

Training Module for Teachers

English (Second Language)

Class X

Concept & Design
Expert Committee on School Education

Samagra Shiksha Abhiyan

West Bengal Board of Secondary Education



Department of School Education, Govt. of West Bengal

Samagra Shiksha Abhiyan

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Govt. of West Bengal**

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July, 2020

The Teachers' Training Programme under SSA will be conducted according to this module that has been developed by the Expert Committee on School Education and approved by the WBBSE.

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FROM THE BOARD

In 2011 the Honourable Chief Minister Smt. Mamata Banerjee constituted the Expert Committee on School Education of West Bengal. The Committee was entrusted upon to develop the curricula, syllabi and textbooks of the school level of West Bengal. The Committee therefore had developed school textbooks from Pre-Primary level, Class I to Class VIII based on the recommendations of National Curriculum Framework (NCF) 2005 and Right to Education (RTE) Act 2009. In 2015 the new curriculum and syllabus of English (Second Language) for Class X came into effect and textbooks were developed accordingly. However, certain questions evoke in our minds: (i) How will the competencies of the learners modified, refined or improved in Class X? (ii) How far can the learners establish themselves as citizens of value and responsibility at the end of Class X? (iii) How far can the learners go beyond the limits of academic disciplines to apply knowledge in their social life? And in trying to find suitable answers for these questions the Expert Committee developed the framework of the Constructivist methodology for knowledge construction.

Following the recommendations of Samagra Shiksha Abhiyan (SSA), the Govt. of West Bengal has arranged an orientation programme for Class X on the method of learning and evaluation. The 'Training Module' has been developed for the orientation programme.

The Hon'ble Minister in Charge for Education, Dr. Partha Chatterjee, has enriched with his views and comments. We express our sincerest gratitude to him.

We hope that the orientation programme will be successful and have a lasting effect in the teaching-learning procedure of the future.

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President
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PREFACE

The Honourable Chief Minister Smt. Mamata Banerjee constituted the Expert Committee on School Education of West Bengal in 2011. The Committee was given the responsibility to review, reconsider and reconstitute all the aspects of the school curriculum, syllabi and textbooks. The new curriculum, syllabi and textbooks were developed based on the recommendations of the Expert Committee.

The school textbooks for all classes, from Pre-Primary level to Class VIII, were developed following the guidelines of NCF 2005 and RTE Act 2009. The textbooks for Class X were developed based on the new curriculum and syllabus.

Samagra Shiksha Abhiyan (SSA), the Govt. of West Bengal has organized an orientation programme on the method of learning and evaluation of English (Second Language) for Class X.

The Hon'ble Minister in Charge for Education, Dr. Partha Chatterjee, has enriched us with his views and comments. We express our gratitude to him.

The State level Teachers' orientation programme on the methodology of learning and evaluation has been planned and executed in assistance with School Education Department, Govt. of West Bengal, West Bengal Board of Secondary Education and Samagra Shiksha Abhiyan (SSA). It is hoped that the 'Training Module', developed on behalf of School Education Department, Govt. of West Bengal, West Bengal Board of Secondary Education and Samagra Shiksha Abhiyan (SSA), will help in the effective implementation of the methodology of learning and evaluation.

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SAMAGRA SHIKSHA ABHIYAN : AN OBITER DICTUM

Introduction:

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, seeks to ensure that children enjoy the benefits of the three aspects of Access, Equity and Quality in school education across the nation. To this effect, the Ministry of Human Resource & Development (MHRD) in line with the proposal of the Union Budget, 2018 -2019 has initiated the scheme of SAMAGRA SHIKSHA ABHIYAN (SSA). The scheme takes a holistic stance in treating school education from Pre-Primary to Class XII as a continuum by merging the erstwhile Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan schemes in one, unified whole.

Scope of SSA:

The Samagra Shiksha Abhiyan (SSA) collates the three Schemes of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education. The SSA scheme aims at improving school effectiveness measured in terms of equal prospects for schooling and equitable learning outcomes. In harmonizing the different and major effectual factors of school education, the SSA scheme provides for the operational mechanisms and transaction costs at all levels, particularly in using state, district and circle level systems and resources, besides envisioning one comprehensive strategic design for advancement of school education. The shift in the focus is from project objectives to refining systems level performance and schooling outcomes which will be the emphasis of the SSA scheme, alongwith encouraging States towards improving quality of education.

Major Objectives of SSA

The holistic nature of the scheme envisages Universal Access, Equity and Quality, promotion of Vocational Education, refurbishment of the use of Soft or e-Materials in schools and strengthening of Teacher Education.

The major objectives of the scheme are summarized below:

- **Provision of quality Education and enhancing learning outcomes of students**
- **Bridging Social and Gender Gaps in School Education**
- **Ensuring Equity and Inclusion at all levels of School Education**
- **Ensuring minimum standards in schooling provisions**
- **Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009**

Section 1

English as Second Language (ESL): Some Issues

“The specification of language-learning objectives must be undertaken with deliberate, systematic planning and coordination of the language and content curricula.” (Genesee, Met, & Snow, 1989)

ESL Beyond Classroom: The Politics of Homogeneity

The abbreviation in the title ‘ESL’ denotes English as Second Language. Now, what is second language teaching? According to the Patricia A. Richard-Amato (1988) second language teaching usually refers to a target language that is being taught in the country where *it is the dominant language* (italics author’s)

To regard the use of the English language in the light of the above definitions leads to a point of controversy at the pragmatic level in India. Is English (the target language), in reality, “the dominant language across the country? Is English the second language of average school-goers in India? Do they regularly use English as a means of public communication and social interactions? Certainly not. India is multicultural, multiethnic and multilingual in its demography. With the population touching the 1.2 billion mark (July, 2014 as per the Wikipedia.org) and with more than 2000 ethnic groups across the country, India presents diversity in almost all aspects of culture. There are four major families of languages in India: Indo-European, Dravidian, Austro-asiatic and Tibeto-Burman languages. Besides India has two language isolates – the Nihali language spoken in parts of Maharashtra and the Burushaski language spoken in parts of Jammu and Kashmir. Moreover, the Constitution of India proclaims 22 official languages.

Within this medley, it is practically impossible to locate English homogeneously as the second language. The students may speak a native language at home, the dominant social language outside home and speak or made to speak in English in the classrooms. For instance, in West Bengal – that is my home state – a student whose mother tongue is Hindi would speak it in his home, but outside home he will speak in Bangla, which is the dominant social language in the state, and speak in English inside the classrooms – let it be noted that within the school premises, but outside the classroom, the concerned student would feel more comfortable in speaking either in her mother tongue (which in this case is Hindi) or in Bangla (which is the dominant language used in the society). Therefore, it is not unnatural that the average school-goers in India may not have English as their second language. Mallikarjun (2001) in his ideal schema suggests that English may be regarded as a third language in some states of India:

In Hindi speaking states, the third language will be English or a modern Indian language not studied as the second language; in non-Hindi speaking states, the third language will be English or a modern Indian language not studied as the second language.

Yet in Indian schools, English is taught as a second language, and the reasons are not far to seek. English is the language of international communication and it is the language that possesses the potentiality of opening career opportunities than any other language. As Neelam Bhardwaj (2010) points out:

“English is learned everywhere because people have found out that knowledge of English is a must for better career and for communication with the entire world.”

With the zephyr of globalization having turned to a gale and with Albert H. Marckwardt’s assertion,

“It [English language] is not the first of the languages of the world in terms of numbers of speakers, but no other language equals it in global spread.”

promising to hold much water, English has become the second language in the general education system (there is a small crop of private schools that treat English as a first language) of India.

However, it is no cake-walk learning a foreign language. As Deluze (1994) puts it:

“... learning a foreign language means composing the points of ... one’s own language with those of another ... element which ... propels us into a ... world of problems.”

The English proficiency standard of students across India is not homogeneous. An attempt to state the causes for such heterogeneity is beyond the scope of the present project. Let it suffice to say that the causes are not simply pedagogical, but are embedded within the highly complex social, economic and personal matrices. These matrices are of immense importance in the learning process of a student. When the home culture is widely incompatible to school culture, students face difficulties in learning. As Goldenberg *et al* points out:

“... incompatibilities between their [students] home cultures and the demands and expectations of the school create obstacle to students learning.”

At one end of the spectrum there are English Learners (ELs) who are fluent, at the other end there are students with little or no proficiency in the language and in between lay students with different shades of limited proficiency. The ELs with various shades of limited proficiency form the majority of the student population.

Moreover, the aspect of acculturation – “the process of becoming adapted to a new culture”, as H.D. Brown (1980) defines it – may not be denied in an ESL classroom. Generally, in Indian classrooms, the students and the teachers belong to the source culture, while the textbook refers to the target culture. S. L. McKay (2002) suggests that in such cases the culture of difference becomes prominent, and the teacher must take care to explain the differences in detail so that students develop an eclectic attitude towards various cultures. Therefore, in ESL

classrooms, the language-learning tasks must involve instructional materials and genres that represent the target culture(s).

ESL & Classroom Transaction: An Integrated Approach

The National Curriculum Framework (2005), which forms the philosophical bedrock of India's present education system, acknowledges the importance of ESL learning and highlights two goals of the ESL curriculum:

“... attainment of a basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument for abstract thought and knowledge acquisition.”

The two-fold goals suggest that English is not only to be treated as a particular subject, but also it must stretch across the curriculum and touch several content areas. Such an approach is necessary to develop Basic Interpersonal Communicative Skills (BICS) as well as Cognitive Academic Language Proficiency (CALP) – the two necessary elements, among many others, to lead the life of a decent democratic citizen in a “glocalized” (Robert Young, 1995) world. The necessity of taking English across the curriculum finds an echo in Bernard A. Mohan's (1986) erudite notion:

“... we must look at language and learning across the whole curriculum: language and learning in the content class, as well as language and learning in the language class.”

The purpose is to create a classroom environment that would go a long way in reinforcing the four ESL skills and develop academic vocabulary in content area classrooms so that students may achieve better proficiency level in ESL while acquiring knowledge in the content area. J. Lemke (1988) points out:

“... the mastery of academic subjects is the mastery of their specialized patterns of language use, and that language is the dominant medium through which these subjects are taught and students' mastery tested.”

Integration of content and language presents students the scope of repeated, natural exposure to the language which reflects the environment of first language acquisition. This is not to say that second language will be taught in a manner that would parallel first language learning. The idea is that the greater the exposure of the students to ESL, the better is their scope of learning the language. Moreover, it does not do students a world of good if they have to spend time in learning the language before plunging in to grapple with various content areas.

Teaching ESL skills, therefore, must no more remain the sole duty of the English teacher. The ESL skills are to be taught by using meaningful contexts – the metaphor of “cognitive hangers” (Snow, Met and Genesee, 1989) highlight the necessity of such an approach – that are dealt

by different content-area teachers. Content-language integration implies that students' learning progresses on multiple axes, creating invisible, yet perceptually beautiful kaleidoscopic patterns depending upon the content, as they use the language to think and learn. Myriam Met (1991) suggests that content-language integration provides students the scope of performing academic tasks, while nurturing higher order thinking skills. Therefore such an approach ensures not only the development of ESL skills, but an overall improvement of the students' performance in the classroom. The efficacy of such an integrated approach in teaching ESL skills has been proved by studies of Raphan and Moser (1993/94) and Kasper (1997) among others. One of the chief purposes of learning a language is communication. Communication is both authentic and inauthentic. Authentic communication involves the features of CALP, while inauthentic communication underlies the concept of BICS. Since it is the purpose of the school system not only to produce glorious pedagogues, but also successful and decent democratic citizens both CALP and BICS are to be focused upon. CALP is much required for success within the domain of the academia, but BICS is crucial for a person's societal roles. If a person, well versed in Botany goes to the market to buy onions and talks with the man/woman behind the counter about genetic structure of onion cells, his action is of little use as far as his purpose of visiting the market is concerned.

Rebecca Oxford (2001) points that teaching the four ESL skills in isolation

“... would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. “

It must be acknowledged that for success in the academia as well as in the society at large people must possess well developed skills of communication. (In fact, the 2Cs – Communication and Collaboration – are the two foci of the daily life of a democratic citizen). In teaching integrated ESL skills the emphasis is on communication, but the functional use of the language also comes into play. In places, where English is taught as a second language, the usefulness of integrating ESL skills is that it helps to overlay the absence of a real context. As Kenneth S. Goodman (1982) suggests,

“It is when you take the language away from its use, when you chop it up and break it into pieces, that it becomes abstract and hard to learn.”

