

**IMPACT OF REFLECTIVE
APPROACH TO TRAINING ON THE
PRE-SERVICE SECONDARY SCHOOL
TEACHERS OF ENGLISH
VOLUME - I I
INSTRUCTIONAL STRATEGY**

A Thesis

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Guide

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CONTENTS : VOLUME – II

TITLE	CONTENTS	PAGE NO.
❖	TITLE PAGE	I
❖	To Teacher Trainees	1 – 4
UNIT – I		5 – 8
INTRODUCTION		
1.0	Introduction	5
1.1	Practice Teaching	7
UNIT – II		9 – 13
PLANNING		
2.0	Introduction	9
2.1	What is Planning?	9
UNIT – III		14 – 24
TOOLS FOR REFLECTION		
3.0	Introduction	14
3.1	Journal Writing	14
3.2	Lesson Report	18
3.3	Audio or Video Recording of Lessons	20
3.4	Peer Observation	22
3.5	Action Research	23

UNIT – IV **25 – 28**

YEARLY PLANNING

4.0	Introduction	25
4.1	What is Yearly Planning?	25
4.2	Why is Yearly Planning Important?	25
4.3	Processes Involving Yearly Planning	26
4.4	Preparation and Reflection	28
4.5	Reflective Question	28

UNIT – V **29 – 37**

UNIT PLANNING

5.0	Introduction	29
5.1	What is Unit Planning?	29
5.2	Why is Unit Planning Important?	32
5.3	Processes Involving Unit Planning	32

UNIT – VI **38 – 45**

GRAMMAR LESSON PLAN

6.0	Introduction	38
6.1	Why Grammar Lesson Plan?	38
6.2	Steps involved in the Plan	38
6.3	Model Lesson Plan	41
6.4	Preparation and Presentation	44
6.5	Reflective Questions	44
6.6	Afterthoughts	45
6.7	Conclusion	45

UNIT – VII **46 – 54**

VOCABULARY LESSON

7.0	Introduction	46
7.1	Why Vocabulary Lesson Plan?	46
7.2	Steps involved in the Plan	46
7.3	Model Lesson Plan	48
7.4	Preparation and Presentation	51
7.5	Reflective Questions	53
7.6	Afterthoughts	54
7.7	Conclusion	54

UNIT – VIII **55 – 63**

READING COMPREHENSION

8.0	Introduction	55
8.1	Why a Reading Comprehension Plan?	55
8.2	Steps involved in the Plan	55
8.3	Model Reading Comprehension Plan	57
8.4	Preparation and Presentation	60
8.5	Reflective Questions	61
8.6	Afterthoughts	62
8.7	Conclusion	63

UNIT – IX **64 – 70**

COMPOSITION LESSON PLAN

9.0	Introduction	64
9.1	Why is Composition Lesson Plan?	64
9.2	Steps involved in the Plan	64
9.3	Model Composition Plan	66

9.4	Preparation and Presentation	68
9.5	Reflective Questions	69
9.6	Afterthoughts	70
9.7	Conclusion	70

UNIT – X **71 – 77**

ORAL COMMUNICATION PLAN

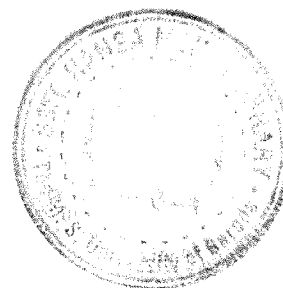
10.0	Introduction	71
10.1	Why Oral Communication Plan?	71
10.2	Steps involved in the Plan	71
10.3	Model of Oral Communication Lesson Plan	72
10.4	Preparation and Presentation	74
10.5	Reflective Questions	75
10.6	Afterthoughts	76
10.7	Conclusion	77

UNIT – XI **78 – 84**

POETRY LESSON PLAN

11.0	Introduction	78
11.1	Why Poetry Lesson?	79
11.2	Steps involved in the Plan	79
11.3	Model Lesson Plan	80
11.4	Preparation and Presentation	83
11.5	Reflective Questions	83
11.6	Afterthoughts	84
11.7	Conclusion	84

