

Developing and monitoring writing

ಬರವಣಿಗೆಯ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು ಮತ್ತು ನಿರ್ವಹಿಸುವುದು



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ರಾಷ್ಟ್ರೀಯ ಪರ್ಯಾಕ್ರಮ ಚೌಕಟ್ಟು (NCF 2005) ಮತ್ತು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ರಾಷ್ಟ್ರೀಯ ಪರ್ಯಾಕ್ರಮ ಚೌಕಟ್ಟು (2009)ಗಳು ಭಾರತದಲ್ಲಿನ ಶಿಕ್ಷಣಕ್ಕಾಗಿ ಮಹಾದಾಸೆಯ ದೃಷ್ಟಿಕೋನವನ್ನು ನೀಡಿವೆ. ಇದರಲ್ಲಿ ಎಲ್ಲಾ ಶಾಲೆಗಳು ಸದ್ಯಭಾವದ ಕಲಿಕಾ ವಾತಾವರಣವನ್ನು ಒದಗಿಸುತ್ತದೆ. ಈ ದೃಷ್ಟಿಕೋನವನ್ನು ಸಾಕಾರಗೊಳಿಸಲು ಶಿಕ್ಷಕರಿಗೆ ಹಾಗೂ ಶಿಕ್ಷಕ ಶಿಕ್ಷಕರಿಗೆ ಸಹಾಯ ಹಂತ ನೀಡುವುದೇ ಹೇಳುತ್ತಿರುತ್ತದೆ. ಇಂಡಿಯಾ-OERನ ಮುಖ್ಯ ಉದ್ದೇಶವಾಗಿದೆ. ಈ ಉದ್ದೇಶವನ್ನು ಈದೇರಿಸಲು ಶಿಕ್ಷಕರನ್ನು ಸಾಧನ ಅವಶ್ಯಕವಿರುವ ವೃತ್ತಿಯಲ್ಲಿ ತಮ್ಮ ಅವರು ಪರಿಗಣಿಸಿ ಗಳಂದು 'ವಿದ್ಯಾರ್ಥಿ' ಬೇಕೊಂಡಿರುವ ವಿಧಾನಗಳನ್ನು ಹಾಗೂ ನ್ಯಾಲಿನ್ ಸ್ಟ್ರೋಕ್ ತೆಂಬು ಹೊಂದುವಂತೆ, ಬೋಧನೆಯ ಮತ್ತು ಕಲಿಕೆಯ ವಿಧಾನಗಳಲ್ಲಿ ಸಹಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಲು ಸಹಾಯವಾಗುವಂತೆ ಸಂಪನ್ಮೂಲ ರಚನೆಗಾಗಿದೆ. OER ಮುಖ್ಯ ಉದ್ದೇಶವಾಗಿ ಶಿಕ್ಷಕರು ಘಟಕಗಳನ್ನು, ವ್ಯಾಯಾಕ್ರಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು, ಕೇನ್ಸ್ ಸ್ವದಿಗಳನ್ನು ಬಳಸಿ, ಅವರ ವೃತ್ತಿ ಕೌಶಲ್ಯವನ್ನು ವ್ಯಾಧಿಸಿಕೊಂಡು ಅವುಗಳನ್ನು ನೂತನ ಸಂಭರಣಾಗಳಿಗೆ ಮತ್ತು ವಿಷಯಗಳಿಗೆ ಅನ್ವಯಿಸುವುದು.

ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೂ ಹಾಗೂ ಎಲ್ಲಾ ಹಂತಗಳಿಗೂ ಅನ್ವಯವಾಗುವ ಈ ಪ್ರಮುಖ ಸಂಪನ್ಮೂಲಗಳು, ಭಾರತದ ಶಿಕ್ಷಣ ನೀತಿ ಮತ್ತು ಹೇಳುತ್ತಿರುತ್ತದೆ. ಇಂಡಿಯಾ-OERನಲ್ಲಿನ ಮಾದರಿಯಂತೆ ಶಿಕ್ಷಕರಿಗೆ ಶ್ರೋತ್ಸಣೆಕ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಪ್ರಮುಖ ವಿಧಾನಗಳ ಬಗ್ಗೆ ಮುಂದುವರಿದ ಪ್ರಾಯೋಗಿಕ ಸಲಹಾಗಳನ್ನು ನೀಡುತ್ತದೆ. ಹೇಳುತ್ತಿರುತ್ತದೆ. ಇಂಡಿಯಾದ ಪ್ರಾಯೋಗಿಕ ತತ್ವಗಳನ್ನೂ ಭಾಗೊಂದಂತೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಂಘಟಿಸುವ ವಿಧಾನಗಳು, ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು ಮತ್ತು ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿ ಬಳಗೊಂಡಿದೆ ವಿಧಾನಗಳನ್ನು ಏರ್ಪಡಿಸುವ ಬದನಾಟವನ್ನು ನಡುವಿನ ದ್ವಾರಾ ಗಳಿಗೆ. ಶಿಕ್ಷಕರಿಗೆ ಹಾಗೂ ಶಿಕ್ಷಕ ಶಿಕ್ಷಕರಿಗೆ ವೆಬ್‌ಸೈಟ್ ನಲ್ಲಿ ಈ ಪ್ರಮುಖ ಸಂಪನ್ಮೂಲಗಳು ಲಭ್ಯವಿದೆ.

ವೀಡಿಯೋ ಸಂಪನ್ಮೂಲಗಳು



ಹೇಳುತ್ತಿರುತ್ತದೆ. ಇಂಡಿಯಾದ ಪ್ರಾಯೋಗಿಕ ತತ್ವಗಳನ್ನು ಭಾಗವಹಿಸುವಿಕೆಯ ಪ್ರಮುಖ ತಂತ್ರಗಳನ್ನು ವಿವರಿಸುತ್ತದೆ. (ಪ್ರಮುಖ ಸಂಪನ್ಮೂಲಗಳ ವಿಷಯಗಳಿಗೆ ಸರಿಹೊಂದುವಂತೆ) ಶಿಕ್ಷಕರು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳು ಭಾಗವಹಿಸುವಿಕೆಯ ಅಭ್ಯಾಸಗಳನ್ನು ಭಾರತೀಯ ತರಗತಿಗಳಲ್ಲಿ ಬಳಸುವುದನ್ನು ಈ ಕ್ಷಿಫ್ ಗಳಲ್ಲಿ ನಾವು ಕಾಣಬಹುದಿದ್ದೇ, ನಿರ್ದಿಷ್ಟ ಶ್ರೀಯಗಳನ್ನು ಹಾಗೂ ನಡತಗಳನ್ನು ವೀಕ್ಷಿಸಿ ಗುರುತಿಸಲು ವೀಕ್ಷಿಕ ವಿವರಣೆಯನ್ನು ಕೇಳಬಹುದು. ಈ ವೀಡಿಯೋ ಕ್ಷಿಫ್ ಗಳನ್ನು ಹಿಂದಿ ತರಗತಿಗಳಲ್ಲಿ ಚಿತ್ರೀಕರಿಸಿದ್ದು, ವಿವಿಧ ರಾಜ್ಯಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ವೀಕ್ಷಿಕ ವಿವರಣೆಯನ್ನು ಭಾಷಾಂತರಿಸಲಾಗಿದೆ. ಈ ವೀಡಿಯೋ ಕ್ಷಿಫ್ ಗಳಿಗೆ ಲಿಂಕ್‌ಗಳನ್ನು ವೀಡಿಯೋ ಚಿತ್ರದ ಮೂಲಕ OERಗಳಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಸ್ಥಳಗಳಲ್ಲಿ ತೋರಿಸಿದ್ದು, ಅಂತಹಾಲದ ಮೂಲಕ ಬಳಕೆದಾರರು ಇದನ್ನು ಬಳಸಬಹುದಾಗಿದೆ. ಈ ವೀಡಿಯೋ ಕ್ಷಿಫ್ ಗಳನ್ನು ಟ್ಯಾಬ್ಲೆಟ್, ಹಿಸಿ, ಡಿ.ವಿ.ಡಿ, ಮೊಬೈಲ್ ಫೋನ್‌ಗಳಲ್ಲಿ ಹಾಗೂ ಎನ್.ಡಿ ಕಾರ್ಡ್ ಮೂಲಕ ಬಳಸಲು ಬಳಕೆದಾರರು ಇವುಗಳನ್ನು ಡೋನ್‌ಲೋಡ್ ಮಾಡಬಹುದಾಗಿದೆ. (<http://www.tess-india.edu.in/>)

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What this unit is about

This unit is about strategies you can use to encourage writing in English in your classroom. The main focus is on supporting your students in composition and drafting. Of course, spelling, handwriting and punctuation are also important. But when students are drafting and composing their ideas of what to write about, they will be practising the mechanical skills at the same time.