It is important for us as teachers to know how to mix those skills, and to apply them into our classrooms. As Echevarria, *et al* (2004) point out:

“The ESL Standards (TESOL, 1997) specifically recommend developing these language skills (listening, speaking, reading and writing) in a holistic manner, recognizing their interdependent nature.”

The way children learn ESL : General observation

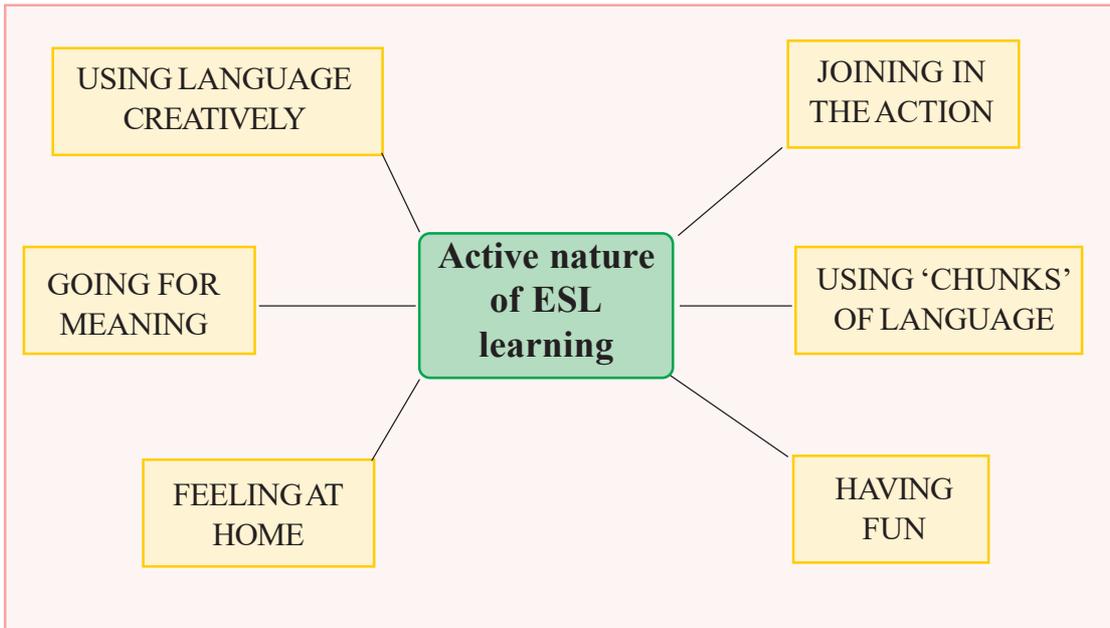
Children learn second language...

- ‘... in a natural way, the same way they learn their own language.’
- ‘... through being motivated. It depends on the teacher’s style. If the teacher motivated them they would learn fast or quicker.’
- ‘... by listening and repeating.’
- ‘...by imitating the teacher. They want to please the teacher. They feel embarrassed when they make mistakes.’
- ‘...by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose.’
- ‘...through translating sentences into their own language.’

ESL Learning : Your Take

Plenty of time for English	
Exposure to English inside/outside school	
Need to use English	
Exposure to a variety of different uses of English	
Meaningful input-focus on meaning and communication	

Learning ESL in a joyful ambience



Creating conditions which support language learning

Children will only be able to make use of these abilities if we create the right kind of learning environment in which they can draw on them. This means we need to consider how to:

- create a real need and desire to use English
- provide sufficient time for English
- provide exposure to varied and meaningful input with a focus communication
- provide opportunities for children to experiment with their new language
- provide plenty of opportunities to practise and use the language in different contexts
- create a friendly atmosphere in which children can take risks and enjoy their learning
- provide feedback on learning
- help children notice the underlying pattern in language.

Using English to teach English

Advantages	Concern
It increases the amount of exposure pupils get to English.	It can take a long time to explain things, even using gesture, etc. Students who are anxious to do the activity may lose interest or lose concentration.
It develops pupils' confidence in the language.	Weaker or slower students may lack the confidence to believe they can learn through English; they may be frightened or put off English.
It provides real reasons for using English to communicate, eg in giving instructions, getting information from pupils.	Students may have limited English or insufficient fluency in the language. They may become familiar incorrect models.
Much classroom language, eg instructions, has a simple and repetitive pattern which can be picked up by pupils (as chunks, see Chapter 1) without them being aware that they are learning.	It may be very difficult to do any reflection on learning or discuss students' opinions about their learning in English because students have limited English.
It can motivate pupils to want to learn.	For students who are not highly motivated, it may involve too much effort to try to understand.
It develops greater fluency, as pupils are encouraged to think in English from the early stages.	It may take longer to cover the curriculum.

Using L1 in the classroom process

Situation	Reason for use of L1
Students is upset.	To soothe the child and demonstrate sympathy/closeness.
Students knows the answer to a question that the teacher has asked but does not know how to say it in English.	To show knowledge of the answer. To communicate the answer to the teacher.
Child wants to share an experience/real information with teacher/pupils in an English lesson but has limited English.	To communicate a message to friends/the teacher.
Teacher or students wants to share a experience.	To develop rapport/closeness with teacher/personal pupils.
Teacher wants to introduce a new game which has complicated rules.	To save time. To assist communication of a message.
Teacher does not know if students have understood.	Wants to check if children have really understood
Teacher wants to get students to think about the reasons for learning English or to be aware of strategies to help learning.	To assist language learning when children do not have sufficient levels of language to discuss through the L2.

Qualities of a language-learning activity

- has a clear language-teaching goal
- has a clear and meaningful goal or purpose for learners
- has a clear outcome(s) for the learners
- involves learners in work or activity which requires the use of the L2
- facilitates language learning.

Teacher Talk Time in the classroom

Functions of talk	Frequency	Which language(s)
to give instructions		
to observe and monitor		
to give feedback		
to praise		
to ask for information		
to give information		
to provide examples of the target language		
to give models of procedures or strategies		
to check or test pupils' understanding		
to maintain a good atmosphere		
others		

Teachers' stance in the classroom

Action	Yes/No?	Why?
a. uses gesture a lot		
b. sometimes avoids eye contact with his/her learners		
c. likes to sit as well as stand during a lesson		
d. always monitors learners during pair work		
e. doesn't have to project their voice		
f. asks a question, then nominate a learner		
g. likes moving the classroom furniture during a lesson		
h. always stays at the front of the classroom		

English as Second Language : The Skills

Listening Skill

Listening is one of the four language macroskills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just "listening". In fact, there are several different kinds of listening, which we call sub-skills. Here are three listening sub-skills which are often practised in the language classroom.

- Listening for gist. This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word. Example : listening to a summary of the day's news on the radio.
- Listening for specific information. This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example : listening to a weather report to find out about the weather in your part of the country.
- Listening in detail. This is when we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example : a member of a jury listening to a statement from a witness.

Speaking Skill

Developing speaking skills is a very important goal for a student in learning the language. However, development of speaking skill is possible with the development of certain sub-skills. The sub-skills of speaking are as follow —

1. Using correct pronunciation
2. Using stress, rhythm and intonation well enough so that people can understand what is said
3. Using the correct forms of words
4. Using the words in proper order so as to convey the right message
5. Using appropriate vocabulary
6. Using appropriate language register
7. Building an argument
8. Concluding a speech properly

Reading Skill

Facilitating Reading Comprehension in the classroom :

In giving the L2 student both as much input and practice as they can reasonably manage, and a strong metalinguistic awareness, teachers give students the tools to learn a language proficiently.

It is in equipping the student with both *declarative knowledge*, as well as the *procedural knowledge*, that they not only understand the information in the text, but also appreciate its subtle intricacies.

This is an extension of the issue of reading as a product or a process.

Reading involves the following modalities :

<i>Skimming</i>	<i>quickly reading a text to get the gist to it</i>
<i>Scanning</i>	<i>quickly going through a text to find a particular piece of informantion</i>
<i>Extensive reading</i>	<i>reading longer texts, usually for pleasure.</i>
<i>Intensive reading</i>	<i>reading shorter texts to extract accurate details information</i>

Reading is a basic skill for language learning. It is essential in academic and social spheres. Our professional competence rests on our ability to read productively. Reading, along with listening, is a receptive skill.

- Good readers generally
 - i) read extensively
 - ii) integrate information from the text with their word knowledge
 - iii) have a flexible reading style, vary the speed depending on the text they are reading
 - iv) rely on different sub-skills

Sub-skills of reading :

Reading involves a variety of sub-skills. The important sub-skills from **(John Munby's)** list of sub-skills are given below —

- i) Recognizing the script of a language
- ii) Deducing the meaning and use of unfamiliar lexical items
- iii) Understanding explicitly stated information
- iv) Understanding information when not explicitly stated
- v) Understanding concept meaning
- vi) Understanding relations within the sentence
- vii) Understanding relations between parts of a text through lexical devices
- viii) Interpreting text by going outside it
- ix) Recognizing indicators in discourse
- x) Identifying the main point or important information in a piece of discourse
- xi) Extracting salient points to summarize (the text, an idea etc)

Writing Skill

Writing is a productive skill. It involves the following sub-skills.

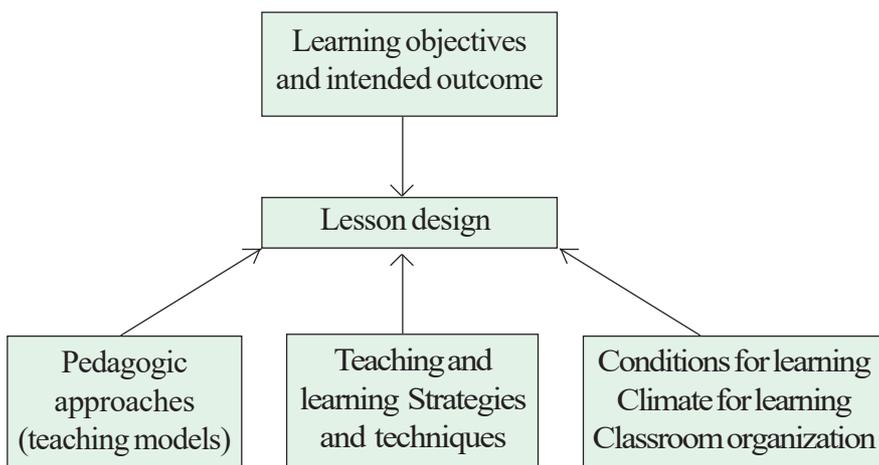
Criterion (sub-skill)	Description and elements
Arrangement of Ideas and Examples (AIE)	<ol style="list-style-type: none"> (1) presentation of ideas, opinions, and information (2) aspects of accurate and effective paragraphing (3) elaborateness of details (4) use of different and complex ideas and efficient arrangement (5) keeping the focus on the main theme of the prompt (6) understanding the tone and genre of the prompt (7) demonstration of cultural competence
Communicative Quality (CQ) or Coherence	<ol style="list-style-type: none"> (1) range, accuracy, and appropriacy of coherence makers (transitional words and/or phrases) (2) using logical pronouns and conjunctions to Connect and Cohere (CC) ideas and /or sentences (3) logical sequencing of ideas by use of transitional words (4) the strength of conceptual and referential linkage of sentences/ideas
Sentence Structure Vocabulary (SSV)	<ol style="list-style-type: none"> (1) using appropriate, topic-related and correct Sentence Structure Vocabulary (SSV) (adjectives, nouns, verbs, prepositions, articles, etc.), idioms, expressions, and collocations (2) correct spelling, punctuation, and capitalization (the density and communicative effect of errors in spelling and the density and communicative effect of errors in word formation (Shaw & Taylor, 2008, P. 44) (3) appropriate and correct syntax (accurate use of verb tenses and independent and subordinate clauses) (4) avoiding use of sentence fragments and fused sentences (5) appropriate and accurate use of synonyms and antonyms

Section 2

ESL: Lessons in Classroom Transactions

ESL in Classroom Practice

A schematic diagram of ESL in classroom practice vis-a-vis a particular lesson may be represented in the following manner:



Showing how learning outcomes fit within the process of designing a lesson.

Perfect designing for perfect lessons

It is worthwhile holding in your mind an image of what might be the (near) perfect lesson. This will inform the planning process.