VOLUME – II



To Teacher Trainees

You are teachers in the making. As you know becoming a better teacher is easier said than done. Everyone who aspires to be a great teacher has to fulfil certain pre-requisites. They should have mastery over the content they are supposed to teach. They should have knowledge of curriculum, awareness about instructional objectives, familiarity with various techniques methods and approaches, knowledge about learners and their characteristics and awareness about interpersonal and intrapersonal intelligence. Thus you need to pick up sufficient levels of knowledge, skills and attitudes if you are to become an effective teacher.

One of the most important things on the basis of which whether or not a teacher is an effective one is based on his or her ability in teaching. To be a good teacher calls for long periods of rigorous and meticulous training. One of the tools which is recently been used for this purpose is reflection. First teaching and then reflecting over the entire process has been found quite rewarding. The material that is supplied to you is an attempt in this direction. It consists of eleven units. The material provided to you attempts to take you through a journey beginning with instructional planning, its importance, yearly planning, unit planning, daily lesson planning, etc.

As you know, every unit or lesson in the textbook is nothing but a springboard for launching several instructional activities. A prose passage as you shall soon note, can easily lend itself to as many as six lessons or more. You can have a grammar lesson, a vocabulary lesson, one or two reading comprehension lessons depending on the length of the lesson, a composition lesson and a speech lesson dealing with language function. You will come across the details of these lessons in the units that follow. The first unit of this material introduces you to the concept of Education, the role of teaching plays in it.

Unit – 2 tells you what planning is, the purposes of planning and the three important phases of planning and the different tasks that underlie each.

Unit – 3 expounds the various tools of reflection that the study makes use of in helping you reflect when you have planned and delivered your lesson. These tools will enable you to recall step-by-step details of each stage of your lesson.

Unit – 4 introduces you to the concept of yearly planning, its importance and how to go about the task of planning of the total syllabus of the subject for the entire year.

Unit – 5 highlights the planning of a unit. It highlights the processes involved in the planning especially those of content analysis, task analysis; etc. It explains how a unit is broken up in

terms of sub-units such as (i) grammar (ii) vocabulary (iii) reading comprehension (iv) composition (v) speech lesson, etc. It also pointed out the way of selecting various techniques or methods for teaching each sub-units.

Unit – 6 shows you how the grammar part of the unit plan given in unit 5 can be expanded into a full-fledged daily lesson plan. You need to select a prose unit from the textbook of Std. VIII or IX and plan a unit plan. Then take the grammar points and plan a daily lesson plan following the model grammar lesson plan given in the material. Once this is done, give the lesson. After it, sit back and reflect over the lesson you have just given. For reflection and purpose, make use of similar questions as those given in this material. You will be able to identify your strong and weak points. You need to strive not only to retain your strong points but also strive to overcome the weak points as you prepare for your next lesson. As you proceed to give lessons day-after-day, you need to follow this process.

Unit – 7 shows how the vocabulary items in the second sub-unit of your unit plan can be elaborated into a lesson plan for teaching vocabulary. You need to plan a vocabulary lesson following the model lesson plan given in this unit and then follow the same procedure of teaching, reflecting, detecting limitations, etc.

You will follow the same procedure in the case of Unit – 8, Unit– 9, Unit – 10, and Unit – 11.

You have to follow the same procedure until you complete all your 40 lessons. When you follow this path of planning, teaching, reflecting, diagnosing and remedying with meticulous precision, enthusiasm and optimism, you will certainly experience an upward spiral as you move forward day-after-day. You will be showing improvement not only in your personal attributes, professional expertise but also motivate your students to achieve better.

Keeping this in mind, proceed through each unit, move forward systematically each day. Strive to understand each day, where you stand with respect to your teaching, find your weak points and make effort to overcome them. This will, in course of time, give you the confidence and expertise required for being an effective teacher.

