UNIT 6 USE OF TECHNOLOGY IN THE CLASSROOM

Structure

6.0 Objectives
6.1 Introduction
6.2 Are you Prepared to take the Information Technology
6.3 What should your Multimedia Based Lesson Plan include?
6.4 Using Technology to Enhance Language Skills
6.5 How Multimedia in the Classroom Accommodates to Support a Diversity of Learners
6.6 Let Us Sum Up
6.7 Key Words
6.8 Web Sites for English
6.9 Suggested Readings
6.10 Answers
6.11 A Sample Lesson Using Technology

6.0 OBJECTIVES

This unit aims at raising awareness about:

- the need to know about the scope of implementation of technology in the classroom
- how multimedia based lesson can be planned

You will also be shown a lesson which has been planned and trialled in actual classrooms.

6.1 INTRODUCTION

Technology is transforming education unlike any trend that has preceded it - but how do teachers take such revolutionary tools and use them to optimize learning?

In the first place the curriculum should advocate a shift from a technology of teaching to a technology of learning. This can be easily made possible by transforming learning to a search for information, interpreting the information and asking the right questions. Curriculum Framing Questions are a major focus of classroom activity, where teachers guide students on effective searching, prospecting, gathering and interpretation. Questioning and information literacy become
fundamental and powerful channels for learning, and the students use the tools and information to explore solutions to contemporary issues.

The time has come for teachers to take a fresh look at assumptions about children and learning. Teachers around the world are trying to change their approach to learning and teaching. The teacher must learn to harness the power of technology info teaching tools that should help the students to tap Internet resources, evaluate them, contact experts, work in groups, and present their ideas more clearly and imaginatively.

The lessons should be prepared in such a way that will enhance student learning. Most challenging standards, support the diverse needs of learners and provide a deeper understanding of what they are learning. They should look beyond the conventional classroom and plan for a working environment in which all the students can fully develop their abilities and interests within the confines of one unit.

How teachers should interact with students as they complete a task is important to the students' ability to perform the activity. Scaffolding is an instructional technique that should be used by the teacher to provide help at specific points in the learning process. It would help the students to complete the task, and once the desired learning has taken place, the responsibility would gradually shift to the students.

Assessment should be one of the most important aspects of this curriculum, and it should take many forms—from informal observations to a performance task to the evaluation of a final product with many things in between. Guidance should be given on choosing assessments that allow you to gauge how well the objectives have been met.

Let us succinctly compare the traditional approaches to teaching and learning with technology-supported approaches.

<table>
<thead>
<tr>
<th>Traditional learning model</th>
<th>Technology-supported learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is the source of knowledge.</td>
<td>Educators are guides to sources of knowledge.</td>
</tr>
<tr>
<td>Learners receive knowledge from the teacher.</td>
<td>Learners learn by doing.</td>
</tr>
<tr>
<td>Learners work by themselves.</td>
<td>Learners learn in groups and from each other.</td>
</tr>
<tr>
<td>Tests are given to prevent progress until students have completely mastered a set of skills and to ration access to further learning.</td>
<td>Assessment is used to guide learning strategies and identify pathways for future learning.</td>
</tr>
<tr>
<td>All learners do the same thing.</td>
<td>Educators develop individualized learning plans.</td>
</tr>
<tr>
<td>Teachers receive initial training plus in-service training.</td>
<td>Educators are lifelong learners; initial training and on-going professional development are linked.</td>
</tr>
<tr>
<td><em>Good</em> learners are identified and permitted to continue their education.</td>
<td>People have access to learning opportunities over a lifetime.</td>
</tr>
</tbody>
</table>

(Adapted from TechKnowLogia, January-March 2003 @Knowledge Enterprise, Inc. Education – The World Bank)
In such a scenario where future skills are based on self-learning and lifelong learning, technology and its integration to the learning process is no longer optional. What then are the further advantages of integrating technology?

