
UNIT 4 MONITORING INSTRUCTION: THE REFLECTIVE TEACHER

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4.0 OBJECTIVES

After going through this unit you should have gained

- an understanding of the concept of monitoring as an ongoing activity
- an understanding of the nature of monitoring of one's own teaching
- an appreciation of the value of monitoring one's own class
- familiarity with aspects of instruction that can be usefully monitored
- familiarity with some of the tools and procedures that can be used for monitoring.

4.1 INTRODUCTION

Planning for classroom instruction has to be flexible. What actually happens during lessons cannot be fully predicted and controlled. Thus planning effectively means being prepared with ideas and resources to deal flexibly with situations that emerge as existing plans proceed. The teacher has to judge the situation from lesson to lesson and indeed from stage to stage within lessons, and make appropriate decisions and choices. For this she needs to seek and obtain information in the form of feedback about ongoing instruction. She has also to use this information to fine-tune her teaching so that best use is made of the opportunities the classroom context provides. In this unit we shall focus on this extra effort (paying special attention to what is going on) that is demanded by a flexible approach to teaching. We will also see that monitoring in the long run helps to make the teacher a reflective practitioner "one who is learning from experience, understanding ideas more deeply and thus growing professionally.

Watching and keeping track of something that is happening is something that we do quite naturally and almost unconsciously as part of our everyday lives. Sometimes this is deliberate and conscious. For instance, while crossing a road

with heavy vehicular traffic or driving on such a road, or while cooking something unusual or special we tend to pay close attention both to what is happening around us and to our own actions. However, while engaging in routine and habitual activities (the daily walk to the bus stop, locking doors and turning off lights every night, etc.), we hardly pay any attention to the detailed actions or steps. However, we are monitoring here too, because as soon as something unusual happens or something goes wrong we immediately become fully aware of what is going on. This process of watching or observing something as it happens is called monitoring. In our discussion here, we will be focusing more on the monitoring that is done with a higher level of conscious attention. However, a valuable base level of informal and unconscious monitoring is always present when we engage in any purposeful activity. Systematic monitoring is a matter of building on that base, not a correction or remedy applied to something that is faulty.

The word monitoring has associations with inspection and evaluation by an 'external' authority. The traffic policeman, the health inspector (at a food processing plant), the referee for games like football and hockey, are all monitoring in this inspection mode. They are external agents who have been vested with some power or authority. However, there is another quite different mode of monitoring that people engage in, without any 'official' power to do so being given to them. Consider a scooterist going through heavy traffic. S/he is monitoring what is going on all around him/her very carefully and constantly adjusting his/her path (speed, direction, lane, etc.) in response to this information. Similarly, a doctor who is monitoring the progress of a patient will study the 'data' and make various decisions about treatment and review them after a day or two or maybe after a few hours. In both cases the person who is doing the monitoring uses the information as the basis for action, and this action relates importantly to that person's own plans and operations. In this unit we consider the processes of monitoring when the teacher is getting feedback about her own teaching. Monitoring helps her become more aware of what is going on in class and she can use this awareness to modify (improve) her teaching.

4.2 MONITORING IN THE CLASSROOM

We have seen some general examples of monitoring ongoing activities above. Now let us see how monitoring occurs in the setting of the classroom lesson; after all a lesson is a planned sequence of activity leading to a goal. Here are some examples of teacher activity in class that are linked to the monitoring function.

Example 1 A science teacher is explaining a new concept (e.g., friction). She presents two detailed examples to help clarify the concept. She notices that many students are puzzled and are glancing at one another anxiously. She decides to take up a somewhat informal example, one that was not in her plan initially. (And fortunately this seems to 'work'....)

Example 2 A language teacher is dealing with a poem from the Reader. During the discussion, a student of 'average' ability (one who rarely says anything in class) offers his interpretation of a symbol. This is novel, and also quite insightful for a child of that age. Some other students seem to find this perspective interesting. The teacher sets aside the interpretation-explanation she was leading

the class towards (in her plan) and spends about ten minutes exploring this new possibility. She is especially concerned about accepting and encouraging students who are quiet and shy, and building up their confidence.

Example 3 A language teacher dealing with a prose extract, has allowed about 15 minutes for discussion in small groups in her plan. The class does not seem very enthusiastic, and the groups take a long time to settle down. But after about 12 minutes she finds that most groups are getting into fairly serious discussions, and that there is a high level of participation on the whole. She decides to let the discussions continue for another ten minutes. As a consequence the 'reporting back' stage is set back to the next lesson. This teacher was keen on taking full advantage of discussion questions that the students obviously found interesting, and promoting widespread participation.