UNIT – I

Introduction

1.0 Introduction

We educate our students so that they pick up the required knowledge, skills and attitudes for living in the society. Instruction is the medium through which education is generally carried out. Among the various skills taught to students during their school going days is the skill of communication. Although there are different modalities employed in communication, the most important medium through which communication is carried out is language. We generally teach the mother tongue, the national language (Hindi), the second language (English). In addition we also teach Sanskrit which is a classical language. We teach different languages so that our students will be quite proficient in their communication. Language is not only a means of communication, but also a means for influencing people. Depending upon how effectively we use language, others may be favourably or unfavourably inclined towards us. Thus, language is a means of effectively communicating with others but also a tool, a means to influence them and get smoothly along with them and work in collaboration and synergy. This can lead to development and success. Hence teaching language in schools has become an integral part of our curriculum.

English is one of the most important languages taught in schools. We teach English in India as a second language which although not the mother tongue of practically anyone of us, is a

language being used profusely in administration, trade and commerce, and communication and even in institutions at the higher levels. So it is a language profusely being used in every important area of our life. With globalization and subsequent greater mobility, it has become necessary to popularize the teaching of English in our country. We teach English as an instrument for greater mobility and wider communication. Because of its utility, teaching of English has come to be seen as a necessity.

English like any other language is a system of arbitrary vocal symbols with the help of which information is passed on from one person to another. Every language is arbitrary in its make up. People residing in a particular geographical area agree such and such symbol whether it is spoken or written stands for this object or idea. Without this agreement among the people who speak the language, existence of any language is impossible.

Any language that exists is not a haphazard heap of elements. Each language is a system and within which we can see sub-systems such as (i) phonology (ii) morphology (iii) syntax and (iv) semantics. Any learner of the language who aspires to have proficiency in the language can hardly afford to overlook these areas. Since any language including English is a skill subject and not content subject like geography, social studies or science, we, as teachers generally get our students exposed to the language, its various aspects in terms of various skills, like listening, speaking, reading and writing. Depending on the ideology that learners should be exposed to the content matter from simple to complex, we need to expose our learners to these skills in the order given above. But now depending

on the prevailing ideology that what is needed for learning a language is mere exposure to the target language, we now have moved away from the traditional approach and now teach our children English through an integrated approach.

As noted above our modalities of teaching English vary depending upon our perception as to what learning a language meant. Starting with *Grammar–Translation Method*, we passed through *Direct Method*, *Audio-lingual Approach*, *Structural Approach*, we now arrive on *Notional–Functional or Communicative Approach*, etc. All these theoretical aspects, you have already learnt in your theory classes and therefore you are already familiar with all of them. As our present concern is practice teaching and not theory, let us now focus on that aspect.

1.1 Practice Teaching

Teaching is a complex process. It is a process through which attempts are made to bring about desirable changes in the minds of learners. Like any other process, the process of learning pre-supposes some sort of preparation or planning without which instruction and teaching are unlikely to be effective. This is true not only in the case of teaching but also in any human endeavour which is important. An architect, for example, before he or she embarks on the actual construction of any edifice or structure, works out a miniature structure or a design of what he intends to build. Not dissimilar is the case with a sculptor or a painter. He tries to visualize and have a vivid picture of what he is going to create. In the same way, a teacher should have clear idea about the type of change that he or she is trying

to bring about in the mind of the learner. This involves planning. Planning thus is a matter of knowing what you as a teacher wants to do, how to do it and how to find out if you have succeeded or not.

Planning involves development of a step-by-step procedure for teaching which takes into account the variable of learners, resources, facilities that lead to attainment of pre-determined objectives. In the absence of planning, teaching can become confusing, disordered and chaotic, resulting in negative consequences both for the teaching of pupils, their attitudes towards teacher and school.

As planning is so important, let us take it up and deliberate on it in a more detailed manner. We need to learn what instructional planning is, why it is important and how we shall go about it. Planning is done with a view to giving you a sense of direction and managing our classrooms with as few interruptions as possible. We shall learn about all these in the unit that follows.