

UNIT – V

Unit Planning

5.0 Introduction

In the previous unit you learnt about yearly planning, importance of such planning and the processes of planning. In this unit, you will learn about unit planning, content analysis and goal or task analysis in a detailed manner.

5.1 What is Unit Planning?

In English a textbook lesson of a particular class is a unit. For example let us take the example of lesson 3, of class IX Gujarati medium, Onam as a unit. You could break this unit into sub-units, namely, a grammar lesson, a vocabulary lesson, a reading lesson, a composition lesson, a speech lesson, etc. As you know a unit is not meant for a single period, but for a few periods. For example, if the lesson is lengthy, reading alone will take a week's time and for other types of lessons it may take one more week. The lesson 'Onam' is as follows.

“ONAM”

everyone	allow	idol	relative	fond of
never	boat-race	invitation	remember	take away
often	celebrate	invite	saying	take part
sometimes	decorate	kingdom	special	turn out
design	lamp	study	feast	true

mock fighting	grant	popular	wish(n)
greeting card	preparation	worship (v)	

We, Indians, are fond of festivals. We celebrate many festivals. In Guajrat we celebrate Uttarayana, Holi, Diwali, Rakshabandhan, Ramzan Idd and other festivals. In Kerala Onam is a very popular festival. It comes in the month of August. The people of Kerala celebrate it with great joy.

Raghavan is from Kerala. He studies in standard 9 in the Sarvajanik Vidyalaya. The principal of the Sarvajanik Vidyalaya once invited Raghavan's mother to the school. "Please come and tell us something about Onam, Mrs. Nair", he said. Raghavan's mother accepted the invitation. She went to the Sarvajanik Vidyalaya one Saturday. She spoke about Onam in the morning assembly. She said:

"You celebrate Diwali. We, in Kerala, celebrate Onam. It is our great festival. We remember our dear King Mahabali on that day. King Mahabali was a very just king. He was also very kind. He was a very popular king. In his time the people were very happy. They loved him and worshipped him like a god. The gods did not like this. They took away his kingdom and turned him out of his kingdom. But the king loved the people very much. He said to the gods, "Please allow me to see my people". The gods granted his wish. So he visits his people once a year. We celebrate his visit as Onam.

We make preparation a few days before the festival. We buy new clothes. We decorate our houses. Some people make idols of King Mahabali.

Then comes the Onam day. On that day there is a special decoration. We call it Kolam. Kolam is a rangoli of flowers. You make rangoli of colours, but we do not make rangoli of colours. We make rangoli of flowers. We are very fond of flowers. We arrange the flowers and make beautiful designs. We welcome King Mahabali!

In the afternoon, of course, there is always a feast. The women prepare lots of items. There is a special item on this day. We call it *payasam*. We love it very much.

In the evening at some places there is mock fighting. There are boat-races in the rivers. Many young men take part in them. At some places young girls dance around lamps. People decorate their houses with colourful lights at night at many places. All have a happy time. Onam is really a great festival”.

Mrs. Nair thanked every one. She then invited questions.

Rakesh : Do children have holidays for Onam?

Mrs. Nair : Of course, they do. They have a short vacation at that time.

Ameena : Do you celebrate Onam here in Gujarat, Mrs. Nair?

Mrs. Nair : Yes, we do. Sometime we go to Kerala.

Sumoha : Do you send greeting cards?

Mrs. Nair : Yes, we do. We send greeting cards to our friends and relatives.

Vipul : Does a poor family celebrate it?

Mrs. Nair : Yes, it does. Everybody celebrates it. There is a saying in Kerala : “Do you have no money? Then sell something, but celebrate Onam”.

In addition to the five lessons mentioned above we could plan a poetry lesson also, the lesson is on “All Things Bright and Beautiful”.

5.2 Why is Unit Planning Important?

As you know a unit is a sum total of daily lesson plans. If you plan a unit systematically, including objectives, aims, teacher, learner activities, sample of language materials to be used, appropriate classroom techniques, classroom interaction patterns and teaching aids to be used in each stage, it will be easy for you to plan daily lessons. This will also enable you to complete the unit well in time. It will also give you a lot of confidence in planning and executing individual units. Since unit plan contains all the necessary language materials, techniques, and teaching aids, you could get ready-made references from that.