Technology helps in the following ways:

- instruction becomes more effective
- time for learning is reduced
- individualization of instruction is possible.
- it helps develop communication skills by using a variety of media and formats
- skills of organizing, analyzing, compiling and synthesizing information is developed
- learning is self-directed
- collaborative learning reinforces the importance of teamwork
- communication becomes the key in a language classroom
- motivation levels are high and self-esteem is nurtured.
- creativity is encouraged
- it is more student-oriented
- students can add to content by locating information from other sources
- it caters to diverse learners in terms of Multiple Intelligences as defined by Gardner – Spatial, bodily-kinesthetic, logical – mathematical, musical, linguistic, interpersonal and intra-personal.

6.2 ARE YOU PREPARED TO TAKE THE INFORMATION TECHNOLOGY CHALLENGE?

As stated above, Information Technology is affecting us as a teacher, as an individual and as a member of society. As a result, our options for education, entertainment and working are radically changing due to the IT revolution. All the modern day innovations have a common denominator - COMPUTERS and INTERNET. As a result a teacher today cannot survive without possessing minimum basic knowledge to use and operate the wonder-machine called computer.

Answer the following questions to assess your preparedness to face the IT challenge as a teacher:

1. Can you switch on/off a computer?
2. Can you move a mouse?
3. Can you open or shut-down the computer windows?
4. Can you resize a window?
5. Can you minimize a window?
6. Can you drag a window to a different location on the computer screen?
7. Can you locate and understand a taskbar on the window screen?
8. Can you understand the icons on the window screen?
9. Can you save a document?
10. Can you exit from a given application?
11. Can you open more than one application at a time?
12. Can you copy a text from one application to another?
Check Your Progress - 1

1. How prepared are you to adopt technology in your teaching?

2. If a teacher chooses to reject the use of multimedia as a tool, what status do you anticipate for such a teacher? Discuss with your colleagues and write a paragraph of about 200 words.

Teacher's Role in Technology Integration

We shall look at how the teachers should be prepared for handling technology integration. Many teachers are not adequately prepared to use technology in their teaching. Some of them may have received some pre-service training in technology but may still not be comfortable with their computing skills. This can present a challenge to the introduction of technology integration. A new teacher with some technology know-how may feel unprepared to integrate technology without guidance and support. Here are some hints to help you meet this challenge.

- Self-assessment of your skills and deficiencies is essential. Ask and be ready to learn.
- Find people in your school who are ready to share technology know-how and have the time as well.
- Plenty of books are available and these are cheaply priced
- Ask students to help
- Set yourself goals and push yourself to learn.
- Learn to use e-mail and share ideas
- Be familiar with your school technology plan.
- Attend technology conferences and bring back ideas for the school.
- Join technology groups on the Web. In English Language Teaching we have the ELTeCS group.
- Begin planning to use technology in your instruction
- Get to know your school computers and the materials available at school.
- Get help from the school technology coordinator.
- Keep in touch with students' know-how on technology.
- Improve your Technology Quotient (T.Q) by periodic upgradation of technology skills.

As a teacher of English what are the technology skills that could be of importance for you in the context of student learning?

- Word Processing, Database Management and Spreadsheet applications
6.3 WHAT SHOULD YOUR MULTIMEDIA BASED LESSON PLAN INCLUDE?

What is technology planning?

A good technology plan should be based on six or seven basic principles:

Technology planning should:

- be simple, organized and continuous
- take into account the mission of the organization
- be realistic and economically viable
- involve all the stakeholders—administrators, teachers, parents, students, community and technology experts
- identify the strengths and weaknesses of the organization and how these will effect the technology implementation plan
- develop procedures for purchasing and upgrading technology
- be related to educational goals e.g. creating life-long learners

Any technology plan should have two parts:

i. Human resource development (professional development, learning and support)
ii. Technology (hardware and software facilities)

Connect your classroom to a world of Learning

We need to redesign and reshape our lessons more consciously and practically, so that learning becomes more meaningful and focused on student inquiry. To make our students understand important ideas conveyed in a lesson/unit, we need to plan our lessons meticulously.

The lesson plan serves as one of the most effective curricular and instructional framework for classroom teachers for designing their lessons. It should help you to decide what the students will learn, the resources that you will use, how the lessons are related to students’ interests and needs, the questions that you would ask them, and how technology can be integrated into your teaching.

