APPENDIX - J

UNIT - ONE

USE OF QUESTIONING AND EXPLANATION IN CLASSROOM TEACHING

Synopsis :

1. Programme
2. Terminal Behaviours
3. Flow Chart
4. Instructional Material
5. Points for Discussion
6. Exercise - 1
7. Exercise - 2
8. Exercise -- 3
9. Exercise - 4
10. Exercise - 5, 6 and 7.

---

1. Programme :

    1. Reading Instructional Material
    2. Discussion on Instructional Material
    3. Exercises : Development of Content Sequence, Objectives and Questions.
       Development of Integration Pattern
       Concept Teaching
       Concept teaching with dual interaction
       Rephrasing student responses
       Introducing new words
       Summarisation.

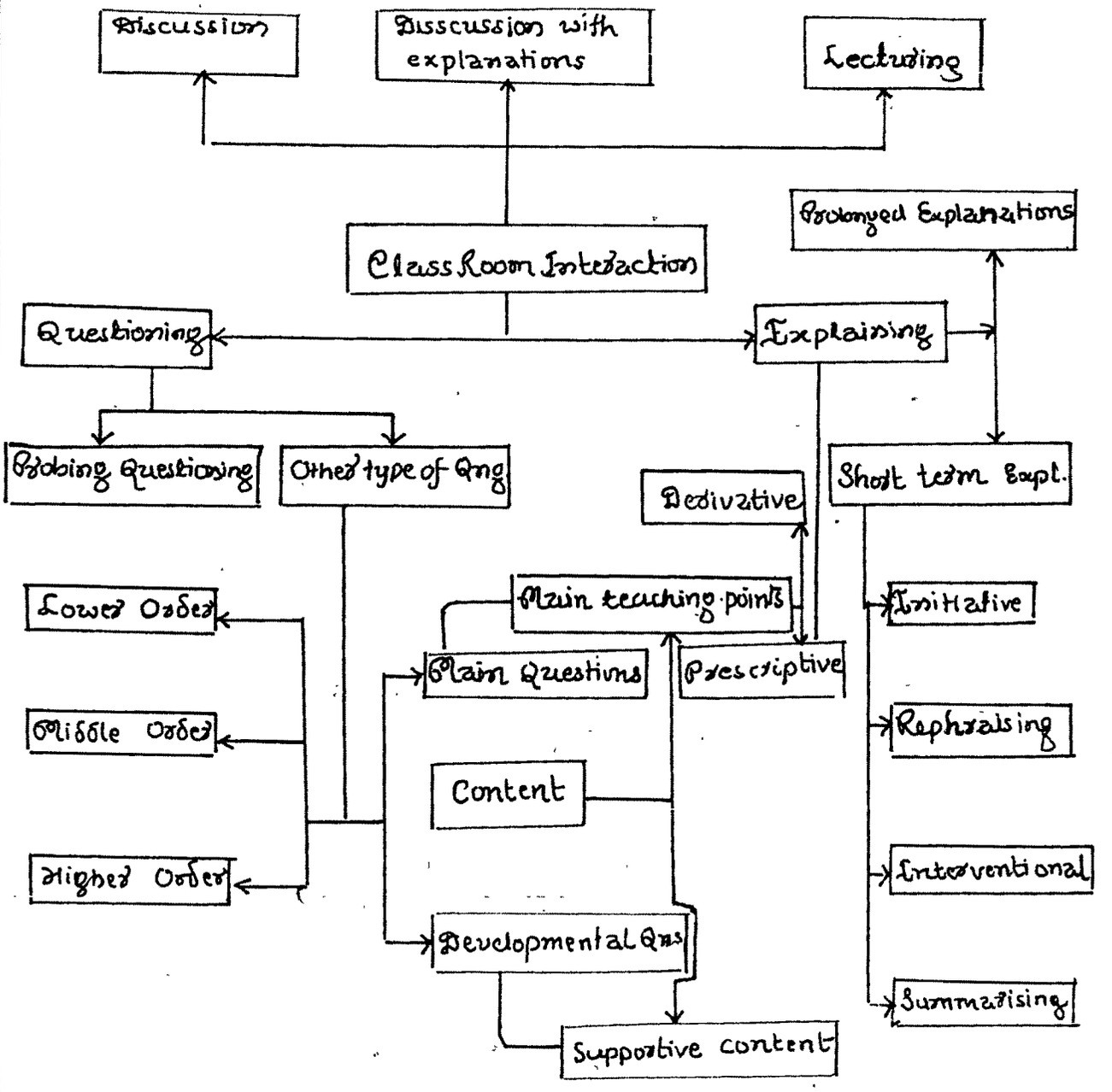
2. Terminal Behaviours :