5.3 Processes Involving Unit Planning

In order to plan the unit you need to go through the materials thoroughly. The first thing that you need to undertake is content analysis. You need to break the lesson into sub-units namely structure, vocabulary, reading, composition and speech. You could identify the main structure or grammatical item of the lesson for purposes of teaching and giving practice. Having identified the structure of the lesson, your next task is to list six to seven key words from the lessons. Then you need to take decision regarding the number of reading lessons that the unit lend itself to. You may need to plan one or two reading comprehension lesson since the lesson is meant for intensive reading. Then you will think of identifying an appropriate composition topic based on the lesson. For example, you could do content analysis of lesson 3 of class IX, Onam and you will

identify that the structure of the lesson is the simple present tense, affirmative and negative statements and inversion questions. You could identify some key words, namely, celebrate, decorate, feast, popular, remember, greeting card, take part, preparation, etc. Having identified the keywords you could think of reading comprehension lesson. Since it is a short lesson you could think of completing it within two class periods. Then you could identify a relevant topic for composition. You may think of a similar topic like Diwali or Holi and your students could write the composition using the structure and vocabulary of this unit 'Onam'. Since the main structure of the lesson is the simple present, you could think of an oral communication lesson based on the language function, collecting information.

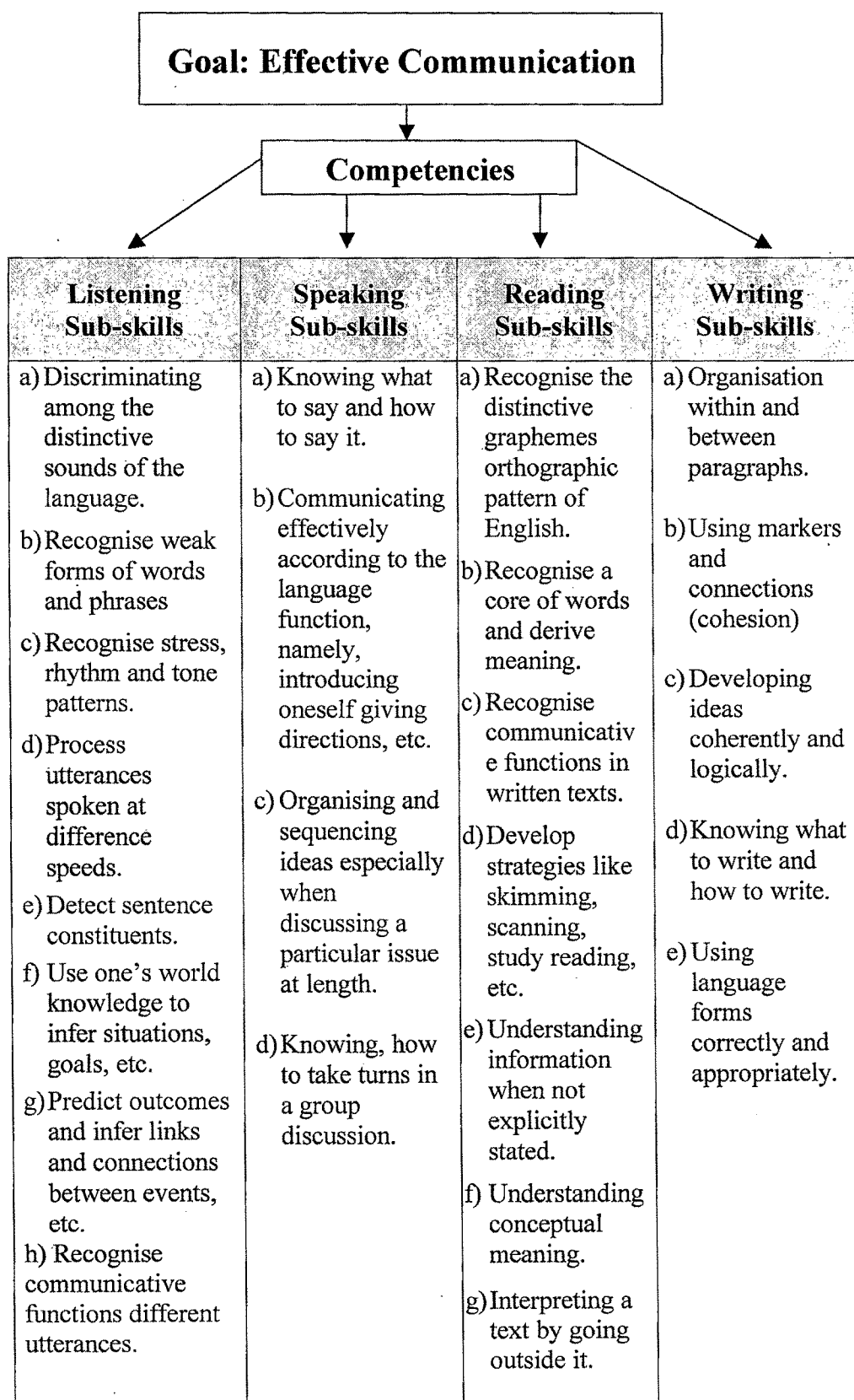
By now you are quite familiar with the content of a lesson and how to break it into sub-units for purpose of planning and teaching. Now let us look at task analysis, the what, how and why of this.

