

# RAMAKRISHNA MISSION SIKSHANAMANDIRA



CONCEPT AND FEATURES OF SIMULATED TEACHING

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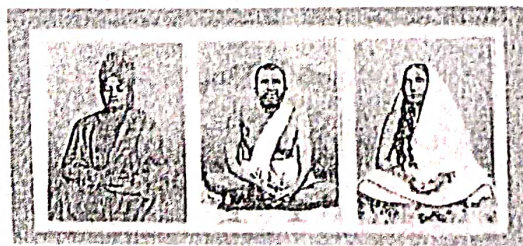
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**EDUCATION IS THE MANIFESTATION OF THE PERFECTION ALREADY IN MAN**

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## What is Simulated teaching ?

Simulation means 'pretence' or 'imitation'. Simulated teaching refers to teaching by the teacher trainees in an imitated or artificial classroom situation where the students are not school children but their peer. It is aimed at developing the different important skill of teaching in the teacher trainees through practice, before they go to teach in real classroom setting in school.

### Some features of simulated teaching :->

Simulated teaching is group activity, a group of 5-10 trainees.

Simulated teaching concentrates on the development of the different skills of teaching and helps a teacher to master them before going to teach in a real classroom situation.

Teaching is performed in simulated condition where the trainee-teacher performs the role of teacher, observers and students.

In it the teacher-trainee teaches a small group of students (his/her peers).

The scope/length of the subject matter or content to be taught is minimised.

The time of teaching is reduced also. A teacher-trainee teaches for 7-8 minutes only.

It provides necessary feed back for the modification of teaching and teacher behavior from fellow trainee and teacher educators, immediately after teaching.

## Skill of Introduction

Introducing the lesson provides students with an advance organiser of why it is important for them to learn the knowledge and skills in the lesson. One must develop a creative introduction to the topic to simulate interest and encourage thinking. One can use a variety of approaches to engage students (eg. Personal anecdotes, historical events, thought-provoking dilemma, real life example, short video clip etc).

### Components :->

1. Seewring student's attention → Information or experience designed to activate students' interest and motivate them to engage in learning.
2. Assessing motivational level → The students' motivational level skill should be measured through questioning.
3. Relate to prior knowledge → Information that identifies the previous knowledge and skill will use to learn the lesson content and draws a clear connection between the prior knowledge and the new lesson.
- Specifying the points to be taken for teaching → Specifying the points to be taken for teaching for students learning will help to determine the kinds of teaching and learning activities will use in class.
- Using appropriate devices → Use of appropriate teaching devices is very essential while introducing a lesson. Blackboard picture charts, models, computerised presentation can be used for this purpose.

## Skill of Introduction

Topic :-> 'Father's Help' by R.K. Narayan . (class-x)

Outline content :-> Swaminathan is unwilling to go school on the pretext of that the teacher Samuel is not a good teacher. Coming to know the fact, Swami's father gives a letter to Swami for giving it to his headmaster. As the story moves on, we see the teacher, Samuel is not such a bad or cruel person as Swami said to his father. At the end of the story Swami returns to home without giving the letter as these headmaster have been out of school.

### Procedural details

Securing attention :-> Entering into the class the teacher asks the students, " Good morning everybody " .

Students :- " Good morning sir " .

Teacher :- Do you feel such thing before coming to school that it would better not to go to school today ?

In answering it the students must be hesitant to convey the real thinking .

Arousing motivation :-> The teacher gives them courage to convey the actual feelings by saying that not only you, but also so many students are reluctant to go to school.

Linking with past experience :->

Teacher :- What do you do when you are unwilling in going to school? What is the response of your father regarding this situation ?

Such questions allow them to think about themselves as well as helps to grow a curiosity to know the reason of asking such questions.

Specifying the main points :-> The teacher should start to involve into the text by saying that today we will discuss a story where a child, named Swaminathan faces the same problem as some of you face. Swami too is reluctant to go to school. You know the author R.K. Narayan.

Using appropriate devices :-> Teaching aids like -

- ① model chart of R.K. Narayan's literary career & works.
- ② vocabulary in the text.

