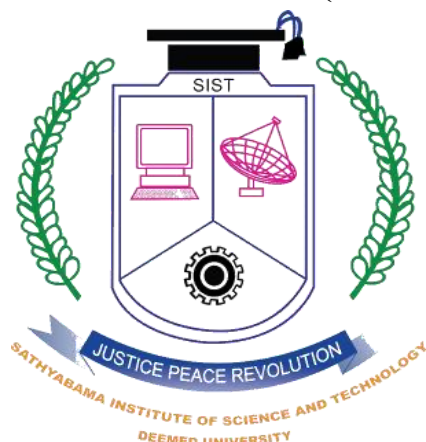


TEACHING METHODS AND STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE: AN OBSERVATIONAL STUDY

Submitted in partial fulfillment of the requirements for the award of
Bachelor of Arts degree in English Literature

by

IMTHIAZ SHERIFF. M(40010008)



DEPARTMENT OF ENGLISH

**SATHYABAMA
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BONAFIDECERTIFICATE

This is to certify that this Project Report is the bona fide work of **IMTHIAZ SHERIFF. M (40010008)** who has done the Project work. He has carried out the project entitled **TEACHING METHODS AND STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE: AN OBSERVATIONAL STUDY** under my supervision from November 2022 to May 2023.

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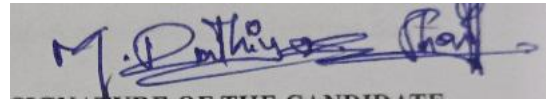
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DECLARATION

I am **IMTHIYAZ SHERIFF. M**, hereby declare that the project report entitled
**“STUDY TEACHING METHODS AND STUDENTS’ PERFORMANCE IN ENGLISH
LANGUAGE: AN OBSERVATIONAL STUDY** done by me, under the guidance of
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SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY is submitted in partial
fulfillment of the requirement for the award of **Bachelor of Arts degree in English Literature**.

DATE: 08.05.2023

PLACE: CHENNAI

A handwritten signature in blue ink, appearing to read 'M. Imthiyaz Sheriff', is written over a light blue rectangular background.

SIGNATURE OF THE CANDIDATE

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ACKNOWLEDGEMENT

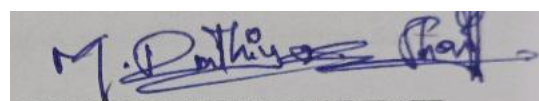
I am pleased to acknowledge my sincere thanks to the Board of Management of **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to **Dr. Rekha Chakravarti. M.E, Ph.D., Dean, School of Arts and Humanities,** and **Dr. J. Amutha Monica M.A., M.Phil., Ph.D., Head of the Department, Dept. of English** for providing me with necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide

Dr. P.Jayakumar M.A (Eng.),M.A (Ling.),B.Ed., M.Phil., PGDCA., PhD., for his valuable guidance suggestions, and constant encouragement paved way for this successful completion of my project work.

I wish to express my thanks to all the Teaching and Non-teaching staff members of the Department of English, who were helpful in many ways for the completion of the project.



IMTHIYAZ SHERIFF. M

ABSTRACT

A teaching methods observational study for students performing in the English language is a research study that aims to observe and compare the effectiveness of different teaching methods used in teaching English to students who are learning English as a second language. The study involves collecting data through observation of classes where different teaching methods are being used and analysing the data to identify the most effective teaching methods. The study may focus on variables such as student engagement, comprehension, and motivation, and the data collected can inform future teaching practices to improve the learning experience for students performing in the English languages you the class pay attention to strategies the teachers uses to engage students the methods used to teach specific language skills, and the ways in which the teachers managers classroom dynamic. This information will be valuable as you begin to develop your own teaching style and approach.

KEYWORDS:

COMMUNICATE LANGUAGE TEACHING

TALK BASED LANGUAGE

CONTENT AND LANGUAGE-INTEGRATED TEACHING

COOPERATIVE LEARNING LANGUAGE TEACHING

THE DIRECT METHODS.

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CHAPTER 1

INTRODUCTION

1.1 Brief note on introduction

Teaching methods in the English language refer to the different techniques and strategies that are used to deliver instruction to students learning English as a second language. The methods can include traditional classroom lectures, interactive and collaborative activities, online learning platforms and more. an observational study in this context involves observing English language classes and recording the different teaching methods used by the instructor their study would also involve assessing how well the students are performing in the language based on their level of engagement in class, their language proficiency, and their overall academic achievement the finding of such a study could provide valuable insights it the effectiveness of different teaching methods in English language instruction, as well as the factors that contribute to student success in this subject.

The result could be used to inform the development of more effective teaching strategies and to improve the overall quality of the English language education. An observational study on the teaching methods and student's performance in English would involve observing how different teaching methods impact student learning outcomes . the study would typically involves selecting a group of students and observing their performance in the English language classes or sometimes the study would also involve observing how teachers methods the classroom such –centered learning, or technology–enhanced observational data can be collected of methods, including survey, interviews , and direct observations of classroom activities. The study can also collect data on student demographic and background information, such as their previous English language proficiency, their motivation to learn English and their language learning strategies. Once the data is collected, statistical analysis can be performed to determine the relationships between different teaching methods and students'

performance in English language. The study can also identify any potential barriers to effective teaching and learning such as inadequate resources or lack of teacher training. Overall an observational study on teaching methods and students performance in English language in English language can provide valuable insights into effective teaching practices and can help inform curriculum development and teachers training programs once possible approach would be to observe a group of English language learner over a periods of time, noting the teaching methods used by their performance on various language tasks.

This could involve collecting data on measures such as vocabulary acquisition, grammar proficiency, and reading comprehension. To ensure the validity of the study it would be important to control for other factors that could influence student performance, such as period language knowledge and motivation to learn .this could be done by selecting a homogeneous group of educational levels and administering pre and post-tests to measure changes in performing over time. The study could also incorporate qualitative data such as student feedback on their learning experience which could provide insight into the effectiveness of different teaching methods from the learner's perspective .good teaching is the main criteria of an effective teacher everything individual is unique so different teacher adopt different methods strategies of teaching the main objective of teaching is to bring about desired changed in the attitude and behavior of the learner the selection of the teaching methods depends upon the nature of a tasks learning objectives learning abilities and students entering behaviors teachings methods are the border techniques used to help students achieve learning outcomes while are the different ways of implementing these methods. Methods help students master the content of the course and learn how to apply content in a particular context.

A teaching methods comprises the principal and methods used by teacher to enable students learning these strategies are determine partly on the subject matter to taught and partly by the nature of the learner the are very famous and productive methods of teaching English some popular methods are grammar

translation direct methods , audio – lingual suggestopedia and silent way the methodology of teaching English differs from person to person its is important to note that observational studies have limitations as they can only provide insights into correlation and not causation therefore while the study may identify trends in teachings methods and students performance ,its cannot definitely difficult to generalize finding from small sample of classroom . Klafki defined teaching methods as the methods and procedures for the planned and organized formation of the processes of science and therefore methods of organizing and implementing teaching and learn (AHMED,2005) WHILE DANLOV defined teaching methods as a system of conscious and purposeful action in order to regular her cognitive and practical activity involve student, and secure his own acquisition of the educational content. In other word, teaching methods require continuous mutual influence between teacher and student that is a the teacher organizes the student' activity with the subject of learning through the activity, the student acquires the educational content (AHMED,2005) .KUNCHEL defined he methods and procedure that helps in achieving the interaction of teacher and leaner with the content of the lesson and achieving its objectives (AHMED,2005).

The teaching method is defined as the set of performance that the teachers use to achieve expected behavior among learners teaching methods are one of the components of the curriculum. the prevailing thinking in the field of the teaching is the trends towards selection, that is choosing what appear to be that best of various methods and methods, selection required efforts form the teacher because teaching includes more than knowledge psychological and linguistic theories teaching methods alone are neither sufficient nor guarantee success one of the foundations of goods learning is the teacher attitudes towards his works and he students. It seems that the modern view on teaching methods consider them a means of organizing the external world that surrounds the learners behavior. Education occurs as a result of the interactions between the learner and the teacher's role is to create these conditions so that the learner responds to them and interacts with them (AL-Qasisi,2015). These new visions in teaching, along

with the technological revolution, contributed to the multiplicity of teaching methods and their gradual departure from the traditional methods of lecturing among the most famous classification of the methods are the following (AL-Nuaimi,2012): teaching methods according to the types of education obtained this classification is based on the three areas of development the cognitive domain, the emotion domain and the psychomotor domain accordingly teaching methods .

1.2 BACKGROUND TO THE STUDY

Education is the most effective agent of social and personal transformation that leaves a relatively formative effect on learners. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner through various teaching and learning methods (Oigara, 2011). The effectiveness of this teaching and learning process largely depends on the choice of the teachers teaching methods Whalen (2012) alludes that effectiveness of a teaching method is reflected in the outcome of the teaching learning process informed by marks grades and mean scores.