What criteria should we state for such a lesson? A few ideas are listed. First, the lesson should be planned to be:

- purposeful
- well-structured
- flexible
- differentiated

Purpose:

- What is the purpose of the worksheet?
- What are the learning objectives I want to cover?
- What specific subject knowledge, understanding and skills will the worksheet address (in the NC, GCSE or AS/A2 level)?

Planning:

- What resources/materials do I need to construct the worksheet?
Where are these available (textbooks, internet, CD ROM, newspapers, photographs, cartoons, etc.)? Are these resources up-to-date and free from bias?
- Do I have the technical ability to construct and reproduce the worksheets?
- What activities should be included to meet the 'Purpose' outlined above?
How will these activities be differentiated according to the abilities of the students?
- How will student learning be assessed?

Presentation:

- What design do I want for the worksheet — portrait or landscape, font sizes and types, pictures, maps, cartoons, tables, diagrams, graphics, etc.? Will visual images reproduce clearly if the worksheet is to be photocopied?
- Is the text engaging and clearly sequenced for the students?
Is the text readable and is the amount of technical vocabulary and use of jargon acceptable?
- What headings and labels do I need to include to identify where activities are, or where figures and tables can be found?
- Is there too much/not enough text?
- Should key words (and their definitions) be identified in bold type?

Use:

- How does the worksheet fit into the lesson plan and its stated learning objectives?
- How will I introduce the worksheets to the students? Do I want them to complete it all in the lesson? Are any activities for homework? Are there different sheets and/or activities for different students?

Evaluation:

- Did the worksheet help me achieve my learning objectives?
- Was the worksheet capable of providing differentiated learning for different abilities?
- Did the students find the worksheet interesting, motivating and stimulating to use?
- What might I change about the worksheet, or the way I used it, in future lessons?

- varied, in terms of accommodating different learning styles
- well-resourced, with resources being used effectively
- challenging
- well-paced, dynamic
- expecting high standards of student achievement
- creating a good learning atmosphere
- capable of conveying a sense of achievement (for both learner and teacher)

Second, from the perspective of the learner the planned lesson should:

- be purposeful: the reasons for learning should be clear (often this learning will have a practical application)
- involve active learning (including problem-solving)
- enable students to use thinking skills, initiative and imagination
- be used to acquire knowledge, understanding and skills
- be enjoyable and satisfying
- establish good working routines, confidence and high standards
- clearly indicate continuity and progression
- be assessed, by both the teacher and the students, in a formative way
- be able to extend or alter the students' ways of thinking

This implies that:

- teachers should have clear objectives for their lessons
- students should share these objectives and understand them
- teachers should have secure subject knowledge
- lessons should have appropriate content
- activities should be well-chosen to promote learning of the content
- activities should engage, motivate and challenge students, enabling them to progress
(adapted from Tolley *et al.*, 1996)

Two Models: Knowledge Framework (KF) & Sheltered Instruction Organization Protocol (SIOP)

The KF:

The KF is a heuristic model that intends language-content integration along with the development of thinking skills. The KF is divided into three pairs of Knowledge Structures (KSs):

Description	Concepts and Classifications
Sequence	Principles
Choice	Evaluation

Description - Concepts and Classifications: The process of description involves an understanding (formation of concept) of the thing being described and its classification in regard to its physical/visible/tangible qualities. This KS involves thinking skills related to grouping objects/ideas that are similar, segregating dissimilar objects/ideas and probing into part-whole relationships. The language skills associated with it are the vocabulary areas and verbs like ‘be’, ‘has/have’ the uses of passive voice and the uses of nouns and prepositions.

Sequence-Principles: The understanding enables to create sequential order behind a process and probe into the underlying principles with respect to the situation or issue at hand. This KS inspires thinking skills along the lines of cause-effect, statement-reason, guiding ideas in the backdrop of a situation or issue and comprehension of ideas in the ascending/descending order of importance within the given context. In terms of language skills, it focuses upon the uses of adjectives, adverbs including their different degrees of comparison like ‘more/less’, ‘quickly/slowly’, etc., the uses of conjunctions like ‘because/since’, etc. and adverbials like ‘firstly/lastly’, etc. along with the uses of appropriate vocabulary.

Choice-Evaluation: Understanding of concepts and principles leads to problem-solving and decision-making (decision-making involves critical thinking and the importance of the twin skills of problem-solving and critical -thinking has been highlighted by Paulo Freire (1970) in his famous work *Pedagogy of the Oppressed*) choices which involves from options and logical evaluation of the choices that have been made. This KS highlights uses of adverbs like ‘better/worse’, ‘always/never’, etc. It would also involve uses of conjunctions like ‘so/therefore’, etc. and the use of suitable vocabulary.

The six KSs are scaffold by key visuals that help in the enhancement of thinking skills and language skills.

Knowledge Structure	Thinking Skills	Key Visuals	Language
Classification	Classify, sort, group, categorize, define, part-whole relation	Tree, web, table	General reference “Being” verbs (be, have, etc). Additive conjunctions (and, etc) part/whole lexis (nouns, verbs, passives)
Principles	Explain, predict, draw conclusions, apply causes, effects, means, ends, rules formulate, establish hypotheses, interpret data	Cycles, line-graphs, cause-effect chains, problem-solution branches	“Action” verbs, Consequential Conjunctions (since, due to, etc), cause-effect lexis, passive + agency (is caused by)
Evaluation	Evaluate, rank, judge, criticize	Grid, rating chart, evaluation chart	“Thinking” verbs (believe, judge, etc), Comparative Conjunctions (however, while, etc), evaluative lexis (adjectives)
Description	Identify, label, describe, compare, contrast, locate	Picture, map, diagram, drawing, Venn diagram, Pie chart, same/different chart	General or specific reference, “Being” verbs (be, have, etc). Additive conjunctions (and, etc), attributive lexis (adjectives), language of comparison and contrast (like, different from, etc)
Sequence	Arrange events in order, note changes over time, processes, follow directions	Timeline, action strips, flow charts	Specific reference “Action” verbs, Temporal Conjunctions, Adverbial (since, after, etc), sequential lexis
Choice	Make decisions, propose alternatives, solve problems, form opinions	Decision/consequence tree, generating alternatives/decisions chart	Specific reference “Sensing” verbs, apposition choice lexis

The six knowledge structures appear in content areas across the curriculum, from literature through social sciences to mathematics and the physical sciences both in the content itself and in the classroom management language that revolves around teaching and learning the content. The KF, therefore, becomes a very powerful tool for teachers to help students transfer their language and thinking skills across different contexts (Early, 1990). This transference of skills involves the development of the CALP. Besides, the KF also contributes to the acquisition of BICS. For instance, if the students decide to go to a theatre to watch a movie, they would classify the movie as thriller, comedy, romance, etc. Having done so, they would try to guess at the plot of the movie from its title. Then they will use their choice in deciding to watch the movie.

The SIOP Model:

Jana Echevarria, MaryEllen Vogt and Deborah J. Short (2000, 2004) in *Making Content Comprehensible For English Learners: The SIOP Model* have pointed out that the

... theoretical underpinning of the model is that language acquisition is enhanced through meaningful use and interaction.

The Model is divided into eight components vis-à-vis the teaching-learning process in the classroom:

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Preparation:

This step includes:

- i) clearly defined content objectives
- ii) clearly defined language objectives
- iii) choice of age appropriate content concepts for and “fit” with educational background of student
- iv) use of supplementary materials to make lessons clear and meaningful
- v) adaptation of content to all levels of student proficiency

- vi) providing meaningful and authentic activities that integrate lesson concepts with language practice opportunities

Building Background:

This step has the following components:

- i) explicit link of concepts to students' background experience
- ii) clear links between students' past learning and new concepts
- iii) emphasis on key vocabulary

Comprehensible Input:

This step involves:

- i) appropriate presentation to accommodate students' proficiency level
- ii) clear explanation of academic tasks
- iii) using a variety of techniques to make content concepts clear

Strategies:

This step requires the following actions:

- i) provision of ample opportunities for students to use strategies
- ii) consistent use of scaffolding techniques throughout the lesson
- iii) employing a variety of question types

Interaction:

This step necessitates the following:

- i) providing frequent opportunities for interaction and discussion
- ii) grouping of students with an eye to support language and content objectives
- iii) providing sufficient wait time
- iv) giving ample opportunities for clarification of concepts in L1

Practice/Application:

This step involves:

- i) providing enough hands-on materials
- ii) providing activities for students to apply content/language knowledge
- iii) integrating all language skills into each lesson

Lesson Delivery:

This step includes:

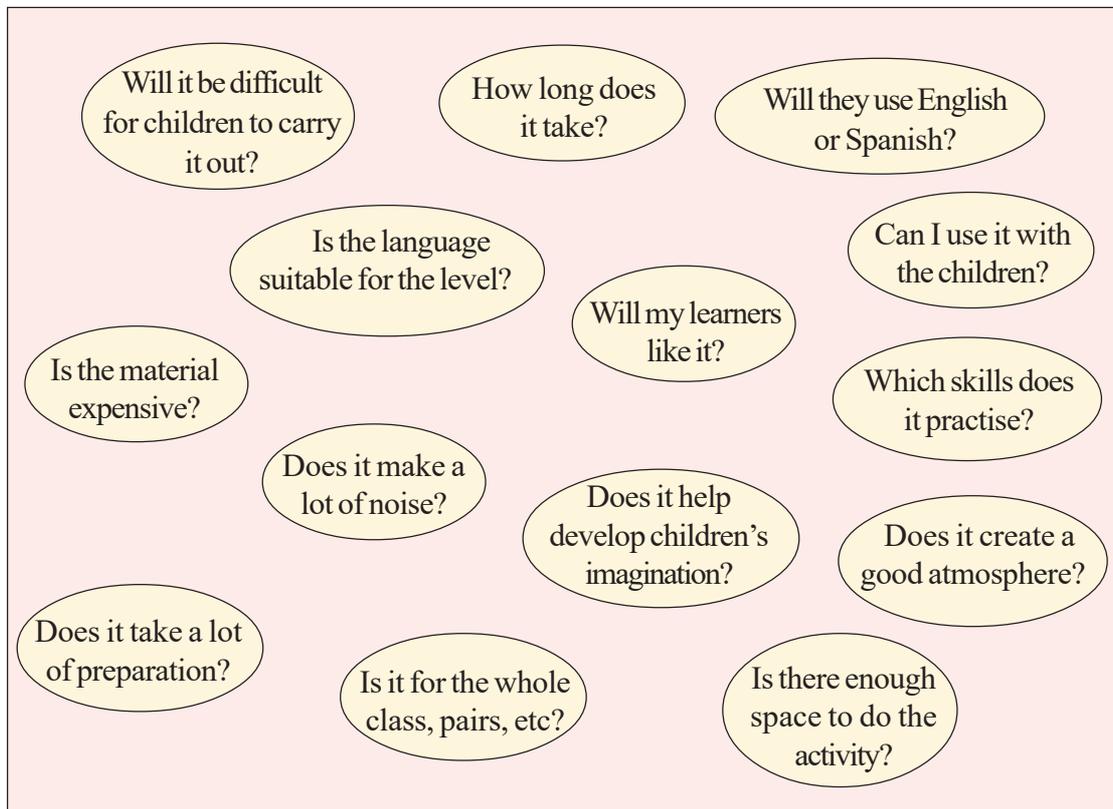
- i) clearly supporting content objectives
- ii) clearly supporting language objectives
- iii) engaging students (90-100%) of the lesson
- iv) appropriately pacing the lesson to students' ability level

Review/Assessment:

This step has the following components:

- i) providing comprehensive review of key vocabulary
- ii) supplying comprehensive review of key content concepts
- iii) Regularly giving feedback to students on their output
- iv) Conduct assessment of student comprehension and learning

Classroom process : Some major issues



Problems	Suggested solutions
My pupils cannot work independently.	Plan for gradual independence. Introduce them to decision making gradually once they have got used to the idea of topic work.
Children get so involved and excited in the activity that they tend to use the L1 to communicate.	Build in different stages to the activity: the initial stage will involve children finding out / exchanging ideas (focus on fluency where they may naturally use L1 or a mixture of L1/L2); later stages could involve children in planning how to present their ideas (attending to the language) and then presenting to an audience (focus on careful presentation and accuracy).
I have limited resources.	<p>You don't need vast resources. Get children to bring things in, eg pictures, postcards, objects.</p> <p>Ask factories, shops, printing works for spare materials, eg paper, adverts, boxes.</p>

Negotiating Large Classrooms

The term 'large classroom' is relative and very varying. The minimum number of students that is required to constitute a 'large classroom cannot be mathematically determined. Coleman (1989) cited in Shamimet. al. (2007) concludes that, teachers share no universal conception of the size of the ideal, large and small classes. Toeing along this notion, Shamimet. al. (2007) posits that the term 'large' is a "relative word and large classes have been variously defined by practitioners from different teaching-learning contexts. A large class in western context such as the US or the UK may be considered small by both teachers and learners in most teaching learning contexts in Africa.(pp. 11-12). A classroom to be large depends on how the teacher sees the class size in his/her own specific context.

