

**DEVELOPMENT OF FUNCTIONAL LITERARY DISCOURSE  
MODELS OF ADVANCED SKILLS IN TEACHING FOR  
PROSPECTIVE ENGLISH TEACHERS**

*THESIS*

*Submitted for the Degree of*

*DOCTOR OF PHILOSOPHY IN EDUCATION*

by

**PREETHA GEORGE**  
Research Scholar

Under the Supervision and Guidance of

**Prof. (Dr) M JESA**  
Professor



**FAROOK TRAINING COLLEGE  
RESEARCH CENTRE IN EDUCATION  
UNIVERSITY OF CALICUT  
2024**

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I hereby declare that the work presented in the thesis entitled **Development of Functional Literary Discourse Models of Advanced Skills in Teaching for Prospective English Teachers** is based on the original work done by me under the guidance of Prof. (Dr) M JESA, Professor, Farook Training College, Research Centre in Education, University of Calicut, and has not been included in any other thesis submitted previously for the award of any Degree. The contents of the thesis have undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index is found within the permissible limit. I also declare that the thesis is free from AI generated contents.



**PREETHA GEORGE**

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**Prof. (Dr) M JESA**  
(Supervising Teacher)

Farook College

Date:

**Prof. (Dr) M JESA**  
Professor  
Farook Training College  
Research Centre in Education  
Kozhikode

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This is to certify that the thesis entitled **Development of Functional Literary Discourse Models of Advanced Skills in Teaching for Prospective English Teachers** is an authentic record of research carried out by Ms. PREETHA GEORGE, Farook Training College, Research Centre in Education, University of Calicut, for the degree of Doctor of Philosophy in Education under my supervision and guidance and that no part of the thesis has been submitted previously for the award of any Degree in any other university.

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Farook Training College  
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# CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

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No.	Chapter	Pages
I	INTRODUCTION	1 – 26
II	REVIEW OF RELATED LITERATURE	27 – 134
III	METHODOLOGY	135 – 188
IV	ANALYSIS AND INTERPRETATION OF DATA	189 – 236
V	FINDINGS CONCLUSIONS AND SUMMARY	237 – 368
VI	RECOMMENDATIONS	369 – 380
	REFERENCES	381 – 415
	APPENDICES	

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## LIST OF TABLES

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
1.	The Cognitive Process Dimensions and Action Verbs of the Revised Bloom's Taxonomy	30
2.	Illuminating Constructivist Grounded Theory	141
3.	Framework of the procedure of the study	150
4.	Theory and practical courses in the B Ed programme (Kannur University)	153
5.	Theory and Practical Courses in the B.Ed programme (University of Calicut)	155
6.	Theory and Practical Courses in the B.Ed programme (University of Kerala)	156
7.	Theory and Practical Courses in the B.Ed programme (Mahatma Gandhi University)	158
8.	Literary items identified for the model	169
9.	Functional items identified for the model	170
10.	Discourses prescribed for secondary school students	171
11.	Prospective teachers' participant information	175
12.	Secondary school students' participant information	177
13.	Expert information	182
14.	Microteaching skills in the B.Ed curriculum of 2020 in major universities in Kerala	192
15.	Data based on closed items in the questionnaire on appositeness of microteaching as a preparatory training procedure	195
16.	Data based on the open-ended items in the questionnaire on the appositeness of microteaching sessions	197
17.	Data based on interview of teacher educators on the appositeness of microteaching	200
18.	Skills suggested by prospective teachers	203
19.	Data based on the interview of teacher educators in the need analysis phase	204

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
20.	Data obtained from authentic sources and documents	206
21.	Rubrics on the performance of selected Advanced Teaching Skills for Prospective English Teachers	209
22.	Analysis of the data from the opinionnaire of secondary school students	216
23.	Data based on the interview on the appositeness of the model	219
24.	Number of prospective teachers practiced advanced skills in practice teaching	224
25.	Data based on Focus group discussions	226
26.	Percentage of Responses on Expert Evaluation Schedule	228
27.	Details of Content Validity Ratio for the Category of Responses	230
28.	Data based on the suggestions from Expert Validation Schedule	231
29.	Data based on the focus group discussion with experts	232
30.	Advanced Skills	244
31.	Theoretical framework of skills	315
32.	Details of Comforting skills	321
33.	Details of Multilingual skills	322
34.	Details of the skill of creating multilingual graphic dictionary	324
35.	Details of fun learning skills	326
36.	Details of the skill of creating Flipped classroom	327
37.	Details of the skill of using interactive board	328
38.	Details of the skill of adapting an audio clip for merging audio with video	330
39.	Details of the audio creation skills	331
40.	Details of the video creation skills	333
41.	Details of the skill of using app for letter drafting	334
42.	Details of the skill of merging traditional letter format with technology	336
43.	Details of the gamification skills	337
44.	Details of the collaboration skills	338

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
45.	Details of the skill of creating digital Story board	340
46.	Details of the skill of creating GIF	341
47.	Details of the skill of creating digital comic strip	342
48.	Details of the skill of using emojis	344
49.	Details of the Bitmoji creation skills	345
50.	Details of learning app creation skills	346
51.	Details of skill of using technology in translation	347
52.	Details of skill of using technology in paraphrasing	348
53.	Details of skill of using online editing	350
54.	Details of editing skills	351
55.	Details of the Skill of creating short videos for social media	352
56.	Details of the skill of using comparative literature	353
57.	Details of the skill of integrating cultural context	355
58.	Details of the skill of using hyperlinking	356
59.	Details of the skill of using communication art in classroom	357
60.	Details of the skill of using project method	358
61.	Details of the skill of using online evaluation strategies	360
62.	Details of online teaching skills	361
63.	Details of inquiry-based teaching skills	362
64.	Details of critical thinking skills	363

## LIST OF FIGURES

<b>Figure No.</b>	<b>Title</b>	<b>Page No.</b>
1.	Levels of the psychomotor domain	33
2.	Bloom's digital taxonomy	35
3.	Microteaching cycle	75
4.	Stages of development in the craft model	79
5.	Stages of development in the applied science model	79
6.	Stages in a Reflective model	80
7.	V <sup>3</sup> SK framework	81
8.	Design of the stages of development of the model	146
9.	Criteria for selecting documents	168
10.	The composite phases and focal segments of the model	259
11.	Elements in a cover page	266
12.	Process skills of the skill of using interactive board	274
13.	Process skills of the skill of using app for letter drafting	281
14.	Process skills of the skill of creating GIF	291
15.	Process skills of the skill of using emojis	293
16.	Process skills of the Bitmoji creation skills	294
17.	Process skills of the skill of using technology in translation	296
18.	Process skills of the skill of using technology in paraphrasing	297
19.	Process skills of the skill of using online Editing software	297
20.	Process skills of the skill of Hyperlinking	306
21.	Process skills of the skill of using online evaluation strategies	308

## LIST OF APPENDICES

Appendix No.	Title
A	Questionnaire on Appositeness of Microteaching Sessions for Twenty First Century English Language Teaching Skill Development
B	Interview schedule for Teacher Educators on the Appositeness of Microteaching
C	Rubrics on the performance of selected Advanced Teaching Skills for Prospective English Teachers
D	Opinionnaire for analysing the appositeness of the developed model (For Secondary School Students)
E	Interview schedule for Prospective English Teachers on the appositeness of Functional Literary Discourse Models
F	Focus Group Discussion Schedule for Prospective Teachers
G	Expert Validation Schedule
H	Focus Group Discussion Schedule for Experts
I	Lesson Transcripts based on Functional Literary Discourse Models

## **LIST OF ABBREVIATIONS**

AICTE	:	All India Council for Technical Education
B.Ed	:	Bachelor of Education
CALL	:	Computer Assisted Language Learning
CGT	:	Constructivist Grounded Theory
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
FLD	:	Functional Literary Discourse
IT	:	Information Technology
Itep	:	Integrated Teacher Education Programme
MALL	:	Mobile Assisted Language Learning
NCERT	:	National Council of Educational Research and Training
NCFTE	:	National Curriculum Framework for Teacher Education
OBE	:	Outcome Based Education
SCERT	:	State Council of Educational Research and Training
UGC	:	University Grants Commission

## ABSTRACT

### **Title: Development of Functional Literary Discourse Models of Advanced Skills in Teaching for Prospective English Teachers**

A cohort of skilled pedagogues indoctrinated with advanced skills for a system of holistic and effective education, 'making India a global hub of skilled manpower' should be the outcome of teacher education programme. "Most prospective English teachers are inadequately prepared to handle the demands of 21st-century ESL classrooms, when traditional teacher preparation programmes often fail to address the evolving needs and complexities of modern language teaching" (Richards, 2017). The art and science of pedagogy of English as Second Language on the discipline-based specificity of functional, literary and discourse orientation is to be redefined to fit in twenty first century classrooms. To address this gap, the study aimed to develop and validate Functional Literary Discourse (FLD) Models of Advanced Skills in Teaching English with focus on the generation of a theory on pedagogic skill acquisition.

The qualitative research study had framed six objectives on need analysis, identification of pedagogic skills, development of FLD models, testing the appositeness of the developed model through qualitative experiment, validation and theory generation. Teacher educators in English language education, prospective English teachers, secondary school students and experts in ELT served as the purposive and theoretical samples for the study. The study followed a multi-stage process in the constructivist grounded theory (CGT) framework starting with the identification of advanced skills through initial sampling of prospective English teachers and interviews with teacher educators. Designing the model and conducting field trials, including opinion surveys with target group school students, field observations, interviews and focus group discussions with prospective teachers, formed the methodology to refine the model. An analysis of the rubric data on field trial was carried out to map and address potential challenges in implementing the model. The appositeness of the model was established through focus group discussion and validation by experts in ELT. Generation of a theory on Pedagogic Skill Acquisition through Functional Literary Discourse Models was the definitive phase of the study.

The pedagogic skill sets developed with advanced skills and process skills and the structure of the FLD models designed with the new concepts of composite phases and focal segments for practice sessions are the major contributions of the study to address the quantum leap in ELT. A pragmatic theory on pedagogic skill acquisition was also generated. To assess the mastery level in the acquisition of the developed advanced skill sets rubrics on the performance of identified skills for prospective English teachers have been developed. The decisive phase devolves on the appositeness of the outcomes of the research study in the context of a transformational change in the pro-active curriculum of teacher education programme in India.

**Keywords:** *Functional Literary Discourse Models, Advanced Teaching Skills, English Teachers, Constructivist Grounded Theory, Qualitative Research.*



## സംഗ്രഹം

ഇന്ത്യയെ മാനവവിഭവശേഷിയുടെ ആഗോള കേന്ദ്രമാക്കി മാറ്റാനുള്ള സമഗ്രവും ഫലപ്രദവുമായ വിദ്യാഭ്യാസ സമ്പ്രദായത്തിനായി വിദഗ്ധ അധ്യാപക സമൂഹത്തെ വാർത്തെടുക്കുക എന്നതായിരിക്കണം അധ്യാപക വിദ്യാഭ്യാസത്തിന്റെ ലക്ഷ്യം. "ആധുനിക ഭാഷാ അധ്യാപനത്തിന്റെ മാറ്റങ്ങൾ ഉൾക്കൊള്ളുന്നതിലും സങ്കീർണ്ണതകൾ പരിഹരിക്കുന്നതിലും പരമ്പരാഗത അധ്യാപക പരിശീലനങ്ങൾ പരാജയപ്പെടുന്ന സാഹചര്യത്തിൽ 21-ാം നൂറ്റാണ്ടിലെ ക്ലാസ് മുറികളുടെ ആവശ്യങ്ങൾ കൈകാര്യം ചെയ്യുന്നതിൽ ഇംഗ്ലീഷ് അധ്യാപകർ വലിയ പരിമിതി അനുഭവിക്കുന്നു" (റിച്ചാർഡ്സ്, 2017). ഫങ്ഷനും, ലിറ്ററേച്ചറും, ഡിസ്കോഴ്സും അടിസ്ഥാനമാക്കി, രണ്ടാം ഭാഷയായ ഇംഗ്ലീഷ് ബോധനത്തിന്റെ കലയും ശാസ്ത്രവും ഇരുപത്തിയൊന്നാം നൂറ്റാണ്ടിലെ ക്ലാസ് മുറികൾക്ക് അനുയോജ്യമായ രീതിയിൽ പുനർനിർവചിക്കപ്പെടേണ്ടതുണ്ട്. ഈ വിടവ് പരിഹരിക്കുന്നതിന്, അധ്യാപന നൈപുണ്യ സമ്പാദനത്തെക്കുറിച്ചുള്ള ഒരു സിദ്ധാന്തത്തിന്റെ രൂപീകരണത്തിൽ ഊന്നിക്കൊണ്ട്, ഇംഗ്ലീഷ് പഠിപ്പിക്കുന്നതിനായി ഫങ്ഷണൽ ലിറ്റററി ഡിസ്കോഴ്സ് മോഡലുകൾ വികസിപ്പിക്കുന്നതും അതിലൂടെ അഡ്വാൻസ്ഡ് സ്കീലുകൾ രൂപീകരിക്കുന്നതുമാണ് ഈ പഠനം ലക്ഷ്യമിടുന്നത്.

പുതിയ അധ്യാപക പരിശീലന മാതൃകയുടെ ആവശ്യകത, അധ്യാപന നൈപുണ്യങ്ങളുടെ കണ്ടെത്തൽ, ഫങ്ഷണൽ ലിറ്റററി ഡിസ്കോഴ്സ് മോഡലുകളുടെ വികസനം, പ്രായോഗിക പരീക്ഷണം, അതിലൂടെ വികസിപ്പിച്ച മോഡലിന്റെ അനുയോജ്യത പരിശോധിക്കൽ, സിദ്ധാന്ത രൂപീകരണം എന്നിങ്ങനെ ആറ് ലക്ഷ്യങ്ങളാണ് ഈ പഠനത്തിനുള്ളത്. അധ്യാപക പരിശീലകർ, വരും കാല ഇംഗ്ലീഷ് അധ്യാപകർ, സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾ, ഇംഗ്ലീഷ് ഭാഷ അധ്യാപന വിദഗ്ധർ എന്നിവരെ കേന്ദ്രീകരിച്ച് ആണ് പഠനം നടത്തിയത്. വരുംകാല ഇംഗ്ലീഷ് അധ്യാപകരുടെ അഭിപ്രായത്തിലൂടെയും അധ്യാപക പരിശീലകരുമായുള്ള അഭിമുഖങ്ങളിലൂടെയുമാണ് അഡ്വാൻസ്ഡ് സ്കീലുകൾ വികസിപ്പിച്ചത്. കൺസ്ട്രക്റ്റിവിസ്റ്റ് ഗ്രൂണ്ടഡ് തിയറി ചട്ടങ്ങളിലെ ഒരു മൾട്ടി-സ്റ്റേജ് പ്രക്രിയയിലൂടെയാണ് പഠനം നടത്തിയത്. ടാർഗെറ്റ് ഗ്രൂപ്പ് സ്കൂൾ വിദ്യാർത്ഥികളുമായുള്ള അഭിപ്രായ സർവ്വേകൾ, ഫീൽഡ് നിരീക്ഷണങ്ങൾ, വരും കാല ഇംഗ്ലീഷ് അധ്യാപകരുമായി അഭിമുഖങ്ങളും ഫോക്കസ് ഗ്രൂപ്പ് ചർച്ചകളും എന്നിവയുൾപ്പെടെ മോഡൽ രൂപകൽപന ചെയ്യുകയും ഫീൽഡ് ട്രയലുകൾ നടത്തുകയും അതിലൂടെ പുതിയ മാതൃകകൾ രൂപപ്പെടുത്തിയെടുക്കുകയും ചെയ്തു. ഫീൽഡ് ട്രയലിലെ ഡാറ്റയുടെ വിശകലനം, മോഡൽ നടപ്പിലാക്കുന്നതിൽ സാധ്യമായ വെല്ലുവിളികൾ മാപ്പ് ചെയ്യുന്നതിനും പരിഹരിക്കുന്നതിനുമായി നടത്തി. ഫോക്കസ് ഗ്രൂപ്പ് ചർച്ചയിലൂടെയും ഇംഗ്ലീഷ് അധ്യാപക വിദഗ്ധരുടെ വിശകലനത്തിലൂടെയും മോഡലിന്റെ അനുയോജ്യത സ്ഥാപിക്കപ്പെട്ടു. ഫങ്ഷണൽ ലിറ്റററി ഡിസ്കോഴ്സ് മോഡലുകളിലൂടെ പെഡഗോഗിക് സ്കിൽ അക്വിസിഷനെക്കുറിച്ചുള്ള ഒരു സിദ്ധാന്തം സൃഷ്ടിക്കുന്നത് പഠനത്തിന്റെ നിർണായക ഘട്ടമായിരുന്നു.

ഇംഗ്ലീഷ് ഭാഷാ അധ്യാപനത്തിന് മുതൽക്കൂട്ടാകുന്ന പഠനത്തിന്റെ പ്രധാന സംഭാവനയാണ് അധ്യാപകർക്കിടയിലെ പെഡഗോഗിക് നൈപുണ്യ സമ്പാദനത്തിനുള്ള ഫെൽഷണൽ ലിറ്റററി ഡിസ്ട്രിബ്യൂഷൻ മാതൃകകളും, പെഡഗോഗിക് നൈപുണ്യ സമ്പാദനത്തെക്കുറിച്ചുള്ള സിദ്ധാന്തവും. അധ്യാപന നൈപുണ്യം വിലയിരുത്തുന്നതിന്, വരുംകാല ഇംഗ്ലീഷ് അധ്യാപകർക്കായി റൂബ്രിക്ക്സ് വികസിപ്പിച്ചെടുത്തിട്ടുണ്ട്. അഡ്വാൻസ്ഡ് സ്കീം, പ്രോസസ്സ് സ്കീം അടങ്ങുന്ന പുതുതായി വികസിപ്പിച്ച പെഡഗോഗിക് സ്കീം സെറ്റുകൾക്കായി കോമ്പോസിറ്റ് ഫേസുകളും ഫോക്കൽ സെറ്റ്മെന്റുകളും എന്ന പുതിയ ആശയത്തോടെ FLD മോഡലുകളുടെ ഒരു ഘടന തന്നെ ഈ പഠനത്തിലൂടെ നിർമ്മിച്ചിട്ടുണ്ട്. ഇന്ത്യയിലെ അധ്യാപക വിദ്യാഭ്യാസ പരിപാടിയുടെ പ്രോ-ആക്ടിവ് പാഠ്യപദ്ധതിയിലെ പരിവർത്തനപരമായ മാറ്റത്തിന്റെ പശ്ചാത്തലത്തിൽ നടന്ന ഈ ഗവേഷണ പഠനത്തിന്റെ ഫലങ്ങൾ അധ്യാപക പരിശീലനത്തിൽ വളരെ നിർണായകമാണ്.

**പ്രധാന വാക്കുകൾ:** ഫെൽഷണൽ ലിറ്റററി ഡിസ്ട്രിബ്യൂഷൻ മോഡൽ, അഡ്വാൻസ്ഡ് ടീച്ചിംഗ് സ്കീം, ഇംഗ്ലീഷ് ടീച്ചിംഗ്, കൺസ്ട്രക്ടിവിസ്റ്റ് ഗ്രൗണ്ടഡ് തിയറി, ക്വാളിറ്റേറ്റീവ് റിസർച്ച്.



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# CHAPTER 1

## **INTRODUCTION**

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- ❖ *Need and Significance of the Study*
- ❖ *Statement of the Problem*
- ❖ *Operational Definition of Key Terms*
- ❖ *Research Questions of the Study*
- ❖ *Objectives of the study*
- ❖ *Methodology and Data Collection Procedure*
- ❖ *Scope, Delimitation and Limitations of the Study*
- ❖ *Organisation of the Research Report*

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow”

– John Dewey

New India 2022 envisages institutions of education not just as incubation centres to promote entrepreneurs, but as smithies to mould the culture of zero tolerance of corruption and to promote ethical, moral behaviour. When ‘volatility, uncertainty, complexity and ambiguity’ is the order of the day, the academia should intervene with the most feasible strategies to bring in order, hope and peace to mankind. An inclusive, participatory, holistic approach ‘to realize the hopes and aspirations of the people and to take India to greater heights’ has been the foundation for National Education Policy (2020), with the message, ‘Educate, Encourage and Enlighten’. India dreams of a future piloted by a young generation, who could solve problems of the global village, ‘like lions’. Today the newborn opens its senses not to the lullabies or grandma stories, instead to the thrashing of bullets. Nobody instills the essence of human life and its worthiness. Even the teacher does not care to touch the heart and mind of the kids. We quote on competition and unquote behaviour. It is time to make a shift from theoretically oriented education to practice based education.

The philosophy of an outcome-based education should set the primary goal as sustained existence of the world. Flagship programmes and schemes to foster affective intelligence should be part of the techno driven system of education. A safe and secure living environment devoid of punishment, violence and other atrocities against

## *2 Introduction*

children has been ensured through legislation in India. But up to adolescence, positive strands of intervention are necessary to safeguard them against avarice, to help them learn lessons of good behaviour and healthy habits. Institutions of education should create a proactive environment and thus uphold the goals of futuristic education. The system should provide and lead the target groups to a world of peace and tranquility where profits help promotes public good. Every Indian must contribute with his/ her potential to the global 'yagna' of creating knowledge and investing with wisdom for the benefit of mankind. "Life changing programmes" like Pradhan Mantri Koushal Vikas Yojana (2015), National Education Policy (2020), iCREATE (2018) could ensure the "right educational, career and spiritual growth" (UGC, 2017) of young India through inclusion and sustainable development. Fortunately, the global vision for the 'creation of a new India' has its reverberations in the physical, social, economic, political, cultural and mental spaces of Indian Education Framework.

All reforms to improve the quality of education are influenced by the teacher's identity and actions. For better or worse, teachers determine the quality of education (Clark, 1995) and in our rush to reform education, we have forgotten a simple truth: reform will never be achieved by renewing appropriations, restructuring schools, rewriting curricula and revising textbooks, if we continue to ignore the human resource called the teacher (Palmer,1998).The National Council for Teacher Education, to "curb the growth of poor-quality institution" (NCTE, 2016) revamped the system to improve the professional profile of teachers in India in 2015. The quality, competencies and commitment of teachers at higher education level including teacher education are being ensured by apex bodies like NAAC, AICTE, and SHEC.

The measures put forward in the TSR Subramanyam Committee Report (2016) to cater to about three hundred million Indian students, like satisfaction of minimum eligibility conditions of teachers, teacher entrance tests, compulsory licensing based on external testing are signposts toward validation of Indian schooling. The Bottom-Up approach of Kasthurirangan Committee on NEP could perform a collaborative postmortem of qualifications, quality, and developmental programmes with reference to learning outcomes in school education, teacher education and higher education in general. Recent development in the system points towards the needed shift in the Government's policies to 'reach the unreached' and to address the access, quality, equity concerns in the teacher education sector. The compulsory education (amendment) bill 2017 showcased the dearth of 'qualified' teachers at school level. Apart from the initiatives by the Minister of Education and the proposed task force for professionalizing untrained teachers, especially from the listed eight states, collaborative effort from the think tanks is essentially required.

A review of literature on Teacher Education Programme, the policies, perspectives, and challenges revealed that the system had been under debate and dialogue. The Indian Education Commissions, National Committees on Teacher Education, Statutory Bodies, Educational Acts, Curricular Frameworks, Reports on the Regulatory Functions of the Apex Bodies have been proposing still more shifts to ensure quality education in the country. Research studies on these areas are numerous. But a research gap is felt in the proactive methodology with respect to the skills which forms the core of teacher professionalism. Moreover, the regulatory bodies with the power of law making alone will be authentic to bring in such shifts in the system.

#### 4 *Introduction*

Education has always been ‘a unique investment in the present and future’. Teacher education programme also has to be a self-contained scientific system with the core on the principles of human development in the cyber age. The entry to the teaching profession demands the development of employability skills which should be the focus of the teacher education programme. Despite the recommendations from different corners, the system is still in need of a paradigm shift. Pro-active governance in teacher education programme is a process of formulating laws and regulating the system by controlling the existing situation of the national system of teacher education at secondary and elementary levels by initiating changes rather than reacting to events is necessary. Sustained employability skills of teachers are to be aimed with basic skills, attitudes and actions necessary for getting, keeping and doing well in the profession. A programme refinement on the basis of reflections on the past, study of the system in vogue and futuristic vision for sustainability should form the blueprint of reformations. New Education Policy directives on teacher professionalism were framed based on the critical analysis of the system of teacher education in the past, the revamped system in vogue with a futuristic vision demanded by educational globalization. A pro-active strategy amalgamating what is golden tradition and new in technology, resulting in creative teaching is demanded of next gen teachers.

Education had always been “a unique investment in the present and future.” (NPE,1968). Teacher education programme has to be a self-contained scientific system with the core on the principles of human development in the cyber age. To address the multipronged issues of fissiparous tendencies on the one hand and the question of quality education on the other, the job readiness of these ‘edupreneurs’ of

futuristic India should no more be impeded. The best brains are to be invited to the smithy to be fortified into directors, managers, mentors for gen next: “to innovate to transform lives of the common” (Modi, 2017). Teaching is no longer the job of a graduate. Apart from subject content knowledge developed at Undergraduate and Post Graduate levels, the professionalizing period of a teacher should make him/her ready for job.

The Twenty first century teacher has been posited to the status of a manager of multiple tasks of learning oriented pedagogic context and a facilitator to the wizards of smart learning environments. The outcome-based process thus naturally calls for a whirlpool of complex prompt performances from both the pedagogue and the probationer. Despite outstanding innovations in the teaching- learning process, the teacher’s importance in the educational reform process remains unchanged. The teacher remains essential to the education process, performing vital roles such as facilitator, role model, information provider, resource developer, planner and assessor. Teacher is considered the most influential factor in education, which is why teacher education is a central focus of every educational reform or policy. Strengthening initial teacher education programmes by establishing core content and mandating it in national accreditation is crucial to better prepare teachers for the classroom. When all teacher education students acquire and can apply the most effective professional practices, teachers will be better equipped to face challenges from day one and more likely to remain in the profession. While teacher training has historically emphasized the importance of mastering skills specific to each subject, it

## 6 Introduction

should also aim to form discourse-oriented skills as part of capacity building at all levels of education.

Twenty-first century demands added roles and responsibilities from a teacher. The teacher being a performer plays an active role in the classroom by altering the cognitive modes of his/her students. Acquisition of competencies enables teachers to perform more effectively in the classroom, and it leads to higher quality education. Reflective teaching practices allow teachers to apply their knowledge in different contexts, use their abilities to promote and motivate learners, and self-evaluation of the result of their performance. Teachers' communication with learners is the main source of classroom interaction and it is the way to social interaction; at the same time enhancing the outcomes.

Teaching skills are complex behaviours used to facilitate teaching –learning process in the classroom. These skills are only effective if they are properly complemented and communicated through appropriate methods. Pedagogy involves the art of communication that leaves an impression on the mind of the learner so that he/she can have a new and desirable experience. Foresight exercises and skill assessments are the methods of skills anticipation, drawing from a wide range of quantitative and qualitative sources and typically engaging with experts and stakeholders to develop and test alternative assumptions and scenarios about the future (Future skills in India-Foundation Report, 2018). In India, there exists an enormous skill gap between the demand from industries and the skill set of the young people acquired through education and training and there is a need for collaboration and

proactive measures to bridge the skill gap and prepare the workforce for evolving job market (India Skills Report, 2024).

To meet the vision of National Education Policy (NEP, 2020) and to attain the professional competence and practice listed in National Professional Standards for Teachers (NPST, 2023) the teacher preparation and practice procedures in the pre-service teacher education programme should be reframed to meet the requirements of twenty first century classrooms which demand passionate, motivated, highly qualified, professionally trained and adapting teachers. The demand for high quality teachers is ever increasing and broad changes are needed in the way that the profession is professed (NPST, 2023). This significant shift requires one to re-imagine the core skills of teaching in the global era.

For pre-service language teacher education and professional development to be successful in the ‘global era’, traditional approaches to teacher preparation must be re-examined and tailored to the knowledge, abilities and skills a language teacher must require in their specific teaching environment (Kumaravadivelu, 2012). The critical importance of ‘particularity’ in teacher education as programmes, sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu and if the teacher preparation programmes do not adhere to the principle of particularity, they are frequently ineffectual in adequately preparing teachers, as what is learned previously become irrelevant in the real context (Kumaravadivelu, 2001).

## 8 *Introduction*

Interesting issues have been brought to light by research into second language acquisition and the processes that take place in language learning. In recent years several models of language learning and teaching have been proposed in an effort to describe the relationship among variables that can affect the rate of achievement in the learning of a language leading to performance. Comprehensible inputs from online resources, teachers and classmates claim the priority in English as Second Language (ESL) classrooms. Innovative and effective approaches are being experimented by English language teachers, to bank on one or the other 'more' practical approach to teaching. The philosophy of Discourse oriented pedagogy believes in critical thinking, creativity, problem solving, and is always open, interactive and learner-centred, and takes place in a relaxed environment with low degree of affective filters.

Despite the fact that language teaching and learning process are contextualized globally, approaches to teacher education remain focused on Western based methodologies and teaching situations (Wang & Hill,2011) and have not yet been contextualized to meet the demands of teachers in twenty first century classrooms (Chowdhury & Le Ha,2014; Ilieva, 2010; Inoue& Stracke,2013). The increasing global demand for preparing prospective teachers through effective and contextualized methods will improve the quality of pre-service language teacher education and professional development. Novice teachers need ongoing professional development to stay updated with the latest pedagogical techniques and educational technologies.

### **Need and Significance of the Study**

The barriers to be broken by the Twenty first Century techno pedagogues in ESL classrooms include psycho-social, methodological and linguistic problems along with problems posed by the infrastructure and learning environment. All is not well once the pedagogic approach has been designed; the pilots have to be equipped with the knowledge, skills, attitudes and values to facilitate learner tasks. Quite a few studies have emphasized the impact of the teacher education programme on prospective teachers' performance. Fully prepared and certified teachers were better rated and more successful at performance of students than teachers without this preparation (Darling-Hammond, 2000).

Society through large means and practice, attempts to rethink and adjust the educational system as new concerns and challenges arise. In the context of available learning management systems, the skills required of teachers throughout and beyond the era must be stressed and strengthened correspondingly. With technology infiltrating the education sphere, one of the most important characteristics that teachers must possess in order to thrive is their capacity to be tech-savvy. Artificial intelligence and internet-controlled operations, according to experts, will be the future that will scaffold learning. It is critical that instructors gain the ability to master new technology and the ability to apply emerging tools in the classroom.

Piecemeal programme change in the pre-service training curricula, is usually an unsuccessful endeavour. Curriculum makers should aim to locate the process of learning to teach within a new overall vision without altering content or attempting to analyse effects of isolated creative initiatives inside fragmented programmes. This

## 10 *Introduction*

alternative vision would challenge conventional multidisciplinary models, proposing a new framework based not on disciplinary knowledge, but on an understanding of professional action and competencies. It emphasizes grounding the training process in learning, student engagement, and practice analysis, rather than in declarative, specialized, discipline-based theories. This approach would also incorporate new knowledge and skills. Existing teacher education programmes have faced significant criticism for two main reasons: failing to address certain existing issues and failure in equipping teachers for the evolving needs of schools. Enlisting the systematic concerns in Teacher Education, National Curriculum Framework (NCF,2005) highlighted the challenge areas as, lack of language proficiency among teachers, uncalled repeated practice of isolated lessons as sufficient condition for professional development, no articulation between learning theories and classroom practices, lack of reflective discourse among teachers to examining their own biases and beliefs and excessively quantitative evaluation system in teacher education programmes. The National Curriculum Framework for Teacher Education (NCFTE, 2009) developed by NCTE tries to ensure that teacher education courses to be reoriented to align with the epistemological shift envisaged in the National Curriculum Framework (NCF,2005) and develop teachers as facilitators of learning. It encompasses the contexts, concerns, and visions of teacher education, emphasizing the need to prepare teachers for a learning society, empowering them to learn how to learn, and make teacher education humanistic, liberal, and meeting the responsive demands of inclusive education. It has tried to incorporate the changing school contexts and demands in the light of Right to Education Act (RTE,2009), issue of academic burden of students, and universalization of secondary education that have implication for

teacher education. Teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities (NEP, 2020). The imperatives of teacher education to ensure quality are to prepare teachers to face the challenges of a dynamic society and impart quality education and an appropriate design, effective curriculum, sound structure, efficient transactional modes and an appropriate integration of technology (NCFTE, 2021). It is crucial to critically examine the challenges in the teacher education programme related to curriculum, in general and more specifically the pedagogy. To broaden the impact of any educational reform, it is vital to strengthen the teacher education programme.

In the realm of education, the demands placed on educators in the twenty-first century English classroom have evolved significantly, requiring a dynamic approach to teaching that integrates modern pedagogical practices with traditional methodologies. To adapt to the changing needs of English language learners in the twenty-first century, teachers must address the challenges of the changing sociolinguistic landscape, incorporate Global English into their teaching practices, integrate 21st century skills and knowledge, and address the unique challenges of teaching English. Knowledge and skills for the twenty-first century are essential for participation, achievement, and competitiveness in the global community. Therefore, teachers must incorporate the required skills into their teaching practices.

The study delves into the development of a comprehensive model aimed at enhancing teaching skills specifically tailored to meet the diverse needs of today's English classrooms. By exploring the intersection of linguistics with technology,

## 12 *Introduction*

cultural diversity, critical thinking, creativity, collaboration and communication, The present study seeks to provide educators with a practical framework to navigate the complexities of contemporary education, ultimately fostering a more engaging and effective learning environment for students. The model will be designed to provide the prospective English language teachers with a comprehensive and practical framework for developing and enhancing their pedagogic skills in the context of the twenty-first century English as Second Language (ESL) classrooms.

The thrust of technological interventions will be for the purposes of improving teaching learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration (NEP, 2020). Incorporating technology into teacher education not only prepares future educators to use these tools effectively in their classrooms but also enhances their ability to adapt to the evolving educational landscape. Incorporating technology into the FLD model enhances the training process and Prospective Teachers' ability to understand and develop resources. Through the interactive training sessions in FLD model teachers can gain hands-on experience and receive personalized feedback. The model ensures that the teachers stay current with technological trends, ultimately leading to improved student outcomes and a more dynamic learning environment.

Language has always been communicative and hence is functional in nature. Acquisition of a foreign language is always aimed at functional in real-time communication which in turn hints at discourses. Acquisition of literary skills is also to be balanced with the other outcomes of English Language Learning. At this

juncture, Functional Literary Discourse Models may help prospective teachers practice advanced teaching skills, ensuring they are equipped with high-quality skills of facilitation in diverse classroom settings. Skilled teachers can enhance student learning outcomes by using advanced instructional strategies, fostering critical thinking, problem solving and creativity. Traditional teaching skills sound sterile for discourse-oriented pedagogy in the functional literary context and these skills should get transformed to the technology incorporated 21st century teaching skills at an advanced level. A Functional Literary Discourse oriented model of teaching may help prospective teachers to be trained at an advanced level and help them maintain an effective and positive learning environment and align with the learning outcomes of ELT.

Integrating the functional elements of language, literature, and discourse in the training of prospective teachers is crucial for fostering well-rounded and effective educators. The interconnectedness of these components enhances both teaching skills and student learning outcomes. Prospective teachers should be trained to understand the practical uses of language in various contexts, ensuring they can effectively communicate and teach language skills. Literature serves as a rich resource for illustrating these functional elements, offering examples of authentic language use, diverse vocabulary, and complex sentence structures. Engaging with literature also helps teachers develop their analytical and interpretative skills, which are essential for fostering critical thinking in their students. Incorporating discourses into teacher training equips educators with the ability to facilitate and navigate classroom conversations, ensuring they can create interactive and inclusive learning

environments. By familiarizing themselves with different types of discourses teachers can better understand how language functions in various contexts and apply this knowledge to enhance their teaching practices. Integrating these elements not only enriches the language teaching process but also prepares prospective teachers to inspire and engage their students through a holistic and comprehensive approach to language education. Students should develop their language capacities to think critically, identify real-world problems, analyse them, and make rational arguments and work out solutions (NCFSE, 2023). The functional items and literature selected in the model are meant to develop the language capacities of the Secondary School Students.

In the context of twenty-first-century teacher training, there is a pressing need for a new skill training session to replace the traditional micro-teaching model, which may no longer be relevant. The rapidly evolving educational landscape characterized by technological advancements, diverse learning environments, and changing student needs, demands that teachers be equipped with a broader and more dynamic skill set. Teacher training should emphasize digital literacy, integrating technology into the classroom, and leveraging online resources to enhance learning. This includes proficiency in using educational software, managing virtual classrooms, and employing digital tools to facilitate interactive and personalized learning experiences. Additionally, twenty-first-century teacher training should focus on developing skills in culturally responsive teaching, ensuring that educators can effectively address and embrace the diverse backgrounds and experiences of their students. Emphasis on social-emotional learning is also crucial, as teachers need to support students'

emotional well-being and foster a positive and inclusive classroom environment. Collaboration and teamwork are other essential skills, as modern education often involves interdisciplinary approaches and project-based learning. Training sessions should incorporate strategies for effective collaboration with colleagues, students, and the wider community. Moreover, critical thinking, problem-solving, and adaptability are key competencies that teachers need to navigate the complexities of contemporary education. By designing training sessions that address these multifaceted requirements, educators can be better prepared to meet the challenges of the twenty-first century and provide high-quality, relevant education to their students.

Integrated Teacher Education Programme focus on the functional and literary aspects of English language arises from the growing demand for a holistic and effective teacher education framework. English, being a global language, requires a balanced emphasis on both its functional use and literary richness to prepare future teachers adequately. Prior to the implementation of ITEP, it is crucial to explore and evaluate how functions and literature are integrated into the curriculum, ensuring that prospective teachers are equipped not only with theoretical dimensions but also with a deep understanding of the practical aspects. This research provides insights into potential gaps, pedagogical strategies, and curriculum enhancements necessary for a successful ITEP rollout, contributing to the field of teacher education and language teaching.

The identity of the subject in pedagogy for a language-rich immersive environment revolves around understanding the role of both the teacher and learner in a classroom that emphasizes deep linguistic engagement and immersion in the target

language. In such an environment, the teacher must embody a role that goes beyond traditional instruction. They serve as facilitators, language models, and cultural guides who create an atmosphere where language is used as a tool for interaction rather than simply an academic subject. The teacher's identity is intertwined with their ability to foster authentic communication, engage students in meaningful linguistic contexts, and promote confidence in using the language for real-world purposes.

Advanced skills instill confidence in teachers, enabling them handle complex classroom situations and adapt to evolving educational needs. Developing functional literary discourse models of advanced teaching skills helps establish clear expectations and accountability in teacher training programmes and is essential for preparing prospective teachers to excel in their profession, improve student outcomes, and contribute to the overall advancement of quality education.

### **Statement of the Problem**

The outcome of English language teaching is two pronged: of information using linguistic elements of grammar and vocabulary and literary level communication involving interpretation, deciphering and imagination. The Second Language teacher should demonstrate advanced skills and competencies of both the discourse branches. Models with specific phases are developed for advanced skills to be mastered by prospective English Language teachers at Secondary level. A theory on pedagogic skill acquisition is generated as an outcome of qualitative experimental study. The present study is titled as DEVELOPMENT OF FUNCTIONAL LITERARY DISCOURSE MODELS OF ADVANCED SKILLS IN TEACHING FOR PROSPECTIVE ENGLISH TEACHERS.

## **Operational Definition of Key Terms**

### **Development**

Development is the process of creating something new or more advanced (Cambridge Dictionary). In the present study development indicates the processes of construction and validation through field trial and expert validation.

### **Functional Literary Discourse**

Tasks focusing on the integration of language elements, other than lexical items, expressing specific functions in communication in the context of literature.

### **Functional Literary Discourse Models**

Model is a plan or pattern that can be used to design face-to-face teaching in classrooms or tutorial settings and to shape instructional materials like books, films, tapes, computer-mediated programmes, and curricula (Joyce and Weil, 2003).

Functional Literary Discourse Models mean lesson designs with specific phases for practicing advanced skills of outcome based English language pedagogy through discourses integrating functional and literary elements.

### **Advanced Skills in Teaching**

Advanced means being ahead in development, knowledge, progress, etc and skill is the knowledge and ability which requires special training and enables one to do something well (Collins' dictionary).

In the study advanced skills in teaching are the skills demanded of twenty first century ELT pedagogy.

### **Prospective English Teachers**

Student teachers undergoing secondary level teacher education programme, with English as subject of specialization

### **Research Questions of the Study**

The research questions formulated for the study are:

1. What are the teaching skills included in the theoretical and practical sessions of microteaching in the B.Ed curricula of major universities in Kerala?
2. Are the microteaching sessions apposite in developing teaching skills demanded of 21st century ELT pedagogy?
3. What are the skills suggested by prospective teachers and teacher educators of English Language Education to be incorporated in the practical sessions of teacher education programme?
4. What are the advanced skills prescribed in the authentic sources and documents on teacher education?
5. How do the prospective teachers integrate the advanced skills in the real time classroom contexts?
6. What is the role of the developed FLD models on developing advanced teaching skills among secondary level prospective English teachers?

- 6.1 What are the benefits of secondary school students on the FLD models?
- 6.2 What is the prospective teachers' opinion about the FLD models?
- 6.3 How FLD models fill the gaps in the existing skill training sessions from prospective teachers' perspective?
- 6.4 How far are the FLD models valid as per the ratings of the experts?
- 6.5 How do FLD models fill the gaps in the existing skill training sessions from expert's opinion?

#### **Objectives of the Study**

1. To analyse the appositeness of microteaching sessions on developing teaching skills demanded of 21st century ELT pedagogy
2. To identify Advanced Skills demanded of Functional Literary Discourse pedagogy for 21st century ESL classrooms
3. To design Functional Literary Discourse Models of Advanced Skills in teaching English at secondary level
4. To find out the appositeness of developed Functional Literary Discourse Models on developing teaching skills demanded of 21st century ELT pedagogy through field trial
5. To validate the developed Functional Literary Discourse models through field trial sample groups of prospective teachers, secondary school students and experts

6. To generate a theory on pedagogic skill acquisition through Functional Literary Discourse Models

### **Methodology and Data Collection Procedure**

#### **Method**

Qualitative research methods were followed for the study based on the objectives.

#### **Design of the study**

The present study was rooted in qualitative design of constructivist grounded theory that focuses on generating new theories through inductive analysis of data gathered from participants. A need analysis was performed in the first phase of the study, followed by the identification of advanced skills and development of the model which resulted in theory generation.

#### **Sample**

The participants in the need analysis phase were 30 teacher educators of English language education and 196 prospective English teachers. The qualitative experiment was conducted on a representative sample of 43 prospective English teachers at the field trial stage. Opinion on the usefulness of the models was collected from 30 secondary school students. Validation of the model was carried out by 5 expert teacher educators from different universities in Kerala and NCERT.

