



ACE
(ACQUIRING COMPETENCE IN ENGLISH)
(Classes 3, 4 and 5)

A Report on the Appraisal of the Programme
2007-08



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Foreword

The programme, Acquisition of Competence in English (ACE) was implemented in classes III, IV and V in 1300 schools of 100 select Panchayaths covering all the fourteen districts of Kerala during the academic year 2007-08. The programme is unique in its approach, pedagogy, materials and evaluation system.

The course materials were developed by SSA, Kerala and were supplied to the schools in two phases. In the first phase TLM for the first term was supplied to schools. In the second phase, TLM for the second and third terms were supplied. The feedback collected from teachers, students and the trainers were taken into consideration for developing, the materials for the second and third terms.

From its commencement of implementation onwards there were interim assessments on the effectiveness initiated by the district units of SSA, DIETs and the State Office of SSA. The various districts had conducted their own independent studies on the effectiveness of this program. These studies reveal that children of the schools of the 100 selected Panchayats can perform all the language skills in a better way when compared with the performance of the children belonging to other schools This report is the outcome of the final appraisal conducted in March 2008 using a set of common tools for all the districts. Evidences such as novelettes, drama-scripts, short films, photographs and other creations of the children were collected as testimonials of their competence in using English spontaneously. SSA expresses thanks to the co-investigators, respondents of the tools and functionaries who have co-operated at various stages of this appraisal.

Wishing you a happy reading of the report,

Dr. B. Vijayakumar
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ACE at a Glance

ACE (*Acquiring Competence in English*) is heavily dependent on the Chomskyan assumptions namely, that the human child is biologically endowed with language and that what we mean by language acquisition is the unfolding of this innate system. The pedagogic structure of ACE has been erected on the pillars of the innateness theory, social constructivism, humanistic claims, the theory of multiple intelligences, Gestaltism, and the norms of experiential pedagogy and critical pedagogy. This innovative programme meant for facilitating English Language Acquisition in classes 3, 4 and 5 has materialised a shift from the conventional skill-based approach to knowledge-based approach to language. As such its emphasis is on helping the learners learn language rather than learning about language. As against the conventional way of teaching and learning fragments of language (such as sounds/letters, words, sentences and so on) it concentrates on providing a holistic experience of language to the learners. It liberates the learners from the drudgery of mechanically repeating the contents of the textbook and reproducing what they have learnt by-heart. Instead, the learners are led scientifically through a variety of processes that are enjoyable to them by virtue of which they construct various linguistic discourses on their own.

The pilot programme that was carried out in 100 select Panchayats during the year 2007-08 has changed the profile of English teaching in primary classes. Experience from the field reveals that wherever the teachers were following the processes children were able to come out miraculous performance whereas in classes where the classroom processes were skipped or neglected children were not able to make significant achievements. The findings of this major intervention of SSA have given sense of direction to the curriculum renewal processes that have been initiated by SCERT, Kerala. Accordingly the course books and sourcebooks for classes 1, 3, 5, and 7 have been developed and introduced in the mainstream schools.

Dr. K.N. Anandan
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This report is dedicated to the children, teachers, BRC Trainers, DIET faculties and LSG representatives who had owned up 100/100 Programme.

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1.1. The background

The Government of Kerala had declared the year 2007-08 as the year of efficiency. A variety of quality measures were taken by the Department of Education converging various structures such as SCERT, SSA,DIET, SIEMAT, SIET,IT@ School and so on in order to materialize the esteemed goal namely, ‘quality education children’s right. The Government selected 100 Panchayats in consultation with the Local self Governments and SSA was entrusted with conceiving and implementing special interventions for bringing out quality changes in the field of primary education. This was how the unique project 100/100 came into being. The overall idea was that there would be 100 different quality-oriented initiatives in the 1300 schools coming under these 100 Panchayats. These initiatives included

- State level Initiatives
- District level initiatives
- BRC level initiatives
- Panchayat level initiatives, and
- Initiatives undertaken by individual schools

Thus a variety of programmes were conceived under SSA at the State and District levels apart from the ones proposed by the PEC and the school resource groups. These were implemented in only those Panchayats that have volunteered to undertake the programme

The programmes were planned and implemented following the steps required for a research work. The materials and classroom strategies were fine-tuned based on classroom experience.

The following were the State level initiatives:

Acquiring Competence in English- ACE (Classes 3,4, and 5)

Meetti Hindi (Class 5)

Easy Maths (Classes 3 and 5)

Little Scientists in Up classes

Nadakakkootam (UP classes)

We, the film makers (UP classes)

Read the book, lead the world

Continuous Assessment

1.2. Main Objectives

- To gain academic credibility for the main stream education;
- To integrate various activities leading to the overall development of children;
- To develop sustainable models in the field of education
- To materialize convergence with local self governments.

1.2.1. Sub Objectives

- To evolve classroom processes and strategies for materializing the constructivist pedagogy for English, Hindi and Maths
- To help children develop a positive attitude towards learning mathematics
- To integrate the visual media and the theatre with the classroom processes
- To develop and share the creativity of children
- To recognize the contribution of children to children's literature
- To pedagogically empower teachers
- To encourage local initiatives and explorations in the field of education

1.3. Milestones of Implementation

1.3.1. Developing the materials

The position paper

A State level workshop was conducted to develop the vision paper on ACE, Hindi and Maths. A few points were taken care of:

One: The position paper would be in conformity with the constructivist paradigm as conceived in NCF 2005 and KCF 2007.

Two: The material developed should be a refinement of the materials that had already been developed for classes 6 and 7 by SCERT based on the constructivist norms.

The classroom strategies that were developed and tried out for SLAP (Second Language Acquisition Programme) for teaching English at the Primary level during DPEP period would be checked closely in order to fine tune them as per the newly developed position paper.

Parental awareness programmes would be worked out. For this a few brochures were developed in the workshop highlighting the new initiatives.

1.3.2. ACE Reading cards and Worksheets

These were developed in a series of workshops involving SSA functionaries at various levels, DIET faculty members and Resource Persons of English. Plots were fixed for classes 3, 4 and 5. The learner's materials as well as the teacher's source materials for these classes were developed.

1.3.3. Guidelines for Trainers, Educational functionaries and LSG members

Since ACE made use of strategies and techniques that are strikingly different from the conventional teaching of English, it was necessary to develop materials for the awareness of the people, and the various functionaries involved with the implementation of the programme. Guidelines for trainers, Educational functionaries and LSG members were developed which contained. It included

Monitoring formats

Evaluation tools, and

Self assessment tools

1.4. The Support Mechanism

The new programme could be implemented only after erecting necessary support mechanisms. The following measures were taken:

1.4.1. Training

- 1-day State level orientation for DDE's, DIRET Principals, Standing Committee Chair persons and DPO's.

- 3-day induction programme for DIET faculty members
- State level workshop for empowering trainers for 5 days.
- 3-day Training for practicing teachers
- 2 cluster trainings for teachers (in September 07 and October 07)
- 1-day orientation of teacher organizations

1.4.2. Monitoring: The Team

District Monitoring Team

- DIET Faculty
- Programme Officer
- District Coordinator
- Trainer for each subject

BRC level monitoring team

- Trainer for each subject
- LSG members

1.4.5. Monitoring: The Process

Monitoring in the First Term was conducted in all the 14 districts simultaneously. A common guideline was developed at the State level which was strictly followed by the monitoring teams in all the districts. The actual process of monitoring was as follows:

In the first term monitoring was carried out in 2 consecutive days, i.e., during 17-09-07 to 20-09-07.

In the forenoon of the first day, the team visited UP schools with attached LPS.

In the afternoon of the first day, the visit was to UP schools that have only UP sections.

On the second day, the team visited one UP school

On the 2nd day afternoon, Panchayat level review meeting of teachers handling English, Hindi and Maths was held.

The team members visited the school and observed classes with the help of observation schedules. Before observing the classes the members sat with the trainers sat with the concerned teachers and planned the classroom activities keeping strict adherence to the processes suggested in the teacher's sourcebook. In the review meeting the Resource Persons took try out classes to give a clear idea to the teachers about the processes that are to be followed in ACE class. Since the classroom processes of Meetti Hindi are exactly the same those of ACE classes it was not necessary to take separate try out class for Hindi. Nevertheless, in some places try out classes in Hindi were conducted.

The issues that were identified by the monitoring teams were consolidated at the BRC District and State levels. These were addressed in the special cluster trainings given to the practicing teachers.

In the Third Term the same strategy was used for monitoring.

Some of the classes were video-documented. These videos were used as training tools. One class in Palakkad district was video-documented by the State team during the first term. In the second term another class was video-documented in Thiruvananthapuram District. In the third term yet another class in Ernakulam districts was video-documented. Copies of these videos were distributed to all the State SSA structures across the country.

1.4.6. Monitoring: The Issues

DIET faculty members were not included in the monitoring team in Thrissur, Kannur, Wayanad, Kozhikode, Ernakulam and Idukki districts. This matter was brought to the attention of the DIET Principals and remedial measures were taken.

Most AEO's and BPO's had not owned up monitoring in the first term. However, the situation changed on positive dimensions in the second term.

In a few districts (Palakkad, Kozhikode, Pathanamthitta), LSG members were deeply involved with the programmes. But in most districts the involvement of LSG members was minimal.

In some schools teachers were carried away by the notion of completing the portions; they skipped several classroom processes for saving time which affected the language development of the learners negatively.

The process of error treatment was not properly carried out in most ACE classes. Children come out a large quantum of written work but the teachers were not alert enough to edit them through negotiation with the whole class.

Some teachers expressed their inability to check the grammatical errors committed by the learners.

The delay in distributing the TLM among schools had caused much anxiety among the teachers, parents and the LSG members. The distribution of the first term material was completed in July 07 in Alappuzha district , in Aug 07, in Malappuram and Palakkad districts, in Sept 07 in Kasaragod, Kannur, Kozhokode,Thrissur, Ernakulam, Trivandrum and Kottayam and in Oct 2007 in Wayand district. However, the distribution of the second and third term materials was completed in October 2007 in all the 14 districts.

1.4.7. Review Meetings

- i. State level review meetings.

Three review meetings were held at the State level, one in Sept 2007, the second one in November 07 and the third one in March 2008. All the members of the district monitoring teams participated in the first review meeting whereas in the second meeting one DIET faculty member, one programme officer and one trainer from each district participated.

The review meetings took care of

- Collecting feedback from the monitoring teams
- Sharing of success stories
- Identifying issues
- Planning for the future action

Consolidation of the Review Reports

Prior to each of these review meetings held at the State level, each district had conducted its own review meeting.

1.5. Training

- 5- day training was given to the Core SRG's of 100/100.
- 5-day training was given to the DRG's
- An initial training for 5 days was given to all teachers
- There were regular cluster trainings in all months
- 3-day orientation was given for the DIET faculty members

- The Educational functionaries (AEO, , BPO) were also oriented on the new pedagogy.
- 3-day orientation was given to the representatives of teacher organizations.

In all training programmes the participants were oriented on the pedagogic implementation of the new paradigm. They were sensitized on the necessity to carry out the processes of discourse construction and those of refining the work done by the learners. Moreover, teachers were to be given special training on narratives could be effectively performed.

2.1. Introduction

Recently there has been much discussion on the deplorable state of the English Language Teaching and Learning (ELT) scenario prevailing in our country. A variety of learning materials and teaching techniques have been suggested and tried out in order to resolve the problems faced in this domain of the curriculum. A number of research programmes and teacher-training programmes have been going on in our state level, regional level and national level institutions with a view to improving the ELT situation. A large number of institutions have come out preparing short term as well as long-term English courses. Book publishers have been vying with one another in the production of English guides for all levels of learners. More over, a number of English tuition centres have mushroomed across the country. Above all, commercial ELT packages such as “Communicative English, Functional English” are developed and promoted by the State as well as private agencies. These labels are accepted unquestioningly and nobody asks the question: “Is there any English that does not communicate?” Similarly, nobody worries whether there are two varieties of mother tongue namely, the “functional” and the “non-functional”!

A host of problems have been identified in the context of second language teaching. These include psychological, emotional, methodological and linguistic problems in addition to the problems posed by the material and environment. The lack of a speech community around has often been pointed out as the biggest hindrance for the child in her acquisition process. The lack of exposure to English certainly is a hindrance. Nevertheless, it is to be borne in mind that it is not the quantity of exposure which matters but the kind of exposure that the child gets, which facilitates language acquisition.

The existing English language Teaching package has a problem inherent to it. It grossly ignores the innate system of the child which enables her acquire a language. Materials and methods are based on the behaviourist assumption namely that the mind of a child is an empty vessel and everything concerning language comes from outside. The ELT package reflects the contention that language is learnt through imitation and reinforcement through repetition.

Another conspicuous flaw in the present model of language teaching is that it grossly ignores discourse level transactions narrowing itself to the transmission of isolated language

items. It is to be borne in mind those words, or even sentences in isolation do not have any independent existence as these components function only in discourses. Language acquisition is accomplished through acquiring “structure- consciousness”. This can be brought about only through meaningful and need-based linguistic discourses ensuring the recurrence of language items at the phonological, morphological and syntactic level, thus providing a continuum of language experience.

Since the emergence of cognitive theories and the theory on Universal Grammar, the behaviourist model of language learning has been collapsing down. There have evolved various innovative methods for facilitating second languages across the world. Now NCF 2005 has accepted the constructivist paradigm as the foundation of the teaching learning process to be carried out in the whole country. The insights in cognitive psychology and theoretical linguistics and neurobiology have not been reflected in the educational system prevailing in our country. As such the materials that are prevalent in our country as a whole are not in tune with the emerging constructivist paradigm as envisioned in NCF 2005.

2.2. General Objectives of Teaching English

Here is an excerpt from NCF 2000, and 2005:

Language education must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of the present and the past events. It must motivate learners to say things their way, nurture their natural creativity and imagination and thus make them realize their identity. There are reasons why learning of language ought to find a central place in the total educational process.

In this context the following points merit serious consideration:

- Despite general acceptance of the central importance of language education in principle, practical effort for improving it has yet to be made at all levels in the country.
- The oral aspect of language has to be duly emphasized in language education and oral examination in language must be made an integral part of the evaluation process. Emphasis will have to shift from the teaching of textbooks to extensive general reading and creative writing. This would need continuous guidance and monitoring.
- Due stress is to be laid, in all language education programmes, on the ability to use the language in speech and in writing for academic purposes, at work place and in community in general.

The term Language referred to in the above excerpt is to be interpreted as mother tongue. Nevertheless what has been said above holds good equally for the second language. The Nation has accepted the “three language formula” in order to meet the challenge posed by the multilingual situation prevailing in the country. We would like to add the following points to what has been quoted above:

Language is a powerful tool for the empowerment of the individual. This tool becomes still more powerful and effective in the hands of a person who has mastery of an international language like English other than his mother tongue.

At the primary level, we expect our children to produce various discourses (such as conversation, description, letter, diary, report, narrative, poem and so on), both orally and in the written form. They should also be able to take part in discussions, debates and seminars on topics that are socially important and are within their experiential orbit. For this they must be well-versed with the craft of developing these discourses.

At the secondary and higher secondary level the learners should be able to **use discourses as tools for creatively intervening in various social phenomena**. This alone will help them realize their identity as a second language user.

2. 3. The New Perspective

This perspective is decided by the following:

1. NCF 2005

NCF 2005 has accepted constructivism as its foundation for erecting the pedagogic structure. It highlights the importance of collaborative learning, learner autonomy, continuous and comprehensive evaluation, concept attainment in mother tongue, the shift from information to knowledge, democratization of education, identity of the learner, critical pedagogy, etc. It categorically states that the quality of English education is to be improved rather than switching over to English medium.

2. The baseline study conducted by the Focus Group on English for the revision of State curriculum

- i The study on materials reveals that majority of the materials used in the field belong to the behaviourist paradigm. The insights derived from current understandings on language and language acquisitions are not reflected in them. They do not treat language as discourses but focus on fragments of language. Though a variety of discourses are introduced the treatment is seen invariably at the sentence level or word level. The only exceptions are the materials used in

class VI and VII prepared by SCERT, Kerala and the materials used by some local bodies.

- ii The study on prevailing classroom processes reveal that most teachers still take recourse to mother tongue translation. The classrooms continue to be teacher-dominated. The focus is mostly on giving fixed information as input and taking out this as output. Language teaching and learning has more or less narrowed down to asking comprehension questions and eliciting fixed responses. Discourse input and discourse output is by and large neglected. Even in class VI and VII where the new paradigm is in vogue teachers tend to skip discourse processes and strategies and take recourse to teaching language facts. Slots for ZPD expansion are not ensured. More over, Editing of learner's products is grossly neglected.
 - iii The study on learners' products indicates that among the learner products ranging from class 3 to 10, only the products in Class 7 reflect a high scope for construction of discourses and slots for divergent thinking and creativity and the reflection of social issues. The same trends have been noticed in the products of the learners at higher secondary classes, too.
 - iv Learners at all levels seem to enjoy learning English. The constructivist turn in evaluation tools in classes 8, 9 and 10 has made the learning of English more enjoyable though the materials used in these classes continue to be of the behaviorist paradigm.
 - v The majority of parents in Kerala (72%) are in favour of introducing English in class I itself. Parents welcome learner friendly materials and evaluation in English. There is a demand for supplementary reading materials.
3. Theoretical assumptions from cognitive psychology, theoretical linguistics, neurobiology, humanistic foundations of education:

The perspective on language has changed ever since the Chomskyan paradigm came into being. The notions of Internalized I-language and external E-language conceived by Chomsky are closely related to the earlier notions of notions of competence and performance discussed in early versions of Transformational Generative Grammar. Competence refers to the speaker-hearer's innate knowledge of his language whereas; performance refers to how he actually performs the language in concrete situations. When we talk about acquiring a language system, we are referring to the I-language since I-language refers to the tacit knowledge of language. Skill-based approaches deal with E-language. Approaches meant for catering to I-language investigate how the speaker-hearer has obtained this tacit knowledge.

Language is perceived as the innate property of human mind, and not as something that comes from outside.

The SLA approach we propose lays its foundation on the following theoretical assumptions:

1. The human child is genetically endowed with a language system namely, Universal Grammar (UG) and what we mean by language acquisition is the unfolding of this innate system.
2. Language acquisition is a non-conscious process, which is to be seen as distinct from conscious process of learning language facts.