There is no gainsaying the fact that a large classroom is heterogeneous and multilevel. This implies that the students in a large classroom come from different socio-economic background, and have different learning strategies; some of them are slow learners while others are advanced and so on. These differences make the class multilevel which is one of the problems in large class. A heterogeneous class is one that has different kinds of learners in it, as opposed to a homogeneous class, where the learners are similar. Most of the teachers understand the terms mixed-ability and heterogeneity of the class in the same way but they are not the same. Ur (2010) mentions, "What most of the teachers understand by mixed-ability in practice is classes of learners among whom there are marked differences in level of performance in the foreign language. However, the term 'ability' includes not just the immediate observable ability to

perform of the learners, but also their potential learning ability. Learners' present proficiency may have been influenced by various other factors such as different previous opportunities for learning, better or worst previous teaching, higher or lower motivation.”

A few difficulties that teachers face in a large classroom may be summed up in the following points:

- The teacher has to put in tremendous effort for carrying through effective classroom transactions. With an outnumbered class there is always something to be done.
- With a large class, it is difficult to get a satisfactory knowledge of student's needs. Intimacy with students and remembering names is a problem.
- As a consequence of the large number of students, the noise level is inevitably high which adds stress in the teachers.
- Organizing, planning and transacting lessons constitute another challenge for teachers in such classes as students abilities differ considerably.
- Engaging learners actively in the learning process is not easy in a crowded class.
- Individual evaluation of students, diagnosis of learning gaps and providing remedies become intensely challenging.

According to Ur (2010) some of the strategies that can be used in large classes are as follows:

- **Vary Your Topics, Methods, and Texts.**
- **Make Activities Interesting**
- **Encourage Collaboration**
- **Individualize**
- **Personalize**
- **Use Compulsory Plus Optional Instructions**
- **Use Open-Ended Cues**

Besides above mentioned techniques, classroom management techniques, creativity of a teacher, and good lesson planning play a vital role in large multilevel classes. How to manage the class depends on the teacher. The grouping strategies are very effective management tools in multilevel classrooms. If teacher can group the students in an effective way, s/he should not be always there with the students. Students can assist each other. The students can be assigned pair work, group work, whole-class work and team work (different teams of the students work in

the task or activity and compete with other teams). After assigning the group, pair, team or whole class work, teacher's role is a most. S/he monitors, facilitates, and helps the students. Valentic (2005) explains that in a "multilevel class we can establish work climate which encourages students to help one another. Better students will help their peers, and shy students will ask for help. Peer teaching can develop a climate of cooperation"(p. 2).

In multilevel instructional strategies, as Roberts (2007) points out, the following teaching strategies that can be used in multilevel classes.

- **Begin the Lesson with the Whole Class Together**
- **Assign Leveled Tasks Using a Variety of Groupings**
- **End the Lesson with the Whole Class Together:**

Moreover, it is important to consider learners' various ability levels while planning your lesson and to adapt the activities to appropriate level of difficulty. The best way to approach this is to use the same basic material as a source and adapt the related activities to several levels so that each student is doing an assignment appropriate to his or her level. This practice is known as differentiated instruction (Shank & Terrill, 1995). Increasing student involvement, the large classes can be handled. Engagement of the students in the class is fundamental to the teaching learning process. According to Shamimet. al. (2007), students can get engaged in class by involving them in decision-making, enlarging the action zone, improving question-answer technique, and using pair and group work (p.24).

Accelerating ESL Learning

In general, accelerated language learning describes instruction which is "... fast paced, integrated, engaging and enriching, rather than remedial, linear, passive, or inordinately patient" (Mohr, 2004). It is also commonly found that many English language instructors often focus on making students feel good so their self-esteem won't suffer, which often results in academically inferior instruction (Mohr, 2004). Effective ESL teachers focus on challenging students, engaging them and giving them an opportunity to participate. Speaking from the realm of content learning, the research is positively adamant that a focus on reading and writing is absolutely necessary for English proficiency; in other words, teachers should focus on the fundamentals of vocabulary, grammar, pronunciation, and reading comprehension in order to push students towards effective language use, and ultimately, fluency (Francis, 2010; Li, 2010; Mohr, 2004). Furthermore, there is research supporting the idea that introducing literacy content early in an ELL learner's

education is very effective (J. Chen, M. Chen & Sun, 2010). This addresses the idea that we need to teach to a child's potential, and not to the perceived development level of a child. Ultimately, what much of the research boils down to is that we must provide a better scaffold for learning, rather than lowering expectations (Mohr, 2004).

English language learners can understand far more language than they can produce, which is one underlying reason why many researchers recommend focusing on increasing the amount of English language input students are exposed to by increasing the amount of reading they do (Mohr, 2004). This conclusion lies in the thinking that although English language learners may speak a different language, they can still learn productive learning techniques and develop important English literacy skills (Francis, 2010). In fact, ELLs have already mastered a language, and are most likely literate in their first language. In this way, there is a whole slew of research focused on discovering a connection between a student's primary (L1) language and target (L2) language, a phenomenon termed transfer of knowledge.

The sheer task that faces English language learners is massive in scope: in order to be proficient in written discourse, Schmitt (2008) estimates that one must recognize and understand around 98 to 99% of written words, which conservative estimates put at a total of 8000 to 9000 word families. For English language learners already lagging behind their native-born English speakers in regards to vocabulary acquisition (Ontario, 2005), this is quite a gap to fill. Teachers are at the front lines in helping students overcome this hurdle, but "...their experience may not be enough in itself to provide this guidance without help" (Schmitt, 2008, pg. 333). Schmitt (2008) suggests that a more principled, proactive approach is necessary to promote student vocabulary learning.

Furthermore, students need to be willing to be active vocabulary learners over a long period of time, which remains the only way to reach the sheer vocabulary size necessary to understand English. However, the fact remains that "they [ELLs] will need guidance about which lexical items to learn, and perhaps help in developing effective learning techniques" (Schmitt, 2008, pg. 333). The suggestions relayed in the literature relating to vocabulary learning in the classroom are innumerable, but an emergent theme is that of repetition: Words will have to be met in many different contexts in order to develop a mastery of the different word knowledge types, and this entails a long-term recursive approach to vocabulary learning. (Schmitt, 2008, pg. 335) Repetition is identified as a key element in the vocabulary learning process, one that can significantly accelerate second language learning when employed correctly.

Impact of L1 On L2

The importance of analyzing the impact of first language in the second language learning classroom lies in the realization that there exists a cognitive link between a language learner's L1 and L2 (Francis, 2010). This link, once identified, can utilize the knowledge contained in a language learner's L1 to try and accelerate L2 learning. This phenomenon is identified in the literature as transfer of knowledge, and at its core the purpose of this body of research is to identify the "means [by] which L2 learners activate their L1 knowledge in developing or using their inter-language [L2]" (Faerch, 1987, pg. 112). For bilingual students in the position of an English language learner, the fact is that they are learning how to read and speak in a new language a second time: meaning, there are opportunities to evaluate how L1 knowledge influences L2 learning, and in turn, potentially reveal tools teachers can utilize in the classroom to accelerate this learning for their multicultural students. In the review by Francis (2010), he defines the componential or modular approach to language learning, which provides a convenient and useful framework with which to approach the concept of transfer of knowledge.

One of the primary assumptions of this theory is that not all knowledge of language is of the same kind, and that there is a key dichotomy one must first distinguish: explicit knowledge of language, also referred to as metalinguistic or declarative knowledge, versus implicit knowledge of language, also referred to as conceptual or procedural knowledge (Faerch, 1987; Francis, 2010). Explicit knowledge is learned knowledge of language, and is comprised mostly of the user's knowledge of linguistic rules and elements, such as those of grammar, sentence structure, syntax, and vocabulary. This core set of knowledge is then drawn upon through procedures which employ these core elements, such as speech production, speech reception, and language learning (Faerch, 1987).

This procedural or implicit content is not so much learned as it is an innate understanding of language, something made most clear by considering the competence young children show in the phonology, or sounding out, of their first language (Francis, 2010). There is no deliberate learning strategy young children undergo to learn the phonology of their first language, and it progresses as if it is a natural process. As young children, our minds are naturally hard-wired to innately absorb and learn the phonology of our first language – a form of implicit knowledge. With this dichotomy between explicit and implicit knowledge established, we can turn to the current literature on the subject, where we can see that there is a wide body of evidence supporting the idea that early in the developmental growth of bilingual children, the mind encodes the declarative, explicit learned content of specific languages as separate linguistic systems

(Kovelman, Baker, &Petitto, 2008). In other words, the linguistic rules and elements for each learned language are stored separate from each other as core constructs that are drawn upon based on need.

The conceptual or implicit knowledge of language, however, which draws from these core elements, does not divide in this way, and remains “shared in common” between languages (Francis, 2010). It is the existence of these shared elements that allow for transfer of knowledge to occur between a language learner’s L1 and L2, and it is the identification of these elements that are now the subject of intense research. The question of whether or not language transfer can occur is now no longer a concern – as Faerch and Kasper (1987) puts it, the answer to that is unequivocally yes. The question now is what the conditions of this transfer are: “We would like to know where learners transfer what, how much, why, and how” (Faerch, 1987, pg. 112). In order to better explicate how this transfer of knowledge phenomenon relates to my current research, I turn to Faerch and Kasper (1987), who identify two separate types of transfer of knowledge: transfer for communicative purposes, and transfer for the purpose of learning. The former type of transfer of knowledge is observed when comparing two closely related languages, such as English and French, or Italian and Greek. In these languages, there is very high inter-textual comprehensibility, and so students possessing prior knowledge in one language receive a huge benefit in their attempts at learning an L2.

Such students often look for similarities in the root words or cognates in the L2 language in comparison to their L1 – whether they are formal or accidental, or even if the resulting meaning is correct or not – and use this prior knowledge to inform their understanding of the L2 (Faerch, 1987; Nagy, 1992). The latter type of transfer of knowledge, transfer for learning, makes use of the knowledge contained in the L1 to make the rules and items within the L2 more comprehensible: such as grammar rules, syntax, sentence structure, and conjugation. It is this latter type of transfer of knowledge that I am most concerned with. Framed in this way, transfer of knowledge for the purpose of learning is thus a component of procedural or implicit knowledge, whereby a language learner is drawing from a second set of core declarative, explicit knowledge. For example, when a language learner is trying to communicate in their L2 through a procedural task such as speech production, they are drawing not just from the declarative knowledge of their L2, but also on the declarative knowledge of their L1.

What this therefore means, is that L2 learning for bilingual students proceeds through a fundamentally different process than L1 learning, In the realm of transfer of knowledge, the literature is quite clear that phonological production, or the sounding out of words, is a significant

area of transfer between L1 and L2, both positively and negatively (Ping, 2010). Current research in this field is so prominent that this idea is referred to as the Universal Phonology Principle, which basically states that phonology comprises one of the most fundamental points of convergence in the learned content of two languages (Francis, 2010).

The effect has been tested and confirmed in a variety of languages, both in languages that are similar to one another (English-French) and dissimilar (Mandarin-English), and for a wide age range of students from kindergarten to college level (Faerch, ;Proctor, 2006; Verhoeven, 2007; Ping, 2010). Research has also begun to explore other elements of language learning that are transferable, in areas such as morphology (the form or representation of words), morphophonemics (the conjunction of morphology and phonology), oral language skills, reading ability, and reading comprehension, however in many of these areas research is still relatively nascent (Cummins, 2010; Hall, 2002; Nagy, 1992; Proctor, 2007; Schmitt, 2008; Ping, 2010).

What this all means to educators is that English language learning in the classroom is not divorced from a student's first language, but rather, there is a significant amount of interplay between a student's first and second language. By identifying and making use of these shared elements of language learning that promote transfer of knowledge, such as phonology, educators can be provided with a means with which to use primary language literacy to accelerate second language literacy. These cognitive elements that are shared in common can thus form a sort of foundation for future language learning that can potentially help students use what they know of their first language to accelerate English language learning.