**Tools used**

1. Questionnaire on the Appositeness of Microteaching Sessions for Twenty First Century English Language Teaching Skill Development
2. Interview schedule for Teacher Educators on the Appositeness of Microteaching
3. Rubrics on the Performance of selected Advanced Teaching Skills for Prospective English Teachers
4. Opinionnaire for Analysing the appositeness of Functional Literary Discourse Models (For Secondary School Students)
5. Interview schedule for Prospective English Teachers on the appositeness of Functional Literary Discourse models
6. Focus Group Discussion Schedule for Prospective Teachers
7. Expert Validation Schedule
8. Focus Group Discussion Schedule for Experts

**Data Collection Procedure**

A thorough analysis of the theories of pedagogy in vogue as well as theories on English as Second Language Acquisition was carried out. The redefined goals of education, especially formulated in NEP 2020-the 4 C's of 21st century skills-Communication, Collaboration, Critical thinking and Creativity to form a knowledge society-was also explored by the investigator. This theoretical frame formed the

background/rationale for the research questions. Based on the set objectives data were collected from the purposive samples to identify the gap in realizing the goal with the existing pedagogic skill development strategy in teacher education programme. A set of advanced skills was developed for ELT, integrating the theories from different genres including IT and contextualization. Functional literary discourse models of advanced skills in teaching for prospective English teachers were developed and field trial was carried out among secondary school students, prospective teachers and teacher educators. Data was collected from the theoretical sample to find out whether the gap in the pedagogic skill development process could be eliminated. The developed modules were refined in tune with twenty first century pedagogy. As the final step of the 'development' of the module validation of the model was carried out by expert teacher educators in ELT who are research guides in different universities in Kerala and NCERT. The set of advanced skills and the process skills developed for Pedagogic Skill development of prospective English teachers, along with the FLD model design, formed the theory generation phase of the study with the theme of FLD accelerated, contextualised, IT integrated pedagogic skills acquisition for twenty first century ESL classrooms.

### **Scope, Delimitation and Limitations of the Study**

The present study analysed the need of the teacher preparatory procedure microteaching and the skills usually practiced in the current B.Ed programme in different universities in Kerala. It was a great help in defining a new set of teaching skills with its component skills especially in the context of English as a second language with more focus on IT integration and contextualization. The developed

model and the lesson designs could be used to train prospective teachers of English to excel in twenty first century ESL classrooms. The present study was delimited to prospective English teachers of secondary level. Model lessons were developed for 30 advanced skills only. Most of the advanced skills are information technology-based skills. The functional and literary items selected were too simple considering the secondary level. The study was delimited to the sample of prospective teachers in Kerala who are in a two year B.Ed programme. Skills change according to technological updation but the syntax of the model remains unchanged. The study is delimited by its use of Constructivist Grounded Theory as the primary methodological approach for generating a theory related to pedagogical skill acquisition. CGT, typically utilized in the field of sociology for theory generation, is applied here specifically to develop a model and theory focused on how pedagogical skills are acquired and refined. The choice of CGT shapes the study's focus on the co-construction of meaning between the researcher and participants, emphasizing the subjective experiences and interpretations of educators as they engage in skill acquisition. As such, the study is limited to the perspectives and contexts of the participants involved, which may affect the generalizability of the findings beyond the specific educational settings explored.

The study is delimited by its exclusive reliance on Constructivist Grounded Theory (CGT) as the methodological framework for developing a model and theory related to pedagogical skill acquisition. Unlike traditional instructional design frameworks, such as Bruce Joyce's family of models, this research does not categorize pedagogical strategies into predefined models. Instead, it prioritizes the emergent, co-

constructed meanings that arise from the participants' experiences. Due to the nature of CGT, categorization and rigid structuring of pedagogical methods are not feasible within this study. The focus remains on the organic development of theory directly from the data, rather than fitting observations into existing instructional frameworks. This approach reflects the study's commitment to a qualitative, exploratory design, which renders experimental designs and the application of standardized formats meaningless in this context. Additionally, the study acknowledges that students will not be able to apply all acquired skills in a field trial, given the study's qualitative orientation and the emphasis on in-depth exploration rather than broad generalization. The lack of a specific format for this type of research further reinforces the need for a flexible, grounded approach, as the study seeks to develop an understanding of how pedagogical skills are acquired, rather than testing a predefined hypothesis. Pedagogical skill acquisition involves complex, multifaceted processes that are not easily isolated or manipulated within an experimental framework. A qualitative approach allows for the exploration of these complexities in a way that an experiment cannot, as it enables a deeper understanding of the contextual factors and individual differences that influence skill acquisition.

In spite of taking maximum efforts to make the study fruitful the investigator faced some limitations too. One limitation of using Constructivist Grounded Theory (CGT) in the context of developing a model and theory in pedagogical skill acquisition is that CGT, being rooted in sociological research, may not fully account for the specific nuances and complexities inherent in educational settings. While it is effective for generating theories from qualitative data, its application to pedagogical

skill acquisition may be constrained by its emphasis on social processes and interactions, potentially overlooking critical cognitive, contextual, and instructional factors unique to the educational domain. This could lead to a model that, while sociologically robust, might lack the precision needed to fully capture the intricacies of skill acquisition in teaching and learning environments. A limitation of this study is that not all pedagogical skills were practiced during the research process. The focus was limited to those skills that are most relevant and aligned with the specific teaching practice content being studied. This selective approach may have led to an incomplete exploration of the full range of pedagogical skills, potentially affecting the comprehensiveness of the developed model and theory. As a result, the findings may be more applicable to certain contexts or topics within teaching practice, rather than providing a holistic view of pedagogical skill acquisition across all possible teaching scenarios.

The investigator in the initial stages collected the data through face-to-face interaction but the impact of Covid-19 and the following lockdown resulted in online data collection. Change in the structure of the prospective teachers teaching practice made the observation in the field trial a bit difficult. The field trial in the study was confined to 43 cases only, who attended the training process regularly and the investigator got a chance to observe their classes either online or offline. The prospective teachers were instructed to select any three advanced skills of their choice because of the time constraints and the complicity of teaching practice due to Covid-19 restrictions.

### **Organisation of the Research Report**

Chapter I: This chapter contains brief introduction, need and significance, statement of the problem, definition of key terms, research questions, methodology, scope, delimitations and limitations of the study.

Chapter II: This chapter gives theoretical overview and review of related studies.

Chapter III: The investigator discusses the methodology of the study in detail in this chapter with a description of tools used for data collection, sample selected for the study, data collection procedure and data analysis techniques.

Chapter IV: This chapter describes the inductively analysed data by constant comparison method and details the themes, categories and subcategories of data.

Chapter V: This chapter contains a summary of the study, study in retrospect in terms of research questions, methodology and major findings

Chapter VI: This chapter contains the educational implications, recommendations and suggestions for further research

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## CHAPTER 2

# **REVIEW OF RELATED LITEARATURE**

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❖ *Theoretical overview*

❖ *Review of Related Studies*

Theories emerge not from pre-conceived hypothesis but from the data collected (Glaser, 2005, 1998). The insights gained from the literature review help to stimulate theoretical sensitivity, direct theoretical sampling and provide supplementary validity (Strauss and Corbin, 1990). The conception of a new theory from the existing theories and a direct theoretical sampling will be promising in an outcome-based research.

The present study rooted on the philosophy of English as second language (ESL) teaching as the area of investigation could proceed only with a review of literature as well as a thorough analysis of the related studies carried out. A review of related theories and studies has served as a signpost for undertaking the proposed study on Development of Functional Literary Discourse Models of Advanced Skills in Teaching for Prospective English Teachers. The chapter presents substantive findings, as well as theoretical and methodological contributions to English Language Pedagogy. There are two sections: the conceptual overview and a review of related studies.

Theoretical overview focuses on the theories, methods and strategies in teaching in general and ESL in particular. The section on Review of related studies presents a report on studies undertaken in the relevant areas.

## **Theoretical Overview**

The section on theoretical overview deals with the broad areas: Taxonomy of Educational objectives, Approaches in teaching English as Second Language, Theories of English Language Teaching, Strategies of teaching English in ESL context, Microteaching, Historical developments in the models of teaching, Propositions of National Education Policy 2020 and the concept of Outcome Based Education.

### **Taxonomy of educational objectives**

The Taxonomy of Educational Objectives is a framework for categorizing educational goals, objectives, and standards. It offers an organizational structure that assigns a commonly understood meaning to objectives within its categories, thereby improving communication.

#### ***Bloom's taxonomy***

The classification of educational objectives in behavioural terms originated during 1950's. Benjamin Bloom and his colleagues developed Bloom's Taxonomy with three domains of development: affective, psychomotor and also the most widely utilized cognitive. The six levels of cognitive skills are knowledge, comprehension, application, analysis, synthesis and evaluation. This structured approach helps educators design curriculum and assessments that foster higher order thinking skills, facilitating a more comprehensive understanding of subject matter. By providing a common language and framework for educational objectives, Bloom's Taxonomy has

become a fundamental tool in education, guiding teachers in the development of strategies and learning activities that promote critical thinking and deeper learning.

### ***Revised Bloom's Taxonomy***

Revised in 2001, by David R. Krathwohl and Lorin W. Anderson, the updated version of Bloom's Taxonomy addresses contemporary educational needs and reflects changes in pedagogical understanding. This revision emphasizes the importance of active learning and incorporates new cognitive research findings. It maintains the original structure of the cognitive domain with its six levels—remembering, understanding, applying, analyzing, evaluating, and creating—but offers clearer descriptions and terminology. Additionally, it acknowledges the interrelatedness of the levels, recognizing that higher-order thinking involves a synthesis of lower-order skills. The revised taxonomy continues to guide educators in designing instruction that fosters deep understanding, critical thinking, and meaningful learning experiences across various disciplines and educational settings.

### ***Cognitive Domain***

The cognitive domain consists of both thinking skills at higher order and lower order levels. The version of the taxonomy being used today changed Bloom's levels from nouns to verbs. Definitions for each level in the cognitive process and action verbs are given in table 1.

**Table 1***The Cognitive Process Dimensions and Action Verbs of the Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001)*

<b>Levels</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analysing</b>	<b>Evaluating</b>	<b>Creating</b>
<b>Definitions</b>	Retrieve relevant knowledge from long-term memory	Construct meaning from instructional messages, including oral, written and graphic communication	Carry out or use a procedure in a given situation	Break materials into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.	Make judgements based on criteria or standards	Put elements together to form a coherent or functional whole, recognise elements into a new pattern or structure
<b>Action Verbs</b>	Choose Define Find How Label List Match Name Omit Recall Relate Select	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline	Apply Build Choose Construct Develop Experiment with Identify Interview Make use of	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design

<b>Levels</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analysing</b>	<b>Evaluating</b>	<b>Creating</b>
	Show	Relate	Model	Examine	Deduct	Develop
	Spell	Rephrase	Organize	Function	Defend	Discuss
	Tell	Show	Plan	Inference	Determine	Elaborate
	What	Summarize	Select	Inspect	Disprove	Estimate
	When	Translate	Solve	List	Estimate	Formulate
	Where		Utilize	Motive	Evaluate	Happen
	Which			Relationships	Explain	Imagine
	Who			Simplify Survey	Influence	Improve
	Why			Take part in	Interpret	Invent
				Test for	Judge	Make up
				Theme	Justify	Maximize
					Mark	Minimize
					Measure	Modify
					Opinion	Original
					Perceive	Originate
					Prioritize	Plan
					Prove	Predict
					Rate	Propose
					Recommend	Solution
					Rule on	Solve
					Support	Suppose
					Value	Test
						Theory

### ***Affective Domain***

The affective domain aimed at self-reliance and intrinsic motivation emphasizes the development of attitudes and values. The affective domain is structured into five hierarchical levels: receiving, responding, valuing, organizing, and characterizing. These levels represent a progression from simple awareness and responsiveness to internalization and integration of values into one's belief system. Educators use this framework to design learning experiences that not only promote cognitive growth but also foster the development of students' emotional intelligence, empathy, and ethical reasoning. By addressing the affective domain, educators can help students cultivate a positive mindset, social responsibility, and a sense of personal and social well-being.

### ***Psychomotor Domain***

The psychomotor domain encompasses physical movement, coordination, and motor skills, which are developed through practice and assessed based on factors like speed, precision, distance, procedures, or technical execution. Simpson's adaptation of the psychomotor domain comprises seven levels: Perception (using sensory cues to guide actions), Set (demonstrating readiness physically, mentally, emotionally, and spiritually), Guided response (learning through trial and error), Mechanism (performing tasks confidently and habitually), Complex overt response (performing tasks confidently and proficiently), Adaptation (modifying actions for new situations), and Origination (creating new solutions for diverse situations). The seven levels of the psychomotor domain are represented in figure 1.

**Figure 1**

*Levels of the psychomotor domain (Simpson, 1972)*

***Taxonomy and ELT***

The taxonomy of educational objectives provides a comprehensive framework for understanding and categorizing different levels of learning and cognitive processes. At the most fundamental level, taxonomy includes remembering, which involves the simple recall and recognition of information about language, language skills, and literature. This includes knowledge of terminology, facts, conventions, classifications, and criteria. The next level is comprehending, which involves understanding the literal message contained in communication through translation and interpretation of ideas. Applying refers to the production of functional and expressive oral and written communication, encompassing both the dissemination of information and the creation of original compositions. Analysing involves breaking down the broad fields of language, language skills, and literature into their constituent elements, including analysis of individual components as well as the relationships and organizational principles underlying them. Evaluating involves both objective assessments of the mechanical appropriateness of communication as well as subjective evaluation of its creative effect. Creating, the highest level, involves productive skills in the process of communication. Additionally, the taxonomy

addresses affective domains such as attitude, which encompasses predispositions and levels of interest, as well as reception and participation, which deal with attention, responsiveness, and engagement with language-related stimuli. This comprehensive framework provides a valuable tool for designing instructional objectives, assessment, and learning activities across the English language pedagogy.

### ***Blooms Digital taxonomy***

Andrew Churches developed Bloom's Digital Taxonomy in 2008 as an extension of the original taxonomy, aiming to create a hierarchy of learning activities suitable for a digital environment. This adaptation acknowledges the necessity of integrating technology into the teaching and learning process and explores how digital tools can enhance educational outcomes. The primary goal of digital taxonomy remains to foster cognitive, affective, and psychomotor skills in learners, encompassing a holistic approach to learning. It finds application in various educational contexts, including English Language Teaching, where it assists in structuring digital tasks to optimize learning experiences.

Bloom's Digital Taxonomy serves to guide instructors in leveraging technology and digital tools to enhance student learning experiences and achieve desired outcomes. Its objective is to enhance and broaden the skills associated with each level as technology becomes increasingly integral to the learning process. While emphasizing the importance of technology, the process of facilitating transformative student thinking across various levels of learning is also emphasized. Figure 2 represents the levels in Bloom's Revised Taxonomy and the digital tools that connect with the taxonomy framework.

**Figure 2***Bloom's digital taxonomy (Churches,2008)*

Creating involves the process of producing new or original work, utilizing an array of tools and media to bring ideas to life. Animating captivating stories, expressing thoughts through blogging, capturing moments through filming, sharing insights via podcasting, bringing written words to life through publishing, crafting immersive experiences through simulation, collaboratively building knowledge through wiki platforms, sharing experiences and opinions through video blogging, crafting functional solutions through programming, or orchestrating visual narratives through directing are examples of 'creating' in the digital taxonomy. Evaluating involves the critical process of justifying a stand or decision, employing criteria and standards to make informed judgments through careful checking and critiquing. Utilizing a range of tools and methods, evaluators engage in tasks such as grading to

assess performance, networking to gather diverse perspectives, rating to quantify quality or value, testing to measure effectiveness or proficiency, reflecting to introspect on experiences and outcomes, reviewing to examine content or processes, commenting on blogs to engage in discourse, posting feedback to contribute to collective knowledge, and moderating discussions to ensure constructive dialogue. Through these practices, evaluators navigate complex contexts, weigh evidence, and provide insights that shape understanding, inform decisions, and drive improvement. Analyzing entails the complex task of establishing connections among ideas or concepts, discerning how each component relates to an overarching structure or objective. By employing various tools and techniques, analysts dissect information to uncover underlying patterns, relationships, and meanings. Applying involves the utilization of information in novel contexts, employing models, diagrams, or presentations to convey insights effectively. Understanding involves the ability to clarify ideas or concepts, as well as to construct meaning from written material or visual representations. Individuals delve into the depths of information by employing advanced searching to unearth relevant resources, annotating texts to extract key insights, journaling in blogs to reflect and synthesize understanding, disseminating thoughts and findings through tweets, tagging content to facilitate organization and retrieval, engaging in discussions by commenting on various platforms, subscribing to channels for continuous learning and empowering themselves to grasp the intricacies of diverse subjects and contribute meaningfully to discourse and knowledge creation. Individuals can facilitate the remembering process by bookmarking important resources for easy access, copying pertinent information for future reference, using search engines like Google to quickly retrieve specific details,

organizing information into bullet points for clarity and simplicity, highlighting key passages to aid in retention, and conducting searches to locate specific information efficiently. Through these methods, individuals optimize their ability to recall and retain information, enabling them to navigate a wealth of data and contribute to informed decision-making and problem-solving.

## **Approaches in teaching English as Second Language**

### ***Whole Language Approach***

Whole Language Approach prioritizes natural learning in reading and writing, emphasizing genuine communication. This approach aligns philosophically and instructionally with Communicative Language Teaching, highlighting the significance of constructing meaningful processes for learning. Additionally, it parallels natural approaches to language acquisition, as it aims to facilitate second language learning in a manner akin to how children learn their first language. Humanistic and constructivist schools are the underlying learning theory in the Whole Language Approach. The Whole Language Approach is characterized as authentic, personalized, self-directed, collaborative, and pluralistic, emphasizing the use of genuine literature over artificial or specially crafted texts, with a focus on real and natural occurrences. This method integrates reading, writing, and other skills, treating writing as a dynamic process through which learners explore and uncover meaning. Advocating for student-centred learning, the whole language approach grants students' autonomy in selecting reading and writing materials. It also promotes risk-taking and exploration, fostering an environment where errors are viewed as indicators of learning rather than failures. Whole language approach considers

learners as evaluators, evaluating their own and others' learning with the assistance of teacher.

Goodman (1986) emphasised that whole language is a philosophy rather than an instructional approach that usually implies a series of prescribed activities. Whole language teaching consists of activities aligned with its underlying philosophy, implemented by teachers who possess a deep understanding of its principles. The primary aim of the teacher is to create an environment conducive to encouraging children to develop their skills at a pace that aligns with their individual developmental stage. This approach shifts the focus from teacher-directed instruction to a learner-centred task, a characteristic shared by many methodologies falling under the constructivist framework. It operates as a top-down approach, wherein readers construct personal meanings for texts based on their prior knowledge, rather than relying on a consensus among other readers for interpretation. This personal meaning is considered more authentic, emphasizing the unique perspective of each individual reader.

The lack of a prescribed curriculum posed challenges in defining the activities typical of a whole language classroom or determining if there was consistency across classrooms to allow an observer unfamiliar with the philosophy to recognize whole language instruction.

### ***Communicative Approach***

Traditional methodologies like audio-lingual and direct method still have useful elements. But they are outdated in the modern classroom. Foreign language

training programmes still make use of the Communicative Approach, which is widely considered as the latest advancement in modern language teaching.

Since the early 1970's, Communicative Approach has been regarded as the most effective theoretical model in English language teaching. Language carries both functional and social meanings. Understanding the communicative roles and social implications of language forms is essential, in addition to learning them. Learners must be able to interpret the speaker's functional meaning by connecting linguistic forms to relevant non-linguistic knowledge. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these units into a more fully communicative view (Littlewood, 1981).

Widdowson (1979), the proponent of Communicative Approach to language teaching and learning has explained two types of discourses: functional discourse and literary discourse. Functional discourse is the conventional type of discourse that is meant for exchange of information. In a classroom context, this type of discourse involves linguistic elements of grammar or vocabulary items. On the other hand, literary discourse is focused on literariness, interpretation, deciphering and imagination. The reader gets involved in the discourse at different levels. To say it in other words, the meaning and the potential of the written piece are realized only when the readers read it at different levels and interpret it in a subjective way. In the classroom context, when a piece of literary discourse is introduced, there are three elements involved in the process of the language of the text, the student and the teacher.

Communicative Language Teaching is founded on Hymes's (1966) notion of communicative competence, which expands upon Chomsky's (1965) concepts of linguistic competence and performance. Hymes argued that possessing linguistic or grammatical competence alone is insufficient for effectively using language within a particular cultural or social context. Therefore, the situational aspect of language use becomes pertinent in language instruction. A child's natural acquisition of sentence knowledge is not only grammatically accurate but also contextually appropriate due to communicative competence (Hymes, 1972). Communicative Language Teaching is closely linked with various activities with different grouping strategies and discourses. Such communicative activities are crafted by teachers to offer learners opportunities to apply the language they have acquired in diverse contexts.

At the end of the 20th century, Communicative Approach was introduced to English Language Teaching in Kerala. Initially, it was perceived as an extension of the Grammar-Translation method. However, communicative tasks were sparse in textbooks, and it failed to adequately support learners in achieving proficiency in language learning.

### ***Task-Based Instruction***

During the 1970s there were considerable moves within language teaching to embrace the communicative approach (Brumfit & Johnson 1979). As a result, a range of teaching activities gained prominence which emphasised the need for learners to focus on meaning and to convey information to one another (Geddes & Sturtridge 1979; and Harmer, 1983) for exemplifying work. At this time, the assumption seemed to be that it was not enough in language teaching to focus only on

language structure, but that this needed to be accompanied by a concern to develop the capacity to express meanings (Widdowson 1978). The implications of these pedagogic developments were widespread, and influenced syllabus design (White 1988), methodology (Nunan 1989), assessment (Morrow 1977, 1979), and an early (and influential) proposal for the use of task-based approaches (Prabhu 1987), an innovation even more remarkable for the setting in which it was introduced. The term ‘communicative activity’ became increasingly replaced by that of ‘task’, even though the actual events that were referred to were essentially the same (Rubdy,1998).

Task-based instruction is an approach to teaching that centres on students completing meaningful tasks to achieve language learning goals. In this method, learners engage in authentic, real-world tasks that require them to use language in practical contexts. These tasks are designed to be challenging yet achievable, encouraging active participation and problem-solving. By focusing on task completion rather than isolated language forms, task-based instruction promotes language acquisition in a natural and communicative way. Additionally, it provides opportunities for learners to develop their language skills while working collaboratively and reflecting on their learning experiences.

### ***Inquiry-based instruction***

Inquiry-based instruction is a student-centred approach to teaching-learning process that fosters curiosity and encourages students to ask questions and investigate real-world issues. Inquiry based instruction actively involves students in the learning process, empowering them to explore their interests and natural curiosities. Characterized by hands-on activities, Inquiry-based teaching enables students to

bridge classroom learning with real-world applications. The cyclic process of assignment-based inquiry centred approach in a language learning environment aims at the development of the three domains: cognitive, psychomotor, and affective with scope for lower order and higher order thinking skills.

### ***Constructivism and English Language Teaching***

Constructivism, as an educational approach, centres on experiential learning derived from real-life experiences to construct and condition knowledge. It emphasizes problem-based, adaptive learning, integrating new information with existing knowledge and fostering the creation of original ideas or innovative approaches. The aim of education within constructivism is to cultivate creativity and innovation through the analysis, conceptualization, and synthesis of prior experiences to generate new knowledge.

In constructivist framework, educators serve as mentors, guiding learners through heuristic problem-solving processes and facilitating learning. The ultimate goal of learning is to achieve the highest levels of cognitive development, encompassing heuristic problem-solving abilities, metacognitive awareness, creativity, and originality, which can potentially result in the modification or generation of new knowledge. Constructivism shapes instructional theory by promoting collaborative learning, discovery learning, project-based learning, task based learning and hands-on experiences. Constructivist epistemology elucidates how individuals construct knowledge from the information generated by their past experiences.

In constructivist classrooms, collaborative learning involves peer interaction guided and structured by the teacher. Through the presentation of specific concepts, problems, or scenarios, discussions are promoted. The teacher facilitates discussion by posing well-directed questions, introducing and clarifying concepts and information, and referencing previously learned material.

Applying Constructivism with these key features in English language teaching and learning enhances student engagement and enjoyment. It boosts learners' confidence in communicating in English, particularly when they work in mixed-ability groups and are rewarded based on the overall success of the group. Therefore, in a constructivist English classroom, the teacher is responsible for abandoning inappropriate methods and embracing innovative and effective strategies of cooperative learning, smart classroom technologies, interdisciplinary approaches, and context integration.

### ***Cognitivism and English Language Teaching***

Cognitivism focuses on the internal mental processes involved in learning, such as receiving, organizing, storing, and retrieving information. It posits that the mind functions as an information processor, with learners activating prior knowledge or schema to make connections for new learning. Educators utilize cognitivism in the classroom to ensure that learning is meaningful and enduring for students. They employ various strategies at the beginning, middle, and end of the learning cycle to facilitate the formation of connections in learners' cognition.

According to cognitive theorists, the acquisition of new knowledge occurs in two stages. Initially, the learner selects the features to focus on and transfers this information into short-term memory. In the second stage, the learner consolidates some or all of these features into long-term memory. New information can be comprehended by means of inferencing, and the context in which the new information occurs. Information that has been transferred to long term memory is not initially available in use. The learners achieve control over new information by making a distinction between controlled and automatic processing and between declarative and procedural knowledge.

Jean Piaget's Cognitive Development Theory (1936) emphasises that children actively construct knowledge through hands-on exploration and manipulation of their environment. The theory has stimulated a wealth of research on children's thinking and encouraged educational programmes that emphasise discovery learning.

Automatization is essential in learning because learners have limited processing capacity and need the ability to efficiently handle information. According to Anderson (1983), the learning process involves three stages. In the cognitive stage, learners engage in conscious activity and acquire declarative knowledge, which can usually be described verbally. In the association stage, errors in the initial declarative knowledge are identified and rectified, and the knowledge becomes proceduralized. In the automatic stage, performance becomes nearly or completely automatic, and errors diminish significantly or disappear altogether. The learner relies less on working memory and performance takes place below the threshold of consciousness (Anderson, 1985).

### ***Contextualisation and English Language Teaching***

Contextualization is placing language items within a meaningful and authentic context rather than treating them as isolated elements of language. The main objective of contextualising language is to index real communicative value to the language that the learners encounter.

Contextualisation in communication is based on the particular situation when people speak or write (Halliday, 2000). Whenever we use language—be it listening, speaking, reading, or writing—we do so within a specific context. Language devoid of context lacks meaning and is less effective in conveying the intended message. Studies in neuro linguistics show that setting a context activates areas of the brain which relate to learners' experience in the relevant schema. The purpose of contextual teaching is to motivate the learners to take charge of their own learning and to relate knowledge and its application to the various contexts of their lives (Satriani et.al, 2012). Contextualised learning is application oriented, learner centred, and flexible. The goal and purpose are explicit from the beginning of the instruction itself.

The scientific principles of contextual teaching are principles of interdependence, principles of differentiation, and the principles of self-regulation (Johnson, 2002). The principle of interdependence emphasizes shared and collaborative learning sessions, highlighting the importance of mutual reliance among all learners. The principle underscores that each learner contributes to and benefits from the group's collective efforts. The principle of differentiation acknowledges how contextual teaching and learning allow learners to tap into their potential and find motivation to study based on their life experiences and contexts. By tailoring

instruction to suit individual learners' needs and interests, differentiation fosters a more personalized and engaging learning experience. The principle of self-regulation encourages learners to showcase their abilities and explore new talents. Teachers play a crucial role in nurturing this by empowering learners to take responsibility for their decisions, behaviour, choices, plans, and solutions. By providing opportunities for autonomy and self-directed learning, teachers help learners build confidence and develop a sense of ownership over their learning journey.

In English language teaching, contextualization plays a pivotal role in enhancing the effectiveness of language acquisition. By embedding language items within meaningful and authentic contexts, educators provide learners with opportunities to engage with language in real-life situations. Contextualization enables learners to understand how language is used in different contexts, allowing for a deeper comprehension of vocabulary, grammar, and discourse patterns. Moreover, contextualized learning fosters communicative competence as learners develop the ability to use language with appropriateness in various social and cultural settings. Whether through dialogue, texts, or multimedia materials, contextualization ensures that language learning is not just about memorizing isolated words or structures but about acquiring the skills needed to communicate effectively and fluently in real-world situations.

### ***Discourse oriented pedagogy***

Language serves as the primary mode of communication between educators and learners within the classroom, facilitating the expression and presentation of their ideas. Discourse is the representation of thought in language and a social mode of

thinking (Mercer, 1997). Discourse is a mode of communication of certain ideas meaningfully in a particular way in a particular social situation; it is derived from cognitive psychology and learning theory and can be adapted to suit any level of learners and the focus is on the process not on the product (Khanna & Anandan, 2012). In a classroom, discourse is a means whereby verbal information is valued for the achievement of learning purposes (Wells, 1999). In the locus of the English classroom, language use or discourse between the teacher and students as well as among students makes up an integral part of students' language learning and classroom talk fulfills three purposes: instructional, managerial and procedural (Cazden, 1988). In order to support student learning, teachers must employ classroom discourses to provide scaffold and encourage reconceptualization.

Discourse oriented pedagogy is more student-oriented and practical approach compared to the traditional methods of teaching (Venkanna, 2017). Discourse oriented pedagogy is based on the constructive principles of teaching and learning. The teacher facilitates integrated learning of all four language skills by providing appropriate discourses for students. Students practice listening, speaking, reading, and writing in a coordinated manner in this approach. The teacher serves as a facilitator, guiding and supporting students in their language acquisition journey. At the primary level, various discourses are employed to facilitate language learning, including descriptions (of things or persons), dialogue, poems, songs, rhymes, narratives, historical events, jokes, gossip, and more. As pupil progress to upper primary and secondary levels, additional discourses such as stories, descriptions, dialogue, poems, riddles, jokes, puzzles, language games, posters, posters, advertisements, letters, skits,

dramas, compering, screenplay, and journals are introduced. Both written and spoken discourses leverage learners' prior knowledge to develop language skills. They assist in identifying errors and improving the use of lexical, grammatical, and rhetorical aspects of the language. Furthermore, discourse encourages creative and meaningful language use, moving beyond mechanical production of language patterns. It fosters the spontaneous creation of various oral and written discourses within a collaborative learning atmosphere in the classroom.

Discourse Oriented Pedagogy has been introduced in India at the school level after the recommendations of National Curriculum Framework (NCF, 2005). As a part of the curriculum renewal process, new textbooks have been introduced in Kerala at all levels of school education. Furthermore, all the units of the English textbook are theme-based and have been prepared by following the guiding principles of National Curriculum Framework (NCF, 2005) and Kerala Curriculum Framework (KCF, 2007). There are three important features in pedagogy and the English textbook and the materials. They are children's life at school is to be linked to their life outside of the school (NCF,2005), use of the discourses such as pictures, narratives, stories, illustrations, cartoons, tables, puzzles, reading passages etc., and the preparation of textbooks was made a collective exercise (NCF,2005). Additionally, it emphasized the whole-language approach, so the teacher becomes a discourse facilitator. It is a holistic approach; hence it not only focuses on structures but considers communicative dimension of language.

The main goal of teaching English in India as a second language is to develop the ability to use it and the ability to use English requires enhancing the basic skills in

the learners. To achieve these abilities, it is paramount to have a set of academic standards, also termed as linguistic competencies. And these usually describe the educational objectives and define the knowledge and skills that students are expected to learn and use at a specific stage of learning. And this is only possible through a set of discourses such as narratives, conversations, pictures, diagrams or passages from the textbook (Anandan, 2014).

In the classroom context, when a piece of literary discourse is introduced, there are three elements involved in the process: the language of the text, the student and the teacher. But as the second phase of the process the student takes up the role of a reader and literature is introduced instead of mere language. In the third phase, one more element intervenes, that is, the author. In Phase four, multiple interactions among the reader, the culture of the reader, the text and the culture of the text lead to the development of both language and literature of the reader, bringing out modifications in both the cognitive and affective domains of development. Such interactions in the classroom will help develop language skills. New meanings may be added to the text, the places of silence and gaps may be filled up through such tactical interventions on the part of the students.

Britton (1975) break language functions into three categories: expressive, transactional, and poetic. Transactional discourses prioritize establishing interaction with the reader. This form of communication is prevalent in various contexts such as business correspondence, advertising, instruction manuals, and editorial articles. Its primary aim is often to prompt the reader into action, whether it is making a purchase or seeking further information.

Expressive literary discourse refers to writing that expresses the feelings and experiences of the writer, to exploratory writing such as free writing and journals, to a stage in the development of writing abilities, and even to the impulse or instinct toward expression that precedes all discourse (Harris, 1986). Expressive discourses encompass stream-of-consciousness writing, letters and diary entries. These forms of discourses underscore a person's ability to convey their perspective. Online blogs have emerged as a prevalent medium for expressive discourse in the digital era. One of the most renowned and recognized literary forms is poetic discourse. This category of written expressions encompasses a wide array of creative works, including fictional novels, poetry, collections of short stories, and screenplays. Poetic discourse encompasses various genres and styles of writing, each offering unique approaches to language usage and communication. Fictional discourse often delves into the intricacies of language, conveying abstract themes, philosophical concepts, vivid settings, and evocative imagery. Moreover, it grapples with the emotional complexities of character development, offering resolutions to profound questions. Although most types of fiction primarily utilize poetic discourse, they may also integrate aspects of expressive discourse to engage readers in vivid, experiential storytelling.

Literary discourse is a subject of analysis in various academic fields, including literature, creative writing, and English composition courses. Through discourse analysis, educators can teach proper language structure, expand vocabulary, and enhance individuals' communication skills. Both traditional and experimental literary forms are scrutinized for their effectiveness and intended messages in advanced

courses of literature. Discussions often revolve around techniques such as point of view, scene transitions, and descriptive language.

Expressive discourse has emerged as a focal point in many advanced creative writing programmes. Often classified as creative non-fiction, this form of written expression is exemplified by memoir-style narratives and collections of prose and commentary. Academic essays also fall within the realm of expressive discourse, serving as assignments in college-level English courses to bolster students' writing proficiency. Through the essay format, students hone their paragraph and sentence construction abilities while articulating arguments and supporting them with evidence.

### ***English Language and Literature Teaching***

English language and literature teaching is a multifaceted approach that integrates the study of literary texts with language skills development. This approach not only enhances students' proficiency in English but also enriches their understanding of cultural and contextual nuances within the language. Literature and language are deeply interconnected. Literary texts serve as a rich resource for demonstrating language in use, providing models for linguistic expression, and stimulating various linguistic responses from learners. Effective teaching strategies advocate for a collaborative approach between literature and language teachers, emphasizing that both disciplines should work towards common educational goals. This involves literature teachers incorporating language instruction into their lessons and vice versa, thereby fostering a more holistic learning environment

### ***Suggestopedia***

Suggestopedia, also known as Desuggestopedia, is a teaching methodology developed in the 1970's by Bulgarian psychiatrist Georgi Lozanov. This approach aims to enhance learning by tapping into the untapped reserves of the brain and psyche, utilizing the power of suggestion to facilitate language acquisition and other learning processes. The methodology promotes a comfortable and engaging classroom atmosphere. This includes the strategic use of music, art, and a well-decorated environment to stimulate the senses and create a relaxed setting conducive to learning. Suggestopedia claims to accelerate the learning process significantly—by three to five times compared to traditional methods—through techniques that engage both the conscious and subconscious mind. This is achieved via a series of structured stages, including presentation, concert sessions, elaboration, and practice. The methodology is guided by seven laws that facilitate learning by engaging all senses and promoting a joyful learning experience. These laws help create a positive emotional state, which is crucial for effective learning.

### ***Total Physical Response***

Total Physical Response (TPR) is a language teaching approach developed by James Asher in the 1960s. It is based on the idea that language learning should involve physical movement to aid comprehension and retention. TPR emphasizes understanding language through listening before expecting students to speak. This reduces anxiety and builds a foundation for language comprehension. Students respond to commands with physical actions, which help internalize the language. This bridges the gap between language input and output. TPR creates a relaxed atmosphere

conducive to learning by making language a physical activity. This reduces student anxiety and encourages participation. TPR leverages the natural ability of learners to acquire language subconsciously, like how they learned their mother tongue, rather than through explicit grammar instruction.

### ***The Silent way***

The Silent Way is a language teaching approach developed by Caleb Gattegno in the 1960s. It is characterized by the teacher's use of silence as a tool to promote learner autonomy and active participation. This approach contrasts with traditional methods that often place the teacher at the centre of the learning process. The teacher remains mostly silent during lessons, encouraging students to take the initiative in their learning. This silence is intended to empower students to express themselves and engage actively with the language. Students are encouraged to discover language rules and meanings on their own rather than relying on the teacher for explanations. This fosters critical thinking and problem-solving skills. The method employs tools like Cuisenaire rods and color charts to help students visualize language concepts. These aids support understanding and retention without heavy reliance on verbal instruction. Students are encouraged to correct each other, promoting collaboration and a supportive learning environment. This approach reduces the pressure on the teacher and fosters a sense of community. Pronunciation is a significant focus in the Silent Way, with specific activities designed to help students master sounds through visual and physical representations.

### ***Neuro Linguistic programming***

Neuro-Linguistic Programming (NLP) is a psychological approach that explores the relationship between language, behaviour, and thought processes. Developed in the 1970's by Richard Bandler and John Grinder, NLP posits that understanding and modifying the way individuals perceive their experiences can lead to significant personal development and therapeutic outcomes. NLP asserts that neurological processes, language, and behavioural patterns are interconnected. By changing language and thought patterns, individuals can alter their behaviours and emotional responses. A core principle of NLP is 'modeling' which involves observing and replicating the successful behaviours and thought patterns of others. This technique is used to help individuals achieve similar success in their own lives. NLP emphasizes that people create internal representations of their experiences through their senses. These representations influence how they perceive the world and interact with it. By changing these internal maps, individuals can change their experiences. NLP practitioners identify a person's preferred sensory system to tailor communication and interventions effectively. This enhances understanding and rapport.

### ***Humanistic Philosophy***

Humanistic philosophy emphasizes the importance of the individual, human values, and the development of the whole person. This approach has made significant contributions to English language teaching. Humanistic ELT focuses on the learner as an individual, respecting his/her uniqueness, feelings, and personal goals. Teachers create a supportive environment that encourages self-directed learning and allows

students to explore topics that are meaningful to them. Humanistic methods aim to lower learners' affective filters by creating low stress, accepting atmosphere. Activities emphasize positive attitude, build self-esteem, and encourage risk-taking in a non-judgmental setting. Humanistic philosophy promotes the use of personalized, meaningful language that is relevant to learners' lives and interests. This contrast with rote memorization of language forms. Beyond just teaching language skills, humanistic approaches seek to develop the whole person. Lessons may incorporate activities that build self-awareness, empathy, and interpersonal skills alongside linguistic development.

### ***Techno-pedagogic Content Knowledge***

Technological Pedagogical Content Knowledge (TPACK) is an educational framework that integrates technology into teaching by emphasizing the interplay between three core components: content knowledge, pedagogical knowledge, and technological knowledge. Developed by Mishra and Koehler in the early 2000's, TPACK aims to provide a comprehensive understanding of how to effectively incorporate technology into teaching practices across various subjects.

Content Knowledge refers to a teacher's understanding of the subject matter. It includes knowledge of concepts, theories, and the organizational frameworks of the content area. Pedagogical Knowledge encompasses the methods and strategies of teaching, including classroom management, assessment techniques, and instructional design. It focuses on how to effectively deliver content to facilitate learning. Technological Knowledge involves understanding various technologies and their applications in education. Teachers need to be proficient in using digital tools and

resources to enhance learning experiences. TPACK represents a teacher's ability to integrate technology, pedagogy, and content knowledge effectively in the classroom. The TPACK framework is essential for modern educators as it provides a structured approach to integrating technology into teaching. It encourages teachers to think critically about their instructional practices and to consider how technology can enhance learning outcomes. TPACK serves as a guide for developing teacher training programmes that focus on the integration of technology in education.

## **Theories of English Language Teaching**

### ***Theory of Second Language Acquisition***

Stephen Krashen initially drew a borderline between the two-terms, 'Learning' and 'Acquisition', where most of the theorists treated these two terms as either single entity or two sides of the same coin. Krashen's Monitor Theory had fetched a radical change in the arena of second language research. The concepts and ideas put forward by Krashen had widely been accepted as a basis for several other studies in second language acquisition and learning.

Krashen's Monitor Theory focuses on the way in which a person acquires his/her second language. The theory argues that second language acquisition is possible in the same way in which a person acquires his/her mother tongue. According to Krashen, Language acquisition does not need many drills and does not require the use of the conscious grammatical rule. Language acquisition depends widely upon the interaction in the target language without focusing on the forms and rules but on meaning and message. The prime focus of the theory is the requirement of input,

which means, not simple input but comprehensible input. Comprehensible input is an additive property which requires the acquisition of language; it is important not to force early production in the second language. Instead, students should be allowed to produce language when they feel ready. Improvement stems from providing communicative and comprehensible input, rather than from forcing production and focusing on corrections. Krashen highlights the five major hypotheses in his theory. They are Acquisition/ Learning Hypothesis, Input Hypothesis, Affective Filter Hypothesis, Monitor Hypothesis and Natural Order Hypothesis

In Acquisition/Learning hypothesis, Krashen explained the two ways a person acquires competence in a second language i.e., subconscious acquisition and conscious learning. Acquisition of a foreign language occurs in a similar way when a person acquires his/her first language or mother tongue. Acquisition includes implicit learning, informal learning and natural learning (Krashen, 1982). The other way of acquiring competence is 'Learning'. By 'Learning', Krashen meant getting language through a formal way of instruction or through a guided instruction rather than spontaneous.

Krashen proposed in his comprehensible input hypothesis, the dominant role of input which helps to gain a second language. The most effective and essential source for second language (L2) learning and acquisition is comprehensible input. This is language that learners can process for meaning and that includes linguistic elements slightly above their current proficiency level. This theory implies for teaching is the crucial role of comprehension. What the learner is trying to understand largely depends on the process of acquisition. Teaching mainly involves the proper

ways of providing suitable materials or content for the students to understand and of scaffolding them to comprehend the things which are not already familiar in their language knowledge. This is captured in what Krashen calls the single pedagogical principle 'Maximum comprehensible input' (Krashen, 1981).

Stephen Krashen believed in an additional reason why it is hard to learn a language, and he named it the affective filter. The affective filter is a mental block which restricts the target language acquirers from receiving comprehensible target language input, in which the affective factors are disturbing their real language acquisition process. Krashen stresses the combination of low-motivation, low self-esteem, and high level of anxiety in creating a mental block that restricts the influx of comprehensible input which is to be used for language acquisition. If the filter is up, it will impede language acquisition.

Krashen used the term 'monitor' for conscious editing; self-correction made by the learner. Krashen explained very specifically the role of language acquisition and learning in second language performance. Acquisition directly precedes the language utterance meanwhile the utterance must be monitored or corrected by the learning or learned rules. Learnt rules edit the language utterance produced by the learner or acquirer. Second language learners use their conscious learning as an editor or a monitor when they only meet the three conditions: availability of time, focus on forms and availability of explicit knowledge. Natural order hypothesis is another remarkable hypothesis highlighted that every individual keeps a natural order for the acquisition of the second language.