1. Student teachers will be able to recognise different types of classroom questions.
2. Student teacher will be able to form different types of classroom questions as given in the content.
3. Student teacher will understand, that the basic teaching structure of classroom is formed by explanation and questioning skill.
4. Student teacher will be able to classify the given episodes of teaching into appropriate sub-classes, namely lecture dominated, lecture cum discussion oriented, and discussion oriented interactions.
5. Student teacher will be able to form main questions for a given topic for class room teaching.
6. Student teacher will be able to use probing questioning extemporaly on any main questions and teach in simulation with five minutes preparation.
7. Student teacher will be able to recall the different situation wherein explanation can be effectively used.
8. Student teacher will use explanatory statements to start the teaching and set-in teaching for any content given extemporly.
9. Student teacher will use explanatory statements to rephrase the learner's talk, when one or more than one student responds, simplify complex sentences of student responses, and summarise the responses of different students into principle form.
10. Student teacher will use explanatory statements and questions to introduce new words, statements, concepts in simulation teaching extemporly.
11. Student teacher will summarise the learnt concepts of a class, through question-answer and explanation interaction.

FIG: A-1.

FLOW CHART

USE OF QUESTIONING AND EXPLAINING FOR CLASS ROOM INTERACTION



Student Manual

Instructional Material

Unit : Use of Questioning and Explanation in Classroom Teaching

Prepared by: Eknath Ekbote.

The mediocre teacher tells,
The good teacher explains,
The great teacher inspires -

William A. Wood.

SYNOPSIS

I Introduction :

1. Use of questioning and explanation in class room.
2. Questions useful in class-room. Other than prompting.

II Explanation in classroom teaching.

III Questioning in classroom teaching.

IV Questioning and explanation patterns in teaching.

V Steps for pattern developments.

1. Developing main questions for a lesson.
2. Developing an ability to probe and use other questions depending upon the situation.
3. Identification of gaps in interaction for explanations.
   (a) Presetting the background for interaction.
   (b) To introduce new words, statements and phrases which cannot be elicited from students.
   (c) Post interaction explanation.
   (d) Presentation of gestaltic view.

Introduction :

In the microteaching programme you have practised the skill of probing questioning, the skill of questioning and the skill of illustration. You might have noticed with your friends that, the use of these skills are differently used by different teacher. A teaching point which you wish tod develop by questioning is felt to be very difficult by your friend and she receeds to explanation. Similarly, another teaching point which you find difficult to develop by questioning will be dealt in most effective manner by your friend through questioning skill. These differences are because of many individual differences that teacher have. They are, ability in planning the instruction, ability of the teacher in each skill, content mastery, prejudgement of students ability etc. These differences decides the use of the skills in the classroom. The differences in the use of these skills between teachers remains till the difference in their abilities exist. In the long run teacher recognises sharply their abilities and forms a stable pattern. The patterns are referred to be stable because the changes are very feeble. It is difficult to observe change in a given period of 5 to 6 months unless he is given an extra input. The exercises of this unit is to develop a systemised pattern of your own, recognising your abilities for effective classroom teaching.

In classroom, along with prompting you use many other questions either to probe or to develop the teaching point. The types of questions are :

1. Compliance : The pupil is expected to comply with a command worded as a question.
2. Rhetorical : The pupil is not expected to reply. The teacher answers his own question.
3. Recall : The pupil recall when he - has learnt.
4. Comprehension : The pupil understands and recalls.

