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The art of teaching is the art of assisting discovery - Mark Van Doren

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DIRECTOR'S MESSAGE



We often talk about teaching of English from the learner's perspective. Most reforms that have taken place in the field point at the joys of learning. To make the experience of learning enjoyable has been the main objective of the teaching community. It is quite right also.

Dr Vandana Lunyal But we must not forget another important objective, i.e. the joys of teaching. Visualizing the joys of teaching would lead us to think of an active and a happening classroom where the act of teaching/learning appears enjoyable; where activities, demand activity and noise rather than passive silence; where teacher is laughing with the children and not sermonizing. This journal aims at demonstrating planned activities not only to help the students to perform better but also the teachers to teach with conviction and confidence. The activities in this journal can be used straightaway or even adapted by the teachers to suit their own classroom requirements.

Highlights of RIE

Webinars organized in July-August

- 1. Webinar on "Why and How of Teaching Practice for In-Service and Prospective Teachers"** – This webinar on 26.7.21 from 4PM to 5PM. The Webinar was convened by Dr Vandana Lunyal, Director of RIE and coordinated by Ms Namrata Parmar. The resource person was Ms Gagandeep Kaur, TGT (English) GMHS, Karsan, Chandigarh. The webinar highlighted that teacher's learning is a lifelong process that promotes various skills of language.
- 2. Webinar on "Thinking Skills in ELT: An Introductory Session"**– It was conducted on 28.8.2021 from 11AM to 12.30PM. Ms. Parul Bakshi, PhD scholar at the University of Hyderabad was the resource person for the webinar. It commenced with Dr Vandana Lunyal, DRIE highlighting the importance of thinking skills in 21st century and the need to integrate them in the curriculum. She also emphasized the role of experiential learning in the schema of teaching/learning. The webinar was coordinated by Dr. Gopal Chandra Nayak.
- 3. Webinar on "Simple, Practical and Powerful Tools to Achieve Learners' Autonomy"**– Dr. Vandana Lunyal convened a webinar on 24.8.2021 from 3PM to 4PM. The webinar was coordinated by Dr. Jyoti Singh. The resource person was Ms Smita Narang, TGT (English) GMSSS, Karsan, Chandigarh. The webinar highlighted the importance of promoting Learners' Autonomy in ELT to enhance the linguistic competence.

EDITOR'S MESSAGE



Teaching English to the second learners in an effective manner is a growing need in the present scenario where English is no longer merely the medium of interaction but a way of being a part of the global world. In this globalized

Dr Jyoti Singh world English undeniably serves as the most used mode of communication. To hone this language, the basic training to understand the language and communicate needs to be focused. To help learners gain mastery over the four skills- listening, speaking, reading and writing - how teachers can be innovative, reflective and motivated with pre-preparation of lesson plans, to design or use suitable material, is the focus of this journal.

Courses

1. 115 PGCTE(online) Course commenced on 19.7.2021.

2. Continuous Professional Development Course (8 week staggered course commenced from 31.8.2021.)

RIE MANDATE, VISION AND MISSION

TRAINING TEACHERS

- Regular four month PGCTE course for secondary school/teachers/college teachers, teacher aspirants.
- Continuous Professional Development training for Chandigarh teachers.
- Skill Development/Life skills for the teachers of the region.
- Special need-based courses/seminars/workshops for teachers in schools & colleges
- Intensive training course for teacher training & resource persons
- Special crash course for teachers of rural & backward areas/tribal areas

PRODUCING ELT MATERIAL

- Writing/Revising/Editing text-books for schools, writing manuals, workbooks, practice books for students
- Writing special hand books for teachers (For proficiency in language & efficiency in teaching)
- Publishing ELT journal (Focus on ELT) for dissemination of information on various aspects of ELT

EXTENSION SERVICES

- Monitoring follow-up programme in schools.
- Monitoring performance of In-Service Training Centres, DIETs/District Centres in Punjab,Haryana,Himachal Pradesh &Jammu Kashmir.
- Conducting mobile audio-visual aids workshops in colleges of education in the region.
- Providing in-Service training to teachers of Army Schools, Govt. Polytechnics,KendriyaVidyalayas.
- Organizing RIE Certificate Course in Personal Development for colleges/schools.
- Providing soft skill training in schools (CTOSS).