### ***The Socio-Cultural Theory***

Socio-cultural theory is an emerging perspective in psychology, originating from the work of the influential psychologist Lev Vygotsky, a contemporary of notable figures such as Freud, Skinner, and Piaget. Gaining increasing recognition since the 1990s, this theory is particularly relevant in educational contexts. It emphasizes the significant role that society plays in individual development, highlighting the interaction between individuals and the cultural environment they inhabit. According to Vygotsky, human learning is fundamentally a social process. He posited that learning begins through interaction with others, and this socially acquired knowledge is subsequently internalized by the individual. Vygotsky believed that the development of higher cognitive functions is shaped by parents, caregivers, peers, and the broader cultural context.

According to Vygotsky, children are born with fundamental biological limitations on their cognitive abilities. However, each culture offers 'tools of intellectual adaptation' that enable children to apply their basic mental skills in ways that are suited to their cultural environment. While Piaget maintained that cognitive development follows a universal pattern, Vygotsky argued that each culture introduces distinct differences. Given the vast diversity among cultures, socio-cultural theory posits that the trajectory and substance of intellectual development are not as universal as Piaget suggested. This theory emphasizes the role of adults and peers in shaping individual learning, the influence of cultural beliefs and attitudes, and the ways in which teaching and learning occur within cultural contexts.

While learning a second or foreign language, the learner is not independent from context. Instead, the learner's history, motivation and experience will affect his/her second language acquisition (Swain & Deters, 2007). Simply training in structural knowledge and vocabulary is insufficient for achieving true linguistic competence and language proficiency. There should be greater learner autonomy in language learning. As language and thinking are dynamically related, for English language learners, it is essential to build knowledge through their personal experiences and to overcome language and cultural barriers. This personal construction of knowledge in the English language is vital for their learning process. Thus, true English language pedagogy demands the concrete understanding of the learners and their culture.

### ***Sociolinguistics***

Sociolinguistics plays a vital role in English as a Second Language (ESL) teaching by addressing the intricate relationship between language and social factors such as culture, identity, and context. Understanding sociolinguistic principles enables ESL educators to create a more inclusive and effective learning environment that acknowledges students' diverse linguistic backgrounds. By incorporating elements like dialects, language variation, and cultural nuances into the curriculum, teachers can help learners develop not only linguistic proficiency but also sociolinguistic competence—an ability to use language appropriately in various social situations. This approach promotes cultural awareness and empathy, equipping students with the skills necessary to navigate real-world interactions and fostering a classroom atmosphere that values diversity and encourages meaningful communication.

### ***Attitude Theory***

Attitude theory encompasses various frameworks that seek to explain how attitudes are formed, maintained, and changed, playing a crucial role in human behaviour and decision-making. One prominent theory is Cognitive Dissonance Theory, proposed by Leon Festinger, which posits that individuals strive for consistency between their beliefs and behaviours. When inconsistencies arise, they experience discomfort, motivating them to adjust their attitudes or rationalize their actions to restore harmony. Another significant framework is the Functional Theory of Attitudes, developed by Daniel Katz, which categorizes attitudes based on their functions, such as knowledge, value-expressive, adaptive, and ego-defensive. Additionally, Social Learning Theory emphasizes the role of observation and modeling in attitude formation, suggesting that individuals acquire attitudes by imitating the behaviors of others, particularly influential figures. These theories collectively highlight the complexity of attitude dynamics and their impact on social interactions and personal choices, underscoring the importance of understanding attitudes in various contexts, including education.

Attitude theory plays a significant role in English language teaching (ELT) by influencing learners' motivation, engagement, and overall success in acquiring the language. Attitudes towards language learning are multifaceted, encompassing cognitive, affective, and behavioural components. The cognitive aspect involves learners' beliefs about the importance and utility of English, while the affective component relates to their feelings and emotions towards the language, such as interest or anxiety. The behavioural aspect reflects how these attitudes translate into

actions, such as participation in class or willingness to practice speaking. Positive attitudes can enhance motivation and lead to better performance in language acquisition, whereas negative attitudes may hinder progress. Learners who perceive English as valuable and enjoyable are more likely to engage actively in learning activities, whereas those with negative feelings may exhibit reluctance or disengagement. Therefore, understanding and addressing students' attitudes is crucial for educators to foster a supportive learning environment that promotes effective language learning outcomes.

## **Methods and Strategies for Secondary level teaching**

### ***Project-based instruction***

Project based instruction is an instructional method designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world and it also implies collaboration of two or more teachers at a specific level when planning, implementing, and/or evaluating a course (Carpenter et al., 2007), which mainly involves the exchange of training expertise and reflective conversation (Chang & Lee, 2010). It has been shown that the approach provides inexperienced teachers with varied and valuable learning experiences and supports their professional and personal development (Tsybulsky & Rozanov, 2019). Working as part of a team enables teachers to exchange knowledge and skills across different subjects, facilitating their progression from being an 'expert learner' to becoming an 'expert.' Classroom collaboration enables teachers and students to share a discovery process (Wentworth & Davis, 2002). Certain topics can be explored from a unique angle or through a

collaborative teaching approach offering a highly promising learning experience for students. Student teachers can benefit from the approach (Simons & Baeten, 2016) through professional and emotional support (Gardiner & Robinson, 2009), increased professional learning and personal development (e.g., a gain in confidence; King, 2006). They can review their practices during learning by interaction and exchange experiences, as Wassell and LaVan have claimed (Wassell & LaVan, 2009). Despite this, teachers working in groups achieve more in comparison with when they work alone, as a result of collaboration (Gardiner, 2010). When receiving support from peers, teachers achieve higher performance (Walsh & Elmslie, 2005). Mentors play an important role in the project based instructional process. Moreover, group and individual feedback (Scantlebury et al., 2008) as well as support for student teachers are provided by mentors (Carter & Francis, 2001); however, peers are more frequently helpful for student teachers than mentors (Hsu, 2005), who play a less direct role in the project-based instruction process (Bullough et al., 2003).

### ***Flipping***

When students and teachers struggled to keep up with class sessions owing to absenteeism, Jonathan Bergmann and Aaron Sams (2012), Chemistry teachers in Colorado, used to fill the gap in prerequisites through individual assistance. This strategy later evolved into a generalisation for ensuring preparedness, motivation, interest, inquiry, attitude, participation, and systematic assimilation of knowledge in any field of study. Flipping is an assignment-based strategy in which lectures or texts are delivered as homework outside of class via online videos, while class time is reserved for engaging in real-time activities.

The philosophy of Flipped Classrooms rests in the pretext of Twenty first Century instantaneous access to IT, a learner centred, learning oriented pedagogical tool which caters to differentiated learning, learner autonomy for the enhancement of lower order and higher order thinking skills through an inverted classroom approach. The teacher is synonymous with a mentor; teaching is engaging the students in interactions; learner becomes synonymous with creator and learning becomes doing. The classroom is transformed into a smithy to work through problems, advanced concepts and construction of knowledge. Home is the preparatory ground to equip the learner with all the prerequisites for the classroom processes. Thus, the philosophy of flipping is derived from a meta- cognitive approach to learning. To develop competence in an area of inquiry, students must have a deep foundation of factual knowledge, understand facts and ideas in the context of a conceptual framework and organize knowledge in ways that facilitate retrieval and application (Bransford et.al; 2000).

The underlying assumption of flipping includes that students should enter the classroom with a question, rather than the traditional method. Home assignments allow differentiated learning based on the learner's speed and learning style. The classroom promotes problem-solving, conceptual advancement, and collaborative constructivist learning. Homework helps students build lower order thinking skills such as remembering and understanding, as well as applying them. Classroom procedures engage students and guide them through higher order thinking skills such as applying, analysing, evaluating, and producing through scaffold from peers and teachers.

All the theories of learning and language acquisition in general reiterate the significance of learner prerequisites that demand differentiation in the classroom pedagogy. Take the case of an absentee struggling hard in the next classroom session and a goodie good eagerly waiting for solutions to questions and doubts on his/her previous reading of the content. Flipping is rooted in these two contexts. Flipping is the strategy of a pedagogic model with typical classroom sessions and home assignments in the reversed order. IT resources are provided for home time learning while in class activities focus on group discussion, project work and exercise items. The roles to be played by the teacher in a flipped model are a course designer who has the skill to design the home assignment on line and class tasks real time, an online instructor, web publisher and transcriber of video lessons, a quizmaster, a questioner to instil inquiry among the learners, outsourcing expert to develop online repository of videos, a mentor to know the learner, an organizer and promoter of group tasks, a monitor and facilitator online and face to face ,creative critical problem solver and a master in Language.

### ***Computer Assisted Language Learning (CALL)***

Since the 1960's, computers have been utilized in language teaching. The evolution of Computer Assisted Language Learning (CALL) can be broadly divided into three stages: behaviouristic, communicative, and integrative. Each stage reflects the technological advancements of the time and is aligned with distinct pedagogical approaches. The behaviouristic stage, which originated in the 1950's and actively applied during the 1960's and 1970's, is often regarded as part of the larger domain of computer-assisted instruction. Rooted in the behaviorist learning theory, this stage

of CALL emphasized repetitive language exercises, commonly known as drill-and-practice. In this model, particularly prevalent in the United States, the computer was seen as a tireless and nonjudgmental tutor, enabling students to progress at their own pace. Although the behavioristic approach eventually transitioned to the use of personal computers, its initial development and implementation took place during the mainframe era. The best-known tutorial system, PLATO, ran on its own special hardware consisting of a central computer and terminals and featured extensive drills, grammatical explanations, and translation tests at various intervals (Ahmad et.al; 1985).

The communicative stage emerged in the late 1970's and early 1980's. This period saw a shift away from behaviouristic methods of language teaching, which were being increasingly criticized both theoretically and pedagogically. Simultaneously, the advent of new personal computers expanded opportunities for individualized learning. Proponents of communicative type stressed that computer-based activities should focus more on using forms than on the forms themselves, teach grammar explicitly rather than implicitly, allow and encourage students to generate original utterances rather than just manipulate prefabricated language, and use the target language predominantly or even exclusively (Jones & Fortescue, 1987; Phillips, 1987; Underwood, 1984). The communicative stage aligned with cognitive theories that emphasized learning as a process of discovery, expression, and development. During this period, popular CALL software included text reconstruction programs, which enabled students to work individually or in groups to rearrange words and sentences, helping them uncover language patterns and meanings. Additionally,

simulations were developed to encourage discussion and exploration among students collaborating in pairs or groups. By the late 1980's and early 1990's, critics pointed out that the computer was still being used in an ad hoc and disconnected fashion and thus finds itself making a greater contribution to marginal rather than central elements of the language learning process (Kenning & Kenning, 1990).

The shift marked a broader re-evaluation of communicative language teaching theory and practice. Educators began transitioning from a cognitive perspective of communicative instruction toward a more social or socio-cognitive approach, emphasizing the use of language in real-world settings. Approaches such as task based, project based and content based learning aimed to immerse learners in authentic contexts, while also integrating the different skills involved in language learning and usage. This led to a new perspective on technology and language learning, which has been termed Integrative Computer Assisted Language Learning (Warschauer, 1996), a perspective which seeks both to integrate various skills and to integrate technology fully into the language learning process. Integrative approaches involve students continuously using a range of technological tools as part of their language learning process rather than limiting technology use to isolated exercises in the computer lab once a week, regardless of whether those exercises are behaviouristic or communicative.

Computer assisted language learning encompasses a wide range of tools, software, and methodologies that can be used in language education. It often involves the use of specialized software designed for language learning. This can include language learning apps, interactive exercises, and multimedia resources that help

learners practice reading, writing, listening, and speaking skills. Many language learning platforms offer fully online courses that leverage technology to deliver lessons, assessments, and feedback. These courses can be self-paced or instructor led. Computer assisted language learning often incorporates multimedia elements such as videos, audio recordings, and interactive simulations. These can help learners engage with authentic language materials and improve their comprehension. Language labs equipped with computers and specialized software is common in educational institutions. They provide students with a controlled environment for language practice, including speaking and listening exercises. Some computer assisted programmes connect learners with live language tutors via video conferencing or chat platforms. This allows for personalized instruction and real-time feedback. Language learning management systems are platforms that help manage and track language learning progress. They often include features like assessment tools, grade books, and analytics to monitor learner performance. Advanced applications may leverage virtual and augmented reality technologies to create immersive language learning experiences. Learners can explore virtual environments where they need to use the target language for communication. Computer assisted language learning can connect learners with others who are studying the same language. Online forums, discussion boards, and social media groups can facilitate language exchange and collaboration. Gamified language learning apps and platforms use game elements, such as rewards, points, and challenges, to make the learning process more engaging and motivating. Computer assisted language learning can support both real-time synchronous and self-paced asynchronous learning, providing flexibility for learners with varying schedules and preferences. It has the potential to make language learning more accessible,

engaging, and effective. It can cater to a wide range of learners, from beginners to advanced students, and accommodate different learning styles and goals. The effective computer assisted language learning implementation should be based on sound pedagogical principles and should be integrated thoughtfully into language curriculum design.

### ***Mobile Assisted Language Learning (MALL)***

Mobile learning (m-learning) is a kind of learning model allowing learners to obtain learning materials anywhere and anytime using mobile technologies and the internet (Ozdamli & Cavus, 2011). To ensure the success and efficiency of mobile learning, it is essential to properly organize its elements and effectively integrate the interactions between them in an optimal manner. Some characteristics of e-learning such as the portable size of mobile tools, and learning that is ubiquitous/spontaneous, blended, private, interactive and collaborative, and instant information (Ozdamli & Cavus, 2011) are other key points that keep mobile assisted language learning on the agenda.

The use of mobile assisted language learning was initiated in the 1980's when Twarog and Pereszlenyi used telephones to provide distant language learners with feedback and assistance. Mobile assisted language learning is concerned with the application of mobile technologies in language learning. Students may be able to learn a language utilising mobile device whenever and wherever they want. Mobile learning environment might be face-to-face, online, self-paced and calendar-based (Colpaert, 2004).

As learning English is regarded as an important factor for professional success, one strategic educational objective is to enhance student achievement and address diverse learning needs by creating a more accessible environment for English language learning. Students now rely primarily on their mobile devices instead of printed materials like books and dictionaries. Additionally, smart phones have become increasingly affordable, facilitating this shift. On the other hand, challenges such as differentiated access to devices and the internet, the problem of monitoring, and the ways of using the tools impact their effectiveness (McQuiggan et al., 2015) still present.

### ***Gamification***

Ideal learning not only creates interactions between teachers and their students, but students are also able to interact with learning sources, such as various reading materials, resource persons, natural environment, socio-culture, and others (Shavab, 2021). Students can critically engage with the presented material to address existing problems and reflect on the information they receive to tackle challenges they encounter. Meanwhile, teachers should focus on designing learning activities and cultivate an optimal learning environment that enhances their students' capabilities and potential. To establish an effective learning environment, teachers need to select and develop appropriate teaching materials, methods, or learning models that support their students' potential. One effective approach is incorporating games and their elements into second language instruction in the classroom. The fundamental benefit of using games in learning is the fun atmosphere they create. All teaching methods should aim to foster a sense of joy in the learning process for joyful learning.

Gamification is the use of game elements in non-game activities (Deterding et al., 2011). Gamification in education refers to introducing game design elements and gameful experiences in the design of learning processes (Caponetto, 2014). The goal is to generate levels of involvement equal to what games can usually produce (Fardo, 2014). The main goals of gamification are to enhance certain abilities, introduce objectives that give learning a purpose, engage students, optimize learning, support behaviour change, and socialize (Knutas et al., 2014; Krause et al., 2015; Dichev & Dicheva 2017; Borges et al., 2013). Stimulated by the effects that game elements can produce, many researchers have investigated the influence of gamification in an educational context, getting favourable results, such as the increase of engagement, user retention, knowledge, and cooperation (Hakulinen and Auvinen 2014; Tvarozek and Brza 2014).

Gamification can be a powerful and engaging strategy to enhance language learning in classrooms. By applying game design principles and mechanics to language instruction, educators can motivate and immerse students in the learning process. Many language learning apps and platforms use gamification elements like points, badges, and leader boards to encourage regular practice. Students can compete or track their own progress, making the learning experience more interactive and competitive. When implementing gamification in language classes, it is essential to align game elements with specific learning objectives and ensure that the games are not just for entertainment but also promote meaningful language practice and skill development. Additionally, feedback and assessment should be integrated to gauge students' language proficiency and progress accurately.

### ***Fun and Joyful Learning***

Today's classrooms are filled with pedagogy that is 'stale, bland and almost entirely stuff from the past' (Prensky, 2005). The classroom consists of students from diverse cultures, intelligence levels, family backgrounds, and personalities, making it a challenge for teachers to engage and maintain the attention of all learners. The concept of fun captures the essence of what makes games appealing; it is what draws us in and keeps students engaged. Fun can manifest in various ways, such as problem solving, challenges, exploration, relaxation, collaboration, recognition, surprise and imagination.

Fun and joyful learning in the ESL context emphasize creating an engaging, interactive, and enjoyable learning environment to enhance students' language acquisition. These approaches shift the traditional focus from rote memorization and passive learning to more dynamic, student-centered methods that stimulate interest and motivation. Fun learning incorporates games, storytelling, music, and technology to make lessons more relatable and enjoyable, while joyful learning fosters a positive emotional connection with the content, encouraging active participation and deeper understanding. By reducing anxiety and promoting a supportive atmosphere, these strategies facilitate language retention, critical thinking, and communicative competence, ultimately making the learning experience more effective and meaningful for students of varying abilities. In essence, fun learning and joyful learning contribute to a holistic language learning process that nurtures both cognitive and emotional growth.

### ***Multilingualism***

A multilingual individual is one who can communicate in more than one language, be it active or passive (Li, 2008). Multilingualism is the ability of societies, institutions, groups and individuals to engage on a regular basis, with more than one language in their day-to-day lives (European Commission, 2007).

A meaningful foreign language teaching learning process should cater to the linguistic variations among the students. Multilingualism is not only the best use of a resource readily available, but also a way of ensuring that every child feels secure and accepted, and that no one is left behind on account of his/her linguistic background (NCF, 2005). Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource (NCF, 2005).

A multilingual class is one with a mix of class groups from different linguistic regions. Since the students' first languages are different communication becomes easy through a common target language. The fact that students come from vastly different countries and cultures makes for great conversation starters in class. Even though interference from mother tongue will become a strong barrier in the acquisition of English in terms of structure, vocabulary and pronunciation, respecting the students' identity through his own language will help develop interest in learning the foreign tongue.

English Language Teaching strongly advocates a multilingual pedagogy for teaching English in India and suggests that at the lower primary stage or at least in

classes I-III, English should occur in tandem with the first languages(s) for learning activities (NCF position paper, 2006). The home language of the student should not be a barrier in academic achievements, and it is so in the case of learning a Second Language. The mother tongue of the students, with its characteristic structure, words, expressions etc. will naturally get connected with their thoughts, emotions and ideas.

Once exposed to a second language, both languages could be used for such processes and the second language will easily be accommodated. L1 and L2 are interwoven in the L2 user's mind in vocabulary, in syntax, in phonology and in pragmatics (Cook, 2001). Thus, mother tongue and 'other' language can serve as media for learning English. Along with multiple language use, through code mixing or code switching, the teacher can make use of a variety of resources from different languages and the teacher should possess such skills.

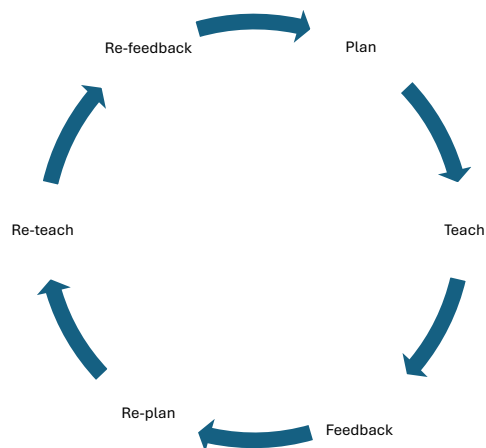
### **Microteaching**

Microteaching is a scaled down teaching encounter in class size and class time (Allen, 1966). The class size, topic and teaching skills to be focused on are adapted as the duration is normally three to five minutes. The class size is manageable for beginners. Feedback from the teacher and the peers lead to mastery attainment of specific skills. Microteaching is a laboratory situation training procedure aimed at simplifying the complexities of the regular teaching-learning process. Micro teaching is a very important skill training procedure for pre-service teachers. Such skills can be defined, practiced, controlled, observed and evaluated (Ahmad & Sulthana, 2013).

This Micro lesson is videotaped and soon after the lesson, the prospective teacher can have a reflection. He/she also receives comments from supervisors and peers and re-plans the lessons based on the feedback. After teaching, this lesson is again reviewed with feedback by the supervisor and peers. The cycle of microteaching: plan, teach, feedback, re-plan, re-teach, re-feedback is repeated till the student teacher attains mastery over the skill. Microteaching cycle is illustrated in figure 3.

### Figure 3

*Microteaching cycle (Allen, 1963)*



The first microteaching skill sets were stimulus variation, set induction, closure, teacher silence and non-verbal cues, reinforcing pupil participation, fluency in questioning, probing questioning, divergent questioning, recognizing and attending behaviour, illustrating and use of examples, lecturing, planned repetition, completeness of communication (Allen and Ryan, 1969).

Studies were undertaken by NCERT and Centre of Advanced Study in Education (CASE), Baroda on the effectiveness of microteaching. Training sessions

were initiated by the University of Indore in the year 1979. Instructional material on microteaching developed by Passi (1976), Singh (1976, 1979) and Jangira (1978) were used for the training of teacher educators.

Writing instructional objectives, introduction of the lesson or set induction, fluency of questioning, problematical questions, explaining, illustration, stimulus variation, silence and non-verbal cues, reinforcement, increasing pupil's participation, use of black board, achieving closure and attending behaviour of the pupils were developed as a microteaching skill set for the Indian context (Passi,1975) .Writing instructional objectives, organizing the content, creating set for introducing the lesson, introducing a lesson, structuring classroom questions, question delivery and its distribution, response management, explaining, illustrating with examples, using teaching aids, stimulus variation, pacing of the lesson, promoting pupil participation, use of blackboard, achieving closure of the lesson, giving assignments, evaluating the pupil's progress, diagnosing pupil learning difficulties and taking remedial measures and management of the class were the next microteaching skill sets (NCERT,1982).All Pre-service teacher training programmes in Kerala are giving much attention in practicing eight core skills- skill of introducing a lesson, skill of stimulus variation, skill of explaining, skill of illustrating with examples, skill of using blackboard, skill of probing questions, skill of fluency in questioning, and skill of reinforcement through micro teaching or peer teaching techniques.

### **Historical developments in the models of teaching**

The core of the teaching process is the arrangement of environments within which the students can interact and study how to teach (Dewey, 1916). A model of teaching is an instructional design used in specific cultural context. Connections are

established between the readers' experience and the text. Thus, it stimulates critical thinking and emotional engagement. Model is a plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings (Joyce & Weil, 2003). Models of teaching are a set of instructional plans which provides a comprehensive blueprint for curriculum and designed with a background of specific learning theories. It helps with the planning of lessons, designing of instructional materials, assigning teacher pupil roles etc. The most important long-term outcome of instruction may be the students' increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skills they have acquired and because they have mastered learning processes (Joyce & Weil, 2003).

Methods, strategies and techniques have been developed based on the accepted or agreed upon approaches. Flexibility and adaptations are allowed here. Models are not flexible in this sense. Models propose specific stages for specific objectives in a pre-designed environment.

Syntax is the first component in a model and describes the model in action. The models of teaching are distinct with respect to syntax, which is synonymous with phases in a lesson plan. Each model expects a specific support system for its successful implementation. It concerns the additional expertise, aptitude and technicalized facilities required for the implementation of the model. These supporting conditions required to implement the model include books, ICT materials, laboratory facilities, reference materials etc.

### ***Models of English language teaching***

British Council (2009) undertook a project on BritLit model which considered the development and creation of basic skills of language. Pre-reading, Reading and After Reading are the three phases of this model. The programmes in the model include whole school reading sessions, on-line oral interaction with author, author's visit and creating illustrations/dust cover.

Models for language and literature teaching include the language model, personal growth model and cultural model (Long & Carter, 1992). As the terms indicate, the language model focuses on grammar, lexis and linguistic discourses. Language functions as a tool to transfer information. The cultural model passes on to literature and cultural specifications. A combination of language model and cultural model leads to the personal growth model. Emphasis is on language use in specific cultural contexts.

### **Teacher education models**

#### ***The Craft Model***

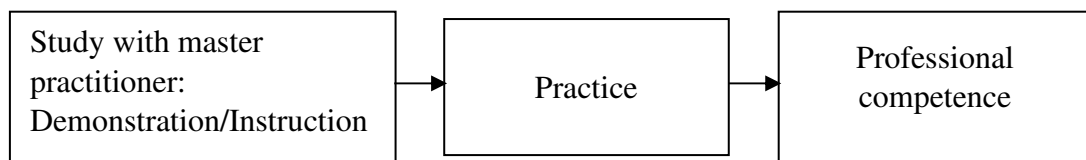
Teacher educator is synonymous to a 'master teacher' who takes up the role of a leader and a mentor for a prospective teacher. In other words, the student-teacher learns by imitating the 'master teacher's techniques, and by following the 'master teacher's ' instructions and advice (Wallace, 1991). This model was conservative in that it solely depended on the concept of the old master teacher who may be, in some ways, outdone by younger teachers directly from a college of education (Stones and Morris, 1972). It could also be a study with 'master' that the main strength of this

model was that it gave due recognition to the element of experiential knowledge (Wallace, 1991).

A beginner will be learning from the expert mainly through the technique of imitation. Knowledge is acquired as a result of observation, instruction, and practice (Wallace, 1991). Craft model is represented in figure 4.

**Figure 4**

*Stages of development in the craft model*

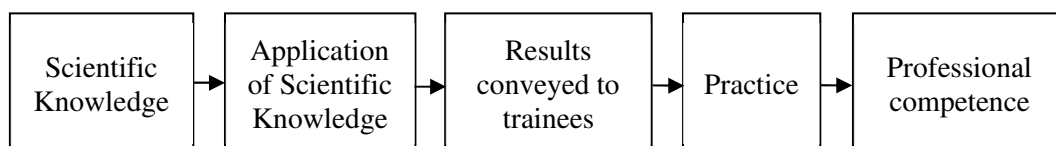


***The Applied Science model***

The Applied Science Model was put forward by Michael J. Wallace in 1991 based on the Technical Rationality of Donald A. Schon. The model passes through the levels of knowledge, application, communication of results and practice leading to professional competence. The stages in the applied science model are presented in figure 5.

**Figure 5**

*Stages of development in the applied science model*

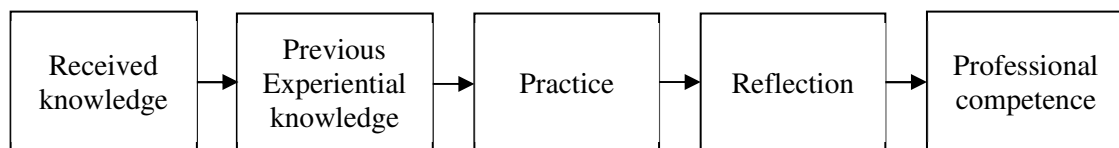


### ***The Reflective Model***

Reflection and growth is the basic assumption of the model. Self-reflection helps the beginner plan for future actions. Here theoretical knowledge and experiential knowledge will augment professional growth. Teacher education programme with courses on methodology and sessions on internship ensure continuous professional growth. The reflective model proposed by Wallace presents the stages of pre-training, professional development and professional competence. The goal of this model is to increase professional competence. Reflective model is represented in figure 6

**Figure 6**

*Stages in a Reflective model*

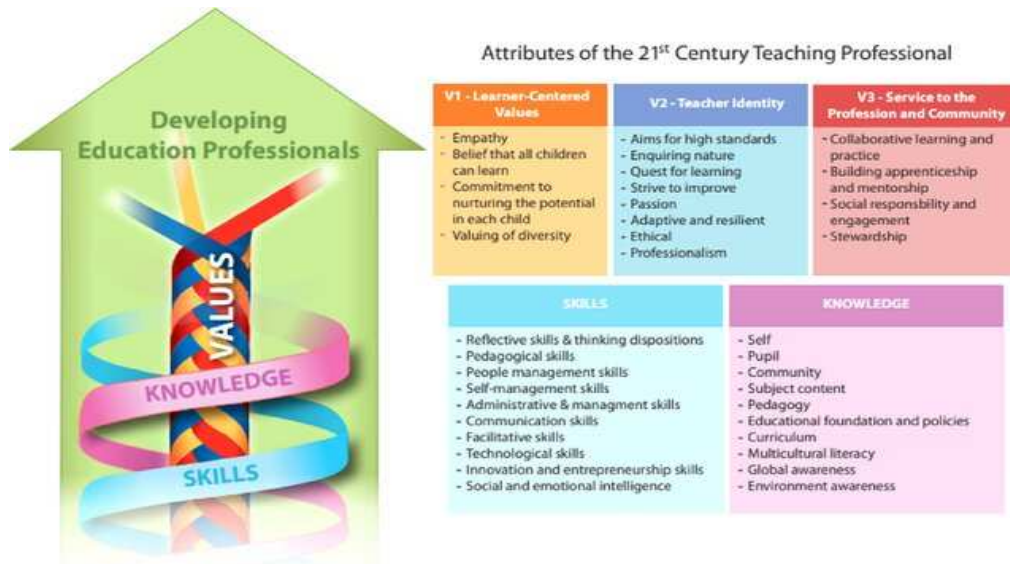


### ***TE<sup>21</sup> Model***

The National Institute of Education Singapore (2009) developed a teacher education model for the 21st century as a framework to propose a set of 21st century competencies that teacher should be equipped with. The V3SK Framework is designed to articulate the key attributes and competencies of effective educators. It emphasizes the holistic development of teachers by integrating values, skills, and knowledge, along with a fourth component, professional identity, under the broader framework of teacher education. Figure 7 illustrates the attributes of the 21st century professional teaching.

**Figure 7**

*V<sup>3</sup>SK framework (NIE, 2009)*



Values refer to the core principles and ethical beliefs that guide teachers in their practice. Teachers should have a strong sense of responsibility towards their students, possess integrity, and demonstrate empathy. These values are crucial in fostering a positive and nurturing learning environment. Some values highlighted in the framework are care, respect, collaboration, and lifelong learning. Skills encompass both pedagogical and subject-specific competencies that teachers need to effectively facilitate learning. This includes classroom management, lesson planning, communication, and the ability to engage students actively in learning. Teachers must also demonstrate adaptive expertise, being able to respond to the evolving needs of students and the educational landscape. Teachers are expected to possess deep content knowledge in their subject areas, as well as pedagogical knowledge. This includes understanding learning theories, educational technologies, and assessment strategies. Teachers must be informed about educational research and policy developments,

enabling them to continuously refine their practices. Professional identity reflects how teachers perceive themselves in their role and how they align with the professional community. It includes a sense of belonging to the teaching profession, professional commitment, and a reflective practice mindset. Teachers are encouraged to continuously develop their professional identity, staying aligned with societal expectations and changes in the education system. The V<sup>3</sup>SK framework helps educators develop a balanced approach that integrates personal values, practical skills, and knowledge, thus shaping them into reflective practitioners who are committed to improving the educational experiences of their students.

The model emphasizes the importance of teachers being adaptable, innovative, and lifelong learners, able to integrate technology into the classroom effectively. It outlines key attributes such as pedagogical expertise, the ability to foster critical thinking, collaboration, and communication skills among students. Furthermore, the model highlights the need for teachers to nurture students' social and emotional well-being, while also being culturally aware and responsive to the diverse needs of learners in a globalized world. By focusing on both technical and interpersonal skills, the framework prepares teachers to meet the demands of modern education.

### **National Education Policy 2020**

National Education Policy envisions all higher education institutions being multi-disciplinary by 2040, and this approach has to be initiated at school level. Teachers can open doors to a wider range of career opportunities for students by encouraging them to engage in multidisciplinary learning from an early age. NEP 2020 recommends strategies for maintaining the quality of teachers and their service

conditions. An 'inquiry-based, discussion-based method' is proposed in the policy. Technology integration to address the limitations of one-size-fit-all learning highlights innovations like flipped classroom learning. ICT tools enable educators to customize instruction and assessments for individual students, tailoring assignments to align with their strengths and creating personalized learning paths. By integrating technology, teachers can expand their impact and ensure that every student benefits from a more individualized educational experience.

Indian system of education permits students flexibility in career selection as technological advancements accelerate, job-related skills are evolving rapidly, necessitating continuous re-skilling and up-skilling to stay employable. There is already a noticeable trend among Indian professionals who embrace lifelong learning, enhancing their skills online while working and earning job-relevant credentials to advance or shift careers. Teachers play a crucial role in cultivating a mindset geared towards lifelong learning by fostering curiosity, encouraging students to explore, and promoting inquiry-based learning. They can drive the transformation through motivation sessions and activities for independent thinking. Additionally, providing learners with the opportunity to set and pursue their own learning goals from an early age can be highly beneficial. While technology will shape the future of work, the essential skills Indian students need for lifelong success extend beyond technology. The National Education Policy 2020 acknowledges this by emphasizing 'how to think' and 21st-century skills. As early mentors, teachers are uniquely positioned to help students develop these critical skills during their formative years, and NEP 2020 offers

them the opportunity to do so. By embracing the principles of NEP 2020, teachers can bring about lasting change that equips students for future success.

Teacher-student interaction is crucial for creating a positive classroom environment. Teachers significantly influence the atmosphere in the classroom, and this interaction plays a vital role in the learning process. When teachers foster a warm and encouraging environment, students are more likely to feel happy and engaged. Providing positive reinforcement is essential for promoting joyful learning and supporting students' academic and emotional growth. Teachers play a crucial role not only in educating children but also in providing them with love and care. For teachers to perform at their best, they need to be valued, supported, and respected, as the well-being of both teachers and students leads to effective teaching and learning. It is essential that teachers and students have a safe, comfortable, and welcoming working environment. Schools, school complexes, and classrooms should be equipped with the necessary resources to facilitate effective learning. Teachers should also have the autonomy to teach in a way that aligns with their teaching style and the needs of their students. Opportunities for continuous professional development are vital, allowing teachers to stay informed about the latest pedagogical advancements and subject content. Moreover, teachers should work in a caring, collaborative, and inclusive school environment that promotes excellence, curiosity, empathy, and equity.

### **National Professional Standards for Teachers**

The National Professional Standards for Teachers (NPST) draft 2021 outline a comprehensive framework designed to guide the professional development and performance of teachers in India. This draft emphasizes the enhancement of teaching

quality, ensuring that teachers are equipped with the knowledge, skills, and dispositions required to meet the diverse needs of students in the 21st century.

The NPST framework focuses on several key areas. Teachers should possess a deep understanding of the subjects they teach, including knowledge of child development, pedagogy, and the curriculum. They must also be aware of contemporary educational issues and reforms. Teachers need to demonstrate a variety of teaching strategies that cater to different learning styles, making learning engaging and accessible. This includes effective classroom management, the ability to assess students' progress using formative and summative assessments, and the integration of technology in teaching. The draft emphasizes ethical behavior, reflective practice, and a commitment to continuous professional learning. Teachers are encouraged to engage in lifelong learning and self-improvement through professional development opportunities. The NPST highlights the need for teachers to be responsive to the diverse needs of their students, including those with special needs. It promotes inclusiveness and the creation of a learning environment that nurtures critical thinking, creativity, and collaboration among students. Teachers are expected to collaborate with colleagues, parents, and the broader community to foster an enriching learning environment. They should also take leadership roles to guide educational innovation and policy implementation at school and community levels. The NPST draft 2021 aims to create a consistent standard of teaching across the country and raise the overall quality of education, aligned with the goals of the National Education Policy (NEP) 2020.

## **Outcome Based Education**

William Spady introduced Outcome-Based Education (OBE) to shift the emphasis of formal education from what is taught to what students actually learn. This approach prioritizes the goals, purpose, achievements, and results of the educational process. Decisions regarding curriculum, assessment, and instruction are guided by the expected exit learning outcomes that students should demonstrate by the end of a course or programme. The aim is for every student to reach the established objectives by the conclusion of educational experience. OBE does not prescribe a specific teaching or assessment style; instead, classes, learning opportunities, and evaluations are designed to help students meet the intended outcomes. The role of the faculty evolves into that of an instructor, trainer, facilitator, or mentor, depending on the targeted outcomes. The Washington Accord, established in 1989, is an agreement to recognize undergraduate engineering degrees based on OBE principles. India became a permanent signatory on June 13, 2014, and has since implemented OBE in higher technical education, including diploma and undergraduate programmes. Since 2013, the National Board of Accreditation in India has accredited only programmes that follow OBE standards, promoting international quality in technical education.

To ensure quality assurance in education, it is crucial to shift from teaching students 'how to remember' to 'how to learn deeply' through systematic unlearning. In this context, the UGC and NAAC advocate Outcome-Based Education (OBE), grounded in the Bloom–Anderson taxonomy, as an effective approach to curriculum design. OBE emphasizes achieving specific outcomes rather than merely assessing performance. Educators create plans for students, who must acquire knowledge and

demonstrate it through tests, assignments, practical work, and projects, reflecting their achievements in the course.

The core principle of OBE is that higher education qualifications are awarded based on the attainment of defined outcomes related to knowledge, skills, attitudes, and values. Learning outcomes articulate what graduates should know and be able to do by the end of their programme. These outcomes guide the development of graduate attributes, qualification descriptors, and course learning outcomes, aiding in curriculum planning and academic programme design.

Student participation is a key aspect of OBE, encouraging self-directed learning for a thorough understanding of the subject matter. This approach also involves parental and community engagement in curriculum development. As conventional education systems become less relevant in a rapidly changing world, OBE offers a necessary transition to equip students with the skills required to thrive in a technologically advanced era. OBE allows for various teaching methods and assessment techniques, enabling educators to tailor their approaches to meet diverse student needs and interests.

Outcome-based teaching and evaluation require training in facilitating outcome-focused learning and ensuring the achievement of the desired learning outcomes. Outcome determination being a knowledge-based creative exercise with flexibility and choice, each university has the freedom to determine the outcomes of its courses and programmes insightfully and farsightedly (Kalfa & Taksa, 2015).

## **Conclusion**

The geographical, cultural, psychological and philosophical distancing between language and its non- native speaker has been recognized as the greatest difficulty to overcome barrier in acquiring or learning the language. English is considered as a second language in India. It is no longer considered as a language learnt for communicating with its native speakers rather; it has become a key for professional success (Cortes & Pron, 1998). In today's world, with high professional demands like strong communication skills, learners face significant pressure to enhance their English language communication abilities.

Language education in the twentieth century was marked by constant change and innovation, as well as the emergence of opposing language teaching ideologies. Changes in teaching methods provided much of the impetus for change in approaches to language teaching. In teaching, a technique is defined as a systematic set of teaching practices based on a specific philosophy of learning. Each technique shares the assumption that the teaching practices it promotes provide a more effective and theoretically solid foundation for teaching than in previous ways. The idea of a constructed theory on pedagogical skill acquisition is grounded in the theories of language acquisition and teaching-learning process.

The theoretical formulations, approaches, methods and concepts in general and ESL in particular paved the way for the development of Functional Literary Discourse Models of Advanced Skills in teaching English. Constructivism, Contextualisation, Socio-cultural theory, Krashen's theory of Second Language Acquisition, Whole Language Approach and Communicative Language Teaching

lead the theoretical underpinnings of the model especially in the context of English as Second Language (ESL). Discourse Oriented English Language Teaching Pedagogy is the foundation for Functional Literary Discourse Development. The theoretical base of the techno-pedagogical skills and other advanced skills in the model derived out of Project-based instruction, Flipping, Computer Assisted Language Learning, Mobile Assisted Language Learning, Gamification, Fun learning, Joyful learning and Multilingualism. The Models of teaching by Joyce and Weil (1980), Models of English language teaching by British Council (2009), teacher education models like The Craft Model, The Applied Science Model and The Reflective Model, and Teacher Education Model for the 21st century (2009) by NIE Singapore also acted as a reference for the development of the new model for ESL teacher Education. The lesson designs based on the model were developed keeping the learning indicators and outcomes suggested by the approaches, methods, strategies and theories in the context of English as Second Language, National Education Policy 2020, and National Professional Standards for Teachers and Outcome Based Education. The action verbs to describe the learning process were taken from Bloom's taxonomy and Blooms digital taxonomy.

### **Review of Related Literature**

It is essential to have an overarching understanding and analysis of the related studies in the research area for conducting a meaningful and valuable exploration. Deep knowledge about the variables under consideration for the study, trends and developments in the research area must be very clear and familiar to the investigator for the accurate steering of the study. It is a necessary step in every research activity

that the investigator must comprehend the methodologies and results of various research conducted in the same and allied field to overcome the problems related to duplication of the study and to know the progresses in the specific area. Hence reviewing literature is the prime method of obtaining recorded knowledge of the preceding research and it helps the researcher to explore the research area. In other words, review of related literature will help the researchers to understand the perspectives and pertinent theories of the present study and locate investigator's own research unmistakably on the academic map of knowledge creation (Ridley, 2011).

From the conviction that the reviews will provide directions to define problems, formulate research questions, conceptualize the theoretical underpinning of the study and develop research design, in the present study, the investigator has conducted a systematic review of related literature. Review of literature for the current study is gathered from various sources such as research journals, scientific papers, books, periodicals, magazines, newsletters, newspapers, reports and documents of various national and international agencies, thesis databases like ERIC, Scenicdirect, Google scholar, JStore, Shodhganga, ProQuest and the like. These were critically analyzed and reviewed to obtain a clear understanding of the study.

The research aimed at developing a teacher training model to meet the needs of the twenty-first century ESL classrooms. The process of formatting such a resource for teacher preparation has to be further analyzed by analyzing the needs and demands of the 21st century teacher education programme. Through this, the investigator hoped that it would form a strong foundation to proceed further on analyzing the need for developing a contextualized design for enhancing the variable under consideration

i.e., advanced teaching skills for prospective teachers. With this intention, the researcher carried out the review of related literature which is presented chronologically under the following subsections.

### **Review on the pedagogical implementation of twenty first century skills**

There have been various studies to support that development of 21st -century skills among pre-service teachers are possible through various methods and strategies.

Amir and Zahra (2024) conducted a study on the role of twenty first century digital competence in shaping pre-service language teachers' digital skills through the Partial Least Square Modeling Approach. The study aimed to position pre-service English teachers' digital competence for the 21st century within a framework for digital global competence. A total of 472 Iranian pre-service teachers participated by completing questionnaires. The reflective model's results validated eight framework areas in the Iranian EFL context. Meanwhile, the formative model revealed that only four key areas—professional engagement, empowering learners, learning and teaching, and the digital environment—contributed to shaping EFL teachers' digital skills for the 21st century. These areas enabled the teachers to identify suitable ICT tools for designing, editing, presenting, and addressing language learners' challenges during language acquisition through technology. Additionally, these four components helped EFL pre-service teachers develop critical digital skills, allowing them to gather learner input and adapt ICT use to better meet the learners' needs. The findings highlighted the necessity for educators to cultivate competencies that align with the demands of 21st-century education and the evolving needs of the post-modern educational landscape.