The question remains, though: what are some of the classroom tools that teachers can use to help facilitate this process of language learning? Making use of first languages provides the beginning of an answer, but the task remains to identify additional tools educators can employ in the classroom to mobilize a student's first language in this way. Furthermore, utilizing first languages is in itself just one potential answer to the question, "how do we accelerate student language learning?" A different answer was provided in the previous section, and will be discussed at great length in subsequent sections: an instructional focus on reading, writing, and vocabulary. Finally, computer assisted language learning devices, and specifically those making use of spaced repetition as the core functionality of their learning systems, are a growing trend in the language learning classroom. As technology begins to pervade our education system and the lives of our students, language learning tools utilizing modern technologies can provide yet another, related, answer to that overarching question guiding this inquiry.

An Exemplar of Teaching Receptive Skills : Reading and Listening

Action	Purpose
1 Learners discuss a memorable tourist experience in pairs.	To provide spoken fluency practice and to activate prior knowledge about the topic of the text.
2 The teacher explains the meaning of two key words in the text.	To clarify the meaning of key vocabulary items.
3 Learners read and choose the best of three summaries for the text.	To provide practice in reading for gist.
4 Learners read again and answer true/false questions about information in the text.	To provide practice in close reading.
5 The teacher writes five new words on the board from the text. Learners look for these words in the text and underline them.	To provide practice in scan reading for specific words.
6 Learners guess the meaning of the new words in the text.	To provide practice in inferring the meaning of new vocabulary.
7 The teacher asks learners to underline example of the present perfect in the text and to discuss why the tense is appropriate in each instance.	To encourage learners to notice grammatical features in the text.

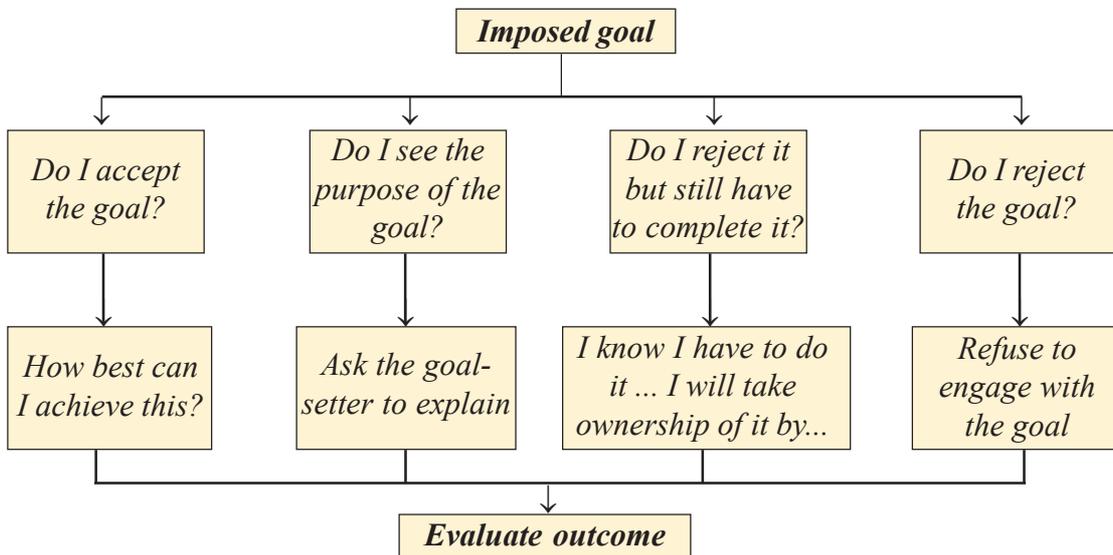
Section 3

ESL: Strategies and Techniques of Evaluation

Imposed Learning goals and Evaluation Outcome

Learning outcomes have been defined as a statement of what a learner is expected to know, understand, or be able to do at the end of a learning process. Learning Outcomes base each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in Education based on Learning Outcomes; instead, classes, opportunities, and evaluation should all help students achieve the specified outcomes. The use of learning outcomes has an impact on a range of education and training practices and policies. The main aim of transforming education provision by emphasizing learning outcomes in curricula and qualifications is to enhance learning and to make that learning explicit. When it comes to curricula, the main role of learning outcomes is related to the willingness to actively engage learners in management of their learning process alongside their teachers. If this shift is actually taking place it should be possible to observe an impact of learning outcomes on pedagogy whereby teachers are increasingly adopting a role of learning facilitators alongside delivering instruction.

The emphasis is on defining key competences and learning outcomes to shape the learner's experience, rather than giving primacy to the content of the subjects that make up the curriculum. Learning outcomes are being used in a range of countries to point the way to modernizing schooling systems, thus acting as a renewing and reforming influence at different levels – governance, systemic reform, curriculum, pedagogy and evaluation.



Possible ways of dealing with 'imposed' goals through Peer work: An Overview

Advantages	Concerns
It involves pupils in helping each other.	Some pairs may not work well together. It may be difficult to pair pupils appropriately.
Both weaker and stronger pupils gain from the system, ie the weaker pupil learns how to do the task and the stronger pupil learns to think more strategically in order to help his/her buddy.	Stronger pupils may be less challenged. Stronger pupils may not necessarily be very good at helping their peers to learn how to do activities. They may want to give the answers.
Pupils become more involved in the learning process.	Some pupils may try to dominate their buddies.
Pupils are learning to be more independent.	It takes time to train pupils how to work effectively as buddies. It may be possible to use this system only for straightforward or routine types of activity.
It is a flexible system which can be used according to need. It allows different pupils the opportunity to be 'buddies' for areas where they have particular strengths.	Without careful handling by the teacher, this procedure may reinforce a lower status for the weaker students in the class. Weaker pupils will also need opportunities to act as 'experts'.

Some key issues

- some of the differences between pupils in the same class and the strategies teachers use to manage classes of mixed ability. These include: group teaching by ability, designing activities to suit different levels, and using a variety of teaching methods. You have also considered how to overcome difficulties associated with these strategies: how to give sufficient time for each individual, how to aim lessons at the right level and to cater for pupils' lack of ability or interest in particular skills.*
- how teachers' beliefs and expectations about their pupils affect the way they respond to them.*

This can lead to those expectations becoming self-fulfilling, ie a child begins to respond as the teacher expects him/her to respond rather than as he/she is capable. Labels

used for pupils are often based on teachers' expectations rather than on pupils' actual abilities. Children's skills and abilities vary widely across different situations, on different activities and topics and can change over time. So there is a need to be cautious about labelling them as *low ability* or *high ability* as these labels tend to stick forever.

How to make pair and groupwork POSSIBLE

Prepare children carefully for the activity.

Organize them in ways appropriate to the goal of the language-learning activity.

Structure the activity carefully so there are clear working procedures and outcomes.

Show them how to do the activity.

Involve them in your demonstrations.

Be positive about their efforts.

Loosen your control of the activity gradually.

Engage their interest through having a clear and meaningful purpose for the activity.

	Lesson A	Lesson B
Teacher's purpose	<p>To get pupils to reproduce a dialogue accurately and appropriately.</p> <p>Through giving feedback on pronunciation problems and presentation.</p> <p>Through getting pupils to practise the dialogue several times.</p>	<p>To get pupils to report on their news appropriately and accurately.</p> <p>Through showing interest and so motivating other pupils to want to try and give their news.</p> <p>Through supporting pupils in trying to tell their messages by prompting and giving cues.</p> <p>By giving indirect feedback about error through request for repetition of message.</p>

	Lesson A	Lesson B
Talk which is supportive	<p>Provides feedback to pupils.</p> <p>Instructions are clear and simple.</p> <p>Knows pupils' names.</p>	<p>Motivates and involves the pupils initially.</p> <p>Provides a meaningful purpose for pupils in using language, ie they want to talk about their news.</p> <p>Establishes a meaningful context in which to talk, ie pupils' own recent experiences.</p> <p>Shows interest in what pupils say (smiles/nods/listens patiently).</p> <p>Accepts pupils' answers positively.</p> <p>Prompts pupils to give more information.</p> <p>Encourages rephrasing if their sentences are inaccurate in tense.</p> <p>Teacher leans towards pupils as he listens to</p>
Talk which is not supportive	<p>The purpose for doing the dialogue is not shared, ie it is teacher directed and not meaningful to pupils.</p> <p>Teacher does not show interest in pupils' answers.</p> <p>Teacher does not respond positively to pupils' efforts either verbally or non verbally.</p> <p>No attempt to create a meaningful context related to pupils' own experience.</p> <p>Reason for giving feedback was not shared with pupils, ie why it was important for them to look at each other.</p>	<p>Teacher's concern for tense accuracy may be confusing for pupils while they are actually trying to communicate their news. It might be better to do this at the point of writing down the message. However it does not seem to inhibit the pupils who seem eager to contribute their ideas and to correct each other.</p>

The strategies which seem supportive are :

- showing genuine interest in and responding positively to pupils' answers so as to motivate them to want to speak, eg *Yes?* with an encouraging smile
- encouraging attention to language accuracy but in a constructive way
- using English at a level pupils can understand so that pupils are getting more input
- helping pupils to express their messages by prompting or cueing pupils to say more (so they are 'pushed' to use the language to communicate)
- relating talk to familiar contexts which are meaningful for pupils and so encourage them to want to talk, eg pupils' own news
- working in partnership with pupils to achieve a common goal, eg in example B, both teacher and pupils want to produce a piece of news.

Some key issues

The following points may be noted.

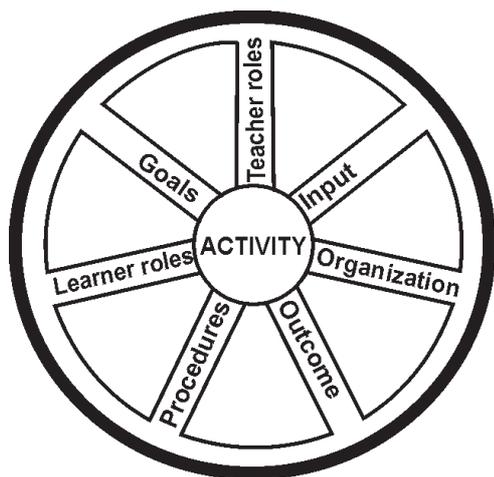
- *The Concept of Support:* Support is a kind of help you provide for pupils to enable them to carry out language learning activities successfully by themselves. The level of support is adjustable, not fixed, and depends on children's current level of ability and the level you would like him/her to move towards next.
- *Three main types of Support:* *teachers' language*, ie all the things they do with language to help pupils' understand; *techniques and resources*, ie all the techniques, procedures, and resources teachers use to help children to do activities; *children themselves*, ie children provide support for each other as practice partners, by providing models, etc.
- *How to assess the amount of Support needed :* The level of support provided enables each child to gain some success in doing the activity. There are a number of factors to consider, including: the skills and knowledge which children already possess for doing the activity and the new skills which will be needed, the degree of contextual support provided by the activity itself, children's familiarity with the activity type and the degree of personalization.
- *The need to adjust Support :* It must be in tune with the progress children are making. The level of support provided is not something fixed, but should be constantly changing so as to ensure children make progress. As children gain control over the skills and language required to do particular activities, support is reduced while

other more complex or, challenging activities are introduced for which they may require increased support initially. Adjustment involves: reducing or increasing the help provided in tune with the level of challenge; varying the contexts in which the activity is carried out by moving from concrete situations with plenty of visual support to more abstract situations which rely more heavily on language itself.

- *some teacher concerns about support* which raise important issues about the question of providing support, of adjusting support appropriately and of long term gain, ie does it help children to develop?

Integration in aspects of Classroom transaction

Goal : The teacher's purpose or aim in using the activity, ie what he or she wants to achieve through the activity. The children's purpose in carrying out the activity.



Input : The material that children will work on, eg text, oral instructions, etc.

Procedures : What children actually do with the input, eg they read it or talk about it,etc.

Outcome : What children produce as a result of the activity, eg a story book, an answer to a problem, a picture, etc. The outcome might vary from child to child or group to group. We can also distinguish between *product* outcomes, ie something tangible

like a set of answers, a completed crossword, a drawing and *process* outcomes — skills, attitudes, etc which develop during the learning process, eg increased confidence, ability to work together.

Teacher roles : The roles that the teacher will need to perform which are implied or suggested by the activity. For example, a drill will require the teacher to direct and control the children, whereas a communicative game will require the teacher to set up the task and then step back and monitor.

