

APPENDIX-I

NOTES FOR TEACHERS

In helping learners learn, the teacher's role is very crucial. A country's education is as good as its teachers. In order to help our learners learn English we wish you to read the introduction to class-III English Primer before you read the introduction of this book. We have revised all our English textbooks from class III to class VIII and all these books now follow a common pattern well supported by sound pedagogy. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English. In our introduction to class III English textbook, we have stated, in some details, the problems of teaching English in the first year of learning English and how we have solved these problems. There was a big gap between the class III and class IV English textbooks. We have bridged the gap by carefully redesigning both the textbooks. Now the class III students, who will read the new book, will have no problem in reading this book. But students who have studied the old book and now studying in class IV, are likely to have some problems.

But we have tried to solve these problems through the introduction of trailer lessons to class IV textbook. Stated below are some suggestions for you how you can to deal with different parts of a lesson.

Socialization – Every class should start with socialization and end with leave taking as suggested in the introduction to class III textbook.

Teacher: Good Morning students.

Students: Good Morning sir/madam.

Teacher: How are you students?

Students: Fine, thank you sir/madam.

Leave Taking

Teacher: Good bye students. See you in the next class. Have a good day.

Students: Thank you sir/madam. Good bye.

Trailer-Lessons

The main purpose of trailer lessons, as stated before, is to help what the learners have not learned in the previous classes. It includes learning to write capital

and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of this task, we have placed different tasks in between songs. Learners will sing a song together, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is hard work. We will work hard and enjoy with a song. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-II; Notes on Methods.

After a session of writing, you are to see what the learners have written, correct their errors and provide feedback. If the class is large and you cannot see everyone's script, it is better to see some scripts, find common mistakes and provide class feedback (feedback for the whole class) using the blackboard. To help students who lag behind, who fail to do the task, you have to help them personally or ask your good students to help them (as most of the good students complete their tasks early). If we do not help them at this stage, they will be problem for us in future.

Each trailer lesson has six sessions, one session for one class of 45 minutes duration.

Main Lessons

Each main lesson, as stated before, has three sessions- pre-reading, while-reading and post-reading.

Pre-reading

At this stage, your role is to motivate your learners to read the text and we have suggested ways to help you. All the instructions for you and your learners are to be spoken by you to the learners. You just see them, read aloud what is written as if you are speaking to your students. Finding a pre-reading activity is difficult. If you have no better alternative, better stick to one that is provided.

While-reading

This, as stated before, is the most important part of a lesson. Take extra care not to read aloud and explain. Allow students to read on their own and comprehend as much as they can. When you ask them to read silently, you do two things – see that all

are engaged in reading and get yourself ready for the question answer part. Even if some of your students are incapable of reading, let them see the text. Even seeing the text and getting a picture of it will be of some help for learning, better than your explanation of the text. While asking questions, follow the suggestions provided in Appendix-III

Do not ask your students to write at this stage. This phase is purely for verbal transaction. Students will keep open their textbooks and locate the answers in their texts. Students who cannot read and comprehend will also gain if they just look at the text again and again. And if they do this for long, they will somehow learn to read. All our previous experiences are stored in our brain as pictures- the places and sights we have seen whether we have understood them fully or not. Let them store the picture of the page /paragraph in their mind in this way. Some comprehension questions can be asked both in English and Odia. Students can answer in words / phrases and at times in Odia, Student should not be forced to answer in complete sentences.

Post-reading

As stated before this phase has a series of mind engaging interesting activities for the students. Your job is to make the learners do these activities. While doing these activities, learners will most of the time, keep open their books and will be allowed to consult the text at the time of need. Remember, at this stage the learners will read and reread the text many a time on their own without being aware of the fact that they have read the text so many times. What they have not understood during while-reading phase, they understand at this phase. The self-learning that you have initiated during while-reading now bears fruit. To do the activities, they read the text on their own again and again.

For easy transaction of post-reading activities of all the main lessons follow a common pattern. There are nine kinds of activities for each of the lessons bearing the same number. For example, the VMDT activity bears the number -1 and comes first in all the main lessons. Let's describe what you have to do for each of the activities from activity 1 to 9.

1.VMDT (Visual Memory Development Technique)

Please read about this method in Appendix-II. The objective of this method is to develop the visual memory of the learners. Once visual memory is developed, learning becomes easy. Usually under this, two kinds of activities are provided – the whole text and the part of a text. First VMDT is done for the whole text and then for a smaller part of it. Learners take photograph of the part with their eye cameras and then locate the answer as per your question. Then open their eyes and verify. For each item this procedure is followed. Students are found to enjoy this activity very much. And the advantage of this activity is that the teachers need not always verify whether the learners have done the activity correctly or not. The teacher can see only some. The learners take the responsibility of identifying and correcting their own errors.

2.Comprehension Activities

The purpose of these activities is helping learners get an overall comprehension of the text. Different types of activities are provided in the text.

3. Listening

Listening lays the foundation for other language skills. Therefore, we have included listening activities – you are to read aloud either some words or a chunk (a small paragraph or a stanza) your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After your students do the task, you can provide class feedback, if the students are more in number. You write the correct answers on the blackboard. The learners self-correct their scripts.

4. Speaking

Usually three kinds of activities are included under speaking—reading aloud, chain-drill and dialogue. For reading aloud, follow the suggestions provided in Appendix-II; Rules of Reading Aloud.

For chain-drill read about the method stated before. The lines to be drilled are provided. If students are low – proficient and shy, you can first have a rehearsal – you read aloud the line, students repeat after you. Do this two times. You can also write the line on the blackboard in good handwriting.