Writing is meant to be read, so a focus on writing will always integrate a focus on reading. When you and your students talk about writing, you also develop their oral language skills.

ಈ ಘಟಕದಲ್ಲಿ ಏನಿದೆ?

ಈ ಘಟಕವು ವಿದ್ಯಾರ್ಥಿಗಳ ಬರವಣಿಗೆಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ನೀವು ತರಗತಿಯಲ್ಲಿ ಅನುಸರಿಸಬಹುದಾದ ತಂತ್ರಗಳ ಕುರಿತಾಗಿದೆ. ಅದರಲ್ಲಿ, ವಿದ್ಯಾರ್ಥಿಗಳು ಮೊದಲ (ಕರದು) ಪ್ರತಿಯನ್ನು ಬರೆಯಲ್ವ ಸಂದರ್ಭದಲ್ಲಿ ಶಿಕ್ಷಕರು ಹೇಗೆ ಸಹಾಯ ಮಾಡಬಹುದು ಎಂಬುದನ್ನು ಇಲ್ಲಿ ಬರೆಹಿಸಲಾಗಿದೆ. ಬರವಣಿಗೆಯಲ್ಲಿ ಕಾಗುಣಿತ (spelling) ಬರವಣಿಗೆಯ ಶೈಲಿ (handwriting), ಲೇಖನ ಬೆಂಕ್ಸ್‌ಗಳು (Punctuation) ಇವೂ ಮುಖ್ಯ ಆದರೆ, ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಭಾವನೆ, ವಿಚಾರಗಳನ್ನು ಮೊದಲ ಪ್ರತಿಯಲ್ಲಿ ಹಂಚಿಕೊಳ್ಳುವ ಸಂದರ್ಭದಲ್ಲಿ ಬರವಣಿಗೆಯ ಯಾಂತ್ರಿಕ ಕೌಶಲಗಳನ್ನೂ ಜೋತೆಯಲ್ಲೇ ಅಭ್ಯಸಿಸುತ್ತಾರೆ.

ಬರೆಯಲ್ವ ಓದುವುದಕ್ಕಾಗಿಯೇ ಆದ್ದರಿಂದ ಬರವಣಿಗೆಯು ಓದುವ ಸಾಮರ್ಥ್ಯವನ್ನೂ ಒಳಗೊಂಡಿರುತ್ತದೆ. ಅಲ್ಲದೆ, ಬರವಣಿಗೆಯ ಬಗ್ಗೆ ಮಾತನಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾತನಾಡುವ ಕೌಶಲವೂ ಅಭಿವೃದ್ಧಿಗೊಳ್ಳುತ್ತದೆ.

What you can learn in this unit

- To identify composition and transcription tasks to use with your students.
- To plan drafting activities for your students.
- To evaluate your students' attempts to spell English.

ಈ ಘಟಕದಲ್ಲಿ ನೀವೇನು ಕಲಿಯಬಹುದು?

- ಬರವಣಿಗೆ (composition) ಗೆ ಮತ್ತು ಲಿಷ್ಟಿಂಗ್ (transcription) ಕ್ಷೇತ್ರದಲ್ಲಿ ಸಂಬಂಧಿಸಿ ತರಗತಿಯಲ್ಲಿ ಹಮ್ಮಿಕೊಳ್ಳಬಹುದಾದ ಚೆಲುವಟಿಕೆಗಳನ್ನು ಗುರುತಿಸುವುದು.
- ವಿದ್ಯಾರ್ಥಿಗಳು ಮೊದಲ ಪ್ರತಿಯನ್ನು ಬರೆಯಲ್ವ ಸಂದರ್ಭದಲ್ಲಿ ಹಮ್ಮಿಕೊಳ್ಳಬಹುದಾದ ಚೆಲುವಟಿಕೆಗಳ ಬಗ್ಗೆ.
- ವಿದ್ಯಾರ್ಥಿಗಳ ಸ್ವೇಳಿಂಗ್ ಬರೆಯಲ್ವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೋಲ್ಯೂಮಾಪನ ಮಾಡುವುದು.