Teaching methods categorized into teacher centered approaches and learner centered approaches (Oigara, 2011) , teaching –centered approach include lecture methods drilling and questioning in teacher centered approach learning takes place when teacher teach and later examine taught concepts by giving students finding out whether students grasped the knowledge passed on the them by the teacher. It is considered sensible for teachers to be familiar with the language which the students are using to learn . Language is key to the process of teaching as well as assessing or testing so as to discover the weakness of the students or areas they did not understand in the course of learning (Brad,2000). Learn –centered approaches of teaching involves a states where students construct their own understand of the content and develop a person feeling about the learnt concepts (collis,2003). They mean that a students centered approach puts much focus on inquiry and problem- problem based learning thereby making

students as the center point of learning the methods in learner centered approaches include question answer, guided learning role demonstration guided learning play drama, and project based learning. The significance of the student-led learning approach is that the student influences the content, and places more emphasis on students as a central component of the teaching learning process in school. The instructor create platforms and avenues

❖ THE GRAMMAR –TRANSLATION METHODS 1845.

Developed by B. Sears it was used in teaching Latin and Greek using translation of facilities learning in ESL class.

❖ THE DIRECT METHODS 1900.

Was born in Germany and France. Its creators were Berlitz and its goal is to learn how to use a foreign language to communicate.

❖ THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING 1930-1960.

Creators were Harold Palmer and as Horney developed the basis for a principal approach to methodology in language teaching this approach focused on vocabulary and grammar control.

❖ THE AUDIOLINGUAL METHOD 1950.

Is a method for foreign language learning teaching which emphasizes the teaching of listening and speaking before reading and writing

❖ THE SILENT WAY 1950.

Created by Caleb Gattegno is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to produce as much language as possible

❖ TOTAL PHYSICAL RESPONSE 1970.

Created by Dr. James Asher language teaching method which built around the coordinate of speech and action its attempts to teach language through physical motor activity.

❖ THE NATURAL APPROACH 1977.

By Tracy Terrell and Stephen Krashen is believed to conform to the Nonrealistic principle found in successful second language acquisition. Focuses on teaching communication abilities.

❖ SUGGESTOPEDIA 1979-01-01 -1985-01-01

Developed by the psychologist George Lozano is a specific set of learning recommendations derived from suggestology.

1.3 OBJECTIVES OF THE STUDY

“A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom. All schools and colleges have one teacher who is loved by all the students. They are charismatic and impeccable. How does this happen? Teachers who understand the students and cater to their learning needs tend to be popular among students. These teachers understand that there is more to teaching than textbooks and curriculum. They go beyond their job distribution and teach from the heart.

TO investigate the extent to which teacher academic qualification influences the performance of students in English language in junior secondary schools in south-west state.

TO determine the extent to which teacher's teaching methods influence performance of students in English language in public schools in south west state.

TO examine the extent to which teachers teaching methods influence performance of students in English language in junior secondary schools in south west state.

The Objective of any study will depends on the specific field and research question being addressed however, in general,, the ,an objective of a study is to the gather information and data to better understand a particular phenomenon concepts, or problem this information can the be used to developed the theories, generate [hypothesis] , and inform partial solutions to reek- world issues . one common objective of many studies to describe and behavior of a particular group or p[population for example a study in sociology might aim to describe the attitudes' and behavior of a specific demographic group such a young adults or elderly individuals this type of study might uses survey interviews or observations methods collect data and could be use to general hypothesis about the factors that influence these individuals behavior Another common on objectives of three studies of the test hypothesizes n or thesis about the relationship between different variable for example a study in psychology might investigate the relationship between a person level of stress as heart disease this type ,might study .

1.4 SIGNIFICANCE OF THE STUDY

THE AIM OF MY PROJECT: Those of this classification believe that each field of knowledge has a special nature that requires the use of research and thinking methods that differ from others in light of this understanding, teaching methods are divided into three categories as follows (AL-Naomi 2012).

Teaching methods for neutral science such as the methods of solving problems and the methods of investigation are among the most important methods used in the field.

Teaching Methods for the humanities and social science These methods are concerned with focusing on the human relationship that prevail between people, examples include the methods of discussion and the methods of role playing (acting).

Teaching methods for applied science these methods mean interest in the scientific and applied aspect, and an example is the project methods.

The finding of the study was hoped that it was beneficial to all shareholders providing information on the teacher influence on the student performance in the in English language. It was hoped that this would enable teachers and educational planners to tackle these challenges by investing corrective measures that would lead to the improvement of performance in English. This study would help in determining the type of working conditions and learning environment that favored teaching and performance of English language . The ministry of education benefited from the findings and her work out and formulate politics S.NO2: This table where analyzed list of teachers where classes that would affect the education sector in general, especially with the advent of free primary and secondary education. This would help in achieving quality education here hence high performance .

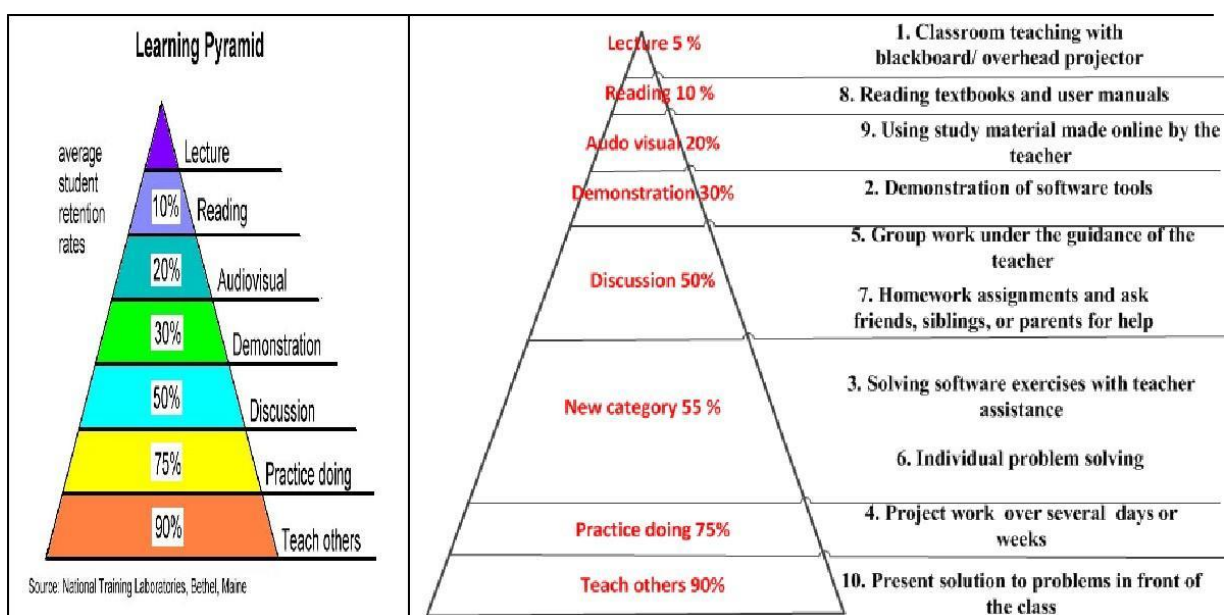


Figure 1: Learning pyramid

CHAPTER 2

2.1 LITERATURE REVIEW

Dr. M.E.S Elizabeth: Being a complex social and cultural phenomenon teaching is not as easy to teach as it appears while teaching has to keep in mind the aim and objective of his subject, the needs and interests of his subject for the etc. In the subject to be taught hence for helping the teacher, some principles have been designed on the basis of general to the teacher as to what methods should be adopted in the classroom to increase the teaching efficiency

COMMON PRINCIPLE: A FEW PRINCIPLES OF TEACHING WHICH ARE GENERAL NATURE ARE EXPLAINED.

A few principles of defining objectives while teaching anything: the teacher should first of all fix up some objectives then he can select the material using the appropriate methods and then ultimately.

2.2 CHARLOTTE DANIELSON 2010: What we know about important learning and how students learns and that learning is assessed how learn and engage in high-level learning how they are motivated to works hard and engage high-level

2.3 PETER S.WESTWOOD. Teaching methods are characterized by a set of principle procedures or strategies to be implemented by the teacher to achieve desired learning in students; these principles and procedures are determined by the subject matter.

2.4 DOUG LEMOV: First published 2020 his school's principal. He helped found uncommon schools a networks of high performing schools in under-served communities he books teach like a champion now teachers like champion describe techniques used by exceptional teachers it had sold more than a millions copies and been translate into a dozen language his other books practice perfect

42 rules for getting better at and reading reconsidered . He played soccer at Hamilton colleges where he was the worst player of the decade in English from Indian university .

2.6 K.L. SHARMA: An attempts has made in the books to suggest ways and means to improve teaching of English in the changed Indian conditions the related problems have been discussed in the background of a variety a theoretical consideration in order to equip the mind of the young teacher in tackling these problems more efficiently lesson notes given in the appendices will provided guided line to the young teacher this books is now in tenth edition, has been through received and written and new chapter has been added with the hope that students will find its more useful in its present from and in solving the day to day problem of teaching English in India.

2.7 JAMES M. Lang 1999: is a professor of English and director of the Amour center for teaching excellence at assumption university in Worcester his books about teaching and learning include distracted: Why students Can't Focus And what You Can Do About It [Basic Books,2020]; Small Teaching Online: Applying Learning Science in Online Classes [With Flower Darby, Jossey-Bass, 2019]; and Cheating Lessons: Learning From Academic Dishonesty [Harvard University Press,2013]. He writes a monthly column on teaching and learning for the chronicle of Higher Education; his work has been appearing in the chronicle since 1999. He edits a series of books on teaching and learning in higher education for West Virginia University Press; he co-edited the second book in the series, Teaching the Literature Survey Course: New Strategies for College Faculty [2018].

