**Day 3**

**Curriculum subject: Pedagogy of Language**

*Guidelines for the trainers:*

| **Required trainer skill set:**   * **Familiar with Language Pedagogy** * **Multilingualism** * **Understanding of diversity in language learning** | **Expected Outcome:**   1. Understanding the nature of learning language and its implication in classroom teaching of language. 2. Supervisors will understand the key attributes of a language learning classroom. |
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Additional Reading:

Kumar, K. (1986). kkThe Child's Language And The Teacher.

| **Day** | **Sub-topic** | **Concepts** | **Pedagogy** | **Time** |
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| Day 3 | Competency developed: Language learning process and pedagogical considerations | | | |
| Pedagogy of language | Nature of language learning process | Recap: Previous day recap | 10 min |
| Activity 1: discussion on understanding language learning process of humans | 90 min |
| Small break | 10 min |
| Discussion on nature of language learning and its implication on classroom teaching of language learning | 60 min |
| Important aspect of language learning to be focussed in classroom learning | 40 min |
| Lunch | 60 min |
| Activity 2: Understanding the key takeaways for Supervisors in language classroom | 60 min |
| Small Break | 10 min |
| Activity 3: Reflection on language teachers positioning in schooling | 30 mins |
| Activity 4: Structured reflection for the day | 35 mins |