5. Application	:	Can the pupil apply the rules and techniques to solve the problems.
6. Analysis	:	The pupil identify motives and courses, make inferences and give examples to support his statements.
7. Synthesis	:	The pupil makes predictions, solves problems and produces interesting juxtapcitions of ideas and images.
8. Evaluation	:	The pupil judges the quality of ideas, or problem solutions, or works of art. He gives rationally based opinions on issues or exercises.

Interactions with questions and answers involve explanation also. Here the term explanation is used in its broader meaning. Teacher's few sentences which creates a background for question is explanation. Repetition of answers rephrasing them, comprehensive sentences accomodating many responses from different students is also explanation.

Explaining has been humourously described as 'the process of transferring information from the teacher's notebook to the students notebook without passing through the heads of either.' The activity is teacher centred and interaction is minimum. Experiments conducted by McClash (1968), Mc Kea Chae (1963) and Beard (1973) indicate that immediate recall of information from formal lectures by a student is usually between 30 to 40 percent. Explaining is not known for its effectiveness in teaching psychomotor skills or forming attitude change.

These findings contribute to the fashionable ideology of dismissing explaining and formal teaching as old fashioned (and therefore bad) and inefficient. Explanation is often taken as a support for other methods of teaching. Excessive use of any one method (Explanation, question-answer or Activities) of teaching is likely to be ineffective and dull. On the bright side, almost all lesson sequences, the teacher has to present information and ideas. He has to introduce the topics, set the scene for new learning, summarise the main points of the learning activity, and inspire and stimulate further learning. All these activities require the use of explaining technique at various points in a learning sequence. Unfortunately there is no clearcut evidence on the appropriate length of an explaining episode in a lesson or the frequency with which they should occur. They can, as yet, only the determined in situ. A useful rule of thumb is that an explaining episode without any pupil participation should not exceed 10 percent of a lesson, with a class of fourteen year old secondary children. The duration of explanation should be correspondingly shorter for younger children. It may be longer for older children.

If question-answer involves feedback and pupil participation, one can expect it to be an effective method of learning. The research

evidences bear this out. (Mc Keachie, 1963, Aber Crombic, 1971). It is particularly useful for helping pupils to solve, complex problems or to carryout complicated tasks. It is a useful to develop independent learning. It is, however, a relatively slow method of learning and lengthy discussions can lead to restlessness and frustration. There is no clearcut evidence which suggests when to use discussion technique and how long this should last ? Most lessons should contain some discussions. Lengthy discussions should be reserved for important complex problems or value oriented contents.

Specific sequence of question-answers, explanations and other concerned techniques may be labelled as teaching patterns. These are the ways a teacher handles the teaching methods and they may be important as the method themselves. Teachers from their experiences, can build more stable patterns. These patterns are exhibited with variation depending on the expected objectives and pupil participation. This involves the use of authentic stratagies and styles. Following example illustrates the different patterns.

Example :

Grade : VII

Concept : Heat is transmitted in three ways : (i) Conduction (ii) Convection and (iii) Radiation.

Content Unit :

1. Heat is transmitted in three ways : (i) Conduction (ii) Conviction and (iii) Radiation.
2. Conduction : Transmission of heat from one molecule to the neighbouring molecule which is in contect.
3. Transmission of heat from one point to another by the movement of molecules is called convection.
4. Transmission of heat from one point to another in the form of waves, without the aid of medium is called Radiation.

Procedings are the 4 episodes representing 4 teaching patterns.

Episode 1 :

Teacher : You know, heat can be felt by touch. This heat passes from one point to another in three ways. When you heat one tip of a metal strip you can make out that the other tip of strip also gets hot. This type of heat transmission from one point to its neighbouring point which is in close contact and then proceeding one and continuations is called conduction. I will explain once again.

Now answer the questions,

T : In how many ways heat is transmitted ?

P : In three ways

T : Which are the three ways ?

P : Heat is transmitted by conduction, Convection and Radiation.

T : How do these differ ?

P : In conduction it is transmission from one molecule to another.

P : In convection the heated molecules move from one point to another and transmits.

P : In Radiation, the heat moves in the form of waves.

T : (Teacher writes the same on the Blackboard).

Episode 2 :

T : Which are the three types of heat transmissions ?