Language is acquired not through imitation, but through insightful theory construction.

3. Repetition may be helpful for learning language facts in isolation, but recurrence is relevant for acquisition.
4. Language is not the totality of the four skills but the inner competence required for the performance of the four skills.
5. Language acquisition is not a process of linear growth but is that of spiral growth.
6. Acquisition progresses from Whole to Part. At every stage of learning facts of language that constitute parts are conceived in relation to the language system as a whole.
7. Static texts have no role in acquisition. What the child requires is a large variety of dynamic texts in the form of discourses.
8. Acquisition becomes smooth when linguistic experience is real, holistic, relevant, need-based and meaningful to the child.
9. Overt corrections or expansions cannot facilitate acquisition. What is required is a rich linguistic atmosphere that will provide enough indirect negative evidence.
10. It is not the quantum of exposure that matters but its quality. Acquisition will take place only if the learner gets comprehensible input through discourses generated in the classroom.

It is understood that these assumptions will have implications in all areas related to second language facilitation. This includes material, methodology, environment, teacher-role, atmosphere, and what not.

Any methodology that ignores I-language and focuses only on E-language cannot be expected to help children acquire knowledge of English.

We will flesh out a few more details related to the theoretical postulates of ACE.

2.4. Constructivism

Constructivism refers to a set of notions conceived by recent versions of cognitive psychology. The basic claim made by constructivists is that the learner constructs her own knowledge in the context of a social ambience. According to von Glasersfeld (1987), learning is a process of constructing meaningful representations, of making sense of one's experiential world. So what should be the main concern in a constructivist model? Ernest proposes that the learner's cognitions, beliefs, and conceptions of knowledge should be the focus of concern. We strive to understand a world of realities which include our own realities as well as those of others. Nevertheless we cannot take any of these realities as fixed (Ernest, 1995). Whether fixed or not, realities are conceived with the help of language. That is why Williams and Burden (1997) in their social-interactionist approach describe learning languages as a process of making sense of the world within a social context and through social interactions where the "personal constructions and subjective realities of teacher and pupil" converge.

The National Curriculum Framework has given a lot of importance to language learning as it is crucial to not only meaningful learning in all the subject areas but also to the learner's emotional, cognitive and social development. Educationists have noticed that new entrants with poor language background remain poorer performers in all areas unless specially helped in language skills. Language education has been acknowledged to have the greater potential as a means to develop, progressively through various stages, attitudes and values related to all the core components by incorporating appropriate themes and adopting suitable teaching strategies.

The theory of multiple intelligence conceived by Howard Gardner, has a number of pedagogical implications. The National Curriculum document recommends the incorporation of this theory in the teaching-learning process. Teachers who have to design and implement learning processes should have in insight into how this theory can be put into practice.

2.5. Looking for alternatives

From what has been discussed above it is obvious that skill-based and product-oriented second language programmes focus on E-language and not I-language. Such programmes make use of strategies such as drilling and similar strategies meant for practice and as such can promote learning but not acquisition. Contrary to this, an acquisition model for second language is concerned with building up the competence of the learner for which it takes resort to process-oriented strategies.

The Cognitive Interactionist Approach, which we have conceived within the constructivist paradigm

- Emphasizes learning and not teaching.
- Encourages and accepts learner autonomy and initiative.
- Sees learners as creatures of will and purpose.
- Thinks of learning as a process.
- Encourages learner inquiry.
- Acknowledges the critical role of experience in learning.
- Nurtures learner's natural curiosity.
- Emphasizes performance and understanding when assessing learning.
- Bases itself on the principles of the cognitive theory.
- Makes extensive use of cognitive terminology such as predict, create and analyse.
- Considers how the student learns.
- Encourages learners to engage in dialogue with other students and the teacher.
- Supports cooperative learning.
- Involves learners in real life situations.
- Emphasizes the context in which learning takes place.
- Considers the beliefs and attitudes of the learners.
- Provides learners the opportunity to construct new knowledge from authentic experience.
- Ensures the transaction of English through meticulous spiraling of discourses.
- Ensures the spontaneous construction of a variety of oral and written discourses such as conversation, description, poem, letter, diary, narrative, report, debate, and speech without explicit teaching.
- Incorporates several strategies for the expansion of the Zone of Proximal Development (ZPD) of students.

- Makes use of a number of activities meant for the development of multiple intelligences.
- Integrates the various skills of language in a most natural way.
- Ensures the paradigm shift from the skill-based approach to the knowledge-based approach.
- Makes use of continuous and comprehensive evaluation scheme.
- Promotes creative and meaningful use of language rather than mechanical reproduction of language texts.
- Bridges the gap between the so-called ‘good’ and ‘bad’ performers of language.
- Ensures collaborative learning atmosphere in the classroom.

It is expected that no learner will be excluded from the classroom processes by virtue of the discourse-theme spiraling strategy that has been evolved. Activities have been designed incorporating the notion of Multiple Intelligence in order to take care of individual needs and differences. Since the Acquisition Model aims at processes that will equip the learner to make use of ‘finite means infinitively’, every learner will be able to perform language at his level, with confidence.

CHAPTER

3

OUR ASSUMPTIONS ABOUT
METHODOLOGY**3.1. Introduction**

We propose discourse oriented pedagogy at all levels of learning English.

A discourse is a mode of communicating certain ideas meaningfully in a particular situation.

At the **primary level** development of basic skills in language learning i.e., listening, speaking, reading and writing should be continued. But the emphasis at this level is on the use of varied modes of discourses through the basic skills. Learning experiences should be targeted to provide the learner sufficient scope for the integration of the basic skills in their language acquisition process. Moreover, one language function can be served through different forms of language and one form of language can have different functions. These possibilities should be addressed in the language acquisition process. To ensure this, we have to make use of different modes of discourses. At this level there should not be any written examination. Simple discourses like conversations, rhymes, descriptions, stories can be worked out at this level.

3.2. Stating the Curricular Objectives

We expect the student at the **upper primary level** to construct more varieties of discourses, both orally and in the written form. The discourses constructed at this level should be linguistically at a higher level for which indicators are to be clearly defined:

For example, at the upper primary level the following discourses may be targeted:

Stories

1. Find out the difference in styles and messages by listening to a variety of simple stories.
2. Write simple stories on the basis of pictures and clues and narrate them with proper expressions.

Descriptions

1. Speak about things, places and persons by reading and listening to a variety of short descriptions.

2. Write about things, places and persons in simple sentences using appropriate language items.

Dialogues (Conversations)

1. Identify the contents of dialogues/conversations by listening to and reading a variety of them.
2. Identify the form and functions of language used in dialogues/conversations and interact effectively with others.
3. Write dialogues/conversations suitable for different contexts/situations and engage in performing role-plays.

Poems

1. Listen to and read simple poems and recite them with proper expressions.
2. Read simple poems and appreciate the art in them.
3. Identify the images, thoughts, feelings and messages in simple poems.
4. Write a few lines following the pattern.

Riddles, puzzles, jokes and language games

1. Engage in riddles, puzzles, jokes and language games.
2. Make riddles, puzzles and language games.

Narratives

1. Identify the features of narratives by listening to, and reading, a variety of narratives.
2. Develop a variety of language forms to express what the characters are saying or thinking.
3. Prepare narratives in writing, by fixing and blowing up a sequence of events.
4. Present them with appropriate voice modulation, gestures and facial expressions.

Notices, posters and advertisements

1. Identify the features of notices, posters and advertisements by reading and listening to a variety of them.
2. Make notices, posters and advertisements related to school events.

Letters

1. Read different types of letters and identify their features.
2. Write letters for various occasions.

Reports

1. Read and identify the features of various kinds of reports.
2. Write reports on school activities and celebrations.

Diaries

1. Draw ideas by comparing different samples of diaries.
2. Write diaries on incidents and projects on their own.

In addition to the above mentioned discourses, the learners are expected to carry out the following activities also.

A. Projects

1. Identify issues.
2. Decide appropriate methods for investigation.
3. Develop appropriate tools for collecting data.
4. Analyze data and reach conclusions.
5. Prepare project report.
6. Present the findings before an audience.

B. Creative Collection

1. Maintain a collection of various discourses constructed as part of learning experience.
2. Collect specimens of stories, poems, pictures, etc.
3. Keep a record of one's own impression on the collections.

C. Assignment

1. Construct various discourses as home assignment as an extension of the classroom experience.
2. Undertake editing task (structural, morphological, and spelling errors)

At the **high school level** we will need further varieties of discourses such as screen-play writing, drama, short story, poems, travelogues, biography, etc. The students must have

a higher level of socio-linguistic competence. More over, the discourses are to be related to social issues. They must be familiar with a variety of stylistic devices and should be capable of making use of these in their own writing and speech.

Since curricular objectives are defined in terms of discourses and not in terms of structures and their relevant communication functions, the level of each discourse is to be identified clearly. Take for instance, a discourse like conversation. We expect learners at all levels (lower primary, upper primary and high school classes) to produce conversations. How will we differentiate the conversations constructed by a learner at the Upper Primary level from that constructed by a High school student? We can do this by identifying the various linguistic levels of this discourse. A mere initiation and response will be enough for the beginner but as she goes up to higher levels, we expect conversations refined structurally and stylistically. The conversation constructed at the primary level may not have discourse markers or tags in it. But a conversation constructed by a high school student will necessarily contain these linguistic elements. Such a differentiation will be necessary for the other discourses also. Apart from deciding the level of each discourse we will have to decide on the variety of discourses that are to be targeted at each level. What has been given above is the list of discourses chosen for class VI. As we go higher up, we can select higher order of discourses such as debates, journalistic writing, essays, skits, screen-plays, e-mailing, and so on. This stage is so important because teachers have to know what their goals are in terms of what the students will be able to do. Moreover, students have to know what they need to show evidence of in their portfolios. Many researchers working in the constructivist paradigm propose that it is even better if teachers fix goals together with the students, asking them, for example, what they need and want to achieve in the different discourse domains and skills. They will usually show good understanding of goals; (We need to understand how to develop a narrative; We should be able to correct our written mistakes). Hopefully, these will then become common goals for teacher and class.

3. 3. Salient Features of Discourse-Oriented Pedagogy

When we say that we will go for discourse-oriented pedagogy for all levels of learners it can provoke conventionalists on several grounds.

1. Any letter of the alphabet is a grapheme for the child, which will not make any sense to her. A word also is a grapheme but it is meaningful for her because it is appearing embedded in a discourse, which she has experienced. So the simplicity of letters is dubious. What makes something simple or complex for the child is her experience.
2. Discourse-oriented pedagogy can be adapted to suit any level of learners. The plot is to be selected taking into consideration the nature of the learners and their

cognitive ecology. Whatever be the level of learners it is of prime importance that they get comprehensible input.

3. Discourse –oriented pedagogy takes care of skill development. But this is done within the context of experiencing a variety of discourse genres and writing for a variety of purposes and audiences. Skills will not be taught isolating them from their use or by means of artificially contrived skills lessons. No one can read an alphabetic language without taking into account the connection between sounds and symbols. But these connections are not the only cues readers use to make sense of what they’re reading. Similarly, it is not the word meaning alone that will help learners to comprehend what is presented to them orally. There are several cues available for the learner to make predictions about what is read or heard. Teachers will help children learn how to use all the available cues.
4. There is a solid foundation of research stemming from cognitive psychology and learning theory, psycholinguistics and sociolinguistics, language acquisition and emergent literacy, as well as from education, to support a whole language perspective. Researchers have found that whole language learning/teaching fosters a much richer range of literacy attitudes, abilities, and behaviors than more traditional approaches.
5. Since the focus is on process and not the product, any teacher who is sincerely interested in becoming a discourse facilitator can become one. In fact the teacher’s role is minimal. We believe that all individuals, whether they are teachers, administrators or students can grow and change.

3. 4. The Relevance of a Plot

In the existing English textbooks linguistic material is presented to the child in the form of discrete unit consisting of isolated words and sentences and a few reading passages. This kind of material poses a few problems.

1. We learn a language to develop communication skills. The minimal unit of communication is a discourse. Sentences and words are not independent entities in a context of communication; they are always a part of some kind of discourse. In an interpersonal communicative situation, sometimes a sentence or even a word might communicate but for this to happen there are certain pre requisites such as:
 - The speakers share a common experience
 - A sort of communication expectancy is triggered in them.
 - The context implies an unarticulated discourse.

Without these prerequisites a word or a sentence doesn't communicate any thing.

2. Words and structures are parts of sentences. Nevertheless a language is not the sum total of these; but something more than that; it is a system. That is why we go for a holistic treatment of language in the classroom. As a result of treating language as its parts, a successful learner might end up with storing an assemblage of linguistic facts and will not have a feel of the system which binds these facts together. What we have to resolve is the dichotomy of 'whole' and 'part'. The learner may have all the parts but may not have the whole. In order to get a clear idea of this let's take the analogy of the relationship between forest and the trees. Imagine someone going to the forest and asking the question: "Where is the forest? I see only the trees!" In the language context, it is not enough that we create islands of information; we must go for a programme proceeding from the whole to part where the learner will be able to relate the part with the whole without missing either.
3. It is in this context that we feel the relevance of a plot. Integrating linguistic material with a plot has a number of pedagogic advantages.
 - The plot works as a binding thread to hold the different linguistic facts together.
 - It sustains the interest of the learners throughout the transaction.
 - It's more conducive for establishing a linguistic continuum.
 - It allows the prediction for various discourses by invoking the logical thinking of the learner.
 - It's suitable for giving a holistic treatment to a language. By transacting the plot through narratives the learners will get themselves familiarized with all the nuances of language including its prosodic features.
 - It can integrate all the skills.
 - It can make use of imagination and creativity
 - It can accommodate activities which can trigger the multiple intelligences.
 - It promotes divergent thinking.

3. 5. Narratives, Theatre and Films as Pedagogic Tools

We have identified narratives, theatre, and films as discourses that can be used to give the richest kind of linguistic input to the learners. A narrative is not just the parading of certain sequence of events. Nor is it equivalent to a conventional story (say, the story of the woodcutter and the goddess, or of the goose that lays golden eggs) which begins at some

point, runs through certain sequence of events and comes to a natural culmination. It deals with human drama involving certain characters who the listeners can identify with and get emotionally attached to. They empathize with these characters and share their thoughts and feelings. Since the narrative is meant to operate at the emotional plane of the listeners it makes use of an emotive language; it breathes life. The theme of a particular piece of narrative is decided by the plot that has to be specially selected taking into consideration the nature of learners belonging to a particular age group. For example, the narrative designed for small children will essentially make use of elements of fantasy which is not required for learners of higher age groups. Note that as a pedagogic tool the narrative is to be fine-tuned in such a way that it does not create any linguistic, cultural, or psychological barriers for the learner. Obviously it cannot deal with themes that do not belong to the experiential orbit of the learners. The overall aim of presenting a narrative is to create certain images in the minds of learners and to make them emotionally charged. It does not aim at creating situations for teaching vocabulary or certain structures and functions though learners might register certain vocabulary items and structures non-consciously. All these observations hold good in the case of dramas and films.

Why do we focus on the emotive aspect of language? Recall our own experience of getting involved in interpersonal communicative situations. We may have met people at several places and may have talked to them about several things at several points of time. We are not likely to store these several pieces of conversation in our minds precisely because we don't feel the need for doing so. For instance, we tend to forget the conversation that has taken place between the shopkeeper and ourselves the moment our business is over unless there is some special reason to retain it in our mind. The same is the case with the exchanges that have taken place on several other occasions. But there are certain encounters that will remain fresh in our minds so long as we live. This is because of the emotional vibrancy those encounters have created in us. Even then we may not recall syllable by syllable what we may have talked to or others may have told us on such occasions. Nevertheless we will have in our minds a "feel" of those encounters.

Why does this happen so? Note that experience, including linguistic experience gets sustained in our minds as emotional gestalts. It seems we do not have the parts but only the whole, though this may not be so. If we strive a little, parts can be recovered from the whole. The point is that if linguistic experience is registered as emotional gestalts, then the role of a facilitator is to help learners develop such gestalts in their minds. This is possible only when learners can experience them. The role of a teacher in the constructivist paradigm is to transact experience, not to transmit information whether this is information about language or any other topic.

We have a few pedagogic claims on these discourses

They allow a holistic treatment of second language.

- Note that any language makes use of different varieties of sentences such as declaratives, interrogatives, imperatives, exclamatory sentences, short responses, negatives, tags. Unlike the other discourse forms (for example, essay, poem, letter, etc.) a narrative/drama/film as a discourse can accommodate all these types of sentences quite naturally.
- While performing the narrative the teacher will have to make use of all possible prosodic features such as stress, intonation, modulation. In this sense also, the narrative offers a holistic treatment to language.
- While presenting the narrative/drama/film the teacher can pause at certain points thus creating certain “narrative gaps” which can be filled in by the learners by constructing target discourses.
- These discourses can fruitfully capitalize on the emotive aspect of the language. This is of vital importance in the language class because experience is sustained in human minds as emotional gestalts.
- They can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

3. 6. Integrating Skills

As we have already mentioned the new approach proposes a discourse-oriented pedagogy in the sense that the input that is given to the learners (irrespective of their levels) will be in terms of discourses and what we expect from the learners is the construction of discourses. We are familiar with the design of a conventional text book. It contains several reading passages covering a wide range of discourses such as essays, stories, poems, letters, and descriptions. Each unit of the course book will be focusing on certain vocabulary items, structures and functions. Since the material is designed within a skill-based approach the course book will be focusing on the development of receptive and productive language skills, and study skills for which a number of tasks will be suggested for practicing. Why should we teach vocabulary, structures and other linguistic facts of the second language? We do this with the expectation that the learner will be using them in meaningful contexts. After teaching these items the traditional “brick-laying” methodologist will test whether learners have learnt them with help of some exercises where they will be asked to fill in the blanks choosing the right word from a set of words given to them. Perhaps he will also test whether the learners can ‘use the words in their own sentences.’ We have already seen that words or sentences in isolation have no independent existence; they are parts of some discourses. If the child is not able to construct discourses as and when they are needed what is the point of going for the drudgery of learning word meanings and their uses?