| **Activity 1: Video based discussion (90 min**)  **Objective of the Activity:** To develop understanding of what learning language objectives are.  **Output:** Participants will be able to articulate their understanding about learning language.  **Reading: Curtiss, S. (2014). *Genie: a psycholinguistic study of a modern-day wild child*. Academic Press.**  (20 Mins)  To support participants in understanding the question, the Trainer can share a brief synopsis of the video  **About the Reading**:  *“ French feral child who was found at the**age of around 12, and the doctors could only assume his age at the time). Upon his discovery, he was given to many people to stay with, running away from civilization approximately eight times. Eventually, his case was taken up by a young physician, Jean Marc Gaspard Itard, who worked with the boy for five years and gave him his name, Victor. Itard was interested in determining what Victor could learn. He devised procedures to teach the boy words and recorded his progress. Based on his work with Victor, Itard broke new ground in the education of the developmentally delayed”.*  **Note for Trainer:** The Trainer will ask the participants to read the short paper(only prescribed 20 Mins). It is prescribed for only 20 Mins due to time constraints. Participants will discuss in their respective small groups  What do they have understood about the learning process of child Victor?  Before participants start discussing, the Trainer will ask the following tinkering questions for meaningful group discussion: ,   * What Steps that teachers took to create a language learning environment for Victor.   After posing the above question, the Trainer will then ask participants to make connections of what they have learned from Piaget development theorist and Vygostky as well. The Trainer then will try to support participants in establishing the connection between child learning and the need for a conducive social and cognitive stimulating environment.Also Participants may connect Strategies to use language outside schools. (Homework, Projects, Mock Interviews, Sports commentary etc.)  **Concluding Discussion : The key message here to establish are:**   * Humans have natural cognitive ability to learn but learning varies on the exposure of social interaction and cognition. * Creating a conducive learning environment is important for language development. Let's think if Victor will not meet Dr. Jean Then? * Availability of a wide variety of social interaction, text materials, opportunity to read and ask questions, peer discussions are some of the factors not just for language learning but learning and development overall. * As understood in the previous session, while discussing the Zone of Proximal Development, a child can learn on its own to an extent. Therefore, adult and peer support and interaction enable children to learn socially as well cognitively in any skills. In this video also, Dr. Jean helped Victor to learn language,even though he passed the development stage alreaready.   **Discussion on nature of language learning and its implication on classroom teaching of language learning**  **(60 Mins)**  To understand “language learning” in the schooling scenario, here are the four critical aspects which the Trainer needs to discuss to sensitise participants towards the importance of language learning in schooling. There are:   * Understanding nature of language learning * Understanding importance of deliberate instruction for language learning * Critical consideration for language learning form pedagogical context * How language learning is critical for learning every other curricular subject.   **Trainer Note:**  The Trainer poses the question for a larger group for discussion “ what are the essential qualities/ prerequisite humans have to learn language which is not present in other beings? After posing this question, the Trainer has a guided discussion with the participants by gathering responses on “what makes humans extremely unique in terms of learning language”. In this discussion, the Trainer will try to build participants' understanding of the natural disposition of humans for learning language, for example vocal code which helps people to produce diverse sounds and communicate.  Having discussion between the participants, the Trainer then tries to establish how language learning is inherently natural to human beings. The Trainer then also explains some of the theoretical reference by explaining Chomsky Language Acquisition Device etc.  Once explaining and giving the theoretical explanation of language acquisition the Trainer can move to the second subsection by posing questions to participants that if all humans are naturally wired to learn language then why are they taught in the schools?  Gathering response from the participants, the Trainer will try to establish four key aspect of language learning in schools:   * Even though humans learn language naturally from their social interaction, it is only the oral language which develops naturally through observation and mere interaction. * Written language or learning language script in written form is not a natural phenomenon, it is always learnt through deliberate instructions whether at home or in schools.   **This is important to establish for teacher and role of supervisor because:**   * The awareness that there is an innate language faculty has two important pedagogical consequences: given adequate exposure, children will acquire new languages with ease; and the focus in teaching should be more on meaning than grammar.   The Trainer then can discuss how in Afghanistan context, language learning takes place whether in Madarsa or in formal schooling. The Trainer can draw a pattern of how similar and dissimilar it is to emphasize that every instruction and pedagogical choice plays an important role in language learning thus, language learning in written form is an extremely deliberate process. For example: In Afghanistan, Dari and Pasto are the most widely spoken languages but teaching one of the languages in one of the provinces having both speakers is a deliberate policy decision.  After establishing language learning as a deliberate process, the Trainer will try to discuss with participants and gather their response on “what are the objectives of language learning in schooling”. Participants' response will vary depending on their context, understanding and knowledge of language and its objective. From this discussion, the Trainer will try to emphasis these key messages:   * Students come to school with developed systemic knowledge of oral language which needs to be enriched rather restricted in the classroom learning of the language. * Language learning in written form is critical for language development but oral language development is equally important which helps students to understand their world view around them, use and expand their contextual information. Therefore, in schooling, and in language learning classrooms, **it is extremely critical that teachers not just focus on developing the skills of written language but also consider and give importance in their classroom practices in understanding and expanding students' view and developing their oral language as well.** * **Teachers also have to understand that different students have different learning curves depending on their background as well as exposure to te**xt. Therefore, supporting children in learning language is extremely critical especially those who come from multi-lingual scenarios and have two different language exposure at home as well as medium of instruction. As it is backed by research, that students having different languages at home and schools takes longer to learn a language. * It is extremely important for teachers to focus on grammar while teaching the written form of the language, but it is also equally critical for teachers to give time and provide support for students to practice these skills while reading. The importance of reading habits and developing language skills from reading is well established in research as well.   Once these key messages were presented by the trainer and discussed, the trainer will request all the participants' supervisor to identify what are the key takeaways they have taken from the discussion for ensuring learning in the language classroom. After the brief discussion, the trainer can establish key actionable for supervisor:  After establishing these critical points, to understand important aspects of language learning, the trainer will have a discussion by posing questions and guided by ppt   * **How Language can be used as a tool of integration?**   The trainer should address how a teacher not just needs to empathise with students having different languages spoken at their home, but as a teacher they need to integrate these languages and students' knowledge in the classroom conversation. In language aware education, the responsibility for pupils’ language development is shared across the school and community. The classroom plays an important role in supporting the heritage of languages as well as the value of plurilingualism.   * **How is language different in school from home?