1 Composition and transcription

Start by thinking about the two key processes of writing: composition and transcription, in an activity for you.

In any language, writing involves taking thoughts from inside the mind and putting them onto paper. There are two main aspects to writing:

- **Composition:** An authoring role that involves getting ideas, deciding on the form of the written text (a poem, a story, a report, a recipe, a set of instructions, etc.), thinking about who will read the

writing and why. Drafting is an important part of composition. The first attempt at writing anything is seldom perfect.

- **Transcription:** A secretarial role that involves paying attention to how the writing is presented so that others can read and understand it. This includes aspects such as handwriting, spelling, punctuation and the general layout. In transcription, the writer can work from a final draft to a finished piece of writing.

When students begin to write, in English or any language, they can find it difficult to control both composition and transcription at the same time, and perform equally well in each of them. When students focus on getting ideas for a piece of writing, they may not spell the associated words correctly; when they focus on spelling words correctly, their ideas for a story or a poem may be less creative.



Pause for thought

- When you teach writing in English to your students, what is the main focus – composition or transcription?
- Have you observed that students find it difficult to control both composition and transcription? What teaching strategies do you use to help them overcome this?
- What opportunities do you give to your students to draft their ideas in writing?

In Case Study 1, a teacher focuses on composition and drafting.

Case Study 1: Mr Satyam encourages drafting

Mr Satyam teaches English to Class VI students at a school in a village outside Bangalore.

I drew an outline of a man on the board. I asked a few questions to get the students thinking, such as 'Who is he?' and 'Where does he live?' I prompted the students to ask more questions about the outline of the man. They came up with their own ideas such as 'What work does he do?' and 'What does he like?'

They decided that the figure would be the school cook, Ramesh. I told the students to decide how to answer the questions. I wrote some of their suggestions around the figure, on the board.

Then I told them to write their own sentences in their notebooks [Figure 1]. From these drafts, students wrote portraits of Ramesh.

55) He is Ramesh. He is from Jayapura dodd. He work in Sri Ramakrishna Vidyakendra, Shiranahalli. His work is cooking. Cooking

56) He is Ramesha. He is working in Sri Rama krishna mission Vidyakendra. He do his work cooking.

56) This is Ramesh. He is cooking man. He is a Jayapura dodd. ~~man~~

56) Ans. He is Ramesh. He comes from Jayapura dodd. He is cooking well. He is a good man.

56) He is S.O.V.K school cook. He do very good cook it so nice. His name is Ramesh. He come from Jayapura dodd. He likes dog.

56) He is Ramesh. He is cook in ~~aner~~ school. He lives, Jayapura dodd.

Figure 1 A sample of Mr Satyam's students' writing about Ramesh.



Pause for thought

- Look carefully at the sentences the students wrote about Ramesh. Although the class discussed the answers together, each student wrote about Ramesh in slightly different ways. What does this tell you about their ability to write in English?
- Why do you think Mr Satyam has made only minimal corrections to their draft writing?
- How has Mr Satyam balanced the demands of composition and transcription in this activity?

Mr Satyam used a similar method to help students draft their ideas to write about Independence Day celebrations. He gave them a diagram and had them write sentences for each box (Figure 2).



Figure 2 Mr Satyam's questions about Independence Day.

Do you think you could use this diagram to start students writing on other topics?

Activity 1: Encouraging drafting – a planning activity

Taking the example of Mr Satyam in Case Study 1 as a guide, plan a drafting activity for your students.

The topic can come from your textbook, a topic in a subject such as science or history, or a real-life situation. You can give instructions verbally, or use a diagram similar to Figure 2 to help students draft sentences in English.

In drafting, the focus is on composition, not transcription. Tell your students that they should first concentrate on sequencing and structuring, and later they can work on spelling and presentation.

From their drafts, plan the next lesson where students will make improvements and finish their writing.