What do we find in these examples that might be stated as a general 'principle'? It is that teachers are not rigidly following detailed plans they might have thought of very diligently. They are modifying their plans **based on the feedback** they get about what is happening, and what students are doing. However, they are not just giving up and trying something different away from the plan. The changes appear to be purposeful in response to the real situation in the class.

Thus we can say that monitoring is a typical and normal aspect of the teacher's classroom behaviour. However, this does not mean that monitoring is always a highly conscious and systematic process. In fact it is usually not so. Monitoring is more likely to be done without the teacher being fully aware of it - something that is more or less automatic. Now this is very different from doing it casually or carelessly. Let us recall the skilled scooterist or driver on a busy road. S/he is getting information and acting on it all the time, but may not be conscious of it - because this observation and response has been so well practised that it is virtually automatic. Here again we must remember that this 'automatic' behaviour is not a matter of fixed or rigid habits, it remains highly flexible.

In the same way, a teacher who is monitoring her class and acting on the information, may not be quite aware of it. Suppose we asked a teacher shortly after a lesson, to write down specific instances from the lesson where she got relevant information from monitoring and then took a clear decision to change her plan. She would probably say she cannot remember any specific stage where she did this. Suppose on the other hand, that when she was relaxed and had some free time, we asked her do the following exercise. [If you are a practising teacher now, please do this in relation to a class you taught recently.]

Think back to some incident or development that occurred in class that you had not expected. For example,

- a sudden noise in a corner when the class was listening to you attentively;
- an error made by a 'good' student;
- a brilliant answer given by a 'weak' student.
 - 1) What exactly happened?
 - 2) Why do you think it happened that way?
 - 3) How did you handle it?

Here we have given the cue that **unexpected event(s)** should be the starting point. The teacher will probably be able to recall one or more specific stages of the lesson. (As we know from general experience, unexpected events are always easier to remember). The teacher would also probably be able to state what her response to the situation was, what consequences it had. In other words, she would normally be able to comment on the incident(s), and even offer some sort of interpretation. What this suggests is that even though a teacher might say that she did not do any conscious monitoring, when encouraged to think back to the class and reflect on it, she will often show evidence of having ‘taken in’ information about various aspects of the class - and these could easily be aspects that she did not intend to pay special attention to. One reason for this is that teachers do have some plan for a lesson. What will be done and what is supposed or expected to happen has been **thought about beforehand**. Teachers, thus, generally monitor at least some aspects of the classes they teach, though not very consciously most of the time.

Check Your Progress 1

Note: Write your answer in the space given below.

- 1) Some common activities get very little attention from us while others are attended to carefully. What is the difference between the two?

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- 2) Even in the case of activities that do not usually get much attention, the level of attention can suddenly increase. Why does this happen?

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4.3 THE IMPORTANCE OF MONITORING IN THE CLASSROOM

As we have seen above, an informal level of monitoring is going on while the teacher is conducting a lesson. This is an interesting and encouraging phenomenon. However, we must be careful not to assume that all teachers monitor carefully and successfully all the time, and their teaching is therefore very relevant to the needs of their students.

Far from it! In fact in all areas of education, and language courses are no exception, there is the persistent problem of the curriculum-in-operation not being very effective or satisfactory. Even newly designed courses, supported by sophisticated materials and appropriate teacher orientation reveal many inadequacies, especially when followed in a variety of institutions. The explanation lies in the fact that the teaching - learning process is not a simple and straightforward matter of predetermined and neatly organized inputs leading to clearly predictable outcomes. As we know from everyday experience, even simpler operations can go wrong. For example, when assembling a household gadget following a manual, or when baking a cake using a recipe, following a set procedure does not always guarantee success.

It should not surprise us therefore, that in our teaching- learning endeavours, there is nearly always a gap between our intentions and what is realized. The processes activated in class (cognitive, motivational, interpersonal, ...) are influenced by various factors, thus making outcomes highly unpredictable. This does not mean that we give up and accept that teaching cannot be planned and organized and made (more) effective. This complexity of the teaching-learning situation presents us as individual teachers with a challenge - that of monitoring several aspects of the actual situation and going as far as possible to take account of the information obtained as a lesson progresses. A plan for teaching should not be followed strictly like a recipe, but used as a starting point for further 'situation-specific' decisions.

