

How Discourse Oriented Pedagogy Facilitates Collaborative Learning, Classroom Management, And Co- Teaching In Elt(Govt Schools In,Hyd.T.S)

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ABSTRACT:

Acquiring /Learning English as a second language for students belonging to a state like T.S is a herculean task. Teaching English as a second language is also a herculean task. Each student has to make various trial and error efforts to acquire the basics of the English language. Mother tongue acquisition to all the children happens informally. It is an unconscious process, listening and speaking skills are initially put to work (performed) by the mind. Thus a child grows from year to year and acquires the spoken form of mother tongue. Noam Chomsky described this process of mind as a Language acquisition device performance. Now, learning to write the same mother tongue, the same child has to learn formally either from his parents or teachers. For which he or she has to toil a lot to learn. Thus acquisition is an effortless process (God's gift) whereas learning to read and write a language is a laborious process.

India after getting Independence appointed various commissions to give recommendations to improve all levels of education (primary, secondary and higher education) Almost all the commissions recommended for the promotion of languages at the primary stage only. Kothari Commission(1966, methods of teaching English) suggested a three-language formula and advocated for child-centered methods to get proficient in reading and writing the languages. The examination will be held at the year-end to go to the next class. NEP 2020 is also recommended for the teaching of the English language. (document)

In pre-service teacher training, the teacher trainees are given enough practice to master the methods of teaching languages. The students read and prepare while writing the entrance test in B.Ed - after getting admission they read and prepare and write the exams, pass the exams. The govt schools recruit the teachers through DSC TEST.

Even after such preparations by the teachers, while teaching English as a second language, the expected results are not recorded in the(SA s) conducted. They, after 10 th pass, go to coaching classes to crack competitive exams. There is a need to practice innovations in the classroom English language teaching. One could be Discourse Oriented pedagogy.

This is a novel title, How Discourse Oriented Pedagogy Facilitates collaborative learning , classroom management and Co - teaching in ELT.

key words: Commission, competitive, method innovation, discourse

I INTRODUCTION: Operational definitions of the terms:

(A) What is Discourse oriented pedagogy?

Meaning of Discourse oriented pedagogy: Discourses are informal or formal conversations that take place between two individuals. English Language exists in the form conversations; discussions; oral talks; written talks; notices; letters; narratives etc. so teaching english language using discourses is known as discourse oriented pedagogy.

Collaborative Learning: Meaning: is an educational approach or instructional method for self learning by working or participating in a group. It is based on the assumption that certain tasks cannot be performed alone or each candidate. Hence a group of learners form into a team and achieve the task. The assumptions involved are (i) there is a positive inter dependence among the group.(ii) all work towards achievement of common goal.(iii) face to face interactions (iv) individual accountability and group accountability interpersonal and intra personal relations improve. (Marjan Laal, M.D and Mozghan Laal,M.Sc,)

What is Linguistic Imperialism? The term linguistic imperialism talks about the unwilling transfer of any particular language to other people to follow. This is happening in unilateral way. The use of dominance, power, authority of one group on others to make use of that particular language.

What is co teaching? Two teachers team up to work together with groups of students, sharing the work load while preparing lesson plans; organization, delivery, instruction, assessment and the

physical space.(Bacharach, Heckand Dank,2004) The division of labour between two or three likeminded teachers . Likely to deliver goods in creative and strong manner. strong focus is on mentoring the students according to their might- Co , suggests, complementing to one another's skills, competencies strengths.(wiki).

Team teaching. In team teaching, both teachers are in the room at the same time but take turns teaching the whole class. ...

- Parallel teaching. ...
- Station teaching. ...
- Alternative teaching. ...
- One teach, one assist. ...
- One teach, one observe.

What is classroom management? Classroom management is a kind of effort put to evolve (mix) teacher's teaching, students learning and the use of learning materials. Classroom management means creating learning environment in the classroom. It means empowering the entire teaching learning process.(Rijal, Chanakya,2015.0704, Journal of NELTA, Surkhet.