He has conducted workshops on teaching for faculty at more than a hundred colleges or universities in the US and abroad, and consulted for the United Nations on the development of teaching materials in ethics and integrity for college faculty. In September of 2016 he received a Fulbright specialist grant to work with three universities in Colombia on the creation of MOOC [massive open

A central illustration featuring a hand pointing at a tablet screen. The screen displays a math problem: 2×2 . Surrounding the tablet are various educational icons: a graduation cap, a lightbulb, a pencil, a cube, a globe, a stack of books, a magnifying glass, and a hand holding a pencil. The word "EDUCATION" is written in a stylized font above the tablet.

3.1 FIVE MAIN TEACHING METHODS

11

Language teaching refers to the process of instructing someone in the use of a particular language. Effective language teaching involves various techniques, strategies and methodologies to help learners acquire and develop the skills necessary for communicating in the target language. One of the important aspects of language teaching is creating an environment that fosters learning . This includes creating a comfortable and supportive atmosphere that encourages learners to engage with the language and takes risks in the communication. Language teachers also need to develop lesson plans that are tailored to the specific needs and abilities of their learner. This involves a range of the materials including textbooks, videos and interactive online resources to create engaging and interactive learning experiences . Another aspects of language teaching is providing learners with example opportunities for practices and feedbacks this involved engaging in structure conversation participants in group activities or completing b individual tasks that allow learners to apply the language they have learned in mentioning context effective language teaching also involves creating opportunities for learners to engage with the target language outside of the classroom such as through immersive experience programs or online language learning communities overall effectiveness language teaching required a combination of skills strategies and resources to create engaging and supportive learning environmental that helps learners acquire and develop the skills necessary for communication in the target language teaching is the process of instructing individuals use of a foreign or second language it involves. Various methods and techniques, such as grammar instruction, conversation practice and language immersion. The goal of language teaching is to enable individuals to communicate effectively and accurately in the target language. One of the most effective methods of language teaching is communicative language teaching. CLT emphasizes the use of language in real life situations and encourages students to actively engage in communication. This approach emphasizes the important of communication over the formal structure of the language, involves interactive students- centered learning where learners are encouraged to use the language in a meaningful context ha been found to be a particular effective for teaching

speaking and listening skills other methods of language teaching is the audio lingual methods which focuses on drilling and repetition of language structure. This is the importance of accurate pronunciation and grammar. Audio- lingual teaching involves the use of drills and dialogue to practice language structure. This method is often used for teaching beginners or for teaching specific language structure . in a CLT classroom, teachers focus on providing learners with a range of opportunities to practice their language skills through pair and group work role plays simulations and group work interactive activities teachers act as facilitators guiding learners in their language use and providing feedbacks on the performance It also emphasize the importance of integrating language skills (listening speaking reading and writing) and of using authentic materials and tasks that reflect real life communication situations overall, claims to develop learners communication competence, which include not only their linguistic knowledge but also their ability to use the Language Appropriately in the different social and culture context. the origin of It can be traced to the 1970 when language teacher began to question the effectiveness of traditional grammar based approach to language teaching. This approach tended to focus on rote memorization of grammar rules and vocabulary, without much emphasis on communication or real word language use in contrast, let emphasize the importance of using language in meaningful and authentic ways such as in conversation, discussion, and other interactive activities.

3.3 TALKS BASED LANGUAGE:

Talks based language refers to any language that is primarily spoken and not written. This include language such as English, French ,mandarin, Swahili, and many other talks based language are typically used for daily communication including conversation debates negotiations and other forms of verbal interaction unlike written language talk-based language is characterized by a number of features such as intonation, stress, and rhythm, which help to convey meaning and express emotions talks-based language also tends to be more fluid and less structure than written language, with more use of colloquialism, slang

and other informal expression talk-based language is essential for social and culture communication and plays a vital role human relationships and interactions its is education polities, business, and personal relationships, and is constantly evolving adapting to changing social and cultural norms language is a complex system

This Element is a guide to task-based language teaching (TBLT), for language instructors, teacher educators, and other interested parties. The work first provides clear definitions and principles related to communication task design. It then explains how tasks can inform all stages of curriculum development. Diverse, localized cases demonstrate the scope of task-based approaches. Recent research illustrates the impact of task design (complexity, mode) and task implementation (preparation, interaction, repetition) on various second language outcomes. The Element also describes particular challenges and opportunities for teachers using tasks. The epilogue considers the potential of TBLT to transform classrooms, institutions, and society.

Task-based language teaching (TBLT) is a type of instruction that relies on the use of authentic target language to do meaningful tasks. TBLT is also referred to as task-based instruction (TBI) and can be considered a branch of communicative languageteaching(CLT). The notion of tasks is central to this type of instruction. The assessment of learning is mainly based on task outcome and not only on the accurate use of the target language. For this reason, TBLT is believed to be effective in learning target language.

3.4 CONTENT AND LANGUAGE INTEGRATED LEARNING

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Coyle, Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English language schools across Europe, this book gives a

comprehensive overview of CLIL. It summarizes the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all

Content and language-integrated learning (CLIL) is an approach to education in which a subject and a language are taught simultaneously. It is a methodology that promotes bilingual education while blending language and content. This method is typically used to teach English for adults. CLIL has a broad definition because it is an approach customized to the student's needs; for example, teaching science to a group of children when English is their second language. It is important to note that when a teacher focuses on content and language integrated learning, they are only teaching new material. CLIL is not a way to simplify content or to go over topics the students already know; rather, it is a way to introduce new subjects and a new language at the same time. This book is a very timely contribution to our understanding of CLIL. It offers valuable insights about theoretical and implementation issues and a much needed research-based account of the effects of Content and Language Integrated Learning. The volume is also a very welcome addition to studies on the acquisition of second language phonetics, lexicon, grammar and discourse in foreign language contexts. This book is a very timely contribution to our understanding of CLIL. It offers valuable insights about theoretical and implementation issues and a much needed research-based account of the effects of Content and Language Integrated Learning. The volume is also a very welcome addition to studies on the acquisition of second language phonetics, lexicon, grammar and discourse in foreign language contexts. Content and Language Integrated Learning: Evidence from Research in Europe is a key step in establishing an evidence-base for CLIL. In this book, the authors examine the processes and outcomes of CLIL practice. They reflect on shared current concerns in the language teaching sphere about

the potential of CLIL in supporting, or otherwise challenging, language learning practice. Although there is 'no CLIL blueprint ready for export', the contexts described here, and the findings of research and enquiry, are relevant to those working in other settings where language and authentic content are combined in the curriculum. Jasone Cenoz, Professor of Education, University of the Basque Country, Spain: CLIL has precedents in immersion programmes (North America) and education through a minority or a national language (Spain, Wales, France), and many variations on education through a 'foreign' language. Euro-funded projects show that CLIL or similar systems are being applied in some countries, but are not part of teacher-training programmes. There has been an increase in the number of schools offering 'alternative' bilingual curricula, and some research into training and methodology. Having examined the concept the dual focus instruction is meant to be a revolutionary change as it develops additional skills in the students. To be clearer on this concept, the classroom teaching is generally implied in the first language of the learners but here it is learning a foreign language. It is not all about learning language but along with the learning of language they work on the content and make sure all the subjects are taught and learnt in the new language. This is the factual reason for the success of the both.

At this point in the CLIL concept, the subjects and the curriculum serves as a tool for learning the new language. As the target of teachers being to prepare the teaching in the new language means many strategies involved and the right side by side exposure is obligatory. The class lesson plan should also be planned way in advance in the target language, to improve the vocabulary, and provide the complete learning skills. To this implementation, the right meaning of the works in different contexts is much more required. In most cases, they then go to work.

3.5 COOPERATIVE LEARNING LANGUAGE TEACHING

Cooperative language learning is based on the idea that second language learning can be best done in heterogeneous groups, when all students work collaboratively and cooperatively for one common goal. It replaces the idea that students have to work competitively against one another. On the contrary, it rather supports the idea Vygotski claimed in his Sociocultural (S-C) Theory, which states that “Interaction not only facilitates language learning but is a causative force in acquisition.” (Saville-Troike 2006: 111).¹⁴ Vygotski was of the opinion that social interaction is seen as the only way of learning a language sufficiently and therefore he came up with his idea of the zone of proximal development (ZPD), “an area of potential development, where the learner can achieve that potential only with assistance” (Saville-Troike 2006: 112). Taking Vygotski’s idea where language learning is done with social interaction, cooperative language learning focuses on language learning in natural settings through the use of interaction. This means that interaction within one heterogeneous group can lead to a maximum of language learning, if the students work collaboratively. To do so, they have to use the L2 and share the idea of achieving a common goal, which is not on the first side the learning the language, but solving the exercises. This means that the actual language learning process can be seen as a side effect of the task, because students have to use the foreign language just as a means of communication. That also lowers the anxiety of talking in a foreign language and therefore it encourages students to make use of it, but being less afraid of making mistakes. As already stated, the theories of Vygotsky and Piaget can be seen as setting the base of cooperative language learning. As shown in the premise, social interaction is maintained to be necessary for language learning and thus corresponds perfectly with the principles of cooperative language learning. In working cooperatively, students share the idea of working together and achieving a common goal. Cooperative language learning also encourages students in their critical thinking, because in cooperative environments, different approaches to certain topics occur and the students have to think and consider the whys and hows. Therefore they have to analyze possible solutions, which is another reason why heterogeneous groups are an advantage rather than a disadvantage in