This need for modification or adjustment of plans is what our earlier discussion of flexible planning points to. What learners in a given class will actually do (or be prepared to try to do seriously) - and this is their contribution to the lesson – cannot be controlled, or even predicted accurately when planning in advance. Hence the teacher must keep getting 'up to date' information (especially about the learner involvement and progress) and 'fine-tune' her planned inputs accordingly.

Monitoring is the means of obtaining feedback on an ongoing basis so that teaching can be made sensitive or responsive to the immediate situation in the class. We have already seen that a predisposition to monitor (informally) is present in teachers.

Monitoring needs to be carried out in a more conscious and systematic manner if it has to help with 'improving' instruction. Monitoring of instruction can, of course, be done by others (outsiders) as well. This has advantages and disadvantages. Here our focus is on self-monitoring. This process as noted above, helps immediately in the (more) effective handling of given lessons. In the long term, it plays a major role in enhancing the teacher's professional skills. The rationale for self-monitoring can be summed up as shown below.

- i) A teacher who has an awareness of teaching and its different components is better prepared to make appropriate judgements and decisions in teaching.
- ii) Critical reflection can trigger a deeper understanding of teaching. Critical reflection, as we saw earlier, involves examining our own experiences as a basis for decision-making and self-development. It involves asking questions about how and why things are the way they are, the value systems they represent, alternatives available, etc.

- iii) Much can be learned about teaching through self-inquiry. Very often class visits by outsiders are not feedback-oriented but are judgement-oriented. Moreover, rather than depending on external sources for information, the approach that seems to have a lot of potential for self-development is one where teachers monitor and collect information about their teaching either individually or through collaborating with a colleague and making decisions about what alternatives to adopt. Lawrence Stenhouse, a well-known expert in curriculum-research, is of the opinion that all well-founded curriculum research and development, whether the work of an individual teacher, of a school, of a group working in a teachers' centre or of a group working within the coordinating framework of a national project, is based on the study of classrooms. It thus rests on the work of teachers. He further adds: 'It is not enough that teachers' work should be studied: **they need to study it themselves**'.
- iv) Another related concept to self-monitoring is the view that experience by itself is insufficient as a basis for professional growth. We know that for many experienced teachers, many classroom routines and strategies are applied almost automatically and do not involve a great deal of conscious thought and reflection. Experience is the starting point, but for the experience to play a productive role, it is necessary to examine such experience systematically. For this, systematic procedures are needed. A more detailed discussion of these points is available in Richards and Lockhart (1994).

Self monitoring then is 'illuminative' because it involves raising the consciousness of teachers as to what is actually happening in the classroom as opposed to what is supposed to happen. It is also formative in purpose since the information we get about the process and product of teaching-learning can be immediately fed back to alter or improve our own class. Therefore it involves descriptions of what happened, and why and how this self-awareness helps in developing deeper insights into the complexities of a classroom. Therefore monitoring plays a major role in a teacher's self-development. Monitoring therefore involves systematic observation and explanation of classroom processes.

Task: If you are already a teacher, can you identify changes, however small, you have made to your teaching? Why did you make these changes? How did these changes come about?

Check Your Progress 2

Note: Write your answer in the space given below.

- 1) What would be two examples of changes in a plan that a teacher can make fairly smoothly during a lesson, as a result of the feedback received through monitoring?
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2) What is the basic reason for the gap between intentions and outcomes that seems a characteristic of teaching?

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4.4 HOW CAN WE MONITOR OUR OWN CLASS?

Having examined the need to monitor our own classrooms, we shall discuss in this section: **what** aspects of teaching-learning should we monitor and **how** can we monitor them.

To recapitulate very briefly what we have discussed earlier: self monitoring is simply the practice of teachers themselves observing and reflecting on what takes place in class with a view to bringing about desirable changes in teaching and learning.

What does teaching-learning consist of? No matter what kind of class it is, it seems to have certain factors that are common.

Task: What does a typical class involve? List some aspects that come to your mind from your experience. Some are mentioned to start you off.

- selecting activities/tasks/exercises
- presenting learning activities
- setting up a group or pair-work task
- giving instructions for a task/exercise
- teacher explaining, clarifying, discussing
- learners responding to teachers
- learners responding to other learners(continue)

The list of factors is likely to include factors that relate to (i) different **stages** of teaching-learning, (ii) the main participants in the class i.e. teacher and students, and what they bring to a class by way of their beliefs, attitudes, expectations, assumptions about teaching-learning and (iii) the physical features of the classroom.