## Skill of Explaining

The term 'explaining' incorporates within it all the functions related to electing, illustrating, in short, whatever the teacher says to make the subject matter clear to the students. Some of important components of 'explaining' are described below :-

- \* Clear objectives in the sub-units :-> It is essential for a teacher to specify the objectives of each sub-unit, as it helps him/her to determine his/her subsequent activities.
- \* Precision and clarity of language :-> The point that is highlighted must be explained in a clear language.
- \* Continuity and relevance :-> Maintain the sequence while teaching a lesson.
- \* Using relevant example :-> Relevant reference and cross reference should be cited while explaining.
- \* Stimulus variation for maintaining attention :-> voice modulation, humorous gesture, physical movements and dramatisation can be used for attracting the attention of the students.

## Skill of Explanation

Topic :- Sonnet. 18 (Shall I compare thee to a summer's day),  
written by William Shakespeare (class - XII)

Outline content :-> The poet tries to immortalise his friend's beauty through verse. He, at first, makes a comparison between his friend and a beautiful summer's day, although he knows all the beautiful things are transient. Everything will be perished with the clutches of the greatest enemy of human existence, Time.

### Procedural details

clear objectives of the (sub) unit :-> It is already said that the sonnet carries a wonderful comparison between the friend and a summer's day (the time that is the most desirable in the West). Although the poet hesitates to compare as he thinks that his friend is more beautiful than a summer's day. Later he tells about the fatality of the destructive power, time. Nobody/ nothing can get rid of it. The speaker insists on that his friend must and his beauty must be alive through this verse.

Precision and clarity of language :-> To be concise and to use the precise phrasing for an idea. Must avoid difficult language and terms. The whole theme should be discussed in simple way.

Continuity and relevance :-> The content should be explained line by line in text. Some message can be brought from the text, that are -

- ① Beauty is temporary
- ② poetic love is very eager to make it permanent.

The rhetorical devices can be highlighted here discussed.



Using example and illustrations :-> The teacher can display the suitable relevant example and analogies to explain the poetry more vividly. We should handle the 'time' properly and learn how to spare the time. The evergreen line 'Time and tide wait for none' can be quoted to understand the poem in better way.

Stimulus variations :-> When the teacher reads the poem, he/she should keep in mind the English pronunciation. The poem should be gone through in proper reciting manner so that the listeners, students get charm the use of words. Body language, gesture and emotion should be maintained to attract the students.

## Skill of Questioning

Among the many strategies, used by the teacher for a successful classroom teaching, questioning is a very important one. Questions serve various purpose. Proper question ensure effective learning.

### Components :->

- \* Precision and clarity of language :-> Questions must be asked in a precise and easy language, so that they do not have any ambiguity and do not lead to any confusion.
- \* Link with specific objectives :-> Each question should be linked to specific learning objectives of the lesson.
- \* Refocusing and redirecting :-> Refocusing means flexibility of questioning to suit the level of particular student in the classroom. When a student cannot answer a question the teacher often needs to change the question a little bit (in language or in form) to help the student to answer the question.  
Redirecting refers to the distribution of the same question or parts of a question having a lengthy answer over the different segments of the class. It helps in reinforcement, increase the students' participation and their habit of responding.
- Using students' response :-> Utilising students' response is very important for the spontaneous progress of lesson.
- Prompting :-> Prompting refers to providing adequate hints for securing answer from the students.

## Skill of Questioning

Topic :-> (Sonnet no. 18) Shall I compare thee to a summer's day, by William Shakespeare (class-XII)

Outline of the content :-> In this sonnet Shakespeare captures the beauty of his young friend. The poet believes that his friend is much more beautiful than a summer's day. But he knows that time will destroy everything, even his friend's beauty. Therefore the poet tries to immortalise his friend's beauty through the portrayal in the sonnet.

### Procedural details

Precision and clarity of language :-> The teacher will ask the question in straight language. It is very important that the language, used by the teacher should be easily comprehensible. The language must be precise and clear.

Linking with specific learning objectives :-> The teacher will ask following question linking with specific learning objectives :-

- \* What is sonnet?
- \* Explain the final couplet of the poem.
- \* What does the poet compare this young person to?
- \* What does the poet want to suggest by the word 'fair'?

## Refocusing and Redirecting :->

Teacher :- what is simile ?

Student :- A word or phrase that is a comparison, compared explicitly is called simile.

Teacher :- what type of sonnet is this ?

Student :- Shakespearean sonnet.

## Using student response :->

T :- who is the sonnet addressed to ?

S :- A young friend of the speaker.