Framing Questions

Curriculum involves not only teaching or covering portions, but helping students discover too. Our aim as teachers is not merely coverage, but also “un-coverage”. We assume that when students learn lessons and answer questions, they have gained knowledge. Students are not given an opportunity to realize that knowledge is acquired and refined in response to questions and inquiry. We can make our teaching more authentic by revealing how knowledge is pursued and shaped by questioning. This will help the students re-create the processes by which the knowledge is created.

Questions are the doorways to understanding. Every question we answer leads to another question. They enable us to make changes in life, to invent new and better ways of doing things. They are the most powerful tools we have for making decisions.
and solving problems. Strong questioning skills help us to discover something new. They provoke thought and inspire reflection.

Now, in classrooms, the questioning process has been reduced and oversimplified to a search for pre-packaged answers. This helps in creating only superficial knowledge, not insights. It could perhaps help the students to go to greater depths, if they so desire.

How can we make learning more meaningful for our students?

One strategy is to build curriculum around questions that give rise to content knowledge. We need to ask provocative and multi-leveled questions that reveal the richness and complexities of a subject. They are umbrella-like organizers of what you want your students to remember for thirty years and longer.

These Questions challenge students to use higher-level thinking skills and help them to understand the essential concepts. They are the essence of what your students will examine and learn in the course of their study. They generate multiple plausible answers, perspectives, and research directions—leading to other questions. They cast old knowledge, ideas, and texts in a new light.

Here, let us differentiate between Unit/Lesson questions and Essential Questions. Unit/Lesson Questions work with the Essential Topical Question to provide background and guide the work on a particular unit of study. Unit questions tend to be more topic and subject-specific. They frame a specific set of inquiries and lead the student to uncover the Essential Question. The facts obtained by finding the answers to the Unit Questions are used to build the answer to the Essential Question. Listing of Unit Questions will help students finally to answer their Essential Question.

Student Objectives/Learning Outcomes

To make sure your multimedia-based lesson plan will teach exactly what you want it to, you need to develop clear and specific objectives. Please note that objectives should not be the activities that will be used in the Lesson Plan. They should instead be the learning outcomes of those activities.

To classify objectives, Bloom’s Taxonomy has proved to be an invaluable tool for teachers. It provides a clear guide to levels of thinking: the processing of learning experiences and the needs of students with different levels of intelligence.

It gives a structure to learning and moves from the foundation levels of knowledge, comprehension and application skills to higher order thinking skills of analysis, synthesis and evaluation.

Bloom’s Taxonomy:
## Knowledge
(Recall or Recognition of Information)
- Define
- Classify
- Locate
- Outline
- Give examples
- Distinguish opinion from fact
- Recall
- Describe
- Name
- Identify
- Show
- Define
- Recognize
- List
- Match

## Comprehension
(Understand, translate, paraphrase, interpret or elaborate material)
- Summarize
- Explain
- Interpret
- Describe
- Compare
- Convert
- Distinguish
- Estimate
- Paraphrase
- Differentiate
- Demonstrate
- Visualize
- Restate
- Rewrite
- Give examples

## Application
(Use information and transfer knowledge from one setting to another)
- Solve
- Illustrate
- Calculate
- Interpret
- Manipulate
- Predict
- Show
- Apply
- Classify
- Modify
- Cut into practice
- Demonstrate
- Compute
- Operate

## Analysis
(Identity details and discover and differentiate the component parts of a situation or information)
- Analyze
- Organize
- Deduce
- Choose
- Diagram
- Discriminate
- Contrast
- Compare
- Distinguish
- Categorize
- Outline
- Restate

## Synthesis
(Combine parts to create the big picture)
- Design
- Support
- Write
- Report
- Combine
- Comply
- Develop
- Discuss
- Plan
- Compare
- Create
- Construct
- Rearrange
- Compose
- Organize

## Evaluation
(Judge the value or use information using appropriate criteria)
- Evaluate
- Choose
- Estimate
- Judge
- Defend
- Appraise
- Criticize
- Justify
- Debate
- Support your reason
- Conclude
- Assess
- Rate

Objectives should reflect the progression of thinking and responding from knowledge to evaluation. Not all levels need to be developed for every topic. However, using multimedia in the classroom provides opportunities to the teacher to cater to all the levels of learning outcomes for the topic for the mixed ability group being taught.