You would have realised while doing this task that each of these factors overlaps to quite an extent with other factors. This does not matter. This in fact means that a lesson is a complex combination of different factors and is therefore holistic. Very often it is quite difficult and sometimes impossible to isolate factors and examine them individually. This does not mean that we cannot look closely at a few of the aspects at a time. What we would like to examine actually depends on

what stage we are in at a given time. We might also want to look at the same phenomenon from different perspectives i.e. from our own perspective (that of the teacher's), from the perspective of students, and so on.

We will now discuss how we can monitor our own class systematically and in a principled way. In talking about it, we will try and cover as many aspects of a class as possible. For example teachers' and students' beliefs about language, and language learning that affect the actual learning in the classroom, the roles of teacher and students, classroom interaction which is a major factor in language learning, the nature of language learning tasks - including tasks used for assessment and so on. We may not, as we saw earlier, deal with these in this order or even separately. There are overlaps among the different aspects and therefore there would be overlaps in the way we monitor them.

We can collect information about the different aspects of teaching and learning using a variety of different procedures. These procedures incorporate a formative element by allowing us to get continuous, on-going feedback about the class, about the different aspects of ELT curriculum in process. They seek to provide the teacher with insights into what actually happens when teaching and learning is taking place.

The main procedures suggested in the unit are diaries (also referred to as journals and field-notes), observation, checklists and inventories, and self-assessment forms.

4.4.1 What Are Your Beliefs About Teaching Language?

- a) Let us first look at our own beliefs and attitudes which influence the way we behave in the classroom. Whether you are presently a teacher or not, as a student you would have seen different kinds of teachers, for example, teachers with different styles. Teachers' style is inevitably influenced by their attitudes and beliefs; for example, the nature and role of knowledge, in the case of language learning – their view of language and the nature of learning and teaching.

According to the views one holds about these and other related issues, one could be what Douglas Barnes calls a **transmission** teacher or an **interpretation** teacher. These two basic types are not exact opposites, but are tendencies towards one extreme or the other.

In very general terms, a *transmission* teacher maintains a high degree of control over the learners in order to impart knowledge which she embodies. The subject matter is central and the teacher of this type will reward contributions from learners which she approves of. The teacher also judges whether the learners have come up to the expectations set prior to teaching. On the other hand, an *interpretation* teacher prefers to disperse responsibility for learning among learners and creates conditions that are conducive to learning. The teacher organises classroom activities, sets up learning tasks and assists learners in doing these activities. She also allows for individual learning styles and therefore for differential learning.

Task : The beliefs and attitudes of the teacher are realised in classroom action. Are you a *transmission* teacher or an *interpretation* teacher? Why? Can you think of one or two specific instances from your class which substantiate your answer? Which aspects would you like to analyse further?

- b) You can analyse your own beliefs about teaching with the help of a checklist suggested below. Select 5 statements that most closely reflect your beliefs about how English is learnt and how it should be taught.
- 1) Language is a set of grammatical structures and words which are to be taught systematically in class.
 - 2) Language is meaningful communication and is learned by practice in informal situations.
 - 3) When students learning English as L2 make errors, these errors should be corrected immediately and later explained through examples.
 - 4) When students learning English (L2) make errors, it is best to ignore them as long as we know what they are saying.
 - 5) Students learning English (L2) usually need to master some of the basic listening and speaking skills before they can begin to read and write.
 - 6) It is important to repeat and practise a lot for learning a language.
 - 7) The most important part of learning a second /foreign language is learning the grammar.
 - 8) It is easier for children than adults to learn English as a second language.
 - 9) It is not necessary to actually teach students how to speak English. They usually begin speaking on their own.
 - 10) Everyone can learn English.

Adapted from Richards, J. and Lockhart, C. (1993). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

From the statements you have selected, can you state what according to you is language learning and teaching? Do you wish to analyse it further?

4.4.2 What Are The Learners' Beliefs And Attitudes About Language Learning?

Learners, too, bring to learning their own beliefs, goals and attitudes which influence how they learn. We know that learning is the goal of teaching, but learning is not the mirror image of teaching. We may want to know what assumptions and expectations learners bring to classrooms.

You could draw up an inventory as shown below and give it to your students for their opinion. Find out from students to what extent they agree with each of these statements:

- 1) English is much more difficult than other languages.
- 2) English is the most important language in the world.
- 3) You need to know a lot of words if you want to know English.