Jijo and Musthafa (2022) studied the effectiveness of contextualized multiple intelligence based instructional strategy for enhancing twenty-first century skills among 92 prospective teachers in Kerala. The major objectives of the quasi-experimental study were to analyse the need to develop 21st century skills among prospective teachers and to develop an instructional strategy for enhancing twenty first century skills among prospective teachers. The first phase was the preliminary survey which found that 67.7% of prospective teachers have an average level of 21st century skills. The strategy developed was more effective than the existing method of teaching in the B.Ed. training programme for enhancing 21st century skills.

Alahmad et al. (2021) examined the effectiveness of a model for enhancing 21st century skills among the pre-service teachers at Damascus University. The researchers explored two fundamental aspects -fostering 21st -century skills in teaching and integrating 21st -century skills in the teacher education curriculum. A quantitative survey method was applied to collect data from 106 pre-service teachers and 34 faculty members by using two questionnaires. The results of the study showed that the model prepared for promoting 21st -century skills among the pre-service teachers was effective and they felt that this model is effective in terms of developing cognitive skills, information literacy, problem-solving skills at an average level, and innovation and creativity at a high level.

Alhothali (2021) carried out a study on inclusion of 21st century skills in teacher preparation programme in the light of global expertise. The study posed the question on what the reality of is including communication skills, problem solving skills, interpersonal skills, and self-direction skills in teacher education programme.

The researcher adopted analytical descriptive approach and used a questionnaire to a randomly selected sample of 50 in-service teachers in various institutions of Saudi Arabia. The results showed that media literacy, critical thinking, self-direction, adaptability etc. were moderate among the teachers but the interpersonal, collaboration, problem solving skills were identified as low; the mean scores of creativities and intellectual curiosity were low. There were no statistically significant differences in these skills based on specialization, years of experience and academic qualification.

To understand how the pre-service teachers perceive 21st century skills and their dispositions, Valtonen et al. (2020) conducted a longitudinal study on how pre-service teachers perceive their 21st century skills and dispositions. How do pre-service teachers perceive the three areas of 21st century skills and how do the relationships measured among areas evolve during the three years of the teacher training period were the objectives of the study. The participants of the study were selected from three Finnish universities. There were 209 to 267 respondents in this longitudinal research which was carried during the academic period of 2014-2016. Data was collected using an online questionnaire and analyzed using latent growth curve modeling. The result showed that the three areas of 21st century skills, namely learning skills, collaboration, and ICT related skills evolved in different ways. There was only a small difference among the respondents regarding the dispositions of learning and collaboration, but the ICT related skills had dramatic improvement among the prospective teachers during these years.

To assess the perception of 21st -century skills among the pre-service teachers, Haviz et al. (2020) carried out a research study on 321 Indonesian pre-service teachers consisting of 38 male and 283 female participants. These teacher trainees belong to various optional classes like mathematics, chemistry, biology and physics. A questionnaire was given to the participants consisting of various components like thinking, acting and living of 21st century skills. The result of the study showed that the thinking, acting and living of 21st century skills for pre-service teachers were at the level of able tier, having gender and subject wise difference in the effect of thinking, acting and living for pre-service teachers. The level of thinking, acting and living for pre-service teachers in mathematics is related to physics, biology to chemistry.

Reisoglu and Cebi (2020) designed a training programme based on European Framework for the Digital Competence of Educators (DigCompEdu) to develop digital skills among pre-service teachers in Turkey. A case study method was carried out by the investigators to examine pre-service teachers' views on digital skills development, how they apply digital knowledge and skills which they have acquired in the training programme. The case study was carried out on 24 pre-service teachers who were provided with 70 hours of training. Data on focus group discussions and diaries were analysed through the multi phased qualitative data analysis procedure. The results showed that most of the prospective teachers developed various kinds of digital competencies and acquired knowledge and skills about accessing digital contents from various resources.

Cebi and Reisoglu (2020) conducted a study to understand the attitude of teacher candidates with respect to their digital competences and to identify whether their perception of digital competencies has any significant difference based on their gender, subjects and perceived level of digital skills. The researchers adopted cross-sectional survey and there were 518 prospective teachers who were pursuing their teacher education programme at various institutes of Turkey took part in the study. The data was collected by using digital competence questionnaire constructed and validated by the researchers. The results of the study revealed that there was moderate level of digital competence among the pre-service teachers, and it significantly varied among gender, subjects they study and their perceived level of digital competence. Another important skill in the skills set of 21st century is critical thinking.

Kavenuke et al. (2020) had studied the perceived significance of critical thinking skills among the pre-service teachers. The major concern of the study was to examine the extent to which the teacher candidates have acquired the critical thinking skills and the factors influencing critical thinking skills among the sample selected for the study. There was a total of 965 sample which consist of first, second and final year student-teachers in the teacher education university in Tanzania. The critical thinking skills were assessed in self-confidence, skepticism and systematicity components. The results revealed that pre-service teachers had high mean scores in systematicity and skepticism but lower mean score in self- confidence. There was significant difference among the prospective teachers on critical thinking skills based on educational qualification and occupation of the parents of prospective teachers.

Kundu et al. (2020) conducted a survey to understand the teacher trainee's perception of 21st century skills and investigated how far these skills integrated in Indian teacher education curriculum. They conducted a survey of 500 final year pre-service teachers from 50 different teacher education institutions. The data were collected using a questionnaire and analyzed descriptively and inferentially. The result of the study revealed that there was significant difference in understanding of these skills among the pre-service teachers and few 21st skills were integrated, and few were not integrated in the curriculum of Indian teacher education at present.

Fadli and Irwanto (2020) carried out research to understand the impact of Local Wisdom Based ELSII learning models to develop communication and problem-solving skills among the pre-service teachers. This experimental study highlighted the need to advance the education systems and prepare pre-service teachers with necessary 21st century skills. The researchers executed the model to develop problem solving and communication skills among the Islamic pre-service teachers. The major research objectives were to understand whether there are any substantial differences in the pre and post-test scores of problems solving and communication skills between the experimental and control groups. The researchers employed a quasi-experimental design in the form of pretest-posttest control group among 84 Islamic preservice teachers in the Islamic state university of Mataram. The problem-solving essay test was applied to collect data. The data were analyzed quantitatively and the mean score of the experimental group was higher and there was positive correlation between problem solving skills and communication skills. The results proved that the model applied for the improvement of skills was effective and significant.

In order to enhance the quality of pre-service teachers, Tekir and Akar (2020) tried to investigate the competencies which are essential for the English as Foreign Language (EFL) among pre-service teachers. The study aimed to explore the capabilities while using pedagogical materials by EFL teachers to be effective teachers in the future. Qualitative research design was applied for the study and the data was collected by using semi-structured interviews from 19 pre-service teachers of EFL subject. The data were analyzed by using content analysis method. The findings of the study revealed that the EFL pre-service teachers need more competencies and skills to effectively handle the instructional materials related to various 21st century skills. The result indicated that there is a mismatch between the teacher education programs which the EFL pre-service teachers' study and the learning environment they receive.

Self-efficacy and critical thinking skills are vital factors of 21st century teaching and learning and hence Saputro et al. (2020) conducted a study to develop self-efficacy and critical thinking among elementary teacher candidates by using problem-based learning. The objective of the study was to identify the effectiveness of problem-based learning (PBL) on critical thinking and self-efficacy of elementary pre-service teachers. The researchers applied a quasi- experimental non-equivalent pretest and posttest control group design. The data were collected by using Self-Efficacy Scale and Critical Thinking before and after the treatment. The inferential statistics like independent t-test and paired sample t-test were executed for the analysis of the data. The findings of the study showed that problem-based learning was statistically significant and had an impact in enhancing self-efficacy and critical

thinking skills among the elementary pre-service teachers than the traditional instructional methods.

Celiker and Yerleskesi (2020) conducted a study to investigate the effectiveness of the scenario-based STEM project design process to develop 21st century skills among the teacher candidates. The objectives of the study were to identify whether the scenario-based project design process is effective in improving the perceptions of 21st century skills, integrative teaching intentions and attitudes among the prospective teacher candidates. The researchers applied a pretest-posttest single group quasi-experimental design and there were 66 science teacher trainees in the south –west of Turkey participated in the study. The 21st-century skills scale, Integrative STEM teaching intentions questionnaire, and STEM attitudes scale were applied during pre and posttest to collect the data. The findings of the study revealed that the scenario-based STEM project had significant effect of developing the 21st century skills perceptions, STEM teaching intentions, and STEM attitudes among the teacher candidates.

Muspiroh et al. (2019) described the relevance of cognitive, inter and intrapersonal competencies for pre-service teachers of biology subject. Hence the purpose of the study was to implement a free inquiry learning model to develop 21st century skills among the prospective teachers of biology. The researchers applied a quantitative approach with a survey method and data collected by using observation and questionnaire and data were analyzed by using descriptive statistics. The findings of the study revealed that the cognitive competencies and inter- and intra-personal competencies showed a positive result in the Likert analysis and the free inquiry

learning model was found to be effective to develop 21st century skills among the biology pre-service teachers.

Ahmed and Pawar (2018) conducted a study to explore the pedagogical considerations for the development of communicative competence in English as a foreign language. The investigator identified different models of communicative competence. One among them was the Canale and Swain model which attributed the four different competences viz grammatical, sociolinguistic, strategic and discourse. The researcher found that communicative competence developing strategies with technological enhancement accelerated the speed of learning.

Hall (2018) evaluated the depth of the integration of twenty first century skills in a technology rich learning environment. The major focus of this study was to gain an awareness of twenty first century learning skills and to identify the resources needed to assist faculty with successful implementation strategies for these skills. This action research used an online survey for accumulating quantitative data and interviews and focus groups for obtaining qualitative data. 776 students and fifty-five members of the faculty of Crusader High School, New Jersey were the sample of the study. Data summary tables and triangulation matrix were used to record the collected data. The study explored that promoting twenty first century skills using technology is significant to the professional development of teachers. The study also revealed the need for professional training in preparing the teaching staff to understand and implement twenty-first-century skills.

Ashraf et al. (2017) reported the effectiveness of teaching twenty first century skills in English on listening and reading skills. This quantitative experimental study

was conducted on fifty-five high school students of Birjand, twenty-five in control group and thirty in experimental group. The final national listening and speaking examination was used as the pre-test and post-test. The result proved that teaching twenty first century skills in English classroom had a positive impact on the listening and speaking skills of students.

Boholano (2017) studied about the use of smart social networking for developing twenty first century teaching and learning skills. This study aimed to find out the possibility of using social networking technology by the trainee teachers to enhance their teaching skills. This study followed qualitative and quantitative methodology and survey using questionnaires, focus group discussions and interviews as its methods. This study was conducted among 250 preservice teachers in the College of Teacher Education, Cebu Normal University, Philippines. The study revealed that as technology is integrated into classrooms the preservice teachers' professional development in utilising social media instruction is inevitable.

Park and Gentry (2017) experimented the collaborative multimedia service learning for the promotion of preservice teachers' multimedia design skills. The major objective of this study was to develop multimedia instructional materials to class 12 students by the teacher trainees through peer tutoring and learning by teaching methods. This experimental study used training and follow-up interviews. The sample selected for the study included 16 preservice teachers in a public university in the US. The findings indicated that collaborative activities like peer tutoring and learning by teaching will help a teacher develop technology skills and can create quality instructional materials.

Developing and modelling twenty first century skills in prospective teachers was the major focus of the research of Urbani et al. (2017). To incorporate 21st-century skills like creativity, critical thinking, communication, collaboration, and information, media, and technology skills, the study aligns these competencies within the framework of the research. The participatory action research used mixed methods to collect data from 54 graduate and undergraduate pre-service teachers of different disciplines from a small private university in northern California. Likert scale was used for the survey. A focus group was conducted at the end of each semester to analyse how the instruction helped pre-service teachers to develop their skills and facilitated their application of twenty first century skills in a classroom setting. Survey results indicated that modified lesson plans impacted the prospective teachers' ability to incorporate twenty first century skills in their teaching than their own personal competencies.

Sadovets (2017) reviewed the British Council research 'Teaching for successes on modern trends in continuous professional development of foreign language teachers. The aim of this review was to study modern trends of professional development tendencies and determine the prospects of their use in the educational system of Ukraine. Qualitative research methodology was adopted for the review. The review indicated that the quality of teachers' work at all stages of their professional activities is the key factor in improvement of students' learning quality. Critical thinking, knowledge explosion, twenty first century teaching and learning skills, emotional maturity, organization of lessons, experience exchange, collegiality, practicability, reflective practices, participation in online learning communities,

effective usage of learning resources, integration of information technologies, knowledge about pedagogical practices etc. were identified as the recent trends in the continuous professional development.

Yogita (2017) emphasised the effectiveness of songs, video clips and film segments on skill enhancement in English language. Both qualitative as well as quantitative approach were used in this study. The data was collected from seven hundred Indian and foreign language adult learners through observations, interactions and questionnaires. Pre-test post-test experimental design was employed. The result of the study revealed that audio visual aids enhanced the language skills.

Jacobson-Lundeberg (2016) unfolded the pedagogical implementation of twenty first century skills. One of the main objectives was to find out how intentionally taught twenty first century skills have transformed the lives of students. This qualitative research study used student interviews, data demographics, observations and response journals. The methods employed for teaching 21st-century skills encompassed a variety of approaches, including direct instruction, interactive lectures, demonstrations, modeling, discussions, simulations, journal writing, questioning, interviews, project-based learning, cooperative learning, objective quizzes and tests, reflective essay writing assignments, questionnaires, rubrics, and observations. Informal interviews and four focus group discussions were conducted. The sample consisted of students from ninth grade to twelfth. The research study indicated that twenty first century skills empowered students for their future career success and increasing confidence, self-efficacy, and credibility. The pedagogical

implementation of these skills would result in the strengthening of teacher training programmes also.

The major objective of the research of Almansoori (2017) was to find out the effectiveness of teaching practice on student teachers teaching skills. Bloom's taxonomy, craft of enquiry, microteaching and models of teaching were explored as the key theories. Both quantitative and qualitative approaches were used in this study. Questionnaire was used in the survey for obtaining data. 121 student teachers and 8 faculty members constituted the sample. The positive impact obtained was the improvement in the psychological, philosophical and sociological domains of the teacher educator and the student teacher because of teaching practice.

Fajariyah (2016) undertook a project titled Teaching of Integrated English Productive Skills through Digital Storytelling. The project adapted project-based writing instruction and the model of multimedia-based instructional design. The main phases of this project were selection of topic, design, development, evaluation and publication. The results were four digital stories made by students and they could be accessed in YouTube. This project made the conclusion that digital story telling improved students' participation in the instructional process and improved writing skills and ICT literacy skills.

Alfahadi (2015) experimented the effectiveness of using smart board technology in teaching English as a foreign language. The study used a pre-test post-test non-equivalent group experimental design. Multiple choice tests and questionnaires were used as the techniques for data collection. The sample of the study thirty-six preparatory year students from Saudi university were selected through

random sampling. The findings indicated that the use of smart board increases the achievement and attitude of students.

Teachers' and students' perception of communicative language teaching was an attempt of Rahman (2015) to find out the strengths and weaknesses of communicative language teaching and the reason for its preference over other methods. This qualitative research used data collection tools of observation, interview and document review. Three teachers and six students constituted the sample. Major findings indicated that most of the participants were satisfied with communicative language teaching methodology, but the inadequate teacher training methods spoiled its efficacy.

Dakich and Sharda (2014) investigated the pedagogical aspect of digital storytelling and its impact on student learning. The major objective of the study was to find out the effectiveness of digital story telling in the classroom. This research project was based on a case study in selected Australian primary and secondary school classrooms. Both quantitative and qualitative data were collected using rubrics, interviews and observation. The findings indicated that digital story telling is a powerful tool to create a more engaging and exciting learning environment.

Ozgen and Alkan (2014) investigated pre-service Mathematics teachers' skills in the development of activities. The quality of the developed activities and the skills reflected in these activities were examined in this study. The sample selected for the study included 57 prospective mathematics teachers. Case study was used as a descriptive method for data collection. This qualitative research used descriptive analysis methods such as frequency and percentage to carry out data analysis. The

findings of the study indicated that more than fifty percent of the prospective teachers could develop activities, some could not develop activities, and some other situations were not regarded as activities. This study also revealed the difficulties in the implementation of skills for the development of activities by the prospective mathematics teachers and emphasised the need for professional training to overcome this.

Skill development among student teachers using metacognitive strategies was the focus of research of Seema (2014). One of the main objectives of the study was to identify the level of student teachers' awareness in teaching skills. The survey method was used to obtain data from 500 student teachers at secondary level from Kerala. Experimental method was adopted for testing the effectiveness of metacognitive strategies on teaching skills. The findings of the study proved that the student teachers were having a low level of awareness in teaching skills and the prepared package is very effective in promoting skills in teaching mathematics.

Adeosun (2011) studied the issues and challenges of teacher education programmes and the acquisition of 21st century skills in Nigeria. A case study was conducted at Kwara College of education, Oro to find out how the 21<sup>st</sup> century skills can be incorporated into teacher education programmes. The results prove that an organised, coordinated and effective pedagogy with effective microteaching and teaching practice can demonstrate the growth in achieving teacher standards.

'A study of the effect of training in classroom questioning behavior of student teachers on teaching competence, self-concept and attitude towards teaching' was the title of research of Kavita (2011). The experimental study developed a pedagogy of

teacher questions and tested its effect on student behaviour. 200 pre-service teachers were divided into experimental and control groups for the research study. A training model which follows an analytic approach was presented to the trainees. Reproduction of the model by the trainee was scientifically monitored until it reached a mastery level. One of the major results indicated that training resulted in competence.

The study of Darling-Hammond (2006) on the construction of twenty first century teacher education spoke out the need for quality teacher training. The author revealed the weakness of the traditional programme models and suggested a new pedagogy that link theory and practice more closely.

A study titled 'An investigation into teaching English through multi-skill approach, its implementation and achievement of the objectives by the teachers, teaching English for standard V to VII in non-English medium schools of Osmanabad district' by Nadaf (2004) pointed out that an average pass trained teacher was not able to handle a foreign language class like English. Historical, experimental and descriptive methods were followed. 400 teachers constituted sample and questionnaires, teacher attitude scale, content knowledge paper and lesson observation table were the tools of the study. The survey result indicated that teachers were desirous to upgrade themselves in the English language teaching skills.

### **Reviews related to the appositeness of microteaching**

Microteaching is a teacher training technique that has gained significant recognition for its effectiveness in enhancing teaching skills. Traditional teacher training method, while valuable, may fall short in adequately preparing teachers with

the competencies required to navigate the challenges of the modern era. The demands on educators have shifted, the appositeness of microteaching in cultivating the skills necessary for the 21st century classrooms have come under scrutiny. The reviews in the section critically examine the appositeness of microteaching in developing the teacher skills on demand.

Hama and Osam (2021) explored the effect of a designed internet-based instructional learning environment for microteaching among 52 Kurdish pre-service English language teachers to overcome the constraints of limited time and big class size. The pre-service teachers were asked to use the Internet-based instructional learning environment for six weeks. Data collection included both quantitative and qualitative methods, utilizing questionnaires, system analytics, reflection journals, and semi-structured interviews. Analysis of data indicated that the developed Internet-based instructional learning environment was effective in addressing the identified microteaching challenges.

Muluk (2020) conducted an explanatory quantitative study to identify the correlation between the students' micro teaching and field pre-service teaching courses. The study targeted students from the English Education Department within the Faculty of Education and Teacher Training at universities in Indonesia. These students completed a micro-teaching course and pre-service teaching, with a total population of 141 students. A sample of 43 students was chosen for the study. Data comprised the students' scores from the Micro Teaching course and Field Pre-Service Teaching, and analysis was conducted using the Pearson Product Moment correlation with SPSS 16.0. The results revealed no significant correlation between performance

in micro-teaching and field pre-service teaching. Moreover, the Pearson correlation coefficient indicated a weak and negative relationship between the two variables, suggesting that the students' teaching abilities were not reliant on their micro-teaching scores.

Ninggar (2020) studied the prospective English teachers' anxiety in teaching English at micro teaching practice and their reasons they feel anxiety. This study employed a descriptive qualitative grounded theory approach, involving interviews and observations of four English teacher candidates' teaching performances. The theoretical framework identified four types of anxiety, but the researcher did not find evidence of trait anxiety or the distinction between facilitative and debilitating anxiety. The findings indicated that teacher candidates teaching at the junior high school level experienced state anxiety, while those teaching at the senior high school level encountered situation-specific anxiety. The sources of anxiety differed: junior high school teachers cited reasons such as their own lack of understanding of the material, students struggling to grasp the content, and students underestimating the teacher. On the other hand, senior high school teachers pointed to unpredictable classroom conditions and students not paying attention as key factors. The study emphasized the importance of English teacher candidates adequately preparing all necessary resources (materials, media, knowledge, etc.) before engaging in micro-teaching. Additionally, it is recommended that lecturers take proactive steps to provide greater support to help reduce teacher anxiety during micro-teaching sessions.

Bidyuk (2017) analysed the process of forming communicative competence of future TESOL teachers by means of microteaching techniques. The main objective of

the study was the development of communicative competence in four areas- grammatical competence, sociolinguistic competence, discourse competence and strategic competence. This qualitative research used theoretical analysis, generalisation, systematisation, interpretation and comparative analysis. Prospective TESOL teachers of leading British higher education institutions were the sample of the study. From this study it is revealed that grammatical competence is related to the knowledge of phonology, orthography, vocabulary, and word and sentence formation. Sociolinguistic competence is the knowledge in sociocultural rules and concerned with the learner's ability to use appropriate grammatical and communicative forms in different sociolinguistic contexts. Discourse competence is related to the learner's mastery of understanding and producing texts in the modes of language skills. Strategic competence is the compensatory strategies in case of grammatical or discourse difficulties.

Onwuagboke and Nzeako (2017) studied the effectiveness of microteaching among pre-service teachers in a microteaching laboratory setting. The major objective of the study was to determine the impact of microteaching on student teachers' acquisition of requisite teaching skills. A sample of 90 pre-service teachers from Alvan Ikoku College of education Owerri, Nigeria was purposively drawn. The study with a pre-test and post-test collected data using a microteaching skills rating scale developed by the researcher. Descriptive and inferential statistics were the techniques applied. The findings of the study revealed that the microteaching interventions improved the teaching skills significantly. The group with video recording proved better in performance.

Albhnasawy and Aliweh (2016) developed a microteaching session for enhancing the prospective teachers teaching skills through blended learning approach. The major focus of this study was enhancement of instructional skills through blended learning programme such as power point presentations, videos and other technological resources. The sample selected for the study was 24 pre-service teachers in science education in Egypt. This experimental study used pre-test and post-test scores for data analysis. It was observed that blended learning activities promote the growth of teaching skills, and it will help the teacher trainees to overcome the challenges in the digital era.

The purpose of the study of Ralph (2014) was to examine the prospective teachers' perspectives on the effectiveness of microteaching as a method to help them acquire instructional skills prior to teaching practice. The mixed method research study used survey method to collect the views of 134 prospective teachers. The positive results confirmed that the prospective teachers valued microteaching as an effective way to improve competence and confidence. The negative results confirmed that microteaching has its own limitations.

Microteaching serves as a valuable tool for teacher trainees, allowing them to practice their teaching knowledge and skills in preparation for actual teaching practice. In this context, Saleh and Yahya (2011) conducted a study to explore teacher trainees' perceptions of the effectiveness of microteaching in equipping them for teaching practice. The study involved 39 teacher trainees as participants, utilizing questionnaires and interviews as data collection methods. Additionally, interviews were conducted with four respondents to gain deeper insights into the topic. Data were

analysed descriptively using the Statistical Package for Social Science (SPSS) version 16. The results indicated that the trainees generally viewed the microteaching course as effective for preparing them for teaching practice. However, they encountered challenges during teaching practice, particularly with managing students and various teaching situations.

### **Reviews on the challenges of teaching English**

Teaching English, especially as a second or foreign language, presents numerous challenges for educators worldwide. This review aims to explore the multifaceted challenges faced by English teachers and discuss the strategies employed to overcome these barriers, thereby improving the quality of English education.

Falah et al. (2023) investigated the challenges encountered by English teachers, aiming to identify the difficulties they face through an exploratory case study research design. The study involved six English teachers who taught English to first and fourth graders at elementary schools. Data was collected via interviews. The findings revealed that the implementation of the Merdeka Curriculum presented challenges related to both internal and external factors. Internal challenges included issues such as teachers' qualifications, students' vocabulary levels, and motivation. External challenges encompassed limited time for instruction, restricted opportunities to participate in Merdeka Curriculum initiatives, inadequate school facilities, and a lack of professional development programs. The researchers recommended that addressing these challenges should be a shared responsibility, not only for teachers but also for schools and the government, to enhance the quality of English teaching at the primary level in the future.

Lorincz (2022) investigated teachers' current and retrospective perceptions of the challenges associated with language teaching tasks. The study used quantitative data collected through a questionnaire, analyzing responses from a sample of 208 teachers using Friedman's ANOVA and the Wilcoxon Signed Ranks Test. A within-subjects comparison showed a statistically significant difference between current and retrospective perceptions of challenges, with a large effect size across all tasks, suggesting that teaching experience contributed to changes in how task difficulty was perceived. The most notable shifts in perceptions were related to tasks such as engaging students with language materials, providing effective instruction for diverse learners, personalizing teaching approaches, and planning and managing lessons. In contrast, teaching experience had a less significant impact on perceptions of challenges related to teaching speaking, motivating students, teaching vocabulary, reading instruction, student assessment, and understanding students' needs. The findings underscore important implications for teacher preparation and ongoing professional development, pointing out specific areas that demand more focus to better support English as Foreign Language (EFL) teachers at different stages of their careers.

Orosz et.al (2021) studied the Ecuadorian teachers' perceptions and challenges of teaching English. The current English curriculum in Ecuador mandates that high school students achieve an intermediate (B1) level of proficiency by graduation. Achieving this goal depends on multiple factors, including the teaching strategies used in the classroom and the availability of teacher training programmes. Despite these efforts, Ecuador ranks low in English language proficiency, prompting an exploratory

approach to identify potential reasons for this poor performance. As part of a broader research initiative, previous phases included roundtable discussions to explore themes related to English teachers' instructional practices. In the phase detailed in this study, in-depth interviews were conducted with 10 English teachers from primary and secondary schools. The interviews were transcribed and analyzed using MAXqda qualitative analysis software, which helped identify key categories for further investigation. The study focused on three main areas: teachers' views on the importance of learning English, actual classroom practices, and observations regarding in-service training opportunities. The findings revealed that while English teachers in Ecuadorian public schools acknowledge the significance of English and are striving to meet the professional demands of teaching English as a Foreign Language, they often lack the necessary skills to foster critical thinking and creativity. They also face significant challenges, including a rigorous new curriculum and low student motivation, along with a decline in teacher training opportunities.

Timsina (2021) presented the Challenges of Teaching English as a Foreign Language in Nepal. The study discusses the challenges encountered by teachers when teaching English as a foreign language in Nepal. The primary aim was to highlight the difficulties involved in teaching English in countries where it is not a native language. Data were gathered from three English teachers working at the basic education level in community schools within Madhyapur Thimi Municipality, Bhaktapur, using field observations and in-depth interviews as the main data collection methods. Insights from the interviews, along with a review of existing literature, identified several challenges in teaching English as a foreign language in this context. The results

indicated that teachers face classroom-related difficulties linked to both their own and students' knowledge, as well as external challenges involving parental involvement and unfavorable learning environments. Additional issues stem from language barriers, the curriculum, textbooks, and government policies. The study's findings offer valuable insights for teachers, researchers, school administrators, policymakers, curriculum developers, and textbook writers to enhance English language teaching in Nepal.

Tang (2021) studied the challenges and importance of Teaching English as a Medium of Instruction. The study explored lecturers' perspectives on the challenges associated with using English as a Medium of Instruction (EMI) and its significant impact on an international college in Thailand. A qualitative research approach was employed, using an interview protocol as the primary data collection tool. Twelve lecturers from four programmes at the international college were selected through purposive sampling. Thematic analysis was conducted on the interview transcripts to identify recurring themes. The findings highlighted four categories of challenges: linguistic, cultural, structural, and institutional issues. Additionally, four key aspects of EMI implementation were identified: its role in language improvement, subject matter learning, career opportunities, and internationalization strategies. Overall, lecturers reported that students were generally able to take notes, read academic materials, engage in interactions, and comprehend lectures under EMI. The study concluded with recommendations for advancing EMI in Thailand's higher education institutions, with lecturers consistently expressing positive views on its significance.

Dahiru (2020) studied the challenges of Teaching Literature-in-English in Secondary Schools in Borno and Yobe, Nigeria and the impact of this on university admission requirements. The study employed a mixed-method approach to explore the factors contributing to these issues during the 2009-2019 period. Data collection involved both quantitative and qualitative methods, using questionnaires and interviews, as well as a consensus workshop conducted through focus group discussions. The findings revealed that the primary factors behind the non-teaching of the subject and students' inability to achieve credit passes in public secondary schools across the two states were socio-cultural influences, a lack of qualified and specialized teachers, and gender-related challenges.

Abosnan (2016) conducted a study titled 'Teaching English in a foreign language in Libyan universities: methods and models.' The emphasis of the research is challenges of teaching English as a foreign language in Libya. Data from four Libyan test locations, including video-grabbed study findings in classes, semi structured interviews with professors before and after class evaluation with 24 students (six from one university) analyzed their read-to-read attitudes and techniques. The analysis revealed that there has been little to no professional development among participating teachers which could help them strengthen their teaching and EFL skills. These conditions as well as the perpetual class issue, which are major but complex, influence the way EFL students are reading in the language of classes, teachers and evaluation as well as scarce and sometimes low-quality services.

Sharif (2013) studied the principles and practice of classroom interaction in English Language Teaching at the secondary level in Iraqi schools. The main purpose

of the study was to help Iraqi students learn English. One hundred representative students of the fifth grade and twenty teachers were chosen from Iraq with random samples. The survey was the primary method for data collection. The aim of the survey was to gather information on the relationship of schools, textbooks, and the attitude of educators with ELTs in Iraq. The findings revealed that the texts were modified, the curriculum was redefined, the teachers need training and the sensitivity of the students to English should be improved.

### **Reviews on the challenges of teaching English as a Second Language in India**

Teaching English as a Second Language (ESL) in India presents unique challenges that are shaped by the country's diverse linguistic and cultural landscape. With a multitude of regional languages spoken across different states, English often serves as a bridge language, crucial for academic and professional advancement. However, this context brings forth several hurdles for ESL teachers. Understanding these challenges is essential for developing effective strategies to enhance English language education in India and to equip learners with the necessary skills for global communication.

Jeyaraj (2019) studied the challenges of teaching English in India. Challenges encourage teachers to undertake action research. The study aimed to be a reflective and inductive investigation, grounded in the perspectives of educators, with the goal of making the analysis both descriptive and analytical. The findings from this action research can be utilized to address various challenges. These challenges include the status of English in India, the consumption and creation of educational materials, teaching methods, integration, testing and evaluation processes, ongoing professional

development and training, learning styles, learner motivation, diverse socio-economic and linguistic backgrounds, medium of instruction in schools, variations in school board curricula, levels of exposure to English, the influence of the first language, inadequately trained English teachers, and educators with strong literature backgrounds.

Mohamed et al. (2018) conducted a study titled 'Teaching English in ESL and EFL Contexts: A Comparative Study in Syrian and Indian Public Schools'. Drawing on their teaching experiences and familiarity with the educational settings in both countries, the researchers used a comparative approach to explore the main characteristics of English language instruction in public schools. The analysis showed that teaching practices in both English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts are largely similar, with teacher-centred classrooms, exam-focused activities, and traditional teaching methods being prevalent. The findings challenge the distinctions commonly made in English Language Teaching literature between EFL and ESL contexts, revealing that these differences are not as clear-cut. The study suggests that educational policies in both settings tend to isolate language teaching and learning within the classroom, limiting opportunities for real-world language use in the surrounding community.

Daniel (2015) conducted a case study of south Indian educators' perceptions of factors influencing English such as the world's Lingua Franca. The study examined the past of English as a lingua franca in India, with an emphasis on the creation of India in the world's greatest English-speaking region. The study explored the presence of a complex Indian English in the country's linguistic complexity and the

explanations for English's creation on Indian soil as an official language. It also discussed how the English language can be developed as a language of schooling, management and collaboration with other core functions. The goal of this analysis was to recognize main factors affecting English and the language challenges to be resolved. More than 300 educators from Southern Indian states were participated in this study and 27 persons were interviewed. The research explored the strengths and effects of the language preference of participants, including some of its gains and losses. The effects of policy, philosophy, environment, economy and community influencing and impacting English development have been analysed. The use of mixed approaches in the research investigated the viewpoint of pedagogues from different perspectives, from which general viewpoints and statistical knowledge were collected through in-depth interviews and surveys. Results suggested that the major factors like teacher's competency, media and connectivity, globalization and technology and population have driven and continue to impact English development in India. More than anything, the findings indicated that English has become an integral part of the Indian community and is strongly associated with the Indian identity of today. India's education system, one of the largest in the world, faces a critical challenge in ensuring the quality and effectiveness of its teacher education programmes. As the country strives to provide quality education to its vast and diverse student population, the need for well trained, competent and motivated teachers has become increasingly paramount. The teacher education landscape in India is beset with a myriad of challenges that hinder the development of a robust and responsive teaching workforce.

Johney (2011) conducted a study titled 'English as a Second Language at the Higher Secondary Level in Kerala: A Constructivist Analysis.' This research focuses on the substantial difference between the teaching of the constructivist language and the method of translating the grammar of the past. The structural and behavioural hypotheses that emerged from behavioural psychology prevailed on the learning and teaching scene in the mid-20th century. With the establishment of discussions on curriculum and learning materials in teacher training sessions, no analytical studies on the second constructivist language have been reported for academic or public notification in Kerala. The survey analyzed respondents' actual use of language to measure their field in the use of the second language. Students' attitudes towards lessons and activities, and their views on teacher participation in and outside classrooms as facilitators were analysed. Based on a statistical analysis of the students' responses, some conclusions were drawn. The study found many facts about the ineffectiveness of the curriculum. The survey found that teachers and textbooks do not give enough understandable contributions to the 285 students. The survey results were sufficient to inform teachers and curriculum designers about changes to be incorporated into the curriculum, classroom practices and teacher attitudes.

### **Reviews related to the Challenges of teacher education**

Teacher education faces a variety of challenges that impact the quality of training and the preparedness of future educators. These challenges are often linked to outdated curricula, insufficient practical training, and a gap between theoretical knowledge and classroom realities. Additionally, issues such as limited access to ongoing professional development, inadequate support for novice teachers, and

disparities in resources across institutions further complicate the effectiveness of teacher education programmes. Addressing these challenges is crucial for equipping teachers with the skills and knowledge necessary to meet the evolving demands of education and to ensure high-quality teaching that benefits all students.

Mishra (2020) studied the issues and challenges of teacher education in India. Over the past fifty years, and especially in recent decades, the teaching-learning process has undergone significant changes, with a shift toward student-centered classrooms where the teacher acts more as a facilitator of learning rather than an authoritative figure. To improve the quality of education across all levels, the Government of India has placed a strong emphasis on excellence in teacher education. However, managing teaching education remains challenging due to the numerous variables involved in these programmes. The rapid and widespread growth of teacher education institutions across the country, often driven by profit motives, has led to an unprecedented expansion of programs. Despite efforts to implement comprehensive arrangements for teaching practice, many student teachers remain disengaged, demonstrating a lack of responsibility, direction, and commitment to teaching. This indifference, coupled with a shortage of innovative approaches, poses significant barriers to the development of pedagogical skills. In India, educational research has been significantly overlooked, with much of the existing research being of poor quality. Teacher education programmes are not thoroughly analyzed before research is undertaken. The investigator recommended that teaching practice for trainee teachers in schools should be closely coordinated with the teaching staff of education colleges. This collaboration should focus on planning the content and teaching

methods used by the trainee teachers to ensure that the practice is beneficial for schools rather than disrupting their routine activities. Furthermore, real teaching practice should be systematically supervised by educators to ensure it meets the objectives of teacher training.

Bala (2018) studied the issues and challenges in teacher education. The researcher emphasized the need to create an environment that fosters the development of dedicated, trained, and skilled teachers. Teacher training institutions should be equipped with all the necessary resources to prepare future educators for the evolving trends and demands of the education system. However, the current state of teacher training institutions in India presents a contrasting reality, with several pressing issues that need to be addressed. Today, many organizers of teacher training programmes and institutions lack awareness of the real and practical challenges faced by schools. The training programmes in place were often inadequately structured and fail to provide prospective teachers with opportunities to develop the necessary teaching competencies. There should be a stronger connection between the teacher's training schedule and the school settings that serve as training grounds, ensuring alignment with the realities of teaching practice. Moreover, quality research in the field of education is lacking, with much of the existing research being either of poor quality or lacking practical relevance. In India, teacher educators often resist testing and adopting new teaching methods, and they are not well-versed in the use of communication tools and the latest technological advancements in modern classrooms. There is also a lack of training for prospective teachers in integrating new

technologies into their teaching practices, and little encouragement is given to motivate them to explore these tools.

Akhter and Rasool (2018) dealt with some policies, problems and proposed suggestions for teacher education in India. Researchers have highlighted that education is fundamental to a nation's development, with its quality closely linked to the caliber of its teachers. The effectiveness of education and student achievement hinges on teachers' knowledge, dedication, quality, professional commitment, and motivation. Producing such high-caliber educators presents a significant challenge for governments worldwide. In the context of rapidly expanding knowledge, teachers' roles have become more demanding, particularly with new pedagogical and psychological theories, evolving philosophies, societal expectations, and the forces of globalization. There is a pressing need for well-planned and innovative teacher education programs that can be critically assessed, studied, reformed, and reoriented. Enhancing teacher education is a multidimensional challenge: it involves the task of providing well-prepared and effective teachers for all nations; it raises concerns about declining values and prompts questions about the objectives and purpose of education in society; and it presents research challenges that address educational issues, concerns, and conditions. In India, various policy documents and reports—such as the Kothari Commission Report (1964-66), Acharya Ramamurti Committee Report (1990), National Curriculum Framework (2005), National Knowledge Commission Report, NCTE Regulations 2009, Right to Education Act 2009, and NCTEF (2010)—have driven significant reforms and restructuring of the teacher education curriculum and regulations in recent years, resulting in a paradigm shift. However, challenges

remain, including updating the curriculum, the duration and quality of internships, in-service teacher education, the lack of practical components, and the use of distance learning for teacher education, which continue to be contentious issues.

Yadav (2018) studied the problems of teacher education in India. Teacher readiness has been a widely discussed issue across various levels, from government bodies and administrative authorities to schools and the educators themselves. The progress of any nation is closely tied to the quality of its education system, which in turn depends significantly on the quality of its teachers. However, the field of teacher education faces several persistent challenges, necessitating the provision of appropriate tools during and after teacher training. This includes equipping teachers with content knowledge, skills, and effective teaching methodologies to perform their roles professionally. The study addressed the major challenges facing teacher education and offers several recommendations for resolving these issues. These suggestions aim to assist educators, policymakers, colleges, and universities in enhancing the quality and standards of teacher education.

### **Review on Discourse-Oriented Pedagogy**

Through a critical analysis of existing literature, empirical studies, and best practices, this section seeks to illuminate the potential benefits and challenges of implementing discourse-oriented pedagogy in educational settings.

Rao et al. (2022) explored the attitude of secondary school teachers towards teaching English through Discourse-Oriented Pedagogy. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a

sample of 500 teachers (200 Headmasters and 300 School Assistants in English) selected from 200 secondary schools located in the three north coastal districts, viz., Srikakulam, Vizianagaram and Visakhapatnam in Andhra Pradesh using stratified random sampling technique. The data were analyzed using percentage analysis. Proficiency of teachers with a highly positive attitude has been prepared. The preferences of teachers on components under different dimensions have been identified. The findings of the study revealed that teachers working in secondary schools have a high positive attitude towards teaching English through Discourse-Oriented Pedagogy regarding the dimension, language acquisition (45.45%) followed by the other dimensions, the classroom processes (44.44%); and the role of the teacher and the learner (42.86%). The study suggested the administration to organize a number of orientation programmes to the teachers on the use of discourse-oriented pedagogy in teaching English for the benefit of the students at secondary schools.

Cookson (2017) attempted a qualitative case study on discourse based instructional strategies to improve student engagement in mathematics. The researcher enlisted the type of skills and learning dispositions associated with mathematical proficiency. The study used a single embedded case design with a teacher and his class as the sample. The result proved the positive impact of training in discourse based instructional strategies.

In a study titled 'Effect of Discourse Oriented Pedagogy on Acquisition of English Language Skills among Upper Primary Students of Kerala' Subi (2014) pointed out the positive attitude of teachers towards discourse-oriented pedagogy. The investigator employed a pre-experimental design and survey method. Two hundred

and forty students of class six from twelve schools of Kozhikode district were randomly selected through multistage sampling technique. One hundred and twenty teachers who teach English in 6th standard constituted the teacher sample. Four state resource group members and four district resource group members were also selected for the study. Eight tools were developed and validated by the investigator for data collection. The findings of the study revealed that discourse-oriented pedagogy is effective in the acquisition of language skills. It was found that the authorities implemented discourse-oriented pedagogy after adequate planning and preparation. The weaknesses of discourse-oriented pedagogy were also reported in this study.

### **Reviews related to Qualitative experiment and constructivist grounded theory**

The qualitative research paradigm has been instrumental in expanding the scope of social science inquiry, particularly in the realm of grounded theory. Constructivist grounded theory, a subcategory within grounded theory, has garnered significant attention for its ability to generate theories from emerging data rather than pre-existing theories. This approach has been widely adopted in various fields, including education, healthcare, and social sciences, where it is used to understand complex phenomena and develop meaningful theories that reflect the experiences of participants.

Bidwell (2021) conducted a study on 'Biopsychosocial Determinants of Pain Assessment and Management-Medical and Surgical Trainees' Perspective'. The primary objectives of the study were to identify key biological, psychological, and social factors influencing the pain management decisions of medical and surgical residents, as well as to uncover prominent themes related to their experiences in

managing acute and chronic pain. Focus group discussions were held with internal medicine and general surgery residents at an academic tertiary care training hospital in an urban environment. Data were independently reviewed and coded by two researchers, adhering to the principles of constructivist grounded theory. The findings indicated that surgical and medical trainees frequently encounter pain management challenges, particularly during the early stages of their training, when it can be difficult to assess whether reported pain levels are appropriate. Additionally, there was a noted deficiency in education and established best practices for pain assessment and management. These areas present valuable, clinician-centered opportunities for future interventions aimed at enhancing patient care. The grounded theory approach proved successful in the outcome-based research in medicine.

Steils (2021) explored the possibilities of qualitative experiment as an alternative methodological solution in Social Science research that combines an open qualitative approach, and a structured and controlled experiment. Drawing on three studies, including a qualitative experiment and a traditional in-depth interview approach, the researcher compared the outcomes of both methods to evaluate the benefits and limitations of qualitative experiments. The study's findings provided a methodological framework and offered technical recommendations grounded in three validity criteria: internal, external, and interpretivist validity. By empirically examining the value of qualitative experiments using a combination of quantitative and qualitative validity criteria from the literature, the results contribute methodologically to the field.