cooperative language learning environments. Every member of the group has different ideas and skills and in sharing them with the others, the group can make a maximal profit out of it all. Furthermore, different skills mean that every member of the group has the chance to participate and so every group member is important for the success of the group work. The emphasis of this approach is on cooperative work rather than on competitive work. The teacher's task is to provide the material, to set the classroom settings, to set goals for the students, to structure the classroom and the activities and to help and monitor students in the work phase. However, the bulk of the work has to be done before class starts and so it can be said that in cooperative language learning classrooms are much less teacher-centered than some other methods. The teacher's role in this method differs from normal classroom settings. While frontal teaching may be the norm in some other methods, cooperative language learning uses this form of teaching only on selected occasions. One feature of this method is the great mixture of teaching styles. A lesson can easily consist of frontal teaching sequences, as well as pair and group work phases where the teacher is more or less left out, depending on the activity. Cooperative Learning has antecedents in proposals for peer-tutoring and peer-monitoring that go back hundreds of years and longer. The early-twentieth-century US educator John Dewey is usually credited with promoting the idea of building cooperation in learning into regular classrooms on a regular and systematic basis (Rodgers 1988). It was more generally promoted and developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools and has been substantially refined and developed since then. Educators were concerned that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students. Language teaching is sometimes discussed as if it existed independently of the teaching of other subjects and of trends in teaching generally. However, like teachers in other areas of a school curriculum, language teachers too have to create a positive environment for learning in the classroom. They have to find ways of engaging students in their lessons, to use learning arrangements that encourage active student participation

in lessons, to acknowledge the diversity of motivations and interests learners bring to the classroom, and to use strategies that enable the class to function as a cohesive group that collaborates to help make the lesson a positive learning experience. In dealing with issues such as these, language teachers can learn much from considering approaches that have been used in mainstream education. Cooperative Language Learning (CLL) is one such example. CLL is part of a more general instructional approach, known as Collaborative or Cooperative Learning (CL), which originated in mainstream education and emphasizes peer support and coaching. CL is an approach to teaching that is maximum.



3.6 THE DIRECT METHODS:

The Direct Method is one of the most popular methods of teaching foreign languages. As the name of the method itself suggests, this method focuses on learning the target language without using the native language.

This method primarily focuses on the development of oral skills. One of the most important characteristic features of this method is that visual materials and real-life objects are used. Moreover, such oral training helps in reading and writing. There is no translation involved in this method. This method helps the students learn how to communicate in the target language by creating an association between experience and expression, word and idea. A lot of techniques are used when teachers use the direct method. Some of them are: paragraph writing, holding a conversation in the target language, reading aloud and dictation. One of the main objectives of using the direct method is to help the student think in the target language naturally similar to the way he/she does in his/her own native language. Hence, this method is also called a natural method.

The method has advantages and disadvantages. One of the advantages is that the ultimate focus is on learning the target language. There is no intervention in the native language. This method also aids the processes of learning how to fluently speak the target language. Moreover, the students remain alert focusing on the new learning.

Quite a lot of fun activities could be used to make the whole task of learning the language interesting. However, this method also has a few disadvantages. One of them is the fact that this method expects the students to be fast learners. Slow learners might suffer. This becomes even more difficult when the class of the students is big. Hence, it is difficult for the student to pay attention to individual students. The **direct method** of teaching, which is sometimes called the **natural method**, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz, Alliance Francaise and Insignia in the 1970s and many of the

language departments of the Foreign state Institute of the US State Department in 2012.

In general, teaching focuses on the development of oral skills.^[2] Characteristic features of the direct method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- the centrality of spoken language (including a native-like pronunciation)
- focus on question–answer patterns

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

Grammar Translation Method was one the old-fashioned language teaching methods. With the passage of time, this method was no more effective. During last decade of 19th century, a new language teaching method emerged. Because GTM had failed to meet the language teaching requirements of modern society where multiple disciplines were in practice. The failure of GTM led to the creation.

Direct Method. This method focused on the ability to use language rather than to analyze as the goal of language teaching.

The Grammar Translation Method was based on a set of specific rigid rules: dictation, cramming of rules, translation, and writing. The major drawback in GTM

was lack of practical use of target language. There was no practice of spoken language and as a result; learners were good at reading and able to write sentences but they were unable to use that language in spoken context.

CHAPTER-4

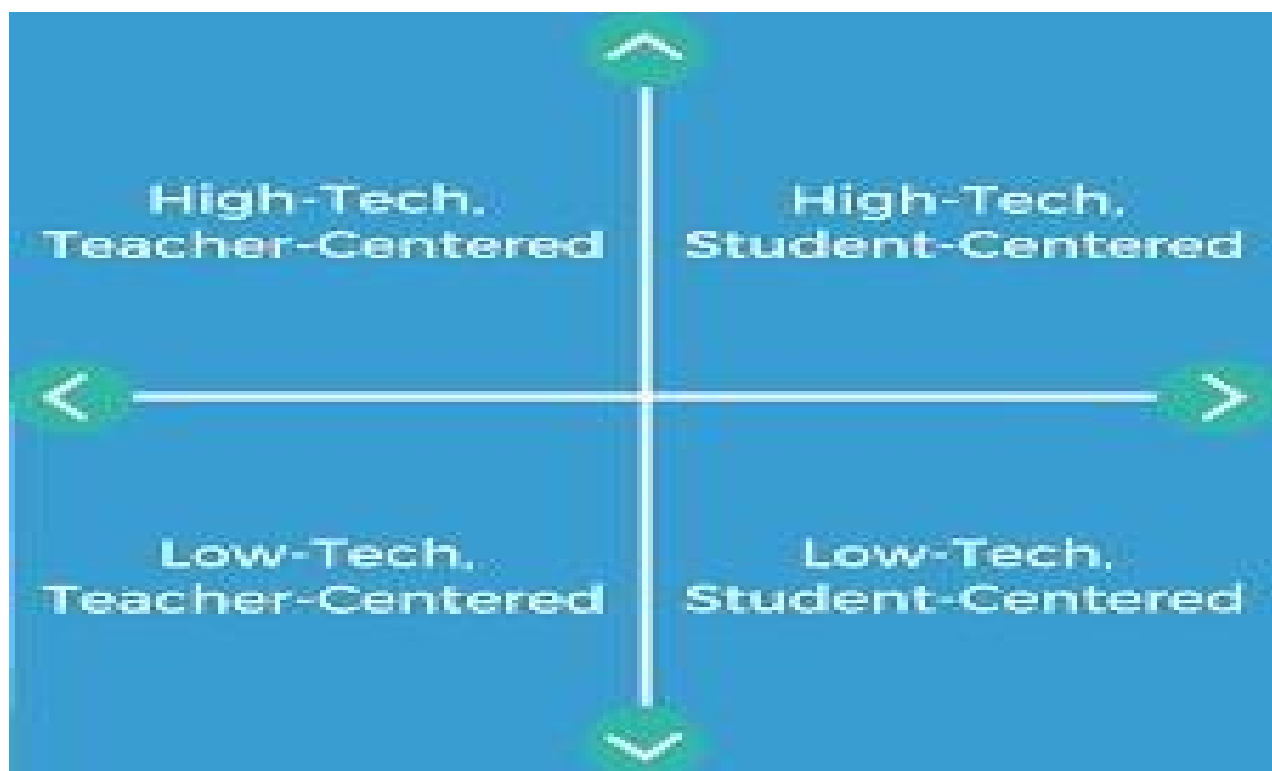
4.1 METHODOLOGY

Teaching methods play a critical role in the success of students' academic performance. Observing a student performing in an English language class can provide valuable insight into In a classroom, teachers usually apply a combination of different teaching methods to better fit the needs of that particular batch of students. These methods can be customized to solve problems that are faced specifically by the students in reference. Apart from that, teaching methodologies are also based on different goals that learners may have from that particular course. Teaching methodologies refer to a set of practices and principles used by teachers to make the process of teaching and learning highly effective for their students. Teaching methodologies, also known as teaching methods, are usually also based on various beliefs regarding the nature of the language used, and how it is learned. For example, if the goal of an arts and crafts class is to provide refreshment to students, the teaching methodologies will be based on such a goal. Alternately, if the goal of an arts and crafts class is to help students master that particular art/craft form, then the teaching method will change drastically. Apart from the different aims of taking a course, there are other factors that help teachers decide which methodologies to use while conducting their class. Some factors include the age group of the students attending the class, the gender of students, the experience in the said lesson or coursework of the students, as well as their expectations and interests. Direct instructions, differentiated instruction, personalized learning, project-based learning, cooperative learning, gamification, etc. are some of the types of teaching methodologies Teaching methodology of teaching method refers to the general principles, pedagogy (the method and practice of teaching) and management strategies used for classroom instruction. The choice of teaching method depends on various factors that include educational philosophy of

teacher, classroom demographic, subject area(s) and the mission of school. There are various approaches and methods for teaching children but, there are "several factors involved in the successful implementation of a method or approach" (Griffiths, 2011) Learning approaches and theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use. The teacher centered approach is focused on style of teaching that depicts direct instructions with formal authority, expertise and personal model while student-centered approach is determined on teaching style focused inquiry based learning and cooperative learning style with facilitation, personal model and delegation. In the recent past, technology has revolutionized each and every sector by integrating modern technological tools, and the education sector has also been propelled by advancement in technology. Many learning centers are using computers and tablets in the classroom as learning aids. While technology has undoubtedly changed education and its mechanism, yet many learning centers opt to use traditional, low tech approach to learning "Traditional method of teaching is, teacher-dominated interaction.