3.7. How comprehension is ensured

One of the characteristic features of the conventional course books is a set of comprehension questions that are attached to each lesson. It is assumed that language teaching is primarily concerned with LSRW and that of the four language abilities, the ability to read is of paramount importance. Since reading means reading with comprehension, it becomes mandatory to check whether the readers are able to extract from the given text, different types of meaning such as, surface meaning, inferential and referential meaning, implied meaning, and personal meaning. Accordingly, a variety of comprehension questions are designed. Most textbooks take resort to questions that aim at specific information given in the text. It is a major pedagogic concern to critically examine whether the present-day strategies for checking comprehension are in conformity with the constructivist paradigm. Whether we go by the approach suggested by Davis (1972), Barrett (1968) or Bloom (1956), for analyzing comprehension in reading, one question calls for urgent attention: To what extent are comprehension questions helpful in facilitating construction of discourses in English?

Note that a comprehension question asked by the teacher (or, the invisible examiner behind the text) and the learner's response to it together do not make a discourse. We get the format of a dialogue, but what emerges is not a dialogue because a dialogue, in the usual sense of the term, implies interpersonal communication. Designers of language pedagogy claim that language is for communication. If so, what is the communication that takes place between the teacher who asks a comprehension question and the learner who responds to it? The teacher knows what the answer is, and the learner knows what is expected of her. If communication means exchanging of ideas, it does not take place in this interaction. If at all any communication is taking place, it is something like this: '*Give me this information,*' or '*Locate this information.*' Even if we go for one thousand comprehension questions no new ideas will be communicated. Looking from this perspective asking comprehension questions that seek information is an unproductive exercise as it does not contribute to language acquisition.

This does not mean that we can get rid of the very idea of comprehension. Our students should be able to read the lines, read between the lines, read beyond the lines, and of course, read with involvement. They must have 'the ability to hypothesize, building up what has gone before and what can possibly come next in terms of both form and content, so that comprehension takes place as reading proceeds without interruption,' (see CIEFL Teacher Training Materials 1939). We expect similar levels of performance with respect to listening comprehension as well.

Instead of teaching each of the receptive and productive skills independently, we propose a process-bound transaction programme for the construction of discourses where all the skills are necessarily integrated. It is here the narrative come handy.

3. 8. Using mother tongue in the second language class

Note that a major part of input given to the child is in the form of narratives which have been specially designed to create emotional gestalts in the listeners. How can we present narratives that will be readily understood by children of class I or II? In order to make the input comprehensible we will have to fine-tune the narrative minimizing their linguistic resistance.

A possible way out is to use mother tongue for facilitating second language acquisition. ELT schools across the world have started advocating judicious use of mother tongue in L2 classroom. But the term “judicious” is very vague. How will a teacher interpret this term? She may take resort to any one of the following strategies for mixing L1 and L2.

- Translation
- Code-mixing
- Code-Switching

We know what translation is not a productive strategy for facilitating language acquisition. What about Code mixing? This means mixing mother tongue and the second language within the sentence. The syntax of mother tongue will be taken as the base and some words in English will be within the sentence frame. (e.g., ‘Aaj main bilkul busy hum’ (I am very busy today). Most educated persons (and also illiterates) make use of this strategy. This is also is not helpful for language acquisition.

The third strategy is that of switching over from one code (say, L1) to the other (L2).

Imagine that a Hindi-speaking child is playing with a ball and a Telugu-speaking child is watching. If the latter wants to play with the ball, she will certainly ask for it. Probably the other child will respond to it also. Similar exchanges can take place in other contexts also.

What will be the language text that each child gets?

What will be the nature of text? Will it be a mixture or only one language?

What will happen after a few days?

It is clear that together they will be constructing a discourse. The initiation will be made by one child in her language (say, Telugu) and the response to it will be made by the other in her own language (say, Hindi). Here L1 and L2 are mixed in the domain of discourse. This kind of inter language is qualitatively different from code mixing and translation and can be pedagogically tapped.

Code-switching can be used as a pedagogic tool for facilitating second language acquisition. Narratives can be presented for unveiling a plot that can involve children psychologically. To begin with most part of the narrative will be in mother tongue and there will be slots in it that allow the facilitator to switch over to English in a natural and contextualized manner. This strategy does away with the normal practice of using mother tongue for translating the passage, explaining word meanings, or checking comprehension.

Reading

What is reading? if this question is posed, we may get answers like:

- Reading is decoding the text
- Reading is giving meaning to symbols, pictures and letters.
- Reading is meaning making.
- Reading is a process of getting the message of the written text.
- Reading means comprehending the text involving the cognitive domain.
- Reading is something that leads to insightful learning and thinking.

Now the question is, how are we going to help our children read, taking the above answers into consideration.

3.9. Graphic Reading and Writing

Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically. Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a word. Graphic reading and writing help the learner pick up the vocabulary without any process conflict i.e., without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously.

Let us work out a strategy for leading our learners to graphic read and graphic writing.

My soap

- *Let pupils collect wrappers of soap cakes, tooth paste, chocolates and so on.*
- *They can sit in small groups talk about their collection:*

Do you like this?

Yes I do/I don't.

Which soap do you like?

- *Let them prepare a concept map by pasting the wrappers of soap cakes. Sheets of paper may be given to groups for writing down the names of different brands of soap. They can certainly read and write the words graphically.*
- *They may ask questions such as:*

Do you have this soap?

Yes, I do/ No, I don't.

I have / I use this soap.

3.10. Organic Reading

We have already come across this concept. From what we have discussed above it is clear that the alphabet is not taught independently. Children develop phonemic consciousness through systematic spiraling of discourses which they experience through classroom interaction. After a few days of experience, learners will be at various levels with regard to skills of reading and writing:

- They can identify a number of words as units.
- Some of them can identify various English letters.
- Some of them can write a few letters of the alphabet.
- They have noticed that English letters sound differently when they appear in different words.

We can make use of several activities before children actually enter reading passage. These activities have been designed for facilitating meaningful reading / writing.

- Since children are anxious to write their names in English the teacher can write their names on slips and ask them to pin the name slips on their clothes. The teacher herself can pin her name slip on her clothing.
- In the evening they are asked to keep the name slips in a box. Next day morning, they have to take their slips back and pin them on their clothes.
- Later each child can take her friend's slip and hand it over to her.
- Children can mark their attendance against the names displayed on a chart.

3.11. Organic Writing

Everyone would like to possess a good handwriting. But how to achieve this is the issue.

The conventionalist solution to this is quite straightforward. Children are expected to improve their handwriting through constant practice. Conventional teacher training programmes have always insisted on the need to teach handwriting for which a supposedly effective methodology has been devised.

Suppose the child undertakes writing tasks on her own because she has an urge to do so. Certainly she will try to improve her handwriting since she is doing this for herself and not for the teacher. How can we instill this urge in her? The only way to do this is to involve the child in need-based writing tasks, which are meaningful to her.

All that we have to do is to give those writing tasks that will psychologically appeal to her since she knows that by doing them she is addressing her own needs.

For this she must have opportunities to see good handwriting. What are the sources for these?

- The teacher's writings
- Captions on wrappers and packets of commercial products
- Sign boards on the road side

As facilitators we have to help children familiarize themselves with these things.

A number of meaningful writing tasks can be thought of.

- Labeling things in the classroom
- Making picture cards with labels on them
- Preparing 'Happy Birthday' cards
-

3.12. The English Classroom

We envisage the English classroom where the learners can

Interact with one another, with the materials, with the facilitator and with the society outside the classroom whenever necessary. The profile of the classroom must be collaborative rather than competitive. Knowledge is conceived not as the monopoly of an individual or an agency but as the collective asset of a society. Hence the classroom should encourage sharing

of knowledge among the learners. A teacher is to rise to the level of a researcher who continuously compares himself / herself in tackling academic issues. Collaborative learning among teachers can bring about positive changes in education. The teacher should exploit all the possibilities of generating language as the role of the learner is shifted from a recipient to a producer.

3.13. Role of Course book and Sourcebook

The Course book will be a trigger for leading the learner to the construction of various discourses pertaining to themes within his experiential orbit. The supremacy of Text book as the only tool for supplying the learner with linguistic information is to be replaced as one of the several tools that the learner can make use of for the free construction of linguistic discourses.

The curriculum directives are complete only with the Sourcebook. The teacher's Sourcebook clearly suggests

- the nature of language input to be given
- the process for constructing discourses
- various strategies for providing slots for the expansion of the Zone of Proximal Development (ZPD).
- the strategies for editing (stylistic, semantic, syntactic, morphological and spelling)
- the classroom realization of continuous and comprehensive evaluation.

3.14. The role of Teacher

In spite of the centrally prepared curriculum, the teacher enjoys full academic freedom to design, conduct, evaluate and provide appropriate measures to achieve the COs.

The emerging paradigm demands two levels of competence from the part of a teacher: on the one hand she must have the skills for sensitizing learners on the craft of constructing various discourses. On the other, she must have the pedagogy of helping learners use discourses as tools for creatively intervening in social issues.

The following roles are to be executed by a teacher:

- A diagnostician
- A researcher
- A democratic leader
- A co-learner

- A facilitator
- A social engineer

3.15. Evaluation

Language learning process is a continuous one and assessment should be done then and there. Learning takes in group discussions, pair discussions and individually. Therefore, assessment also should be made individually, mutual and in groups. This will help the learners to compare his strengths and weakness and make modifications in his learning.

We propose Continuous and Comprehensive Evaluation (CCE) at all levels of language learning. This shift of focus in testing from memory to real language acquisition shall be the major concern of the tests at the lower primary and upper primary levels. The ability of the student to construct discourses at various levels will have to be assessed.

3.15.1. A special note on assessment

Assessment has been a popular topic these days. Since 1990's several notions such as alternative assessment, authentic assessment, portfolio assessment, self-assessment, self monitoring and so on, have emerged inviting vigorous discussions on this topic. Frequently encountered in professional publications, workshops, in-service training, and college courses, assessment meets the criteria for being a cutting-edge topic. Why is there such an emphasis on assessment in our own times? What does an emphasis on assessment mean for language teachers, researchers, and students?

It can be easily detected that the assessment system that is prevailing in the context of second language teaching is heavily dependent on the principles of social efficiency and behaviourism. Note that the curriculum of social efficiency emerged in the West in the early 1990's, when public concerns about education were shaped by industrialization. Sociologists, psychologists, business people and politicians who were leading the social efficiency movement believed that modern principles of scientific management, intended to maximize the efficiency of factories, could be applied with equal success to schools. This meant teaching students fundamentals, thus preparing them step by step just as a bricklayer would be building a structure. Precise standard measurements were required to ensure that each skill mastered at the desired level. Since it was not possible to teach every student the skills of every vocation, it was necessary to categorize learners in terms of their abilities. Scientific measures of ability were needed to predict one's future role in life and thereby determine who was best suited for each endeavour.

Scientific management and social efficiency launched two powerful ideas: 'the need for detailed specifications of objectives and tracking by ability'. Although social efficiency began to lose popularity among sociologists and psychologists after the 1930's, these ideas

continued to have profound influence on educational practice because they were absorbed in eclectic versions of curricula, such as ‘life adjustment education’ and ‘work-oriented curriculum’ that had strong appeal with school administrators. Teachers were prompted to classify children to various ability groups based on single tests, labelling them as above average, average or below average. This is said to be for pursuing special placements for them. These are all manifestations of a belief system heavily shaped by the unscientific hereditarian theory of intelligence. The sorting and classification model of ability testing for purposes of curriculum differentiation affects the conception of assessment within classrooms. Tests do not take care of what a student knows or how he is thinking about a problem. Instead, they tend to assign students to gross instructional categories. This has been the tendency even when aptitude measures are replaced by achievement tests. A rethinking on labelling children became a felt necessity by the end of 20th century. Scholars and public officials started giving attention to the potential harm of labelling children, the inaccuracy of classifications based on single tests and the possible ineffectiveness of special placements.

Behaviourist beliefs fostered a reductionistic view of curriculum. In order to gain control over each learning step, instructional objectives had to be tightly specified. Thus behaviourally-stated objectives became the required elements of both instructional sequences and closely related mastery tests. It was expected that learners would eventually get to more complex levels of thinking. A classic case of this expectation can be found in Bloom(1956). In *Taxonomy of Educational Objectives* Blooms proposed in analysis, Synthesis, and evaluation levels. Complex learning was seen as the sum of simpler behaviours. It would be useless and inefficient to go on to ABC problems without first having firmly mastered A and AB objectives (Bloom,1956). Bloom’s classification of cognitive, affective and psychomotor domains created the impression that it would become easier for curriculum builders to plan learning experiences and prepare evaluations devices based on the “scientifically” designed taxonomic grid. For decades, these principles have been under-girding each educational innovations. That is why most teachers and curriculum designers are too much addicted to notions such as programmed instruction, masterly learning objectives-based curricula, remedial teaching programmes, criterion-referenced testing minimum competency testing, and special education interventions.

Once we start working in the constructivist paradigm, it will not be difficult to see that Bloom’s Taxonomy cannot hold water any more. The emphasis on stating objectives in behavioural terms tended to constrain the goals of instruction. Rigid sequencing of learning elements also tended to focus instruction on low level skills, especially for low-achieving students and children in the early grades. Later researchers like Allington (1991); Shepard (1991a) have documented that children assigned to drill-and-practice curricula in various remedial settings have only diminished learning opportunities.

The belief that tests could be made perfectly congruent with the goals of learning had pervasive effects in the measurement community. For decades, many measurement specialists believed that achievement tests only required content validity evident and did not see the need for empirical confirmation that a test measured what was intended. When teachers check on learning by using questions and formats identical to those used for initial instruction, they are operating from the law of inference and limited transfer assumptions of behaviourism. For most teachers, however, these beliefs are not explicit. Most teachers have not had the opportunity to consider directly whether a student “really knows it” if she can solve problems only when posed in a familiar format.

We find a similar situation in the context of teaching English in our schools. For instance, children are given practice in producing conversations, with the expectation that the linguistic elements they learn through rigorous practice will be used in a different context. Moreover, learners are forced to respond to a large amount of comprehension questions and objectives-type questions checking vocabulary and usages. All these have proved to be futile because when it comes to real life situations, the reality is that the expected transfer does not materialize.

3.15.2. Student assessment

The shift from a skill-based approach to a knowledge-based approach calls for a different perspective on evaluation. If we equate language learning with a ‘bricklaying’ process, we can easily test whether the learner has learnt the targeted linguistic components such as vocabulary, structures, idioms and so on after teaching each component. Naturally, after administering a learning activity in the whole class, one can assess what the learners have learnt, based on which further input can be given to them. In this sense multilevel teaching programmes can be designed to locate the needs of a heterogenous group with regard to various concepts, skills and processes. In this case it is always observable for an external evaluator, where the learner stands at any given point of time.

Since language acquisition is an organic process, just like that of a child growing, it will be impossible to assess what the child has acquired at a given point of time. Thus we are confronting with a different situation when working with an acquisition paradigm. By virtue of the fact that we are facilitating a nonconscious process, it is not easily observable what the child has acquired after experiencing a particular module of classroom transaction. What the learner performs does not directly reveal his inner competence. The errors which occur on the part of the learners in a learning situation, whether they be at the phonological, morphological or syntactic level, cannot be addressed by designing remedial learning activities which target particular linguistic facts. Moreover, we cannot design and execute multilevel learning activities catering to the needs of the different levels of the learners because this

kind of selective linguistic input will lead to learning but not to acquisition. It may be noted that this kind of intentional input is not available for the learners in a natural language learning situation. All what we can do is give the learners further discourse inputs, which will retain the holistic nature of language and involve them psychologically. At the same time we have to ensure that the learners get ample opportunities to reflect on what they have performed in comparison with what others have done.

The thrust here is on a process of self-evaluation. In a sense an experimental programme meant for facilitating language acquisition depends crucially on the autonomy of the learner, where autonomy is interpreted as being self-regulatory. Every instance of the learning process implicitly triggers the self-regulatory process. How a learning process is inherently becomes a self evaluation process too.

At the same time it is to be born in mind that the self evaluation process is a subconscious or non-conscious process within the individual which cannot be observed and assessed by a facilitator or a teacher with the help of a set of tools. As already mentioned, language acquisition is a biological process, a process more or less similar to the growth of a child. Everyone knows that the child is growing. Nevertheless, 'we do not have clear indicators which will reveal to us the quantum of growth that has taken place between any two consecutive days. Similarly in a language class there are no indicators which will tell us about the amount of knowledge the learner has acquired after a few minutes of teaching.

Since we are focusing on the production of discourses such as narratives, conversations, dialogues, poems etc. we must have a clear idea as to how the various language products and linguistic skills of the learners are to be assessed.

We propose assessment of student portfolio in all classes.

- The portfolio will contain the work of the learner at various stages
- It will reflect how the learner has assessed herself
- It will contain reflections on what she felt about the work of her peers.

CHAPTER

4

THE ACE CLASS

From our discussion in the previous chapters it is clear that the ACE class drastically differs from a conventional English class for a number of reasons. First of all it does away with the baggage of teaching linguistic elements and giving practice to the learners in language skills. Secondly, it does not demand the learners to reproduce the information given in the textbook; in its place the learners are given ample opportunities to express their free thinking. Let us see what components are made use of in ACE class and how a conducive atmosphere is created to help children acquire English effortlessly and in an enjoyable manner.

4.1. Components of ACE

ACE makes use of a number of components designed within the norms of constructivist paradigm. As has already been mentioned the programme makes use of discourse oriented pedagogy in the sense that both the input and the output are specified in terms of discourses. So it will be convenient to list out the components of ACE under two heads namely, the input and the output.

I In-put (Plot)

1. Narrative presented by the teacher
2. The Reading Card
3. The worksheet
4. Self assessment tools
3. Interaction
 - i. teacher-student interaction
 - ii. learner-material interaction
 - iii. learner-learner material
4. Process
 - i. Process for the construction of discourses
 - ii. Process for refinement of the output discourses (sharing ideas with the members of the group, sharing in the whole class, editing)

- iii. Process for assessment of the performance (Through interaction, collaborative work, editing, and self assessment)

Out put (Linguistic performance)

1. Reading
2. Discourse construction (oral and written)
3. Interaction with the teacher, with peers and with oneself
2. Big book (edited group products like conversation, narrative, letter...)
3. Note book
4. Choreography
5. Drama
6. Novelette
7. Short story
8. Short film

4.2. Visiting an ACE Class

Let us see what exactly happens in an ACE class.