Sethi (2018) explored the challenges of storytelling as a pedagogic device and develop a storytelling manual for primary school teachers. To achieve the study's objective, the researcher aimed to examine the challenges teachers encounter when using storytelling in classrooms. The sample consisted of 400 teachers from government and private schools in Delhi, Solan, Allahabad, and Dehradun. Purposive sampling was employed, selecting only those teachers who had previously used storytelling in their classrooms or had been exposed to it as a teaching technique. To identify the challenges, six workshops were conducted across different locations. The study utilized various tools and techniques, including questionnaires for teachers to identify constraints and challenges related to storytelling, focus group discussions, surveys of available storytelling manuals, interview guides to gather insights from education and storytelling experts, lesson plans, observation schedules to validate the strategies in the manual, and interview schedules to collect feedback on the draft manual. The collected data were analyzed using qualitative data analysis methods, and the study's findings were based on the analysis and interpretation of this data. The main objective was to develop a manual for primary school teachers on using storytelling as a pedagogical tool. A draft manual, including strategies for overcoming the identified challenges, was created and tested in classrooms. The researcher observed teachers implementing these strategies and collected their feedback through interviews. Teachers then reviewed the draft manual and provided feedback, leading to partial revisions that incorporated their suggestions.

Robinson and Mendelson (2012) presented a hybrid methodological technique that fuses elements of experimental design with qualitative strategies to explore

mediated communication called qualitative experiments. This approach employed focus groups and in-depth interviews within randomized stimulus conditions, a method often linked to experimental research. By utilizing a mixed methods design, it leverages the strengths of qualitative inquiry to deepen the understanding of how meaning is constructed, while also providing a more comprehensive analysis of differences in responses across various groups exposed to different forms of mediated content.

Sbaraini et al. (2011) provided a worked example of a grounded theory project in dental practices. The main aim of the research was to develop a practical model with an appropriate methodology for medical research. It would ensure grounded theory research in medical literature. The nature of the study with patients also as sample could prove the appropriateness of grounded theory research in the medical field.

The section of the review delves into the existing literature on qualitative experiments and constructivist grounded theory, examining the methodological approaches, strengths, and limitations of these approaches. The reviews presented here aim to provide a comprehensive overview of the theoretical foundations, practical applications, and debates surrounding constructivist grounded theory, as well as its relationship with qualitative experiment. By critically analyzing the existing research, this section aims to contribute to the ongoing discussions on the role of constructivist grounded theory in qualitative research and its potential for advancing our understanding of complex social phenomena.

## **Discussion and Conclusion**

A thorough analysis of the review of the existing literature has enhanced the researcher's understanding, enabling the identification of research gaps and a clearer definition of the research problem. Numerous studies in the area of teacher preparation and 21st-century skills have highlighted that models or teaching strategies aimed at fostering teaching skills are most effective when they are integrated into the teacher education programme. Reform initiatives have accelerated many discussions on the structures of teacher education and first the two year and then the four-year B Ed programme but there has been less discussion on the disparity of theory they have learned and what they actually do in their classrooms.

The studies delved into the existing research on the efficacy of microteaching in fostering 21st century skills, in the perspectives of educators. By critically analysing the available literature, the reviews will provide a comprehensive understanding of the strengths and limitations of microteaching in addressing the evolving needs of modern educational landscape. Prospective teachers have anxiety in teaching at micro teaching practice (Ninggar, 2020). In second language teacher education programmes, microteaching has long been regarded as an essential approach to connecting theoretical concepts with practical application, equipping trainees for actual classroom environments. The anticipated advantages of 10 to 15-minute microteaching sessions include fostering communication among trainees and supervisors, encouraging collaboration, and promoting reflective practice on teaching methods. However, these benefits can be challenging to achieve due to constraints such as time limitations and large class sizes. Internet based learning environment

helps the teacher to overcome the constraints of limited time and big class size (Hasma & Osam, 2021) and microteaching is more effective in a laboratory setting (Onwuagboke & Nzeako, 2017). There is no correlation between microteaching and field pre-service teaching (Muluk, 2020).

Teaching English presents a unique set of challenges that can significantly impact educators' effectiveness and students' learning experiences. As English continues to be a global lingua franca, the demand for proficient English teachers has increased, highlighting the need for a deeper understanding of the obstacles they face. These challenges stem from various factors, including linguistic, cultural, institutional, and resource-related issues. In many educational contexts, English teachers struggle with inadequate training, large class sizes, and limited teaching resources, which hinder effective language instruction. Additionally, teachers often encounter difficulties adapting to curriculum changes, such as integrating modern education. External factors, including students' varying levels of motivation and language proficiency, further complicate the teaching process.

The challenges of teaching English as a Second Language in India highlight the complexities involved in language education within a multilingual society (Daniel, 2015). While English is valued for its role in accessing higher education and employment opportunities, the teaching and learning process is often hindered by structural and systemic issues including varying levels of student proficiency, limited exposure to English outside the classroom, and differing attitudes toward the language. Additionally, issues such as overcrowded classrooms, outdated teaching methods, inadequate teacher training (Jeyaraj, 2019) and a curriculum that emphasizes

rote learning over communicative skills further complicate the teaching process (Johney, 2011). Overcoming these challenges requires a comprehensive approach that includes modernizing the curriculum, enhancing teacher training programs, adopting learner-centered teaching strategies, and providing greater support for language practice beyond the classroom. Addressing these factors can help bridge the gap between English language instruction and real-world communication needs, ultimately leading to more effective language learning outcomes and empowering students to thrive in a globalized world.

In the present century, teachers must possess the skills for creating and managing the classrooms effectively, use the technology, communicate properly and enhance the learning process. This makes the teachers possess 21st century skills and teacher preparation in the context of 21st century skills have become a relevant developmental issue (Alhothali, 2021). These skills must be incorporated in every sphere of teacher education. Hence to understand how far in-service and pre-service teachers perceive these skills and what is the existing level of 21st century skills among them is highly appropriate. 21st century teacher education demands shift in the teaching and other knowledge delivery methods to activate the 21st century learners to be self-learners, creative and critical thinkers and digitally empowered learners. Adeosun (2011) emphasized that the teacher education programme must prepare the future teachers in the context of rapidly changing global society by empowering them with accessing, applying and managing the information to be creative, innovators and problem solvers. This fact is clearly emphasized in the study of Kavita (2011) who highlighted that the 21st century teachers need skills for managing the classroom

activities, carrying out classroom communication effectively and hence they must be trained with 21st century skills. Hence there must be proper educational contents, suitable pedagogical practices, helping the prospective teachers to effectively deal with the various socio-cultural contexts of the learners. This would mean that the teacher education curriculum should adhere to an instructional strategy which is very suitable for the nature and needs of the 21st century learners and prepare the prospective teachers to handle the 21st century classrooms.

There have been various instructional strategies, down through the years, which the researchers are focusing on in the field of teacher education programmes. All these instructional strategies are based on various processes, theories, and techniques such as problem-based reasoning, scientific argumentation, information and communication technology, intelligence etc. based instructional strategies which proved effectiveness of preparing pre-service teachers to develop or acquire certain skills and abilities related to teaching (Jijo & Musthafa, 2022; Alahmad et al., 2021; Reisoglu & Cebi, 2020). As a teaching learning method, there are number of strategies which focus on training the pre-service teachers how to learn and become effective teachers for 21st century. Reviews related to 21st century pedagogic skills and its different components showed that the level of these components is in average or below average levels, and it can be enhanced using various instructional strategies.

Luo and Wen-Hsing (2013), Cornish and Francis (2013), and Subi (2014) attempted to explore the nature and the potential of various discourse structures that may facilitate students' learning in English classes. Bidyuk (2017) developed a model of Communicative Competence of Future TESOL Teachers by Microteaching.

Jacobson (2013) studied the effect of training in 21st century skills. Alfahadi (2015) experimented the effectiveness of using smart board technology in teaching English as a foreign language. A Report by the National Institute of Education, Singapore (2009) brought out 'A Teacher Education Model for the 21st Century.' The skill to implement the 21st century pedagogy in teaching becomes a necessity for teachers to ensure the outcomes.

By critically analysing the current state of teacher education in India, the reviews aim to provide a comprehensive understanding of the systemic issues (Akhter & Rasool, 2018) that must be addressed to elevate the quality of teacher preparation and, ultimately, the overall effectiveness of the education system. The results obtained from this review indicated that teachers find it difficult to be innovative without adequate training (Mishra,2020). The review points lead towards the need for pre-service training in the latest models on teaching skills for the prospective English teachers.

A thorough review of existing research reveals a significant gap in studies that explore the relationship between teacher preparation and the development of 21st-century teaching skills, particularly within the context of English Language Education. Careful and extensive analysis of the literature on various aspects of this topic underscores the importance of equipping teacher preparation programmes with updated training procedures. This is essential for crafting innovative Functional Literary Discourse models that are well-suited for pre-service teacher education and addresses the teaching skills needed in 21st-century ESL classrooms.

The review indicates that, while teacher education continues to emphasize microteaching, some of the studies have challenged its efficacy in cultivating the necessary teaching skills for modern educational demands in real time context. This situation raises questions about why Indian teacher education research seems slow to embrace theoretical innovations and experimental pedagogical approaches. For the researcher, this contributes to a sense of cognitive dissonance, prompting a sincere attempt to propose a new theoretical paradigm that undergoes a rigorous validation process to demonstrate its potential.

# CHAPTER 3

## **METHODOLOGY**

- ❖ *Statement of the Research Problem*
- ❖ *Basic Assumptions of Qualitative Research*
- ❖ *Research Philosophy*
- ❖ *Research Approach*
- ❖ *Research Design*
- ❖ *Sampling Techniques and the Sample*
- ❖ *Data collection Phases and Tool construction*
- ❖ *Techniques of Data Analysis*

Methodology is a generic term that refers to the general logic and theoretical perspective for research (Bogdan & Knopp, 2011). The chapter on methodology deals with the procedure of carrying out the study to realise the set objectives. It presents a detailed description of the study, sample selected, tools and techniques used for the study, data collection procedures and techniques used for analysis of the data.

The outcome of the study was to develop functional literary discourse models of advanced skills in teaching English for prospective teachers at secondary level. The study mainly focused on the identification of advanced skills in teaching English and developing functional literary discourse models to practice the advanced skills. The chapter contains the procedures followed to develop and validate the models. The chapter entails explanation of the variables of the study, objectives, research questions, description of tools used to collect data, sample of the study, procedure of data collection, data analysis techniques employed in the study and the design of the models developed.

### **Statement of the Research Problem**

The outcome of English language teaching is two pronged: of information using linguistic elements of grammar and vocabulary and literary level communication involving interpretation, deciphering and imagination. The Second Language teacher should demonstrate advanced skills and competencies of both the discourse branches. Models with specific phases are developed for advanced skills to be mastered by prospective English Language teachers at Secondary level. A theory

on pedagogic skill acquisition is generated as an outcome of qualitative experimental study. The present study is titled as DEVELOPMENT OF FUNCTIONAL LITERARY DISCOURSE MODELS OF ADVANCED SKILLS IN TEACHING FOR PROSPECTIVE ENGLISH TEACHERS.

### **Basic Assumptions of Qualitative Research**

Qualitative research is an activity that is contextually grounded and ‘locates the observer within the world’. It encompasses a range of interpretive and material practices that render the world observable. These practices transform the world into various forms of representation, such as field notes, interviews, discussions, photographs, recordings, and memos. Thus, qualitative research employs an interpretive and naturalistic perspective to understand the world. This means that qualitative researchers study things ‘in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them’ (Denzin & Lincoln, 2000). In qualitative research, it is important to recognize that there is no single, accepted way of doing qualitative research. Indeed, how researchers carry it out depends upon a range of factors including their beliefs, the nature of knowledge and how it can be acquired, the purpose and goals of the research, the characteristics of the research participants, the audience for the research, and the position and environment of the researchers themselves (Ritchie & Lewis, 2003).

The present study had a qualitative research approach for analyzing the need, identifying skills and developing the models, particularly when the teaching skills being studied are complex, multifaceted, and not easily quantifiable. The researcher tried to understand the problems in the skill training sessions of teacher education

programme, generated research questions and identified pedagogic skills on demand in the ESL context. Models were developed based on the insights gained from this exploratory work. Models developed from qualitative data can incorporate contextual factors that may influence the relationship between variables. Qualitative methods, such as interviews or observations, allow the researcher to capture the perspectives and experiences of participants directly. These insights can be valuable for informing the development of models that are grounded in the lived experiences of individuals. Qualitative research offers flexibility in data collection and analysis, allowing the researcher to adapt the approach based on emerging findings. This flexibility can be beneficial for iteratively refining and developing models throughout the research process. Models were developed as part of theoretical work, providing a framework for understanding and explaining the skill sets in detail. Flexibility in the approach provided scope for modification and editing based on data collected from different sources: prospective teachers, teacher educators, experts and school students.

### **Research Philosophy**

A research philosophy refers to the set of beliefs concerning the nature of the reality being investigated (Bryman, 2012). The most important issue about the determination of a philosophical stance is less to have a philosophically informed research a priori but more about being able to reflect on the different choices and to defend the chosen position in relation to the potential alternatives (Johnson & Clark , 2006; Saunders et al., 2010). Taking this into consideration, the current research aim, research objectives and research questions were formulated based on the philosophy underlying the area of the study. The researcher didn't root the research fully on some

specific philosophical stance before topic development but had the freedom to choose between alternatives.

Grounded theory is an inductive methodology that attempts to bridge the gap between research and theory and emphasizes a simplified approach to methods that collect rich and unbiased data (Glaser & Strauss, 1967). This leaves theory to be conceptualized within the study and by the data rather than verifying previous theoretical assumptions (Glaser & Strauss, 1967; Charmaz, 2014; Farragher & Coogan, 2018). CGT is an evolved form of grounded theory that, in contrast to the initial orientation, is agentic and relativist in orientation and shifts its focus on 'ontological and epistemological grounds' (Charmaz, 2014). Essentially based on symbolic interactionism, grounded theory emerged (Glaser & Strauss, 1967) as a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon (Strauss & Corbin, 1990). This approach developed in response to the critical voices raised by positivist researchers who evaluated qualitative research as unscientific because of its alleged lack of rigour and controlled experiments (Smith & Biley, 1997), grounded theory started to take shape as a research methodology that was ontologically and epistemologically neutral. So, while classic grounded theory has its foundations in critical realism and symbolic interactionism and is ontologically positivist, the evolved form of Constructivist Grounded Theory supports a relativist ontology with multiple realities based on a subjectivist epistemology and hermeneutic methodology (Mills et al., 2006). Such a stance is in line with rising expectations in researchers to make their philosophical positions explicit (Grix, 2002). Especially in view of the fact

that grounded theory methods have become increasingly fashionable (Morse et al., 2008; Strauss and Corbin, 1994), it appears that researchers engaging in this kind of research run the risk of applying them imprecisely and uncritically (Annells, 1996).

Grounded theory emphasizes the systematic generation of theory from empirical data, while constructivism emphasizes the active role of individuals in constructing their own understanding of the world. This research philosophy is rooted in the belief that development of teaching skills is a complex and context-dependent process, influenced by various factors including individual experiences, social interactions, and institutional contexts. Constructivist Grounded Theory could provide a usable theoretical explanation for a complex problem. Teaching is a 'complex and demanding professional task' that requires dedication, skills and knowledge (Hung, 2007). Grounded theory encourages researchers to focus on discovering the correct answers to the appropriate questions, rather than depending on previous analyses or assumptions that may emphasize the wrong questions. It motivates a more enthusiastic and purposeful approach to research. Constructivist Grounded Theory has a pragmatist ontology with a relativist epistemology. In CGT the researcher constructs rather than discovers (Sebastian, 2019). After quite a lot of reflection and personal understanding the researcher rooted her research approach in the philosophy of CGT.

### **Research Approach**

Research approach explains the researcher's critical choice within the research design, of selecting a theory ridden deductive or data driven inductive approach (Saunders et al; 2010). An inductive approach is more like building a theory, here the researcher collects data, and theory was developed through data analysis. This

approach focuses on gaining understanding about human experiences and events, qualitative data are collected, and it makes a closer understanding to research. Here, researcher is a part of the research process, there is flexibility in the structure, it permits changes of research emphasis based on the progresses in research and there is lesser need to generalize the result. Though there is a research choice it actually does exist together.

From among the various qualitative research approaches plausible, present study followed Constructivist Grounded Theory approach. Constructivist Grounded Theory appeared to be best suited for this scientific endeavour because it recognises that meaning comes from the experiences of participants as they share them with the researcher (Charmaz, 2014, 2008). The definition of CGT covers crucial elements that have contributed to the research paradigm:

“Constructivist grounded theory is a form of grounded theory squarely in the interpretive tradition of qualitative research. As such it is less structured than traditional approaches to grounded theory. The constructivist approach incorporates the researcher’s views; uncovers experiences with embedded, hidden networks, situations, and relationships; and makes visible hierarchies of power, communication, and opportunity” (Creswell et al., 2007, p.238). Table 2 throws light on the different dimensions in Constructivist Grounded Theory.

**Table 2***Illuminating Constructivist Grounded Theory (Sebastian, 2019)*

<b>Philosophical Influence</b>	Constructivism and Pragmatism
<b>Role of the Researcher</b>	The researcher constructs rather than discovers
<b>Allowance of Prior Knowledge</b>	Examine and understand how it influences the researcher and research; do not ignore, erase or let it control the direction of the research.
<b>Literature Review</b>	There is no prescribed location; it is up to the decision-making process of a given researcher. If written early, it should be revisited to critique and confirm it aligns with the research's conclusion.
<b>Research Question(s)</b>	Influence on how data is collected. Can and should be altered if more significant or pressing questions arise.
<b>Data Coding and Analysis</b>	(1) Code everything, and (2) group all data around the most predominant codes (includes focused coding) Purports these as flexible guidelines rather than strict rules. Allowance of more than one core category.
<b>Theory Creation and Verification</b>	The constructed theory is an interpretation rather than an exact representation. The theory is dependent upon the researcher's view and cannot occur or stand without it.

Constructivist Grounded Theory approach draws philosophical inspiration from Constructivism and Pragmatism, underscoring the notion that knowledge is actively constructed by the researcher rather than passively discovered. The role of

prior knowledge is recognized as crucial; it must be critically examined to discern its impact on the researcher and the research trajectory. Rather than disregarding or suppressing it, the goal is to understand its influence without allowing it to dominate the direction of the inquiry. The placement of the literature review remains flexible and is dictated by the researcher's judgment. If undertaken early, it should be revisited and critically assessed to ensure congruence with the study's evolving conclusions.

Research questions are instrumental in guiding data collection, and their formulation remains open to refinement should more pertinent or compelling questions arise during the investigation. The processes of data coding and analysis entail comprehensive coding, with data subsequently organized around the most salient codes through techniques such as focused coding. These procedures are embraced as adaptable guidelines rather than prescriptive rules, allowing for the identification of multiple core categories if necessary. The resultant theory is not a mere objective representation, but an interpretive construct shaped by the researcher's perspective, intrinsically dependent on the researcher's worldview and incapable of existing apart from it.

The researcher opted for a Constructivist Grounded Theory approach advocated by Charmaz (2001; 2006) as the paradigm of choice. Microteaching is an established old practice in the acquisition of core teaching skills. This skill acquisition process comes up with its own established limitations. The researcher found the idea of generating a theoretical framework that is constructed by the descriptive accounts of the stakeholders and beneficiaries as a promising avenue to explore. The research methodology employs Constructivist Grounded Theory to inform the design and

execution of a qualitative experiment, facilitating an in-depth exploration of the participants' experiences while allowing for the emergence of new theoretical insights grounded in the data collected.

The flexibility inherent in CGT allows for the incorporation of qualitative experimental methods, enabling researchers to refine their theories based on empirical evidence gathered in real-world settings. By employing qualitative experiments within the framework of Constructivist Grounded Theory, researchers can systematically investigate the dynamics of educational practices, thereby enriching the theoretical insights derived from participant interactions. This synthesis not only deepens the understanding of the phenomena under study but also enhances the validity and relevance of the constructed theories, as the researcher can adapt and respond to emerging data patterns throughout the research process.

### **Qualitative Experiment**

When compared with experiments, qualitative experiments are exploratory and heuristic (Kleining, 1986). They are based on the inter-related strategies of 'experiments' and 'observation' that improve learning and understanding (Kolb, Boyatzis & Mainemelis, 2002; Kleining, 1991). They differ from systematic observations in that the analysis remains discovery-based and introspective (Kleining & Witt, 2000) and differ from traditional qualitative methods in that they allow a controlled and systematic study of patterns (Robinson & Mendelson, 2012). They are especially suitable to discover qualitative relations such as structures, processes or structural changes (Kleining & Witt, 2000; Wagoner, 2015). Participants were classified based on priori characteristics using qualitative experiments (Bartlett,

1995). While the term has been coined by three main authors before (Bartlett, 1953, 1995; Kleinig, 1986; Robinson & Mendelson, 2012), the qualitative experiments can benefit from validity criteria and techniques used in quantitative research to increase the relevance of the results in qualitative experiments. Researchers' openness regarding their preconceptions if the data are not in agreement with them; changing research questions during the research process; rich and varied data based on a variation in sample and method to avoid one-sided representations and analysis oriented towards the discovery of similarities were the key principles (Kleinig & Witt, 2000).

Developing Functional Literary Discourse models for advanced teaching skills can be effectively approached as a qualitative experimental study. This methodology allows for the systematic exploration and refinement of teaching strategies in real-world educational settings while simultaneously constructing theory grounded in empirical evidence. By adopting a qualitative experimental approach, the study can focus on designing and testing specific interventions aimed at enhancing pedagogical practices, thereby allowing researchers to observe the dynamic interplay between teaching methods and learner outcomes.

The process involves iterative cycles of experimentation, where the FLD models are developed, implemented, and refined based on feedback and observed impacts. Through qualitative data collection techniques such as classroom observations, in-depth interviews, and focus group discussions, the study can capture rich, contextualized insights into how advanced teaching skills are acquired and applied. This approach not only supports the identification of effective strategies but

also provides a framework for understanding the conditions under which these strategies are most beneficial. Furthermore, integrating the principles of Constructivist Grounded Theory (CGT) into qualitative experimental design enables the ongoing adaptation of the FLD models in response to emerging data patterns. By grounding the development of these models in the experiences of educators and learners, the study ensures that the resulting theories are not only empirically validated but also practically relevant to the evolving demands of 21st-century classrooms. Thus, qualitative experimental study serves as a robust methodological pathway for advancing teacher education through the creation of innovative and adaptable FLD models.

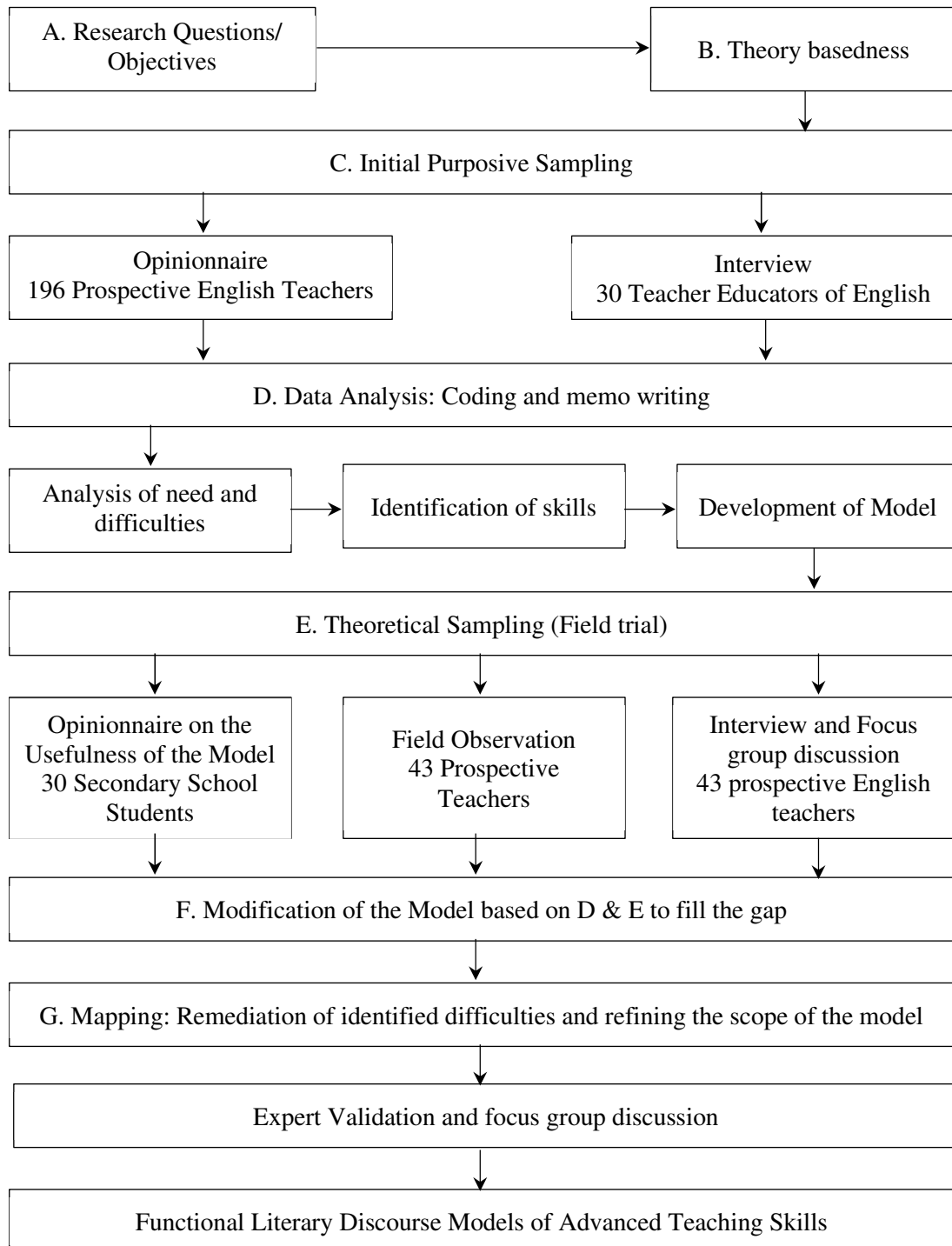
### **Research Design**

Research design is the general plan on how to conduct research or how to answer the research question(s), on how certain methodological procedures and strategies can be used. It should follow the research objectives and should describe the methods and sources for data collection. It has to explain the design choice of exploratory or explanatory research.

For the current study, researcher chose to conduct an exploratory research in the form of a qualitative experiment. It explores the construct Development of Functional Literary Discourse Models of Advanced Skills in Teaching for Prospective English Teachers. The explorations were done using the methodology of Constructivist Grounded Theory, which emphasizes an active role for the researcher and research exercise as a dynamic process. Figure 8 represents the different stages of the study.

**Figure 8**

*Design of the stages of development of the model (Charmaz, 2014)*



The development of the Functional Literary Discourse Models of advanced teaching skills in English followed a systematic and multi-stage design that supports Constructivist Grounded Theory framework. The process began with the formulation of research questions and objectives, grounded in a theoretical framework to guide the study. The initial phase involved purposive sampling, with 196 prospective English teachers through an opinionnaire, and interviews conducted with 30 teacher educators of English Language Education to gather insights on the current needs and challenges in teaching. Data analysis followed, involving coding and memo writing to identify key themes, particularly focusing on the skills required, existing difficulties, and the need for specific pedagogical interventions. This analysis informs the initial development of the model, which undergoes further refinement through theoretical sampling during field trials. These trials consisted of an opinionnaire administered to 30 secondary school students who participated in the qualitative experiment, field observations of 43 prospective teachers, and in-depth interviews and focus group discussions to assess the model's practical usefulness. Based on the findings from these phases, modifications were made to the model to address identified gaps. Subsequently, a mapping process took place, which included remediation of the difficulties encountered and refining the model's scope. The final stage involved expert validation and additional focus group discussions to ensure the model's robustness and applicability. This process aimed to produce a refined Functional Literary Discourse Model that effectively enhances teaching skills in English Language Education.

### **Sampling Techniques and the Sample**

The sampling techniques followed in the present research were purposive sampling and theoretical sampling.

#### **Purposive sampling**

Purposive sampling is the initial stage of theoretical sampling and often used interchangeably (Wilmot, 2005). It is the stage at which researchers sample agents and incidents on the basis of their potential contribution to the development and testing of theoretical constructs (Richie et al., 2003).

The present study adopted purposive sampling in the need analysis phase. The sample consisted of one hundred and ninety-six prospective English teachers and thirty teacher educators of English language education.

#### **Theoretical sampling**

Sampling decisions are to be grounded in the emerging concepts and thus evolve during the process (Strauss and Corbin, 1990) as a vital component in the development of grounded theories, the choice of sample was guided by the methodological underpinning of constructivist grounded theory. In grounded theory research, data collection is a flexible and evolving process that may change throughout the investigation. While the initial phase requires a high level of openness, theoretical sampling is used to further develop and refine analytic categories until saturation is achieved. This sampling method, common in qualitative research, emphasizes the criteria for selecting participants over the actual number of participants. The aim is to recruit individuals who are relevant and actively involved in the phenomenon under study. The researcher's objective was to refine the emerging ideas, rather than simply

increasing the sample size, which explains why informants were chosen based on the descriptive requirements of the developing theory rather than a predetermined population.

Theoretical sampling techniques were followed in the field trial and validation phases. Forty three prospective teachers of English, thirty secondary school students and five experts in the area of English language Education constituted the theoretical sample.

### **Data Collection Phases and Tool Construction**

Methods alone do not generate good research, what really matter is ‘how researchers use methods’ (Charmaz, 2014). Research requires many data gathering tools and techniques which may vary in their complexity, design, administration and interpretation. The instrument used for identifying new factors in emerging fields is referred to as a tool. Both coding and concurrent data collection facilitate a reflexive analysis that is deeply grounded on the data. The process of coding in an iterative and repetitive manner enables data collection and analysis to proceed simultaneously, making these steps inherently connected. Consequently, data collection and analysis were conducted in parallel throughout the study, with each phase of analysis informing the subsequent data collection and coding. Relying solely on transcripts would be insufficient, especially since the collaborative generation of data between the researcher and participants is fundamental to constructivist grounded theory.

The objectives and the nature of the data required for the study determine the method and instruments of research study. The study was carried out in six phases;

each phase with specific steps that were both planned and emergent in nature was presented in table 3.

**Table 3**

*Framework of the procedure of the study*

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**Phase 1 : Need Analysis**

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Step 1 : Analysis of content and process of microteaching in the teacher education programme

Step 2 : Analysis of prospective teachers' perspectives and challenges of microteaching sessions in terms of developing twenty first century ESL pedagogic skills

Step 3 : Analysis of teacher educators' perspectives on microteaching sessions

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**Phase 2 : Skill identification**

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Step 1 : Identify pedagogic skills to be developed among prospective English teachers based on the opinion of prospective teachers

Step 2 : Identify pedagogic skills from teacher educators' opinions

Step 3 : Identify skills from authentic sources and documents

Step 4 : Prepare the advanced skill sets

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**Phase 3 : Model development**

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Step 1 : Develop component skills for the identified advanced skills

Step 2 : Select literary items for model development from secondary level textbooks for pedagogic skill practice

Step 3 : Select Functional items for model development

Step 4 : Identify appropriate discourses prescribed in secondary level English SCERT textbooks

Step 5 : Design functional literary discourses for the proposed model

Step 6 : Design the phases of the model

Step 7 : Design blueprint for Functional Literary Discourse  
Models of Advanced Skills in teaching English

Step 8 : Develop model lessons based on the developed blueprint

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**Phase 4 : Field trial**

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- Step 1 : Theoretical orientation and practice sessions for prospective teachers on the developed model
  - Step 2 : Facilitate the prospective teachers develop lesson transcripts based on the model for practice teaching sessions in real time teaching in schools.
  - Step 3 : Observe the execution of lesson plans developed by prospective teachers during practice teaching
- 

**Phase 5 : Validation**

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- Step 1 : Collect opinion from Secondary school students on the sessions of prospective teachers
  - Step 2 : Interview of prospective teachers on the appositeness of the developed model after the field trial
  - Step 3 : Conduct Focus group discussion with prospective teachers to evaluate the feasibility of the developed model
  - Step 4 : Refining the model
  - Step 5 : Expert validation
  - Step 6 : Conduct focus group discussion with experts
  - Step 7 : Finalisation of the model based on validation
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**Phase 6 : Theory Generation**

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- Step 1 : Developing a theoretical framework for Functional Literary Discourse Models of Advanced Skills in teaching
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**Phase 1: Need Analysis**

**Objective 1**

To analyse the appositeness of microteaching sessions on developing teaching skills demanded of 21st century ELT pedagogy

### **Research question 1**

What are the teaching skills included in the theoretical and practical sessions of microteaching in the B.Ed curricula of universities in Kerala?

**Step 1:** Analysis of the content and process of microteaching in the teacher education programme

### **Technique for data collection**

Content analysis is a research method used to identify and analyze the presence and patterns of themes, concepts, or words in data (Vaismoradi et al., 2013). Content analysis produces a relatively systematic and comprehensive summary or overview of the data set as a whole, based on examination of the data for recurrent instances of some kind; these instances are then systematically identified across the data set, and grouped together by means of a coding system and the goal of content analysis is to develop themes that capture the underlying meanings of data (Schreier, 2012). It can be used to analyze data in different formats, which can be written, oral, or visual.

As a need analysis of the study, Content Analysis of the B.Ed curricula was done with the objective of analysing the microteaching content. To answer the research question content analysis was done by the researcher and categorized the content into themes. Data were examined to identify themes and draw conclusions in relation to the research question.

Content analysis of the B.Ed curricula of University of Kerala (2019), University of Calicut (2017), Mahatma Gandhi University (2019) and Kannur

University (2015) was done with focus on the microteaching content in theoretical and practical components of both core and pedagogic courses.

The content areas which will directly or indirectly help develop teaching competencies were identified in terms of theoretical content, practicum, practical and enhancing professional capacities. These areas were analysed in respect of the stated programme learning outcomes and course outcomes of the professional degree programme in Education.

The theory and practical courses of the B.Ed programme with specialisation in English language education under Kannur University, University of Calicut, University of Kerala and Mahatma Gandhi University respectively were analysed separately.

**Table 4**

*Theory and practical courses in the B Ed programme (Kannur University,2015)*

Sl. No	Course codes	Name of Course
<b>Core Courses</b>		
1	BEDC101	Psychology of Childhood and Growing Up
2	BEDC102	Contemporary India and Education
3	BEDC1 03	Language Across the Curriculum
4	BEDC201	Psychology of Learning and Teaching
5	BEDC202	Knowledge and Curriculum-Part I
6	BEDC401	Gender, School and Society
7	BEDC402	Knowledge and Curriculum-Part II
8	BEDC403	Creating an Inclusive School

<b>Sl. No</b>	<b>Course codes</b>	<b>Name of Course</b>
<b>Pedagogic Courses</b>		
1	BED P101.3.	Understanding the Discipline and Subject-English
2	BED P 201.3	Pedagogy of School subject – Part I: English
3	BED P 202.3	Assessment for Learning-English
4	BEDP 301.3.	Pedagogy of School Subject – Part II: English
<b>Elective Courses</b>		
1	BED E 401.1	Guidance and Counseling
2	BED E 401.2.	Health and Physical Education
3	BED E 401.3.	Peace Education
4	BED E 401.4.	Environmental Education
5	BED E 401.5.3.	Additional Pedagogy- English
<b>Enhancing Professional Capacities (EPC)</b>		
1	EPC 01	Reading and Reflecting on Texts
2	EPC 02	Drama and Artin Education
3	EPC 03	Critical Understanding of ICT
4	EPC 04	Understanding the Self
<b>Practicals</b>		
Microteaching – Any 4 skills		
Regular Classroom teaching delivery of 60 lessons		
Record of Practice Teaching 10 marks		
Record of 5 Demonstration classes/8 Criticism classes		
Handling of Health & Physical Education Class		
Learning Aids		
Observation of 5 lessons of a regular teacher – 10 marks		
Case Study/Action Research – 10 marks		
Blueprint and Question Papers		
Working with School Programme		

**Table 5***Theory and Practical Courses in the B.Ed programme (University of Calicut, 2017)*

<b>Sl. No</b>	<b>Course codes</b>	<b>Name of Course</b>
<b>Core Courses</b>		
1	EDU01	Education in Contemporary India
2	EDU02	Development of The Learner
3	EDU03	School Organization
4	EDU 04	Understanding Disciplines and Subjects
5	EDU06	Perspectives on Education
6	EDU07	Facilitating Learning
7	EDU08	Assessment for Learning
8	EDU10	Gender, School and Society
9	EDU11	Educational Thoughts and Practice
10	EDU12	Creating an Inclusive School
<b>Pedagogic Courses</b>		
1	EDU05.2	Theoretical Bases of Teaching English
2	EDU09.2	Pedagogic Practices of English
<b>Elective Courses</b>		
1	EDU 13.2	Professionalizing English Education
2	EDU14.1	Child Rights Education
3	EDU14.2	Environmental Education
4	EDU14.3	Education for Differentially Abled
5	EDU14.4	Guidance and Counselling
6	EDU14.5	Health and Physical Education
7	EDU 14.6	Management in School Education.
<b>Enhancing Professional Capacities (EPC)</b>		
1	EDU102	Language Across Curriculum-Reading and Reflecting on Texts
2	EDU 302	Art and Drama in Education
3	EDU401	Critical Understanding of ICT

<b>Sl. No</b>	<b>Course codes</b>	<b>Name of Course</b>
<b>Practicals</b>		
	EDU 01-05	Tasks and Assignments for Courses College based Practicum and Tests
	EDU 101	Micro Teaching
	EDU103	Yoga Health & Physical Education-1 Co-Curricular Activities/Tutorials/Guidance/Utilizing Library Resources
	EDU201.1	Peer Discussion Lessons
	EDU201.2	Observation Lessons & Faculty Demonstration Lessons
	EDU201.3	Peer Criticism Lessons
	EDU201.4	Workshop on Teacher (Preparation of Teaching –Learning Materials)
	EDU201.5	Initiatory School Experiences
	EDU 301	School Internship
	EDU 303	Yoga, Health & Physical Education
	EDU 304	Community Living Camp

**Table 06**

*Theory and Practical Courses in the B.Ed programme (University of Kerala,2019)*

<b>Sl. No.</b>	<b>Course codes</b>	<b>Name of Course</b>
<b>Core Courses</b>		
1	EDU-01	Knowledge and Curriculum: Philosophical and Sociological Perspectives
2	EDU-02	Developmental Perspectives of the Learner
3	EDU-03	Technology and Communication in Education
4	EDU-06	Education in Indian Society.
5	EDU-07	Perspectives on Learning and Teaching

<b>Sl. No.</b>	<b>Course codes</b>	<b>Name of Course</b>
6	EDU-08	Assessment in Education
7	EDU-11	Developmental Perspectives in Education.
8	EDU-12	Learner in the Educational Perspective
9	EDU-14	Advanced Studies: Perspectives in Education.
<b>Pedagogic Courses</b>		
1	EDU04	Theoretical Base of English Education
2	EDU05	Pedagogic Content Knowledge Analysis: English Education
3	EDU09	Curriculum and Resources in Digital Era: English Education
4	EDU10	Techno-Pedagogic Content Knowledge Analysis: English Education
5	EDU13	Emerging Trends and Practices in English Education
6	EDU15	Advanced Studies: Curriculum and Pedagogic Courses in English Education
<b>Practicals /EPC</b>		
	EDU 101.1	Discussion, Demonstration lessons Micro-teaching – one skill
	EDU 101.2	Yoga, Health & Physical Education
	EDU 101.3	Art & Aesthetics Education
	EDU 102.1	School Induction Programme Observation of model lessons (2 nos.) and reporting
	EDU 103.1	Community Based
	EDU 201.1	Discussion-10 lessons, Demonstration -10 lessons & 10 Criticism Lessons Micro-teaching (one skill)
	EDU 201.2	Health & Physical Education
	EDU 201.3	Art Education & Theatre Practice
	EDU 301.1	Art & Aesthetics Education.
	EDU 301.2	Health and Physical Education
	EDU 302.1	School Internship-Phase I (12 weeks) 1. Optionals (curriculum & pedagogic courses) Achievement test & analysis

Sl. No.	Course codes	Name of Course
		Diagnostic test and remediation Reading and Reflection on a text Updating blog Multiple choice test battery Semester I to III (20 items from each paper) Reflective Journal 2. Health & Physical Education (2 lessons each)
EDU 303.1		Community Living Camp (Programme of Understanding the self)
EDU 401.1		Minor Project / Action Research / Case Study
EDU 402.1		School Internship Phase II (8 weeks) 1. Optional (cum& pedagogic courses) (Teaching-30lessons) Achievement test & Analysis Diagnostic Test & Remediation Reading and Reflecting on a text. Reflective Journal Updating blog Exposure to curriculum development. (Preparation of a sample unit of textual material)

**Table 07**

*Theory and Practical Courses in the B.Ed programme (Mahatma Gandhi University, 2019)*

Sl. No	Course codes	Name of Course
<b>Core Courses</b>		
1	EDU 101	Contemporary India and Education
2	EDU 102	Childhood and Growing up
3	EDU 103	Development and Resources in Educational Technology.
4	EDU 201	Knowledge and Curriculum
5		Learning and Teaching
6	EDU 203	Assessment for Learning
7	EDU 401	Gender, School and Society
8	EDU402	Personality Dynamics in Education

<b>Sl. No</b>	<b>Course codes</b>	<b>Name of Course</b>
<b>Pedagogic Courses</b>		
1	EDU 104	Understanding the Discipline of English
2	EDU 105	Learning to function as English teacher
3	EDU 204	Pedagogical Dimensions of English
4	EDU 205	Curriculum and Resource Development in English Education
5	EDU403	Professional Development of English teachers
<b>Associate Course</b>		
1	EDU 301	Language Across the Curriculum
<b>Practicals/EPC</b>		
	EDU 107.1	Project on socially/educationally relevant issues (EDU 101) Preparation of a material for a theme on any one adolescent problem (EDU 102) Creation of blog and uploading of any learning material in the blog (EDU 103) Study on prevailing practices of respective elective courses in schools/community
	EDU 107.2	Micro teaching lesson plans-3 skills for each student Micro teaching class – 1 skill by each student complete cycle (preferably video record) Link Practice- lesson plan and class@1 Development and presentation of learning resource materials for school pupils-ICT supported materials, and the like (school-based topic) - Extension Activity Student teacher Portfolio (Practical and Practicum of all courses)
	EDU107.3	Health and Physical Education
	EDU107.4	Drama and Art in Education (E PC2)
	EDU206.1	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like) (Edu 201) Awareness class on adolescent problems (based on the learning material prepared in first semester) (Edu 202) Critical Analysis of the status of exceptional children in the school (Statistics of Children with special needs and their characteristics) (Edu 202)

<b>Sl. No</b>	<b>Course codes</b>	<b>Name of Course</b>
		Analysis of prevailing assessment practices in schools (Edu 203) Student teacher portfolio (practical and practicum of all courses)
EDU 206.2		Discussion lesson plans -5 Demonstration class observation -5 Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1 Classroom teaching during school induction@ 5 classes
EDU 206.3		Health and Physical Education
EDU 206.4		Drama and Art in Education (EPC2)
EDU 302.1		Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.) (Edu 101 & 201) Case study based on learning problems of school pupils (Edu 102 & 202) Action research @1 (Edu 203)
EDU 302.2		Unit Plan @1 50 Lesson plans 50 classes – Teaching competence Lesson plan and Classes Based on language Across the Curriculum @2 Subject Club/Forum activities Improvised teaching aids charts and models@ 2 each (Institution shall conduct workshop for the preparation of the Teaching aids) Self-Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration Peer evaluation of classes @ 2 any subject Achievement test and analysis and interpretation @ 1 Diagnostic test analysis and interpretation @ 1 Remedial Programme Preparation and administration
EDU 302.3		Health and Physical Education
EDU 302.4		Drama and Art in education
EDU 404.1		Community citizenship training camp (Edu 401) Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education (Edu 401) Documentary/short film presentation on student abuse in

Sl. No	Course codes	Name of Course
		school campus and pocso rules (Edu 402) Study tour (Edu 402) Extension Activities @ 2 (Edu 402) Student teacher portfolio (Practical & Practicum of all courses) EDU 401, 402
EDU 404.2		Developing vision and mission as a teacher- SWOT Analysis Educational journal review (5 research article) Project on any topic of pedagogic relevance Preparation and uploading of self-designed article of pedagogic relevance in the Blog
EDU 404.3		Health and Physical Education
EDU 404.4		Drama and Art in Education (EPC 2)
EDU 404.5		Communicative English

The curricula were put to thorough analysis to identify the instances of teaching skill development among prospective teachers.