P : (No response).

T : Give me an example of transmission ?

P : From heater to the vessel.

T : Which is this type ?

P : (No response)

T : This is called conduction. Give me any other example ?

P : River water gets heated from Sun's heat.

T : This is by Radiation, where the heat from Sun transmits in the form of radiations like that of light. Which other example can you give ? .. Continues

Episode 3 :

Teacher : Open your text book. On page 83 is the unit on 'Heat'. Neela, you read the first part of it. (Description of the teaching points in textual form).

Neela : (Reads the passage).

Teacher : Which are the three types of heat transmissions ?

Pupil : Conduction

Teacher : Which are other two types ? They are there in the book. You read it and answer.

Pupil : Convection and Radiation.

Teacher : What do we mean by conduction ?

(Students read the passage and answer rest of the evaluative type of questions).

Episode 4 : 444

Teacher : When a metal strip is heated at one tip, after some time, one cannot hold the other tip, why ?

P : Because the tip gets heated up.

T : But that end of the strip is not provided heat. Is it not ?

P : Heat has passed from one tip to another.

T : From where this heat has passed to another end ?

P : From the heating point to another point along the metal strip.

T : (Teacher draws the picture of metal strip indicating the point of heating). Heat has passed from Point A to B along the metal strip. Now let us cut the metal strip into two to make an air space between two pieces. Will the heat pass from point A to B ?

P : No.

T : Why ?

P : Because the metal strips are not connected to each other.

T : If we keep them in close contact like this. Will the heat pass ? (Teacher drawn the diagram).

P : Heat will pass through.

T : Now tell me from your observation, what is necessary for heat to pass from A to B ?

P : The two metal pieces should be in close contact.

T : What particles constitute a metal strip ?

P : It is made up of molecules.

T : Instead of metal pieces we can substitute by set of molecules. Now who will tell me, what is the necessary condition for heat to pass from Point A to B ?

P : All the molecules of metal strip should be closed to each other.

T : What happens when they are in close contact ?

P : The heat passes from one molecule to another.

T : This type of heat transmission from one point to another point, passing through successive molecules in contact is called conduction.

(Similar pattern follows for teaching convection and radiation of heat).

Let us take up a Comparative Study of Preceeding Passages :

In Episode 1 teacher explains the whole content and summarises the lesson with questions. In Episode 2, the teacher attempts to collect information of the content from students without making use of knowledge, available with them. He depends on fluke answers and hurridly consolidated the teaching point.

In Episode 3, teacher uses textbook mainly. He asks students to read and comprehend. In Episode 4, teacher develops the concept by providing sequential questions, which he has pre-planned. Intermittently he rephrases, explains and makes use of blackboard. The teaching is more clear, understandable in Episode 4 compared to the rest. In Episode 4 planning of the questions, explanation and rest of the behaviours is well done, teacher steering person for the discussion, as in Episode No.4, is more suitable pattern for classroom teaching.

To build a pattern of fourth type, in preceeding episode, teacher has to pre plan the pattern. One cannot preplan all details of the discussion, but he as a steering person for the pattern should chalk out the core plan of discussion. Following are the three steps for such pattern formation.

1. Developing main questions for a lesson.
2. Developing an ability to probe and use other type of questions depending upont the situations.
3. Identification of situation for explanation.
   (a) Pre setting the background for interaction.
   (b) Post interaction explocation.
   (c) To introduce new words, statements and phrases which cannot be elicited from students.
   (d) Presentation of summary.

Let us study each of the steps one by one. For each step there will be a short description with examples.

Step : 1

Developing main questions for a lesson :

Teacher frames certain set of experiences for students to arrive at the objectives. She makes use of knowledge that they possess and the observations of the students in their day to day life. Any new concept can be developed from the relevant knowledge usually child possess at that particular grade while plans to teach, she will frame specific teaching points with the help of content materials as directed in the objectives. These teaching points will be presented in the form of questions in the classroom. These questions will be the theme for developing pupil interaction. And the interaction process will attain the objectives set by the

teacher. Therefore, after deciding the teaching points, teacher has to develop the main questions around which interaction centers. Following is an example for developing main questions, when teaching points are given.