TD IV

The facilitator interacts with the learners based on their previous day's experience and presents the following Narrative :

Narrative-1

Raziya reached the junction. There were no children on the road.

'I'm late,' she thought.

She crossed the road, turned left to a narrow road.

It leads to her school, Sivapuram LP school.

'Nim... Nim... Nim...'

'My God! The bell! We have school assembly today.'

Raziya started running.

The assembly had begun. Children were positioned in lines on the ground. All were in Uniforms.

Razia looked at her dress. ‘What shall I say to Rugmini teacher?’

‘Oh, the prayer is over. The Headmaster is saying something.’ She ran to the lines, stood at the end of 4B line. She put her plastic bag down and wiped her face with her scarf.

She was sweating. Sweat oozed down from the sides of her forehead. She wiped it.

‘Now Viswan master will talk to you about our school Kalotsavam,’ said the Head master.

Viswan master came to the platform.

‘Hai Viswan master!’ All children clapped in joy.

Viswan master looked at the children with a smile; the smile he always has. He took the mic(microphone).

‘What’s he going to Say?’ Raziya listened.

‘My dear children...’ He started.

Interaction

What will Viswan master say about Kalotsavam ?

Elicit responses

- When will be the kalotsavam?
- What items will be there in the kalotsavam?
- Will there be a new item ?
- Don’t you want to know?
- Let’s see.

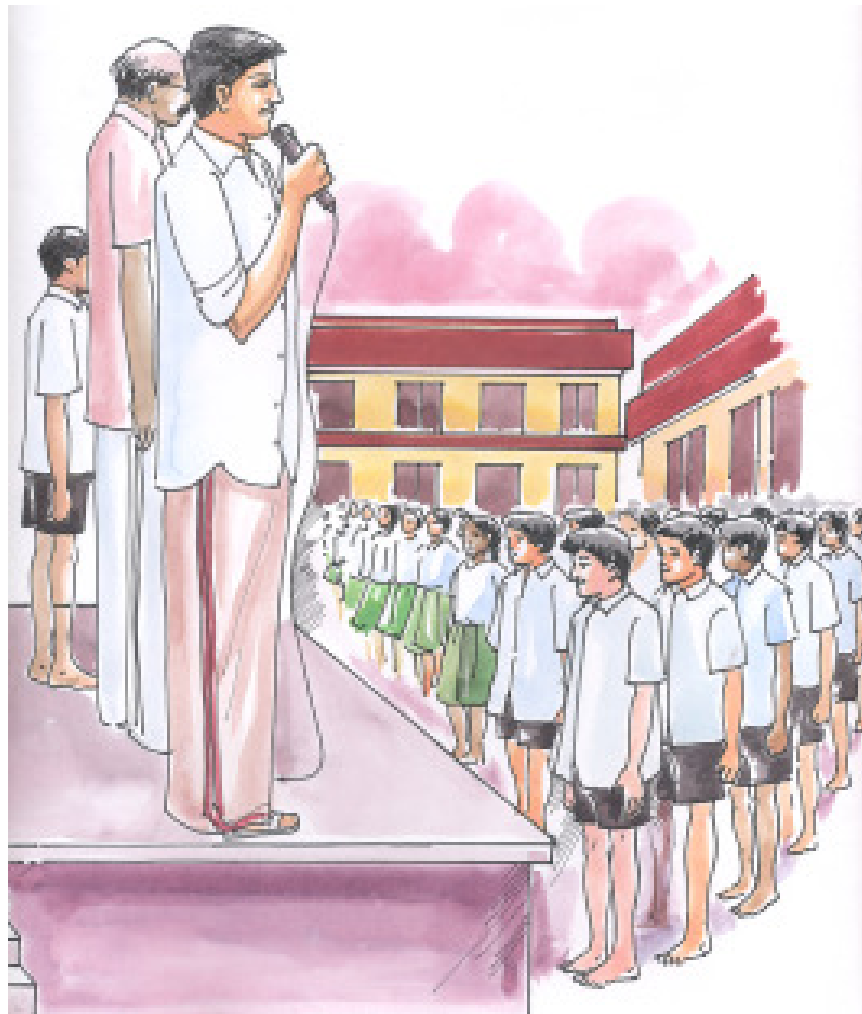
Introduce Card 1

STD
IV

English

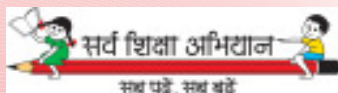
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Young Talents



'My dear children,
We have our school Kalotsavm next month. We shall make it a big utsavam, a colourful festival. This time we have included a new item, 'Kerala Nadanam.' I'm sure all of you have talents. You are good dancers, painters, singers and actors. Show your talents in the Kalotsavam. I wish you all good luck.
You will get the details from the notice board.
Thank you.'

1



Interaction

Elicit responses from the children.

Introduce worksheet No.1

On the way to the classroom Razia saw the notice board. She saw children standing and reading the notice.

‘School Kalamela.’

Shall we prepare a notice for the Kaloltsavam?

What will we write first?

Shall we write the title?

What is the title?

Will the title alone be enough? What else shall we write?

Who are the readers of the notice?

How will we write it? (Dear...)

What will we say about kaloltsavam?

When is it? Where is it?

What are the items?

What should the reader do?

Who is writing the notice?

- Individual writing
(You may have to go round and interact with the children asking the same questions if needed.)
- Refining in groups
- Presentation by groups
- Presentation of the Facilitator’s version

**STD
IV**

English

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2

On the way to the class room Razia saw the notice board. She saw children standing around and reading the notice, “ School Kalotsavam.”

You can write the notice, can't you?

Notice

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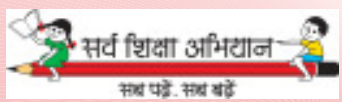
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Edit one of the group products

Assign the remaining group products to the groups for editing

What has been given above is an excerpt from the teacher's source book. It can be seen ACE is a process bound programme. Let us examine what these are:

4.3. The classroom Processes

1. The teacher interacts with the learners based on their previous day's experience
2. The teacher presents the narrative/Generates a discussion on the social issue relevant to the unit with the help of TLT (including IT supported material)
3. The reading material is introduced allowing the learners to interact with the content in such a way that they can make intelligent predictions on what they are going to read.
4. Learners read the textual material
 - i. Individually,
 - ii. In groups and with the support of the teacher
5. Undertaking the task of constructing a specific discourse
6. Individual work
7. Random presentation by a few learners (Local Texts constructed by the learners)
8. Sharing in groups
9. Presentation by groups
10. The teacher's presentation (TLT)
11. Editing of the work done by the learners
 - Thematic editing
 - Syntactic editing
 - Morphological editing
 - Editing of punctuations and spelling
12. Self assessment by the learner

4.4. Error Treatment

Let us discuss how errors are treated in a constructivist strategy.

Children are likely to come out with various types of errors. These can be categorized as follows:

- Thematic/Conceptual/Semantic
- Syntactic
- Morphological
- Phonological/Spelling

All of these errors are not to be addressed giving them direct negative evidence (i.e., direct correction and expansion) but through indirect negative evidence. In a constructivist second language classroom, we have to find a slot for editing. Editing begins after the presentation of the presentation of the targeted discourse by the groups.

The various levels shown above are to be treated in the same order.

Process for editing

1. Select one among the products that have been presented by the groups. Ask children to select the best product. Here they might be using their own criteria for selection. We don't have to worry about it.
2. Go for **thematic editing**. This means checking whether the discourse produced contains the theme that was to be worked out. Most probably thematic editing may not be required in a constructivist classroom where several layers of ZPD expansion are ensured (such as presentation of individuals, sharing in groups, presentation by groups and so on). Since sharing of ideas take place at every level of refinement process, the final product emerging from the group will be thematically (conceptually) sound. More over, the moment the teacher's version is presented children will sense the difference between what they have produced and what the teacher has presented.

Nevertheless you may ask questions like:

- Have all the ideas come in this?
- Do you want to include some more ideas?
- Are there any ideas in my script, which have not appeared in your works?

3. **Take up** syntactic editing

Syntactic editing is to deal with structural deformities. There are several possibilities:

- i. Wrong word order

Examples:

- a. Where you are going? (The Auxiliary verb is not inverted in the question).
 - b. I don't know what is your problem (The Auxiliary verb of the embedded clause is unnecessarily inverted).
 - c. The boy ice cream ate (Head-Complement order is violated).
- ii. Missing words
- a. He looked the cow (The adverbial particle *at* is omitted).
 - b. The pen is table (The preposition *on* is omitted).
- iii. **Using Excess words:** Sometimes learners use surplus words:
- a. This is a Thomas.
 - b. This is a an umbrella.

There are only three questions to ask for syntactic editing:

- Do you want to change the word order?
- Are there any words missing?
- Are there unnecessary words?

If there is no response from the whole class it is better to leave the sentence (under the process of editing) as it is. The facilitator need not (and should not) impose his judgment on grammaticality on the students. Remember that syntactic editing is to check whether the learners have developed an intuitive “feel” of the language. Take the case of an illiterate who will be producing well-formed sentences in his speech but may not know anything about formal grammar. When someone makes a mistake he will sense that there is something wrong in the utterance. At the same time he will not be able to say what exactly the mistake is. If the teacher supplies grammar at the time of syntactic editing, it will be received at information level and no construct will be formed.

iii. **Take up morphological editing**

There are a number of possible errors at this level:

Agreement violation

I is not hungry

(There is no agreement between the Person of the Subject (First Person, singular “I”) and the person of the verb (Third Person singular “is”).

The boys is playing football

(There is no number agreement between the Subject (the boys) and the verb (is).

She smiled to himself

(There is no Gender agreement between the subject “she” and the reflexive “himself”).

The boys eat mango yesterday (Wrong tense used –there is a disagreement between the past tense adverbial and the present tense pf the verb).

Wrong affixes (Tense, Aspect, Prefix, Suffix, etc.)

What are you do?

(progressive aspect inflection –ing is not used).

What have you do?

(Perfective aspect inflection –i.e., the –en form is not used).

This is unaccessible

(Wrong prefix).

Performatiional arts

(Wrong suffix).

- You can ask questions like:
Do you want any change in the word?
Do you want to change this word?
- Wait for a short while and give two options where one will be the correct form of the word and the other the wrong one used by the learners.

For example, you may ask, Do you want “The boys is playing football”, or “The boys are playing football?”

- You may also point out a similar sentence in the printed material, which can be used as a cue for editing.

iv. a Phonological editing

We need not spend time for this. The child will get the acceptable way of articulation from the input that she s gets from the facilitator’s narratives and interaction (and also from the audio—visual media, if any.

iv b. Spelling Editing

- Underline the wrongly spelt word and ask them to check the spelling at home with the help of a dictionary, the printed materials, or friends.

5.1. Objective of the Appraisal

- To assess the effectiveness of the class room processes of discourse oriented pedagogy in classes III, IV and V
- To assess the quality of the discourses created and refined by the children
- To examine the quality of the performance of the children in choreography, making short films, writing scripts for presentation of skits and drama, making short films, reality shows, street play etc. in English language.
- To analyse the snap shots showing evidences of growth of pedagogical insights of teachers as well as their linguistic competence in transacting discourse oriented-pedagogy.
- To assess the community involvement and the support mechanism for the effective implementation of the programme

The appraisal has been designed in a state level work shop conducted on March 13, 2008 in which the selected investigators, two each from the fourteen districts participated. The investigators were the representatives of DIET faculty and BRC trainers who were the district level monitors of ACE programme since its commencement. Following were the out-puts of the workshop;

- Defining the objectives of the appraisal
- Fixing tools for the appraisal
- Creating tools for appraisal
- Planning consolidation of data collected
- Planning collection of creations of the children

The workshop developed three different tools. Objective of each tool is as follows

1. Observation schedule for classroom processes.
2. Tool for assessing performance/products
3. Interview schedule

The objective of the observation schedule for classroom processes assess the effectiveness of interaction, narrative presentation, monitoring creations and editing. The second tool, assesses the performance of the children and outputs of the classes happened before the observation of the class. The interview schedule has five sections; to the pupil, parent, teacher, Head of school and LSG member.

5.2. 100/100 –Study on ACE

- Analysis of the data

The data collected with the help of these tools have been consolidated as given below:

Table-1

Teacher’s Interaction based on previous day’s experience

Dist. Score	K S G D	K N R	K D E	W Y D	M P M	P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	3	-	1	-	4	1	-	1	1	-	11	12
3	1	4	-	5	2	5	-	1	3	6	2	6	2	2	39	44
4	1	3	5	2	3	4	2	-	-	1	2	1	2	3	29	33
5	-	-	-	-	2	2	2	3	-	-	-	-	1	-	10	11
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Only 44% of the number of teachers appears to have performed well with regard to the interaction with the learners based on their previous day’s experience. 56% of teachers are yet to realize the importance of interacting with children in an informal way. They do not realize that this is one of the inputs that the learner should get in his efforts to acquire the language non-consciously. More over this interaction instils in learners a kind of communicational expectancy which gets saturated in the presentation of the narrative that follows.

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O-2A

Consolidation of Observation Schedules

Table- 2

Teacher’s Presentation of the Narrative – Voice Modulation

Dist. Score	K S G D	K N R	K D E	W Y D	M P M	P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1					1										1	1
2					1	1			1	2		3	1	1	10	11
3	2	5		2	4	2	1		5	2	2	2	2	3	32	36
4		2	5	5	1	5		2	1	4	2	3	2	1	33	37
5					3	3	4	2					1		13	15
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Voice modulation is one of the parameters required for the performer of the narrative. Without this listeners fail to identify the moods of the characters involved in the narrative. 15% of teachers present the narrative excellently well. The performance of 37% of teachers with regard to voice modulation is above average and that of 36% of them is just average. 12% of teachers do not give any importance to voice modulation.

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O-2B

Consolidation of Observation Schedules

Table- 3

Teacher’s Presentation of the Narrative- Speed

Dist. Score	K S G D	K N R	K D E	W Y D	M P M	P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1					1					1					2	2
2		2	1		3	1	1		5	1			1	1	16	18
3	1	5		2	3	4			2	1	2	3	2	1	26	29
4	1		4		1	4	2	2		4	2	5	2	3	30	34
5				5	2	2	2	2		1				1	15	17
Total	2	7	5	7	10	11	5	4	7	8	4	8	5	6		100

Analysis

The narrative is to be presented at a moderate speed to ensure better comprehension. 51% of teachers have taken care of the speed of narrative presentation. 29% of teachers are average performers with regard to speed of the narration. 20% do not take care of slowing down the speed while presenting the narrative.

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O-2C

Consolidation of Observation Schedules

Table- 4
Teacher’s Presentation of the Narrative- Pitch Variation

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D														A	
															L	
1					1					1					2	2
2		2	1		4	1			3	4		3	1	1	20	22
3	2	4	1	5	1	3	1	1	4	1	3	4	3	1	33	38
4		1	3	2	1	6	2	3	4	3	1	1	2	3	28	31
5					3	1	2								6	7
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Pitch variation is another supra-segmental component of language. By varying the pitch of the utterances the narrator can communicate a number of things such as the mood of the character at a certain point of time, the distance of the person referred to with regard to the location where the action is taking place, whether what is presented is the thought of a certain character or the dialogue between two persons and so on.

The study reveals that only 38 % of teachers have made effective use of this component. 38% of teachers perform at an average level. 24% of teachers do not have any idea about how pitch variation is to be materialised in their presentation.

Table- 5
Teacher’s Presentation of the Narrative- Body Language

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D														A	
															L	
1					1								1		2	2
2		1			4	1	1		1	1			1	2	12	13
3	1	4	3	4	2	2	1	1	4	4	1	5	2	2	38	43
4	1	2		3	1	6	1	3	2	3	1	3	2	1	29	33
5			2		2	2	2								8	9
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

How the facilitator makes use of her body language is also decisive in ensuring better comprehension. 9% of teachers have a very good idea of how to make use of their body language while performing the narrative. The performance of 76% of teachers with regard to effective body language is at an average level. 15 % of teachers have to improve their performance with regard to their body language.

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O-2E

Consolidation of Observation Schedules

Table- 6
Teacher’s Presentation of the Narrative- Eye- hand Coordination

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D														A	
															L	
1					1					3			1	1	6	7
2	1	1			4	1			2	2	1		1	1	14	16
3	1	4	2	6		3	1	2	5	2	2	3	2	1	34	38
4		2	3	1	3	5	2	1		1	1	5	2	2	28	31
5					2	2	2	1							7	8
Total	2	8	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

The narrative presentation will not be effective if the performer cannot create mental images in the minds of the listeners. The facilitator should have a thorough understanding about this.

While performing the narrative the facilitator must have an idea about the positions of various characters and their movements from one place to another during the course of events taking place as depicted in the narrative. These can be suggested by coordinating the movements of hand and eye.

39% of teachers are very good at managing eye-hand coordination. 38% perform at an average level whereas 23 % of them need to improve their performance with regard to hand-eye-coordination.

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O-3

Consolidation of Observation Schedules

Table-7
Teacher’s Interaction Eliciting Free Responses

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D													A		
														L		
1					2					1				1	4	4
2	1					1			4	4	1	2	1	1	15	17
3		3	3	1	4	3	1	1	3	2	1	5	2	2	31	35
4	1	4	2	6	3	3	1	3		1	2	1	2	2	31	35
5					1	4	3								8	9
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Narrative gaps are created for eliciting free responses from the learners. This strategy is drastically different from the conventional strategy of eliciting fixed responses. The overall emphasis is on involving the learners psychologically in the classroom processes. Sometimes the facilitator may have to megaphone what the learners have said. If a student finds it difficult to express her ideas in English the facilitator may have to give her freedom to express the idea in mother tongue. This can be supplemented with the English equivalent by the facilitator. What is more important here is that the learners get an opportunity to come out with their divergent ideas.

About 44 % of teachers are good at eliciting free responses. 35% have performed at an average level. 21% of teachers have not given any importance to eliciting free responses from the learners. They have still the hangover of eliciting fixed responses based on the content of the narrative.

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O-4

Consolidation of Observation Schedules

Table-8
Teacher Uses Specific Interaction Questions

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D													A	L	
1		1			2	1							1	2	7	8
2		1			3	1	1	3				3	1		13	13
3	1	2	3	2	1	4	1	4	5	2	3	1	2	31		35
4	1	3	2	5	1	3	2	3		3	2	2	3	1	31	35
5					3	2	1	1							7	7
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

The facilitator provides slots for children to interact with the material given to them. This strategy gives them opportunity for using English contextually.

