



JOURNAL OF TEACHER EDUCATION (Monthly)

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REGIONAL INSTITUTE OF ENGLISH (RIE), SECTOR-32-C, CHANDIGARH

Concept - Dr Vandana Lunyal, Director, RIE
Editor- Dr Jyoti Singh, Associate Professor, RIE
Assistant Editor - Ms. Neha Sethi, Librarian, RIE



DIRECTOR'S MESSAGE- Language works as a medium between learners and teachers. It is the channel that helps to acquire all knowledge and skills. During the learning process, learners need language to understand and express their views on the content. Both content and language are interrelated. Irrespective of the subject learners are studying, learners assimilate new concepts through language. They need to talk about, read on, write about, and listen to the important content. Language education does not take place in language class alone. Since language skills are needed even if the student is studying subjects like science and mathematics, environment science, etc. it is important to include language of various fields in the curriculum and introduce learners to it. This issue aims at introducing the learner to the language used in different areas such as recycling, reusing and environment which will help the learners to acquire language through practice activities in different areas.

Highlights of RIE

1. CPD News: -Regional Institute of English (RIE), Chandigarh started its 6th eight-week Continuous Professional Development (CPD) course 2021-22 from 31 August 2021 that was designed by Dr. Vandana Lunyal, DRIE in 2016. Twenty-eight teachers teaching at the Chandigarh Govt. Schools have joined in the course. The course aims to develop the essential skills and knowledge of the teachers by providing a suitable platform along with the required guidance for professional development. Week 1 of the course was devoted to *Communication Competence* which was organized from 31 August 2021 to 04 September 2021. During the week theory and practice sessions were conducted on topics like *Linguistic Competence, Socio-linguistic Competence, Intercultural Competence, Discourse Competence, Strategic Competence, Appropriate Methodology, Relevance of Communicative Competence in Classroom, Bloom's Taxonomy* etc. Technology in Education was the theme of Week 2 of the course. It was conducted from 20 September 2021 to 24 September 2021. Training sessions were given on *Pedagogy and Technology, Integrating technology in ESL classrooms, Google forms, Google Slides, PPT, Google Docs, Educational Resources and Concordance*. The participating teachers were also provided an opportunity to practice their learning through PPT presentation. The sessions were taken by the RIE faculty including the Director.

2. PGCTE News: -In the ongoing 115 PGCTE course, the participants were familiarized with various latest methods of pedagogy; given several immersion tasks on listening, speaking, reading, writing and quizzes on methods with a view to enhance pedagogical skills of the teachers in a learning environment. The participants were given the opportunity to understand the dynamics of material production which is a discipline that necessitates continuous overhauling of materials by the teacher. The participants were also given a 2-week Online Course in Creative Writing by Dr Jyoti Singh with a view of enhancing the same and choosing any literary genre to showcase their creative skills.

3. Webinar on "Relevance of Interdisciplinary Curriculum in the Academic Courses of Literature": -Dr. Vandana Lunyal, Director, RIE was the convener for the webinar and Ms. Monika Kumar, Faculty, Department of Postgraduate Studies, was the resource person on 15 September, 2021 using 'Google Meet'. The session aimed at giving an overview of the curriculum prescribed for MA in English in various universities of Punjab in the last 15-20 years to illustrate that there is a clear shift evident in the curriculum itself because the curriculum has been diversified to make the course inter-disciplinary. The learners were introduced, how texts from Sociology, Political Science, Philosophy, History, Anthropology, etc give a critical understanding of literary texts. Such inclusive practices in the design of courses of literature have made literary studies a far more exciting and challenging activity but it is also rewarding in a certain sense because such education and pedagogy would sharpen the political and social wisdom of learners.

Introduction

This issue has carry-to-classroom activities for young learners that help in the acquisition of the language skills as well as life skills. Integrating life skills in the English language classroom through these activities would promote autonomous learning, confidence, problem solving and encourage collaboration and co-operative learning.

Activity I

Focus: Safety

Level: 10-12 Years

Objectives:

Language	Procedure, imperative
Skill	Listening
Thinking	Sorting, inferring
Pedagogical	Promoting accuracy (accept errors without pointing)
Preparation	Write the word <i>SAFETY</i> on the board. Write in bullet points: <i>Personal, Water, Road, Sun.</i>

Type of Interaction: Whole class work, suitable for large classes.

Steps

1. Explain to the children about various kinds of safety (mentioned on board/handout) and what it entails. For better understanding you can use their first language as well.
2. Ask the children to select the safety rules category and read them from a list (already prepared beforehand/ use the list mentioned in box below)
3. Read out the first rule coherently (slow and clear): *Be careful of strangers*. Now, ask students to identify the category or Area of safety to which this rule belongs. In this case it is *Personal safety*.
4. Read all the safety rules one by one (you can add more rules) and allow the children ample time to identify the category of each rule.
5. Check their answers by collecting all sheets or by swapping partners.

Note: Children may not understand each word from the list. However, you can give them clues and guide them to make the essential choice. This activity teaches them to predict meaning and understand on the basis of prior knowledge.

Safety rules (on the board)

Safety rule	Area of safety
1. Be careful of strangers	Personal Safety
2. Sit in shade in afternoon	Sun safety
3. Look to the left (or right) then look to the right (or left) and then look to the left (or right) again.	Road Safety
4. Inform your parents where you are going at all times	Personal Safety
5. Don't dive into a swimming pool at the shallow end.	Water safety
6. Stop at the red light on traffic signal.	Road safety
7. Wear a hat and long sleeved shirt in summers.	Sun safety
8. Do not swim immediately after eating a meal.	Water safety

Follow-up

- Different safety rules can be discussed with the help of this activity. Students can be asked to highlight the importance of these rules.
- Other safety rules like snow safety, animal safety, home safety, playground safety can also apply. They can be also added or substituted in the above activity.
- Instead of doing the activity individually the same can be done in groups. Charts about the segregation of types of safety can also be made.