### **Research question 2**

Are the microteaching sessions apposite in developing teaching skills demanded of 21st century ELT pedagogy?

**Step 2:** Analysis of prospective teachers' perspectives and challenges of microteaching sessions in terms of developing twenty first century ESL pedagogic skills

### **Technique for data collection**

Qualitative surveys start with identical research questions. Researchers transform research questions into a standardized questionnaire in order to measure frequencies and correlations. Only the translation of the research question into

concrete knowledge aims, i.e., operationalization, may justify the choice for either the one or the other type of survey. Surveys can be used in conjunction with other qualitative methods, such as interviews or observations, to triangulate findings and enhance the validity and reliability of the research findings. (Dul & Hak, 2008; Verschuren & Doorewaard, 1999). The researcher adopted survey method to collect data from prospective teachers in the need analysis phase.

### **Tool**

Questionnaire on Appositeness of Microteaching Sessions for Twenty First Century English Language Teaching Skill Development (Appendix A).

### **Tool Construction**

The need analysis should begin with the beneficiaries at the grassroots level. Experiences of participants which they share with the researcher have a central concern with generating and developing theory. To find out the opinion of prospective English teachers on the appropriateness or otherwise of microteaching sessions on developing twenty first century English teaching, data were collected from prospective teachers. The researcher developed 'Questionnaire on Appositeness of Microteaching Sessions for Twenty First Century English Language Teaching Skill Development'.

The questionnaire consisted of 5 open ended and 14 close questions. Part A of the questionnaire consisted of close questions which were framed based on skills, content, planning, preparation, structure and evaluation procedures in microteaching. The questionnaire was employed to explore the development of teaching skills among

participants engaged in microteaching sessions. The data collection involved utilizing a series of structured questions aimed at eliciting participants' perceptions and experiences related to various aspects of their teaching practice. Specifically, questions were designed to probe participants' self-perceived mastery of practiced skills, their understanding of the theoretical underpinnings of microteaching, their experiences with planning and preparation, as well as their prior teaching background. Additionally, inquiries were made regarding the perceived structure and evaluation procedures of the microteaching sessions, including concerns about artificiality, adequacy of practice sessions, adherence to the microteaching cycle, feedback mechanisms, and the authenticity of peer evaluation processes. These questions served as the basis for qualitative analysis, allowing for the identification of emergent themes and patterns within participants' narratives. Through this iterative process of data collection and analysis, the study aimed to develop a deeper understanding of the teaching skills development process within the context of microteaching, ultimately contributing to the refinement of pedagogical approaches in teacher education.

Part B of the questionnaire consisted of 5 open-ended questions. Open-ended questions demand long answers. The questionnaire is designed to gather insights on the appropriateness of microteaching sessions in addressing the evolving demands of 21st-century English Language Teaching. The questions intended to assess the effectiveness of microteaching skills in preparing English teachers for the contemporary classroom setting and also to reveal opinions, experiences, narratives or accounts. The open-ended questions were used for analysing the perspectives and challenges in practising microteaching skills, twenty first century teacher

requirements and their difficulties in practising discourse-oriented pedagogy. Participants were encouraged to provide detailed responses to these questions, drawing on their experiences and perspectives in the field of English Language Teaching. The gathered feedback will be instrumental in developing skill training sessions to align with the dynamic demands of 21st-century education.

### **Sample**

Questionnaire was administered among one hundred and ninety six prospective English teachers in the two year B.Ed programme with due representation of the four major universities in Kerala.

**Step 3:** Analysis of teacher educators' perspectives on microteaching sessions

### **Technique for data collection**

Interviews provide a mirror reflection of the reality that exists in the social world. Unstructured and open-ended interviewing can and does elicit authentic accounts of subjective experience (Silverman, 2001). Researcher adopted semi structured interview in the first phase of the study. For analysing the appositeness of microteaching from teacher educators' perspective the researcher applied interview technique.

### **Tool**

Interview schedule for Teacher Educators on the appositeness of Microteaching (Appendix B)

### **Tool construction**

After the initial coding of data in the questionnaire on prospective teachers the researcher constructed a semi structured interview schedule for teacher educators to enhance triangulation. The semi structured interview schedule with 13 items explored the experience of teacher educators for conducting and evaluating microteaching process in the B.Ed programme. The interview schedule mainly focused on the relevance of microteaching sessions as a preparatory training programme, the micro skills practiced during microteaching sessions, theoretical understanding of microteaching, pattern followed in practising, opinion regarding the inclusion of teaching skills in the particular semester, practice of techno-pedagogical skills among prospective teachers, theory-practice gap, limitations in microteaching, opinion regarding updation of microteaching skills, recommendations for new skills and research gap in the area of microteaching.

### **Sample**

Thirty teacher educators of English language education from different universities in Kerala were involved in this phase of data collection.

### **Phase 2: Skill identification**

#### **Objective 2**

To identify advanced skills demanded of functional literary discourse pedagogy for 21st century ESL classrooms

### **Research question 3**

What are the skills suggested by prospective teachers and teacher educators of English Language Education to be incorporated in the practical sessions of future teacher education programme?

**Step 1:** Identify pedagogic skills to be developed among prospective English teachers based on the opinion of prospective teachers

#### **Tool**

Questionnaire on Appositeness of Microteaching Sessions for Twenty First Century English Language Teaching Skill Development (Appendix A)

The questionnaire used in the need analysis phase also contains questions for the identification of skills from prospective teachers' opinions. Open-ended questions 16 & 17 in Part B of the questionnaire were used for identifying the advanced skills.

#### **Sample**

The beneficiary sample for the identification of the skills constituted 196 prospective English teachers.

**Step 2:** Identify pedagogic skills from teacher educators' opinions

#### **Tool**

Interview schedule for English language Teacher Educators on the appositeness of Microteaching (Appendix B)

Question no 8, 10, 11 and 12 in the interview schedule were used for skill identification. The philosophy and pedagogy of each subject differs but these differences are not included in defining the core skills of teaching. Hence, it becomes imperative to explore subject-specific differences within English language education. Thus, the interview schedule integrates inquiries regarding the identification of subject-related and updated microteaching skills, along with strategies to facilitate effective microteaching sessions. By addressing these questions, the aim is to delineate a comprehensive framework that not only encompasses universal pedagogical principles but also caters to the unique demands of English language instruction, thereby fostering more adept and responsive teacher education programmes.

### **Sample**

30 teacher educators of English language education from different universities in Kerala were involved in the skill identification process.

### **Step 3: Identify skills from authentic sources and documents**

#### **Research question 4**

What are the advanced skills prescribed in the authentic sources and documents on teacher education?

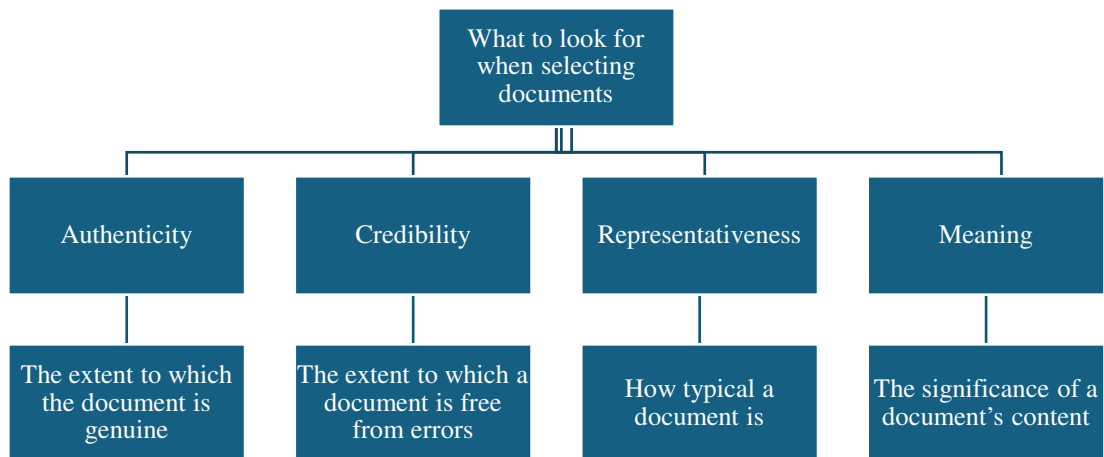
#### **Technique for data collection**

Any document containing text is a potential source for qualitative analysis (Patton, 2015). The process of conducting a document analysis starts with finding the

documents for the study. In selecting the documents, researchers need to consider several factors. Figure 9 represents the criteria used for selecting documents.

**Figure 9**

*Criteria for selecting documents (Scott, 1990)*



The documents selected for the analysis of teaching skills were British Council's Teaching for success (2017), National Professional Standards for Teachers draft (2021) and NIE's Teacher Education Model for the 21st century (TE21, 2009). The documents were analysed thematically with focus on the core competencies and skills required for teachers to equip themselves ready to compete in the twenty first century classrooms.

**Step 4:** Prepare the advanced skill sets

Skills collected from three sources- prospective teachers' opinions, teacher educators' opinions and document analysis were sorted and made the final advanced skill sets. The final advanced skill sets contain content and context specific IT oriented teaching skills in the ESL context.

### Phase 3: Model development

#### Objective 3

To design functional literary discourse models of advanced skills in teaching English at secondary level

#### Step 1: Develop component skills for the identified advanced skills

The first step in the model development was the development of component skills for the identified advanced skills. The researcher developed component skill sets for each advanced skills.

#### Step 2: Select literary items for model development from secondary level textbooks for pedagogic skill practice

The researcher selected the literary items to integrate functional items for practising advanced skills. The literary items used in the model lessons are listed in table 8.

**Table 8**

*Literary items identified for the model*

Sl. No.	Literary items
1	The Hare and the Tortoise fable
2	Excerpt from The Diary of a Young Girl by Anne Frank
3	Extract from Shakespeare's Julius Caesar, Mark Antony's Speech
4	Extract from Alice Walker's The Color Purple
5	The monkey and the Crocodile fable
6	Excerpts from Silent Spring (1962) by Rachel Carson
7	Excerpt from The Story of My Experiments with Truth-Autobiography of MK Gandhi

<b>Sl. No.</b>	<b>Literary items</b>
8	Daffodils by William Wordsworth
9	Rathrimazha by Sugathakumari
10	The excerpt from The Old Man and the Sea by Ernest Hemingway
11	Poems of Kamala Das
12	The Tell-Tale Heart by Edgar Allan Poe

### **Step 3:** Select Functional items for model development

The selection and incorporation of functional items in the model plays a crucial role in facilitating effective training in advanced skills. Researcher selected simple functional items from eight and ninth standard State Council of Educational Research and Training (SCERT) English textbooks. The researcher selected functional items that align with the literary items and are listed in table 9.

**Table 9**

*Functional items identified for the model*

<b>Sl. No.</b>	<b>Functional items</b>
1.	How to express an ability using the grammatical item 'can'
2.	How to use phrasal verbs in communication
3.	Indicators of Public speaking
4.	Indicators for drafting personal letters
5.	Twisting proverbs
6.	Conditional clauses
7.	Simple past is used to narrate the past events
8.	Poetic devices
9.	Use of past perfect to express an action completed in the past
10.	How to write a research report
11.	Use of question words

**Step 4:** Identify appropriate discourses prescribed in secondary level English Kerala SCERT textbooks

To list out the discourse items from secondary level English SCERT textbooks the researcher analysed textbooks prescribed for standard VIII and IX. The researcher systematically analysed textbooks to identify instances of discourses, and the discourse items are listed in table 10.

**Table 10**

*Discourses prescribed for secondary school students*

Sl. No.	Discourses
1	Story
2	Character sketch
3	Narration
4	Conversation
5	Script
6	Write –up
7	Speech
8	Breaking news
9	Interview
10	Poem
11	Poem/story Analysis
12	Diary
13	Letter
14	Poster
15	Articles
16	Notice
17	Profiles
18	Film review
19	Comic strip

Out of the 19 discourses prescribed in SCERT textbooks researcher selected 10 discourses which were suitable for the selected literary piece for the development of the model.

**Step 5:** Design functional literary discourses for the proposed model

The researcher designed the functional literary discourses by incorporating or selecting and integrating the most relevant functional items in the literary discourses by analysing the scope for practising the identified advanced skills.

**Step 6:** Design the phases of the model

The researcher designed the phases of the model to ensure the smooth practice of the advanced skills. This phase included designing of the fixed phases and the process involved in the model. The phases in the model were termed as composite phases and the process involved were the focal segments. Composite phases are the fixed phases developed by the investigator. Orientation, Demonstration, Presentation, Experimentation and Extension, Integration, Guided practice, Appreciation and Toning were the composite phases involved in the study.

**Step 7:** Design blueprint for Functional Literary Discourse Models of Advanced Skills in teaching English

Designing a blueprint for the proposed model involved creating a detailed plan or framework that outlines the structure, components, and functionalities of the model to be developed. In the context of advanced skill practice in English language teaching the blueprint served as a roadmap for implementation, guiding the creation of the model according to specified requirements and objectives.

**Step 8:** Develop model lessons based on the developed blueprint

Incorporating all the elements relevant to developing advanced skills in teaching, the researcher developed lesson transcripts based on the blueprint (Appendix I).

The researcher had identified functional items from the secondary level textbooks of SCERT Kerala and suitable literature with features of discourses meant for secondary school students. Investigator designed the Composite phases of the model and its focal segments and developed lesson designs which suit the phases of the newly developed model with a focus on advanced skills training and functional literary discourses.

**Phase 4: Field trial**

**Objective 4**

To find out the appositeness of developed Functional Literary Discourse Models on developing teaching skills demanded of 21st century ELT pedagogy through field trial.

Field trials aim to simulate the actual research environment as closely as possible. This might involve conducting interviews, observations, or surveys in the natural setting where the research will take place. The advanced teaching skills for functional literary discourse-based pedagogy were identified. A structural design for Functional Discourse Models of advanced teaching skills for ESL classrooms was developed. Skill acquisition and practice sessions were arranged for prospective English teachers from different colleges of Teacher Education affiliated to different

Universities in Kerala. These sessions were handled by the researcher for 43 prospective teachers of English. Twenty advanced skills were considered for practical purposes. After the sessions the prospective teachers were directed to prepare lesson transcripts incorporating the models based on functional literary discourses for field trial. The researcher observed the classes of these trained prospective teachers during teaching practice with an observation schedule. Open ended interviews and focus group discussions were conducted for them. The opinions of secondary students who received the sessions were collected using opinionnaire.

**Step 1:** Theoretical orientation and practice sessions for prospective teachers on the developed model

In crafting a theoretical frame of functional literary discourse models of advanced skills in teaching English focused on practice teaching, the identification and development of advanced skills play a pivotal role. The initial phase of development involved the identification of 33 skills pertinent to practice teaching, encompassing a diverse range from pedagogical techniques to interpersonal communication. Subsequently, a preliminary selection of 20 skills was made for the trial phase, with the acknowledgment that attempting all identified skills may not be feasible within the constraints of practice teaching. Training sessions were arranged for prospective teachers with a focus on both theory and practice. The formal sessions were followed by individual sessions as per the need. The researcher ensured flexibility with respect to learner factors, time duration and nature of content into every session.

## Sample

The researcher conducted training sessions for prospective teachers from three different colleges under the University of Kerala, University of Calicut and Mahatma Gandhi University. Table 11 presents detailed sample representations.

**Table 11**

*Prospective teachers' participant information*

Sl No.	Name of the training college	No. of prospective teachers
1	Farook training college, Kozhikode (Affiliated to the University of Calicut)	15
2	St. John the Baptists' college of Education, Nedumkunnam (Affiliated to MG University Kottayam)	18
3	NSS training college, Pandalam (Affiliated to the University of Kerala)	10

## Research question 5

How do prospective teachers integrate advanced skills in the real time classroom contexts?

**Step 2:** Facilitate the prospective teachers develop lesson transcripts based on the model for practice teaching sessions in real time teaching in schools

Researcher guided the prospective teachers to incorporate advanced skills in their practice teaching sessions. Prospective teachers developed lesson plans, and the resources required with the help of the researcher. Researcher provided individual guidance for the needed and offered flexibility in the selection of techniques and

choice of skills. Researcher clarified their doubts through phone calls and Google meet. The prospective teachers acquired skills mainly through self-learning and researcher promoted experimentation.

**Step 3:** Observe the execution of lesson plans developed by prospective teachers during practice teaching

The researcher developed observation schedule with focus on advanced skills and component skills. Rubric was developed with respect to advanced skills, process skills and the extent to which the skills practiced (Appendix C). The observation rated to a great extent (A), to some extent (B), and not at all (C).

The observation of a maximum of three skills by each trainee was only possible because of the Covid-19 restrictions. The researcher made the selection of skills by the trainees with maximum flexibility respecting their choice of skills.

## **Phase 5: Validation**

### **Objective 5**

To validate the developed Functional Literary Models through field trial sample groups of prospective teachers, secondary school students and experts

### **Research question 6**

What is the role of the developed FLD models on developing advanced teaching skills among secondary level prospective English teachers?

**Step 1:** Collect opinion from secondary school students on the sessions of prospective teachers

### **Research question 6. 1**

What are the benefits of secondary school students on the FLD models?

### **Tool**

Opinionnaire for analysing the Appositeness of Functional Literary Discourse Models for Secondary School Students (Appendix D)

The researcher used a self-constructed opinionnaire to collect data from the secondary school students. Thirty five items were in the opinionnaire representing the different dimensions in the model like the use of innovative teaching strategies, methods, learning apps, motivation strategies, fun learning strategies and strategies to remove fear and anxiety in the second language teaching-learning process.

### **Sample**

The sample of the 30 secondary school students for administering the opinionnaire is presented in table 12.

**Table 12**

*Secondary school students' participant information*

Sl No.	Name of the school	No. of students
1	Farook HSS, Farook College, Kozhikode	6
2	St. Teresa's Girls High School, Nedumkunnam, Kottayam	6
3	AMMHS Pulikal, Kondotty, Malappuram	8
4	GHSS Kuzhimanna, Kizhisseri, Malappuram	10

## **Research question 6.2**

What is the prospective teachers' opinion about the FLD models?

**Step 2:** Interview of prospective teachers on the appositeness of the developed model after field trial

### **Tool**

Interview Schedule for Prospective English teachers on the appositeness of Functional Literary Discourse Models (Appendix E)

### **Tool construction**

Prior to formal data collection in the field trial stage, semi structured interview schedules were created. Following the suggestions of Patton (1980) and Pilit and Hungler (1993), the creation of the interview schedule began with outlining the broad categories relevant to the study.

The 17 items in the interview schedule represent different dimensions of the developed model. The professional programme of teacher education is aimed primarily at flexible strategies of pedagogical skills in tune with latest developments in the process of English learning. The interview schedule collected the prospective teachers' opinion about how the curriculum helped them develop teaching skills demanded of 21<sup>st</sup> century classrooms and recall their experience as a beginner teacher in the microteaching sessions. The pedagogy of ELT proposes acquisition of language skills and a mastery of language elements through a context based or discourse-oriented method. In this context their opinion regarding the integration of literature in

the Functional Literary Discourse Model was found to enhance the process and product outcomes in teaching, the reasons for them to be participants in the sessions on advanced skills and the advantages of the training sessions on advanced skills when compared to the regular microteaching sessions as per the prescribed curriculum. Which of the advanced skills that they learned through the sessions were found useful and effective to motivate the students towards the topic and the methods and strategies of direct teaching of grammatical items were followed in normal classroom teaching even when constructivism aims at acquisition of functional items through discourses and how the model helped them apply constructivism in discourse-oriented pedagogy. The extent to which they could apply the advanced skills in teaching and the skills they found to be effective were also to be studied. Institutional support, support from the students and a conducive teaching environment are the pre-requisites in using the training inputs. So, questions related to the constraints experienced in real teaching-learning situations were there. Prospective teachers were asked to share instances of remarkable positive change in the students' level of interest, motivation and confidence in using language and involvement in learning process while practicing the different strategies of the model in their classroom. The model proposes the acquisition of language skills mainly through language performance. Classroom teaching and learning of language is primarily aimed at equipping the learner with a high score in the objective based written examination. The researcher asked them at this juncture how they could establish the relevance of the strategies proposed in the model.

Some questions like “Do you think that all the skills identified in the model are generally applicable in normal secondary level classrooms? Could you please name the skills that you found, not appropriate or effective, for your classroom?” “Do you think that the training programme has motivated you to practice more advanced skills to enrich your teaching”, directly assess the effectiveness of the training programme. Prospective teachers were asked to check the attainment of aims and objectives of the model, how much this model helped them to prepare themselves for future classrooms, and also questions related to their support from teacher educators and practice teaching schools.

### **Sample**

Forty three prospective teachers were interviewed after field trial.

### **Research question 6.3**

How do FLD models fill the gaps in the skill training sessions from prospective teachers’ perspective?

**Step 3:** Conduct Focus group discussion with prospective teachers to evaluate the feasibility of the developed model

### **Focus group discussions**

Focus group is a way of collecting qualitative data, which usually involves engaging a small number of people in an informal group discussion, focused’ around a particular topic or set of issues. The discussion is usually based on a series of questions in the focus group schedule, and the researcher generally acts as a ‘moderator’ for the group: posing the questions, keeping the discussion flowing, and enabling group members to participate fully (Silverman, 2011). This interaction

between research participants –and the potential analytic use of such interaction –has been described as the ‘hall mark’ of focus group research (Morgan,1988). Similar to interviews, focus groups elicit a rich and detailed account of an experience and are more dynamic since participants with shared characteristics construct this account together and a shared narrative is built between participants to capture a group experience shaped by a shared context (Denny & Weckesser, 2022).

Since every participant should be given the opportunity to speak, focus group normally involves a maximum of 10 participants. The discussion is recorded, the data transcribed, and then analysed using content, thematic, ethnographic, phenomenological, narrative, experiential, biographical, discourse or conversation analysis. Focus group discussions can be used to evaluate if the developed model met prospective teachers’ needs, if support was relevant and timely, if they were satisfied with the quality of model lessons, participation and influence they had over the programme and if there is anything they would change or improve the future programme and the effectiveness of the model to fill the gaps in the existing teacher training procedures.

### **Sample**

Fifteen prospective teachers under three focus groups were involved in this phase of the study.

### **Step 4: Refining the model**

The trial phase involves the practical application of the chosen skills in the real-world setting of educational practice. Following this, a meticulous modification was performed based on the experiences and outcomes of the trial, resulting in the

refinement of the component skills and stages in the model. This focused selection was further validated through expert input and field trials, ensuring the methodology's robustness and relevance.

#### **Research question 6.4**

How far are the FLD models valid as per the ratings of the experts?

#### **Step 5: Expert validation**

The models were modified in accordance with the interpreted data. A team of five experts were identified for expert validation of the models. The developed model was validated through field observation and expert validation.

#### **Sample**

Table 13 contains the details of experts who constituted the sample for expert validation.

**Table 13**

#### *Expert Information*

Sl. No.	Name of Expert	Affiliation
1	Prof. (Dr.) Meera K P, Professor	Department of Education, University of Calicut
2	Dr. Karunakaran B Shaji, Associate Professor	Regional Institute of Education, Mysore
3	Dr. Lavina Dominic, Assistant Professor	St. Thomas College of Teacher Education, Pala, Mahatma Gandhi University Kottayam
4	Prof. (Dr.) Asha J V, Professor	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
5	Dr. M S Geetha, Principal (Retired)	Govt. College of Teacher Education Thycaud, University of Kerala

## **Tool**

### Expert Validation Schedule (Appendix G)

The statements in the expert validation schedule were categorized under the titles Contribution to 21st century ELT, Content, Format, Practicability, Novelty, Principles/Theories, Skill acquisition process/Phases, and General aspects of the model.

## **Research question 6.5**

How do FLD models fill the gaps in the existing skill training sessions from expert's opinion?

### **Step 6:** Conduct focus group discussion with experts

The focus group consisted of researcher, supervising teacher and expert. The focus group discussion was mainly on the gap filling process in the model. Gaps identified in the analysis of the first objective were the focal points in the focus group discussion.

This qualitative approach not only explores the multifaceted nature of practice teaching skills but also emphasizes an iterative process, grounded in real-world application and expert evaluation.

### **Step 7:** Finalisation of the model based on validation

After detailed feedback from experts focus on their suggestions for modifications, identified gaps, and recommended enhancements researcher finalized

the model on Functional Literary Discourse for advanced teaching skills in English. Researcher used the focus group discussions to clarify any ambiguities in the model, identify overlooked aspects, and gain insights on practical applicability.

### **Phase 6: Theory Generation**

**Objective 6-** To generate a theory on pedagogic skill acquisition through Functional Literary Discourse Models

**Step 1:** Developing a theoretical framework for Functional Literary Discourse Models of Advanced Skills in teaching English

A theoretical framework of the model was developed based on the findings from need analysis to expert validation and this was the last phase of the study.

### **Techniques of Data Analysis**

#### **Treatment of literature**

A debated issue among grounded theorists is whether the researcher should actively engage with the existing literature from the beginning of the research process or approach their study with a 'blank slate' thereby adopting a neutral and objective stance, without integrating theoretical literature from the field (Urquhart and Fernández, 2013). It is argued that the imposition of pre-defined knowledge might impact or even distort the discovery of theory. Bryant (2013) clearly states that researchers cannot wholly postpone the literature review, but can adapt it to their chosen research strategy, especially against the backdrop that grounded theory should speak for itself (Corbin & Strauss, 2008; Stern, 2007)

Nevertheless, it was useful to review the literature throughout the study and read widely in other disciplines. Not only did this approach allow entering in an inductive/deductive interplay, but it was also a recommended means of enhancing theoretical sensitivity (Glaser, 2005, 1998). By doing so, the researcher can link existing models and theory with the emergent concepts of the new theory. The insights gained from the literature review certainly helped stimulate theoretical sensitivity, directed my theoretical sampling and provided supplementary validity (Strauss & Corbin, 1990).

The present study highlighted the gaps in existing research where functional literary discourse is not adequately addressed, or where advanced teaching skills are underemphasized. This would strengthen the argument for the study's significance and the need for the proposed model.

### **Coding**

Constructivist Grounded Theory has two main phases towards coding and analysis: naming all pieces of data from the interview, document, or with whatever means researcher collects data; and taking the most used codes and organizing the remaining data around them (Charmaz, 2014). The first phase allows for the possibility of many potential theory directions and is accomplished through several possible coding styles, such as word-by-word, line-by-line and incident-by-incident (Charmaz, 2014; Martin& Barnard, 2013). Constructive grounded theory does include the constant comparative method, as Charmaz suggests including notetaking or memos as part of the cyclical process to help construct the primary categories (Charmaz, 2014; Martin& Barnard, 2013). This process allows the researcher to code

data as actions rather than participant characteristics to allow for the analysis and categories to become much stronger. Unlike the use of a 'core category', Charmaz suggests that more than one central category or theme is allowed (Berthelsen et al., 2016). Although these categories are to be constructed from the data rather than being influenced by pre-conceived notions, Charmaz argues that escaping prior knowledge is nearly impossible and thus cautions constructivist grounded theory researchers to keep an open mind and be flexible (Charmaz, 2014).

CGT takes coding one step further by reiterating the interactive practice that allows for the understanding of participants' views and actions from their perspectives (Charmaz, 2014). The constructed theoretical assumptions are tested in the second phase with the researcher's intervention and the additional data collected. CGT refers to this as focused coding, in which the researcher actively chooses which codes are most significant to carry on with towards theoretical conceptualization (Charmaz, 2014; Lian, 2016). These chosen codes will have specific analytical strength behind them and can provide insights that can be seen nowhere else in the data.

### **Memo-writing**

Unlike field notes which are mainly descriptive, analytical memo-writing plays a key role in the development of the theory (Montgomery & Bailey, 2007). While openness and creativity are crucial for developing categories, they should still emerge inductively from participants' perspectives rather than being influenced by the researcher's prior assumptions. These narrative tools served as a form of analytical and intellectual exchange with the researcher, and although some began in an abductive manner and appeared somewhat disjointed, they nonetheless provided a

pathway for making informed choices. As a result, this approach gradually led to a more refined understanding of the value of theoretical notes, which the researcher began to use more frequently to link back to the existing literature.

### **Data triangulation**

Data triangulation is the process of using multiple data sources to examine a particular issue or phenomenon and it aims to cross-verify information from multiple perspectives, reducing bias and increasing the reliability of the results (Creswell, 2013). Triangulation involves corroborating evidence from different sources—such as participants, data collection methods, or time periods—to increase the validity and reliability of qualitative research findings. This approach helps to ensure that the research conclusions are robust and not dependent on a single source of data.

### **Conclusion**

As a backup of analysing the appositeness of microteaching, the microteaching content in the B.Ed curriculum was done in the first phase. Content analysis of the course books of secondary level was done to find out the functional items and discourses. Questionnaire with prospective teachers and semi-structured interviews with teacher educators of English language education analysed the appositeness of microteaching sessions in the secondary level teacher education curriculum of 2020-2022 in the teacher education colleges affiliated to different universities in Kerala. During the field trial stage, the data were collected through observation and opinionnaire from secondary school students who participated in the field trial stage to identify the usefulness and limitations of the model. After the field trial data were

collected from the prospective teachers through semi structured interview and focus group discussion to rectify the difficulties and make additions in the model. Through expert validation and focus group discussion with experts the models were finalised.

# CHAPTER 4

## **ANALYSIS AND INTERPRETATION OF DATA**

- ❖ *Analysis of the Appositeness of Microteaching Sessions*
- ❖ *Analysis of ESL Teaching Skills*
- ❖ *Analysis of the Appositeness of the Developed Model*
- ❖ *Validation of Functional Literary Discourse Models of Advanced Skills in Teaching English*

## **ANALYSIS AND INTERPRETATION OF DATA**

The study was exploratory in nature as research into the advanced skills demanded of teaching English in the twenty first century is still in its beginning stages and no extensive research this topic has been conducted to date in the Kerala ESL context. The exploratory nature of the study focused on developing a new model for practising advanced skills demanded deeper insights from need analysis and field trial. Therefore, this study lent itself best to qualitative inquiry which allowed for data to be collected in an open and flexible manner, and for results to emerge inductively from the collected data (Dornyei, 2007). Qualitative data analysis is a nonmathematical process of interpretation, carried out for the purpose of discovering concepts and relationships in raw data and then organising these into a theoretical explanatory scheme (Strauss & Corbin,1998). The main aim of the present study was to identify advanced skills in teaching English at secondary level and to develop and validate Functional Literary Discourse Models for prospective English teachers.

The chapter analyses the codes and categories derived from the analytical induction of the qualitative data obtained. In order to do need analyses the researcher set out to find the appositeness of Microteaching sessions on developing teaching skills demanded of 21st century English pedagogy and the need for developing a pedagogical repertoire of English teaching skills at secondary level. The data collected from prospective teachers through questionnaire and teacher educators through interview were analysed under the analysis of the appositeness of microteaching

sessions. The data collected from the first phase is also utilised in the developmental phase of the study. The data obtained from the field trial through opinionnaire, and observations were used for analysing the appositeness of the developed model. The data from interview and focus group discussion were used to fill the gap in the existing model. Expert validation and focus group discussion with experts were used to ensure the validity with respect to content and phases of the model.

### **Analysis of the appositeness of microteaching sessions**

#### **Objective 1**

To analyse the appositeness of microteaching sessions on developing teaching skills demanded of 21st century ELT pedagogy

The first objective of the study was to analyse the appositeness of microteaching sessions on developing teaching skills demanded of 21st century ELT pedagogy. As a prelude to the identification of the gap in the skill development sessions in the teacher training programme, the investigator analysed the content of microteaching in existing B. Ed curriculum in Kerala, Mahatma Gandhi, Calicut and Kannur universities and also conducted a need analysis study among prospective teachers of English and teacher educators of English Language Education.

The research questions formulated for this section of analysis are,

1. What are the teaching skills included in the theoretical and practical sessions of microteaching in the B.Ed curricula of major universities in Kerala?

2. Are the microteaching sessions apposite in developing teaching skills demanded of 21st century ELT pedagogy?

To address the research questions content analysis, survey and interview were carried out.

The analysis is presented under the following heads:

Analysis of microteaching content in the teacher education programme

Analysis of prospective teachers' perspectives and challenges of microteaching sessions in terms of developing twenty first century ESL teaching skills

Analysis of teacher educators' perspectives on microteaching sessions

**Analysis of microteaching content in the teacher education programme**

The investigator made an attempt to analyze the B.Ed. curriculum of all universities in Kerala with regard to microteaching content. The investigator analyzed the content microteaching in the core courses, optional courses and practical sessions of the B.Ed. curriculum. The details are given in Table 14.

**Table 14**

*Microteaching skills in the B.Ed curriculum of 2020 in major universities in Kerala*

<b>Content Area</b>	<b>University of Kerala</b>	<b>Mahatma Gandhi university</b>	<b>University of Calicut</b>	<b>Kannur University</b>
<b>Theory (Core and Pedagogic)</b>	<b>Core skills of teaching</b>	<b>Micro teaching</b>	<b>Micro teaching</b>	<b>Pre teaching skills and post teaching skills</b>
	Illustrating with examples	teaching skills, micro	meaning and definition -	<b>Core skills in teaching</b>
	Reinforcement	teaching cycle, micro	features -steps or	Stimulus Variation,
	Explaining	teaching steps, phases in	process in micro	Introducing,
	Stimulous variation	micro teaching, link	teaching-micro teaching	Explaining,
	Classroom management	practices, simulation	cycle -merits and	Questioning
	Reading	<b>Training in Teaching Skills</b>	demerits	Response Management,
	Recitation	<b>Characteristics and phases of teaching</b>	<b>Core teaching skills</b> -	Application of ICT
	ICT skills	<b>Micro-teaching skills</b>	their components -	skills, Black Board,
	<b>Microteaching-concept, Phases and cycle</b>	<b>Skill of fluency in questioning</b>	integration of skills or	White Board, &
	<b>Skill of reinforcement</b>	link practice	Interactive Board	
	<b>Skill of stimulus variation</b>	Skill of Probing	<b>Practicing teaching skills:</b> Principles and	
	<b>Link Practice: Integration of skills</b>	Questions	definitions, Micro	
		Explaining	teaching cycles, Link	
		Illustrating with	practice	
		Examples		
		Stimulus Variation,		
		Reinforcement,		
		Classroom		
		Management,		
		Using Blackboard		
		Introducing a Lesson.		

<b>Content Area</b>	<b>University of Kerala</b>	<b>Mahatma Gandhi university</b>	<b>University of Calicut</b>	<b>Kannur University</b>
<b>Practical (Pedagogic)</b>	Micro-teaching practice Two skill/trainee in two semesters	Micro teaching lesson plans- 3 skills for each student Micro teaching class – 1 skill by each student complete cycle (preferably video record) Link Practice- lesson plan and class one /trainee	Student teachers shall practice and refine at least 5 teaching skills through micro practices and their integration through link practice. They have to prepare micro lessons and receive feedback from peers and teacher educators. Keep a record of micro lessons, link practice lessons, and observation schedules on the skills practiced and improved upon.	Develop micro – lesson plans in at least three skills and practice

Analysis of B.Ed. curriculum of the four universities in Kerala revealed that the 8 core skills of teaching are the only skills in practical sessions. The theoretical sessions of the core or optional courses include ICT skills but there is no provision for practical sessions. Microteaching skills are common to all optional courses and there are no separate skills for language education. It should be noted that the practice in micro teaching is confined to a maximum of any 5 skills mentioned in the curriculum. Moreover, there is no flexibility in the choice of the skills and curriculum doesn't address the necessary skills needed for the futuristic IT enabled constructivist English classrooms. In fact, the quality of training received by prospective teachers solely depends on how the teacher educators provide assistance in practicing the skills needed for a classroom.

### **Analysis of prospective teachers' perspectives and challenges of microteaching sessions in terms of developing twenty first century ESL teaching skills**

The investigator analysed the appositeness of microteaching as a preparatory training procedure through a questionnaire from a sample of 196 prospective teachers of English in the two-year B.Ed. programme of 2020-2022 batch from the affiliating institutions of the four universities in Kerala. The first part of the questionnaire consisted of closed questions on the appositeness of microteaching sessions and the open ended questions in the second part of the questionnaire were on their suggestions and expectations in the B.Ed programme with regard to teaching skills.

In interpreting the first part of the responses, percentage analysis technique was applied to know how the microteaching sessions were apposite as a preparatory

teaching procedure in terms of skills, content, context, structure, and evaluation. The responses from part A of the questionnaire are presented in table 15.

**Table 15**

*Data based on closed items in the questionnaire on the appositeness of microteaching as a preparatory training procedure*

Category	Questions	Yes	No
Skills	Do you think you have achieved mastery level with respect to the skills practised?	120 (61.22%)	76 (38.78%)
	Do you think the skills in the microteaching session are to be updated?	167 (85.20%)	29 (14.80%)
Content	Have you got a clear understanding of the theoretical aspects of microteaching?	115 (58.67%)	81 (41.33%)
	Did you have confusion in writing lesson plans?	102 (52.04%)	94 (47.96%)
	Did you feel it difficult to prepare lesson plans strictly ensuring the occurrence of component skills and then designing teacher-pupil activity accordingly?	126 (64.29%)	70 (35.71%)
Context	Is microteaching your first teaching experience in life?	161 (82.14%)	35 (17.86%)
	Did you feel the problems of artificiality in the execution field because of the micro nature of sessions?	122 (62.24%)	74 (37.76%)
Structure	Do you think the practice sessions will not be of much future use as the sessions are not replications of real classroom situations?	129 (65.82%)	67 (34.18%)
	Are you satisfied with the total number of practice sessions for microteaching?	72 (36.73%)	124 (63.27%)
	Was the cycle of microteaching followed strictly throughout the practicing period?	80 (40.82%)	116 (59.18%)
	Was re-teaching suggested for your sessions?	52 (26.53%)	144 (73.47%)

Category	Questions	Yes	No
	Did you feel unexpected stress and strain during your presentation when you were conscious of the fact that your performance is being rated every second?	106 (54.08%)	90 (45.92%)
Evaluation	Are you satisfied with the strategies available for feedback and self-reflection on your performance?	72 (36.73%)	124 (63.27%)
	Did you feel authentic enough to complete the process of peer evaluation?	52 (26.53%)	144 (73.47%)

As shown in the above data table, the prospective teachers' opinion on the microteaching sessions fell under skills, content, context, structure and evaluation categories. Prospective teachers (85.20%) were not satisfied with the selection of micro skills for practice since due importance is not given to the latest teaching skills. Most of the skills being practiced are appropriate only for traditional classroom teaching process. Some of the prospective teachers (38.78%) had the opinion that they couldn't achieve mastery level with respect to the skills practiced. Prospective teachers (41.33%) lacked theoretical understanding in microteaching even after the practice sessions and (52.04 %) had confusion in writing lesson plans. Some of the prospective teachers (64.26 %) felt it difficult to prepare lesson plans strictly ensuring the occurrence of component skills and then designing teacher-pupil activity. For many of the prospective teachers (82.14%) microteaching was their first teaching encounter. The manner of implementation of microteaching sessions in the opinion of 62.24% prospective teachers was artificial in nature. The prospective teachers (65.82%) had the opinion that the practice sessions in microteaching will not be of much future use as the sessions are not replications of real classroom situations. Prospective teachers (63.27%) were not satisfied with the total number of practice

sessions for microteaching of the total 58.11% of prospective teachers were of the opinion that the cycle of microteaching couldn't be followed strictly throughout the practicing period and only 26.53% had time to do re-teaching sessions. Prospective teachers (54.08%) also felt unexpected stress and strain during microteaching sessions and only 36.73% were satisfied with the strategies available for feedback and self-reflection. Majority of the prospective teachers (73.47 %) felt they were not authentic enough to complete the process of peer evaluation.

For a more accurate and complete analysis and to add rigour to the study, open ended questions were used. The second part of the questionnaire consisted of open-ended questions and inductive analysis technique was used to analyse the data obtained from part B of the questionnaire. Table 16 indicates the categories identified and have been arranged in the order of prevalence considering the frequency of responses from the sample.

**Table 16**

*Data based on the open-ended items in the questionnaire on the appositeness of microteaching sessions*

Contents in Microteaching	Frequency of responses
Failed to practice discourse-oriented pedagogy	86
Failed to meet the demands of twenty first century ELT Pedagogy	86
No place for literature	84
No skills specific to language teaching	83
Sessions based on outdated skills	68
Might not prepare teachers adequately for the dynamic nature of modern education practices	36

Contents in Microteaching	Frequency of responses
Might not address technological aspects, and additional training or experiences may be necessary	18
Not fully address the complexities of cultural sensitivity and responsiveness, which are crucial in modern ELT contexts	5
No multimodal communication	3

The open-ended questions invited opinions and suggestions on the appositeness of microteaching as a teacher preparatory practice. The inductive analysis of the open-ended data found that microteaching was not apposite in discourse-oriented pedagogy. It failed to meet the requirements of twenty first century English classes. Language teaching needs content and context specific skills and in microteaching there is no focus on skills specific to language teaching. Micro teaching sessions were based on outdated skills, and it might not prepare teachers adequately for the dynamic nature of modern education. Microteaching might not directly address technological aspects, and additional training or experiences may be necessary in practising techno-pedagogical skills. The complexities of cultural sensitivity and responsiveness, which are crucial in modern English language teaching contexts, were not a matter of concern for prospective teachers. Twenty first century requires multimodal communication and microteaching failed to give an experience in multimodal communication.

Representative responses from prospective teachers revealed that microteaching was not in apposite in the context of twenty first century English language pedagogy.

“I don't think it's needed. I mean, micro teaching skills should come naturally by observation and practicing, rather than learning it artificially.”

“Micro teaching is an unnecessary practice in the modern age. Nobody can evaluate a person based on his/her performance which is strictly bounded with the limited time.”