Applying this in classrooms changes the learning environment from teacher-directed to student-centered.

### Procedures

For a multimedia lesson, a step-by-step description of how to replicate the lesson and achieve lesson plan objectives is written. This provides suggestions on how to proceed with the implementation of the lesson plan. It also focuses on what the teacher should do during the lesson. These don't have to involve every little thing the teacher will say and do, but they should list the relevant actions the teacher needs to perform for the success of the lesson.
Prerequisite Skills

This is useful in considering the readiness/state of your students for the multimedia based lesson activities. It allows you and other teachers, replicating your lesson plan, to prepare the students for the activities that will help them to accomplish the lesson objectives.

Materials and Resources

This helps you to quickly determine how much preparation, resources, and management will be involved in carrying out this plan, and what materials, books, equipment, and resources you will need to have ready. In a multimedia lesson plan, we need to give full citations of textbooks/storybooks/CDROMs/websites/any other references used.

Student Support Materials

We now make you aware of a very important concept in supporting student effort in learning: specifically language learning.

Concept of Scaffolding

Teachers create scaffolds or organizational tools to guide students’ learning. Scaffolding is a structure we give to students to help them organize and support their investigation or inquiry (e.g., concept maps, checklists, study guides, self-assessment tools, pre-formatted documents, presentations, and publication/organizational charts).

At the beginning, students use scaffolds provided by the teachers. Later, students modify scaffolding to fit their own needs. Finally, they learn to create their own scaffolds to become independent learners.

What is scaffolding?

Scaffolding is a temporary framework that supports a building during construction. When the structure is sturdy enough to stand on its own, the scaffold is removed.

What does Scaffolding mean in the educational sense?

- Scaffolding is a temporary structure to help students understand a process or concept.
- It is an instructional tool that reduces ambiguity, thereby increasing growth opportunities.
- Scaffolding, in the form of coaching or modeling, supports students as they develop new skills or learn new concepts.
- When the student achieves competence, the support is removed. The student contributes to developing the skills or knowledge on his/her own.

Scaffolding essentially means doing some of the work for the student who isn’t quite ready to accomplish a task independently. Scaffolding is intended to be temporary. It is there to aid the completion of a task and it is eventually removed as are the supports used by the construction workers.

This technique of scaffolding works very well with technology-based learning in which students are intended to become self-reliant learners. Scaffolding, in fact, leads them, gradually and logically towards self-reliance in the following way:

the teacher creates supporting structures initially to involve the students into the topic by generating their interest.
once the students are interested, the students gradually develop a hold on the topic with the hold on the topic they usually assume more responsibility. when the student is in control of the topic and is achieving the laid down targets the teacher removes the scaffolds. with continued exposure and at a later stage of self reliance in learning, the student learns to create his/her own scaffolds even at the initial stages of learning a topic and thus gradually gains independence in learning.

Examples of Scaffolding

- Field Trips
- Organizational Charts
- Checklists
- Concept Maps
- Teacher’s Sample
- Pre prepared Documents
- Self Assessment tools
- Study Guides

Check Your Progress - 2

1) What are the essentials of multimedia based lesson plan? How is it different from the ordinary plan?

2) What is the importance of questions in developing an effective lesson plan for the class?

3) What is scaffolding? What scaffolds would you like to create for your English class?

Use of Technology in the Classroom
6.4 USING TECHNOLOGY FOR ENHANCING LANGUAGE SKILLS

There is a great deal of discussion on the issue whether very young students should use computers. According to the National Educational Technology Standards (NETS) Project Overview "Parents want their children to graduate with skills that prepare them to either get a job in today's market place or advance to higher levels of education and training. Employers want to hire employees who are honest, reliable, literate and able to reason, communicate, make decisions and learn. Communities want their children to become good citizens and productive members of society in an increasingly technological and information-based world."

Young students can quickly adopt and adapt themselves to the use of technology and many organizations have designed curriculum series to provide schools from Kindergarten to Class XII for technology-based instruction.