Unit : 'Transmission of Heat' - Std. VIII

Teaching Points :

1. Transmission of heat from one molecule to another is conduction.
2. It can be seen in a day to day life whenever a good conductor is heated.
3. It can be proved by close observation of a long metal strip when heated at one end.
4. The strip gets heated first at nearest point to the flame and then at the rear end.

For the teaching point, teacher can expect to arrive at this statement at the end of one set of interaction. It may be difficult to start the interaction involving molecules right in the beginning. Instead of that it can be substituted as 'a small part of, metal strip passes heat to its neighbouring part'. To develop this idea teachers can think of posing an experiment verbally so that they will predict the result. The questions that he puts may further raise sequential questions to answer why, how or when. The main question which fits for this teaching point will be :

Q. : What happens when a tip of the metal strip is heated ?

The second teaching point directly refers to recall instance from day to day life here also the questions may further involve small questions. The appropriate question will be -

Q. : Give me some of the incidences or situations where you have seen heat conduction ?

For the teaching point three, teacher has to present an experiment either by demonstration or by verbal explanation and question, like how this will help to prove the conduction ? Here teacher can think of the experiment, where a metal strip with lead beads attached at different places with wax and heated at a tip. The teacher can place an appropriate questions : 'How this experiment proves the transmission of heat by conduction' teaching point four can be also attained with the experiment and discussion of third teaching point.

Exercise : Take any high school science text book, select a topic of your choice, develop teaching points and corresponding main questions for classroom instruction.

Step : 2

Developing an ability to probe and use other questions depending upon the situation.

While main questions are presented to the group, the group may not be able to provide a complete answer. It may be no response, in_correct response or partially correct responses. Here teacher will probe with suitable questions. With each main question, teacher has to foresee the possible way the probing has to be. The planned probing may not be possible to execute in classroom as it is. Depending upon the student answers teacher has to change his probing. Teachers resourcefulness in probing skill with help him to develop more effective interaction. With the practice in probing, teacher will be able to execute more accurately as he has planned. With every main question the possible cluster of probing questions has to be formed in the planning stage. The probing question has to change depending upon the students responses. Therefore, teacher has to foresee many possible ways the probing that can occur. Following is an illustration for a question.

Probing Questioning Set 1 :

Main Question : What happens to another tip of the strip - When heated at one tip ?

Pupil : No response

Tr. : Suppose you are holding the strip and one tip is in fire, how long can you hold ?

P : For a few minutes

Tr. : Why not more than that ?

P : Because it gets heated

Tr. : Does the same happen when you do with wood ?

P : No, it will not.

Tr. : What has happened unlike wood to strip ?

P : The heat has passed through the strip.

Probing Questioning Set 2 :

Main Question : 'What happens to another tip of the strip when heated at one tip' ?

Pupil : Nothing will happen.

Tr. : What happens to the tip which is in fire ?

P : It becomes red.

Tr. : Can you touch the red tip ?

P : No I can't

Tr. : Why ?

P : Because it will be hot.

Teacher : Can you touch another tip ?

Pupil : Yes, I can touch.

Tr. : Why you think so ?

P : Because it is not hot.

Tr. : If we heat the strip for a very long time, can you touch the another tip which is not in the fire ?

P : No we cannot.

Tr. : Why ?

P : Because that tip will also be hot.

Tr. : Eventhough we have not heated the other tip, how is that, it is hot ?

P : The heat has passed through the metal strip.

Probing Question Set 3 :

Main Question : What happens to another tip of the metal strip when heated at one tip ?

P : The another tip also gets heated.

Tr. : How can you shot it ?

P : By touching the another tip.

Tr. : Which part gets first heated ?

P : The part nears to the fire.

Tr. : Which part gets heated last ?

P : The end of the metal strip.

Tr. : Can you tell from where does the heat has passed to another tip ?