2 Giving feedback

When giving feedback on students' writing, focus on just one or two aspects at a time. This will ensure they do not become dispirited by over-correction or overwhelmed by too much feedback. When giving feedback on a first draft, it is important to praise the student's efforts at composition. Did the student have a good idea for a story? Did the student write interesting dialogue? Did the student remember to write the main points of a report? Did the student make a good effort to write in English?

For feedback on transcription, mark their drafts with symbols and discuss with the whole class what these mean. Examples are shown in Figure 3.

Symbol	Meaning	Incorrect
P	Punctuation	I live work, and go to school in Lucknow.
⌚	Close space	Every⌚ one works hard.
SP	Spelling	The <u>maneger</u> is a woman.
PL	Plural	<u>Apple</u> are the most nutritious fruit.
Ø	Unnecessary word	The student Ø studies all the time.
Ø	Missing word	Please don't Ø me that question anymore.

Figure 3 Symbols for feedback.

Even if your class is large, it is important that you give individual feedback to all students. There is no single way of giving feedback or remarks. What needs to be kept in mind is that feedback should create a positive attitude towards writing. In the next case study, a teacher must decide how to give feedback on a student's writing.

See Resource 1, 'Monitoring and feedback', to learn more about the methods to evaluate and record student progress.

Case Study 2: Ms Afreen assesses dictation

Ms Afreen teaches in a government school where all the students are first-generation school goers.

I gave students dictation from the textbook. When the students handed me their work, I reviewed it and saw that a ten-year-old girl had spelled the words 'pencil', 'rubber' and 'boxes' as follows:

- pensl
- rubr
- bokss.

My first reaction was to correct these mistakes. But I could see that the girl knew the initial sounds of English words. She recognised consonant sounds, and she knew that some words began with a capital letter. She was not yet distinguishing English vowel sounds in between consonants. I can see that she was using her oral knowledge of English to make a good attempt at spelling, although this was not always correct in writing, as can be seen from the use of 'k' for 'x' and 's' for 'c'. I decided she was making a good attempt at writing based on her current understanding of English letters and sounds.

I praised her attempts. But I also told her to read her writing more carefully and to check her spelling using a dictionary. I encouraged her to read more, because the more she reads in English, the better her English spelling will be.

I do not ignore errors in writing, and I give students feedback and correction. But I try to see how their mistakes give me clues about their thinking process and developmental level. Their mistakes show me what I need to plan next.

Activity 2: Errors and assessment

Errors in writing can be categorised broadly as:

- ‘silly mistakes’ or slips that students can correct on their own once they have been pointed out to them
- ‘misunderstandings’ that students cannot correct themselves and that need to be explained by teachers
- ‘attempts’ where students try out something but make mistakes because they do not yet have the required language skill or knowledge.

Look at two pieces of writing by students (Figures 4 and 5). Do they show evidence of ‘silly mistakes’, ‘misunderstandings’ or ‘attempts’? How you would evaluate the writing based on the concepts of ‘composition’ (the author) and ‘transcription’ (the secretary) that you read about at the beginning of this unit? What would you say to each student, to give them encouraging feedback? Talk about these examples with other teachers in your school and compare your ideas for evaluation and feedback.

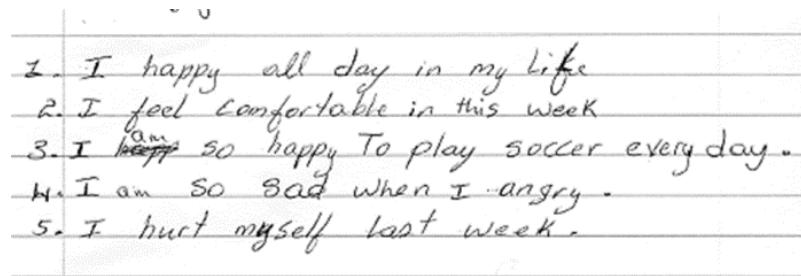


Figure 4 A nine-year-old boy is told to write five sentences about himself.

The story that I read was very impressive. This talk about how is gone the life of this family go in his city. This little boy tell about his brother and sister and were the other persons of the family work. Their grandmother, grandfather, father, ~~the~~ uncles and aunt worked in the same place. From the continuing of story but like his mother is gone to fight or break up with his father because he tell that his future stepfather work in the Western Book Distributor. He also describe his town, The roads and the different kind of industry.