Let us examine some of the applicants that a language teacher could use to strengthen the language skills of her students.

Word Processor

At the early levels, the recognition of letters of the alphabet could be done by using the keyboard. Typing on the board and subsequently seeing the letters appear on the screen satisfies the child's desire for an immediate response. The addition of sound has an audiovisual impact. The teacher could move from letters towards using phonics and pictures. The next step could be using the words in sentences and the final stage at the Class V level would be when students compose creative stories.

At a later stage, writing reports, writing projects, and using vocabulary from the thesaurus effectively strengthen language skills. Learning to use the "spell check" and "grammar" tool would, while lightening the teacher's load also help to motivate the students as there is a sense of achievement in self-correction and producing a piece of work without mistakes. Modeling, writing activities and taking up shared writing activities help students to see the process of writing and it can provide an excellent opportunity for writing frames. Some software is available for both group and independent work.

In English, ICT can enhance teaching and learning by enabling pupils to:

- Plan, draft, revise and edit their own writing using a Word Processor and other Desk Top Publishing packages.
- Easily locate and read significant parts of the text by using search strategies.
- Locate information quickly, confidently and accurately.
- Publish writing in a variety of formats and fonts.
- Have access to a wider number of texts online, e.g., newspapers.
- Communicate with a wider group of people e.g., e-mail, newsgroups, online conferencing.
- Integrate different media into one text.
- Use a wider range of texts to
  - compare the way information is presented
  - identify the features of particular text types
  - discuss the merits and limitations of particular text types
  - investigate how reading strategies are adapted to suit different texts (DFEE - The National Strategy 1988).
Database management and spreadsheet applications

While these applications lend themselves to Mathematics learning very well, the language teacher can use them for effective development of comprehension. Students could be encouraged to collect data on various issues, e.g. eating habits, activities during the day, weather reports, etc. These could then be put on the spreadsheet and graphs developed. A series of questions could be put up for students to answer, which require analysis and interpretation of the graphs. The expected answers could be typed out using the Word Processor or as a presentation in a talk before the class.

Besides recognizing graphs as an important tool, the students would also be using the languageskills of analysis, comprehension and presentation.

Multimedia Presentations

Multimedia offers the teacher ample scope to present lessons. It has an impact on every type of learner and caters to the concept of multiple intelligences. Multimedia involves three or more of the following media within a computer environment:

- Speech or other sounds
- Drawings or diagrams
- Animation
- Still photographs
- Video clips
- Text

Multimedia material could be in the form of a marketed CD, a slide presentation, a presentation on a VHS tape or from the World Wide Web. As the CD ROM can store huge quantities of information, it is a valuable tool for the teacher. A good multimedia presentation must not make the learner passive before the computer. It must push the learner to do something and the results must be immediate e.g. worksheets that are self-correcting. The learner, not the computer, should be in control. In this context it is worthwhile to mention that the interactive videodisc and the T.V. can also be an effective tool in learning.

Multimedia is also effective for students having difficulties in reading and writing. Pictures increasingly interact with words. Pictures and words work together and reinterpret each other. Sometimes assessing communication particularly at the elementary stage only on the basis of written texts may be demotivating. With multimedia, non textual sources can be used by the students to express themselves. This helps students to incorporate their own cultural, social or personal ideas in their work. The integration of individual expression empowers and motivates students beyond the confines of the written word. Visual literacy is important not because verbal literacy is becoming obsolete but because "not only have pictures gained ground, but also language, where it is used, learns further and further towards the meanings it derives from interaction with pictures" (Losee 1992:49). Images can be talked about and grammar, sentences, stories - the creative aspect of language can emerge. Given the chance children can really "talk a good picture". This is particularly helpful, given the fact that "learners can retain about 25% of what they hear and see and about 75% of what they hear and do". (Brian Starkey, 1993). Some of the activities students could be given are "Writing an Autobiography", "Keeping a Daily Journal", "Designing a Newsletter"

Do remember that the tasks must be suited to the learner levels.
Using the World Wide Web

The Internet is often defined as a network of computers but it is also important to think of it as a network of people who use these computers.