With this much of preparation teacher will be able to face the situation quiet confidently. Planning probing questioning set does not mean, teacher has to plan on paper. Even if he does it as a mental exercise, by imagining/answers, he will be able to face the class. many

Exercise :

Select one of the main questions you have formed, think for a while the possible ways that students can respond and give a microteaching class. Complete your probing with only one friend (student) request the second friend (student) to respond in different way that the first one and continue to probe. Try to probe with different friends in as many ways as possible. Do this exercise with different main teaching points, untill you attain confidence.

Step III

Identification of gaps in interaction for explanation.

Explanation here is referred to all types of teacher talk expect questioning and reinforcement. This will include long sentences with many link words, with many narrations, reasoning and descriptions. Simple short sentences which link questions and answer of one question to proceeding question etc. Need of explanation can be foreseen mainly in 4 forms in the questioning pattern viz.:

1. To pre set the background for a question.
2. Post question explanation.
   (a) To rephrase the answer in better form.
   (b) To repeat the answer for the benefit of all students.
3. To introduce new words, statements, and phrases which cannot be elicited from students.
4. To summarise the whole series of question-answer.

Let us study each of the sub steps, one by one for each substep there will be a short description with an example.

1. To pre set the background for question :

   This type of situation occurs repeatedly in classroomm in different situation viz.

   (a) Teacher enters the classroom and wishes to start the topic.
   (b) Teacher is disrupted in between by disturbance like, call from outside, discipline problems, attending individuals etc.

Every day when teacher enters the classroom, he will not be starting a new topic, usually it will be continuation of the unit under the discussion in the last class. In such cases teacher can review the last class teaching point with the one or two sentences. e.g.

'Yesterday we have studied that transmission of heat from one point to another point of a metal strip by means of conduction. Give me any other instance that you might have thought of'.

The same things hold when teacher is disrupted by disturbances of either external or internal.

   (c) When teacher is unable to get an appropriate question, which leads to proceeding one and wishes to link by explanation.

When teacher has developed the teaching point, that, the nearest point to fire first receives the heat through conduction and then the rear one. It may not be further possible to get

answers from students to get the statement that 'Heat passes from molecule which is nearest to the heat source passing through the intermittent points sequentially to the end point'. Here teacher may explain by stating - 'So with this discussion, and answers of Ramesh, Geeta, we can state that, heat passes from one molecule which is nearest to the heat source passing through all the intermittent molecule in sequence to reach the last molecule.'

(d) Teacher may wish to focus some relevant point which was not in the discussion previously.

When students are questioned, How radiation differs from conduction. Teacher can guide by addition of a statement by explanation i.e. 'In conduction the heat passes through the intermediate molecules'.

(e) Students are unable to get the answer, and teacher wishes to set a new background.

When students are confused whether heat has passed through the metal strip from the discussion in the class, teacher may set a new background i.e.

'If the metal strip would have been two pieces joined inbetween by a wooden piece, do you think the other tip of the strip will receive heat ?'

Exercise :

Practice these explanations, taking one of the main questions you have framed in your previous exercise, in your microteaching session.

Substep 2 : Post Question Explanation :

This type of explanation conveys the idea to rest of the pupils who have not followed. The instances of rephrasing are :

1. Students have answered the question, but the sentence framing is not logical to comprehend.
2. Students answer is in more complex form which rest are not able to comprehend.
3. A new word used by either teacher or by one of the students is not clear to rest of the students.
4. When student has answered in one or two words. The teacher recognises that student has answered the question rightly, but not able to put clearly.
5. The same answer is given by different students in different forms.
6. The answer given by student is in low pitch, so that rest of the students are not able to listen.

In the unit 'Transmission of Heat', the question-answer follows like this :

Q. : What happens to your finger when you hold the strip at one end and another at fire ?

A. : The strip will get heated. (The teacher may rephrase for his specification).

T. : 'Yes, the strip will get heated, this can be felt at another tip when we are holding'.

There will be instances, where students give answers, which will diverge the point of discussion.

A. : Sentence or two by teacher will retrack the discussion.

Q. : What happens to the strip when heated at one end ?

Ramesh : The strip becomes red.

Suresh : The strip bends slightly.

The teacher may retrack by stating :

Needle may become hot and also bend, when heated for long time. Let me know what happens to your fingers, when you are holding ?'