The performance of 42 % of teachers is satisfactory. 37% of them are at an average level. 23% of teachers need considerable improvement with regard to this area

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O-5

Consolidation of Observation Schedules

Table- 9
Children Read the Card Individually

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D													A	L	
1					1										1	1
2					2		1	1			2	1	1	8		9
3	2	5		3	2	1	1	1	4	6	2	3	1	2	33	37
4		2		4	3	8	3	3	2	2	2	3	2	2	36	41
5			5		2	2							2		11	12
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

The presentation in of the narrative and the interaction following this contribute to channelling the thoughts of the learners which in turn help children make intelligent prediction on what they are going to read. Reading begins with the silent reading by individuals.

53 % of learners are good with regard to their reading skills. 37% of learners are average performers. 10 % of learners are yet to develop their skills in reading.

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O-6

Consolidation of Observation Schedules

Table- 10
Collaborative Reading

Dist	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D															A
																L
1					1								1	2	2	
2					4		1	6	1		2	2		16	18	
3	2	5	2	3	1	4	1	2	1	3	2	2	2	3	33	37
4		2	3	4	2	4	3	2	4	2	4	1	2	33	37	
5					2	3								5	6	
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

While reading the textual material individually, the learners may confront with various hurdles such as unfamiliar words, complexity of structures and so on. They may ask for the teacher’s help. Instead of attending the individual demands the facilitator puts them in small groups. Through sharing they develop better understanding of the passage they are reading.

Collaborative reading was found to be taking place in a satisfactory manner only in 43 % of classes. 37 % of the classes are at an average level. 20 % of classes observed reading ends with the model reading of the facilitator. In these cases collaborative reading does not take place.

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O-7

Consolidation of Observation Schedules

Table-11
Teacher –Scaffold Reading

Dist	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	M	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	T		
	D													A		
														L		
1					2					2			1		5	8
2		1			2				2	1		2	2	1	11	12
3	1	2	4	2	1	3	1		5	2	3	3	1	2	30	34
4	1	4	1	5	3	5	4	1		2	1	3	1	2	33	37
5					2	3		3		1			1		19	11
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Some children may get excluded from the reading activity if collaborative reading is not properly monitored. The facilitator may have to help the groups in their reading process with the meaning of certain words and sometimes even with their articulation. Teachers as facilitators must have a clear idea of giving optimal help to the groups. They may ask some questions pertaining to the content of the text. They can even ask one or two members to explain what they understood by certain parts of the text. Sometimes the facilitator can supply a few ideas to the whole class if she feels that it is a problem shared by all the groups.

8% of teachers have not yet realized the importance of neither collaborative reading nor scaffold reading. 12% of teachers help individual readers but have no idea of shared reading and scaffold reading. 34% teachers have a vague idea of scaffold reading. 37% teachers are keen about giving help to the learners in reading. 11% of teachers have realized the strength of this part of the reading module.

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O-8

Consolidation of Observation Schedules

Table- 12
Reading by Teacher

Dist	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D													A		
														L		
1					1					1		1		3		3
2					1				1	1		1		4		5
3	1	4		1	3	4	1		4	2	2	1	2	2	27	30
4	1	3	4	6	2	3	2	2	2	3	2	7	1	3	41	46
5			1		3	4	2	2		1		1		14		16
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Even after collaborative reading and scaffold reading a few problems related to comprehension may survive. This will be taken care of by a process where the teacher reads or presents the “text”, a process which works as a scaffold for the learners. Since this is done with proper voice modulation stress and pauses, the learners will get a better feel of the passage.

18% of teachers are yet to improve the quality of their reading. 34% of teachers perform at an average level. 11% of teachers perform this excellently well and 37% of teachers are above average performers.

100/100 –Study on ACE

O-9

Consolidation of Observation Schedules

Table- 13
Processing of Discourse

Dist.	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%	
Score	S	N	Y	P	K	S	K	P	T	K	T	L	V	O		
	G	R	E	M	D	R	M	Y	M	I	A	M	M	T		
	D	E	D											A		
														L		
1				1					2			1	1	5	6	
2				4				1	2		1	1		9	10	
3	2	6	1	1	3	2	2	5	1	2	6		2	32	36	
4		1	4	7	4	4	2	1	1	3	2	1	2	35	39	
5					4	1	1					1		7	8	
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Unlike the traditional English classroom where children are asked to produce discourses following the models given to them, ACE has evolved discourse-specific processes for helping the learners construct a variety of discourses. If these processes are not carried out systematically, the learners will remain handicapped in using language.

47 % of teachers have conceived the idea of processing discourses and are able to carry out these in a more or less satisfactory manner. 365 of teachers have been noticed to have followed the classroom processes rather mechanically. 165 have no idea of these processes; they assign discourse tasks to the learners and are satisfied with it.

100/100 –Study on ACE

O-10

Consolidation of Observation Schedules

Table- 14
Individual Writing

Dist	KSGD	KNR	KDE	WYD	MPM	PKD	TSR	EKM	APY	KTM	IKI	PTA	KLM	TVM	Total	%
Score																
1					1					1					2	2
2	1				3				1	1		3	1	2	12	14
3	1	4	3	2	1	3	4	1	3	5	3	4	2	-	36	39
4		3	2	5	4	3	1	1	3	1	1	1	2	3	30	34
5					1	5		2					1		9	11
Total	2	7	5	7	10	11	5	4	7	8	4	16	6	5	89	100

Analysis

Tasks are taken up by the learners individually. In the ACVE class the teacher does not give a model to the learners and ask them to reproduce the same one or produce a similar one. The learners have to construct the targeted discourse at their own level. The work done thus will reveal the current ability level of the learners.

11 % of ACE teachers have a very good idea about this. 34% of them carry out this part of the classroom process really well. 39% of them perform at an average level. 16% of teachers are below the expected level of performance with regard to this component.

100/100 –Study on ACE

O-11

Consolidation of Observation Schedules

Table-15
Random Presentation

Dist	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	A	
	D													L	L	
1					1					3			1		5	6
2				1	4				2	2		2	1	1	13	15
3	2	3	3	5	1	3	4	1	4	1	2	3	3	1	36	40
4		4	2	1	3	3	1	1	1	2	2	3	1	3	27	30
5					1	3		2							8	9
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

Children should get an opportunity to present what they have constructed before others. This provides scope for introspection. 39% of ACE classes have realized the significance of this part of the transaction module. 40% classes have done justice to this component. 21% of classes are yet to improve of which 6% of classes are of a very low profile.

100/100 –Study on ACE

O-12

Consolidation of Observation Schedules

Table- 16
Monitoring Group work

Dist. Score	K S G D	K N R	K D E	W Y D	M P M D	T P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1					1					1					2	2
2					5	1			4	1		1	1		13	15
3	2	7	2	3	1	3	2	1	2	2	2	4	1	4	36	40
4			3	4	2	5	3	2	1	3	2	3	3	1	32	36
5					1	2		1		1			1		6	7
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

It is not enough that children sit in groups and work together on the task that has been assigned to them. Sharing in groups is of extreme importance. Unless the group work is systematically monitored sharing in groups cannot be ensured. In its stead, children in groups will be copying the work of one stood who they think has performed the task in a relatively better way.

43% of ACE classes have taken care of group work. 40% are at an average level. Group work is grossly ignored in 17% of classes.

100/100 –Study on ACE

O- 13

Consolidation of Observation Schedules

Table- 17
Presentation by Groups

Dist. Score	K S G D	K N R	K D E	W Y D	M P M	P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1					1					2			1	1	5	6
2					4			1	5	2		1	1		14	16
3	2	4	2	3	2	1	2	1	2	1	2	4	1	2	29	33
4		3	2	3	3	4	3	2		3	2	3	2	2	32	36
5			1	1		6							1		9	10
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

After refining the work the groups have to present their work before the whole class. This is also important from the point of view of providing slots for the refinement of the work done.

46% of ACE classes take care of group presentation in a desirable manner. 33% of classes are at an average level. 22% of ACE classes have categorically ignored this component.,

100/100 –Study on ACE

O- 14

Consolidation of Observation Schedules

Table- 18
Editing by the Teacher

Dist. Score	K S G D	K N R	K D E	W Y D	M P M	P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1					2	1				1			1		5	6
2		2			2	1			5	1		2		2	15	17
3	2	3	5	5	2	2	4	2	2	5	2	2	1	2	39	44
4		2		2	4	5	1	1		1	2	4	2	1	25	28
5						2		1					2		5	6
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

The discourses constructed by the learners are to be edited in terms of theme, syntax, morphology, spelling and punctuation. Only 6% of ACE teachers have thorough understanding of the editing process. Editing takes place in 28.5 of classes in a fairly good manner but there are a few aspects that are not properly addressed. 44.5 of classes undertake editing but not in a systematic manner. 23% of ACE teachers have no idea as to how the work done by the learners is to be edited.

100/100 –Study on ACE

O- 15

Consolidation of Observation Schedules

Table- 19
Editing by the Children

Dist.	K	K	K	W	M	P	T	E	A	K	I	P	K	T	T	%
Score	S	N	D	Y	P	K	S	K	P	T	K	T	L	V	O	
	G	R	E	D	M	D	R	M	Y	M	I	A	M	M	T	
	D														A	
															L	
1					2	1				1			1		5	6
2		2			2	1			5	1		2		2	15	17
3	2	3	5	5	2	2	4	2	2	5	2	2	1	2	39	44
4		2		2	4	5	1	1		1	2	4	2	1	25	28
5						2		1					2		5	6
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

■

Analysis

The teacher edits only one of the group products. The remaining group products are to be edited by the learners themselves in groups.

Only 5 of teachers do this in a proper manner. 17% take care of editing by the groups but the teacher does not give enough time to the groups to reflect on what they have done. 37% of classes are at an average level with regard to editing. 41% of classes do not give much importance to this component.

100/100 –Study on ACE

O- 16

Consolidation of Observation Schedules

Table- 20
Self Assessment by Children

Dist. Score	K S G D	K N R	K D E	W Y D	M P M	P K D	T S R	E K M	A P Y	K T M	I K I	P T A	K L M	T V M	T O T A L	%
1		1	2	1	3	1	2		2	4	1	5			22	25
2	2	3	1	6	4	2			5	3	1	2	1	1	31	35
3		3	2		1	4	3			1	2	1		1	18	20
4					2	3		2					5	3	15	17
5						1		2							3	3
Total	2	7	5	7	10	11	5	4	7	8	4	8	6	5	89	100

Analysis

ACE has evolved a variety of self assessment tools for the learners. It has been found that children welcome this tool. They enjoy the work because the tools are designed in such a way that it is a creative work for all.

20% of ACE classes have benefited much by virtue of this component; children in these classes have come out with appreciable work. 20 % of ACE classes perform at an average level. 60% have not given any importance to self assessment.

Consolidation of the assessment of performances/ products (Vide tool 2)

Product	% of scores in them e.					% of scores in syntax					% of scores in morphology				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
% of scores Work	2nd Term	4	30	36	30		9	27	48	16	7	36	41	16	
	3rd Term			25	39	36	2	5	50	36	7	2	12	45	36
Note	2nd Term	2	36	12		41	27	16	16		46	29	20	5	
	3rd Term	3	9												
Big	2nd Term	2	45	29		2	27	39	27	5	5	38	43	14	
	3rd Term			7	39	54	4	36	46	14		7	36	37	20

Product	% of scores in spelling					% of scores in punctuation.				
	1	2	3	4	5	1	2	3	4	5
% of scores 2nd Term	21	34	29	16	7	39	36	18		
	3rd Term	9	41	46	4	20	39	39		
Work 2nd Term	34	27	21	16	2	30	22	25	23	
	3rd Term	5	39	36	20		12	41	36	
Note 2nd Term	11	45	39	5		12	45	36	7	
	3rd Term	7	29	50	14	2	14	36	39	

Analysis

- Among the 5 components, in theme, syntax and morphology, there is a steady growth, from IInd term to IIIrd term.
- In spelling and punctuation visible growth is not seen. This may be due to the lack of opportunities on the part of the children for graphic editing their products.

100/100 – Study on ACE

SP- 12

Consolidation of Observation on Student's Performance

Table- 36
Assessing the Self Assessment Tool

Dist.	KSGD	KNR	KDE	WYD	MPM	PKD	TSR	EKM	APY	KTM	IKI	PTA	KLM	TVM	Total	%
Grade A								2	4						6	11
B			1	1	1	3		2							8	14
C	2	2	2	1	2	1	2			1	3	2	2	2	22	39
D	2	2	1	2			2			1	1	2	2	1	16	29
E						1				2				1	4	7
Total	4	4	4	4	3	5	4	4	4	4	4	4	4	4	56	100

Analysis

- Only 11% of the teachers have used more than 6 self assessment tools in the academic year

- 7% of the teachers have not used the self assessment tools at all.
- 39% of the teachers have used 3 to 4 self assessment tools.
- 29% used 1 to 2.

The self assessment tools were not widely used due to the lack of awareness in administering them ,on the part of the teachers.

100/100 –Study on ACE

I-1

Consolidation of Interview Schedule

Table- 37 : Interviewing Pupils

Q 1 : Do you like English?

Q2 : Do you use English outside the class?

Q3 : Do you read English stories at home?

Q4 : Do you speak to your teacher in English?

Dist.	KSGD		KNR		NDE		WYD		MPM		PKD		TSR		EXM		APY		KTM		KI		PTA		KLM		TVM		Total		%		
	Yes	No	Yes	No	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1			36		36		17		16		10		16		4		15		14		1		5		24		44		228	0	100		
2			36		36		16	1	16		10		16		4		6	9	14		1		5		24		44		218	10	96	4	
3			6	30	21	5	13	4	5	11	9	1	15	1			5	10	8	6		1	3	2	24		44		150	71	68	32	
4			32	4	23	3	16	1	10	6	10		16		4		15		8	6	1		2	3	24		43	1	204	24	89	11	
Total			110	34	96	8	62	6	47	17	39	1	63	1	12		41	19	44	12	3	1	15	5	96		175	1					

Analysis

Q-4a: When do you use English outside the class?

- 80% children use English at home, in the playground, and when they talk to friends.

Q-5: How do you identify the spelling for writing?

- 75% of the children guess the spelling of words from the sounds of the words.
- 12% of the children from charts and text
- 13% of the children learn spellings from the teachers.

Q-6: What are the helps you want in speaking in English?

100/100 –Study on ACE

I-2

Consolidation of Interview Schedule

Table- 38: Interviewing AEO

- Q 1: Have you visited any school to observe the ACE class in your Sub district/District?
- Q 2: Have you ever discussed ACE programme in the weekly review meetings in the BRC?
- Q 4: Have you participated in any meeting programme related to ACE?
- Q 5: Have you ever been invited to ACE-related review and planning meetings in BRC?
- Q-3: What are the merits you have noticed about the programme?

Dist.	KSGD		KBR		KCE		WVD		MFM		PKD		TSR		EKM		APY		KTM		BI		PTA		KLM		TMR		Total		%	
	Yes	No	Yes	No	Y	N	Y	N	Y	N	Y	N	Y	N	Y	M	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	1		1	1	1				1		1		3		1		3		1		1				1		1		10	1	56	6
2	1		2		1				1		1		3		1		3		1		1				1		1		17		100	
3	1		2		1				1		1		1	2	1		3		1		1						1		16	3	82	8
4	1		2		1				1		1		3		1		3		1		1				1		1		17		100	
Total	4		7		4				4		4		10		4		10		4		4				4		4		47		100	

Analysis

The table that has been given above shows that the AEO’s have shown concern for the programme. Most of them have observed that children have shown a lot of interest in the stories that they have listened to in the ACE class. They are enthusiastic about learning English.

100/100 –Study on ACE

I- 3

Consolidation of Interview Schedule

Table- 39: Interviewing Parents

- Q1: Does the child speak in English at home while talking?
- Q2: Does the child talk at home about things happened in the English class?
- Q3: Have you participated in Class PTA related to English class?
- Q4: Do you believe that the English language of your child will improve through 100/100 programme?

Dist.	KSGD		KBR		KCE		WVD		MFM		PKD		TSR		EKM		APY		KTM		BI		PTA		KLM		TMR		Total		%		
	Yes	No	Yes	No	Y	N	Y	N	Y	N	Y	N	Y	M	Y	S	Y	M	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	8		9	3	11		12		7		6	5	15		6		13	1	6	2	1			3		24		4		118	7	94	6
2	1		10	2	11		11	1	7		6	5	15		6		14		8		1			3		24		4		121	4	97	3
3	1		10	2	10	1	12		6	2	6	5	13	3	3	3	14		8		1			3		24		3	1	113	12	90	10
4	1		10	2	11		12		7		6	5	15		6		14		8		1			3		24		4		123	3	96	3
Total	4		39	7	43	1	47	1	26	2	24	4	58	3	21	3	55	1	30	2	4			12		96		15					

Analysis

Almost all parents are happy to observe that their children are comfortable with English. They have seen them composing their own rhymes at home and talking about their favourite characters in the story.

100/100 –Study on ACE

I- 4

Consolidation of Interview Schedule

Table- 40 : Interviewing the Teacher

Q1: Has the attitude of your children towards English changed after the introduction of the ACE programme?

Q4: Are the materials prepared as part of ACE programme effective?Has

Q5: Has your confidence in English teaching increased after the ACE programme came into being?

Q-2: What are the areas related to classroom processes you face difficulties?

Q4: What are the problems that you face in classroom management?

Dist.	KSGD		KVR		KDE		WVD		MPM		PKD		TSR		DGM		APY		KTM		JG		PTA		KLM		TVM		Total		%	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	1		12		8		7		8		8		8		3		6		8		1		5		11		11		98		100	
4	1		10	2	8		7		7	2	8		8		3		4	2	8		1		5		11		10	1	91		93	7
5	1		10	2	8		7		8		8		8		3		6		8		1		5		11		8	3	93		95	5
Total																																

Analysis

Most LSG members are happy to notice that children in government and aided schools can perform English effortlessly.

100/100 –Study on ACE

I- 5

Consolidation of Interview Schedule

Table- 40: Interviewing LSG/PEC

Dist.	KSGD		KVR		KDE		WVD		MPM		PKD		TSR		DGM		APY		KTM		JG		PTA		KLM		TVM		Total		%	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	1		2		3		5		1		5		3		2		2		2		2				1		2		28		100	
Total																																

Q1: Do you review ACE in PEC meetings?