Teaching is deeply teacher centered and teachers are the source of the knowledge, while learners are passive receivers that must memorize Teaching methodology of teaching method refers to the general principles, pedagogy (the method and practice of teaching) and management strategies used for classroom instruction. Learning by doing is one of the best methods of teaching something to students. Giving long lectures may be less effective. Instead, assign your students creative project work. It will be beneficial for them to retain knowledge for a long time. The use of project-based teaching is the best pedantic assurance for a viable improvement of key abilities such as creativity. It permits a student to show their capacities while working freely. It fosters a student's capacity to work with their fellow classmates, building cooperation and teamwork. Try to keep a balance between lectures and creative projects. Frequently, give your students some creative projects to work on. It is a

technique in which teachers group students and ask them to perform a particular task collectively through cooperation. This teaching methodology has been proven to be very effective in enhancing the concentration, association, and acquisition of knowledge in students. It makes learning interesting for students and teaches them how to work with others easily. When compared to individual learning where students focus on themselves solely. It is a dominant teaching methodology where a student's critical thinking ability is improved. Under this teaching method, students are required to solve their problems themselves. This is how they develop problem-solving abilities and ultimately gain confidence. The main purpose of this type of teaching is to make each individual student strong.



	SCHOOLS NAME	ADDRESS
S.NO		

1	CHRIST KING MATRIC HR SEC SCHOOLS.	SRIPERUMBUDUR HIGH ROAD THIRUVALLUR
2	ANNAI SARASWATHI MATRIC SEC SCHOOLS	AVADI ROAD THIRUVALLUR
3	R.M JAIN MARTIC SEC SCHOOLS.	OIL MILL THIRUVALLUR
4	SRAVASTHI MATRIC SEC SCHOOLS.	KOIL STREET THIRUVALLUR
5	SRI NIKETHAN MATRIC HEC SEC SCHOOLS	MAIN SALAI THRIVALLUR
6	ESTHER NURSERY PRIMARY SCHOOLS	VENGATHUR THRIVALLUR
7	CHELLAMMAL MATRIC HR SEC SCHOOLS	SRIPERAMANTHUR THRIVALLUR
8	ABS MATRIC HR SEC SCHOOLS	RAILROAD THIRUVALLUR
9	JAIN MARTIC HR SEC SCHOOLS	POONAMALLEE THIRUVALLUR
10	BARATISAN MATRIC SEC SCHOOLS	ANNA NAGAR, THIRUVALLUR

S.NO 1: This table analyzed list schools where data was collected.

S .NO	LIST OF TEACHERS
1	T.KAVIYA
2	S.REENA
3	K.DIVYA
4	M.PRAKASH
5	G.BANU PRIYA
6	T.MOHANA

7	K.KAVITHA
8	P.ANUTHTHARA
9	L.GOWTHAMI
10	M.ALVIN

S.NO2: This table where analyzed list of teachers where taken class

S No 3	METHODS AND APPROACH
1	DIRECT METHOD
2	COMMUNICATIVE METHODS
3	AUDIO LINGUAL METHOD
4	TASK BASED LANGUAGE METHOD
5	THE NATURAL APPROACH METHOD
6	GRAMMAR TRANSLATION METHOD
7	INDUCTIVE METHOD
8	SILENT WAY METHOD
9	BINNING METHOD
10	COMPARING THE LANGUAGE TRAINING METHOD

S.NO3: This table where analyzed list of approach of teaching methods where taken in class

SNo 4	List of Lessons
1	GRAMMAR
2	POETRY
3	SUPPLEMENTARY

4	COMPOSITION
5	SPORT THE ERROR
6	MIND MAPPING
7	POERTY OF POEM
8	PART OF SPEECH
9	VOCABULARY
10	SUMMARY WRITTING

S.NO4: This table where analyzed list of Lessons The Teacher has taken

CHAPTER-5

5.1 ANALYSIS OF INTRODUCTION

Unlike participant and naturalistic observation, structured observation does not involve studying participants in their natural environment. Instead, scientists using structured observation study participants in a more constructed or controlled environment. The structured environment might be a laboratory, clinic or research facility. However, the structured environment could also be a natural environment altered in some way by the researchers. For example, business market analysts might give participants in an office environment a certain task to perform or a certain product to use. Like naturalistic observation, participant observation involves studying behaviors in their natural environment. However, unlike naturalistic observation, researchers become active in their study during

participant observation. Researchers often choose participant observation when they can only gather certain data by assimilating or taking on roles that resemble those in the natural environment. For example, a scientist wanting to know more about behaviors in a rehabilitation facility could enroll themselves as a patient. Business market analysts might also use participant observation to assess public use or knowledge of a particular product or service. Another type of observational study is a case study. In a case study, students observe and record the behavior of a single person or object. This type of study can be used to study the behavior of a person with a particular condition or the behavior of an object under different conditions.

Finally, observational studies can also be conducted in a laboratory setting. In a laboratory observation, students observe the behavior of animals or people in a controlled environment. This type of study can be used to study the behavior of animals or people under different conditions, or to study the effects of different stimuli on behavior. One of the most common types of observation studies is participant observation. This type of study involves observing people in their natural environment, and collecting data about their behavior and thoughts. Participant observation can be used to learn about a variety of topics, such as how people interact with each other, how they respond to certain stimuli, and what their thoughts and feelings are about a particular topic. Another common type of observation study is naturalistic observation. This type of study involves observing people in their natural environment, and collecting data about their behavior. Naturalistic observation can be used to learn about a variety of topics, such as how people interact with each other, how they respond to certain stimuli, and what their thoughts and feelings are about a particular topic. However, unlike participant observation, naturalistic observation does not involve interacting with participants. Finally, structured observation is another common type of observation study.

This type of study involves observing people in a controlled environment, and collecting data about their behavior. Structured observation can be used to

learn about a variety of topics, such as how people interact with each other, how they respond to certain stimuli, and what their thoughts and feelings are about a particular topic. However, unlike participant observation and naturalistic observation, structured observation involves intervening in the environment, and manipulating the stimuli that participants are exposed to. Observation studies are a type of research study that involve observing participants without intervening. This type of study is often used to collect data about people's behavior, thoughts, or feelings. There are several different ways to conduct an observation study, including participant observation, naturalistic observation, and structured observation

An **observational study** is used to answer a research question based purely on what the researcher observes. There is no interference or manipulation of the research subjects. Observational studies are generally used in hard science, medical, and social science fields. This is often due to ethical or practical concerns that prevent the researcher from conducting a traditional experiment. However, the lack of control and treatment groups means that forming inferences is difficult, and there is a risk of confounding variables and impacting your analysis. Observational studies are generally in nature, and they often aren't strong enough to yield standalone conclusions due to their very high susceptibility to and confounding variables. For this reason, observational studies can only show association,. An observational study may be the right fit for your research of participants to control and treatment groups is impossible or highly difficult. However, the issues observational studies raise in terms , confounding variables, and conclusiveness can mean that an experiment is more reliable. However, there may be times when it's impossible, dangerous, or impractical to influence.

AN OBSERVATION RECORD-1

HOURL: 45 MIN

TOPIC: GRAMMAR**STANDARD 6****SUMMARY OF OBSERVATION:**

When teachers teach grammar, it's important to make it relevant to the students' lives. For example, when teachers take a grammar part, they can use another language like Tamil to take a grammar part to understand students and create opportunities for students' interaction. Students can interact with each other through pair work, group work, and others. Collaborative activities can help them to practice grammar and provide regular feedback to students on their grammar use. This can help them to identify areas that need improvement and to correct usage. The teacher is actively listening to their student's response.

AN OBSERVATION RECORD-2**HOUR: 45 MINTS****TOPIC: POETRY****STANDARD 5**

SUMMARY OF OBSERVATION: During the poetry class, the teachers and students had very positive and engaging interactions. The teachers began by introducing the lesson and providing context for the poem that was going to be analyzed. The teachers then asked the students to share their thoughts on the poem, which led to a lively discussion. The teacher was very skilled at facilitating the discussion, allowing the students to express their opinion while also providing insight and analysis of the poem. The teachers were very patient and encouraged students to think throughout the class. The teachers also provided constructive feedback to the students. The teachers made sure that every student had the opportunity to participate in the discussion and share their thoughts.

AN OBSERVATION RECORD -3

HOUR: 45 MINTS

TOPIC: SUPPLEMENTARY

STANDARD 4

SUMMARY OF OBSERVATION:

Students in active learning. Encoring them to participate in the learning process by asking open questions and promoting critical thinking. Providing opportunities for group discussion effectively of supplementary knowledge their students will create a learning environment that meets their individual needs. Their instruction and feedback to help students overcome their learning barriers are good supplementary teacher communications clearly and concisely. Using simple and appropriate language that students can easily understand. Successful supplementary teachers are adapters adjusting their teachers strategies and techniques to the learning needs and style of their students.