**   The trainer will connect it with previous discussions where the nature of language was discussed. As an extension of the nature of the language spoken at home and taught in the classroom, the trainer here will emphasise on the “student-teacher” relationship. At home the child observes the interaction multiple times and organically absorbs language rules and meaning, but in the classroom, the teacher needs to emphasise the importance of questioning where students confidently ask questions to the teacher about what they do not know.  Secondly, at school, to standardise curriculum, language largely remains abstract with a selected set of poems, stories which are very different from their day to day language used at home. The teacher plays an important role in connecting what the child knows to the decontextualized world created in the textbook.  Thirdly, the school always struggles to recognise the rich history of language development at home. This mismatch between needs to be addressed by the language teacher where knowledge of the student needs to be leveraged by the teacher rather than being discouraged from sharing in the class.   * **What are the different capacities to be developed in a language learning classroom?**   While most language classrooms focus on developing the grammatical ability / literacy skills in the classroom. The overall emphasis of the language classroom is to develop different abilities which enable students to perform different functions of the language. For example:   * **Language classrooms should create enough opportunities for students to talk and speak**- When young people are trying out ideas and modifying them as they speak, it is to be expected that their delivery will be hesitant, broken, and full of dead-ends and changes of direction. This makes their learning talk very different from a well-shaped presentation…”. As pupils use spoken language, they can ‘trial’ different understandings and forms of language. * **Language classrooms should also create opportunities to enable students to better listen**- Listening is also a public affair. Within the *cultural* context of the classroom, pupils are expected to learn to listen from their early days in school as a sign of respect for teacher and peers, as well as means to access important information. This cultural activity is, therefore, also *cognitive* in that pupils should discern what is important in what is said and be able to remember what is relevant in order to participate in different activities and to build understanding. By listening to others it is hoped that pupils have the opportunity to see and learn from different perspectives. * **Language classrooms should also create opportunities to enable students to be readers:** Reading is a highly *cultural* activity from the sign system (letters, syllables, characters), the direction of reading and role of the printed word. The language classroom should not only build the ability to read but also create structural activities to develop the reading habit of the students. * **Language classrooms should also create opportunities to be expressive in writing:** Mostly classroom language learning in context to writing is “focus on skills based writing” for example learning to spell, learning to write perfect sentences ects. But writing ability of students should not limit to skill based writing, but also focus on expressive writing as well. |
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| **Small Group Activity 2:** The trainer will divide the participants in to small groups and ask them to reflect on key understanding from the day session and identify the key takeaways from “what language classroom should look like?’’  **Objective:** The participants will understand the key attributes which enables a language learning process more constructive and learner centric.  **Output:** The participants can identify the key takeaways to be ensured in the language learning classroom.  The trainer can give some questions which will support supervisors to reflect on the classroom scenario. For example:   * In a language classroom, what is the importance of students allowing students to speak? * In a language classroom, how will you ensure that teachers just not restrict learners to learn only literary skill but also make efforts in enabling students to express. * In a language classroom how as a supervisor how will you ensure that students not develop reading skill but also develops reading habit?   After giving 15 minutes for small group discussion, all the supervisors will present their understanding of the changes they want to see in the classroom and present it to a large group presentation.  **Concluding Discussion:**   * Most of us are so used to defining language as a means of communication that we often forget its usefulness as a means to **think, feel, and react to things**. This wider use of language is extremely important for people (You, me, Teacher, School Head or Parents) who want to work with young children, for in childhood language plays a formative role in the development of the child's personality and abilities. It acts as a subtle, yet strong, force, shaping the child's perception of the world, interests, capabilities, and even values and attitudes. * In a classroom, the job of the Language teacher is fairly clear. She must create an environment which permits children to make continuous attempts to link the use of language with life's experiences and objects.   (Example: Primary Grade: This can be done by ensuring that children bring to school a variety of objects (such as leaves, stones, feathers, twigs, broken things) and talk about them, read about them and write about them that children are asked to talk, write and read about the experiences they have had outside the school)  Example: Children are taken out of the classroom to see the world around the school so they can inspect ordinary objects carefully (objects such as a broken bridge, a mosque, Market, Sports Ground, Library etc) and talk about them. Such study-visits in the school's immediate neighbourhood can provide valuable resources for language-learning. |
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| **Small Group Activity 3: Understanding the positioning of language classrooms in the subject hierarchy.**  **Objective:** The participant will reflect on “positioning of the language classroom” in the schooling process.  **Outcome:** Based on the reflection, the participants can identify the importance of language classroom and identify the steps to ensure it.  **Procedure:**   * The Trainer will ask all the participants to remember their favourite teachers from their schooling and why they were favourite they have to write it down on a paper. * To do this reflection, the Trainer will give participants 15 minutes. After 15 minutes, the Trainer will listen to participants' responses and draw patterns of these teachers, their taught subjects and their pedagogical patterns.   Discussion: The Trainer will emphatically listen to all responses and try to draw a pattern on “how many participants have taken their language teacher's name?” If the majority have taken language teachers' names then it is well established that language learning is critical in their life. If majority of participants have not taken language teachers name, then  Trainer can put further questions for reflection which are:   * How many of us even now consider language learning to be critical for schooling? If yes, why less priority and resources are given to language learning. * Even though we consider language learning critical for academic achievement, then why is it not considered desirable in our schooling? * Even though language learning in schooling is sufficient for making us literate and learning other subjects, whether it is sufficient for creating a lifelong learner and knowing different perspectives?   **Concluding Discussion:**  Following up the discussion on these three pointers, the Trainer can consolidate the discussion by giving a brief synopsis from what all we have discussed so far in the session and how important is is to have a deliberate language learning instruction in schooling which enable students to be lifelong reader rather just fulfilling the purpose of literacy. |
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| **Activity 4: Structured reflection of the day**  Structured reflection (25 mins + 10 mins)   * The participants will end the day with the structured reflection session. Trainer will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple Trainers will answer questions in small groups for the supervisors, ensuring that everyone gets time to share in their groups. * All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision science and Allied field, and how best they can be used to improve on them. * It is upto the trainers discretion on how they want to proceed. To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 10 days of training. Interactive dairy is a strategy to include the supervisors’ voice in the training. In an interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. * Interactive diaries Material required: Any notebook and a pen. The diaries will be distributed to the supervisors along with the prompts for feedback on the training, such as, . What did you learn about in today’s training? * Supervisors will write their notes for the Trainers in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the Trainers and the trainee supervisors. as references for further reading. |
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