CONSULTANCY & GUIDANCE

- Advising school education boards, SCERT & Universities on,matters related to syllabus design, text books and examinations
- Providing on-the-spot guidance to teachers in school,Assessing performance of teachers in Govt.Schools of Chandigarh

RESEARCH

- Judging relative effectiveness of various courses, teaching techniques, class-room strategies & kinds of material (for reading practicing &testing)
- Working on projects on ELT (Sponsored by Chandigarh Administration EFLU and The Govt. of India)
- Collaborating with State Governments, CBSE, UGC, British Council, USEFI, RELO,FOREIGN SCHOLARS PROGRAM (S)
- Training foreign scholars through exchange programs in teacher education/communication

DEGREE COURSE/S

Conducting MA (English) course in affiliation to Panjab University, Chandigarh

Introduction

Here are some short, topical and achievable teaching activities for teachers of English, teaching young learners. These will act as supplementary activities to support the progress of learning already underway. They will help liven up the class, add interest and give students fun.

Activity 1

Focus: Staying clean and healthy

Level: 10–12 years

Objectives:

Language	Instructions, imperative, vocabulary: parts of body, clothes
Skill	Listening to a set of directions
Thinking	Recall, Memory
Pedagogy	Promoting accuracy (correct errors without pointing)

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

Steps:

1. Ask the children to stand up. Choose any one instruction from the box below. Ask the group to enact the action, e.g. Brush your teeth.
2. Next, choose and read two instructions in a sequence. The children need to understand and mime the actions of both the instructions in the same pattern as they are read. e.g. Polish your shoes and clean your face.

- Keep on adding another instruction in subsequent steps. The children need to listen to the complete set carefully and complete miming the actions as per the instruction sequence. The child who forgets the list will sit down. The last student or child who remains standing is the winner.

Box

Clean your face
Cut your nails
Brush your teeth
Polish your shoes
Comb your hair

Healthy habits

Wash your utensils
Wash your hands
Wash your body
Wash your cloths
Wash your face

Activity 2

Focus: Healthy morning routine

Level: 10 – 12 years

Objectives:

Language Song, vocabulary: parts of body, personal hygiene

Skill Speaking: rhythm, stress

Thinking Innovating

Pedagogy Promoting creativity (accept errors)

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

Steps:

- The teacher will do model singing in this activity.
- Enquire the children about the tasks or chores they need to do in mornings to be clean and fresh for the day. Teach them the first verse of the song.
- Add grooming habit or hygiene routines as per their suggestion in the next verse of the song.
- Suggest the children to do actions also along with singing to enjoy and learn while doing.

Box Morning song

Grooming habits	Song	Actions
Body	This is my body and I can move each body part, I care for my body, let me show you how to start. Move your body to and fro, c'mon let's go.	Point to yourself. Wiggle and shake your body.
Brush	This is my brush and I can brush my teeth I can smile and say eeeeeee I care for my body, let me show you how to start. Move your body to and fro, c'mon let's go. Brush goes swish and swash, Body goes up and down	Brush your teeth. Wiggle and shake your body. Do a sit up. Wash your body.
Soap	This is my soap and I clean myself, I can clean and wash yeah yeahyeah I care for my body, let me show you how to start. Move your body to and fro, c'mon let's go. Soap goes rub a dub, Brush goes swish and swash, Body goes up and down.	Wiggle and shake your body. Brush your teeth. Do a sit up. Wash your face.
Water	This is some water and the water is cold, I wash my face all the time. I care for my body, let me show you how to start. Move your body to and fro, c'mon let's go. Water goes splish and splash, Soap goes rub a dub, Brush goes swish and swash, Body goes up and down.	Wash your body. Brush your hair. Wiggle and shake your body.