AN OBSERVATION RECORD-4

HOUR:30 MINTS

TOPIC: PROSE

STANDARD 5

SUMMARY OF OBSERVATION:

At the beginning of the class, they greeted the students and asked them to take out their notebooks and pens. The teachers then started the lesson by asking the students about their previous knowledge of the topic. The students responded

positively and showed. During the lesson, the teachers used a variety of teaching strategies, including lectures, discussions and group activities to keep the students engaged and interested in the topic. The teachers encouraged the students to ask questions and participate in discussions. The students were actively involved in the lesson and asked relevant questions. The teachers provided constructive feedback on areas that need improvement. The teachers made sure of the feedback.

AN OBSERVATION RECORD-5

HOURL:30 MINTS

STANDARD 3

SUMMARY OF OBSERVATION:

The observation, whether it is to assess student progress, evaluate teaching strategies or assets classroom management records specific behaviors that you observe the interaction such as teachers questioning, students response, and teachers feedback. Records the duration of the observation, including the start and end of time. The teachers and students include tone of voice, body language, and facial expressions. The observation includes any strengths or weaknesses observed in the teachers students interactions and provides constructive feedback to the teachers to improve their teaching strategies .

AN OBSERVATION RECORD-6

HOURL:45 MIN

TOPIC: COMPOSITION

STANDARD 5

SUMMARY OF OBSERVATION:

At the beginning of the course, teachers should clearly outline their expectation for students participation, assignments grading policies understand what is expected

of them and how they will be evaluated. Provide constructive feedback English composition teachers should have on their writing assignments. Feedback should be specific, actionable and focused on areas for importance. Teachers should also provide positive feedback to encourage students and help them build confidence in their writing abilities. Teachers should encourage students to work together in pairs in small groups to discuss their writing and offer feedback to each other. This can improve their writing skills and build a sense of community in the classroom.

AN OBSERVATION RECORD -7

HOUR:45 MIN

TOPIC: READING AND WRITING

SUMMARY OF OBSERVATION:

Before beginning any observation, it is important to decide on a specific focus or research question. To observe how teachers provide feedback on the student participation, or how they structure reading and writing lessons there are several different methods of observing teachers students interactions including video recording , audio recording and field notes. Each methods has its own advantage and disadvantage this may involves sitting in on a classroom session or analyzing You need to analyze and interpret the data that you collected this may involve for patterns or themes in the behaviors of the teachers and students or indenting area where improvements.

AN OBSERVATION RECORD-8

HOUR: 45 MIN

TOPIC: LESSONS FROM TEACHERS'

STANDARD 6

SUMMARY OF OBSERVATION:

An effective communication is built on active listening. Teachers should make sure they listen to their students attentively and respond appropriately. Teachers should encourage their students to participate in classroom discussion and activities. This helps to foster an interactive learning environment and enhance students' engagement. Teachers should provide positive feedback to students when they do well to encourage and motivate them. This helps to build their confidence and self. Teachers should try to personalize their interactions with students by taking the time to learn about their interests, strengths and weaknesses. This helps to build a stronger connection between the teachers and the student.

AN OBSERVATION RECORD-9

HOURL:45 MIN

TOPIC: POETRY OF POEM

STANDARD 4

SUMMARY OF OBSERVATION:

I observed a poetry class where the teachers and students interacted on a variety of topics related to poetry. The teachers started the class by discussing the importance of rhythmic in poetry and how it can be used to create emotional response in the reader she then gave example of poem that used rhythm effectively and asked the students to read them out loud and identify the rhythmic patterns the teachers also introduced the concept of imagery in poetry and how it can be used to create vivid sensory experience for the reader.

I was angry with my friend; I

told my wrath, my wrath did

end.

I was angry with my foe:

I told it not, my wrath did grow.

And I water' it in fear,

Night and morning with my tears:
And I sunned it with smiles,

And with soft deceitful wiles.

AN OBSERVATION RECORD-10

HOUR:45 MIN

TOPIC: STUDENT AND TEACHERS INTERACTION IN CLASSROOM

STANDARD 5

SUMMARY OF OBSERVATION:

QUESTIONING: Teachers can ask questions to students to check their understanding and encourage participation. students can also ask questions, to clarify concepts and deepen their understanding.

FEEDBACK: Teachers can provide feedback to the student' work and progress, helping them to improve their teaching.

DISCUSSION: Teachers can facilitate dissuasions among students, allowing them to exchange ideas and perspectives. They can promote critical thinking and help to learn from others.

ONE-ON-ONE INTERACTION: Teachers can have individual conversations with students, providing personalized feedback and support. This can help to build relationships and address individual learning needs.

COLLABORATIVE ACTIVITIES: Teachers can organize group activities that require students to work together to complete a task. This can help to build teamwork skills and improve communication among students.



- THIS PHOTO HAS TAKEN DURING THE OBSERVATION OF STUDENTS





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Principal Dip.in Geog., C.C.W.S.

Place MANAVALANAGAR

Date 09.03.2023

TO WHOMSO EVER IT MAY CONCERN

This is to certify that Mr M. Imthiyaz Sheriff BA III year English Department of Sathyabama Institute of Science and Technology, Chennai had visited our School for English Language Teaching purpose and had observed one period of class in Our School Christ King Matriculation Higher Secondary School Manavalanagar.


PRINCIPAL
CHRIST KING MAT/HR. SEC. SCHOOL
MANAVALANAGAR

- ITS HAS BEEN GOTTEN FROM THE OBSERVATION OF MY RECORDS CERTIFICATES

CHAPTER-6

TECHNIQUES AND EFFECTIVE STRATEGIES OF TEACHING METHODS AND HOW TO USE

6.1 TECHNIQUES OF TEACHING METHODS

Teaching methods are ways to instruct students in a classroom, helping them to understand and remember what they've learned. Some of the best teaching strategies allow educators to convey information in a clear and concise way while also ensuring students retain it over the long term. If students can comprehend facts on a deep level and practice skills properly in the classroom, they can apply that wisdom and those abilities to their personal lives and their future careers. Teaching methods are opportunities to make learning engaging, inspiring and fun for students. They aid teachers in fulfilling the responsibility of guiding the social and emotional development of children. By using the right strategies, teachers can instill values of respect, empathy and cultural sensitivity into their classroom. They also use teaching methods to prepare students for standardized testing. Your classroom philosophies and principles can vary based on your preferences as a teacher, your school mission statement, your subject areas and other factors. Differentiated instruction is the idea of creating tailored education plans for students based on differing needs. This may involve the ways by which students access content, the activities they do, the assessment techniques a teacher uses or even the physical setup of a classroom. As all people have varying abilities and talents, it's beneficial for a teacher to adapt their teaching styles to unique students. This is also a key step in supporting students with disabilities in the classroom and ensuring they feel welcome and comfortable in academic environments. A traditional way to structure classroom learning is the lecture format, in which teachers explain information while students observe. Teachers lead a lesson by presenting on, showing visuals of and modeling examples of a topic. While a teacher is presenting, students can listen, watch, take

notes and copy the teacher's demonstrations. While this is a conventional and helpful approach, teachers may alter it for different learning environments. Teachers can use technology in the classroom to make teaching processes more efficient and aid in student learning. Students can use devices like computers and tablets to read materials, conduct research or play educational games. In addition, cloud computing capabilities make it possible for students to access documents or other resources while at school or at home. Virtual classrooms using video conferencing software can be a great way to provide education remotely. This can be especially helpful for students with disabilities who may have difficulties focusing in a physical classroom environment. Segmenting students into groups is a great way to teach them skills in collaboration. While in their teams, they can discuss subjects and learn about the perspectives of others. It's important to encourage both class participation and listening skills so that students can gain these abilities for the future. Teachers can assign group presentations so students can convey information to the rest of the class, ask and answer questions and interact with each other. While group projects can be exciting opportunities for students, it's also important to promote individual learning so that they can work by themselves. Assigning journal entries can be an excellent way to give students time to think through topics and develop thoughts and analyses. This is especially helpful before hosting a class discussion so class members can have ideas for what to say. Teachers can read writing assignments to reward points to students who can't participate vocally in class. Inquiry-based learning promotes the idea of learning by investigation, where students can complete projects, ask questions and find answers by themselves. While teachers act as resources in these times, the goal is for students to solve problems and discover information on their own. Upon learning about concepts, they can explain and present the concepts in their own words to further enforce them in their memories. Then, students can advance to higher levels at their own pace. This is a way for students to perform an active role in the learning process. Kinesthetic learning is the notion of learning through movement. Teachers can move around the classroom and use hand gestures while they present to engage students visually and kinesthetically. They can also

encourage students to perform physical activities where they can move around and use their creativity. If you want to update your classroom techniques and help children to be more excited about learning, consider developing and implementing educational games or challenges, whether in-person or online. These can inspire children, especially kinesthetic learners, to participate more fully in the learning process and keep them motivated and focused on lessons. It can also allow them the opportunity to solve problems and reach a goal. Expeditionary learning is the process of learning through participating in practical experiences. These can be projects, case studies or lab experiments in the classroom or field trips to places around your school and community. For example, in a science class, you might take a trip to a nearby nature center to learn about the types of animals and plants in your area. This type of approach encourages students to apply classroom knowledge and skills to the real world. It can help them comprehend the purpose of their efforts and return to schoolwork with enthusiasm. You can use effective teaching methods that educators have been using throughout history to help people learn. Paying attention to the way you teach students, in addition to the content you convey to them, is a critical part of ensuring they master subjects and abilities. In any career field, conducting the proper amount of planning and preparation can ensure your work is efficient and error-free. Planning your teaching methods for the day, week, month, quarter or year can support well-functioning lessons and classroom activities. Experimenting with various teaching methods allows you to gauge what your students need and govern your classroom well. You can discover the teaching styles that lead to . Conduct research and consult with experienced teaching professionals to find inspiration for how you can operate your classroom effectively. You can also check with multiple people to confirm that your lessons are appropriate before implementing them to ensure their success. In many schools, there are methods through which students and parents can give regular feedback to teachers about classroom techniques. Study this feedback carefully to adjust your approaches and meet student and parent needs.