Some of the activities that could reinforce learning language skills are listed below.

- Using 'Talking Books' to teach Reading: Students can see the text and pictures as well as hear the text being read. Students go through the same mechanics of the reading process - decoding, using phonics and seeing words in context. These books are easy and fun to use and children are motivated to read. Children can click on words, pictures, etc. for the sound. Clear guidance from the teacher is necessary for using and downloading "E-books".
- Students can link up with schools in other countries and they can share books, talks, ideas and letters. They can make "key pals".
- Students can write chain stories that help link up with other countries. This provides students an opportunity to look and critique writing by other students.
- They could plan tourist brochures by actually visiting tourists sites on the Web; collecting material on them and choosing places to visit.
- Students could attempt Web quests which involve use of the Internet.
- Students could publish their own work like stories and poems on the Internet.
- Teachers can exchange common teaching problems as bilingual learners are now a part of school education all over the world.
- With adequate videoconferencing facilities, schools could link up to the native speakers of English and actually converse on the net while seeing the speakers at the other end. A group of Indian children learning Japanese in India, linking up with a group of Japanese children learning English. Language becomes more meaningful to both and is truly communication in use.
- Pupils should use e-mail to write to a range of people. This could be to pupils in another schools involved in a joint e-mail project or an organization from which they require information for the class topic. Pupils could exchange first drafts of stories, which are then reviewed by other pupils who send back their comments on how the story could be improved. They could jointly design a questionnaire which could be used to collect information in their respective schools.
- They should use web sites of national and local newspapers to read a variety of reports. They should look at the layout and common features. They could collect, list and compare opening sentences of articles on the same topic. They could compare several reports on the same subject and categorize what is fact and what is opinion. Pupils could write articles in pairs and amend them over a period of time. Their articles could then be used to produce a class newspaper. They should focus on the content of their articles and consider the layout and presentation later.
- Pupils could collaborate with others to write stories in chapters, with particular audience in mind e.g. horror stories for junior pupils.
- Pupils could locate information on CD-ROM or on the Internet by using the contents pages, indexes and bookmarks. Pupils in groups could compare and evaluate critically the information from different sources and be able to check the accuracy or reliability of the information.
6.5 HOW MULTIMEDIA IN THE CLASSROOM ACCOMMODATES TO SUPPORT A DIVERSITY OF LEARNERS?

Multimedia in the classroom can support a diverse group of learners with different abilities, learning styles, and multiple intelligences.

An individual's learning profile is multi-dimensional as it comprises not only learning styles but also intelligence preference, gender, and culture. The application of the multiple intelligence theory is greatly supported by the use of multimedia in the classroom.

Task variation: Students whose understanding is below grade level will work at tasks which are less complex than those attempted by more advanced students.

Adjusting questions: Ensuring that the students are answering important questions that require them to think and understand the topic in general, the teacher using multimedia can adjust the questions according to the ability or readiness level of his/her students.

Tiered Assignments: The teacher using multimedia can easily assign the activities as alternative ways of reaching the same goal in accordance with the individual needs of the students.

Anchoring activities: Use of multimedia in the classroom allows the provision for a list of anchoring activities that a student can do at any time when he/she feels the need for more practice.

Flexible Grouping: Students need not be kept in a static group for particular subjects as their learning may accelerate from time to time. Peer teaching is a valuable strategy for group work.

A Buddy-study permits two or three students to work together on a project. The expectation is that all may share the research and analysis/organization of information, but each student must complete an individual product to demonstrate that learning has taken place and be accountable for his/her planning, time management, and individual accomplishment.

Scaffolds: The teacher prepares support materials to supplement and guide the resource students to complete their tasks.

Adjustment of curriculum for gifted students: Differentiation for advanced learners involves the adjustment of curriculum and instructions.

Teachers need to enable them to venture further, deeper, and more elaborately into the area under study (theme, concept, topic, generalization, issue, theory, or principle).

Direct the study or the topic from the known to the unknown, the concrete towards the abstract, and the familiar towards the unfamiliar.