Figure 5 A 12-year-old girl is told to write a paragraph about the first chapter of a book she had read.

When students speak and write in English they sometimes miss out English words if their home language does not use these words, like articles such as ‘a’, ‘the’ or ‘an’. Make this an opportunity to talk to students about the different structures of English compared to other languages.

People who are multilingual often mix languages in their speaking and in their writing – this is common everywhere in the world. You can make this tendency visible to students by inviting those who speak different dialects or languages at home to talk about a topic in their home language, or to write in their home language and read it out or display it to the class. You need to be careful in not to comment or to let

other

students pass comments. The objective must be to let students see for themselves that mixing languages is natural, and the occasional use of English is like using any other language they already know. Activities that bring students' home languages into the English classroom will go a long way in helping to shed their inhibitions about speaking in English, and also celebrate the rich multilingualism of our country.

Video: Monitoring and giving feedback



3 Reading to inspire writing

The more students listen to English and read in English, the better will be their writing in English. When you teach students to speak and read in English, you are also teaching them to write in English. Once students start to read, they can begin to write. Once they write, they will want to read their own and others' writing. In the final case study, the teacher tries out new ways to inspire this process.

Case Study 3: Mr Bhatt starts with reading to inspire writing

This is an extract adapted from an article written by Hemraj Bhatt, a government school teacher.

Our new textbook was going to break new ground to introduce students directly to English words and sentences, rather than beginning with the letters of the alphabet and making them 'mug up' the letters by writing them out. No special importance was to be given to writing. Instead, students were to be given opportunities to hear, read and speak English. Previously, the textbook would dedicate the initial six to eight pages to the English alphabet with related pictures. This tradition of beginning with writing the English alphabet was thus to be broken in the new book. As a conventional teacher, I found it hard to imagine how students would be able to read English words directly before writing the letters.

After attending the training provided, I decided to experiment. I distributed some old English newspapers and students' magazines among my students so that everyone could look at at least three pages. I wrote an English word on the board. For example, a particular student's name was Jaipal. I wrote his name on the board. Now, Jaipal would have to find the English letters 'J', 'A', 'I', 'P' and 'L' in the newspaper given to him and circle them. Similarly, all students would look for and circle all the letters that appeared in their names in the newspaper given to them.

The students had a lot of fun finding the letters that appeared in their names. They were particularly amused when they saw their entire name in English in the paper and could circle the entire word. This exercise was meant to take the students from words to letters and was successful in doing so. I was surprised to see that students who couldn't identify English letters a few months ago were able to find examples of letters and words in newspapers and magazines. I realised through the newspaper exercises that reading in English can be made fun for students. Most importantly for me as a teacher, I saw that once students began to read in English, they were eager to start writing in English too.

(Adapted from Bhatt, 2009)



Pause for thought

- Do you agree with Hemraj Bhatt's conclusion that listening, speaking and reading should precede writing in English? Why or why not?
- In India, students in middle school have studied English since their lower primary classes – but a majority of them are unable to read simple words, let alone write sentences in English. How do you think Bhatt's newspaper activity begins to address this problem?
- Do you think you could try out the above newspaper activity with your students? If you do not have access to English newspapers, could you try this activity using a variety of English textbooks?

Activity 3: Reading to inspire writing – a planning activity

Read through the activities in Resource 2. In each of these activities there is a link between reading and writing.

- Choose one activity you feel you could try out with your class.
- How will you evaluate the writing students produce from the activity?
- How much will you focus on composition, and how much on transcription?
- Do you think it is important to link reading and writing?

4 Summary

This unit has focused on how you can help students to make progress in English writing, and how you can evaluate their attempts to write in English. Students do not need to be fluent in English grammar or know how to spell English perfectly to start writing in English. With frequent opportunities for drafting and writing, students will practise English spellings and sentence structures.