- 4) We need to practise every day to improve our English.
- 5) Teachers should explain grammar rules of English in the class.
- 6) It is enough if the teacher gives grammar exercise(s) as homework.
- 7) It is important to speak English very well.
- 8) It is better if the teacher corrects all our mistakes.
- 9) I like group work because when I make mistakes my friends don't correct me.
- 10) It is not correct to ask the teacher when you have a doubt.
- 11) I know the rule but I forget it when I speak.

Adapted from Richards, J. and Lockhart, C. (1993). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

(You could modify this list depending on what aspects you would like information on.)

You could speculate about the kinds of learners who will agree/disagree with the above statements. Is it likely that statements 3, 4, 5, 8, 10 are chosen by the same learners? Why? Are any of the characteristics reflected by the statements at odds with your beliefs? Would you like to investigate it further?

4.4.3 How Did Tasks/Exercises Work In Class?

You might be interested in how well the tasks/exercises/activities you set up measured up to the criteria you had in mind. You could list a set of criteria as suggested below and observe and record your views as the class progresses.

The Tasks	At the end of 20 minutes Yes/No	At the end of the class Yes/No
1) Were based on real-life needs.		
2) Provided opportunity for skill-practice.		
3) Provided for different levels of learners.		
4) Allowed interaction among learners.		
5) Promoted information sharing.		
6) Encouraged learners to reflect critically.		
7) Encouraged learners to evaluate themselves.		
8) Were interesting/informative/challenging.		

The criteria given are adapted from Nunan, D. (1989). *Understanding Language Classrooms*. London: Prentice Hall.

Which tasks/aspects of tasks would need to be modified? Why?

4.4.4 Classroom Observation

- a) If on the other hand you would like to monitor your class as a whole, you could use this observation schedule adapted from Scrivener, J. (1994). *Learning teaching*. Heinemann.

Observation Schedule [Make observations after 20 and 40 minutes]

The Tasks	Yes	Not sure	No
1) All instructions were clear.			
2) The class understood what was wanted at all times.			
3) Every student was involved at some point.			
4) Students were interested in the lesson.			
5) The teacher made sure all students understood.			
6) Materials and learning activities were appropriate.			
7) Class atmosphere was positive			
8) The pacing of the lesson was appropriate.			
9) There was enough variety in the lesson.			
10) There was the right amount of teacher talk.			
11) Error correction and feedback were appropriate.			
12) There was genuine communication.			
13) Group work was well organized.			
14) Explanation of points of language was clear.			

At the end of the class you could note down any comments you may have about each of these statements and the class as a whole. What did you learn from this exercise? This exercise is based entirely on your own retrospective observation. Another exercise you could try is to record your class on an audio-tape recorder. Play it at the end of the class and then make your comments.

- b) You could also write a diary on the following lines to keep a record of how things were planned and implemented in class. Before the lesson, think about your plan and ask yourself the questions in the First set. After the lesson, ask yourself the questions in the Second set. At the end, answer the questions in the Third set.

First set - Before the lesson

- 1) Is the lesson that you have planned interesting?
- 2) Does it provide opportunities for students to be actively involved?
- 3) What classroom arrangement will you use? What materials do you need?
- 4) Which skills will you focus on in the class?
- 5) What might the students learn? Write the aim of your lesson.
- 6) Are the instructions clear?
- 7) What provision have you made for students who finish slowly/quickly?

Second set - After the lesson

- 1) What evidence was there that (a) the students were interested (b) the lesson was smoothly/badly organized?
- 2) Which learners were not involved? Why?
- 3) Write down some example of the language that the students used. Was it meaningful?
- 4) What will you do next to follow up the lesson?
- 5) Which of your aims were achieved? Were other things achieved instead?
- 6) When did the students give their own ideas? Did you accept their ideas? Did they have a fair share of time to talk or did you dominate the class?

Third set

- 1) What have I learnt?
- 2) How would I like to improve/change/develop my teaching in the future?

4.4.5 How Do Students Learn In Class?

- a) When you need to monitor student learning, it could be done by observing them in class - working in groups or pairs or individually. Since observing the whole class may not be very easy, you might want to focus on a few students on a given day or on one group/pair on a given task. The following checklist might help.