There are few Universal classroom management techniques (a) Ideal behaviour(b) use of polite language(3) develop eye contact (4) eye contact with animals.(5) don't punish the class (6) offer praise (7) improve reinforcement(8) use of non- verbal communication. Allow the students, to non-verbal cues (9) give tangible rewards (10) interview students (prodigy;)

Model of Classroom Management:Authoritative (2) highly directive models of classroom management(3)Democratic model of (I) A dialect is a language spoken in particular region having script . It is spoken as well as written. While speaking a language or dialect the people who are not literate follow the syntax , but in written or standard language of the same dialect when writing all the rules of grammar are followed classroom management (4) Humanistic model of classroom .

(B) Review of the theoretical claims made so far about language acquisition and language learning:

(i) **New-born baby brain- its growth and functions:** 90 % of the brain has grown in every child before she / he enters into kindergarten (wiki) At birth, healthy child has one quarter of the size of the normal adult brain, it becomes half in the first year, thus by three80 % of brain will grow and by four 90% and fully grown by 5 years. A new born baby has all the brain cells, needed for the rest of the life. So brain's work is related to drawing connections among these cells , thus the neurons, (cells) in each child's brain goes on connected till the child readies himself to crawl, walk, babble, speak , etc. It makes million new connections per every second- which is a complex work but does independently , intuitively and yet perfectly. (wiki)

What does a new born baby do? What does one do after buying a new cell phone? One need to update the system; go to the settings , create ac/ change the clock to your time zone; date add; go for alerts etc , In the same manner a newly born baby is unconsciously busy , but nobody thinks it is busy. It updates the system by using all its senses. May be the brain of the new born child begins to evolve its organs to take up tasks like crawling, walking, smiling, babbling and so many things for the years to come. Dialect is one among them. J.J.Rousseau said, Senses are the gateways of knowledge-

Jean piaget in his cognitive theory says sensory motor stage is the first stage spans for 2 years. In this two years of time an infant with the help of the brain interacts with all the organs of the body, the senses of the body. Only listening activity is active. Just listen to learn to listen the sounds that take place around him or her. It takes the pictures of people around her or him, may be mother, father, other siblings in the family, preserves in mind. Assimilation and Accommodation >

The differences between Language acquisition and language learning:

Language acquisition	Language learning
NON- CONSCIOUS PROCESS	Conscious process
Informal	formal

Spoken	Spoken and written too
Skill based	Skill based and academic
Role of the teacher is not there	Role of the teacher is there
Natural setting Environment	Artificial environment
Listening skill gets activated 0-15 months, continuously in operation	In formal learning english language it depends upon place to place ; country to country starts at 6 years.
Starts before 6 months	Starts after 6 years.
Language directed from mind to other sense organs	
	Organs send information to mind.
Grammar is not cared	Caring for grammar.

Newly born babies are surrounded by parents , other adults in the family. They listen continuously to all the people surrounded by them , hence they pick up the language from people from family and from neighbourhood.

English Language Pedagogy by Dr Anandan, poses two questions in his essay(1) Does the newborn child know anything about language?(2) How does the child learn a language? He supported his understanding with that of the theoretical claims.

Online National Conference - Discourse Oriented Pedagogy for language classroom, 26 and 27 th, Feb, 2022. Dr.Anandan was the keynote speaker- few take away from his talk- Children come to school with language systems. DoP is not just like anyother approach or technique but an effort to help the child construct knowledge in his mind, this could be the knowledge in maths, geography , science etc. Child by 2 years understands his or her surroundings of his own world event without the knowledge of language. He suggests- to facilitate mind to construct knowledge, it cannot be done alone by teaching. Childs mind wanders with unstructured thinking - should be triggered in the classroom meaningfully.

By posing questions to a child - a teacher is trying to address the mind but still it is limited. He talked about the perceptual thinking and the conceptual thinking. How children lack these skills. He was dissatisfied about the scientific knowledge of teachers- in another examle he says - post man does the work of delivering the letter , without opening the content of the letter.(i) he gave importance to plethora of materials to be given to children .

(ii) Changing roles of the teaching - Language acquisition - language learning (iii) paths of CPD-to ensure comprehension interact with children in ample ways. / REPORTING/ Argueing / opinion making should be practised <http://meet.google.com/ebu-idwz-hfx>.