4. ಸಾರಾಂಶ

ಈ ಫೆಡಕೆದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಇಂಗ್ಲೀಷ್ ಬರವಣಿಗೆಯನ್ನು ಅಭಿವೃದ್ಧಿಸಿಸಲು ನೀವೇನು ಮಾಡಬಹುದು ಎಂಬುದನ್ನು ಚರ್ಚಿಸಲಾಗಿದೆ. ಬರೆಯುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಇಂಗ್ಲೀಷ್ ವ್ಯಾಕರಣ ಅಥವಾ ಇಂಗ್ಲೀಷ್ ಸ್ಪೆಲ್ಿಂಗ್ ಸಂಪೂರ್ಣ ಜ್ಞಾನ ಬೇಕಾಗಿಲ್ಲ. ಬರೆಯಲು ಮತ್ತು ಕರಡು ವ್ಯತಿಗಳನ್ನು ತಯಾರಿಸಲು ಸತತ ಅವಕಾಶಗಳು ದೊರೆತಲ್ಲಿ, ವಿದ್ಯಾರ್ಥಿಗಳು ಇಂಗ್ಲೀಷ್ ಸ್ಪೆಲ್ಿಂಗ್, ವ್ಯಾಕರಣ ಮತ್ತು ವಾಕ್ಯ ರಚನೆಗಳ ಕೌಶಲಗಳನ್ನು ಅಭ್ಯಾಸ ಮಾಡುತ್ತಾರೆ.

Other Elementary English teacher development units on this topic are:

- *The learning environment.*
- *Mark-making and early writing.*

Resources

Resource 1: Monitoring and giving feedback

Improving students' performance involves constantly monitoring and responding to them, so that they know what is expected of them and they get feedback after completing tasks. They can improve their performance through your constructive feedback.

Monitoring

Effective teachers monitor their students most of the time. Generally, most teachers monitor their students' work by listening and observing what they do in class. Monitoring students' progress is critical because it helps them to:

- achieve higher grades
- be more aware of their performance and more responsible for their learning
- improve their learning
- predict achievement on state and local standardised tests.

It will also help you as a teacher to decide:

- when to ask a question or give a prompt
- when to praise
- whether to challenge
- how to include different groups of students in a task
- what to do about mistakes.

Students improve most when they are given clear and prompt feedback on their progress. Using monitoring will enable you to give regular feedback, letting your students know how they are doing and what else they need to do to advance their learning.

One of the challenges you will face is helping students to set their own learning targets, also known as self-monitoring. Students, especially struggling ones, are not used to having ownership of their own learning. But you can help any student to set their own targets or goals for a project, plan out their work and set deadlines, and self-monitor their progress. Practising the process and mastering the skill of self-monitoring will serve them well in school and throughout their lives.

Listening to and observing students

Most of the time, listening to and observing students is done naturally by teachers; it is a simple monitoring tool. For example, you may:

- listen to your students reading aloud
- listen to discussions in pair or groupwork
- observe students using resources outdoors or in the classroom
- observe the body language of groups as they work.

Make sure that the observations you collect are true evidence of student learning or progress. Only document what you can see, hear, justify or count.

As students work, move around the classroom in order to make brief observation notes. You can use a class list to record which students need more help, and also to note any emerging misunderstandings. You can use these observations and notes to give feedback to the whole class or prompt and encourage groups or individuals.

Giving feedback

Feedback is information that you give to a student about how they have performed in relation to a stated goal or expected outcome. Effective feedback provides the student with:

- information about what happened
- an evaluation of how well the action or task was performed
- guidance as to how their performance can be improved.

When you give feedback to each student, it should help them to know:

- what they can actually do
- what they cannot do yet
- how their work compares with that of others
- how they can improve.

It is important to remember that effective feedback helps students. You do not want to inhibit learning because your feedback is unclear or unfair. Effective feedback is:

- **focused** on the task being undertaken and the learning that the student needs to do
- **clear and honest**, telling the student what is good about their learning as well as what requires improvement
- **actionable**, telling the student to do something that they are able to do
- given in **appropriate language** that the student can understand
- given at the **right time** – if it's given too soon, the student will think 'I was just going to do that!'; too late, and the student's focus will have moved elsewhere and they will not want to go back and do what is asked.

Whether feedback is spoken or written in the students' workbooks, it becomes more effective if it follows the guidelines given below.