For dialogue, follow the following steps.

1. Write the dialogue in good handwriting on the blackboard.
2. Have a rehearsal – you read aloud, students repeat.
3. 2 rounds: Teacher- vs. - students, students –vs. - students

5. Vocabulary (as suggested)

6. Usage (as suggested)

Very simple activities are provided under these two heads (5 and 6).

7. Writing

Writing is a very important activity. More time should, therefore, be given for the purpose. The writing activity is placed towards the end as all the previous activities prepare ground for writing which is a very difficult task. Activities provided under this head are of two kinds: one sentence answer type questions from the text and other interesting/ creative activities. The first kind of activities lays the foundation for the second type of activities.

For one sentence answer type questions:

- Help students to locate the answer in the text
- Get half the answer from the question itself and half from the text.
- The tense for question and answer should be the same.

If the question is in the past tense, the answer should be in the past tense, for example.

- It will be better if you yourself do these writing tasks as your preparation before asking students to do.

8. Mental Talk (MT)

Read about the method provided in Appendix-II. You yourself practise mental talk first before asking your students to do mental talk.

9. Let's Think

As the name suggests, the objective of this task is to activate the mind of the students – to think.

10. Follow-up Lessons

These lessons, as stated before, are sub-lessons based on the main lessons but comparatively simpler and shorter. Though based on the main lesson, these lessons take learner bit away from the main lesson, open up for them a broader world. Both you and your learners need to learn on your own. While the main lesson is more strictly structured and everything is done for you, in case of these lessons you have

freedom to frame your own activities and learners can learn on their own. This will test whether as a teacher you have grown professionally or not, whether you can frame activities on your own or not. Similarly whether your students have developed the language skills or not is also to be tested. You have to prepare yourself and make tasks for your learners from these sub-lessons under the following heads-

1. Reading aloud if the lesson is a poem.
2. Divide the lesson into SGPs for silent reading.
3. Frame comprehension questions.
4. Have task for VMDT.
5. Prepare tasks on chain-drill / dialogue activities.
6. Prepare tasks for Mental Talk and
7. Writing activities.

It is seen that our teachers do not develop professional skills because the textbooks provide everything for them in cut and dried ready made form and everything centred round the textbook. In contrast, in educationally developed countries, teachers prepare their own materials as often there are no fixed textbooks. Having fixed textbooks in cut and dried form has some advantages but many disadvantages, one of them being teachers not developing professional skills. These follow-up lessons will help you develop your teaching skills as you have to prepare the activities yourself. You have not only to prepare the tasks but often to write these tasks on the blackboard in good handwriting using them as blackboard texts. During inspections, the inspecting officials have been advised to see whether you have designed activities for the follow-up lessons. They have also been instructed to see whether you have got the post-reading tasks done by the students with your correction and feedback.

You have been provided with time schedule for each lesson – about 6 classes for a trailer lesson and about 10 classes for a main lesson and 5-6 classes for follow ups. But this is not fixed. You have freedom to readjust.

NOTES TO PARENTS

In educationally developed countries parents, tutors and teaching shops do not help learners to learn. But, unfortunately, here they have to help the learners mainly because the schools do not do their jobs properly. If you are helping your child

in his/her learning, kindly see that your child mostly learns own his/her own and develops the skills not just mugs up and scores good marks. In our current education there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also have skill matching the marks she/he scores or else she/he will be unemployable. The employer these days do not believe in certificates and marks and conduct their own test to measure their future employees' skills to see whether they are employable.

This book in question is based on learner-centred approach. Learners are to learn on their own with little outside help. Kindly, therefore, see that they are not helped more than what is necessary or else these helps will become interferences, intervening more than helping in your wards learning. We will request you to go through the introduction to this book before helping your child learn English through this book.

NOTES TO GUIDES

You have a role to play in our current education. In case you are helping class IV students of Odia medium schools learning English, kindly go through the introduction to the book and the lesson before you teach English to them. This will help both you and your learners. We promise, if you teach English through this book as we want you to teach, both your learners and you yourself will gain.

NOTES TO INSPECTING OFFICIALS

It is comparatively easy to be an administrator and an educationist. But it is difficult to combine both to become an educational administrator. You must have understood how difficult your job is.

If you are to inspect an English class of class IV, kindly go through the introduction to the class IV textbook and see how the lessons are designed. When you inspect a class, please first know in which phase of teaching a lesson the teacher is. Is s/he in the pre-reading, while-reading or post-reading phase? The learners' role is different in these three phases of a lesson. Please identify the phase and evaluate the class accordingly. Following a learner-centred approach, we have done away with

teacher's reading aloud and then explaining a text. Please see that teachers do not do this rather give learners to read the text and do the activities on their own, the teacher playing the facilitator's role.

During inspection kindly see the learners' textbooks – the workbook part of it. See whether the learners have done the activities and the teacher has corrected the scripts with feedback. In the follow-up (sub-lessons) teachers are asked to frame comprehension questions and language activities. Please see whether they have done this. We provide at the end of the book indicators of learning, which will help you to judge the quality of teaching.

N.B.-

- Currently the greatest danger to education is cheap helps , particularly through cheap bazaar notes (meaning books) which , by spoon feeding , cripple the learners. We , therefore , request all avoid these books.
- For any query/clarification contact to :ELTI, Odisha, Bhubaneswar, Mob. - 9861955904, 9861454167,9437463273.
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