“Micro teaching is not essential in our B Ed curriculum. For example, if a trainee has natural skills in stimulus variation, the artificial practice can spoil it.”

“It's quite inevitable but the fact that the real classroom situation is entirely different especially when dealing with high school students, microteaching as an initial training procedure is a bit unsuitable.”

#### **Analysis of teacher educators' perspectives on microteaching sessions**

After collecting data from 30 Teacher Educators of English Language Education through the interview method the investigator transformed the written texts into codes. After coding the texts, the investigator clustered similar components. The Analysis of teacher educators' opinion on current microteaching sessions are listed in table 17.

**Table 17**

*Data based on the interview of teacher educators on the appositeness of microteaching*

Sl. No.	Categories	Appositeness	Frequency of responses
1.	Preparatory training procedure	Artificial in nature	26
		Time consuming	25
		Creates stress and anxiety	23
		Limited content coverage	20
		Feedback bias	14
2.	Skills	No skills specific to language teaching	28
		Core skills need to be redefined	28
3.	21st century Pedagogy	Not sufficient to meet the demands of 21st century classrooms	28
		Research gap in the area of microteaching in B.Ed curriculum	26
4	Implementation	Completion of microteaching cycle for each student is difficult	23
		Prerequisites of the prospective teacher affects the quality	22
		Rigid framework	22
		Lack of conceptual clarity among students	22
		Time constrains limits the proper implementation	21
		Disturbs the existing timetable	20
5	Evaluation	Time consuming Video feedback	18
		Evaluation and peer rating are a bit difficult	18

The investigator conducted semi structured interview with 30 teacher educators of English language Education on the appositeness of microteaching, on the skills prospective teachers need to be successful in the classroom and their suggestions

for an updated training procedure. The controlled environment in microteaching may not fully replicate the challenges of real classroom. Prospective teachers might not experience the student behaviours, diversity and pressures of the real classroom. The feedback provided during the sessions might not reflect the actual feedback the prospective teachers are going to receive from real students in teaching practice sessions. Planning and conducting microteaching sessions are time consuming which may not provide the desired result in teaching in the twenty first century. Microteaching focuses on short segments of instruction where content is neglected. As a preparatory teaching procedure most of the prospective teachers had stress and anxiety while being observed. Working with small groups of peers didn't represent the diversity of students in the real classroom.

The sample responses from the interview highlighted the importance of an updated teacher training session.

“Micro teaching has limited benefits in regards with creating an ideal teacher in the twenty first century and the time-consuming sessions and inconsistency in its accuracy or repetition has been negatively affecting prospective teachers. At least one week is provided for micro teaching practices in the tight curriculum of the B.Ed programme but the outcomes are not worthy in the twenty-first century context. In today's generation where robotics, coding and digital mechanisms rule the classrooms we are going to be helpless in front of the students regarding our technological skills. Also, most of the prospective teachers are seen to have negative impacts on their use of language, behaviour, character or approach towards children, since the focus mainly is on the artificiality of creating a mastery over the skills.”

“Teacher’s performance in the class is highly dependent on teaching skills. Practice and mastering will surely contribute to making teaching more effective. Even though most of the teachers in 21st century have higher qualifications, but their skills need to be updated, and teacher training programmes will help in this regard.”

### **Analysis of ESL teaching skills**

#### **Objective 2**

To identify advanced skills demanded of Functional Literary Discourse pedagogy for 21st century ESL classrooms

For the attainment of this objective the researcher reviewed documents related to teaching skills and incorporated the suggestions raised by teacher educators and prospective teachers. The research questions formed for the analysis of the second objective were:

1. What are the skills suggested by prospective teachers and teacher educators of English Language Education to be incorporated in the practical sessions of teacher education programme?
2. What are the advanced skills prescribed in the authentic sources and documents on teacher education?

The analysis is presented under the following heads:

Analysis of skills from prospective teachers’ opinions

Analysis of skills from teacher educators’ opinions

Analysis of skills from authentic sources and documents

### Analysis of skills from prospective teachers' opinions

Prospective English teachers' suggestions were collected through part B items 16 & 17 of the questionnaire. After data coding the investigator clustered similar skills and are listed in table 18.

**Table 18**

*Skills suggested by prospective teachers*

Sl. No.	Skills	Components
1.	Techno-pedagogical skills	Video creation Audio creation Smart board Digital dictionary e-content Augmented reality Virtual reality
2	Twenty first century skills	Communication Critical thinking Creativity Collaboration Adaptability
3	Classroom management skills	Crisis management Relationship building Student engagement

The prospective teachers' responses include:

“The skills in microteaching sessions are really outdated. We need to practice more technological skills in the present context.”

“The present period is moving forward with technologies. So, technology handling skills and the preparation of contents with the help of technology must be a teacher requirement in the twenty first century classrooms.”

From the table it is clear that prospective teachers demanded training in twenty first century skills, techno-pedagogical skills and classroom management skills.

### **Analysis of skills from teacher educators’ opinions**

The interview schedule for the need analysis phase also aimed at identifying advanced teaching skills sought by educators in English language education. Items on the updation of microteaching skills and the skills to be included in the future teacher training sessions were included. Question no 8, 10, 11 and 12 in the interview schedule aimed to identify the skills demanded of teaching English in the ESL context. The codes obtained from the interview of teacher educators’ suggestions are represented in the table 19.

**Table 19**

*Data based on the interview of teacher educators in the need analysis phase*

Sl. No.	Skills	Frequency of responses
1	Techno-pedagogical skills	30
2	Literature teaching skills	26
3	Language teaching skills	26
4	Gamification	22
5	Communication	22
6	Collaboration	22
7	Evaluation	20
8	Building student engagement	18
9	Professional development	17

Sl. No.	Skills	Frequency of responses
10	Multilingualism	16
11	Critical thinking	16
12	Online teaching	15
13	Multiculturalism	4

Techno-pedagogical skills, Skills needed to teach language and literature, skills for communication, collaboration, critical thinking and evaluation for effective interaction, skills for building student engagement were essential skills for a teacher in the present century. Professional development, multilingualism and multiculturalism were also the concerns for this era. A teacher in the present century must be well versed in the strategies of both online and offline classes. Gamification skills were also identified as essential skills in the twenty first century English classrooms.

The following sample response represents the urge of teacher educators for an updated skill training sessions:

“I think teacher education courses must include all the requirements of twenty first century classrooms like virtual reality, augmented reality, learning apps, digital games, skills to handle the students, smart board and related technology, motivation strategies and modern evaluation techniques.”

### **Analysis of skills from authentic sources and documents**

Analysis of the skills from the documents of British Council (2017), National Professional Standards for Teachers draft (2021) and National Institute of Educations (2009) Teacher Education Model for the 21st century (TE21) are listed in Table 20.

**Table 20***Data obtained from authentic sources and documents*

Skills	Source
Critical thinking, knowledge explosion, twenty first century teaching and learning skills, emotional maturity, organization of lessons, experience exchange, collegiality, practicability, reflective practices, participation in online learning communities, effective usage of learning recourses, integration of information technologies and knowledge about pedagogical practices	British Council research Teaching for success (2017)
Pedagogical skills, reflective skills and thinking dispositions, people management skills, self-management skills, administrative and management skills, communication skills, social and emotional intelligence, facilitative skills, technological skills and innovation and entrepreneurship skills	The National Institute of Education Singapore (2009) developed a teacher education model for the 21st century (TE21).
Multilingualism, verbal and non-verbal communication, creating safe and positive learning environment	National Professional Standards for teachers draft (2021) by NCTE

Critical thinking, knowledge explosion, twenty first century teaching and learning skills, emotional maturity, organization of lessons, experience exchange, collegiality, practicability, reflective practices, participation in online learning communities, effective usage of learning recourses, integration of information technologies and knowledge about pedagogical practices were some of the skills listed in British Council research Teaching for success (2017).

The skills outlined in the TE21 model of teacher education by the National Institute of Education, Singapore, included reflective abilities, thinking dispositions, pedagogical competencies, and skills in managing people and oneself, administrative and management capabilities, communication skills, facilitative techniques,

technological proficiency, innovation and entrepreneurial abilities, as well as social and emotional intelligence.

From the draft of National Professional Standards for teachers (2021) by NCTE it is clear that for effective classroom communication a beginner teacher must demonstrate proficiency in at least two languages (medium of instruction and an additional language) to deliver instructions. Communication, critical thinking and technological skills are found to be essential according to this document analysis.

### **Analysis of the appositeness of the developed model**

#### **Objective 4**

To find out the appositeness of developed Functional Literary Discourse Models on developing teaching skills demanded of 21st century ELT pedagogy through field trial

The research questions formulated for this section of analysis were:

1. How do the prospective teachers integrate the advanced skills in the real time classroom contexts?

To address the research question the study used observation schedule. The data coded are presented under the analysis.

#### **Analysis of the observation during field trial**

The investigator visited the teaching practice schools of the prospective teachers to observe the practice sessions of advanced skills. The investigator observed a minimum of three skills from the forty three prospective teachers participated in field trial. Each observation session was conducted for a minimum duration of thirty minutes. It was a non-participant observation. No intervention happened from the side

of the researcher during the session. The prospective teachers executed the lesson plans integrated with the skills. Post observation, the researcher interviewed all forty three prospective teachers who actively engaged in the skill training and field trial sessions. The observation matrix consisted of a maximum of three observations. The researcher could get only one observation for some skills. The prospective teachers' performance assessed by using the rubrics are presented in table 21.







212 Analysis

<b>Gamification skills</b>		Introducing the game to the class			Setting up the board or other needed materials			Familiarizing the rules and objectives of the game			Modeling			Facilitating			Creating rewards for players			Evaluating the game										
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C								
	<b>PT1</b>	✓			✓				✓		✓			✓			✓			✓										
	<b>PT2</b>	✓				✓			✓		✓			✓			✓			✓										
<b>PT3</b>	✓			✓					✓		✓			✓			✓			✓			✓							
<b>Skill of creating GIF</b>		Designing			Capturing			Editing			Optimization			Publishing																
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C											
	<b>PT1</b>	✓			✓			✓			✓			✓			✓													
<b>Skill of creating digital Comic strip</b>		Storyboarding			Scriptwriting			Developing characters			Creating dialogue boxes			Editing			Publishing													
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C								
	<b>PT1</b>	✓			✓			✓			✓			✓			✓			✓										
<b>Skill of Using emojis</b>		Understanding and interpreting the meaning of emojis			Using appropriate emojis for varying context																									
		A	B	C	A	B	C																							
	<b>PT1</b>	✓			✓																									
	<b>PT2</b>		✓		✓																									
<b>PT3</b>	✓			✓																										
<b>Bitmoji creation skills</b>		Drawing			Refining			Adding Colour and Texture			Animations			Finalizing																
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C														
	<b>PT1</b>	✓			✓			✓			✓			✓																

	Ideation			Designing			Developing			Testing and Evaluating			Launching														
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C												
<b>Learning app creation skills</b>	PT1	✓			✓				✓			✓															
	PT2	✓				✓				✓			✓														
	PT3	✓			✓						✓			✓													
<b>Hyperlinking</b>	Downloading appropriate copyright free images			Selecting the right URL			Formatting the link			Testing the link			Adding the link to the content														
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C												
	PT1	✓			✓			✓			✓			✓													
<b>Communication Skills</b>	Attitude			Approach			Resourceful			Reflective			Tactics			Talent			Temperament			Tranquilism					
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C			
	PT1	✓			✓				✓			✓			✓			✓			✓						
	PT2	✓				✓				✓			✓			✓			✓			✓					
	PT3	✓			✓						✓			✓			✓			✓							
<b>Online teaching skills</b>	Creating an online environment for participation and collaboration			Using digital collaborative platform			Maintaining appropriate facial expressions, gestures and tone			Providing course materials to students in a timely manner			Providing appropriate and timely feedback to students			Tracking students' participation			Managing the discussion			Tracking students' basic technical support			Evaluating student performance through online assessment		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C			
	PT1	✓			✓				✓			✓			✓						✓			✓			
	PT2	✓				✓				✓			✓			✓						✓			✓		
	PT3	✓			✓						✓			✓			✓					✓			✓		

Most of the prospective teachers practised the process skills tolerating mistakes with respect to grammar and vocabulary and reducing the fear of committing mistakes to a great extent of the Comforting skills. The prospective teachers also practiced the process skills moving from known to unknown, developing inductive thinking, providing adequate linguistic input, arousing student engagement and interest, arousing the confidence level of the learner and intervening when demanded to a great extent or to some extent. Only one prospective teacher practised the process skills of multilingual skills and skill of creating multilingual graphic dictionary and to a great extent. Two prospective teachers practised the process skills presenting role play and creating augmented reality of the advanced skills fun learning to great extent. The prospective teachers practised the process skills of the advanced skills of creating flipped classroom, Skill of using app for letter drafting and using interactive board to a great extent or to some extent. Skill of adapting an audio clip for merging audio with video was the high performing skills among prospective teachers. All the process skills of this advanced skills were performed to a great extent. The process skills of audio creation, video creation, gamification, collaboration, skill of using emojis were performed to a great extent or some extent. The process skills of the advanced skills of creating GIF, digital comic strip, bitmoji creation and hyperlinking were performed to a great extent but only one prospective teacher practised this. The process skills of learning app creation, communication and online teaching skills were also performed to a great extent or to some extent.

## **Validation of Functional Literary Discourse Models of Advanced Skills in Teaching English**

### **Objective 5**

To validate the developed models through field trial sample groups of prospective teachers, secondary school students and experts

The research questions formulated for this section of analysis are:

1. What is the role of the developed FLD models on developing advanced teaching skills among secondary level prospective teachers?
2. What are the benefits of secondary school students on the FLD models?
3. What is the prospective teachers' opinion about the FLD models?
4. How FLD models fill the gaps in the existing skill training sessions from prospective teachers' perspective?
5. How far are the FLD models valid as per the ratings of the experts?
6. How do FLD models fill the gaps in the existing skill training sessions from expert's opinion?

### **Analysis of the opinion of Secondary school students on the sessions of prospective teachers**

Data were collected using 'Student Opinionnaire for analysing the appositeness of the developed model' prepared by the researcher. The analysis of the opinionnaire was done to identify the effect of the developed model on secondary school students who attended the classes of prospective teachers who used maximum number of advanced skills. Secondary school students' benefits of the model and the corresponding responses are given as Table 22.

**Table 22***Analysis of the data from the opinionnaire of secondary school students*

Sl. No.	Items	Number of responses	Response share
1	Variety of techniques made learning English joyful	26	86.67
2	English classes with different methods and techniques are often unpredictable	24	80
3	Enhances curiosity	27	90
4	Prospective teacher's methods are very different from the routine methods in English classes	29	96.67
5	Happy when the teacher uses the mother tongue of non-malayali classmate	19	63.34
6	Images enhances better comprehension	26	86.67
7	Likes texts appear with animations in interactive board than teacher's writing on the blackboard	23	76.67
8	Innovative strategies like Emoji poems/stories made reading and writing playful and interesting	26	86.67
9	The fear of learning English is reduced when the teacher taught through games	27	90
10	No boredom or lagging when the teacher uses technology in the classroom	25	83.33
11	Likes GIFs and comic strips in English classes	26	86.67
12	Videos enhance active listening	25	83.33
13	Like passages with hypertexts that reflect the meaning of new words	26	86.67
14	Motivated when the teacher uses games	25	83.33
15	Likes to be in class when there is quiz	27	90
16	Innovative learning strategies and the use of native English enhances Listening and speaking skill	24	80
17	The English classes with games were interesting and fun	29	96.67

Sl. No.	Items	Number of responses	Response share
18	Less stressed when the teacher displays questions with multiple choice answers than directly asked	25	83.33
19	Understands grammar and vocabulary even without translation when images and videos were used	26	86.67
20	Innovative techniques help to use vocabulary and grammar automatically	25	83.33
21	Participates in group activities when it is rewarding	26	86.67
22	Gets chance to participate in the activities of the English class	26	86.67
23	Enhance motivation and enthusiasm	25	83.33
24	Build confidence in language skills	25	83.33
25	No fear of committing mistakes	22	73.33
26	Like online teaching-learning strategies	25	83.33
27	Likes active involvement	25	83.33
28	Attracts attention of students from other classes	16	53.33
29	Removes fear and anxiety	22	73.33
30	Online sessions stood apart with their beauty of presentation and richness of resources from other online classes	25	83.33
31	Recommends all teachers to get trained in using innovative techniques	26	86.67
32	Encouraged to use online resources	24	80
33	English classes were more fun learning and rich in the use of technology	27	90
34	Prefer classes with similar strategies to the common teaching methods	25	83.33

Twenty nine of total secondary school students were of the opinion that the prospective teacher's methods were very different from the routine methods in the English classes and the classes with games were interesting and fun. From the opinion

of twenty seven students the difference in the English classes enhanced their curiosity and the fear of learning was reduced. Quiz and games made class interesting, and the English classes were more fun learning and rich with the use of technology. Twenty six students recommended all teachers should get training in using innovative techniques. Students can understand grammar and vocabulary with the help of videos and images. Students participated in group activities when it is rewarding and interested in innovative techniques like hyperlinking, emojis and bitmojis which made their learning joyful. Twenty five students were of the opinion that there was no boring or lagging when the teacher used technology in the classroom and motivated them to use English in the classrooms. They were also of the opinion that innovative learning strategies and the use of native English enhances listening and speaking skills. Twenty four of the total respondents agreed that their teacher encouraged them to use the online resources. Twenty three students liked the digital text with animations than their teacher's writing on the blackboard. Twenty two of the total respondents had no fear of mistakes in English classes without fear while speaking, reading or writing. Nineteen of the total responses were happy when their teacher used the mother tongue of their non-malayali classmate in the English classes. Sixteen students opinionated that the English classes with innovative techniques attracted the attention of students from other classes.

### **Analysis of interview of prospective teachers after the field trial**

Forty three prospective teachers were interviewed after the field trail. The data analysed inductively, and the categories and responses obtained from the data are represented in table 23.

**Table 23***Data based on the interview on the appositeness of the model*

Sl. No.	Categories	Responses
1.	Existing curriculum of teacher Education in Kerala in developing teaching skills demanded of 21st century classrooms	Not flexible to incorporate the twenty first century skills training Not suitable to teach in hybrid mode Not updated Too much content within the limited time frame Bit boring with the outdated theoretical perspectives Techno-pedagogical skills in the theory part
2	Pedagogy	Not in connection with the recent trends in ELT No space for innovative strategies like gamification, learning apps etc No inclusion of literature No technological skill training Not much focus on discourse-oriented pedagogy No training in teaching discourses No context-based approaches
3	Microteaching	Training in traditional microteaching skills No training in ICT skills Artificiality in training process No real classroom experience Fear in microteaching session

Sl. No.	Categories	Responses
4.	Functional Literary Discourse Models	Inclusion of literature made pedagogy interesting Motivates to create variety discourses Functional items are appropriate to the secondary level Apt in acquisition of skills
5.	Advanced skills	Suitable to meet the demands of 21st century classrooms Confident to use technology in classes Includes relevant 21st century skills
6.	Phases of the model	Orientation gives brief idea about skills going to practice Demonstration helps to enhance comprehension Guided practice provides hands on experience Experimentation gives flexibility in the selection of apps or strategies
7.	Benefits of the training	knowledge enrichment Pedagogical improvement Professional growth Preparation for diverse learners Inspiration for teacher innovation Training in techno-pedagogic skills, content and context specific skills are the highlights of this model Application in real classroom increases confidence

Sl. No.	Categories	Responses
		<p>Teacher demonstration and guided practice helps in practicing skills</p> <p>No fear of using technology in classroom</p> <p>No stress and strain during practice sessions</p> <p>Implementation is easy due to familiarity with discourses</p> <p>Reflection and improvement are made possible</p> <p>No fear of feedback and evaluation</p> <p>Updated skills relevant to ESL context</p> <p>Advanced skills are specific to language teaching in second language context</p> <p>No time constrains in practise and implementation</p> <p>Acquisition of skills through different phases in training</p> <p>No need for pre-requisites</p> <p>Meets the demands of 21st century classrooms</p> <p>Flexible to meet the demands of online teaching</p> <p>More techno-pedagogical skills and content skills to be added</p>
8.	Constraints of practising advanced skills	<p>Insufficient access</p> <p>Technical issues</p> <p>Difficult to balance with traditional methods</p> <p>Time constraints</p> <p>Resistance to change</p>

The following are the sample responses of the reasons for the prospective teachers to be a participant in the sessions on advanced skills

“Participating in sessions on advanced skills allows me to deepen my understanding of complex skills and stay updated on the latest advancements in various fields. This knowledge enrichment can enhance my teaching capabilities.”

“Engaging in advanced skills sessions provides insights into innovative teaching methods and strategies. This, in turn, enables me to adapt my teaching style to better suit the evolving needs of students and effectively convey complex ideas.”

Respondents shared their perspectives on the existing curriculum of teacher education in Kerala and opined that it was not flexible to incorporate the twenty first century skills training. The teacher education curriculum was not updated or suitable to teach in hybrid mode. Most of the prospective teachers were of the opinion that the existing teacher education programme was a bit boring with outdated theoretical perspectives and also with too much content within the limited time frame. They also recommended giving more importance to techno-pedagogical skills in the practical sessions.

The pedagogy part was in tune with the recent trends in ELT and there is no space for innovative strategies like gamification, flipping, learning apps etc. Literature is neglected in the syllabus. School language curriculum and the lesson plans prepared during practice teaching were based on discourse oriented pedagogy and constructivism but no such training is included in the B.Ed programme. Techno-pedagogy is also neglected in the practical sessions of pedagogic courses.

Respondents shared that they get stressed in microteaching sessions and also found it futile in practising techno-pedagogical skills and discourse-oriented teaching without real classroom experience.

The prospective teachers found the inclusion of literature made pedagogy interesting in the Functional Literary Discourse Models of Advanced Skills in teaching English. The model motivated them to create variety of discourses. The functional items in the model were appropriate for the secondary level. The models were apt in acquisition of advanced skills. The advanced skills selected were suitable to meet the demands of twenty first century classrooms. Prospective teachers were confident to use technology in the classrooms after the field trial.

Orientation phase of the model helped the prospective teachers have a brief idea of the skills to be practiced. Demonstration phase helped to enhance comprehension. The hands-on experience in the guided practice sessions enhanced the skill acquisition. The flexibility in the experimentation phase provided ample opportunities to try out new technological platforms.

Knowledge enrichment, pedagogical improvement, professional growth, preparation for diverse learners, inspiration for innovation, training in techno-pedagogical skills, content and context specific skills were the highlights of the model. The training should allow for practice and implementation of skills without time constraints, enabling prospective teachers to refine their techniques and approaches effectively without stress and strain. The skill development should progress through different training phases, ensuring a comprehensive and structured approach to mastering the required competencies. The advanced skills should meet the demands

of modern classrooms in the 21st century, incorporating innovative teaching methods, technology integration, and cultural sensitivity. The training didn't have specific prerequisites, allowing prospective teachers from diverse backgrounds to acquire the necessary skills for ESL teaching and the advanced skills were specific to language teaching in second language context. The skills were flexible to adapt to the requirements of online teaching, emphasizing the use of digital tools, virtual platforms, and interactive resources to engage students effectively. The model focused on enhancing techno-pedagogical skills, such as utilizing technology in teaching, and content skills to deliver engaging and informative lessons to ESL learners.

The prospective teachers reported that the major constraints for practising the advanced skills in real classroom context were the insufficient access to technological devices, technical issues, difficulty in incorporating with the existing lesson plan, time constraints and the resistance to change to innovative techniques.

The prospective teachers were asked to practice the maximum number of skills. The data obtained from item 7 of the interview schedule on the advanced skills practised are coded in Table 24.

**Table 24**

*Number of prospective teachers practiced advanced skills in practice teaching*

<b>Sl. No.</b>	<b>Advanced skills</b>	<b>No. of prospective teachers</b>
1	Online teaching skills	43
2	Multilingual skills	1
3	Skill of creating multilingual graphic dictionary	6
4	Fun learning skills	12
5	Comforting skills	15

Sl. No.	Advanced skills	No. of prospective teachers
6	Skill of Using interactive board	35
7	Skill of adapting an audio clip for merging audio with video	15
8	Audio creation skills	12
9	Video creation skills	26
10	Collaboration skills	43
11	Gamification skills	32
12	Skill of creating GIF	8
13	Skill of creating digital Comic strip	7
14	Skill of Using emojis	6
15	Bitmoji creation skills	3
16	Learning app creation skills	29
17	Skill of creating flipped classroom	12
18	Hyperlinking	8
19	Communication skills	43
20	Skill of using online evaluation strategies	6

From the table it is clear that all of the prospective teachers practised communication skills and online teaching skills, and the least practiced skill was multilingual skills. Thirty-five prospective teachers used interactive boards in their online teaching sessions. Gamification skills were practised by thirty-two and learning app creation by twenty nine.

### **Analysis of focus group discussions with prospective teachers**

From the interview the researcher identified some key areas and for more clarification and in-depth suggestions discussion points were developed for focus group discussion with 15 prospective teachers under three groups. The focus group

discussions with prospective teachers revealed their concerns about a futuristic pedagogy and their opinions about the model.

Table 25 represents the analysis of the appositeness of the developed model to fill the gaps identified in the analysis of objective 1 and focus group discussions.

**Table 25**

*Data based on Focus group discussions*

<b>Difficulty or gap identified in the analysis of objective 1 in the views of prospective teachers</b>	<b>Data based on focus group discussions with prospective teachers after field trial</b>	<b>Gap filling process in the model</b>
Lack of understanding of theoretical perspectives	Practise with clear understanding of theory	Orientation
Time consuming	Self-paced self-learning to a great extent	Guided practise leads to the fast acquisition of skills
Stress and strain during microteaching	Conducive environment	Demonstration, guided practice, teacher as partner
Difficulty in planning lessons	Planning under the guidance and supervision	Practice time observation with enriching comments
Artificiality/Fear of appearing in real classroom	Independent skills need not be in collaboration with other skills	Demonstration, Guided practice and experimentation on discrete skills
Low mastery level	After achieving mastery level	Toning
Theory –practice gap	No gap	Realistic learning outcomes through defined process skills
Difficulty in self-reflection and dissatisfaction with peer evaluation	Continuous self-evaluation	Flexibility in Experimentation /Innovation phase
Not satisfied with evaluation and feedback	No peer evaluation	Appreciation and Toning

<b>Difficulty or gap identified in the analysis of objective 1 in the views of prospective teachers</b>	<b>Data based on focus group discussions with prospective teachers after field trial</b>	<b>Gap filling process in the model</b>
Skills in micro teaching are outdated	Suitable to meet the demands of 21st century classrooms	IT integrated and contextualized advanced skills
No Content and context specific skills	Development of Teacher text, Identification of relevant skills	Content developed as functional literary discourses; skills based on ELT Pedagogy
Fear of peer evaluation	Self-evaluation and self-reflection	Immediate feedback and guidance
Less focus on technological skills	Skills identified are essential in tune with techno-pedagogy	Identified progressive techno-pedagogical skills Incorporated the suggested advanced skills

From the opinion of prospective teachers one of the major limitations of microteaching sessions was the lack of understanding of theoretical perspectives. The orientation phase in the Functional Literary Discourse Models of Advanced Skills in teaching English was precise in orienting the theoretical aspects especially the advanced skills and process skills. The skill acquisition was a time-consuming process and mastery over one skill at a time make microteaching more complicated. Self-paced learning to a great extent in the FLD model and the guided practice leads to the fast acquisition of skills. There was no stress and strain in the practice sessions because of the conducive environment. Teacher demonstration and guided practice helped in this regard. Lesson planning under the supervision and guidance of the researcher enabled the prospective teachers practice with ease. Guided practice and experimentation lead to mastery level with respect to the skills practiced. Realistic learning outcomes through the advanced skills and process skills removed the theory

practice gap. Continuous self-evaluation, appreciation and toning enhanced self-reflection and the flexibility in the experimentation phase led to satisfaction. The advanced skills were suitable to meet the demands of twenty first century classrooms and in tune with techno-pedagogy. The content developed as functional literary discourses, and the skills were based on ELT pedagogy.

### **Analysis of Expert validation**

To validate the developed models, which was the fifth objective, data was collected using the 'Expert Evaluation Schedule' on 8 different categories and also focus group discussions. An analysis of the data was done in order to validate the model and Content Validity Ratio was found out. The number of responses obtained for the extremes of responses 'To a Great Extent', 'To Some Extent' to 'Not at all' under the eight categories of items included in the Evaluation Schedule was tabulated. The percentage of responses obtained is presented as Table 26

**Table 26**

*Percentage of Responses on Expert Evaluation Schedule*

Category	Percentage		
	To a great extent	To some extent	Not at all
A Contribution to 21st century ELT	90%	10%	0%
B Content	92%	8%	0%
C Format	93.33%	6.67%	0%
D Practicability	98.46%	1.54%	0%
E Novelty	100%	0%	0%
F Principles/Theories	100%	0%	0%
G Skill Acquisition process/Phases	97.14%	2.86%	0%
H General	97.78%	2.22%	0%

From table 26 it is clear that all the experts rated the model in novelty and the theoretical background selected with to a great extent. For the responses for component practicability, it was 98.46%, 97.78 % in general and 97.14 in skill acquisition process. Contribution of the model to twenty first century ELT was rated by and 90 % while 92% in content,93.33% in format also rated to a great extent.

### **Establish content validity**

Validity of the developed model was calculated by finding out the Content Validity Ratio using the formula,

$$CVR = \frac{\left( N_e - \frac{N}{2} \right)}{\left( \frac{N}{2} \right)}$$

where CVR is the content validity ratio 'N<sub>e</sub>' is number of experts who indicated the item as essential and 'N' is total number of experts, based on the frequencies of extreme responses. The schedule has eight divisions with eight categories for evaluation. Details of Content Validity Ratio values for the eight categories of responses are presented as table 27.

**Table 27***Details of Content Validity Ratio for the Category of Responses*

Category	Total No. of items	Number of items with CVR	
		1.00	.6
Contribution to 21st century ELT	10	7	3
Content	5	4	1
Format	3	2	1
Practicability	13	12	1
Novelty	8	8	0
Principles/Theories	18	18	0
Skill Acquisition process/Phases	7	6	1
General	9	8	1

The numerical value of the content validity ratio is obtained using Lawshe's table. All the contents in the model are relevant and appropriate.

#### **Analysis of data on focus group discussions with experts**

Focus groups were formed with experts, researcher and supervisor. The focus group discussions were enriched with the suggestions of the experts on refining the model and the data were also used to analyse the appositeness of the model from validators' perspectives. Suggestions of the experts are represented in table 28

**Table 28**

*Data based on the suggestions from Expert Validation Schedule*

Suggestions for refining the model	
Expert 1	Adding more relevant examples from the cultural context enhances the practice of cultural context integration
Expert 2	Recommended to have a look at B.A. B.Ed Integrated Course syllabus too. Multimedia Multilingual Language Lab is to be utilised along with the Multilingual Graphic Dictionary. Deeper insights are required on the theme of Multilingualism, as it has deeper and wider meanings. The term 'Language Games' has to be used with a certain caution, as it has been used with deeper implications by Wittgenstein, Foucault and Barthes
Expert 3	Recommended referring Bloom's Digital Taxonomy for the appropriate action verbs in learning outcomes and referring the teacher text while selecting the discourse and functional item to be taught
Expert 4	Lesson Designs are meticulously done
Expert 5	Appreciated the use of smart phone and computer with internet connectivity and apps and resources like Google jambord, Vidma recorder, audio lab, filter camera, story board, bitmoji creator etc. to develop the lessons.  Prospective teachers definitely develop interactive skills with IT through the practice of this model. They develop skills in using interactive board, audio creation, video creation, converting content to PDF etc. Appreciated the effort to develop skills related to technology. Raises doubts like how intentionally prospective teachers learned our language discourses and how good they were in using those language items in new contexts. Suggested the addition of an evaluation part attached or added with lesson transcripts to get to know the extent of comprehension of the functional literary discourses given in the class.

The analysis of the data from focus group discussions to fill the gaps identified in the analysis of the data in objective 1 from teachers educators' perspectives with the validators perspectives for the developed model is presented in table 29.

**Table 29***Data based on the focus group discussion with experts*

<b>Focal points in focus group discussion</b>	<b>Data based on focus group discussions with experts</b>	<b>Gap filling process in the model</b>
Core skills need to be redefined	Redefined with essentially demanded skills, Initiated a redefined 21st century teacher education curriculum	IT based contextualised skills
No skills specific to language teaching	Helped teachers create tasks that encourage students to use language in meaningful ways , cultural and emotional aspects of language and literature, and to develop their critical thinking and collaboration skills, Equip the teacher trainee acquire pedagogy to create language rich environment through the acquisition of foreign language with the essentially demanded skills, Framework can be easily adapted to different language contexts, teaching language through literature, upgrading of ELT pedagogy, linguistic and literary needs of the secondary level students with appropriate functional literary item, Stimulates acquisition from language rich environment and the action verbs based on the all the three domains of revised Bloom's taxonomy are adequate to facilitate Higher order thinking skills. The intended process skills get realised through the suggested learning process or activities and links literature with B.Ed pedagogy	Identification of appropriate skills, Based on theories of ESL
Lack of conceptual clarity among students	Advanced skills and process skills are well defined	Orientation
Difficulties in completion of Microteaching cycle and the problem of partial acquisition of skills	Oriented on outcome-based approach Development of the proposed skills could be ensured through the composite phases Guided practice sessions intended to give hands-on-experience Toning phase is adequate for remediation	Self-paced, Completion of focal segments

<b>Focal points in focus group discussion</b>	<b>Data based on focus group discussions with experts</b>	<b>Gap filling process in the model</b>
Practical sessions on selected skills only	Contains items that are meaningful in realtime teaching	Minimum of 33 relevant skills
Difficult evaluation and peer rating	Self-evaluation and immediate feedback	Product oriented guided practise, Appreciation
Theory practice gap decreases the quality of teacher training	Met with the existing facilities and pre-requisites of the trainees Ensures meaningful and engaging learning experiences Follow a systematic format which suits to a new Model Time bound implementation in real teaching-learning situations and demonstration increases confidence	Orientation, demonstration and guided practise
Limitations affect quality	Met with the existing facilities and pre-requisites of the trainees	Capacity building support systems
Microteaching is not sufficient to meet demands of 21st century	Developing communicative competence by integrating function, literature, discourse, and context into lessons through ICT mediated instruction Constructivism and twenty first century skill orientation Advanced pedagogy of ELT with functional literary discourses	Identification of skills demanded of 21st century pedagogy
Non-essential skills are included in microteaching	Advanced skills are desirous of learning oriented futuristic pedagogy and the process skills are adequate	Identification of essential skills

<b>Focal points in focus group discussion</b>	<b>Data based on focus group discussions with experts</b>	<b>Gap filling process in the model</b>
No place for techno-pedagogical skills	Techno-pedagogical skills in tune with outcome-based learning and twenty first century teaching	Hands on training in Digital Apps and Resources
Microteaching is not suitable to teach online	Proves relevant in online teaching, helps to develop online resources, Experimentation and extension phase provides flexibility with respect to selection of apps, strategies and contextualization	Technology integration in composite phases

From the experts' opinion it is underlined that the essentially demanded skills and IT based contextualized skills in the Functional Literary Discourse Models initiated a redefined 21st century teacher education curriculum. Experts were of the opinion that FLD models will help teachers create tasks that encourage school level students to use language in meaningful ways considering cultural and emotional aspects of language and literature, and to develop their critical thinking and collaboration skills. The model will equip the teacher to acquire pedagogy to create a rich language environment through the acquisition of foreign language with the essentially demanded skills. Framework of the model can be easily adapted to different contexts. Teaching language through literature, consideration of linguistic and literary needs of the secondary level students could upgrade ELT pedagogy which stimulates acquisition from language rich environment through functional literary discourses. The action verbs based on all three domains of revised Bloom's taxonomy are adequate to facilitate Higher order thinking skills. The intended process skills get realised through the suggested learning processes or activities and links literature with

B.Ed pedagogy. The process in the model was clear with the well-defined advanced skills and process skills. The proposed model is oriented towards an outcome-based approach, ensuring that the development of essential skills is achieved through a series of composite phases. This structured methodology allows for a clear alignment between educational objectives and the skills students are expected to acquire, fostering a more effective learning environment. Guided practice sessions are designed to provide hands-on experience, allowing teachers and students to engage actively with the material and apply their learning in practical contexts. Toning Phase is specifically tailored for remediation, ensuring that any gaps in understanding or skill acquisition can be effectively addressed. This targeted support helps to reinforce learning and promote mastery of the proposed skills. The education landscape evolves, teachers must adapt and develop new skills to effectively prepare students for the challenges of the modern world and the FLD models are tailored to the needs of twenty first century ESL teaching. Experts advocated the implementation of FLD models in the teacher training programme .This time-bound approach not only enhances the relevance of the training but also builds confidence among trainees through practical demonstrations. By focusing on these elements, experts recommended the framework that supports effective teaching practices and fosters an engaging learning environment. Experts agreed that the FLD models align well with the current facilities and prerequisites available to trainees. The models are adaptable, accommodating the varying levels of technological infrastructure across different institutions. This adaptability ensures that all trainees, regardless of their starting point, can benefit from the integration of FLD in their pedagogical training.

The systematic analysis of the data collected through a critical analysis of the content of microteaching in the B.Ed curriculum of major universities in Kerala, questionnaire for prospective teachers of English and interview for teacher educators of English language education proved that the current practices in microteaching was not apposite for developing teaching skills demanded of twenty first century English language pedagogy. The data obtained on analysis of the suggestions of teacher educators and prospective teachers and content analysis of the authentic documents paved the way for the identification of 33 advanced teaching skills. The content analysis of functions and discourses in secondary school textbooks helped the selection of functional literary discourses which is very crucial in developing the model. The data collected from the beneficiaries such as prospective teachers and secondary school students emphasised the importance of the model. Triangulation and validation established the genuinity and usefulness of the model in the twenty first century ELT pedagogy.

# CHAPTER 5

## FINDINGS AND SUMMARY

- ❖ *Appositeness of Microteaching*
- ❖ *Advanced Teaching Skills for 21st Century ESL Classrooms*
- ❖ *Appositeness of the FLD Models on Advanced Skills*
- ❖ *Validity of the FLD Models*
- ❖ *Structure of Functional Literary Discourse Models of Advanced Skills in Teaching English*
- ❖ *Advanced Skills and Process Skills in ELT*
- ❖ *Theoretical Framework of Advanced Skills*
- ❖ *Functional Literary Discourse Models of Advanced Skills in Teaching English*
- ❖ *A Theory: An Explanation*
- ❖ *Development of the Theory*
- ❖ *Generation of a Theory on Pedagogic Skill Acquisition through FLD Models*
- ❖ *Discussion and Conclusion*

## **FINDINGS AND SUMMARY**

The chapter revisits the major research findings and discusses the answers to the study's research questions which link to relevant areas of existing literature. The emphasis is placed on English as Second Language (ESL) context in India, specifically Kerala, and pre-service pedagogic skill development was the study's background and focus.

### **Appositeness of Microteaching**

#### **Objective 1**

To analyse the appositeness of microteaching sessions on developing teaching skills demanded of 21st century ELT pedagogy.

#### **Research question 1**

What are the teaching skills included in the theoretical and practical sessions of microteaching in the B.Ed curricula of major universities in Kerala?

#### ***Findings***

Analysis of B.Ed. curriculum revealed that theoretical orientation and practice of a maximum of eight core skills of teaching mentioned in the curricula alone are focused. There is no flexibility in the choice of the skills for futuristic IT enabled constructivist classrooms.

### **Research question 2**

Are the microteaching sessions apposite in developing teaching skills demanded of 21st century ELT pedagogy?

### ***Findings***

The analysis of data collected from prospective teachers in Kerala revealed that the challenges in microteaching practice sessions include an emphasis on outdated skills, inadequate feedback and evaluation processes, excessive time spent on preparation and presentation, ineffective implementation of the microteaching cycle, the artificial nature of the sessions and unexpected stress and strain during teaching when they were conscious of the fact that their performance is being rated every second and the difficulty in planning lessons. From the opinion of majority of prospective teachers, microteaching sessions failed in proper implementation of the theoretical principles, instantaneous feedback, peer evaluation and updating skill sets.

The perspectives of prospective teachers on the current micro-teaching sessions in terms of 21st century teacher pre-requisites revealed that there is a strong need to update the preparatory teaching sessions with respect to skills, content, context and structure to meet the demands of the twenty first century classrooms. With specific reference to English language teaching microteaching failed in practising discourse-oriented pedagogy, functional orientation and literary sources and the latest skills expected of twenty first century English language teacher.

The analysis of the data on interview with teacher educators, led to the conclusion that microteaching is not apposite as a teacher preparatory practice with its focus on the outdated skills and rigid structure in the context of twenty first century language education. As a preparatory training procedure microteaching is not apposite because of the artificiality in procedures, time consumption, limited content coverage, stress and anxiety, feedback bias and failure in attaining mastery. Microteaching is not apposite with regard to the skills practiced because no skills specific to language teaching were focused. So, the core skills need to be redefined. Microteaching is not sufficient to meet the demands of 21st century classrooms. There is a research gap in the area of microteaching in B.Ed curriculum.

Microteaching is not apposite in the context of twenty first century English language teaching and the prospective teachers and teacher educators also demanded an updated teacher preparatory procedure which compensates the limitations of microteaching sessions and is more outcome based in the present context. Prospective teachers need a strong foundation in pedagogical theories and methodologies where theory and practise should go hand-in-hand. The future teachers should be culturally competent to address the diverse needs of students and effective teaching in the context of 21st century technology integration. Making the students comfortable with the teacher is essential for creating a conducive learning environment and effective teaching involves engaging students actively in the learning process. Regular assessment and constructive feedback are crucial for student progress.

Microteaching has long been a prominent component of pre-service teacher education programmes, aimed at improving the instructional skills of future teachers. Within the B.Ed curriculum, microteaching sessions play a crucial role in enabling trainee teachers to develop and refine effective teaching strategies. Understanding the perspectives and concerns of student teachers is essential to enhancing the outcomes of teacher education programmes. While microteaching remains a valuable training approach, several aspects need updating to meet the current competency requirements of educators. Key considerations for modernizing the microteaching approach include making classroom simulations as realistic as possible, mirroring actual school settings, and ensuring comprehensive learning experiences. It is also important to incorporate content-specific, context-based, linguistic, literary, and technology-oriented skills that emphasize authentic, innovative learning. This approach should support the planning of lessons, foster technology-based learning, and offer opportunities to practice effective communication, second language proficiency, and creativity.

The envisaged pre-requisites for the meaningful implementation of the teacher preparatory procedures should be ensured in every teacher education institution. Teaching skills demanded in an ESL classroom context also should be focused so that the prospective teachers would be confident to address high tech English classrooms. Systematic mentoring and reflection will ensure competency and professionalism in teaching. An updated skill training model will replace the microteaching process

which is still considered as the essential component of a teacher education programme.

### **Advanced Teaching Skills for 21st Century ESL Classrooms**

#### **Objective 2**

To identify Advanced Skills demanded of Functional Literary Discourse pedagogy for 21st century ESL classrooms

#### **Research question 3**

What are the skills suggested by prospective teachers and teacher educators of English Language Education to be incorporated in the practical sessions of teacher education programme?

