

# **INTRODUCING THE PROSE LESSON**

*Introduction of a lesson is to fulfill two purposes. They are;*

*a) To recollect the past knowledge.*

*b) To win student's attention to the new subject.*

Teachers should try to motivate the students to study the new lesson.

The various efforts made by the teacher to create interest or to attract the attention of the students are known as preparation of the lesson.

The teacher introduces the lesson by asking appropriate questions.

He uses models or pictures. The questions arouse the interest for the new lesson.

The teacher tests the previous knowledge of the students and links it to the subject.

## **2. Teaching structures:**

A new structural item is presented by the teacher to enable the students to identify the new structures. In introducing structures, substitution table is of great help. It highlights the elements of the pattern and their order and nature. Secondly, the teacher presents the structure in readily understandable situations. It helps the students to clear its meaning and use. This helps them not only to understand the meaning of the new item but also its use in different contexts. Opportunities are provided to the students to use the structures themselves

## **3. Dividing the text into smaller units:**

Reading long passages of a text may be tiresome for the teacher. So, the text will have to be split up into smaller, more manageable units or sections.

- This will facilitate the teacher to present the lesson interestingly and efficiently.

#### **4. Teaching vocabulary:**

- The teacher uses an object, a model or a picture to give clear ideas about new words and their meaning. The meaning may be explained through 'real situation'. The purposes of expositions are: To clear the meaning of difficult words, Phrases & idioms. To make the comprehension of the passage easy. To promote intensive reading.

#### **5. Model Reading by the Teacher:**

- The teacher reads the selected passage aloud. He should be careful about pronunciation, words, phrases & intonation in his reading before the students. His reading is observed by the learners and imitated. This model reading by the teachers helps the students for aural comprehension. The teacher gives instructions regarding postures and attention. The teacher should not be completely absorbed in his reading.

#### **6. Silent Reading by the students:**

- The teacher gives time for the students to read the passage silently. Silent reading is helpful for rapid reading, learning of new words and a quick understanding of meaning. A short time of five to ten minutes for silent reading is followed in every session.

#### **7. Testing Comprehension:**

- To check the students' comprehension ability, the teacher asks questions to the students. The questions are from the taught passage. The question should be direct, short and objective.

based. The same procedure i.e. steps 4, 5, 6 & 7 can be followed for the other units of the lesson.

### **8. Testing application:**

- The aim of application test is to evaluate the achievement of the learners. The questions may be of oral or written type. After teaching of structure or vocabulary, the teacher normally asks the students to do the exercises given at the end of the lesson.

### **9. Loud reading by the students:**

- The teacher asks the students to read the taught units loudly in the class one by one. To develop clear pronunciation this loud reading is very much helpful. It improves the tone, rhythm and fluency. Each student is asked to read a short passage. At the end of reading, the errors of pronunciations are corrected. Students should be asked to keep the books 30 cm away from the eyes. They hold their books on the left hand and the right hand is free. The teacher needs to exercise more care at the time of students' reading.

### **10. Giving assignment:**

Assignments to the students are giving by the teacher for the following purposes.

- a) To remember the meaning and spelling of new words.
- b) To use the words in sentences.
- c) To write the gist of the passage.
- d) To answer the questions.
- e) To do the exercises based on the taught units.

## Examples for task

1. Read the sentences fast. [Drawing a picture of a girl]
  2. Read the passage and answer the question [Comprehension exercise]
- Lesson plan – Model
  - Standard : VI
  - Subject : English
  - Period : Prose
  - Title: The Young Achiever • Time : 135 min.
  - Sub unit : 1) From Some are born \_\_\_\_\_  
\_\_\_\_\_
  - \_\_\_\_\_ world.
  - Sub unit : 2) From Kutraleeswaran swam • To across \_\_\_\_\_to the core.
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  - **Defining competencies:**
  - Motivation : (1. Introducing the unit/lesson).
  - Teaching Learning Materials:
  - Step I (2 & 4. Teaching Structure / Content / Words/Vocabulary)
  - Step II (3. Divide the text into small units, 5. Model Reading)
  - Step III (6. Silent Reading by the students)
  - Step IV (7. Testing Comprehension)
  - Step V (9. Loud Reading)
  - Step VI (8. Testing Application)
  - Step VII (Giving assignments)
  - **ALM – Alternative Learning Method for Prose Lesson**
  - ABL – Activity Based Learning