Learner roles : The roles that the activity will require learners to perform. For example, some activities may require learners just to listen and respond as directed; others may require learners to make decisions or choices.

Organization The way the learners are organized for learning, eg as a whole class, in pairs, etc.

Lesson, Learning and Evaluation: Nexus of classroom transaction

Reasons for evaluation	How to use information obtained
To identify a pupil's progress in learning English.	Adjust learning tasks to suit his/her needs. Move him/her to another group. Give feedback on strengths and problem areas to work on. Help child make an action plan.
To identify what pupils have learned, ie achievement over a term or year.	Move pupil to the next class. Adjust yearly teaching plans. Change learning materials.
To check pupils' use of a particular skill or language structure in a lesson or unit.	Give further practice. Change your lesson plan for the next day. Give special help to some pupils.
To find out whether you have achieved your teaching objectives.	Adjust your future teaching plans. Try out new methods or techniques.
To identify the skills /language /attitudes, etc pupils have developed already.	Use it to plan the new term's work.
To find out whether pupils like/dislike particular activities and why.	Make changes to your activities. Involve pupils more in choosing activities.
To diagnose problems and/or strengths pupils have in a particular language area, eg writing, reading.	Prepare learning materials based on the problem areas. Give individual help to particular pupils.

Learning Resources

- **What teaching/learning resources are.** A broad view of resources means that virtually anything can count as a resource as long as it assists the teaching/learning process. If you allow children more involvement in the making and management of your resources there are many benefits for language learning.

- ***The reasons for making resources and whether they justify the effort.*** We considered how productive resources were in terms of their range of uses and whether learners could make them so as to increase their involvement and opportunities for language learning. We also considered the value of reflecting on how you use resources, and we saw from the example of one teacher how this reflection can help to change our knowledge about teaching.
- ***How children can act as resources for language learning.*** as partners for others, as tutors in helping others, as models or demonstrators, as resource makers, by using their bodies as a resource. The benefits of using children in this way are enormous both in terms of increased pupil involvement, interest and also language practice.
- ***Ways of organizing your resources to involve children.*** The way you organize your resources reflects your beliefs about children and their capabilities as learners. So if you believe children are capable of learning how to manage resources in the classroom, then you will organize your classroom in a way which encourages this. If resources are accessible to children and they are trained to manage them, you will have more time to spend with individuals and children will benefit by developing greater independence.
- ***The purpose of displays.*** They provide language input for pupils, reinforce language learning, demonstrate that pupils' work is valued, provide stimulus for topic work, arouse pupils' interest or curiosity. Children can gain important messages from displays. But this is only likely to happen if it is *their* work which is displayed or they have been involved in creating the display. Although displays need to be planned carefully so that they attract children's interest, they also need to be designed so they engage children in an interactive way. Otherwise children will soon lose interest.

So we see that resources have the potential to create the kind of learning environment which supports children's language learning: an environment which is attractive, stimulating and involves children through a variety of senses in meaningful language-learning activities. But in order for this potential to be fully realized, children need to be involved in making, using and managing resources. Secondly, reflecting on the way you use resources can give you a way of examining your beliefs about children and their capabilities which may encourage you to rethink some aspects of your teaching.

Successful Language Learning : Some key issues

- ***Teachers' views about successful language learners.*** The most interesting finding is that successful language learners vary widely in behaviour and personality, but what may distinguish them from other learners is that they tend to be more effective and flexible at managing their learning .
- ***Pupils views about successful language learning.*** It is important to find out their views as pupils may have misconceptions which prevent them from fully realizing their potential as language learners. Pupils clearly do have views about language learning, strongly influenced by their school learning. This suggests you can begin to develop and extend these views of language learning and can influence their approach to language learning. With maturity, pupils increasingly become aware of the use of English in the outside world which you can exploit to encourage more independent out-of-school learning.
- ***What 'learning how to learn' means.*** It involves becoming more aware or conscious of how you learn language, what will best assist your language learning and how to take greater control over it. This awareness and control are related to four key areas: increased awareness of the process of learning; creating your own reasons for language learning and planning for language learning; managing language learning and feelings about language learning; monitoring and evaluation of language learning. Pupils do not automatically develop this awareness and control but can do so with your help.
- ***Ways of developing pupils' capacity to 'learn how to learn'.*** You could begin to raise pupils' awareness about language learning through what you do every day when you begin your lesson: by drawing attention to what they are going to do, how they are going to work, why they are doing the activity and what outcomes are expected. You can also make children more aware of the strategies and procedures needed for doing activities by modelling the processes and making explicit what is involved.
- ***Teachers' worries about 'learning how to learn'.*** The main problems relate to the time it takes, colleagues' and parents' attitudes, lack of suitable materials, children's reactions and behaviour and the need to use L1. Solutions include convincing and educating parents and colleagues, adapting materials, training children to become independent and setting aside a special time for using the L1 to reflect on learning.

ESL: The Teaching-Learning Process

1. Aims and learning objectives	<p>Were the aims/learning objectives of your lesson wholly or partly achieved?</p> <ul style="list-style-type: none"> · Did you manage to cover the content of the lesson? · Could students understand and use the subject you introduced? · What do you think they actually learnt? · What did any assessment show?
2. Methods	<ul style="list-style-type: none"> · Did you have success with the various methods used? · Question and answer technique · Visuals and OHP · ICT Pair work, group work · Games, role plays, simulations · Practicals · Differentiation · Teacher-led sessions
3. Management	<ul style="list-style-type: none"> · Was the start and finish of the lesson orderly? · Was the change of activities orderly? · Were students organized into effective learning groups? · Were instructions clear? · Were interruptions dealt with effectively? · Was a good learning atmosphere created? · Was the preparation of resources sufficient?
4. Control and discipline	<ul style="list-style-type: none"> · Type and use of reward/ praise (smile, look, encouragement). · Type and use of censure (look, talk, action). · Tone and approach adopted towards class and individuals.
5. Resources	<ul style="list-style-type: none"> · Use of whiteboard, textbooks, worksheets, OHP, ICT, etc. · Were resources used effectively?
6. Follow up	<ul style="list-style-type: none"> · What should be planned next? · Should the content be covered again in a different way? · Or should you teach something new? · Marking of books and feedback. · Specific targets for next lesson.

Section 4

Internal Formative Evaluation

Internal Formative Evaluation : Guidelines for Implementation

The WBBSE in consultation with the Expert Committee has issued a circular mentioning the framework for evaluation procedure in respect of the revised curricula and syllabi being followed in all affiliated schools of WBBSE from January 2015. On further recommendation of the Expert Committee, the WBBSE is now issuing the following guidelines for smooth implementation of the Internal Formative Evaluation programme for Class-X in the academic session in 2016-2017:

In case of Internal Formative Evaluation, the following six modalities are to be followed :

1. Survey
2. Nature Study
3. Case Study
4. Creative Writing
5. Model Making.
6. Open Text Book Evaluation (OTBE)

Out of these six options noted above, any three are to be chosen for an academic year vis-a-vis Internal Formative Evaluation In each of the seven subjects Therefore, each term will have one modality in relation to a particular subject. Subject teacher(s) are expected to correlate the modalities of Internal Formative Evaluation with the learning competencies of the concerned subjects.

1. This programme of Internal Formative Evaluation (IFE) should be considered as an integral part of teaching-learning process for enhancement of learning.
2. The IFE programme should be carried out in the classroom scenario in a stress-free manner before the respective summative evaluation for each term.
3. The evaluation techniques should be integrated with the classroom processes and should focus on enhancement of understanding and application of knowledge.
4. During implementation of the IFE, innovative teaching-learning processes are expected to emerge. While planning for such processes, the diverse needs and capacities of students should be taken care of and school should ensure that students are able to participate and derive benefit.

5. The teachers in respective subjects in each school will decide the nature and difficulty level of the activities to be carried out for Survey, Nature Study, Case Study, Creative Writing, Model Making and Open Text Book Evaluation in a student-friendly manner according to the needs of the students of the school and accordingly design such IFE programme. However, some exemplar activities for different subjects for IFA are provided herewith.
6. It will be expected that the evaluation will be done on the basis of innovative approaches adopted by the students and not necessarily on the accuracy of the end-results.
7. The written records of activities carried out in the classroom for IFE, duly endorsed and assessed by the subject-teacher and signed by the guardian will be preserved by each student until completion of Class- X and will have to be produced at the school for any future requirement.
8. A student will be expected to demonstrate her/his abilities in the following manner during the innovative teaching-learning processes adopted for IFE :
 - Describing a case/event/phenomenon/situation/picture in her/his own language.
 - Exploring further- a case/event/phenomenon/situation/picture and produce new examples, alternative explanations, new vocabulary in conformity with the respective discipline.
 - Providing innovative opinions and suggestions in conformity with the discipline.
 - Elaborating the clues, ideas, dialogues, conversations etc.
 - Suggesting innovative approach for presentation of a concept and in problem-solving in conformity with the discipline.
 - Drawing conclusions, making inferences, and taking decisions in respect of a case/ event/ phenomenon/situation in conformity with the discipline.
 - Creating something new on her/ his own.

Tools for Internal Formative Evaluation : A Brief Note

1. Survey :

The term Survey is often used to mean collect and interpret information to demonstrate the achievement or otherwise of well-defined goal(s) or specified objective(s) (Devin Kowalczyk, 2013). As a part of the Internal Formative Evaluation, the goals or objectives are those expected learning outcomes specified in each subject domain. A survey focuses on factual information and helps surveyors, who are students in the present context, to reinforce their learning under the able monitoring provided by teachers.

2. Case Study :

Case studies are stories or contexts. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that students are expected to analyze/solve by applying their acquired learning skills. It provides an in-depth look into a subject/context of study (the case), as well as its related contextual conditions. A case study involves an intensive study of a learning unit and inspires students to examine as condition, situation, or value of the given context.

3. Nature Study :

“NATURE-STUDY, as a process, is seeing the things that one looks at, and the drawing of proper conclusions from what one sees” (Hyde Bailey, 1904). Nature study involves observation of plants, animals, natural phenomena, and human activities as a mode of learning. Nature study attempts to reconcile scientific investigation with spiritual, personal experiences gained from interaction/study with the world/context that students live in or are aware of.

4. Model Making :

A model connotes a pattern, ideal, reproduction or draft of things (increased, reduced or in actual size). “Apart from real things models can also be mental constructions” (Mueller Science, 1971). Model making is a logical next step in the thinking process for many ideas. It helps students to concretize abstract and complex concepts/ideas through hands-on experience. A model may be a two-dimensional or three-dimensional representation of concepts/ideas. Model making provides scope for reinforcement of critical and creative thinking skills as well as the problem-solving and decision making skills.

5. Creative Writing :

Creative Writing involves written expression that draws on creative and critical thinking to convey meaning. Creative writing focuses upon learning competencies in the subject domains, while harnessing the CCT skills. It provides scope for students to apply multiple learning strategies vis-a-vis demonstrating clarity of concepts and their application underlined by aesthetic appreciation a value judgements.

6. Open Text Book Evaluation (OTBE) :

OTBE implies an application of theory to real life situations. It is based upon the principle that the whole objective of learning is not about constant delivery. There must be effective transaction of learning, not just content in the classroom. Therefore, OTBE not only reinforces learning competencies, but also provides scope for transference learning skills. It inspires students to use a range of strategies including accurate decoding to read for meaning, to describe, select or retrieve information, events or ideas from texts and to deduce, infer or interpret information, events or ideas from texts.

Curriculum Centred and Classroom Learning Based

Name of the Method	About the Method		Process-Methodology
	Learning Objective	Expected Learning Outcome	
Survey	<ul style="list-style-type: none"> ● Collection of information of known and unknown component with specific context. ● Determination of sequence of work and necessary follow-up activities. ● Unification of collected information. ● Analysis of collected information and follow-up explanation. ● Documentation of decision and evaluation. 	<ul style="list-style-type: none"> ● Collection of information. Gaining ability to analyse collected information and take proper decision. 	<p>Methodology</p> <ul style="list-style-type: none"> ● Learners would be provided with specific contexts. Learners will collect information (individually/in groups). They will deposit the document, prepared after analysis and evaluation of collected information, to their respective teachers.
Nature Study	<ul style="list-style-type: none"> ● Observation of surrounding environment / incidences related to plants, animals, birds and human activities. ● Data recording ● Understanding of recorded data. 	<ul style="list-style-type: none"> ● Construction of observational and critical attitude. 	<ul style="list-style-type: none"> ● Learners would be provided with specific contexts. ● They will observe minute details of that particular context and prepare a report (individually/in groups). Finally, they will hand over the report to their respective teacher.