Inter-disciplinary Study: Broadening the learners' understanding of the topic under study by asking him/her to make connections, relationships, and associations between, within, and across subjects and disciplines. Identify the problems and issues within this area of study.
Multiple Solutions: Find multiple solutions to a problem identified within the area of study. Interpret knowledge in the area of study. Investigate and experiment the area of study to prove or disprove an idea about that particular area of study.

Advanced resources: Explore advanced resources that can be used to enhance understanding of the subject, and the strategies needed to study the subject at a more sophisticated level.

Student Assessment: Every multimedia lesson should also focus on ensuring that your students have arrived at their intended aims. This usually is done by gathering students’ work and assessing this work using a grading rubric that is based on lesson objectives.

Check Your Progress * 3

1) How can use of technology help the teacher to cater to mixed ability groups in the classroom?

2) In how many different ways can your students use Internet for their learning?

6.6 LET US SUM UP

The opportunities for teachers to grow have no limits. Teachers need to learn all their lives by reading articles, participating in workshops and continually updating technology skills. Change is constant and exciting. Change must be supported by education that is continuous and changing. Teachers must look for comfort zones but they must explore and constantly try new approaches to teaching.

“it’s truly an exciting time to be a teacher... And a learner. The secret, if there is one, is to be both.”

6.7 KEY WORDS

assessment : the act of collecting information on individual learners’ proficiency or achievement

curriculum : the aims, content, methodology and evaluation procedures of a particular subject or subjects taught in a particular institution or School system.
Questioning as a teaching device in which the students are guided to research, gather and interpret the information they receive to fulfill the aim of the curriculum. These are also the Essential Topical questions.

- Framing Questions: questioning is a universally used activation technique in teaching, mainly within the Initiation - Response - Feedback pattern.

- Multiple Intelligence: Howard Gardner’s theory of Multiple Intelligences (MI). Gardner’s theory defines intelligence as the ability to solve problems or create products that are valued in one or more cultural or community settings. MI theory counters traditional views that intelligence can be measured through IQ tests and contends that all humans are made up of varying kinds and degrees of intelligences. Currently, eight forms of intelligence have been recognized: linguistic, logical-mathematical, spatial-visual, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist. MI theory emphasizes the positive ways that people acquire knowledge and interact with the world. MI is not, however, a theory of education; it validates good practice and expands the capacity of teachers to bring out the best in their students.

Scaffolding: the support given to language learners to enable them to perform tasks and construct communications which are at the time beyond their capability.

### 6.8 WEB SITES FOR ENGLISH

These are some of the Web sites you could go to.

- **http://www.jjulianhacnet.com**
  - Billy Bear and the 4 kids - site contains a whole range of stories and activities for younger children as well as information for adults.

- **http://www.billybear4kids.com**
  - Argosphere - site that contains on-line interactive activities.

- **http://www.argosphere.net**
  - Interactive web site that gives information about authors books and allows children to read and write book reviews.

- **http://www3.simpatico.ca/silbambrown/kids.htm**
  - Candle Light Stories - storybooks, penpals, story theatre, spelling games, e-cards and lots more.

- **http://www.marblepoko.com**
  - Useful animal Pictures

- **http://www.naturegrid.org.uk/infant/**
  - Learnfree - web site supported by the TES. It has done online lessons, activities and materials for all ages and is aimed at teachers, parents and pupils.
Teaching-Learning in the Classroom

http://www.learnlive.co.uk/
Children’s books reviews from the International e-mail exchange
http://www.standardis.dfe.gov.uk/primary

The National Year of Reading Web site – resources, competitions, news and events.
http://vic.npl.gov.uk/docserv/main/doci_2

English teaching and learning: more information here.

The virtual Teachers' Centre Web site: start with the links on the 'Subject Resources' page.
http://vic.npl.gov.uk/docserv.php?mid=cr1

The BECT 6 website for general ICT support information

http://www.begin.org.uk/

Primary Resources – lots of English activities, lessons and ideas.
http://www.primaryresources.co.uk/

Teaching ideas: lots of activities for English from age 5 – 11
http://www.teachingideas.co.uk

Visual Thesaurus – presents words and synonyms in the form of a 2D or 3D concept map.

http://www.plainenglish.co.uk/thesaurus/

String Fairy – Story books with interactive features that allow the reader to gain information on characters and settings
http://www.stringfairy.com

Little Planet – program from America that is designed to develop reading and writing skills. It includes sections for parents, teachers and children.
http://www.littleplanet.org.uk

Teaching ideas – ideas on ways to use ICT to enhance teaching and learning during the Literacy Hour
http://direct.scenario.co.uk/cgi-bin/sc/techX

VTC Web site for primary education.

