieving cognitive objectives and bringing knowledge at conscious level.
- Classroom verbal interaction is encouraged
- It is a useful strategy at all the levels of education

Disadvantages

- It is difficult to prepare good questions, and arrange them logically.
- The whole content-matter cannot be taught by this strategy
- The teacher wants the structured answers from the learners. There is no freedom for imaginative answers.

Conclusion

Overall, as teachers, we not only need to have a clear intent for questioning, but we need to also learn to ask the right questions. To guide students on the learning process, it is essential to question on learning outcome (content) as well as students' thinking and learning processes.

Brainstorming

Introduction

The creative- and critical-thinking skills children use in the process are core ingredients to every area of curriculum and development. No matter what experience a child meets along the way, if the child has the ability to think open-endedly, flexibly, and critically, she can deal with the task at hand. Brainstorming invites children to use information, think about it, and create it anew.

Definition

Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems.

Concept

- Brainstorming contributes to the generation of creative solutions to a problem.
- It teaches students to break away from old patterns of reasoning to new unexplored paths of thinking.
- Problem solving has become part and parcel of teaching and learning process.
- Brainstorming can make group problem-solving a less sterile and a more satisfactory process.
- It can be used with your class to bring the various students' experiences into play.
- This increases the richness of ideas explored, particularly before reading, listening and writing activities.
- Brainstorming is fun. That's why it helps student-student and students-teacher relationships to get stronger as they solve problems in a positive, stress-free environment.
- Brainstorming technique was first designed to be used with groups, but it can also be used by a single person privately to generate ideas.

Purpose of Brainstorming

- To focus student attention on a particular topic.
- To generate particular ideas.
- To teach acceptance and respect for individual differences.
- To encourage the learner to take a risk in sharing their ideas and opinions.
- To demonstrate to the student that their knowledge and abilities are valued and accepted.
- To provide an opportunity for students to share ideas and expand their knowledge by building on each other's

Characteristic of Brainstorming

- It is an intellectual activity.
- Maximum or all students can participate.
- Each student gives their personal view/ideas.
- Each idea is neither right nor wrong.
- It involves divergent thinking.

Individual Brainstorming

When individuals brainstorm on their own, they come up with more ideas, and often better quality ideas, than groups of people who brainstorm together. Perhaps this occurs because of many reasons.

- Instead of generating their own new ideas, students may pay more attention to other people's ideas.
- Sometimes learners forget their ideas while they are waiting for their turn to speak.
- Sometimes people are blocked because of shyness.
- Some students tend to do well when they work alone.
- Individual brainstorming may be less engaging and less stressful. Students are free and do not worry about other people's opinions and judgements, and can therefore be more freely creative.
- Students don't have to wait for others to stop speaking before they contribute their own ideas.

Group Brainstorming

Group brainstorming may work in so many effective ways:

- Brainstorming brings the full experience and creativity of all members of the group to solve a problem. When individual group members get stuck with an idea, another member's creativity and experience can take the idea to the next stage. Group brainstorming can therefore develop ideas in more depth than individual brainstorming.
- Another advantage of group brainstorming is that it helps everyone involved to feel that they have contributed to the end solution.
- It reminds one that other people have creative ideas to offer.
- Brainstorming can be great for team-building and creating harmony within a team

Strengths

- Provides a quick and easy class activity. Brainstorming sessions can be effectively used in the classroom. However, they do require meaningful planning time for ultimate success.
- Contributes to classroom collective power. Brainstorming sessions allow individual students' voices to become one with the group's voice. The final ideas are generally identified through consensus.
- Creates a student-centered activity. Students direct the group in which they generate their own ideas, develop rating criteria, and are responsible for group dynamics.
- Supports learning in a relaxed environment. Students are able to collaborate in a relaxed, informal learning environment.
- Strengthens problem-based learning. Brainstorming is a problem-solving activity where students build on or develop higher order thinking skills.
- Encourages creative thought. Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far "out there" they may seem.

Challenges

- Keeping the session from being just a chat session. The moderator should direct the session to keep students on task.
- Ensuring students collaborate rather than compete with one another when generating ideas. Walk around the room and listen for inappropriate group behavior.
- Encouraging students to build on each other's ideas to help them build their critical thinking skills.
- Getting "buy-in" or acceptance from those who have participated in brainstorming who have never seen their ideas brought forth and acted upon. Work forward from this point with any student who may be in this category and remark on their contribution both to them personally, their group and to the whole class.
- Getting quiet or independent students to actively participate. Explain that as part of this course all students are expected to bend a little which may have them participating in activities which might make them uncomfortable. Never force someone who is adamant about a particular situation. Instead, coax those who are hesitant at first by creating a trusting and caring classroom environment from the beginning of the semester. This approach can help students be more accepting of change and those who tend to feel uncomfortable working with others.
- Helping groups to move forward if they are "stuck" and not able to generate ideas. Reconvene the group to review the problem or issue or provide an example of a possible solution.
- Reaching consensus. Getting students to reach consensus becomes less of a problem if all students are given equal time to provide input, feel comfortable as a valued member of the group and are respected for their points-of-view.