Curriculum Centred and Classroom Learning Based

Name of the Method	About the Method		Process-Methodology
	Learning Objective	Expected Learning Outcome	
Case Study	<ul style="list-style-type: none"> ● Understanding of problem or related matter with respect to a particular incidence. ● Determination of probable solutions. ● Selection of the most effective solution by judging the demand of the situation. 	<ul style="list-style-type: none"> ● Analysis of problem (individually/in groups) of related matter. ● Finding solution ● Gaining of ability to exchange problem-solving clues. 	<p style="text-align: center;">Methodology</p> <ul style="list-style-type: none"> ● Learners would solve a problem with respect to given situation / phenomenon / context / circumstances(individually / in groups)
Creative Writing	<ul style="list-style-type: none"> ● Written expression of creative thoughts after editing and extending. 	<ul style="list-style-type: none"> ● Learners will gain the ability to express creatively of concept and ideas about any particular incidence/ subject. 	<ul style="list-style-type: none"> ● Learners will be able to construct imaginary conversation, paragraph or narrative etc.
Model Making	<ul style="list-style-type: none"> ● Concretise any abstract thought or concept in detail. ● Explain a definite subject area through creative and experimental work. 	<ul style="list-style-type: none"> ● Ability to express vividly a particular concept with the help of particular example or instance. 	<ul style="list-style-type: none"> ● Learners will perform different activities like model-making, chart, time-table (two-dimensional / three dimensional structures)
Open Textbook Evaluation	<ul style="list-style-type: none"> ● Identification of relevant information in context with particular incidence and its effective use. ● Perceiving meaning of an incidence and working accordingly. 	<ul style="list-style-type: none"> ● Gaining ability to understand and analyse any particular incidence from a specific point of view. ● Gaining ability to take effective role in a given context. 	<ul style="list-style-type: none"> ● Learners will explore answers for given problems (application based and value based) on a given text.

English (Second Language)

1. SURVEY

Part I (Group Work)

Go through the lesson 'The Snail' by William Cowper. Now, discuss in groups to make a list of poems that deal with activities of animals/insects.

Part II (Individual Work)

Now fill in the following chart :

Name of poem(s)	Name of poet(s)	Animal(s)/Insect(s) Mentioned	Activities of Animal(s)/Insect(s)

2. NATURE STUDY

From the Textbook 'Bliss' (Class – X), pick out sentences to fill in the following table :

Sl. No.	Sentences expressing surprise	Sentences expressing order/Command	Sentences expressing query	Sentences expressing prayer/wish

3. CASE STUDY

Read the following case :

KOLAHPUR : The city based environmental activists, and schools have welcomed the decision of the school education department to organise mandatory tree plantation drive on Independence Day. The school education department in its notification on July 15 has made it mandatory for government schools to hold tree plantation drives on campus. Private schools will also have an option to undertake the programme.

According to the notification, the school will be given a pack of at least 20 plant saplings for the drive and the initiative has to be organised on August 15. The package will consist of fruits and flower-bearing trees, shade-giving trees and any others that may be selected by the schools depending on their locations. Private schools can procure the saplings at subsidised prices from the department. (TNN. Jul 20, 2015)

Answer the following questions :

- a) Why did the environmental activists welcome the decision?
- b) What steps did the education department take to ensure tree plantation?
- c) How, do you think, are the steps taken by the education department helpful for the people?

4. CREATIVE WRITING

In the story 'The Passing Away of Bapu', Nayantara Sehgal describes a sense of loss and how she overcame her grief. Now, write a page in her diary showing her journey from sadness to optimism.

5. MODEL MAKING

Go through the lesson 'Our Runaway Kite' (Unit 1 & Unit 2) by Lucy Maud Montgomery. Make a chart showing names of any two characters, their age, their hobbies, and their sorrow.

6. Open Text Book Evaluation

Read the following poem :

A life on the ocean wave,
A home on the rolling deep,
Where the scattered waters rave,
And the winds their revels keep!
Like an eagle caged, I pine
On this dull, unchanging shore:
Oh! give me the flashing brine,
The spray and the tempest's roar!
Once more on the deck I stand
Of my own swift-gliding craft:
Set sail! farewell to the land!
The gale follows fair abaft.
We shoot through the sparkling foam
Like an ocean-bird set free; -
Like the ocean-bird, our home
We'll find far out on the sea.
The land is no longer in view,
The clouds have begun to frown;
But with a stout vessel and crew,
We'll say, Let the storm come down!
And the song of our hearts shall be,
While the winds and the waters rave,
A home on the rolling sea!
A life on the ocean wave!

(A poem by Epes Sargent)

1. Choose the correct alternative to complete the following sentences:

- (a) The poet compares himself to a/an
 - (i) crow
 - (ii) eagle
 - (iii) sparrow
 - (iv) owl

- (b) The poet wishes to find his home out on the
 - (i) island
 - (ii) tree
 - (iii) sea
 - (iv) sea-shore

- (c) The vessel was
 - (i) stout
 - (ii) lazy
 - (iii) weak
 - (iv) proud

2. (a) After reading the poem 'Sea-Fever' and the above poem, suggest a title to the poem.

.....

(b) Give reasons for your answer.

.....

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Section 5

Sample Evaluation Paper

1st Summative Evaluation

2nd Summative Evaluation

3rd Summative Evaluation

English (Second Language)

Text Book – Bliss

1st Summative Evaluation

Full Marks - 40

Time - 1hr 30mins.

SECTION–A

READING COMPREHENSION (SEEN)

1. Read the passage and answer the questions that follow:

“You are half an hour late.” Samuel said.

“I have a headache, sir.” Swami said.

“Then why did you come at all?”

This was an unexpected question from Samuel.

Swami said, “My father said I shouldn’t miss school, sir.”

Samuel looked impressed. “Your father is quite right. We want more parents like him.”

“Oh, you poor man!” Swami thought, “you don’t know what my father has done to you.”

“All right, go to your seat.”

Swami sat down, feeling sad. He had never met anyone as good as Samuel.

The teacher was inspecting the home lessons. To Swami’s thinking, this was the time when Samuel got most angry. But today Samuel appeared very gentle.

“Swaminathan, where is your homework?”

“I have not done my homework, sir.” Swami said.

A. Write the correct alternative in the given spaces to complete the following sentences: 1×3=3

a) Swami was late for school by—

- (i) ten minutes (ii) fifteen minutes (iii) thirty minutes (iv) five minutes

Ans. _____

b) Swami was forced to go to school by his—

- (i) father (ii) mother (iii) teacher (iv) headmaster

Ans. _____

c) Swami found his teacher to be—

- (i) angry (ii) sad (iii) delighted (iv) gentle

B. Fill in the chart with information from the passage given above: 1×2=2

What happened	Why
Swami came late to school	
Swami felt sad	

C. Answer the following question: 2×1=2

What impressed Samuel?

Ans. _____

2. Read the poem and answer the questions that follow:

The mountain and the squirrel
Had a quarrel:
And the former called the latter 'Little Prig.'
Bun replied,
'You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.

A. Write the correct alternative in the given spaces to complete the following sentences: 1×2=2

a) The 'Little Prig' is the——

- (i) mountain (ii) squirrel (iii) plant (iv) mouse

Ans. _____

b) The squirrel is——

- (i) sad (ii) hungry (iii) spry (iv) angry

Ans. _____

B. State whether the following statement is True or False. Write 'T' for True and 'f' for False in the box on the right hand side. Provide sentences/phrases/words in support of your answer: **2×1=2**

- (i) The mountain called the squirrel 'Bun'.

Supporting statement: _____

READING COMPREHENSION (UNSEEN)

3. Read the passage carefully and answer the questions that follow:

Nalanda, a large Buddhist monastery, now in ruins, was one of the most acknowledged Mahaviras of ancient India, located in ancient Magadha kingdom near the town of Bihar Sharif in modern Bihar. It remained a learning centre from 7th century B.C. to 1200 A.D. and is categorized as one of the early universities of India along with Vikramshila and Taxila.

Various theories exist regarding the naming of the place. Hiuen Tsang, the famous Chinese pilgrim, who studied there for several years, asserted that it was derived from 'Na alam d' meaning charity without intermission or no end in gifts. Education in this university was free and nothing was charged for boarding and lodging. Admission to it was based on merit.

A. Write the correct alternative in the given spaces to complete the following sentences: **1×3=3**

a) Nalanda was a _____

- (i) Hindu temple (ii) Buddhist monastery (iii) community centre (iv) battlefield

Ans. _____

b) Nalanda university prospered from _____

- (i) 7th century B.C. (ii) 7th century A.D. (iii) 1200 A.D. (iv) 12th century A.D.

Ans. _____

c) Hiuen Tsang stayed in Nalanda as a _____

- (i) teacher (ii) patron (iii) guest (iv) student

Ans. _____

B. Answer the following questions: **2×2=4**

- (i) How did Nalanda derive its name?

Ans. _____

(ii) What was the criteria for admission in Nalanda university?

Ans. _____

C. Give a suitable title for the passage: 2

Ans. _____

SECTION-B

GRAMMAR AND VOCABULARY

4. Write the correct alternatives in the given blanks: 1×2=2

The police started to investigate about the robbery that _____ (takes/has taken/took) place last week, but so far they _____ (discover/have discovered/had discovered) nothing.

5. A) Do as directed: 1×2=2

a) "Do you need somebody to go the store?" said the boy. (Change the mode of narration)

Ans. _____

b) He completed his work. He took rest. (Join into a simple sentence)

Ans. _____

B) Choose the correct phrasal verbs from the list given below to replace the words underlined. Write the correct phrasal verbs in the boxes on the right hand side changing the form wherever necessary. There is one extra phrasal verb in the list: 1×2=2

i) She could not remember her past.

ii) The old man recovered quickly.

[come round, call up, call in]

6. Given below are the meanings of two words which you will find in Question No.3. Find out the words and write them in the appropriate boxes on the right hand side: 2×2=4

i) very old

ii) pause or break

Section–C
WRITING

7. Write a paragraph (in about 100 words) on ‘Safe Drive Save Life’ using the following points: 10

Points: reckless driving of cars and bikes——drivers not wearing seat belts, helmets——breaking of traffic rules——campaign for ‘Safe drive save life’——administrative monitoring

English (Second Language)
Text Book – Bliss
2nd Summative Evaluation

Full Marks - 40

Time - 1hr 30mins.

SECTION–A
READING COMPREHENSION (SEEN)

1. Read the passage and answer the questions that follow:

We live on the Big Half Moon. ‘We’ are Father and Claude and I and Aunt Esther and Mimi and Dick. It used to be only Father and Claude and I. It is all on account of the kite that there are more of us. This is what I want to tell you about.

Father is the keeper of the Big Half Moon lighthouse. I am eleven years old. Claude is twelve. In winter, when the harbor is frozen over, we all move over to the mainland. As soon as spring comes, back we sail to our own dear island.

The funny part used to be that people always pitied us when the time came for us to return. They said we must be so lonesome over there, with no other children near us. Of course Claude and I would have liked to have someone to play with us. It is hard to run pirate caves and things like that with only two. But we used to quarrel a good deal with the mainland children in winter. So it perhaps just as well that there were none of them on the Big Half Moon. Claude and I never quarrelled.

- A. Write the correct alternative in the given spaces to complete the following sentences: 1×3=3

- a) Big Half Moon is the name of the—
(i) island (ii) kite (iii) cottage (iv) village

Ans. _____

- b) The family moved over to the mainland in—
(i) summer (ii) winter (iii) autumn (iv) spring

Ans. _____

- c) When the children asked their father about relatives he became—
(i) embarrassed (ii) happy (iii) irritated (iv) sorrowful

B. Complete the following sentences with information from the passage: 1×2=2

i) When the spring came the family used to _____

ii) The people of the mainland pitied them when _____

C. Make a list of the people who lived in the Big Half Moon. 2

Ans. _____

2. Read the poem and answer the questions that follow:

Once I crept in an oakwood- I was looking for a stag.

I met an old woman there- all knobbly stick and rag.

She said: 'I have your secret here inside my little bag.'

Then she began to cackle and I began to quake.

She opened up her little bag and I came twice awake-

Surrounded by a staring tribe and me tied to a stake.

They said: 'We are the oak-trees and your own true family.

We are chopped down, we are torn up, you do not blink an eye.

Unless you make a promise now- now you are going to die'.