T :- what is nature's changing course ?

S :- It's time.

T :- Are you sure ?

S :- Yes, it is about changing of the seasons.

## Prompting :->

T :- what is the controlling simile in the poem ?

S :- No answer.

T :- Summer's day.

S :- The poet says that the young person is more temperate and more lovely than a summer's day.

T :- Well said, now tell me what will make the young man eternal ?

S :- The poem.

T :- Excellent.

## Skill of Using Blackboard

Blackboard is a common teaching aid in the classroom

It is the oldest and best friend of teacher. It is a mirror through which a student can visualise all about the teacher's mind, his/her way of explaining, illustrating and teaching as a whole.

- \* **Clarity of purpose** :-> Teacher must use blackboard with a definite purpose and that should be clear.
- \* **Line, spacing and time** :-> Line should be straight; spacing (between words and line) should be even and lengthy blackboard work should be avoided.
- \* **Legibility of writing and drawing** :-> The writing and drawing on the blackboard should be distinct enough so that it is visible to everybody in the class.
- \* **Use of proper equipments/devices** :-> Adequate instruments (like scale, coloured chalks, duster etc) should be used as per demands of the use.
- \* **Use of students' response** :-> Students' responses are very important because it makes the atmosphere more exciting. Teacher must write down students' response on the blackboard.

## Using Blackboard

Title/Topic :-> Subjunctive mood

Outline :-> Subjunctive mood is used when it expresses a condition which is doubtful or factual. It is most often found in a clause beginning with the word 'if'.

### Procedural details

Clarity of purpose :-> In subjunctive mood, there is particular structure for sentence construction. A few examples are given below :-

<Incorrect> If I was you, I would run.

<Correct> If I were you, I would run.

<Incorrect> If I have a magic pen, I would have written a novel.

<Correct> If I had a magic pen, I would have written a novel.

Rule :-> If + sub + was/were..., sub + would + verb  
If + sub + had ..., sub + would have + P.P. form of verb.

This rule must be maintained in dealing with such construction of sentences.

The rule should be written as well as the examples on the blackboard.

Legibility :-> Everything should be written in good, clear and distinct handwriting with correct spelling.

Line, spacing and time :-> Writing on blackboard should be in straight lines and proper spacing (between words and lines) would be maintained. The teacher would demonstrate the optimum time of writing at a stretch.

Use of proper equipments :-> Different coloured chalks should be used to highlight the chronological actions, names, dates and time.

Use of students' response :-> Bringing out the answer from the students, the teacher would write them on the blackboard. Some possible question-answer can be written on the board.

# Skill of Reinforcement

Effective reinforcement involves noticing when students use new skill, reinforcing the behaviour with specific feedback, modeling skills and then reminding students to use the skills. This is specially useful when students are in the early stages of learning and practicing. Reinforcement must be contingent on expectation. There should be a clear and concise connection between the expectation and the consequence. The connection should be easy to understand and clearly communicated to the students.

## Components :

- \* Appropriateness of reinforcement :-> The teacher needs to use reinforcement appropriate for certain behavior. For example for an expected success reinforcement should be mild, but for a rare success it should be strong enough and strong negative reinforcement should be avoided.
- \* Positive and negative reinforcement :-> A teacher should use both of these types of reinforcements. Frequent use of negative reinforcement indicates inadequacy of questioning.
- \* Verbal & non-verbal reinforcement :-> The teacher must be aware that repeated use of the same reinforcement makes it ineffective and variation in the use of reinforcement is desirable.
- \* Interactive reinforcement :-> Often the teacher does not use ~~the~~ reinforcement directly to show approval or disapproval. He/she only interacts with the student to provide reinforcement.
- \* Immediate or delayed reinforcement :-> Immediate reinforcement is very effective. However, the teacher sometimes needs to provide reinforcement after some further deliberation.



# Skill of Reinforcement

Topic :-> "Rip Van Winkle" by Washington Irving. (class-VI)

Outline :-> There was a person, named, Rip Van Winkle. Once he went to jungle and there he slept down for a time period. After getting up from sleep he noticed everything had been changed. Returning to his home, all got surprised and Rip witnessed that all was changed as well as the people whom he knew passed away.

## Procedural details

Appropriateness of reinforcement :->

Teacher :- The word 'rip van winkle' is an idiom. Do you know its meaning?