Follow-up

The children can be asked to illustrate the tasks or things they do on a daily basis to make themselves neat and clean for school. Each drawing can be given a caption highlighting the action in the drawing.

Activity III

Focus: Food pyramid

Level: 10- 12 years

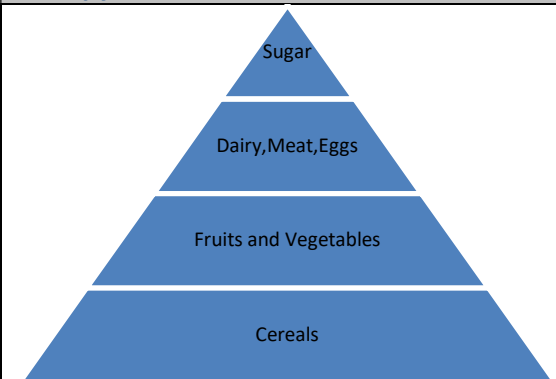
Objectives:

Language	Diagram, vocabulary: food
Skill	Listening for details, spelling
Thinking	Sorting information
Pedagogy	Promote accuracy (correct errors without pointing)
Preparation	Draw the food pyramid on board. See the following box.

Type of Interaction: Work in pairs, suitable for large classes.

Procedure:

1. From the food pyramid below provide one example of a kind of food from each of the sections.
2. Ask the children to make a similar pyramid with space to write the food types in the pyramid.
3. Pick any one food item from the box on the right side and ask the children to write in the pyramid according to the categories. Select food items from different categories.
4. After reading out all the items ask the children to check their partners' answers.

Food pyramid	Foods to categorize
	<p>Sugar: Wafer biscuits, cake, chocolate, jam, juice, candy</p> <p>Dairy, meat, eggs: Butter, eggs, cheese, chicken, fish, milk, sausage</p> <p>Fruit and vegetables: Apple, banana, bean, carrot, coconut, lemon, lime, mango, onion, orange, pea, pear, pineapple, potato, tomato, watermelon</p> <p>Cereals: Bread, barley, flour, corn, pasta, rice</p>

Follow-up

- This activity highlights the eating habits of children. It makes them aware of the constituents in their diet. It also informs them what food item are majorly a part of their diet plan. Does it comprise of fruits, vegetables or cereal? Are too many sweets included in their diet?
- Children may like to add a few items whose English word is not known them. Thus, it will help in vocabulary building. Some foods, e.g. soup, burger or sandwich are a combination of food items and may not be clearly segregated.

*The activities have been adapted from diverse materials.

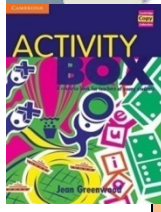
Useful Resources

Books



1. Dudeney, Gavin (2007). *The Internet and the Language Classroom: A practical guide For teachers, 2nd Edition, Cambridge University Press (CUP).*

The Internet and the Language Classroom is an ideal introduction to the Internet for all teachers. It provides a varied collection of activities for classroom use which even the most experienced teacher will find useful. It has covering technologies such as web quests, blogs, wikis and interactive whiteboards and how to use them as language resources.



2. Greenwood, Jean (1997). *Activity Box: A resource book for teachers of young students, CUP.*

This resource book for teachers of young students contains a bank of engaging, motivating activities to supplement course material. Teachers will find the eight sections full of useful suggestions to suit a variety of teaching situations. The activities range from valuable 'getting to know you' ideas to games that practice the alphabet, numbers and spelling as well as material that concentrate on vocabulary, writing, grammar and general communication. There is also material for longer project work. Each activity is clearly explained using step-by-step instructions with the photocopiable material.

Websites

1. <https://www.britishcouncil.in>
2. <https://www.onestopenglish.com/>

Contact Us

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