Activity II

Focus: Unhealthy activities

Level: 10-12 years

Objectives:

Language	Past continuous and simple present tense, vocabulary: ailments
Skill	Reading
Thinking	Locating and matching
Pedagogical	Promoting accuracy- (correct errors without pointing)
Preparation	Note or copy the sentence strips from the box below. You can add sentences or make more than one copy according to class size. Cut the sentences up into individual sentence strips.

Type of Interaction: Whole class work

Steps:

1. Distribute one sentence strip to each child.
2. Explain to students that they may have an unhealthy activity or the consequence of the activity in their sentence strip.
3. The children need to match the sentence strip of unhealthy activity to consequence sentence strip. They can circulate in the room to find a partner with matching sentence strip.
4. Once a match has been found, the pair can read out the activity along with the consequence to the class.

Unhealthy activities and their consequences

Box	
Sentence strips: unhealthy activities	Sentence strips: consequences
Yesterday I was shouting all day long.	Today I have a sore throat.
Yesterday I was playing in rain all day.	Today I have a cold.
Yesterday I was munching sweets all day.	Today I have a toothache.
Yesterday I was listening to music using earphones all day.	Today I have an earache.
Yesterday I was swimming without any sunscreen.	Today I have sunburn.
Yesterday I was playing football all day.	Today I have sore legs.
Yesterday I was watching TV all day.	Today I have pain in my eyes.
Yesterday I was eating chips all day.	Today I have a stomach ache.

Activity III

Focus: Social education class

Level: 10-12 years

Objectives:

Language	Making suggestions, modal verbs, conjunctions
Skill	Speaking
Thinking	Creating
Pedagogical	Promoting creativity (correct errors without pointing)
Preparation	Write the words <i>Reduce, Reuse, Recycle</i> on the board. Now write sentence stems mentioned below.

Type of Interaction: Group work, suitable for large classes

Steps

- 1 Enumerate the need to limit waste generation (both at school and home) and support sustainable living. Explain how each individual plays an integral part in protecting the environment.
2. Explain the meaning of words on the board (*Reduce, Reuse and Recycle*) in their first language for better understanding.
- 3 Ask the children to suggest implementation of these environmental principles at home as well as school.
- 4 Divide the class into three groups and assign one of the words to each group from the board. If you have a large class, you can conduct the activity twice or do it in small groups.
- 5 The children need to use the sentence stems and make suggestions about how to reduce, reuse or recycle waste. You can take suggestions from below and try to get maximum participation.
- 6 Offer praise as well as suggestions while getting involved in the groups once in a while.

Reduce, reuse, and recycle

Box	
Sentence stems	Suggestions
At home we could... At home we should... At school we could... At school we should...	Reduce: - carry a jute or some other shopping bag to the market. - purchase goods with minimum or very less packaging. -say 'No to plastic bags' Reuse: - commence a compost for food scraps as a community or individually. - incorporate use of magazines and paper for school craft activities. - donate old games and clothes to charity. Recycle: - try to recycle all products be it bottles, cans, paper, cardboard or plastic containers. - you can put the items into recycling bins to use later.

Follow-up

- Each group can tell the class about their suggestions or display them in the classroom using a card.
- You can carry a similar activity by preparing appropriate recycling 'bin'. Label these bin as plastic, glass, food wrappers, food items and so on. Items list of can be read out later: *a water bottle, an apple peel, a newspaper, a yoghurt pot, a broken glass.*
- The children could create posters to promote environmentally friendly practices. These can be displayed later on in the classroom.

Glossary: -

Autonomous learning: Self-directed learning.

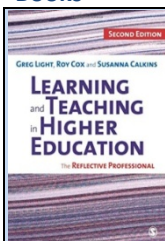
Collaboration: It is the process of two or more people, entities or organizations working together to complete a task or achieve a goal.

Co-operative learning: It is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Problem solving: The process of finding solutions to difficult or complex issues.

Useful Resources

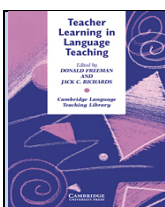
Books



1. Light, Greg, Roy Cox and Susanna Calkins (2009). *Learning and Teaching in Higher Education: The reflective Professional, 2nd Edition*, Sage Publications.

'This book provides teachers in higher education with what they need- a compelling framework for improving student learning. It combines a comprehensive synthesis of the latest research on learning and teaching with practical strategies for implementing it in their classrooms.' This new edition addresses key issues in the practice and theory of teaching and learning in the sector and includes fully updated discussion of the professional in academic practice, mentoring, teaching with technology, the relationship between learning objectives, outcomes and assessment and the novice teacher

The authors draw on theory, practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education, enabling readers to reflect critically on their teaching. They also propose a model for continuous professional development appropriate to the higher education academic community.



2. Freeman, Donald and Richards, Jack C. (1996). *Teacher Learning in Language Teaching*, Cambridge University Press.

This resource book introduces a field of educational research called "teacher learning" as it applies to the teaching of second languages. Until recently, the study of second language teacher education focused mainly on the knowledge base and teaching skills of teachers and teachers-in-preparation. This book approaches teacher education from a different point of view, through an exploration of the thinking and learning processes employed by teachers as they learn to teach. Fifteen original articles, based on studies conducted in North America, Europe, Asia and Australia, provide examples of research into the ways that individuals learn to teach second languages and the roles that previous experience, social context, and professional training play in the process. The collection thus helps establish a research base for teacher learning within second language teacher education and includes a full discussion, and accompanying index, of research methods.

Contact Us

Phone No: 91-172-2676008

Website: www.rieni.org