REVIEW OF RELATED LITERATURE:

Marjan Laal, M.D and Mozghan Laal, M.Sc, “ Collaborative Learning : What it is ? in this article it is discussed about how collaboration has become a 21st century trend. It is also mentioned that there is no consensus on the definition of Collaborative Learning . It is thus a simple way of grouping two students or more to attempt and learn worthwhile. Collaboration can be viewed as philosophy where in all the partikipants brainstorm their ideas thoroughly- These individual ideas may based on their personal lifestyles . They are responsible for their contribution. They used Collaborative Learning has been mentioned as an umbrella term.

Ritu Chandra (March-April_2015) IOSR Journal of Research & Method in Education. www.iosrjournals.org- in her empirical study listed the benefits of collaborative learning like (1) Individual differences are acknowledged (ii) development of interpersonal relations (iii) diversified interactions (iv) individual feed back ; the methodology that was followed was descriptive method. The sample was 40, male 30 and female 10, purposive sample was selected for

her study. The age of the respondents fall between 17-22 ; one group as collaborative group and the other group is individual learning group; the students who participated in the collaborative group achieved better than the individual participants. Pearson correlation was used.

studies in Indian socio linguistics-Perceived subjective value of MT and its preservation in a bilingual speech community in India, S.K Singh and U.N Singh;

makes a distinction - of notion of " Language for a speaker - and for a linguists, again it was added that " the degree of awareness ,subjectively interpreted on the basis of (1)"fluency - spontaneity in expression(2) intensity to use (3) proficiency that is grasp of the standard variety (4) knowledge of the script - associated with the lang-pp73-78

Rousseau - senses should be trained to reason " he says there is only one bit of knowledge that is Knowledge of duty - he did not believe in the restricted verbal lesson to be given to pupil - only should be taught be experience. Locke did not believe in doctrine of innate ideas, the mind is a blank slate.Doctrines of great Western educators , Sharma, Yogendra .K

TRANSMISSION OF DISCOURSE ORIENTED PEDAGOGY IN THE CLASS ROOM:

Procedure of DOP : Teaching of discourses: discourses targeted at Grade 10.

1. Novella
2. Letters (personal, official)
3. Notices for various occasions
4. Compeering
5. Minutes of functions
6. Running commentaries (for cricket, football, etc.)
7. Profile
8. Biographical writing
9. Short stories
10. Editorial
11. Advertisements
12. Memoirs
13. Travelogue
14. Prefaces
15. News reports
16. Critical Reviews (of stories, dramas, films, etc.)
17. Essays
18. Soliloquy
19. Drama script
20. Choreography scripts

Activities : whole class activity ; group activity ; individual activity;

Picture interaction ; face sheet interaction : trigger :

Student editing ; teacher editing and final preparation of story.

Academic Standards - Conversations / Dialogues

1. Listen to, and read dialogues related to specific contexts.
2. Construct dialogues containing a few exchanges using short expressions and tags wherever necessary orally and in writing.
3. Role-play own dialogues related to specific contexts using appropriate actions and voice modulation.
4. Interact effectively with others on themes that are relevant to them, seeking and giving explanations, asking for confirmation, and expressing agreement or disagreement.

SUBSKILLS IN LSRW: (I)Listening sub-skills:Listening for gist; for specific information ; skimming ; scanning ; for pronunciation(ii) Speaking , sub-skills; Fluency; accuracy; phonology; interpersonal ; lexis ; rhythm (iii) Reading - sub skills_ accuracy ; comprehension ; fluency ; self assessment (iv)Writing -sub skills- developing an idea; concluding an idea ; introducing an idea; emphasising a point; clarifying a point;

CONCLUSION:

Reinterpretation of connectivism in language acquisition is needed. Reinterpretation of all the theoretical claims should be or has to done urgently, for EXAMPLE LAD of Chomsky, Stephen KRASHEN; Behaviourism etc .

From 1- 3 classes they should be allowed to listen the second language , from 4 class they can start learning reading second language on their own. Teachers need to be very competitive. It not always good to mention about the academic standards for class 1-10.

to mention Learning outcomes is what is needed.

(1) After learning this oral discourse the child is able to deliver this skill to score in FA1

(2) Same thing for all the skills or discourses.

The role of memory and forgetting: The theories related to memory and forgetting should be practiced well ; understood well by the teachers who are dealing with the children. In anganwadi centres or primary; secondary or high schools.

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