Students :- Rip van winkle refers the person who sleep excessively.

Teacher :- Absolutely right you are. Rip is actually 'rip van winkle'. Do you agree?

Students :- Yes sir, Rip is actually rip van winkle.

Teacher :- Yes! You are right.

Positive and Negative reinforcement :->

T :-> Where did Rip live?

S :-> Rip lived in a village among the Catskill Mountains.

T :-> Nods in approval (Positive reinforcement). What is ninepins, referred in the text?

S :-> Ninepins indicate a bunch of pins in nine number.

T :-> I am afraid, it is not correct (negative reinforcement), guess it.

S :-> Sir, it is a kind of game where nine pins that look like a bottle are used.

T :-> Good. Right you are.

## Verbal and non-verbal reinforcement :->

T :- Is Washington Irving a British author?

S :- ~~Yes~~<sup>No</sup> sir. Irving is an American writer.

T :- Nods in approval (non-verbal). Do you know any other short story of the same author?

S :- Yes sir, "The Devil and Tom Walker".

T :- Very good. I am happy to get such answer. Well done. (verbal)

## Immediate and delayed reinforcement :->

T :- Who was Rip's friend?

S :- Nicholas Vedder was Rip's friend.

T :- Good (Immediate). Why did he leave?

S :- Nicholas left Rip because Rip was idle.

T :- Partly right, but not completely right. The actual reason (with a pause) is Nicholas's wife asked Nicholas to leave the group - (delayed reinforcement).

## Interactive reinforcement :->

T :- What do you think about the message of the short story?

S :- Sir, it gives us the lesson that we should not spend our precious time idly.

T :- Can you remember any proverb that can be applied for this text?

S :- Yes sir, time and tide wait for none.

T :- Excellent, well done. Keep it up this spirit.

## Skill of Closure

When a student-teacher delivers lecture and sums up properly and in an interactive way, the skill is termed as "closure skill". This is a skill which highlights on rounding up the lesson. After a lengthy class lecture it is essential for the students to grasp all things that are already discussed. An excellent closure activity is the exit pass.

### Components

Summarisation  $\Rightarrow$  Summarisation is the summing up the main ideas of the text in a few words as possible. It can be done in writing, orally, through drama, through art and music, in group or individually.

Link with further lesson  $\Rightarrow$  This will enable the teacher to use the knowledge of this lesson as entry-point for the further lesson.

Link with real life activities  $\Rightarrow$  The bearing of the lesson on real life, out of school experience is to be pointed out overtly at the end of the lesson.

Evaluation  $\Rightarrow$  Immediate evaluation has to be made at the closure. It helps to assess the success of the lesson or the failure of the lesson.

Adequacy of the assignment  $\Rightarrow$  Assignments are to be given appropriately and the assignments should be linked to the domains of the objectives determined.

## Skill of Closure

Topic  $\Rightarrow$  'Fable', written by Ralph Waldo Emerson. (class-X)

Outline  $\Rightarrow$  'Fable' is a short poem that teaches a lesson. A 'prig' is someone who is self-righteous. In this poem, the poet tells us not to judge other and try to understand others through the characterisation of the mountain and the squirrel.

### Procedural details

Summarisation  $\Rightarrow$  Going through the poem, we can sum up the points :-

- Fable as a literary genre is a form that contains animals with human quality and it must provide a lesson to the readers.
- Here the squirrel and the mountain quarrel with each other.
- Through the poem the poet suggests us that we should not underestimate other, but we should look at us.
- The rhyme scheme is AAB@BDD E E F F G H H I J K J K.

Link with further learning  $\Rightarrow$  As the poem deals with very common phenomenon in our life, one can easily refer this poem to other that deal that deals with egotistic behaviour problem.

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Link with real life :-> The poem 'Fable' is just portraying of our real life existence where we are too busy to pay no heed to others. We are very eager to critique others but as the poem suggests, we should look at ourselves and self critique is very important. Like mountain, we are so egoistic. As mountain lowers squirrel for its small size, we very often underestimate poor people. Through the poem, we find that the squirrel too is valid and it is able to crack a nut that a mountain cannot do.

Evaluation :-> Some questions can be asked :-

- What is fable as a literary device?
- What does the squirrel stand for in our real life?
- What does the mountain stand for?
- What is the lesson in the poem?

Assignment :-> Write a short story from your own imagination that must have a moral message.