

PEDAGOGIES IN CLASSROOM TEACHING(Abstract)

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A long sojourn in the vocation of teaching motivated me to conduct some aspiring activities, enhancing good listening and speaking skills. A major drawback which pops up now and then is the mother tongue influence (MTI), extreme shyness and stage fear and lack of patience regarding listening. So, while I tried to train on communicative skills, I inculcated some amicable engagements which were readily accepted and made my teaching hassle-free.

Keeping in view the teachers/trainers who are contemporary and perhaps encountering similar challenges at their workplace might benefit somewhat from what follows below. I shall primarily focus on some listening skills which would be at the beginner's level as already mentioned students/trainees first need to tune themselves to an Indian English accent and consequently British, American or Australian English.

ACTIVITY-1: QUESTION AND ANSWER

PROCESS: Lets imagine there is a classroom of 40 students. We could make 20 questions and 20 answers. Write them on small chits of paper. Shuffle them and keep those chits in a small bowl or box. Tell the students that each one of them will get either a question or an answer. If the class contains odd number, the trainer/teacher should participate. The students should see the writing on the chit and not reveal it to others. Then, the people who have questions should one by one tell the question loudly to the class. The persons who have the answers to them should reveal the answers to the class.

OUTCOME: This activity improves on listening, comprehending and relating skills. Initially it seems difficult to understand the pronunciation but the people giving the answers can use phrases 'please repeat', 'sorry-I don't get you' or 'not clear'

PLEASE NOTE: You could repeat this activity with pictures instead of questions for students who are very new to English language.

ACTIVITY-2: TELL THE STORY

PROCESS: We need to divide the class into groups of four, keeping in mind the student number 4 would go in front of all to tell a story. Hence, we should at the very beginning make a note of the weakest students who should be made to speak in front of people to raise their confidence level. Make a flow chart of the story telling turns, placing the names of the shyest pupil at the end. I have given a diagrammatic representation of what is expected for best results. Select some short moralistic stories. Make the best students form a group and hand over the stories to each of them. Tell them to read carefully as you would take away the story after ten minutes. The other pupils will follow the chart on the whiteboard/blackboard and go to the person from whom he is supposed to hear the story. The process follows with the 3rd and 4th pupil as well. Ultimately, the 4th person comes and tells the story in front of all.

OUTCOME: It is amusing to find how the original story deviates as it travels mouth to mouth. Also it is an interesting method of learning a language through story telling technique.

PL NOTE: It's advisable to allot people of different languages in one group. This would oblige students to use English as the mode of communication.

ACTIVITY 3: COMPREHENSION

PROCESS: Initially it may sound like the age-old process of solving unseen passages. But that could be done in an innovative way and the pupils need not write.

Divide the class into four/five groups. Choose some interesting passages according to their level of understanding. Give each passage to each group. Make them understand that it is a group activity wherein each group needs to frame questions for another group. Give them ample time for that. Also tell them that one person who has proper clarity and loudness in the group needs to read the passage loudly to the class. Each group should be given the freedom of choosing the group whom they are supposed to ask.

At the given point of time, let us assume Group A starts with the activity and one person from the same group reads the passage aloud to the class. After completion of this task, Group A starts asking questions to another group (let us assume Group B). We can follow the similar step with Group C and D.

OUTCOME: This process improves listening and concentration skills. The students enjoy as they can prepare questions and just not behave like students giving only answers.

ACTIVITY 4: WHO AM I

PROCESS: I believe this is a very popular game which has been through ages.

A student is called at the front and he is told to think of someone famous without uttering it. Then the students are supposed to ask him or her 10 questions. Needless to say, each student gets the chance to ask only one question. The questions should be closed ended questions.

Ex: Does the word you are thinking of talks of a male?

OR

Is the person a celebrity?

So, the student standing in front of the class replies either yes/no. Ultimately, by the end of ten questions, his classmates can figure out the personality.

OUTCOME: When the students ask questions the teacher can continue correcting the mistakes. Thereby a person is taught to frame a question which is equally essential in a conversation.

ACTIVITY 5: GUESS THE WORD

PROCESS: This activity is also for the beginners but could be nice and interesting depends upon the skill of the teacher.

A shy or a diffident student is chosen to come in front of the crowd. A word is secretly given to him. He should be aware of the word. Then he needs to explain the word in full sentences without uttering the word itself.

OUTCOME: It is a fun activity and the student gets to explain the word in his own way.

ACTIVITY 6: LISTENING SKILLS

PROCESS: The most interesting process is called the listening photographs. You could create your own videos and record your voice. Show a photograph and give three options which best describes the photograph. The students need to see the photograph nicely and remember the three options. They should keep

a paper and write down the answer accordingly. IELTS and TOEFL has some of these interesting activities. You could get to more complicated exercises with the advanced students.

I have suggested just a few of the many engagements that we could involve in a classroom. Well, it is a never ending process. The teacher/trainer has to cultivate day in and day out to receive the best amongst the students. But I can vouch that if at least one timid student can break the barrier of introversion, it is a great achievement for the instructor. I have always been a keen learner and the modes I have adopted has made my work easier. I sincerely

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