❖ ***Task Analysis***

Task analysis is one tool used to define with some precision the exact nature of a particular skill or well-structured bit of knowledge. It is a straightforward and simple process, particularly for teachers who know their subjects well. The central idea behind task analysis is that complex understandings and skills cannot be learned at one time or in their entirety. Instead, for easy understanding and mastery, complex skills and understanding must be divided first into significant components or parts. Task analysis helps you define precisely what is required of a learner to perform a desired skill or competency. It can be achieved through the following steps.

- 1) **Step 1** : Find out what a knowledgeable person does when a skill is performed.
- 2) **Step 2** : Divide the overall skill into sub-skills.
- 3) **Step 3** : Put the sub-skills in some logical order.
- 4) **Step 4** : Design strategies to teach each of the sub-skills and how they are combined

In your context you will have to do task analysis with regard to English language teaching. As you are aware, the learning of English means the acquisition of the four basic skills or components, namely, Listening, Speaking, Reading and Writing. In order to achieve the final goal, i.e. acquisition and use of the above mentioned four basic skills you should have a clear understanding about these skills and the ways in which they are acquired. The following chart will give you a clear idea about the various competencies and the sub-skills that fall under each of them.



Task analysis will enable you to know about the main skills, competencies, and their sub-skills and this will be necessary for setting goals for teaching these skills in the classrooms. You can't give adequate focus on the acquisition of the main as well as sub-skills if you are not aware of these. You should also be clear about the aims and objectives of teaching each skill in order to accomplish the required outcome. In that sense you should also be aware of the entry level and the terminal level of your pupils.

Apart from analysing the content of the lesson, and the overall aim of the lesson (Task analysis) you also need to decide about the techniques and methods you will be employing for curriculum transaction. For teaching vocabulary items, for example, you may choose contextualization, or verbal illustration, pictorial illustration, demonstration, giving mother tongue equivalents; etc. Similarly, for teaching grammar structures introduced in a lesson, you may use verbal illustration, demonstration, pictorial illustration, etc.

In addition to analysing the content, analysing the tasks, and deciding the techniques and method you would use for teaching the various items, you also need to state the required number of periods for covering each sub-unit, namely, grammar, vocabulary, reading, composition and speech lesson. The following chart will give you an idea about a model unit plan.

Unit Plan (Based on Lesson 3 Onam Class IX)

Sub-units	Teaching points	Instructional objectives	Techniques	No. of periods required
Grammar / Structure	Simple present tense, Affirmative and negative statements	To enable the students understand the form, meaning and use of the structure simple present	Questioning verbal illustration chorus drilling pair work / group work	TWO
Vocabulary	Boat-race, celebrate, decorate, feast, greeting card	To enable the students, understand the form, meaning and use of the new vocabulary items	Pictorial illustration Demonstration Verbal illustration Bi-lingual presentation	TWO
Reading Comprehension	Lesson-3 Onam	To enable the learners to acquire silent reading habits	Model reading Silent reading Questioning	TWO
Composition	Diwali Festival	To enable the students to develop a paragraph logically and coherently	Brain-storming Mind-mapping Questioning	TWO
Speech	Language function collecting information	To enable the students to develop their communication skills	Questioning Brain-storming Pair work	ONE

By now you must be clear about unit planning which involves content analysis and task analysis. This awareness will enable you to plan individual lesson or daily lessons for each teaching period. We will now look at the planning of daily lessons. The first lesson is a grammar lesson.