Better performance on assessments and better progress reports.

6.2 EFFECTIVE STRATEGIES OF TEACHING METHODS

- Effective teaching strategies comprise proven best practices in education that work in a variety of classroom environments. Many teachers may use multiple strategies to keep their students engaged throughout the school year and test their knowledge more comprehensively. Other teachers may use only one or two strategies to guide their lesson plans and ensure that each student understands the information being taught. What works well for one class may not be best for the next class, meaning teachers will continuously assess the effectiveness of a teacher strategy and make adjustments as needed. The most effective approach to implementing teaching strategies is to customize them to meet your students' needs.
- Behavior management strategies foster an atmosphere of mutual respect, reduce disruptive behavior and ensure students have an equal opportunity to fulfill their potential in the classroom. It's crucial to provide them with both a positive and productive learning environment. Examples include establishing a reward system with an interactive chart where students move up or down depending on their performance and behavior in class.
- With a blended learning teaching strategy, technology is incorporated with traditional learning. This allows students to work at their own pace, research their ideas and become more physically engaged during lessons. Examples include providing interactive tablets or whiteboards with engaging activities and posting classwork online for easier access.
- Group work is a cooperative learning strategy that allows students with various learning levels to work together. By encouraging them to express their own ideas and listen to others' ideas as a group, you help students develop communication and critical thinking skills. Examples include solving math puzzles together, performing skits as a team or working on group presentations.
- Culturally responsive teaching links lessons and context with students' contemporary and ancestral cultures. Diverse classrooms require you to reach students with dramatically different backgrounds and/or different

learning styles. Through this teaching strategy, explain how your topic relates to different cultures and make sure your classroom is a place where all students feel empowered. Encourage all students to ask questions and share unique answers.

- Differentiation is a teaching strategy that lets you assign tasks to students based on their specific academic abilities and their learning needs. Effective classrooms are often inclusive settings so it's important to teach to a range of learning levels simultaneously. Examples include worksheets that vary in complexity or letting students choose from activities or stations related to a particular lesson
- Experiential learning uses real-world experience to learn by doing. While traditional lesson plans tend to focus on the teacher, this strategy focuses on students participating in activities they may not immediately recognize as educational. Examples include games, experiments and/or simulations. A common form of experiential learning is a field trip combined with practical lessons outside of the classroom that connect to your current curriculum.
- A formative assessment is used periodically to monitor student learning incrementally. This can more effectively measure the process of learning as opposed to end-of-unit tests and can help you to improve your teaching methods throughout the year. Examples of this teaching strategy include self-evaluation exercises and summarizing a topic in multiple ways.
- If you want to help students become more excited about learning, consider developing and implementing educational games and/or challenges, whether in-person or online. These games can inspire children, especially kinesthetic learners, to participate more fully in the learning process, as well as keep them motivated and focused on their class lessons. This teaching strategy can also help them solve problems and reach a goal.

Thought provoking questions to inspire students to think independently and discuss meaningful topics. This lets you present academic concepts in a way that invites students to reconsider their perspectives and ask questions. Inquiries can be math or science questions with a complex answer, such as

"Why is the sky blue?" or questions that result in a more subjective response, such as *"Do poems have to rhyme?"*

6.3 HOW TO USE THEM

If you haven't heard of experiential learning before, it's the idea that learning is a product of experience. If it sounds like something that you might be interested in, we have a whole article that explores [how to apply experiential learning in the classroom and beyond](#). We can only gain experience from interacting and engaging with the world and people around us. This learning theory comes from David Kolb's experiential learning cycle, and considers the role of all our experiences in learning, from emotions and cognition, to our environment. Experiential learning is a great teaching method because it encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences. It can be effective for several subjects, especially during science experiments, sports coaching, and group projects. Differentiated learning is a teaching method that tailors instructions to students depending on their individual needs. This method could be a great option if you're teaching mixed-ability classes and want everyone to get the most out of each lesson. To become a pro at this teaching method, you can join our [Differentiation for Learning](#) course by STEM Learning. This is a fairly traditional approach to teaching mixed-ability classes, but it can be successful if managed sensitively. For example, some teachers may choose to teach entirely different content depending on student ability. However, this can cause students to feel embarrassed and teachers to feel burned out from trying to do too much at once. The next teaching method we'll be exploring is blended learning. Essentially, blended learning is a combination of traditional face-to-face learning and technology-based learning. Although blended learning did exist before the COVID-19 pandemic, it's become more popular with schools and universities in the two years. You can read all about it in our [blended learning blogpost](#). Using a blended learning model can be great for both students and teachers because it forms a middle ground between traditional and technology-based methods. It uses enough technology to keep

students focused and interested, but it also provides opportunities for students to talk in-person to teachers and fellow classmates, which can be invaluable. If you want to focus on making your lessons more fun, engaging and interactive, then look no further. Game-based learning, also known as gamification, is a great way to engage students, particularly those in primary and secondary education.

CHAPTER-7

CONCLUSION

7.1 SUMMARY

1. The Faculty Center promotes research-based instructional strategies and classroom techniques that improve student performance and learning. Because instruction at UCF takes place in many formats, environments, and class sizes, there is no single most effective teaching method for all contexts. However, research does support a practical range of methods that can be adapted to the various circumstances in which we teach. These strategies fall somewhere on the continuum illustrated below between teacher- and student-directed. We hope the resources on these pages will help you develop a repertoire of evidence-based instructional strategies that meet your and your student's needs. Refer also to our Learning Spaces pages for strategies and techniques to implement active learning in various classroom configurations. Finally, a synopsis of teaching and learning principles from various sources helps frame some beneficial strategies to improve student learning. Lecture can help students organize extensive readings, but it should not be used to simply duplicate those readings. Because learning results from what students do, lectures should be crafted so that students are intentionally active as much as is reasonable. Direct instruction can be easily combined with other teaching methods and can be transferred to online teaching by using videos for the modeling stage and discussion groups for the guided practice stage. Working examples are step-by-step demonstrations of how to complete a problem or perform a task. Concepts are first introduced in their simplest form, then the teacher gradually progresses from simple to complex procedures. Working examples are a way to impart information. Therefore, the process is considered a form of lecturing. Worked examples are particularly useful in STEM fields, and are most effective when learners are not already familiar with the processes being presented. Students must actually work their way through the examples, rather than skip over them to homework problems, in order to see real benefit. Many instructors build their lectures around questions that students,

individually or in small groups, can answer using colored flashcards or polling technologies like clickers or BYOD apps. The advantage to using polling technologies is their scalability, ease of providing collective feedback on student performance, and integration with the online gradebook for uploading participation or quiz points. Other interactive techniques involve short writing exercises, quick pairings or small group discussions, individual or collaborative problem solving, or drawing for understanding. In the basic structure of a “flipped classroom,” the students first engage the content online (through readings, video lectures, or podcasts), then come to class for the guided practice. It requires explicit communication of learning objectives, procedures, roles, and assessment criteria. It requires a detailed curriculum design organized around scaffolding learning toward mastery. Some critics equate direct instruction with just lecturing; however, here the term is used as “directing” student learning. In direct instruction, the role of the teacher is similar to that of a coach. Many faculty opt to create video lectures using PowerPoint.

The steps are simple: after the slides are ready, click the Slide Show tab and locate the “Record” icon near the middle. The slideshow will start, and audio will be captured for each slide. Upon completion, click File-Save As and switch the filetype from .pptx to .WMV or .mp4. After the video file is created, many faculty upload the video to YouTube for maximum accessibility, and link to it (or embed) from Web courses. Socratic questioning involves the teacher’s facilitation of critical thinking in students by dint of carefully designed questions. The classic Greek philosopher, Socrates, believed that thoughtful questioning enabled students to examine questions logically. His technique was to profess ignorance of the topic in order to promote student knowledge. R. W. Paul has suggested six categories of Socratic questions: questions for clarification, questions that probe assumptions, questions that probe evidence and reasoning, questions about viewpoints and perspectives, questions that probe implications and consequences, and questions about the question. One of the primary purposes of discussion-based learning is to facilitate students’ meaningful transition into the extended conversation that is each academic discipline. Discussions allow students to practice applying their

learning and developing their critical-thinking skills in real-time interactions with other viewpoints. Often, the challenge for the teacher is to get students to engage in discussions as opportunities to practice reasoning skills rather than simply exchanging opinions. One tip for addressing this challenge is to create a rubric for assessing the discussion and to assign certain students to act as evaluators who provide feedback at the end of the discussion. Students rotate into this role throughout the semester, which also benefits their development of metacognitive skills. Case-based learning is used widely across many disciplines, and collections of validated cases are available online, often bundled with handouts, readings, assessments, and tips for the teacher. Cases range from scenarios that can be addressed in a single setting, sometimes within minutes, to sequential or iterative cases that require multiple settings and multiple learning activities to arrive at multiple valid outcomes.