Sub-Step 3 : To introduce new words, statements and phrases which cannot be elicited from students.

New words which are not known to students may be directly introduced by giving the meaning. If it is possible, teacher should give parallel words and situations where the same words are used with the same meaning. In the unit 'Transmission of Heat', if students are not able to get the word conduction', teacher may give the examples of 'Bus Conductor', 'Conductor of Orchestra'. The teacher may put a few questions about function of these two persons and then explain ' Here the Conductor is one who carries out the task in the same way heat is carried from place to place.'

Exercises :

Take a few instances from given exercise, in the practice session and rephrase the given statement. In the same way introduce the words supplied in the exercise list, in the micro-teaching session.

Sub-Step 3 : Summarising : After the discussion or getting essential answers from every one teacher may put the teaching points in his own words. Here teacher has to use all the components of skill of explanation.

Teacher's Manual

Session No. 2 Instructional Technique : Discussion

Time : 90 Minutes

Points for Discussion :

1. During classroom teaching 'discussion' involves interaction between teacher talk and student talk, as the basic mode of interaction. Lecturing involves only teacher talk.
2. Discussion involves active participation of students, compared to lecturing, hence discussion is relatively more effective for classroom teaching.
3. Any type of teaching basically requires analysis of content into concepts and sub-concepts.
4. Each subconcept of teaching will be a subunit during teaching for a few minutes, like a microlesson with a main question to be either probed through probing questions, explained or a mixed interaction with explanation.
5. To be an effective teacher one should develop mastery over probing questioning skill and explaining. She should be able to mentally plan and teach extemporly in classroom teaching.
6. There are variety of other questions which are involved in classroom teaching apart from probing questions, which are to be used contextually.

Home Assignment :

On the lines of discussion, all student teachers will select a suitable content for a class of 40 minutes. The content should be analysed into sub-concepts, corresponding main questions and objectives of teaching. Any one of the subconcepts will be further used for teaching practice for a discussion oriented class.

Additional Activities :

1. If available in the institute, audio/video cassettes of class room teaching can be analysed to observe type of interactions involved with reference to questioning and explaining skills.
2. Student teachers can be asked to observe a few lessons of classroom teachers in variety of classes, visiting different schools and discuss about the content sequencing and interaction pattern carried over.

Student's Manual

Exercise : 1

Developing sub-concepts, main questions and objectives for a period teaching.

Unit : _____ Standard : _____

Content Analysis :

Teaching Points / Sub-Concepts :

1.

2.

3.

4.

5.

Objectives of Teaching :

1.

2.

3.

4.

5.

Corresponding main questions for above referred sub-concepts :

1.

2.

3.

4.

5.

Teacher's Manual

Exercise 1 :

The supervisor will check up all the student teachers home work exercises with following criteria :

1. The teaching points/sub-concepts written should be parts of unit mentioned as main concept.
2. The sub-concepts should be in logical sequence.
3. The objectives written should follow the criteria given in the skill of writing objectives.
4. The main questions formed should have the potential to elicit the content mentioned as corresponding sub-concept.

If the student teacher is found not satisfactory in his work, he may be guided and asked to repeat the exercises with other content and discuss with peers.

Home Work :

Write down the sequential mode of presentation for any one of the sub-concepts/teaching point from Exercise 1, to teach in micro-class using both questioning and explaining skills.

Student's Manual

Exercise 2 :

Write down the sequential mode of presentation for any one of the sub-concepts/teaching point from exercise one, to teach in microclass, using both questioning and explaining skills.

Sub-concept :

Objective :

Teaching through Probing Questioning	Teaching through explanation
(Note: Detailed script is not necessary, only sequencing and important interaction Question-Answer to be listed)	(Note: Only important key sentences are to be mentioned).

Teacher's Manual

Exercise 2 :

The supervisor will evaluate all student-teacher's home work on following guidelines.

1. The criteria of presentation will be same as given in Skill of probing questioning and explaining skills.
2. The teacher may use any type of questions if they are helping to develop the sub-concept effectively. They need not be necessarily ~~for~~ from probing questioning.
3. The detailed script need not be emphasized, but important teacher moves in terms of higher order questions, development questions, explanatory situations should appear in logical sequence.

