Reflections of Vacation Teacher Training Programme and Implications for changes to happen
Class -3

Main Ideas / concepts presented in Teacher Training Programme	Expected Changes
The experiences of using English for genuine communication and real-life purposes makes learning English meaningful and acquisition of English faster for learners	• Students experience a need to speak in the classroom by becoming active players of simple games, activities, small tasks, obeying instructions, partaking in role plays. • Students make efforts to communicate in orally, graphically and in writing- through miming, copying, trial and error, guessing of meaning, mixing Malayalam and English, drawing pictures along with using English words/sentences. and through. • Teacher encourage learners to taking risks by guessing the meaning of unknown words/sentences in English used in a context and react to it in English without inhibition or fear. • Teacher and students use a mixture of language structures and functions as a part of classroom process.
Make English learning an active and motivating experience. This will help the students to acquire the language strucutres, vocabulary items and communicative patterns more easily and effortlessly.	• The teaching-learning process have opportunities for making fun, chatter and laughter. • Students get involved in singing, listening, clapping, telling little stories or events in simple sentences or in fragments of sentences. •
Help the students gain the confidence and self-esteem needed to use English spontaneously. Because confidence and self-esteem are the cornerstones on which learning a new language shall be placed.	• Students take risks in speaking, reading and writing without any fear of making mistakes. • The errors that students make are seen as steps towards learning. The teacher doesn't correct it but megaphones the correct form naturally in appropriate time. • Role play, skits and role taking encourages students to be that character and help them to abandon their shyness of using a new language. • The teacher encourages students who would otherwise hold back, and control children who dominate the weaker ones.
Make what is learned memorable through direct experience and with emotional effect for learners.	• Students get opportunities to use all sense organs (sight, hearing, and physical bodies) in the English classroom through dramatizing, drawing and telling, listening and acting/drawing, rhythmic movements etc. • Teaching and learning include activities that encourage children's creativity and imagination. • Students work in a group or pairs. They make decisions as a group, listen to each other, and value each

	other's suggestions as a part of learning.
Students' learning English becomes easier and natural in an English rich class and school environment.	• There is an abundance of books, reading materials and other publications connected with the theme and plot of the unit/lesson. • There are teacher-made and student made learning materials, worksheets, reading materials, posters etc. presented in the class. • While working in groups, the students try to interact in English connected with the task given by the teacher. • Teacher modulates (pace, pause, vocabulary) her instructions, commands, requests and interactions in English in tune with language proficiency of students. • Teacher encourages peer interaction and student-student interactions in English. • There are evidences of school notice board, posters of celebrations, instructions etc. written and exhibited in prominent places at school. • Selected activities and presentations from English activities, theatre, class room etc. are displayed in the assembly/CPTA/other functions and their evidences can be seen in the calendar. • Variety of Language games (vocabulary, sentence completion, prediction etc.) are employed in the class and students are appreciated. • Students talk to parents in English about what they like /dislike in the class room activities.
Interpret the language concepts and components from each each unit in terms of Activities, Learning materials to be used, Learning evidences to be developed and Learning outcomes to assess what is learnt while planning the teaching-learning process.	• Teacher interprets the Learning outcome 'Students read and comprehend stories in English' by planning the following activities in her Teaching Manual at various slots in a unit. 1. Reads and comprehends simple picture stories 2. Responds to the questions regarding the story. 3. Reads and comprehends the simplified version of the story. 4. Re arranges jumbled events in proper sequences. 5. Identifies the animals and birds in the story. 6. Reads the words like dog,old,teeth,farmer.. from the story. 7. Rearranges jumble pictures in sequnce. 8. Reads and picturises the text. • Teacher indicates learning resources/materials to be used in each activity and the expected learning evidences as a part of planning.

Identify the challenges faced or errors made by a student or a group of students while doing an activity and provide support instantly.	• The students receive various kinds of feedback, support and cues to their learning through the English rich/print rich environment in the classroom. • Teacher interacts with a student or a group of students to understand the challenge that they face in doing the activity or the task. • Teacher employs various kinds of questions like factual questions, Yes/No questions, probing questions or reflective questions to understand how the students understand the task or instruction given. • Teacher changes pace, pause and expression of her/his conversation/interaction in tune with the students' level of comprehension and difficulty in language use. • Instead of a single activity, the students are provided with an activity which can be done at different levels successfully by all. • Students' language abilities connected with a task are analysed, annotated (in the learning evidence) and used by the teacher to provide relevant feedback to students. (*The student is able to tell the name of the book-My fabit (favorite) Book is do you Want to be my FRIEND/ The student is able to identify and tell the names of main characters-The hos and the mos/ The student is able to state an opinion or preference about the book-my fait pot is the hos….)* • Students receive learning support from peers and the teacher in the form of scaffolding questions, highlighted response samples, model response, suggestions and teachers' version of the response. • The challenges faced by the learners, their strengths and possible support actions are indicated by the teacher in her Teaching Manual and expressed in students' notebooks or in the worksheets used. • Teacher develops parallel texts to support low-proficient learners. • The learning evidence of each student are categorised according to the nature of text/discourse chronologically and data on students' progress in learning are recorded by the teacher in this portfolio. • The portfolio of students are used in CPTA to communicate with parents about their kid's learning progress and to chart out how they could involve in improving kid's learning and language use. • There are evidence of support tasks done by the students in their notebook and teacher's written feedback on them telling the student what he/she is able to do and what he/she should do next.
Students receive support to comprehend what is read at different stages of their reading orally and in written mode. (*Decoding the text, giving*	• Set the purpose of reading meaningfully to students by giving motivating task to read. • Students are guided through different stages of reading like pre reading , while reading and post reading through activities, questions and support. **Pre - reading** actives are meant for setting a context/global understanding about the text