They can be taught in a one-to-many format using polling technologies or in small teams with group reports. Ideally, all cases should be debriefed in plenary discussion to help students synthesize their learning. Learning in groups is common practice across all levels of education. The value of learning in groups is well supported by research and is required in many disciplines. It has strong benefits for at-risk students, especially in STEM subjects. In more structured group assignments, students are often given roles that allow them to focus on specific tasks and then cycle through those roles in subsequent activities. Common classroom activities for groups include: “think-pair-share”, fishbowl debates, case studies, problem solving, jigsaw. Inquiry-based learning encompasses a range of question-driven approaches that seek to increase students’ self-direction in their development of critical-thinking and problem-solving skills. As students gain expertise, the instructor decreases guidance and direction and students take on greater responsibility for operations. Effective teaching in this mode requires accurate assessment of prior knowledge and motivation to determine the scaffolding interventions needed to compensate for the increased cognitive demands on novices. This scaffolding can be provided by the instructor through worked scenarios, process worksheets, opportunities for learner-reflection, and

consultations with individuals or small groups. Students are generally allowed to practice and fail with subsequent opportunities to revise and improve performance based on feedback from peers and/or the instructor. Often referred to as PBL, this method is similar to the case study method, except the intention is generally to keep the problem, the process, and the outcomes more ambiguous than is comfortable for students. PBL asks students to experience and struggle with radical uncertainty. Your role as the teacher is to create an intentionally ill-structured problem and a deadline for a deliverable, assign small groups (with or without defined roles), optionally offer some preparation, and resist giving clear, comfortable assessment guidance. Project-based learning is similar to problem-based learning, and both can be referred to as PBL, but in project-based learning, the student comes up with the problem or question to research. Often, the project's deliverable is a creative product, which can increase student engagement and long-term learning, but it can also result in the student investing more time and resources into creative production at the expense of the academic content. When assigning projects to groups that include novice students, you should emphasize the need for equitable contributions to the assignment.

Assessments should address differences in effort and allow students to contribute to the evaluations of their peers. This chapter is about second and foreign language (L2) classroom observation research, with a focus on observation instruments developed within the interaction analysis tradition. It begins with a brief description of classroom observation research and a comparison of interaction analysis with other approaches. This is followed by a general description of how observation instruments are organized, how they differ in terms of number and type of categories, coding procedures, units of analysis, and overall strengths and weaknesses. Four observation schemes are then described in detail with specific examples and illustrations of their categories along with information about the reasons for their development, the contexts in which they have been used, the type of research undertaken with them, and brief summaries of the findings associated with each. Throughout, there is an examination of how interaction analysis observation schemes have evolved in

relation to the different phases of L2 classroom research, including the global method comparison studies, process and process-product research, and the shift from macro-level to micro-level descriptions of classroom behaviors. The chapter concludes with a discussion of the benefits of multi-method approaches to L2 classroom observation research. Observational studies are generally used in hard science, medical, and social science fields. This is often due to ethical or practical concerns that prevent the researcher from conducting a traditional experiment. However, the lack of control and treatment groups means that forming inferences is difficult, and there is a risk of confounding variables and observer bias impacting your analysis. The class lasted for one hour. The lesson was divided into three parts. For the first ten minutes, the teacher made a brief overview of the previous lesson. That lesson was dealing with lines of one-dimension. The teacher introduced the topic on polygons and described the objectives of the lesson. In addition, the teacher described the learning practices that were involved in the lesson. Also, she presented two questions that they solved together. This evoked the prerequisite knowledge related to the polygons. For example, she asked one pupil to draw a three-sided figure on the blackboard.

They drew irregular shaped figures on the blackboard. Therefore, she started explaining the concept of polygons. The second part of the lesson took thirty minutes. In these thirty minutes, the teacher aimed at helping pupils in identifying regular polygons according to the number of sides. Therefore, she conducted an exercise for making a polygon monster. First, she demonstrated and asked them to make it on their own. Afterwards, she gave an exercise to the pupils. The exercise needed pupils to draw various regular polygons alongside their names. In the final part of the session, the teacher used twenty minutes. In this part, they would draw the polygons on the blackboard. The teacher would select some pupils and order them to tackle questions on the blackboard. The ones who got it right would gain the class participation points. These points were considered in choosing the pupils attending the mathematics tour at the end of the term. Before she started the lesson, the teacher reminded pupils about what they had learnt in the previous lesson. This gave the pupils some consistency. It

enhanced much understanding and ensured a flow of knowledge from one topic to another. Also, he outlined the basic objectives of the lesson. This helped them to understand the goals of the lesson right from the beginning. This ensured that they remained focused on the objectives of the lesson.

7.2 CONCLUSION

The objective of every research is to disclose the unknown characteristics of a particular area of research. The Hard work of researchers should create a pleasant atmosphere for the forthcoming generation. It is an integrated and collective effort of a learner, guide and other experts for the sake of society. It offers an enhanced platform for future progress as well. At the end of a very thoughtful and streamline journey of present research the researcher can share some significant observations. English as a second language through WALL is

always a daunting as well as challenging task. Many learners don't complete this challenge and many of them submit themselves to the hitches. Some educators even often explore for guidance to make...*show more content...*

There are many divisions of teaching the English language. For specific purposes and for specific learners, distinct and tested ways of teaching lead the researchers to the new realm of language. This intensive way of teaching English has made the task of learning English as a foreign language easy. After this detailed study, the researcher can claim that English is the most studied language of the world. It is also the most researched language as well. In the second chapter every new and old Approach and Methods of ELT gives the overview of past and present English Language Teaching. With this the researcher can understand that teaching English is different from teaching other subjects. It helps the researchers to hand-pick the most suitable way for teaching English. In the present day the progress in the field of education is due to development of web assisted language learning. It facilitates the learners with innovative gears for teaching and also helps the learners to help to spread the knowledge faster to the world. The development of computers and the internet has affected teaching positively. The researcher can say that today teaching is faster and learning is easier due to WALL. Initially the use of computer technology and the internet was restricted up to the IT sector. Today everyone can say that the most productive use of WALL is in the field of...*show more content...*

The approach of this teaching is very innovative, learner-centered, motivation-based, task oriented and fun loving with audio-visual aids through WALL. The aims and objectives of teaching English must be defined in terms of linguistic needs for different age groups. The approach and techniques of teachings must be focused on enhancing skills of language rather than merely teaching theoretical knowledge of language. Various programs for teachers must be designed during their training programs as well as when they are in service as a teacher. So that it will help them to improve teaching skills and overcome the barriers and shortcomings in their teaching skills, styles, approach.

7.3 Suggestion for further research: The research only school level

Research .Next college level research .students can learn from this topic.through different areas of English language at schools. Specifically, how integration of technology affects student engagement, motivation, and learning outcomes. From my side we can do more of the research we did from this topic.

7.4 LIMITATION OF THE STUDY

Some responses would answer the question untruthfully to please the research or would tell what is not true for fear of victimization or intentions especially in the area of a question's data collection tool. The findings were limited to public secondary schools as private schools were not covered therefore, generalization of the findings of the whole population may need further study. Sampling bias occurs when the sample used in the study is not representative of the population being studied. For example if the study only uses participants from a particular demographic group such as age or gender it may not be possible to generate a population. This can limit the external validity of the study.

❖ SELF- SELECTION BIAS

Self selection bias occurs when participant in a study chooses to participate based on their own preference or characterize for example if a study results participants by placing advertising in a particular locations only those who happen to see the advertising and are interested in the study will participate this can lead to a biased sample that is not representative of the population being studied.

❖ MEASUREMENT BIAS

Measurement bias occurs when the measures used to collect data are not valid or reliable. For example if a study uses a self – report measure that is

not well- defined or validated, it may not accurately capture the construct being studied; this can lead to inaccurate or misleading results.

❖ CONFOUNDING VARIABLES

Confounding variables are variables that are not being studied but can impact the relationship between but can impact the variable being studied for example if a study is examining the relationship between two variables such as sleep and memory but does not control for other factors that could impact memory such as age education. It may be difficult to determine the true relationship between sleep and memory.

❖ TIME CONSTRAINTS

Time contracts can limit the quality or depth of a study for example if a study is conducted over a short period of time it may not be possible to capture the full range of variability in the variable being studied this can limit the generalizability of the findings.

❖ PARTICIPANT ATTRITION

Participant drop out of as study before its is complete his can lead to a biased sample and limit the internal validity of the study for example if participant drop out of because they find this study too difficult characteristic or motivation that those who dropped out

❖ ETHICAL CONSIDERATION

Ethical considerations are an important part of any research study however ethical considerations can also limit the design or implementation of a study for example if it may be difficult to recruit consent.

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7.6 Annexure





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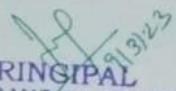
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Date : 09.03.2023

TO WHOMSO EVER IT MAY CONCERN

This is to certify that Mr M. Imthiyaz Sheriff BA III year English Department of Sathyabama Institute of Science and Technology, Chennai had visited our School for English Language Teaching purpose and had observed one period of class in Our School Christ King Matriculation Higher Secondary School Manavalanagar.


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