Checklist for Informal Assessment

Dimensions of Student Behaviour	Student's names			
Use these letters to code performance: F = frequently O = occasionally R = rarely N = never				
1) Substantiates own views				
2) Argues logically				
3) Shows creativity/originality				
4) Responds to others' views/ideas				
5) Asks relevant questions				
6) Attempts to answer questions when asked				

7) Obstructs discussion (monopolises, is discourteous/disruptive, etc.)				
8) Uses L1 (mother tongue) Comments				

- b) If on the other hand you want students to monitor themselves and give you their views on it, you could give them a self- evaluation form as suggested below. This could be repeated every fortnight or month to see any progress in their learning indicated by their entries.

Checklist for Self-Evaluation of Learners

- 1) How much time outside class have you spent
 Speaking English?
 Listening to English?
 Reading English?
 Writing English?
- 2) Who have you spoken to this week in English? (not including your teacher)
 Do you feel your conversations were generally successful?
 Yes/No Why?
- 3) What films/TV programmes/radio programmes have you watched/listened to this week?
 What did you think of it?
 Did it help you with your English?
 If yes, how?
 If no, why not?
- 4) Have you written anything in English this week? If yes, what?
- 5) Write down 10 new words in English that you have learnt this week.
- 6) Do you feel confident using these words when you speak/write?
- 7) Where did you learn them?
 Other context (please specify)
- 8) What progress do you feel you have made in English this week?
 a lot quite a lot a little not at all
 speaking.
 listening
 reading
 writing
- 9) What are you going to work on/try to improve next week?
 speaking
 listening

reading

writing

How are you going to do this?

10) Now rate your progress for this week on your own personal scale from 1-11

(1 = lowest 11=highest) 1 2 3 4 5 6 7 8 9 10 11

Check Your Progress 3

Note: Write your answer in the space given below.

1) How can monitoring be of help in the professional growth even of teachers who are already quite experienced?

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2) What are some of the aspects of the teaching-learning situation that a teacher should be able to monitor without much difficulty?

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4.5 LET US SUM UP

In this unit we have looked at the general notion of monitoring, or observing events (especially our own actions) as they are occurring. We have seen that teaching is an activity that is usually monitored informally by teachers. The principle of flexibly planning instruction so that it can be made responsive to the actual teaching-learning situation indicates that monitoring has an important role to play. It helps the teacher with the ‘final’ stages of implementing a curriculum in a particular class. The practice of monitoring in the long run helps to make the teacher into a reflective practitioner - one who is not only doing a technical job but also learning from experience. We have also noted some of the aspects of the teaching situation that can be monitored by the teacher, and looked at the procedures and instruments that a teacher can fairly conveniently use. (A number of tasks for you to attempt - assuming the role of a teacher usually - have also been suggested. These were meant primarily as exercises to sensitize you and help you to relate concepts introduced here to your experience.

4.6 ANSWERS

Check Your Progress 1

- 1)
 - i) Activities that are routine and habitual are carried on more or less automatically or ‘unconsciously’.
Examples: i) washing ones hands and drying them with a towel.
 - ii) Moving past rows of desks, handing out sheets or booklets.
Activities that are not well practiced or are new tasks in new situations call for concentration and attention,
Examples: i) Carrying a tray with tea cups filled to the brim.
 - iii) Going from desk to desk in an examination hall checking hall tickets, seat numbers, etc.
- 2) In routine activities while things are proceeding normally attention remains minimal, but if something unexpected happens (something goes wrong) full attention is given to the activity.

Check Your Progress 2

- 1)
 - i) A detailed explanation of some point with various examples can be cut short if there is a clear indication that most students have understood.
 - ii) An idea that is clearly of great interest to students comes up during a lesson, and the teacher decides to take up a discussion or task related to it immediately (and not a day or two later as in her plan).
- 2) The teacher’s plan and intentions are necessarily based on assumptions about the learners. Even if she knows them well, it is impossible to predict how they (30 or 40 of them) will react during a particular lesson on a particular day. They will invariably ‘push’ some aspect of the lesson in some unforeseen direction or the other.

Check Your Progress 3

- 1) As a teacher gains experience on the job, more and more of her teacher behaviour tends to become routine and habitual. One learns from experience by reflecting on it, and hence the value of monitoring for the experienced teacher. It can help her teaching (probably quite good by general standards) to become even more effective for more of her diverse learners.
- 2)
 - the teacher’s beliefs and assumptions
 - the learners’ attitudes and expectations
 - the difficulty and manageability of certain new task types
 - the quantity and quality of interaction among the members of one or more of the groups set up in class.
 - the level of satisfaction or sense of progress that students themselves feel.