Q-2: Can you share the ACE experience

Q-3: How do you assess the effectiveness of the programme?

- ACE

Q4: What you think about the efficacy of ACE in improving the quality of English education?

Q5: What are your suggestions for improvement?

Major findings

- The SLF study shows significant increase in achievement of children in class III, IV and V in English in all districts. The investigation conducted in Mulauskad Panchayath in Ernakulam district itself is enough to substantiate the claim. In the first term the percentage of children of class III, who got A grade was 58. It has risen to 68% in second term. The percentage of children who got A and B grades in second term is 96.

In class IV, the percentage of A grade has increased from 21 to 30. The percentage of C grade has decreased from 29 to 9.

In class V, the percentage of A grade has increased from 16 to 28. The percentage of B grade has increased from 13 to 36. There is a remarkable decrease in C and D grades.

- When the performance of the children in the first term and second term was compared in terms of their individual works (work sheets), syntactic errors have decreased from 36% to 7% in all classes from III to V. There is a tremendous increase in registering syntax, that is, 16% to 43%.
- Morphological errors have decreased from 43% to 14% of all the children. There is a considerable growth in registering morphology from 15% to 41%.
- The interest of the children to learn English has increased. They are interested to write poems, stories, novelettes, drama etc.
- Teachers and students have ventured to make short films and dramas, based on the themes from their learning materials
- Children show interest to talk in English both inside and outside the classroom.
- Parents have admitted the interest of the children to learn English.
- The confidence of teachers to speak or interact in English in classrooms has increased.
- Teachers have identified the merits of the new strategy of acquiring language in the constructivist paradigm.
- The new strategy of learning language has influenced the learning of other languages also; Malayalam, Hindi, Arabic, Urdu etc.

- The new pedagogy has activated the entire process of school activities, e.g. English language fest, quiz competitions, club activities, street plays etc..
- Triggered by the process of acquiring language, children and teachers have begun to involve in social issues.

Interpersonal and Intra-personal relationships among children have increased through involvement in literary activities and social issues along with teachers and parents.

- Functioning of CPTA has become lively through the demonstration and discussion about English classes. Parents assess products of their children during the meetings.
- The LSG/PEC/PTA members could identify their roles and responsibilities in intervening in school activities through the discussions on ACE classrooms.

5.3. Specimens of Self Assessment Tools for the learners.

SELF ASSESSMENT TOOL

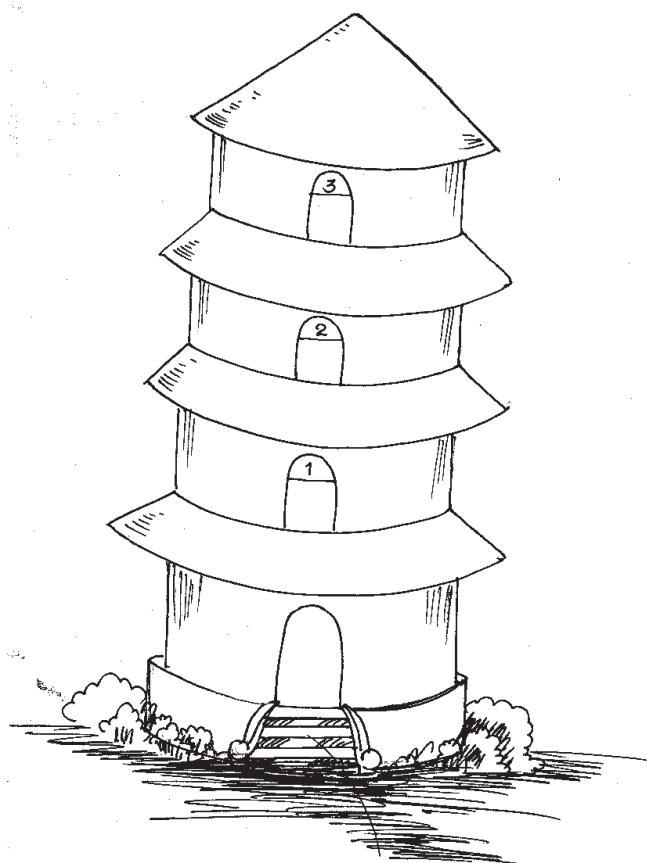
1. CLIMB UP THE TOWER

As part of the story you have written a conversation, haven't you? Now look at this tower. How tall it is ! Don't you want to climb up the tower ?

Draw your picture (in match stick figures) if you were able to begin the conversation, on the door of the first storey.

If you were able to write the conversation with the help of your friends you may draw picture on the door of the second storey.

You can draw the picture on the door of the third storey if you were able to write the conversation all by yourself.



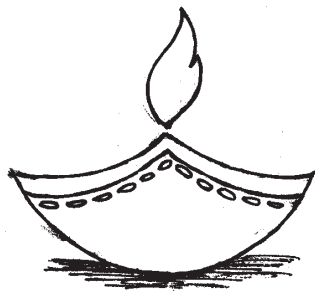
SELF ASSESSMENT TOOL

2. LIGHT THE LAMPS

Light the first lamp and colour it red if you were able to describe the object in fragments.

Light the second lamp and colour it yellow if you were able to describe in full sentences, with the help of your group members.

You may light the third lamp and colour it green if you were able to describe, in all sentences, all by yourself.



SELF ASSESSMENT TOOL

3. COLOUR THE EGGS

Have you enjoyed the poem ? Now we can enjoy this picture. Look at the eggs in the nest. They are very nice, aren't they?

Why don't we colour them ?

If you liked the rhythm / idea of the poem you can colour the eggs in red.

If you added more lines to the poem you can colour them blue.

If you added lines and sang the song rhythmically you many colour them brown.



SELF ASSESSMENT TOOL

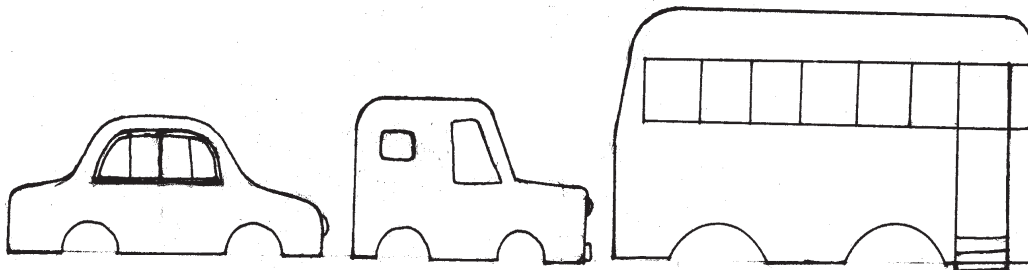
4. WHEEL YOUR VEHICLES

Did you complete the story ?

Wheel the car, if you were able to complete the narrative with the help of your friends.

Wheel your jeep if you were able to find out the events of your narrative.

Wheel the bus if you were able to fix the characters of the events.



SELF ASSESSMENT TOOL

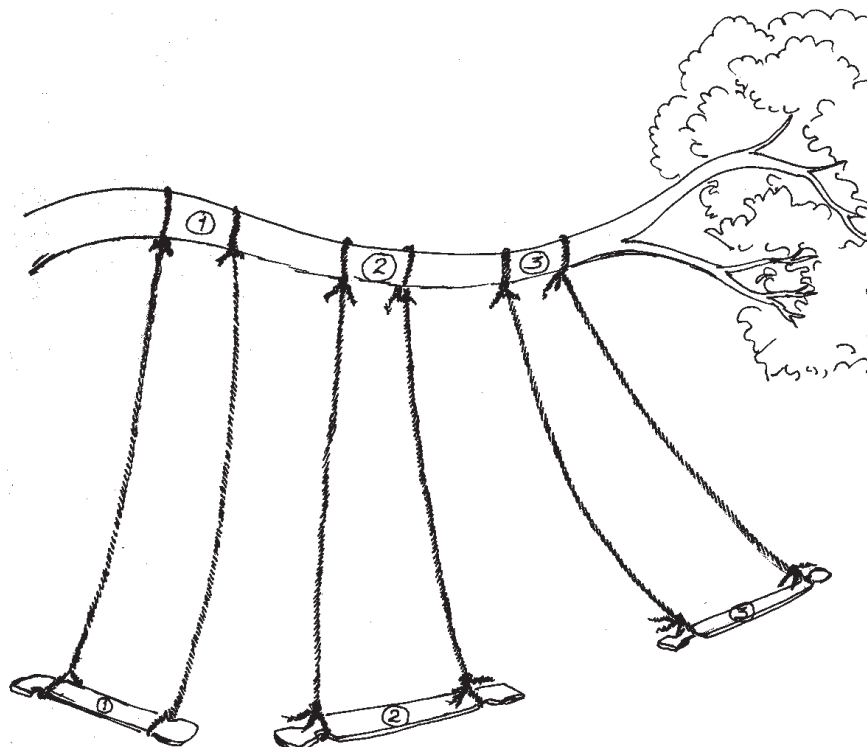
5. SWING THE SWING

You can swing in the first swing (by drawing yourself in the first swing) if you were able to convey the message through the notice you prepared.

Do you think that lay out of your notice is very attractive? Then you can swing in the second swing.

Are you sure that your notice contains all details ? (like venue, date time)

Then you may enjoy swinging in the third swing.



SELF ASSESSMENT TOOL

6. HELP THE SQUIRREL

Have you written the letter ?

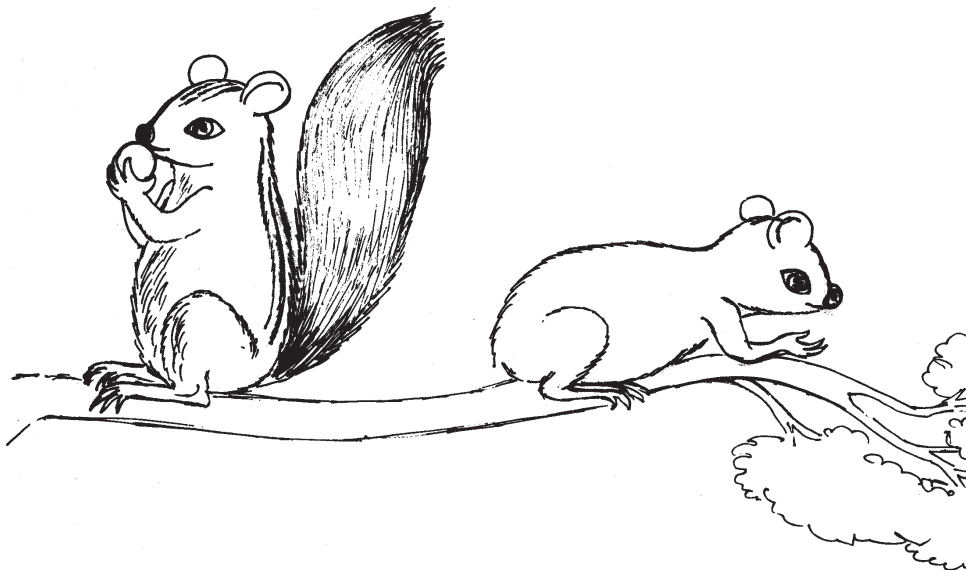
Did you understand the purpose of writing the letter ?

Now look at the picture. Only one squirrel has got fruit. The other one has no tail. It has no lines (the three lines !) on its back.

Poor squirrel ! We should help it. If you understood the purpose of writing the letter you can give the squirrel a fruit.

If you supplied all the details needed for the letter, then you can draw the tail of the squirrel.

If your letter conveys the message clearly you can draw the three lines on its back.



SELF ASSESSMENT TOOL

7. FEED THEM

Haven't you prepared the script for presenting (performing) the song? Now look at this picture.

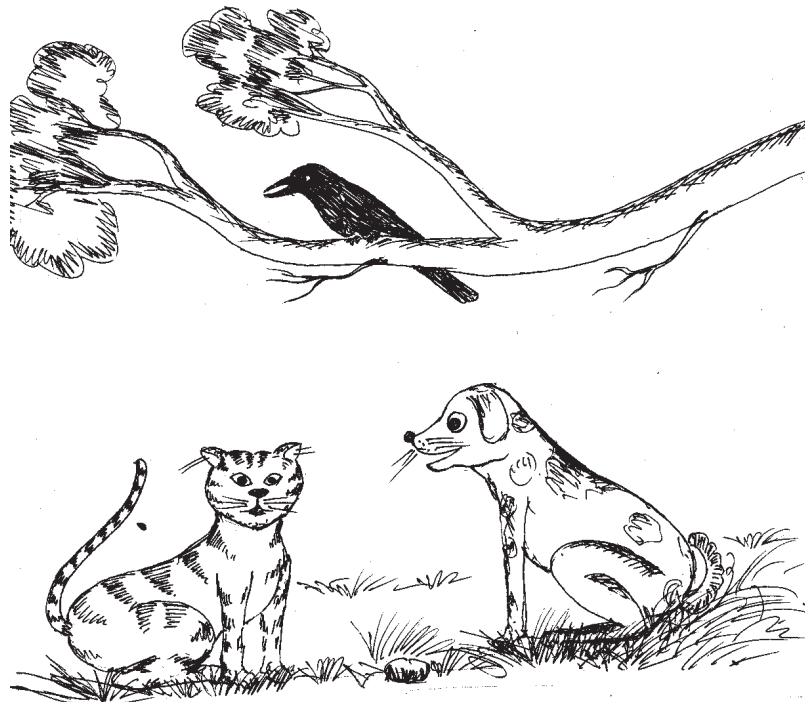
If you have written the setting of every event of the choreography give the cat a fish.

You may give the dog a piece of bone if you have written the dialogue for the choreography.

Have you written what the characters are doing? Then you can give the crow a *Neyyappam*.

If you have written the features of the characters you may colour the cat.

You can colour the dog if you got the help of your friends in doing all these activities.



SELF ASSESSMENT TOOL

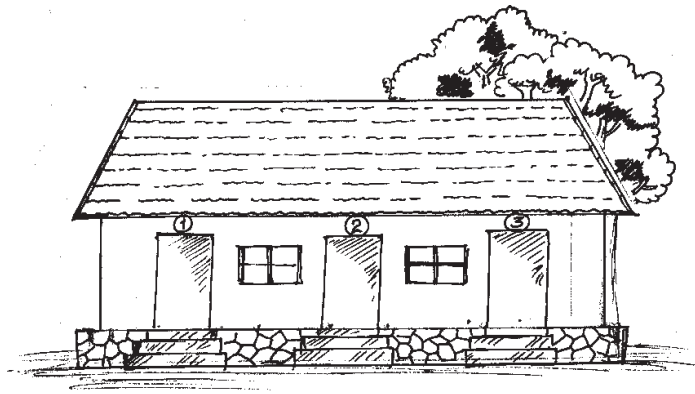
8. FIND THE CLASS ROOM

Did you enjoy reading the card ?

Were you able to connect the idea in the card with the story that your teacher told you ? Then you can go to the first class room. You can draw a line from you (in the picture) to the first class room.

Did you understand the story in the reading card with the help of your teacher or friends ? You can go to the second class room !

Did you understand the story in the reading card all by yourself ? You can go to the third class room.



SELF ASSESSMENT TOOL

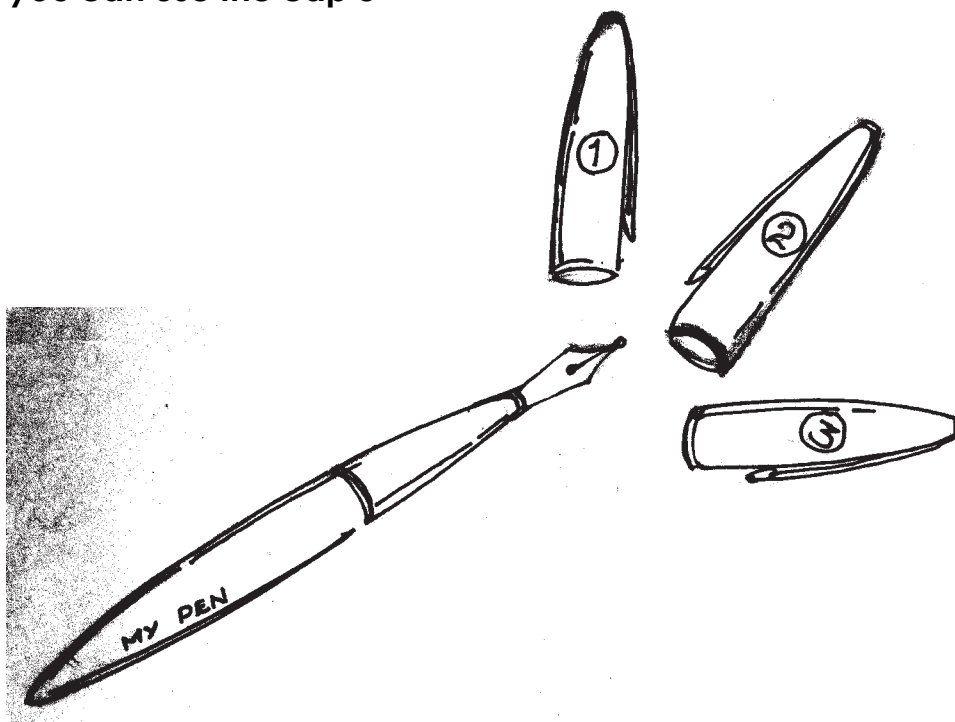
9. CAP THE PEN

Did you enjoy the story told by your teachers ?

If you were able to understand and enjoy the story you may use cap 1

If you were able to understand the theme of the story you may use cap 2

If you were able to understand some words of the story you can use the cap 3



Draw the pen with the cap here.

SELF ASSESSMENT TOOL

10. COLOUR THE BEAR

Did you enjoy talking with your teacher ?

If you were able to interact with your teacher you can colour the bow tie of the Teddy bear.

If you were able to understand the questions asked by your teacher you can colour its 'bindhi'.

If you were able to respond to the teacher in Malayalam you may colour the flower in the flower vase.