Using praise and positive language

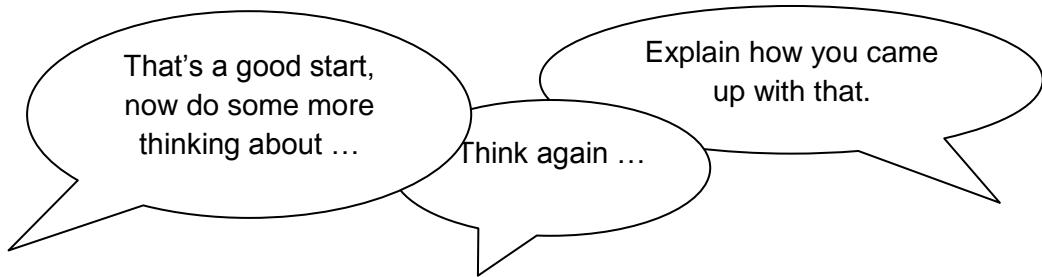
When we are praised and encouraged, we generally feel a great deal better than when we are criticised or corrected. Reinforcement and positive language is motivating for the whole class and for individuals of all ages. Remember that praise must be specific and targeted on the work done rather than about the student themselves, otherwise it will not help the student progress. 'Well done' is non-specific, so it is better to say one of the following:



Using prompting as well as correction

The dialogue that you have with your students helps their learning. If you tell them that an answer is incorrect and finish the dialogue there, you miss the opportunity to help them to keep thinking and trying for themselves. If you give students a hint or ask them a further question, you prompt them to think more

deeply and encourage them to find answers and take responsibility for their own learning. For example, you can encourage a better answer or prompt a different angle on a problem by saying such things as:



It may be appropriate to encourage other students to help each other. You can do this by opening your questions to the rest of the class with such comments as:



Correcting students with a 'yes' or 'no' might be appropriate to tasks such as spelling or number practice, but even here you can prompt students to look for emerging patterns in their answers, make connections with similar answers or open a discussion about why a certain answer is incorrect.

Self-correction and peer correction is effective and you can encourage this by asking students to check their own and each other's work while doing tasks or assignments in pairs. It is best to focus on one aspect to correct at a time so that there is not too much confusing information.

Resource 2: Activities to develop writing

1. Draw a picture of a character from a story. It could be from your textbook, or from a story everyone knows well. Write five or six sentences in English about it.
2. Rewrite the jumbled sentences provided, to make a meaningful paragraph.
3. Write a paragraph summarising a recent lesson in any topic and illustrate it.
4. Make a bookmark based on a story or a poem. Draw a character or write a brief summary on one side of the bookmark. On the other, write the title of the story and the name of the author.
5. Write a letter to the author of a book. (If the author is living, you can try to find the address from your state textbook society and post them some of the students' letters.)
6. (For older students) Make a big book based on a story for students in lower classes.
7. Set an English quiz with at least ten questions based on a recent lesson on any topic. This helps to reinforce learning as well as to practise writing. After they have tried the quiz, ask the students to exchange papers and check each other's work.
8. Tell the students a story but do not tell them the ending. Ask them to guess what happened at the end and write it down. Remember that there are no right or wrong endings to a story.
9. Ask the students to bring one small object to the class, such as a pencil, box, leaf, etc. Divide the class into groups of five or six. All the things they brought are placed in the centre of the group. With

a limit of ten minutes, each group discusses a possible story based on the objects they have brought. They then write out the story (which should be a minimum of five to six lines long). One student from each group narrates the story to the class. The best story is the one that includes all the objects the group had brought in.

10. Divide the class into groups of five. Each group has one piece of paper to write on, and at least one pencil. Without prior discussion, the group should come up with a story, with each student in the group contributing one sentence at a time. Select one student as the 'starter' in each group. The starter writes one sentence on the piece of paper, which now goes to the next student in the group. The second student contributes a sentence that combines with the one already there. The paper keeps going around until the story is complete. Anyone can decide at any point that the story cannot progress any more. If the others agree, the group selects a different starter to write a fresh sentence for a new story – or the next chapter of the first story!

Additional resources

- RVEC Bangalore: <http://www.rvec.in/>
- Teachers of India classroom resources: <http://www.teachersofindia.org/en>
- Regional Institute of English Bangalore www.riesielt.org

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