A. Write the correct alternative in the given spaces to complete the following sentences: 1×2=2

a) In the oakwood the poet met with a/an—

- (i) old woman (ii) old man (iii) elephant (iv) hog

Ans. _____

- b) The poet's own true family were the——
(i) oak trees (ii) sal trees (iii) cherry trees (iv) birch trees

B. Answer the following question:

2×1=2

When did the poet become twice awake?

Ans. _____

READING COMPREHENSION (UNSEEN)

3. Read the passage carefully and answer the questions that follow:

Whales, the largest animals on earth belong to a family of mammals known as cetaceans. Unlike fish, whales are warm blooded animals. They breathe air and give birth to their offspring. Scientists believe that they evolved from land animals with four legs although they are now supremely adapted to underwater life. Whales are difficult animals to study because they are long lived, reproduce slowly and most of them are migratory. Most whales live at an average of forty years. Bowhead whales are generally long living.

There are mainly two types of whales: toothed whales and baleen whales. The blue whale is the largest animal. It is around 25 metres long. Killing of whales has been practised by a number of coastal communities from ancient time. People living in extreme climate conditions like those in Greenland or the Alaskan coast consume whale meat and fat which are the main source of nutrition and energy

A. Write the correct alternative in the given spaces to complete the following sentences:

1×3=3

- a) The whales are a kind of—
(i) reptiles (ii) fish (iii) amphibians (iv) mammals

Ans. _____

- b) The average span of whales is——
(i) 90 years (ii) 10 years (iii) 40 years (iv) 45 years

Ans. _____

- c) The largest animal on earth is the——
(i) gray whale (ii) blue whale (iii) toothed whale (iv) baleen whale

B. State whether the following statements are True or False. Write 'T' for True and 'F' for False in the boxes on the right hand side. Provide sentences/phrases/ words in support of your answer: 2×2=4

(i) Whales are cold blooded animals.

Supporting statement: _____

(ii) Whale meat and fat give nutrition and energy to the people of Alaska and Greenland.

Supporting statement: _____

C. Give a suitable title for the passage: 2

SECTION-B

GRAMMAR AND VOCABULARY

4. Write the correct alternatives in the given blanks: 1×2=2

The police started to investigate about the robbery that _____ (takes/has taken/took) place last week, but so far they _____ (discover/have discovered/had discovered) nothing.

5. A) Do as directed: 1×2=2

a) They have not returned yet. (Begin with 'Have')

Ans. _____

b) Suravi blamed her luck for her troubles. (Use the noun form of 'blame')

Ans. _____

B) Choose the correct phrasal verbs from the list given below to replace the words underlined. Write the correct phrasal verbs in the boxes on the right hand side changing the form wherever necessary. There is one extra phrasal verb in the list: 1×2=2

i) Read the passage carefully.

ii) Rabindranath Tagore established a university in Santiniketan.

[set up, go through, set in]

6. Given below are the meanings of two words which you will find in Question No.3. Find out the words and write them in the appropriate boxes on the right hand side: 2×2=4

i) baby of an animal

ii) habit of changing places

Section–C
WRITING

7. **Suppose you want to celebrate Teachers’ Day in your school. Write a letter to the Headmaster/Headmistress of your school seeking his/her permission to organize it. You may use the following points:** **10**

[Programme—time and place—request for granting your prayer]

English (Second Language)
Text Book – Bliss
3rd Summative Evaluation

Full Marks - 90

Time - 3 hrs 15 mins.

SECTION–A
READING COMPREHENSION (SEEN)

1. **Read the passage and answer the questions that follow:**

When the family sits down to tea, the cat puts in an appearance to get his share. He purrs noisily and rubs himself against the legs of the family. If there is a guest at the table the cat is particularly civil to him, because the guest is likely to have the best of what is offered. Sometimes, instead of giving him something to eat, the guest stoops down and strokes the cat, and says, ‘Poor pussy! Poor pussy!’ The cat soon tires of that. He outs up his claw and quietly but firmly rakes the guest in the leg. ‘Ow!’ says the guest, ‘The cat stuck his claws into me!’ The delighted family remarks, ‘Isn’t it sweet of him? Isn’t he intelligent? He wants you to give him something to eat.’

The guest dare not do what he would like to do- kick the cat out of the window. So, with tears of rage and pain in his eyes, he affects to be very much amused, and sorts out a bit of fish from his plate and hands it down. The cat gingerly receives it, with a look in his eyes that says, ‘Another time, my friend, you won’t be so slow to understand.’ He purrs as he retires to a safe distance from the guest’s boot before eating his food.

- A. Write the correct alternative in the given spaces to complete the following sentences:** **1×5=5**

- a) The cat appears for his share when the family sits down for—
(i) tea (ii) supper (iii) breakfast (iv) dinner

Ans. _____

- b) According to the author the cat is particularly civil to the—
(i) children (ii) master (iii) guest (iv) family members

Ans. _____

- c) When the cat rakes the guest, the family is—
(i) embarrassed (ii) sad (iii) delighted (iv) indifferent

Ans. _____

- d) The guest offers the cat a bit of—
(i) biscuit (ii) meat (iii) chocolate (iv) fish

Ans. _____

- e) The cat moves to a safe distance from the guest's boot and—
(i) mews (ii) howls (iii) purrs (iv) screams

Ans. _____

B. Complete the following sentences with information from the text: 1×3=3

- i) The cat purrs and rubs himself against _____
ii) The cat puts up his claw quietly but _____
iii) With tears of rage and pain the guest _____

C. State whether the following statements are True or False. Write 'T' for True and 'F' for False in the boxes on the right hand side. Provide sentences/phrases/ words in support of your answer: 2×2=4

- (i) Instead of offering the cat something to eat, the guest sometimes strokes the cat.
Supporting statement: _____
- (ii) The guest would like to kick the cat out of the door.
Supporting statement: _____

2. Read the poem and answer the questions that follow:

To grass, or leaf, or fruit, or wall
The snail sticks close, nor fears to fall
As if he grew there, house and all,
Together.

Within that house secure he hides
When danger imminent betides
Of storm, or other harm besides
Of weather.

Give but his horns the slightest touch,
His self-collecting pow'r is such,
He shrinks into his house with much
Displeasure.

Where'er he dwells, he dwells alone,
Except himself has **chatells** none,
Well satisfied to be his own
Whole treasure.

A. **Write the correct alternative in the given spaces to complete the following sentences:** **1×4=4**

a) The snail does not fear to——

- (i) die (ii) fall (iii) escape (iv) hide

Ans. _____

b) The snail hides in the——

- (i) leaf (ii) grass (iii) fruit (iv) house

Ans. _____

c) The only chattel the snail has is——

- (i) himself (ii) horns (iii) wall (iv) house

Ans. _____

d) To be his own whole treasure the snail is ——

- (i) satisfied (ii) displeased (iii) worried (iv) irritated

Ans. _____

B. Answer the following questions in the given spaces:

2×2=4

- i) Why does the snail have no fear to fall?

Ans. _____

- ii) When does the snail hides in his house?

Ans. _____

READING COMPREHENSION (UNSEEN)

3. Read the passage carefully and answer the questions that follow:

Jhulan Goswami, India's fast bowler, is now the leading wicket taker in Women's One Day Internationals going past going past Australia's Catherine Fitzpartrisk's record of 180 wickets. Jhulan, former India captain, achieved the feat during the women's quadrangular series in South Africa in May 2017. She has now 181 wickets in 153 matches at an average of 21.76 with two 5 wicket and four 4 wicket haul. Neetu David, slow left arm orthodox bowler, is at number 4 with 141 scalps from 97 games. In 2006-07 season, Jhulan Goswami guided the Indian women's team to their first Test series win in England. She was the member of the Asia squad for the Afro-Asia tournament in India in 2007. Later in 2008, she was replaced by Mithali Raj as the captain of India for the tour of Australia. She led India in 25 One Day Internationals. She won the ICC Woman's Cricketer of the year award in 2007. In 2010 and 2012 she was conferred the Arjuna award and the Padmasree respectively. Jhulan Goswami also has 40 Test wickets to her name in 10 Test matches. Overall she has 271 international wickets in 223 matches and has scored 1593 runs with three fifties. The lanky bowler, who made her international debut in 2002 as an 18 year old girl against England, is an idol to many youngsters in India and has set a benchmark for fast bowling in the country.

A. Write the correct alternative in the given spaces to complete the following sentences:

1×6=6

- a) Jhulan Goswami is a famous Indian——

(i) swimmer (ii) boxer (iii) fast bowler (iv) footballer

Ans. _____

- b) Catherine Fitzpartrisk is a bowler from

(i) England (ii) Australia (iii) Newzealand (iv) South Africa

Ans. _____

- c) Jhulan became the captain of Indian women's cricket team in—
(i) 2007 (ii) 2010 (iii) 2017 (iv) 2009

Ans. _____

- d) Jhulan is now the highest wicket taker in women's One Day Internationals going past—

(i) Neetu David (ii) Catherine Fitzpatrick (iii) Mithali Raj (iv) Glen McGrath

- e) Under Jhulan's captaincy India defeated England in a Test series in—

(i) 2007 (ii) 2008 (iii) 2017 (iv) 2010

Ans. _____

- f) In 2012 Jhulan Goswami was honoured with the

(i) Arjuna award (ii) Padmasree award

(iii) Padmabhibhusan award (iv) Bharat Ratna award

Ans. _____

B. State whether the following statements are True or False. Write 'T' for True and 'F' for False in the boxes on the right hand side. Provide sentences/phrases/words in support of your answer: 2×3=6

- (i) Jhulan became the captain of India replacing Mithali Raj.

Supporting Statement: _____

- (ii) Neetu David is India's slow left arm bowler.

Supporting Statement: _____

- (iii) Jhulan led India to win a Test series in Australia.

Supporting Statement: _____

C. Answer the following questions: 2×4=8

- (i) When did Jhulan achieve the feat of becoming the highest One Day international wicket taker in the world?

Ans. _____

- (ii) What is the bowling average of Jhulan Goswami?

Ans. _____

(iii) How many One Day Internationals Jhulan Goswami captained India?

Ans. _____

(iv) When was Jhulan conferred the Arjuna award?

Ans. _____

SECTION-B

GRAMMAR AND VOCABULARY

4. Write the correct alternatives in the given blanks: **1×3=3**

It was around ten o' clock in the morning when the incident _____ (takes/has taken/took) place. We _____ (ate/were eating/had eaten) at that time. But today, the situation _____ (is /was/has been) normal.

5. Do as directed:

A) Fill in the blanks with appropriate articles and prepositions: **1×3=3**

When Rabindranath set up his school _____ Santiniketan, _____ young man called Satish Chandra Roy came there as _____ teacher.

B) **1×3=3**

(i) The snail does not fear to fall. (Make it affirmative)

Ans. _____

(ii) The old man was washing his own clothes. (Change the voice)

Ans. _____

(iii) He is a happy man. (Change it into a complex sentence)

Ans. _____

C) Choose the correct phrasal verbs from the list given below to replace the words underlined. Write the correct phrasal verbs in the boxes on the right hand side changing the form wherever necessary. There is one extra phrasal verb in the list: **1×3=3**

i) Mahasweta Devi died in 2016.

ii) The fire was extinguished in no time.

iii) You should reduce your expenses.

[put off, cut down, pass away, put out]

6. **Given below are the meanings of four words which you will find in Question No.3. Find out the words and write them in the appropriate boxes on the right hand side.** **2×4=8**

- i) achievement
- ii) small group or team
- iii) given
- iv) first appearance or performance

Section—C

WRITING

7. **Write a paragraph (in about 100 words) on the importance of sports and games in student life. You may use the following points:** **10**

[Points: integral part of life—helps to maintain healthy life—increases sportsman spirit—develops fellow feeling and cooperation——reduces stress and anxiety—makes physically strong]

8. **As the Secretary of School Students' Association write a notice in about 100 words requesting the students of your school to participate actively in the garbage cleaning operation in your school. You may use the following points:** **10**

[date and time; things they should bring from home; areas to be cleaned; duration of the garbage cleaning operation; general appeal]

9. **The Annual School Sports of your school has been organised. Write a newspaper report on the event in about 100 words using the following points:** **10**

[Points: Venue of the event—stage decoration—detailed programme—guests present—audience response]

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Note : The scholarly volumes mentioned above as well as an essay by Rod Ellis have proved to be landmark works in ELT. These volumes and the essay have contributed a long way in making this module. Direct or indirect references have been taken from these volumes and the essay for empowerment of teachers.



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