meaning to the symbol, pictures and letters, Meaning making, Process of getting message of the text, responding to the message)	• <u>Set a purpose for reading</u> (strategy: entry activity, sensitizing, appropriate questions etc.) • <u>Preview of the text</u> (What the title picture, captions, heading, other graphics) • <u>Activate background knowledge</u> : (Eliciting related ideas, contextualizing questions, personal questions) • <u>Prediction</u> : Discuss what might happen , how would end/what might happen next) • <u>Skimming</u> (Process through which getting main ideas and a general over view if the content) : Global ideas are captured through it. **While reading.** • Silent reading for personal comprehension Cross checking – re- reading- • Scanning (process through which locating specific fact or information) for specific answers- • Confirm predictions –Relate with personal experiences /ideas • Think (explicit and implicit information) • Judge, imagine(analytical questions) **Post reading** • Retell and summarize • Through appropriate inputs students take down notes, compare and contrast, Recognize cause and effect, draw conclusions form values and attitudes, Identify the main idea and supporting details, • Students are encouraged do other discourses, library activities, choreography, skit, news shows Readers theatre etc. • Reading between line, beyond lines, and reading with involvement and enjoyment • Students are encouraged do library activities, choreography, skit etc. on the basis of the reading text/reading cards and the evidences are collected in their portfolio.
Students writes various discourses as an outcome of the process of writing, receive support and guidance at each from the peers and the teacher and the improved/refined versions of written discourses are collected and compiled in their portfolio.	Students are guided through the process of writing in tune with the nature of writing task and discourse type. The sequence is given below. • Generating ideas - brain storming, concept mapping etc. • Sequencing of ideas ,Selecting appropriate discourses, words phrases, language elements • Drafting – adding more ideas and lines • Evaluating (self) Rewriting, • Reviewing –peer assessment- group refining • Teacher version • Revisiting and editing-Thematic- syntactic- morphological – aspectual- punctuation • Redrafting

	• The written texts developed by students are seen exhibited in the class in the form of Wall magazine, Students' magazine, Students' album and in students' portfolios.

Students appreciate and enjoy reading aloud rhymes, poems, stories, descriptions etc which are given in the textbook, worksheet or developed by the students as part of their classroom process and they like to respond to the texts on their own.	• Students read aloud in the class different texts which are given in the textbook, worksheet or developed by the students as part of their classroom process.
	• Stiudents get feedback and support on their reading performance on their expression in reading, reading pace, pause in reading and reading volume.
	• Students read to other students, teachers and parents accommodating the qualities of reading like expression, pace, pause and volume.
	• Students read and enjoy poems- identify rhyming words and patterns, complete the lines, add lines to it, drawing illustration to the poem, visualising the poem through performance etc.
	• Teacher uses various strategies for introducing the poem
	  ✓ Entry activity , teacher interaction
	  ✓ Recitation (optional :using audio or video of the song)/silent reading sharing ideas, contextual guessing, adding lines,
	  ✓ Asking suitable comprehension questions, appreciation questions etc.

Authentic and other learning resources are integrated into each activity done in the classroom.	• Learning resources including ICT are used for various stages of learning appropriately- for entry activity, developing thoughts, presenting new ideas/concept etc. • Teacher collects and arrange Learning resources in the classroom referencing various repositories: TERMS, E-padasala, SLATE Blogs, You tube Etc.

Learning Resources to be made available :-

Many of the learning resources mentioned below are already available in schools but the schools have to ensure that the resources are used systematically in classroom and new resources are procured or arranged. This table indicates these resources which can be used for teaching English in Primary classes.

Type of learning resources	Learning resources
Display materials	Blackboard/ Whiteboard, display boards, bullettin board/ pin up board
Graphic materials including	Visuals, wall magazine, posters, big picture, calendar

print, drawn and handwritten	
Digital resources/hardware	CD player, video, computer/Laptop, CDs
Materials from school environment	zero-cost and no-cost teaching-learning materials
Display boards	Space for free writing and drawing. Space for display of poems, texts, pictures, labels, calendars. Student-made picture/word cards, Simple written instructions and questions/problems/open ended questions stimulating students to read and perform, Class diary/Message board
Print materials- task oriented materials/teacher made materials	Worksheets, activity cards, assessment sheets, reading cards, charts
Print materials- authenitc materials	Display of books in class library/Reading cycle/Reading corner
Student-made materials	**Materials reflecting print Knowledge**- My Favorite Book , My Name Has Letters, Making a Menu, Alphabet books, Big books etc **Materials reflecting emergent Writing:** Tell About Your Picture, Draw Your Day, I Can Write Letters etc **Materials reflecting linguistic awareness:** How Many Words? Match that Sound, Be an Expert Listener etc