6.9 SUGGESTED READINGS


Check Your Progress - 1

1 & 2) Varied responses based on their personal experiences

Check Your Progress - 2

1) An ordinary plan concentrates on the specifics of a lesson which the teacher plans to cover in the class. This would involve teacher role (question types, explanation, etc), learner participation and activities/exercises.

A multimedia based plan refers to a larger picture, for example:
- it helps the learner to seek answers and perspectives beyond the lesson being covered
- it gives them a means and an easy resource to research on those aspects that interest them in the lesson
- it forces the teacher to think of broad objectives instead of lesson specific ones
- it helps the teacher ask appropriate unit/lesson questions as well as the Essential question.

2) Teacher questions are an important aspect of both L1 and L2 classrooms, and an important feature in any lesson plan. While there will be some questions which allow only one answer; you should ask those questions which help students to think, analyse and evaluate the subject that is being discussed. This type of questioning will lead to the Essential question which is linked to the larger curriculum objectives.

3) Scaffolding is a temporary framework that supports a building during construction. When the structure is sturdy enough to stand on its own, the scaffold is removed.

In terms of language teaching scaffolding refers to the support that the students receive before they can attempt the activities on their own.

Check Your Progress - 3

1. a. can easily give different tasks to different students as per their abilities
   b. can allow them to learn at their own pace
   c. can have more time in the classroom to devote to the brilliant and the resourceful student.
   d. can monitor the learning outcomes easily and more clearly.
   e. any other relevant gain

2. a. opens a large world of knowledge
   b. generates spirit of enquiry
   c. helps make a self-reliant learner
   d. allows for sharing of opinions
   e. scope for collaboration in learning
6.11 A SAMPLE LESSON USING TECHNOLOGY

What is the man in the blue suit carrying?

The man in the purple suit seems overjoyed.

Build up a story on this picture.
Use of Technology in the Classroom

**DESIGNING POSTERS**

**What is a Poster?**
- An informal, notice giving information at a glance.
  - drawing attention of the reader.

**Important features of a poster**
- Relevant information regarding day, date, time, venue, sponsors, etc.
- Highlights information by using a visual symbol or picture.
- Use slogans, catchy words, phrases, figures and emotional appeal.
- Information should be well spaced out.
- Should be made visually attractive.
- Should be within the visual limit.

**Kinds of posters**
- Awareness posters
  - Traffic rules
  - Drug addiction
  - Environment issues
  - Health and fitness
  - Literacy, etc.
- Publicity posters
  - Sale of items
  - Advertisement, sports
  - Tourism
  - Events happenings

**SAY NO TO POLYBAGS**

- Do you know?
  - Choose the right
  - Close drains, waterways
  - Harm health

- PROTECT NATURE
  - Reuse paper bags
  - Carry wicker baskets
  - Use cloth bags
  - Recycle paper

**WHITEBLOOM SCHOOL**

**ROCK SHOW**

**NIHER STADIUM**

**SPONSORS**

**HIGHLIGHTS**

**ENTER**
STORY WRITING
Children can write imaginative stories when they are given a few starters. The four slides that follow are some starting points that could be tried with the children.

The children select which character they would like to focus on their story.

The children select the other components of the story.
Use of Technology in the Classroom

STORY Writing

Children can write imaginative stories when they are given a few starters. The four slides that follow are some starting points that could be used with the children:

- Let children learn to use technology.
- Emphasize the importance of the introduction and conclusion.
- Let children select any character they would like to feature in their story.
- The children select a setting for their story.

Show the children how to chart the story by creating a story map. Let children learn to use paragraphs. Emphasize the importance of the introduction and conclusion. Encourage taking the sequence of events. Children may also be encouraged to reflect on the endings.