4. The explanation oriented script should also emphasize only important teacher moves, sequencing, and content organisation.

Student's Manual

Exercise 3 : Classroom Practice Time : Two Sessions of 150 Minutes each

Students,

This will be a concept-teaching practice session, in simulation, as you did in microteaching practice. Following are a few variations from previously microteaching practices, for which will facilitate present practice.

1. You will be selecting one of the concepts from Exercise 1 and practice to develop an interactive session of teaching.
2. The sub-concept need not be planned before on page as microlesson plan. However, you can mentally plan by oral discussion with supervisor and peers before teach.
3. You need not be very conscious of time to complete within five minutes.
4. You are free to use any of the skills you have practiced before and those which are not practiced.
5. The class-room interaction should concentrate as to develop change in learners. Your teaching acts will be evaluated in terms of sequencing of teaching experiences, logical continuity and interaction pattern.

Teacher's Manual

Exercise 3 :

This session is aimed at developing ability to form interaction pattern in classroom teaching with use of questioning and explaining skills. This session will make him resourceful to decide extemporly over the course of action for classroom interaction and content dealing. Following are few guidelines for conducting the session.

1. Each of the student teachers will select the sub-concept of her choice and teach one by one.
2. Before starting to teach, the student teacher may be helped to plan out her interaction mode. In this planning the supervisor and peers can help through buzz session.
3. After a mental plan, the student teacher may be asked to teach in simulation. All peer should act as learners.

4. Peers active, learners, should also note down points wherever they find he can improve, or an onput worth for discussion. For recording, the peers can write down a key word which can recall them the incident during the discussion.
5. Supervisor should make a detailed note of student teacher's teaching performance concentrating on learning outcome, the type of interaction used namely, lecture oriented, discussion oriented or mixed type.
6. Student teacher should be encouraged to develop more discussion oriented teaching.
7. The content should also be given importance to emphasize learning along with teacher behaviour practice.
8. Soon after the teach of each, the student teacher, feedback session should be followed. The feedback can be of fifteen minutes for each student teacher. There after the next student teacher will take the practice turn.
9. There will be no reteach session, however, if some student teacher is found weak, he may be given an extra chance to practice.
10. The supervisor himself may demonstrate wherever required to encourage student teacher to teach extemporly.

Student's Manual

Exercise 4 — Duration : Two sessions of 150 Minutes

Simulated Classroom Practice Teaching

Students,

This exercise is similar to the exercise followed in previous session. Now you will be doing an additional effort to form more one interaction style. As you did in the previous exercise, select a sub-concept and practice in the following form.

1. Teach the sub-concept through interaction to a section of peers, 3 - 4 students, as you did in previous exercise. The rest of the peers will be observing your teaching.
2. You will be teaching, second time the same concept to another 3 - 4 peer students. These students will deliberately change their answers so as to form a ≠ new interaction sequence than the previous one.
3. The feedback will be to compare the two teaching and evaluate whether you will be able to change appropriately the interaction style depending upon the changing situation.

Teacher's Manual

Exercise 4 :

In this session supervisor will focus to develop resourcefulness in student teacher to change the interaction depending upon the responses of learner. Some time wherever teacher planned to discuss may not really happen due to non-availability of good response, he explained certain contexts and vice-versa may also happen. This will make student-teacher to realise that whatever he plans before hand is just a preliminary outline and depending upon the classroom situation he should be able to change. During practice the teacher will be forming two interaction patterns, the supervisor should emphasize during feedback to discuss the difference between the two, and the determinant aspect to bring variation in interaction pattern.

Student's Manual

Exercise 5 : Time : 45 minutes

Rephrasing Student Responses

Details as given in Instructional Material Page No.

Exercise 6 : Time : 45 Minutes

Introducing New Words

Details as given in Instructional Material Page No.

Exercise 7 : Time : 45 Minutes

Summarising the Lesson

Details as given in Instructional Material Page No.

Home Assignment :

The student-teacher will read the Instructional Material on Unit II namely Use of Blackboard Work for Classroom Teaching, and come prepared for discussion during the next session.