Conclusion

Brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.

c) Ways of appreciation of poems

Introduction

Poetry appreciation help pupils learn to appreciate the sound, words and patterns of the English Language and help struggling pupils write with increased confidence. It also encourages able pupils to experiment with language, thus enhancing their creativity.

Definition

"Poetry is language rhythmic, imaginative, expressing the invention, flavour, thinking, passion and knowledge of the human soul".

-Edmund Clarence Stedman

Concept

- The poem appreciation is your reasoned response to the poem's invitation to use both imagination & logical argument to join in a kind of conversation about the poem's subject.
- It is an attempt to explain what a poem is 'about' and why it is written the way it is.
- It is an attempt to elucidate, as far as possible, the poet's view of the poem's subject.
- It is a description of how poetic techniques help to enhance the feelings evoked by the words themselves.
- It is organized into clear, cohesive paragraphs.
- The poetry is the creativity of the imagination of a person. Like any other literary work, it should be understood to be appreciated.
- The writer writes for a reason. Its purpose can be evoke emotion, inform, define, represent something of the world or life, entertain.
- In any case, a poem is unique to its writer. And each poem can be analysed to be appreciated.

Ways of appreciation

1. Subject

- Try to outline the subject matter of the poem.
- You need to look at what is being described.
- It could be a place, an event, a person, a situation or an experience.
- What does the poet want you to focus on, in the poem or in each stanza?

2. Theme

- Once you have identified the subject of poem, figure out what the poet wants to tell you.
- Look at the poet's message; his purpose; ideas that he is conveying; the title; and the type of poem (i.e. sonnet, ballad, lyrical, reflective, monologue, elegy, etc)
- Always remember that feeling and tone work hand-in-hand with the subject and theme.

3. Structure

- The form of the poem is very important.
- Discuss your knowledge of the poem's structure in the essay.

4. Rhythm

- Look at the flow of the poem through the line patterns.
- Are they regular or irregular? If they are regular, does the metre stay the same throughout the poem? (Metre: pattern of rhythmic beats per line; stressed and unstressed words that make up the rhythm of the poem, indicating pace)
- If there are changes to the metre, analyse where the changes are.
- Try to find the reason for the change. What effect does this change have on the poem?

5. Rhyme

- Does the poem have a set scheme?
- Has the poet written in free verse, blank verse; does he use pair rhyme, cross rhyme, or broken rhyme?
- Does he use half rhyme, near rhyme, middle rhyme or end rhyme?
- Does the poet emphasize words or the message by means of the rhyme scheme?
- What is the purpose and effect of the rhyme scheme?
- Pausing and punctuation have an effect on the structure, rhythm and rhyme of a poem.

6. Imagery

- There are various ways to paint a picture in the reader's mind through the use of words.
- Look at the figurative and sound devices used in the poem.
- Are the images visual, auditory, kinaesthetic, tactile, olfactory or gustatory?

7. Diction

- The words that are used and the way they are placed can enhance the power of the poet's creativity.
- Remember inversion, hyperbole, euphemism, irony, sarcasm, rhetorical questions and other poetic techniques that can bring meaning to the poem.
- When you are writing your essay, you only need to mention imagery, figurative and sound devices, as well as diction.

8. General Impression

- Give your opinion of the poem in general and what effect it has had on you.
- Did you like it or not?
- Remember to use quotation marks when you are quoting from the poem.

Steps to write a good critical appreciation

1. PREPARE

- By looking up obscure vocabulary; reading the poem aloud sentence by sentence; writing down paraphrases where necessary.
- Cover the WHOLE poem, not leaving 'difficult' bits out, or wandering around aimlessly.

2. ORGANISE

- There are two main ways:
 - Part by part from beginning to end (stanza by stanza, or section by section)
 - This means you have to decide what parts 'hold together' by virtue of their focus or pattern.
 - Then write a paragraph clearly focused on that part only.
 - The advantage: you show how form and content correlate; you show how poetic techniques work together to form a complete, complex effect.
 - By themes, or ideas (one paragraph per idea)
 - This can be more interesting, but is also trickier to control.
 - It's more difficult to be complete in your discussion; and it means you have to be much better prepared before you begin writing.
 - The advantage: it allows you to prioritize ideas from the start, instead of leaving them for your conclusion.

3. INTEGRATE

- Integrate quotations (your evidence) seamlessly into your own sentences; don't just tag them onto the end, or stick them ungrammatically in the middle.
- Use short quotations, even single words, which are directly relevant to or supportive of the overall point you are making, rather than long ones.

4. INTRODUCE

- Briefly spark interest with a quote or other intriguing start.
- Contextualize the poem and poet in its period and place, as far as is necessary to an understanding of the poem.
- Briefly describe its subject, speaker/hearer set-up, physical setting, occasion or event, and overall form, as necessary and relevant.
- In one sentence 'map out' your approach – part by part, thematically, or whatever, using key words as 'signposts'.

5. CONCLUDE

- Sum up your claims about the deepest themes and broadest ideas contained in the poem, and their implications.

Conclusion

As you read and appreciate more poetry, you will discover that the study of poetry is educationally fulfilling. Once you start to understand poems, you will be enriched in so many ways. Poetry enhances character. Keep on trying. Success lies first and foremost in the love for literature, and then it can be found in the understanding and interpretation of texts.