SELF ASSESSMENT TOOL

11. JOIN THE DOTS

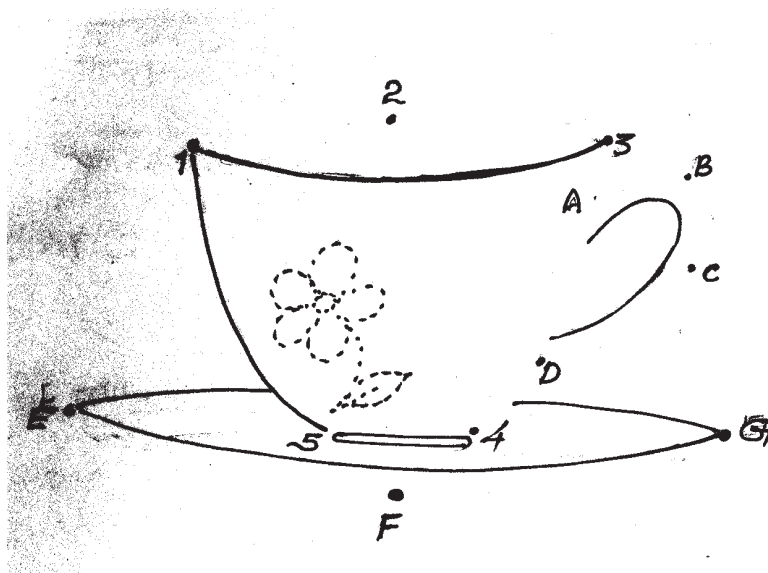
Have you made the big book ?

If you were able to write and draw pictures in the big book join the dots from 1 to 4.

If other groups had contributed to the big book of your group join the dots A,B,C,D.

If your group's contribution is more than other group's contribution, join the dots E,F,G.

If you wish to look into the big book again and again.. join the dots of the flower.



SELF ASSESSMENT TOOL

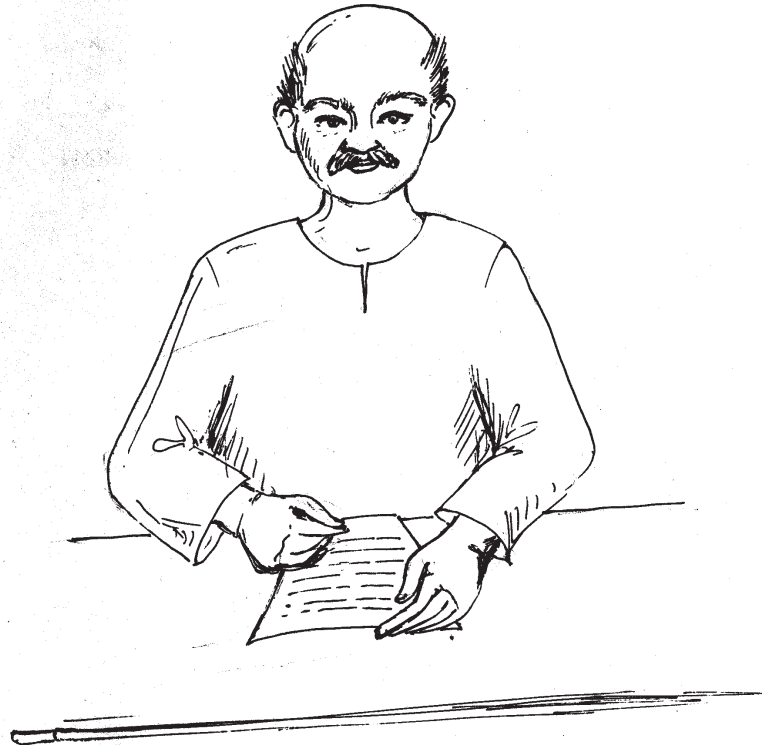
12. CHANGE THE STYLE

Here is Mr. Gopalan. Do you want to improve the style of Mr. Gopalan? You may follow these steps.

If you feel the need of improving the written work, put a pair of spectacles on his nose.

Now, If you realise your role of improving the written works, give him a pen.

If you are happy that your teacher accepted your suggestions, you may put a gold chain around his neck.



SELF ASSESSMENT TOOL

4. DRAW COCONUTS

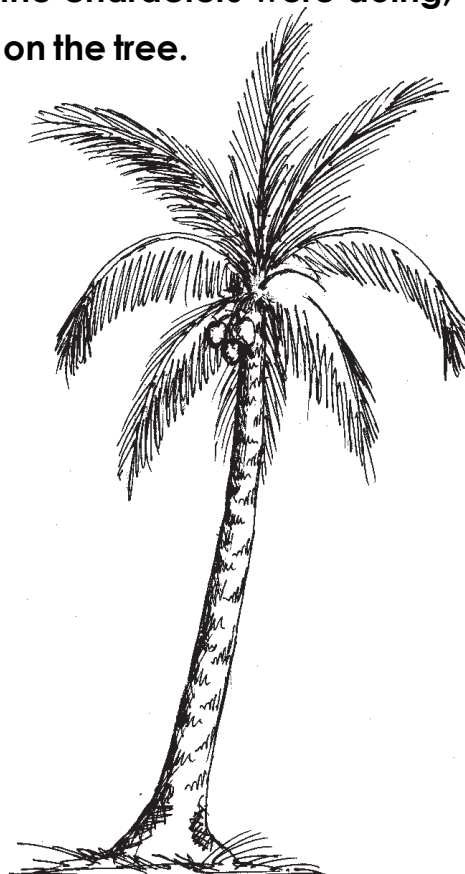
Did you Enjoy the song ? Did you dance with the song ?
What role did you perform?

Now look at the coconut tree. These are no coconuts on it.
Do you want to draw them?

If you were able to connect the actions of character with
the song, you can draw one coconut on the tree.

If you were able to fix the position of the characters, you
may draw two coconuts on the tree.

If you were able to say what the characters were doing,
you can draw three coconuts on the tree.



6

SNAPSHOTS FROM DISTRICTS

1. Kasagode

- Chemmad Panchayat released weekly bulletin to propagate 100/100 initiatives. This contains the discourses constructed by children in classes 3, 4 and 5.
- ACE class was video –documented and the CD’s of this video-documentation were distributed among ACE teachers so that they would be able to check and fine-tune their classroom processes.
- Songs in the ACE textbooks were recoded with music accompaniment. CD’s of these songs were supplied to ACE teachers.
- Some outstanding products of the students were collected and documented and distributed to ACE schools so that these could be made use of as reading material for other learners.

2. Kannoor

- In Tharuvanatheru UPS, children of ACE classes performed a drama in English. It was the children of std. V who had developed the drama script. Though this was a classroom performance, it was presented later on the occasion of the school anniversary.
- DIET lab school, Palayad released several editions of Children’s Manuscript Magazine.

3. Kozhikode

- Film appreciation camp was organised in Aazhchavattom cluster. Seventy five children from 11 schools participated in the camp. They watched classic films. They interacted with film activists. From this experience they created their own film scripts. Now they plan to direct films.
- English fest, Thiruvallloor panchayath: There were competitions in dialogue writing, adding lines, story completion, poster making, recitation, story telling and role play.

4. Wayanad

- English Fest twice in a month – NAA UPS Manikavu

All children from std. V to VII were participants of the fest. They themselves arranged the programme. They were the office bearers. They worked out the programmes, chalked out the programmes and decided who were to be invited as guests. They wrote scripts for programmes and invited parents and members of PTA and LSG. The children have acquired fluency and confidence in English. Children staged drama, skit, song etc. regularly for which compeering also was done by them.

- Parents Gallery – GLPS Meenagadi

In the early days of launching the programme, parents of the children of class IV were invited to the school to observe the class room processes. Class room products were exhibited. Teachers and children jointly familiarised the products to the parents. After this the class teacher cleared the doubts of parents and explained the new paradigm to them.

- Reality show- classroom activities

Children performed stage items in streets; their communication was in English. They answered the questions of the audience in English. Also, they presented a seminar paper on the new class room experience. They staged traditional art forms also.

5. Malappuram

- Film making: Children of class IV in Marakkara Panchayat decided to make a film based on Razia's story because the story was emotionally appealing to them. Razia is the central character of the story they experienced in the ACE class. The teachers, trainers, and pupils were involved in the making of the film. The release of the film was done by M.T, Vasudevan Nair, a famous nolelist and film maker of Malayalam..
- English fest was conducted in all the ACE schools in Vengara sub district.

6. Palakkad

- Opportunities were provided for the CPTA members to observe the class room processes of ACE.
- Children of AUPS Velikkad produced a film, 'From the World of Silence.' Children wrote the story and screen play of the film. Direction and Editing also were done by children with the help of local resources.
- Children's film –SVM ALPS of Mundoor Panchayath produced 'Pinky my pet', a film for the children. Script writing, screen play writing, direction and editing were done by the children themselves.

- English news letters were published in all schools of Nagalassery Panchayath
- Children developed English dramas based on the narratives in ACE.

7. Ernakulam

- Expert from Andhra visits the school – GLPBS Moothakunnam

GLPBS Moothakunnam is not a school selected for the implementation of ACE. But Mr. K.B. Sabu, teacher of the school came forward to implement ACE in std. V due to its uniqueness. He has adopted the method of 'big book' for each child which represents her development in the creation of discourses. These big books are exhibited in the class room itself.

Smt. Vijayalaksmi, Instructor, DCE from Andhra Pradesh has visited the school to observe the English class. The children of std. V involved in a discussion in English with her, where they compared their previous year's experience and current year's experience with ACE. She has recorded her impressions on the performance of the children in the visitor's diary.

- The children of std.V in Govt. HSS Ezhikkara have created novelettes on the background of experiences with narrative and description. Writing novelette was not envisaged in the Hand Books of ACE. Mr. S. Sunilkumar, teacher who was behind this achievement has done one more thing of printing of the novelettes in computer. Thus he could printing in computer.
- Mrs. Sindhu of GLPS Mangayil has prepared her children of std. IV for staging a drama scripted by themselves. They were using the same plot of 'Pinky my dog' in the reading cards.

The drama as well as the class of Mrs. Sindhu was video recorded by the state monitoring team for presentation in the National Seminar at Delhi in January 2008.

- The children of std. IV of GLPS Pangode are not ready to stop the continuum of the events of the story they read from the cards. They felt the story open-ended and continue the story in their own way. There was no compulsion from the part of the teacher to do so. Due to such creative attempts, syntactic errors of the children has reduced to zero.

The diary of the same children shows evidences of need based vocabulary development. It also shows the evidences of automatic switching over from language to another language.

- A training module was prepared jointly by DIET and SSA for the awareness of the PEC mebers on ACE. ACE classes were demonstrated live to the PEC members in all blocks and these classes have been video recorded.

- A public show was conducted under the DIET in which ACE children interacted with the audience in English. They demonstrated that they were very comfortable with performing all the language skills and performance skills.
- DIET conducted a study on ACE. It was found that the performance of children in ACE classes was far better than that of those in other classes.

10. Kottayam

- DIET, Kottayam conducted a study which sought to measure the impact of the implementation of ACE, Meetti Hindi and Maths. The major findings of the study are given below:

The most notable positive impact is that in all the three subjects and in all the areas and discourses addressed in each of them, the number of children in Grade C is less in the selected Panchayats as compared to the other Panchayats.

The success of 100/100 in decreasing the number of children in the lower grades is thus very clear.

The students of selected Panchayats are much ahead of the others in scoring A grades too. It is concluded that 100/100 has been successful in enhancing the achievement of students of all ability levels. It has helped the otherwise C grade holders to become B or A grade holders, B grade holders to become A grade holders and the A grade holders to better their performance.

11. Alappuzha

- Children's of std. VI in MTUPS Kattanam, Bharanikkavu panchayath performed the drama in English

12. Pathanamthitta

- Skit presentation in Naranganam Panchayat

Panchayath level skit presentation was organised at UP and LP level. The programme was initiated by the AEO Kozhencherry.

- English Festival in Ayroor Panchayath

Children from all the LP schools participated in the festival. They performed role plays, choreographies, speeches etc.

13. Kollam

- Children performed dramas and speeches in panchayath level seminar, Velinalloor panchayath.

14. Thiruvanthapuram

- The SLF study shows significant increase in achievement of children in class III, IV and V in English in all districts. The investigation conducted in Mulauvkad Panchayath in Ernakulam district itself is enough to substantiate the claim. In the first term the percentage of children of class III, who got A grade was 58. It has risen to 68% in second term. The percentage of children who got A and B grades in second term is 96.

In class IV, the percentage of A grade has increased from 21 to 30. The percentage of C grade has decreased from 29 to 9.

In class V, the percentage of A grade has increased from 16 to 28. The percentage of B grade has increased from 13 to 36. There is a remarkable decrease in C and D grades.

- When the performance of the children in the first term and second term was compared in terms of their individual works (work sheets), syntactic errors have decreased from 36% to 7% in all classes from III to V. There is a tremendous increase in registering syntax, that is, 16% to 43%.
- Morphological errors have decreased from 43% to 14% of all the children. There is a considerable growth in registering morphology from 15% to 41%.
- The interest of the children to learn English has increased. They are interested to write poems, stories, novelettes, drama etc.
- Teachers and students have ventured to make short films and dramas, based on the themes from their learning materials
- Children show interest to talk in English both inside and outside the classroom.
- Parents have admitted the interest of the children to learn English.
- The confidence of teachers to speak or interact in English in classrooms has increased.
- Teachers have identified the merits of the new strategy of acquiring language in the constructivist paradigm.
- The new strategy of learning language has influenced the learning of other languages also; Malayalam, Hindi, Arabic, Urdu etc.
- The new pedagogy has activated the entire process of school activities, e.g. English language fest, quiz competitions, club activities, street plays etc..
- Triggered by the process of acquiring language, children and teachers have begun to involve in social issues.

Interpersonal and Intra-personal relationships among children have increased through involvement in literary activities and social issues along with teachers and parents.

- Functioning of CPTA has become lively through the demonstration and discussion about English classes. Parents assess products of their children during the meetings.
- The LSG/PEC/PTA members could identify their roles and responsibilities in intervening in school activities through the discussions on ACE classrooms.

WORK DONE BY CHILDREN

Class V

Tharuvanatharu UPS KNR
HAPPY FAMILY.

Scene-1

(Neena is in hospital. The hospital was Indhira Gandhi. Neena was not normal. Neena was in second floor. The room number is 299. Doctor is checking the heart beat with use skethoscope. Nurse is standing near the neena. The people was standing ~~near~~ the ~~neena~~ side of the room.)

Doctor: Who is she? Who is her parents.

People: We don't know who is she. on the way she is laying on the road. A boy also is there he said. He is alright that way. We don't take him.

(Nurse see Neena's identity card. she take that identity card.)

Nurse: Doctor, Here is her identity card. Her name is Neena. The school is Tharuvanatharu. Her mother name is Nayana. she is a teacher. Her father name is Rathnaraj. The phone number is 250643.

Doctor: Please call to that home. Hurry up!

Nurse: Yes doctor.

Scene-2

(Nurse go out from the room and walk hurry. Just then she touch a person.)

Nurse: sorry

Person: It's all right.

(Nurse go and call)

WORK DONE BY CHILDREN

Nurse: Hello

uncle: Hello, who are you?

Nurse: I am in hospital. Is it's Neena's house.

uncle: Yes what you want?

Nurse: Neena is in hospital.

uncle: our Neena How, which hospital?

Nurse: In Indhira Gandhi.

uncle: OK, I will come.

Nurse: Bye.

Scene-3

(In the house Neena's uncle call the Nayana. That time Nayana teacher is going to staff room. on the way she see Jameela teacher)

Jameela teacher: Why did not Neena come to school?

Nayana: She don't come to school. I am sure. She come to school. She come buy cycle. Where is she? My God.

Mobile: Ringing... Ringing...
(Nayana put her bag and searched for the mobile. And take and on it.)

Nayana: Hello

uncle: Hello. Nayana Neena is in hospital.

(That time Nayana was shocked. Nayana did not say anything. Jameela teacher take that mobile and asked.)

Jameela teacher: Who are you?

uncle: I am Neena's uncle. Neena is in hospital.

Jameela teacher: Which hospital

WORK DONE BY CHILDREN

uncle : In Indhira Gandhi I will also go to hospital.

Jameela teacher : Bye.

Scene-4
(Jameela and Nayana go to the hospital. And they reached the hospital. And they reached the hospital. Neena was laying her bed when her mother arrived.)

Nayana : What happened to you my child ? (she touched the Neena's forehead with shivering fingers.)

Neena : Amma.... A lorry hit on my bicycle.

Doctor : The girl is lucky. she has no fractures.

Nayana : What happened really my child?

Neena : Mom..... the lorry hit on my cycle and I fell into a ditch. It was kiran who saved me.

Nayana : kiran.

Neena : Yes. Your student kiran.

Nayana : kiran? My God! He came late today. He tried to say something but I made him stand outside. I made a big mistake.

Doctor : At evening take her to hospital.

Nayana : First we want to go kiran's home.

Scene-5
(At evening they go to kiran's home Jameela teacher on the calling bell.)

Calling bell : Ting tong..... Ting tong.....

Sushama : kiran, opened the door. (kiran go towards the door. And opened the door.)

kiran : oh, teacher come inside sitdown.

Sushama : kiran who is that?

kiran : It's my class teacher.

WORK DONE BY CHILDREN

(That time Sushama rubbed his on her sari and go the living room.

Sushama: Will my son do anything wrong?

Nayana: No, he do a good thing.

Sushama: What my son do a good thing.

Nayana: I am sorry kiran.

Kiran: It's ok. How is Meena now?

Nayana: She is alright. She is in home.

Sushama: What? What is the problem?

Nayana: My daughter fell into a ditch. Kiran saved her. What I do for you.

Sushama: We don't want anything. We want your love.

(That time kiran's father come. The father name was Rathnaraj.)

Rathnaraj: Sushama.

Kiran: My father.

(Kiran hold his father's hand and get into his home.

Kiran: Amma father come.

Sushama: Oh, my God.

(Sushama gave the bag from Rathnaraj.)

Rathnaraj: Who are they?

(Rathnaraj pointed Nayana and Jameela.)

Sushama: They are Jameela and Nayana.

(That time Georgettan come.)

Rathnaraj: Who are you?

Georgettan: I am George.

Rathnaraj: What you want?

George: Your wife brought the thing from my shop.

Rathnaraj: Oh, how many rupees?

George: One thousand fourteen rupees.

Rathnaraj: Here is your money. Go from my home.