- Activity based learning is a new ladder approach in the teaching of English language.
- It is a simplified process of teaching and learning. It is more logical and natural.
- Learning involves listening, speaking, reading & writing. All the four skills are interlinked.
- Negligence of any skill will damage the learning process. Separate logos are assigned for each learning activity.
- The names of vehicles are selected as logos for English subject. These logos are distributed in the milestones,.
- The teacher cannot skip any of the steps in the ladder.
- There is provision for the learners in this method to proceed at their own pace.
- This method is followed at primary level in Tamil Nadu and Pudhucherry.
- In this Active based Learning method, evaluation is a continuous process.
- Generally teaching of English to non English speaking people is a difficult task.
- Several attempts have been made to simplify the process of teaching English to non English people.
- This Activity based Learning method developed by the Department of Education with the assistance of UNICEF to teach English proved to be a success.  
This method is learner-centered and focuses on all the four types of skills. Exposure to an English environment is an imperative aspect on the part of the learners to acquire the right type of pronunciation of English vocabulary. Adequate provision is made on the ladder approach to create an English atmosphere in the classroom. In the Activity Based Learning, the following activities are included in the learning process.

### *I Listening Skill:*

- K Rhymes
- K The letters of the Alphabet
- K The words relating to home & school environment
- K Greetings and responses
- K Informal Conversations
- K Simple Commands & instructions

### **II Speaking Skill:**

- Asking and answering simple common questions
- Making polite requests
- Saying, "Thank you", and "Sorry" whenever necessary
- Asking for permission Expressing their needs

### **III Reading Skill:**

- Recognizing lower and upper case of letters of English.
- Reading words with pictures.
- Reading words without pictures.
- Reading words.

### **IV Writing Skills:**

- Drawing and painting.
- Drawing lines & curves leading to writing.
- Writing letters of the alphabet.
- Writing words.

- To attain perfection in the above said process of learning, a lot of activities are suggested.
- These activities are very carefully designed to suit to the age and grasping power of the children.
- As these activities are given in cards both the teacher and the pupils can use them quite easily and effectively.
- There are a good number of self learning activities given for the learners.
- This ABL method gives self satisfaction and a sense of achievement to the learners.
- There are provisions for fast learners to proceed fast in their learning and provisions for slow learners without any hindrance at their own pace.
- In this method, the children know very well what they have learned and what they have to learn later.
- Evaluation is a continuous process in this Activity based Learning. To test the level of achievement of the Children test cards are provided.
- These test cards became an interesting activity and the children feel that evaluation is not a burden. There are examinations twice a year.
- In this ABL method, there are two types of Logos used in the process of learning.  
They are:
  - a) General Logos &
  - b) Specific Logos

### General Logos:

1. Pencil.
2. Custard Apple.
3. Pot.
4. Kit box.

1. Pencil:- indicates drawing, painting & coloring activities. This occurs once in the first year ladder and once in the second year.
2. Custard Apple:- gives practice in writing straight and slanting lines, left curves, right curves and circles through frames.
3. Pot:- Fine muscle development activities such as crushing waste paper-clay or pasticene suggested.
4. Kit box:- Introduction of all logos & cards to the students.



*Specific Logos used in the ladder:*

Baby-walker, tricycle, bicycle, cycle rickshaw, motorcycle, car, auto, train, van, airplane, road roller, parisal, boat, scooter, catamaran, rocket, bus and lorry.

## **ACTIVE LEARNING METHODOLOGY**

Active learning methodology is also a form of activity based learning. It makes all learners to participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups.

- Active learning involves students in doing things and thinking about what they are doing.
- According to Bonwell and Eison students must do more than just listen. They must read, write, discuss and solve problems.
- They must engage in higher-order thinking tasks. The tasks are analysis, synthesis and evaluation.
- Students like strategies promoting active learning than traditional lecture method. In active learning, the students are doing something including discovering, processing and applying information.

Many teaching strategies can be employed to actively engage students in the learning process.

- The activities in ALM improve skills in critical thinking, increase motivation and retention and interpersonal skills.
- Active learning involves students directly and actively in the learning process. Instead of simply receiving information verbally and visually, the students are receiving and participating and doing.
- Active learning methodologies require that the student must find opportunities to meaningfully talk, listen, write and read.