WORK DONE BY CHILDREN

(Nayana stand from the sofa and said to all.)

Nayana: We are going bye come to school. ok should be a good student.

(Nayana and Jameela out from that home.)

Sushama: We want to close the lone fastly come sit. Now many months are we don't see you oh, my god the milk was on the stove.

(Sushama stand and ran to the kitchen in the boil the milk as fell down.)

Sushama: oh my milk oh its ok.

(she off the stove and go to the living room.)

Rathnaraj: Where is the t.v Sushama.

Sushama: The bank man come and take that t.v.

(Rathnaraj and sushama talk all thing. That time kiran was searching the bag that Rathnaraj give. Rathnaraj see kiran was eating the sweet.

Rathnaraj: kiran, what are you doing there?

(kiran hear Rathnaraj's words he take sweets and hide it the back.)

kiran: Nothing.

Sushama: Raj we will go now kiran was very sad he want to see the t.v.

Rathnaraj: ok, change you dress. We want to go beach, Park. ok kiran.

kiran: ok, did father give any dress for me.

(Rathnaraj take a dress from his bag kiran and sushama were dress and close home.)

Scene-6

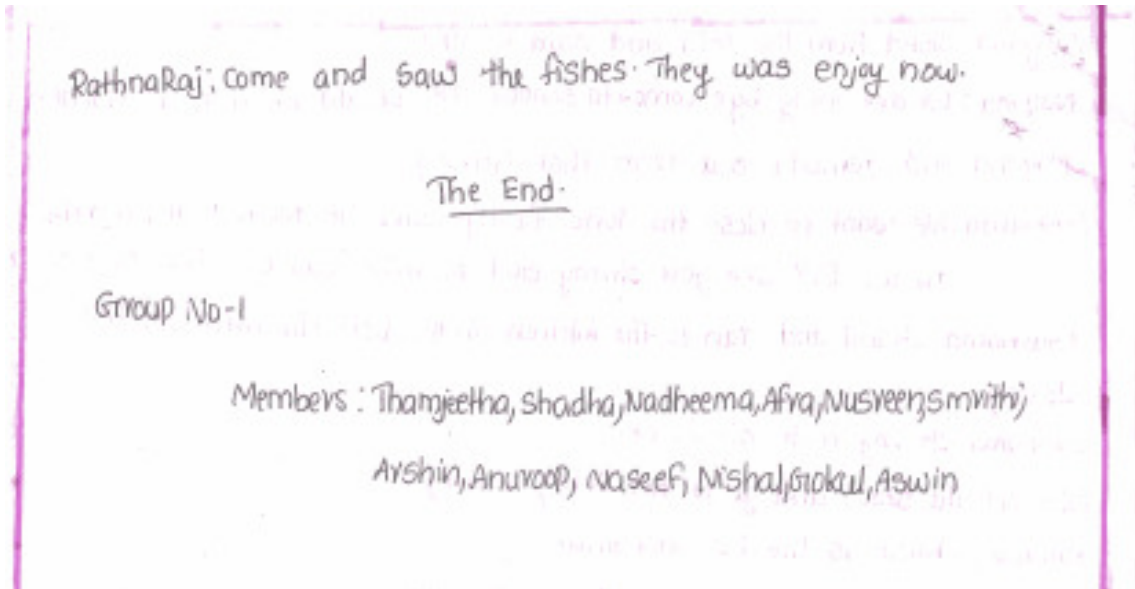
(Rathnaraj call a taxi and go to bang. and close the lone)

Rathnaraj: Her is the money were is my t.v.

(The man give the t.v and they go to beache and there)

kiran: father come here tiny fishes.

WORK DONE BY CHILDREN



Class IV

(That time Sushama nubbled kus on her son and go the living room.

Sushama: Will my son do anything wrong?

Nayana: No, he do a good thing.

Sushama: What my son do a good thing.

Nayana: I am sorry kiran.

Kiran: It's ok. How is neena now?

Nayana: She is alright. She is in home.

Sushama: What? What is the problem?

Nayana: My daughter fell into a ditch. Kiran saved her. What I do for you.

Sushama: We don't want anything. We want your love.

(That time kiran's father come. The father name was Rathnaraj.)

Rathnaraj: Sushama.

Kiran: My father.

(Kiran hold his father's hand and get into his home.)

Kiran: Anna father come.

Sushama: Oh, my God.

(Sushama gave the bag from Rathnaraj.)

Rathnaraj: Who are they?

(Rathnaraj pointed Nayana and Jameela.)

Sushama: They are Jameela and Nayana.

(That time Georgeetan come.)

Rathnaraj: Who are you?

Georgeetan: I am George.

Rathnaraj: What you want?

George: Your wife brought the thing from my shop.

Rathnaraj: Oh, how many rupees?

George: One thousand fourteen rupees.

Rathnaraj: Here is your money. So from my home.

Nurse: Hello

uncle: Hello, who are you?

Nurse: I am in hospital. Is it's Neena's house.

uncle: Yes what you want?

Nurse: Neena is in hospital.

uncle: our Neena How, which hospital?

Nurse: In Indhira Gandhi.

uncle: Ok, I will come.

Nurse: Bye.

Scene-3

(In the house Neena's uncle call the Nayana. That time Nayana teacher is going to staff room. on the way she see Jameela teacher)

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uncle: Hello. Nayana Neena is in hospital.

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Jameela teacher: Who are you?

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Jameela teacher: Which hospital

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Jameela teacher: Bye.

Scene-4

(Jameela and Nayana go to the hospital. And they reached the hospital. And they reached the hospital. Neena was laying her bed when her mother arrived.)

Nayana: What happened to you my child? (She touched the Neena's forehead with shivering fingers.)

Neena: Amma.... A lorry hit on my bicycle.

Doctor: The girl is lucky. she has no fractures.

Nayana: What happened really my child?

Neena: Mom..... the lorry hit on my cycle and I fell into a ditch. It was kiran who saved me.

Nayana: kiran.

Neena: Yes. Your student kiran.

Nayana: kiran? My God! He came late today. He tried to say something but I made him stand outside. I made a big mistake.

Doctor: At evening take her to hospital.

Nayana: First we want to go kiran's home.

Scene-5

(At evening they go to kiran's home. Jameela teacher on the calling bell.)

Calling bell: Ting tong..... Ting tong.....

Sushama: kiran, opened the door. (kiran go towards the door. And opened the door.)

kiran: oh, teacher come inside sit down.

Sushama: kiran who is that?

kiran: It's my class teacher.

STD
III
English

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WHAT'S THIS?

13
Thirteen



Meettu has a tail,

A cat's tail.

meettu has a tail.....

A cat's tail.....

meett has a beak.....

A parrot's beak.....



सर्व शिक्षा अभियान
सबको सबको

What the media said

Scheme improves students' exam scores

Learning of Hindi, English, Maths made easier

Special Correspondent

KANNUR: The 'Nootakra Nootra' scheme introduced in eight panchayats and one municipality in the district in 2007-08 under the Sarva Shiksha Abhiyan (SSA) has yielded result.

The scheme was launched with the objective of enhancing performance of students in examinations in English in Class III, IV and V, Mathematics in Class III and V and Hindi in Class V. The project was aimed at identifying and eliminating students' difficulties in handling these subjects in examinations. A study conducted as part of the scheme found that students were able to overcome these difficulties and learn languages and mathematics without much ado.

A press release issued by the office of the District SSA Project here said that study materials as part of the scheme were titled 'ACE' for English, 'Meet Hindi for Hindi' and 'Lathiam Gantham' for mathematics.

Children were encouraged to narrate their experiences and present stories and poems in English and Hindi. The scheme was implemented in 149 schools in the district.

An English drama scripted during the learning activities under the scheme at the Tharuvathara U.P. School in the Kathirur panchayat was presented before parents. An English theatre camp was organised at Bravattaparamba L.P. School in Paranyanur panchayat and a play, scripted in the camp, was presented before an audience comprising parents, teachers and people's representatives.

Students of Manurachery U.P. School in Chembilode panchayat staged a Hindi play.

നൂറുമേനിയുടെ പ്രഭയുമായി കുരുന്നു് പ്രതിഭകൾ

മാനന്തവാടി: നൂറ്റുകൂട്ട് സ്കൂൾ പദ്ധതിയുടെ ഭാഗമായി ആരംഭിച്ച കുഴപ്പകളുമായി തികഞ്ഞ സൂക്ഷ്മ വിശ്വാസത്തോടെ വേദിയിലെത്തിയ കുരുന്നുകൾ വിജയത്തിന്റെ സാക്ഷ്യ പുരുഷമായി ഗാന്ധി പാർക്കിൽ നടന്ന ക്ലാസ് റൂം നിയോലിറ്റി ഷോയിൽ കൊച്ചു മിടുക്കൻമാരുടെ മിടുക്കിനെപ്പറ്റി വിവരിച്ചു.

കേരളത്തിലെ 100 പദ്ധതിയടങ്ങിയതാണ് എസ്എസ്എ നൂറ്റുകൂട്ട് സ്കൂൾ പദ്ധതി നടപ്പിലാക്കിയത്. മീനങ്ങാടി, തൊണ്ടർനാട്, പടിഞ്ഞാറത്തറ എന്നിവയാണ് മില്ലിയിൽ നിന്ന് പദ്ധതിയിൽ ഉൾപ്പെട്ടത്. ഇവിടെനിന്നുള്ള വിദ്യാർത്ഥികളാണ് ആടി യും പാടിയും കഥപറഞ്ഞും കാണികളെ രസിച്ചിട്ടുണ്ട്. ഒരു നൂതന മീനയിൽ തങ്ങൾ രസകരമായി പറിച്ച പാഠങ്ങൾ പൊതുജനത്തിന് തുണിയിൽ അവതരിപ്പിക്കാനും ഇവർക്കായി. സംസ്ഥാനത്ത് ആദ്യമായാണ് ഇത്തരം ഒരു പരിപാടി നടക്കുന്നതെന്ന് സംഘാടകർ പറഞ്ഞു. നാലരോടൊന്നാണ് വിദ്യാർത്ഥികൾ വേദിയിലെത്തിയത്. പരമേശ്വരൻ പുരോഗതി വ്യക്തമാക്കുന്ന പ്രദർശനവും ഒരുക്കിയിരുന്നു. ആധുനിക രീതിയിലുള്ള പരിശീലനം ലഭിച്ച ഇംഗ്ലീഷ്, കണക്ക്, ഹിന്ദി വിഷയങ്ങളിലെ മികവ് പ്രകടിപ്പിക്കുന്നതായിരുന്നു വിദ്യാർത്ഥികളുടെ പരിപാടികൾ. വിവിധ കലാ പരിപാടികളും അവതരിപ്പിക്കപ്പെട്ടു. ഹിന്ദി, ഇംഗ്ലീഷ് ഭാഷകളിൽ വിദ്യാർത്ഥികൾ പൊതുജനങ്ങളോട് സംവാദിച്ചു. എസ്എസ്എ മില്ലറ കോ-ഓർഡിനേറ്റർ എം.വി. ജോസഫ് നേതൃത്വം നൽകി.

April-3 Manurachery

What the media said

KRC ജില്ലാവാർത്തകൾ

'നൂറ്റുകൾ നൂറ്' വിജയം; ജില്ലാ സെമിനാർ നാളെ

കണ്ണൂർ: സർവ്വലക്ഷാ അടിയാൻ പ്രൈമറി സ്കൂളുകളിൽ നടപ്പാക്കിയ 'നൂറ്റുകൾ നൂറ്' ഗവേഷണ പദ്ധതി ലക്ഷ്യം കൈവരിച്ചതായി പഠന റിപ്പോർട്ടുകൾ. ഭാഷ ഉൾപ്പെടെയുള്ള വിവിധ വിഷയങ്ങളിൽ വിദ്യാർത്ഥികൾക്കുള്ള പ്രയാസം പരിഹരിക്കുന്നതിന് കേരളത്തിലെ തൊഴിലുറപ്പ് 100 പദ്ധതിയന്തകളിലാണ് പദ്ധതി നടപ്പാക്കിയത്.

കണ്ണൂർ ജില്ലയിൽ എട്ടു പഞ്ചായത്തുകളിലും ഒരു മുനിസിപ്പാലിറ്റിയുമായി 149 സ്കൂളുകളാണ് പദ്ധതിയുടെ കീഴിൽ വരുന്നത്. 3, 4, 5 ക്ലാസുകളിലെ ഇംഗ്ലീഷ്, 3, 5 ക്ലാസുകളിലെ ഗണിതം, അഞ്ചാം ക്ലാസിലെ ഹിന്ദി എന്നീ വിഷയങ്ങളിലാണ് ഗവേഷണം നടന്നത്. ഈ വിഷയങ്ങളിൽ വിദ്യാർത്ഥികൾക്ക് പൊതുവെ കണ്ടുവരുന്ന വീഴ്ചകളും പ്രയാസങ്ങളും ഇല്ലാതായതായി എസ്എസ്എ നടത്തിയ പഠനത്തിൽ കണ്ടെത്തി. കുട്ടികൾക്ക് ഭാഷകളും ഗണിതവും സ്വാഭാവിക അന്തരീക്ഷത്തിൽ അനുരംഭന സ്വഭാവത്തോടൊത്ത് സാധിച്ചിട്ടുണ്ട്.

ഇംഗ്ലീഷിൽ എസ്എ എന്ന പേരിലും ഹിന്ദിയിൽ ഹിന്ദി എന്ന പേരിലുമാണ് പഠന സാമഗ്രികൾ തയ്യാറാക്കിയത്. ഇംഗ്ലീഷ്, ഹിന്ദി വിഷയങ്ങളിൽ കുട്ടികളുടെ അനുഭവത്തിലുള്ള സംഭവങ്ങളെ ഒരു തീ. ആയി പരിഗണിച്ചുള്ള ആശ്വാസങ്ങൾ കുട്ടികൾക്കു മുമ്പിൽ അവതരിപ്പിച്ചു. ഈ ആശ്വാസങ്ങളോട് കുട്ടികൾ സർഗാത്മകമായി പ്രതികരിക്കുകയും കഥകൾ, കവിതകൾ, സംഭാഷണങ്ങൾ, കവിതകൾ എന്നിവ തയ്യാറാക്കി അവതരിപ്പിക്കുകയും ചെയ്തത് ഭാഷാ ക്ലാസുകളിൽ പുതിയ അനുഭവമായിരുന്നു.

കുതിരൂർ പഞ്ചായത്തിലെ തരുവണത്തരു യുപി സ്കൂളിൽ പഠന പ്രവർത്തനത്തിന്റെ ഭാഗമായി രൂപംകൊണ്ട ഇംഗ്ലീഷ് നാടകം കുട്ടികൾ തന്നെ രചിതമാക്കി ഉൾപ്പെട്ട സസ്റ്റൈനബിൾ മൂവ്മിന്റ് അവാർഡിനുള്ള പന്ത്രണ്ടു പഞ്ചായത്തിലെ ബാവാൻപുഴ എൽപി സ്കൂളിൽ ഇംഗ്ലീഷ് തീയറ്റർ ക്യാമ്പ് സംഘടിപ്പിച്ചുവെന്നു മാത്രമല്ല, നാടകം തയ്യാറാക്കി അവതരിപ്പിക്കുകയും ചെയ്തു. മനവരഞ്ചേരി യുപി സ്കൂളിലെ വിദ്യാർത്ഥികൾ ഹിന്ദി നാടകമാണ് അവതരിപ്പിച്ചത്.

നൂറ്റുകൾ നൂറ് ഗവേഷണ പരിപാടിയുടെ ജില്ലാ തല സമാപന സെമിനാർ ചൊവ്വാഴ്ച കണ്ണൂർ സയൻസ് പാർക്കിൽ നടക്കും. രാവിലെ 10ന് ജില്ലാ പഞ്ചായത്ത് പ്രസിഡന്റ് കൈകാര്യം ചെയ്യുന്ന ഉദ്ഘാടനം ചെയ്യും. ജില്ലാ പഞ്ചായത്ത്, മുനിസിപ്പൽ പ്രതിനിധികൾ പ്രബന്ധങ്ങൾ അവതരിപ്പിക്കും.

What the media said



More snapshots

1. Razia's Story Became a Telefilm

The story of Razia in the ACE textbook for class 4 has become a telefilm. This is one of the rarest examples of organic and live classroom activity. The children and teachers of Marakkara Panchayat in Malappuram District worked hard to film the story of poor Razia. The children of class 4 themselves wrote the screenplay and songs for the film. The Master craftsman MT Vasudevan Nair released the film on 24-3-08 at Kadampuzha High School.

2. Was this written by you?

This was a usual question parents asked their children seeing what they had written in their worksheets. It was impossible for parents to believe that their children could write dialogues, songs and stories in English, a task which they thought only children of English medium schools would be able to undertake.

3. English Festival

The English Festival conducted in Ayiroor Panchayat in Pathanamthitta District was quite a new experience to the parents and local community. Speeches, skits and choreography performed by little children literally thrilled them.

4. How teachers responded

- i. I teach English in English medium division of my school. I take the ACE class in the Malayalam medium division also. ACE materials are used in the Malayalam medium divisions only. These students show better competence than my English medium students.

Marykutty Xavier

GUPS Puthethu

- ii. I was a strong opponent of ACE when it was launched in my Panchayat. But now I do believe that this programme is very suitable for English language acquisition. Our children perform wonderfully in English.

Sindhu

AUPS Kidangoor

Kidangoor Panchayat

Thrissur District

The Study on ACE conducted by DIET and SSA in Thrissur District shows that children of ACE classes have made considerable achievement in English. The analysis of SLF reveals that 75% of learners in ACE classes scored A Grade in English whereas in otehr classes only 38% of leaqrners were able to score A Grade.

The Study undertaken by individual teachers

Since ACE was implemented ina research mode, sevela teachers and agencies undertook studies on its various aspects. For example Sindhu Teacher of Mangayil GLPS conducted a study on the development of the language skills of ACE children in class IV. She observed that when the first reading card of the first term was given to children only 5 out of 24 children were able to read it. When the second card was given 8 students were able to read well. 6 children were able to read well the 6th card. When she completed the transaction of the First term material 18 children were found quite comfortable with reading.

With regard to writing, about 50% of learners were able to write well when they completed the 10th card. By the time they completed the 16th card 80% of learners were able to write well.

90% of children in her class were able to construct their own discourss in English.