#### ***Findings***

Techno-pedagogical skills are the most demanded skills among prospective teachers. They need training in digital dictionary creation, video and audio creation, using social media for teaching English, using interactive board etc. Prospective teachers also recommended to include communication, critical thinking, creativity, adaptability and classroom management skills in the skill development sessions of the B.Ed programme.

From the opinion of teacher educators the major requirements of a teacher in twenty first century classrooms are adoption of motivation strategies, positive classroom learning environment set-up, technology handling and use, strong language proficiency, pedagogical knowledge, cultural awareness, digital literacy, adaptability,

effective communication, feedback and assessment strategies, inclusive environment, smart classroom process and strategies for continued professional development.

Digital content creation, video creation and editing, computer/mobile assisted instructions, gamification are essential for prospective teachers to perform effectively in the context of twenty first century ELT Pedagogy. Teacher educators added the necessity of giving training in integrating literature in language teaching. Teacher educators also established the need for training to use technology tools available for instructional purposes.

#### **Research question 4**

What are the advanced skills prescribed in the authentic sources and documents on teacher education?

#### ***Findings***

Critical thinking, knowledge explosion, twenty first century teaching and learning skills, emotional maturity, organization of lessons, experience exchange, collegiality, practicability, reflective practices, participation in online learning communities, effective usage of learning resources, integration of information technologies and knowledge about pedagogical practices, reflective skills and thinking dispositions, pedagogical skills, people management skills, self-management skills, administrative and management skills, communication skills, facilitative skills, technological skills, innovation and entrepreneurship skills, social and emotional intelligence, multilingualism, and techno-pedagogical skills are the essential skills according to the document analysis.

### ***Conclusion***

On the basis of the findings of the first and second objectives, it is concluded that there is a need for upgrading the existing skill development sessions in the teacher education programme at secondary level. To fill the research gap based on the findings of the questionnaire data from prospective teachers and interview responses from teacher educators, suggestions were taken to update skill practice sessions in tune with futuristic classrooms. The data from the questionnaire for prospective teachers, interview with teacher educators and review of the authentic documents finalised thirty three skills demanded of teaching English in an ESL context.

The skills identified from different sources are listed under twenty first century skills, skills for creating safe and positive environment for second language learning, evaluation or correction skills, technological skills and combination skills of technology-based discourse skills in teaching language in the second language context. The thirty three skills are listed in table 30.

**Table 30***Advanced Skills*

<b>21st century skills</b>	<b>Skills in demand for second language learning</b>	<b>Evaluation/ Correction skills</b>	<b>Technological skills</b>	<b>Combination skills</b>
Communication skills	Comforting skills	Editing skills	Audio creation skills	Skill of creating multilingual graphic dictionary
Collaboration skills	Gamification skills	Skill of using online evaluation strategies	Video creation skills	Skill of merging traditional letter format with technology
Critical thinking skills	Fun learning skills	Skill of using online Editing software	Skill of adapting an audio clip for merging audio with video	Skill of creating Flipped classroom
	Skill of integrating cultural context		Skill of using app for letter drafting	Skill of creating digital Story board
	Multilingual skills		Skill of creating GIF	Skill of creating digital Comic strip
	Skill of using comparative literature		Skill of Using emojis	Online teaching skills

21st century skills	Skills in demand for second language learning	Evaluation/Correction skills	Technological skills	Combination skills
	Skill of using project method		Bitmoji creation skills	Skill of using interactive board
	Inquiry-based teaching skills		Learning app creation skills	
			Skill of using technology in translation	
			Skill of using technology in paraphrasing	
			Skill of creating reel videos on/for social media	
			Skill of Hyperlinking	

## **Appositeness of the FLD Models on Advanced Skills**

The identification of 33 advanced skills with focus on contextualized, technology-integrated, and culturally embedded skills is crucial for success of an English language teacher especially ESL teacher in today's classrooms. The 33 skills can be practiced through functional literary discourses. Hence Functional Literary Discourse models of advanced skills in teaching English were developed. The teacher education model should emphasize the acquisition of pedagogical skills through practical teaching experiences, lesson planning, and instructional strategies.

### **Objective 4**

To find out the appositeness of developed Functional Literary Discourse Model on developing teaching skills demanded of 21st century ELT pedagogy through field trial

### **Research question 5**

How do the prospective teachers integrate the advanced skills in the real time classroom contexts?

### ***Findings***

Comforting skills, Multilingual skills, Skill of creating multilingual graphic dictionary, Fun learning skills, Skill of the creating flipped classroom, Skill of using interactive board, Skill of adapting an audio clip for merging audio with video, Audio creation skills, Video creation skills, Collaboration skills, Gamification skills, Skill of creating GIF, Skill of creating digital comic strip, Skill of using emojis, Bitmoji creation skills, Learning app creation skills, Hyperlinking skills, Communication

skills and Online teaching skills were the skills mainly practiced during field trial. Most of the process skills of the advanced skills were practiced to a great extent or to some extent. It can be inferred that most of the process skills were easy to practice in a realtime classroom context.

### ***Conclusion***

Based on the findings, it can be concluded that prospective teachers successfully integrate advanced teaching skills in real-time classroom contexts, with most process skills being practiced to a significant extent. The results indicate that the majority of these advanced skills are adaptable and feasible for application in actual teaching environments. This suggests that the training in advanced skills effectively prepares prospective teachers for the complexities of real-world classrooms, equipping them with the ability to implement a variety of instructional strategies. Moreover, the ease with which these process skills can be practiced in real-time settings demonstrates the relevance and practicality of the advanced skills framework in enhancing the teaching competencies of prospective teachers. Consequently, the integration of these skills contributes to more dynamic, engaging, and effective teaching practices, ultimately benefiting the learning experiences of students.

### **Validity of the FLD Models**

#### **Objective 5**

To validate the developed Functional Literary Discourse Models through field trial sample groups of prospective teachers, secondary school students and experts

### **Research question 6**

What is the role of the developed FLD models on developing advanced teaching skills among secondary level prospective English teachers?

#### **Research question 6.1**

What are the benefits of secondary school students on the FLD models?

#### ***Findings***

The teaching strategies and methods used in Functional Literary Discourse Models are quite different from the routine methods in the English classes. The English classes with games and quizzes were interesting and fun and enhanced the curiosity of the students and reduced the fear of learning. Innovative techniques and techno-pedagogy made the class more interesting and funnier. Students could comprehend and produce grammar and vocabulary with the help of videos and images. Students' participation is higher when it is rewarding. Hyperlinking, emojis and bitmojis made learning more joyful. Students were less stressed and were motivated to use English in the classrooms with the use of innovative strategies and in a positive and safe environment. Innovative learning strategies and the use of native English enhanced listening and speaking skills. Students were able to use online resources when the teacher shifted her class to techno-pedagogy. Use of interactive boards for writing enhanced student interest than the use of blackboard. Students fear of committing mistakes in English classes while speaking, reading or writing was no more an affective filter. Multilingualism enhanced students' interest in learning other languages and respecting the cultural and linguistic diversity in their classroom.

### ***Conclusion***

The findings indicate that the model supports the acquisition and application of advanced teaching skills in real-time classroom contexts. It enables prospective teachers to navigate the complexities of teaching English with greater confidence and adaptability. Furthermore, the model's emphasis on reflective practices and process skills contributes to the continuous professional growth of the teachers, making them more adept at responding to diverse learning needs and instructional challenges. Thus, the FLD model significantly impacts the professional readiness of prospective English teachers, ultimately leading to improved teaching outcomes at the secondary level.

### **Research question 6.2**

What is the prospective teachers' opinion about the FLD models?

### ***Findings***

The analysis of the data revealed that the current teacher education curriculum in Kerala faces significant challenges in equipping prospective teachers with the necessary skills for 21st-century classrooms. The curriculum is seen as rigid, outdated, and overly content-heavy, with little room for innovative strategies or technology integration. This lack of flexibility has left prospective teachers ill-prepared to teach in hybrid or technologically advanced environments. The absence of literature in the syllabus, outdated pedagogical approaches, and a disconnect between B.Ed. training and actual school curricula further exacerbate the problem.

Microteaching sessions, intended to prepare teachers for real-world classrooms, are largely ineffective in practicing techno-pedagogical skills and

discourse-oriented teaching. The lack of real classroom experience during these sessions caused stress rather than mastery skill development among prospective teachers.

However, the introduction of the Functional Literary Discourse (FLD) models of Advanced Skills in teaching English brought a refreshing change. These models effectively addressed many of the shortcomings of the existing curriculum. By incorporating literature into pedagogy, the FLD models made teaching more engaging and motivated prospective teachers to create a variety of discourses. The functional items within the models were appropriate for secondary-level education, and the advanced skills selected were aligned with the demands of modern, 21st-century classrooms.

The FLD models also enhanced prospective teachers' confidence in using technology in the classroom. The structured phases of the FLD model—orientation, demonstration, guided practice, and experimentation—provided a comprehensive approach to skill acquisition. The orientation phase offered a clear understanding of the skills to be practiced, while the demonstration phase improved comprehension. Hands-on experience during guided practice sessions facilitated skill acquisition, and the flexibility in the experimentation phase allowed for exploration of new technological platforms.

The key highlights of the FLD models include knowledge enrichment, pedagogical improvement, professional growth, and preparation for diverse learners. The models also emphasized the importance of practice without time constraints, allowing prospective teachers to refine their techniques effectively. The training

phases were structured to ensure comprehensive mastery of competencies, with a particular focus on advanced skills suitable for modern classrooms. The model's adaptability to online teaching, emphasis on techno-pedagogical skills, and content-specific training made it particularly relevant for ESL teaching.

Despite these positive aspects, some challenges were noted during the field trials. The least practiced skills included multilingual skills, hyperlinking, Bitmoji creation, and digital comic strip creation. These skills, though valuable, were difficult to practice due to constraints such as limited access to technological devices, technical issues, time constraints, and resistance to change from traditional methods.

### ***Conclusion***

In conclusion, while the FLD models offer significant improvements over the existing teacher education curriculum, there are still challenges to be addressed. The successful integration of advanced skills into real classroom contexts will require better access to technology, more time for practice, and greater support for innovation. Nonetheless, the FLD models provide a promising framework for modernizing teacher education in Kerala, making it more relevant, engaging, and effective in preparing teachers for 21st-century classrooms.

### **Research question 6.3**

How the FLD models fill the gaps in the existing skill training sessions from prospective teachers' perspective?

### ***Findings***

The implementation of Functional Literary Discourse (FLD) models in teaching English, particularly in the context of microteaching for prospective teachers, addresses several key challenges traditionally associated with skill acquisition. One significant limitation identified by prospective teachers is the difficulty in grasping theoretical perspectives during microteaching sessions. The FLD model, however, mitigates this issue by providing a precise and focused orientation on theoretical aspects, especially concerning advanced and process skills.

The FLD model's approach to skill acquisition, characterized by self-paced learning and guided practice, significantly accelerates the learning process. This method contrasts with the traditional microteaching approach, where mastering one skill at a time can be time-consuming and complicating. The supportive environment within the FLD model, combined with teacher demonstrations and structured guidance, fosters a stress-free practice session, enhancing the overall learning experience.

Lesson planning under the direct supervision and guidance of the researcher further contributes to the ease with which prospective teachers can practice and refine their skills. This structured approach, paired with continuous guided practice and experimentation, leads to mastery level of the skills being practiced.

On the basis of the focus group discussion with prospective teachers FLD model effectively bridges the gap between theory and practice. The realistic learning outcomes derived from the advanced skills and process skills foster a more integrated

understanding, allowing prospective teachers to apply theoretical knowledge in practical contexts seamlessly. Continuous self-evaluation, appreciation, and reflection are integral to this model, encouraging ongoing personal and professional growth. The flexibility within the experimentation phase further enhances satisfaction and ensures that the learning process is both adaptable and responsive to individual needs.

The advanced skills taught within the FLD model are particularly well-suited to meet the demands of twenty-first-century classrooms. The emphasis on technopedagogy ensures that prospective teachers are not only skilled in traditional teaching methods but are also equipped to integrate technology effectively into their pedagogy. The content, developed as functional literary discourses, aligns closely with ELT pedagogy, ensuring that the skills acquired are relevant and applicable to contemporary educational settings.

### ***Conclusion***

In conclusion, the FLD model offers a comprehensive and effective approach to developing advanced teaching skills in prospective teachers. By addressing the limitations of traditional microteaching and emphasizing a balance between theory and practice, the FLD model equips teachers with the skills necessary to thrive in modern classrooms. The focus on self-paced learning, guided practice, and continuous reflection ensures that the learning process is both efficient and fulfilling, ultimately leading to a higher level of professional competence and satisfaction.

#### **Research Question 6.4**

How far are the FLD models valid as per the ratings of the experts?

#### ***Findings***

Most of the experts rated the requisite definition of the model to a great extent in the categories novelty, theoretical background selected, practicability, general features, skill acquisition process, contribution to twenty first century ELT, content and format.

Content Validity Ratio (CVR) for all the items in all the categories is very high indicating the high validity of the model.

#### ***Conclusion***

The functional literary discourse models of advanced skills in teaching English were established to be valid by the experts.

#### **Research Question 6.5**

How do the FLD models fill the gaps in the existing skill training sessions from expert's opinion?

#### ***Findings***

The expert consensus on the Functional Literary Discourse models' significant potential to reshape 21st-century teacher education curricula, particularly in the context of English as a Second Language (ESL) teaching. The FLD models are recognized for their potential to equip teacher trainees with the skills needed to create

language-rich environments, foster critical thinking, and to develop collaborative and culturally aware classrooms. This alignment with modern educational needs highlights the relevance and adaptability of the FLD models in contemporary pedagogy.

A key strength of the FLD models lies in their capacity to integrate essential skills with IT-based, contextualized learning, thereby addressing the linguistic and literary needs of secondary-level students. The models facilitate teaching language through literature, ensuring that learning is both meaningful and engaging. This approach also emphasizes the acquisition of foreign languages, using functional literary items that resonate with students' cultural and emotional contexts.

The framework of the FLD models is adaptable to different language teaching contexts, making it a versatile tool in various educational settings. This adaptability is particularly important in a world where educational infrastructure and technological resources can vary widely. Experts agree that the models align well with the existing facilities and prerequisites of trainees, ensuring that all participants, regardless of their initial levels, can effectively engage with the curriculum.

The FLD models also emphasize the development of Higher Order Thinking Skills (HOTS) through the use of action verbs from the three domains of Bloom's revised taxonomy. This focus on HOTS ensures that students are not only acquiring language but are also developing critical analytical skills that are essential in the modern world. The proposed model is clearly structured, with well-defined advanced and process skills that guide trainees through a series of composite phases.

An outcome-based approach is central to the FLD models, ensuring that educational objectives are closely aligned with the skills students are expected to acquire. This alignment fosters a more effective learning environment where trainees can clearly see the relevance of their learning activities to the skills they are developing. Guided practice sessions within the model provide hands-on experience, allowing trainees to actively engage with the material and apply their learning in practical contexts. This approach not only builds competence but also confidence among trainees.

The Toning Phase of the FLD models is particularly noteworthy for its focus on remediation. This phase ensures that any gaps in understanding or skill acquisition are effectively addressed, reinforcing learning and promoting mastery. This targeted support is crucial in ensuring that all trainees reach the desired level of competence.

As English education continues to evolve, the need for teachers to adapt and develop new skills is more pressing than ever. The FLD models are specifically tailored to meet the demands of 21st-century ESL teaching, providing a framework that supports effective teaching practices and fosters an engaging learning environment. The time-bound nature of the approach enhances the relevance of the training, ensuring that it remains focused and impactful.

In conclusion, experts advocate for the implementation of the developed FLD models in teacher training programmes, recognizing their potential to significantly enhance the quality of teacher education. The models' adaptability, theory rootedness, alignment with modern educational needs, and focus on practical skill acquisition make them a valuable addition to contemporary pedagogy. By integrating FLD models

into teacher training, institutions can ensure that their trainees are well-prepared to meet the challenges of modern classrooms, equipped with the skills necessary for effective and engaging teaching.

### **Structure of Functional Literary Discourse Models of Advanced Skills in Teaching English**

To rectify the problems identified in the existing skill training sessions the Functional Literary Discourse Model was developed. The structure of the model was formulated with the medium of Functional Literary Discourses to practice advanced skills. The framework of the Functional Literary Discourse Models of Advanced Skills in teaching English consists of i) Advanced skills and Process skills, ii) Functional items, iii) Literary Discourses, iv) Capacity building system, v) Learning Outcomes and vi) Composite phases and Focal segments

#### **i) Advanced skills and Process skills**

Advanced skills are the skills demanded today in teaching English in the ESL context.<sup>33</sup> advanced skills were included in the model. Process skills are the component skills of the advanced skills

#### **ii) Functional Items**

Functional items typically refer to words or elements within a sentence that serve a specific grammatical function rather than carrying substantial lexical meaning. These elements contribute to the structure and coherence of a sentence.

### **iii) Literary Discourses**

Literary discourses encompass written or spoken communication that revolves around literary or artistic expressions. This form of discourse often involves the analysis, interpretation, and discussion of literary works, including novels, poems, plays, and essays. Literary discourse is not confined to academic settings; it extends to conversations, critiques, and debates among individuals who share an interest in literature, fostering a deeper understanding and appreciation of literary creations.

### **iv) Capacity Building System**

Capacity-building system for prospective teachers aims to equip them with the necessary equipments, apps or resources to effectively integrate technology into their teaching practices.

### **v) Learning Outcomes**

Learning outcomes are specific, measurable, and observable results that indicate what a learner should know, understand, or be able to do after engaging in a learning experience. These outcomes are often defined at the beginning of a model and guide the design of instructional activities and assessments. Learning outcomes help educators and learners assess the effectiveness of the learning experience and provide a clear framework for the acquisition of knowledge and skills.

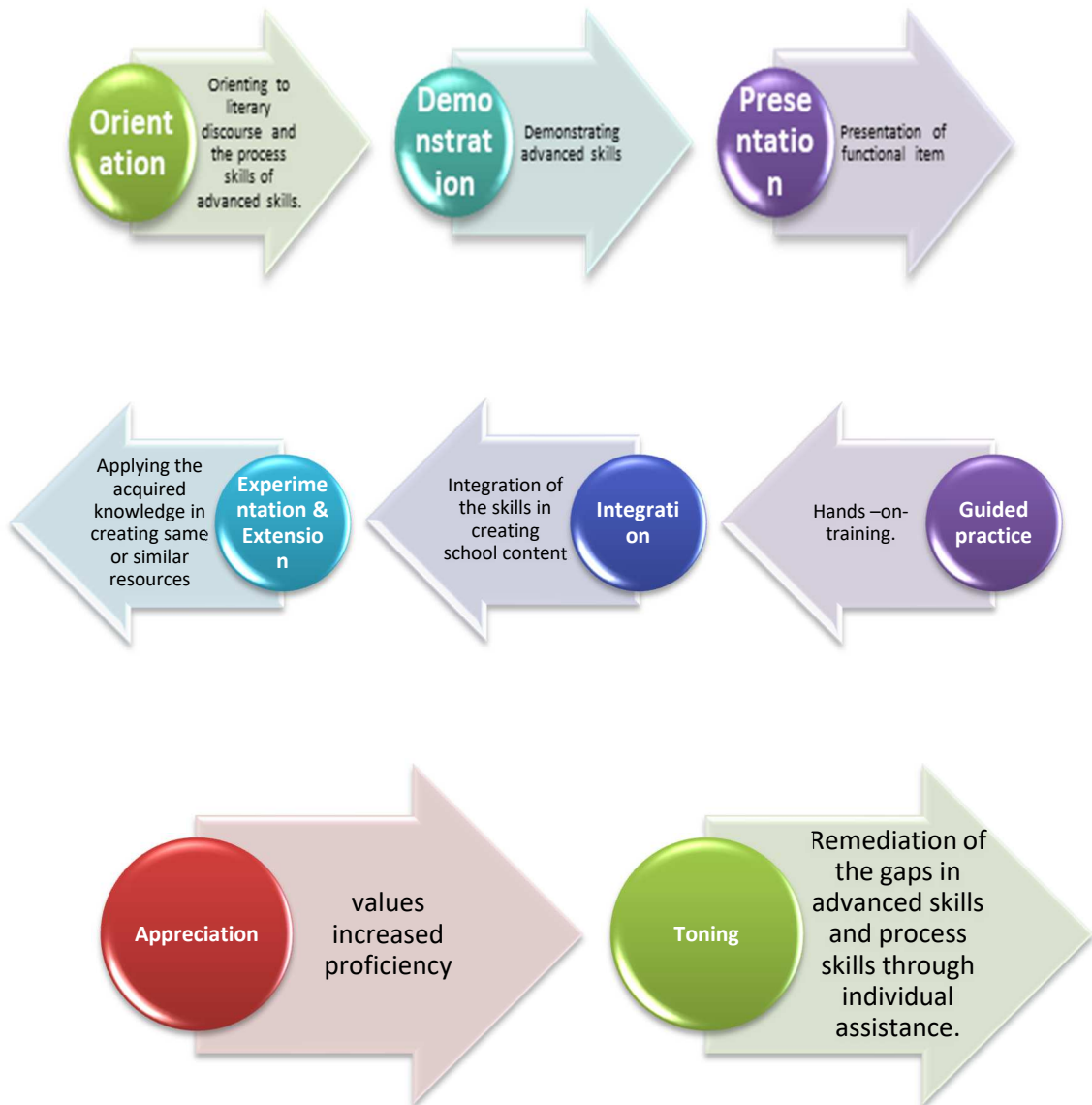
### **vi) Composite phases and Focal segments**

Composite phases are the fixed phases developed by the investigator for the functional literary discourse model. Focal segments are the processes involved in

every composite phase. The composite phases and focal segments are diagrammatically represented in figure 10.

**Figure 10**

*The composite phases and focal segments of the model*



## **Advanced Skills and Process Skills in ELT**

### **1. Comforting skills**

In the context of ESL teaching, comforting skill refers to the educator's ability to create a supportive and reassuring environment for language learners. This skill involves employing empathy, patience, and encouragement to alleviate any apprehensions or anxiety students may experience while acquiring a foreign language. Comforting helps build students' confidence, fosters a positive attitude towards language learning, and enhances their overall language acquisition experiences. The component skills are:

#### ***Creating source for comprehensible input***

Comprehensible input refers to language input that is understandable to learners, even if it contains some elements that are slightly above their current proficiency level.

#### ***Providing compelling inputs***

Compelling input refers to language input that is interesting, engaging, and captivating for learners. The goal is to capture students' attention and motivate them to actively engage with the language.

#### ***Tolerating mistakes with respect to grammar and vocabulary***

The teacher has to be patient and considerate so that the errors with respect to grammar and vocabulary are tolerated. Trial and error is an aspect of effective language teaching, especially in a foreign language context.

***Promoting language use through contextual editing of errors***

Correcting errors in context helps learners see the practical application of language rules and understand how to use language more accurately and with appropriation in real-life situations. When teachers make the learners engage in a dialogue it allows for a deeper understanding of the errors, facilitates communication about language nuances, and encourages learners to actively participate in the correction process.

***Moving from known to unknown***

By connecting new information to existing knowledge, learners can build upon their foundation and feel a sense of continuity, making the learning process more accessible and meaningful.

***Developing inductive thinking***

Inductive thinking encourages active engagement and a deeper understanding of language structures, fostering critical thinking skills and helping learners internalize and automatise language rules.

***Providing adequate linguistic input***

Adequate linguistic input is crucial for language acquisition. It includes exposure to authentic materials, diverse vocabulary, and various language structures, providing learners with the necessary resources for language development.

***Reducing performance anxiety***

Reduced performance anxiety allows learners to take risks, participate more actively in class, and experiment with language use. A comfortable environment is conducive to effective language learning.

***Arousing student engagement and interest***

Arousing student engagement and interest is essential for creating a positive learning experience. Students who are engaged are more likely to participate actively, retain information, and develop a lifelong love for learning.

***Arousing the confidence level of learner***

Building the confidence of learners is crucial for creating a positive learning environment. Confident students are more likely to take risks, participate in class, and persist in the face of challenges, contributing to their overall academic success.

***Reducing stage fear***

Overcoming stage fear is vital for students to develop effective communication skills and to be comfortable in expressing themselves in various settings. Teachers who reduce stage fear contribute to the development of confident and articulate speakers.

***Reducing the fear of committing mistakes***

Reducing the fear of committing mistakes fosters a growth mindset and resilience in students. It allows them to approach challenges with confidence, knowing that mistakes are opportunities for learning and improvement.

### ***Intervening when demanded***

Timely intervention is critical for ensuring that students receive the support they need to succeed. Teachers who excel in this skill can adapt their teaching methods to address individual student feedback and promote academic growth.

### ***Producing performance input***

Effective performance input is crucial for guiding students on their learning journey, helping them understand where they excel and where they can enhance their skills. It contributes to the continuous improvement of students by offering targeted feedback that facilitates growth.

### ***Appraising the level of performance of the learners***

Appraising the level of performance is essential for both students and teachers to gauge learning outcomes. It informs instructional decisions, helps students understand their strengths and areas for improvement, and contributes to the overall assessment and improvement of the teaching-learning process.

## **2. Multilingual skills**

Multilingual teaching skills in ESL classrooms involve the ability to effectively support students who come from diverse linguistic backgrounds. The component skills of multilingual skills are:

### ***Motivating students for judicious use of mother tongue***

Motivating students for judicious use of mother tongue is essential for fostering a positive attitude towards language and ensuring its effective utilization.

### ***Using mother tongue literature***

Incorporating mother tongue literature into the ESL teaching-learning process can be a powerful method to motivate students to appreciate and judiciously use their native language.

### ***Accepting students' language***

Accepting students' language in an English language classroom refers to creating an environment that recognizes and respects the linguistic diversity of students. It involves acknowledging and valuing the various languages and dialects that students bring with them to the classroom.

### ***Heightening linguistic recognition***

Heightening linguistic recognition refers to the intentional effort to increase awareness and acknowledgment of linguistic diversity within a given context.

### ***Creating acceptance among students for other languages***

Creating acceptance among students for other languages involves fostering an environment where learners appreciate and respect the linguistic diversity present within a community. This concept goes beyond mere tolerance; it aims to instill a positive and open attitude towards languages different from one's own.

### ***Creating local text***

Creating local text means generating written content that is specifically tailored to and reflects the linguistic and cultural context of students.

### ***Recreating the original text***

Recreating the original text involves reconstructing or replicating the content of an original piece of writing, often with the aim of preserving its meaning, style, and essence.

### ***Using versatile sources in target language***

Encouraging the use of versatile sources in the target language means promoting the utilization of diverse and varied materials, references, or resources written or presented in the language that students are learning.

### ***Code-mixing skills***

Code-mixing skills refer to the ability to seamlessly switch between two or more languages within a single communication episode. This involves incorporating elements, phrases, or sentences from one language into another while maintaining overall comprehension.

### ***Code-switching skills***

Code-switching skills involve the adept and intentional alternation between two or more languages or language varieties within a single conversation or discourse.

## **3. Skill of creating multilingual graphic dictionary**

The skill of creating a multilingual graphic dictionary for ESL teaching involves designing visual resources that incorporate images and symbols alongside vocabulary items, facilitating comprehension for students with diverse language

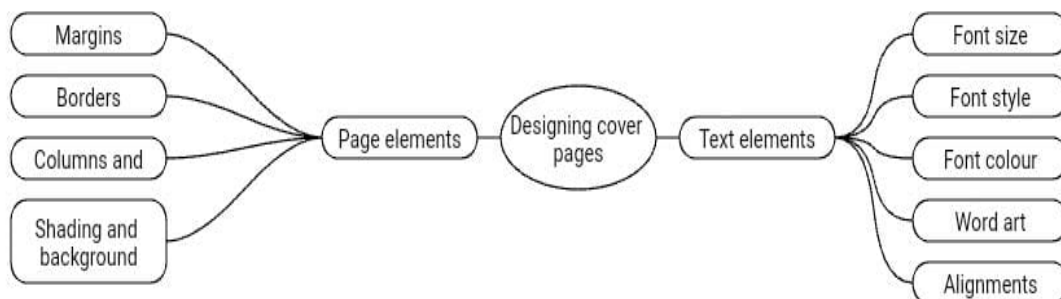
backgrounds. This enables educators to enhance language acquisition by providing a visual bridge between English and the students' native languages, promoting a more inclusive and effective learning environment. The process skills are:

***Designing cover pages***

Designing a cover page for a multilingual graphic dictionary involves stages to ensure that the cover is visually appealing, culturally sensitive, and effectively communicates the purpose of the dictionary. The cover page design encompasses a spectrum of constituent elements including copyright free images. The elements are diagrammatically represented in figure 11.

**Figure 11**

*Elements in a cover page*



***Designing multilingual content pages through hypertexting and copyright free image illustration***

Within the component skill set of designing multilingual content pages through hypertexting and incorporating copyright-free image illustration, a comforting skill is manifested through the deliberate selection of culturally sensitive visuals and the seamless integration of hypertext elements. This skill aims to provide learners with a reassuring and inclusive digital space, promoting a positive

engagement experience across diverse linguistic backgrounds. The content page design encompasses a set of text elements, page elements, hypertext and media elements

### ***Publishing online for digital collaboration***

Online publication is the content dissemination through online platforms to facilitate digital collaboration in the form of links, embed codes or PDFs

## **4. Fun learning skills**

Fun learning skills in the second language teaching-learning process involve incorporating engaging and enjoyable activities that not only enhance linguistic proficiency but also foster a positive and dynamic learning environment. Integrating elements such as interactive games, multimedia resources, and collaborative projects can make language acquisition more enjoyable for learners. These activities serve to captivate students' interest, encourage active participation, and facilitate a relaxed atmosphere conducive to effective language learning. The use of humor, storytelling, and culturally relevant content advertisements are also an entertaining dimension to the educational experience, making the acquisition of a second language more enjoyable and memorable. By infusing fun learning skills into the teaching-learning process, educators can motivate learners, reduce anxiety, and ultimately contribute to more successful language acquisition outcomes. The major component skills are:

### ***Designing interesting activities***

Interesting activities create engaging and stimulating tasks that capture students' interest and make learning enjoyable. This involves planning lessons that are interactive, relevant to students' lives, and aligned with learning objectives.

***Using multisensory resources to stimulate imagination and creativity***

The incorporation of resources that engage multiple senses—such as visual, auditory, tactile, and kinesthetic materials—to enhance learning experiences. These resources help students to better imagine, visualize, and create, making lessons more dynamic and memorable.

***Identifying appropriate humanistic pedagogic strategies***

Appropriate humanistic strategies in teaching process focus on the holistic development of students, emphasizing empathy, respect, and the personal growth of each learner. These strategies consider the emotional and social aspects of learning, fostering a supportive and inclusive classroom environment.

***Creating a flexible joyful environment***

A classroom atmosphere that is adaptable to different learning needs promotes a sense of joy and well-being. Flexibility in teaching approaches and classroom management allows students to learn in a stress-free and positive environment.

***Using game elements evoking curiosity***

Incorporating elements of gameplay, such as challenges, rewards, and competition, spark curiosity and motivates students. Gamification makes learning fun and encourages active participation, enhancing engagement and retention.

***Choosing appropriate techniques considering learner variables***

Selecting teaching methods and materials take into account the diverse abilities, backgrounds, learning styles, and needs of students. Tailoring instruction to

these variables ensures that all students can access and benefit from the learning experience.

### ***Engaging creative language***

Using imaginative and expressive language in teaching to captivate students' interest and stimulate their creativity. This involves storytelling, metaphors, and rich descriptive language that make learning more vivid and engaging.

### ***Applying relevant assessment techniques***

Implementing assessment methods accurately measure students' progress and understanding in a meaningful way. These techniques should be aligned with learning goals and provide valuable feedback to guide further instruction and learning.

### ***Accepting and appreciating student responses***

Encouraging and valuing all student contributions, regardless of accuracy promises a desirable learning environment and students feel free to express their ideas and learn from mistakes.

### ***Ensuring student involvement***

Actively engaging students in the learning process through participatory activities, discussions, and collaborative work ensure that every student has a role in the classroom helps to build a sense of ownership and responsibility for their learning.

### ***Balancing fun and discipline***

Creating a classroom environment where enjoyment and learning coexist with structure and discipline ensures that students are motivated and engaged while maintaining respect for classroom rules and expectations.

### ***Developing context for infantilisation***

Providing a supportive and nurturing environment that recognizes the developmental stage of younger learners involves adapting language, activities, and interactions to meet the cognitive and emotional needs of children, creating a foundation for their growth and learning in a way that respects their developmental stage.

## **5. Creating Flipped classroom**

In the ESL context, the skill of creating a flipped classroom involves designing instructional content that is delivered online for students to engage independently, before class. The skill requires educators to curate multimedia materials, such as video lessons or interactive exercises, allowing in-class time to be dedicated to personalized language practice, collaborative activities, and addressing individual learning needs, thereby optimizing the language learning experience. The component skills are:

### ***Ensuring learner engagement***

Learner engagement in an ESL classroom involves implementing instructional strategies and activities that captivate students' interest, encourage active participation, and foster a positive and interactive learning environment. This includes incorporating diverse and culturally relevant materials, promoting collaborative learning, integrating technology, and adapting teaching methods to accommodate various learning styles, ultimately aiming to sustain motivation and enthusiasm for language acquisition.

### ***Applying techniques to promote self-learning***

In the context of a flipped classroom, applying techniques to promote self-learning is a crucial skill. This skill involves designing and implementing instructional strategies that empower students to take ownership of their learning, fostering habits of self-directed inquiry, critical thinking, and independent exploration of the course material outside of traditional class hours. By incorporating effective techniques such as interactive online resources, self-assessment tools, and guided reflection activities, educators aim to cultivate a proactive and self-motivated approach to learning.

### ***Permitting learner autonomy***

Permitting learner autonomy is a key component in the context of flipping the classroom. This skill involves creating an instructional environment that empowers learners to take charge of their own learning process. Educators who possess this skill provide opportunities for students to make choices about their learning path, set personal goals, and engage in self-directed exploration, fostering a sense of autonomy and responsibility in mastering a language.

### ***Accounting to learner need and interest***

Adapting instruction according to learner needs and interests is a fundamental skill. This involves recognizing and responding to the diverse requirements and preferences of students, tailoring educational content and methods to align with their individual learning styles, linguistic backgrounds, and interests. By accounting for learner needs and interests, educators can enhance engagement, motivation, and overall effectiveness in the teaching and learning process.

### ***Developing LOT's***

Developing lower order thinking skills in students involves fostering foundational cognitive abilities such as remembering, understanding, and applying knowledge. Teachers can achieve this by designing learning activities that emphasize memorization of facts, comprehension of information, and the practical application of acquired knowledge.

### ***Creating collaborative interactive space***

Establishing a collaborative interactive space for flipping the classroom involves designing a virtual environment that encourages active participation, communication, and shared learning experiences among students. This includes incorporating online platforms, discussion forums, and collaborative tools where students can engage in discussions, share resources, and collaborate on assignments. The goal is to create a dynamic and interactive space that promotes collaborative learning, encourages peer-to-peer interaction, and facilitates the exchange of ideas, thus enhancing the overall effectiveness of the flipped classroom model.

### ***Developing HOT's***

Developing higher-order thinking skills in students encompasses cultivating advanced cognitive abilities, including analysis, evaluation, and creativity. Educators can facilitate this process by designing instructional activities that require critical thinking, problem-solving, and the ability to apply language in novel contexts. Encouraging discussions, providing complex problem-solving tasks, and promoting inquiry-based learning are effective strategies to stimulate higher-order cognitive

functions. This approach aims to equip students with the capacity to think critically, make connections between concepts, and generate original ideas, fostering a deeper and more meaningful understanding of the subject matter, thus facilitating acquisition.

### ***Developing interaction skills with IT***

This skill set includes proficiency in using communication tools, navigating online platforms, and participating in virtual collaborations. Individuals with strong interaction skills with IT can seamlessly leverage technology to connect with others, share information, and engage in meaningful online interactions, contributing to effective communication and collaboration in various digital contexts.

### ***Developing a pool of student responses through discussion***

Educators can foster an environment conducive to this by posing open-ended questions, promoting critical thinking, and providing opportunities for students to share their perspectives. Utilizing online discussion forums, collaborative platforms, or traditional classroom settings, instructors can effectively gather and develop a rich reservoir of student responses. This approach not only enhances the learning experience but also fosters a sense of community and engagement among students.

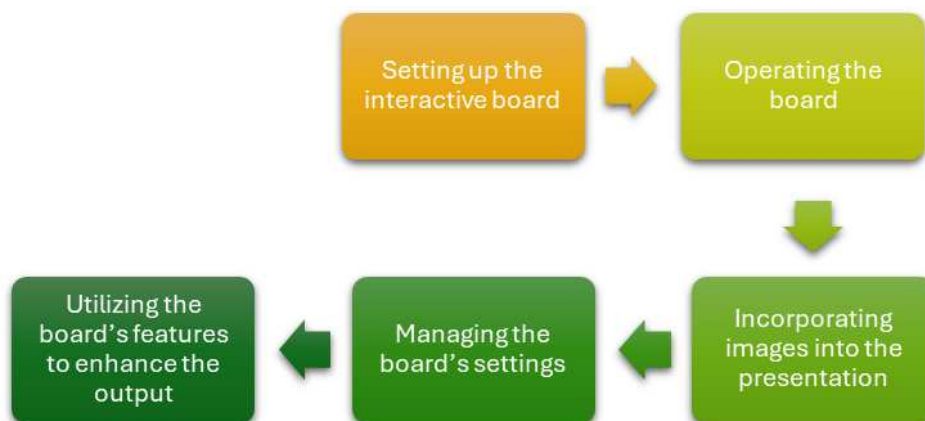
## **6. Skill of using interactive board**

The skill of using an interactive board in an ESL classroom involves effectively integrating this technology to enhance language instruction. Educators proficient in this skill utilize interactive boards to display multimedia content, engage students in interactive language activities, and provide visual aids that support language learning. By incorporating interactive features such as touch screen

capabilities, educators can create dynamic and participatory lessons that cater to diverse learning styles, fostering a more engaging and immersive ESL learning experience. The process skills are diagrammatically represented in figure 11

**Figure 12**

*Process skills of the skill of using interactive board*



## **7. Skill of adapting an audio clip for merging audio with video**

The skill of adapting an original audio clip for creating a video in the ESL context is a valuable teaching skill. Educators proficient in this skill can seamlessly integrate language-rich audio content into video presentations, enhancing language learning through a multisensory approach. This skill involves selecting and editing audio clips to complement visual content, ensuring that the integration enhances comprehension, pronunciation, and overall language acquisition for ESL students.

### ***Copying and editing available audio of the speech***

Copying and editing available audio of a speech involves the ability to duplicate existing audio content and make modifications as needed. This skill is particularly useful in an educational context, allowing instructors to tailor and

customize audio materials for specific lessons or language learning purposes. Whether adjusting the pace, emphasizing key elements, or incorporating additional instructional elements, the proficiency in copying and editing audio contributes to creating more tailored and effective resources for learners in various educational settings.

### ***Merging the text video with audio***

Merging text video with audio is a multimedia integration skill that involves combining visual elements with corresponding sound to create a cohesive and engaging audiovisual presentation. Proficiency in this skill allows content creators, educators, or multimedia professionals to synchronize textual information in a video with complementary audio, enhancing the overall learning or storytelling experience. In educational contexts, video production, or multimedia presentations, the ability to seamlessly merge text, video, and audio is essential for creating impactful and effective communication materials.

### ***Acknowledging the source***

Acknowledging the source refers to the practice of giving proper credit to the originator of information, ideas, or intellectual property used in academic or creative works. This involves citing references, providing attribution, and adhering to ethical standards of scholarship to acknowledge the contributions of others and avoid plagiarism.

## **8. Audio creation skills**

Educators proficient in this skill can create audio resources such as pronunciation guides, language exercises, dialogues, and storytelling that cater to the

specific language learning needs of ESL students. By leveraging audio creation skills, educators enhance the linguistic environment, providing learners with authentic and engaging auditory experiences to reinforce language acquisition and improve listening comprehension. The component skills are:

***Preparing script***

This process requires clarity of thought, consideration of the intended audience, and attention to structure, language, and tone. Whether for educational lessons, informative videos, or other contexts, a well-prepared script serves as a guide for effective communication, ensuring the delivery of information in a coherent and engaging manner.

***Using own voice***

Using one's own voice refers to the practice of personally narrating or speaking. In educational settings, employing one's voice can add a personal touch to lessons, creating a more authentic and reliable learning experience for students. This approach is often valued for its ability to establish a connection between the instructor and learners, fostering engagement and enhancing the overall impact of the educational content.

***Focusing voice modulation***

Focusing on voice modulation involves purposefully varying the pitch, tone, pace, and volume of one's voice to convey meaning, emphasize key points, and maintain audience engagement. This skill is particularly relevant in teaching contexts, where effective voice modulation can enhance communication, capture attention, and convey enthusiasm. In the ESL context, instructors who master voice modulation

contribute to a dynamic and engaging learning experience, aiding comprehension and making language lessons more enjoyable for students.

### ***Recording***

Voice recording is the process of capturing audio using a recording device or software. This skill involves using recording equipment or software to capture clear and articulate speech, ensuring the effective communication of information, concepts, or language lessons in an auditory format. Voice recording is widely utilized in language learning, allowing students to listen to and practice with authentic pronunciation and intonation patterns.

### ***Saving and formatting***

Saving and formatting audio involves the processes of preserving recorded audio content and preparing it for specific purposes. This skill includes storing audio files in appropriate formats to maintain quality and reduce file size. Additionally, formatting may involve editing, enhancing, or converting audio files to meet the technical requirements of various platforms, ensuring compatibility and optimal playback in different contexts, such as educational resources, presentations, or multimedia projects. Proficiency in saving and formatting audio is essential for creating polished and accessible audio materials in diverse applications.

### ***Editing audio***

Editing audio involves the process of refining, manipulating, or enhancing recorded sound files to achieve the desired outcome. This skill encompasses tasks such as cutting, splicing, adjusting volume levels, adding effects, and removing

unwanted noise. Proficiency in audio editing ensures that the final product is clear, coherent, and aligned with the intended educational objectives.

## **9. Video creation skills**

Video creation as a skill in the ESL context involves the ability to produce educational videos that support language learning objectives. Educators proficient in this skill can create engaging and visually appealing video content, incorporating language exercises, real-life scenarios, cultural elements, and interactive elements. Video creation allows for a dynamic and immersive language learning experience, enabling students to observe and listen to authentic language usage, practice pronunciation, and engage with visual cues to enhance comprehension. This skill leverages multimedia to create a more comprehensive and effective language learning environment for ESL students. The component skills are:

### ***Storyboarding***

Storyboarding is a visual planning technique used in the creation of videos. This process involves outlining the sequence of scenes or frames, incorporating descriptions, dialogues, and visual elements to map out the narrative structure. In the context of video creation for teaching, storyboarding is a crucial skill as it provides a roadmap for organizing and visualizing the content. Educators proficient in storyboarding can effectively plan the flow of information, ensure a cohesive narrative, and create engaging visual experiences for learners in an ESL context.

### ***Recording***

Recording involves capturing audio and visual elements to produce a cohesive and engaging video. In the context of teaching, particularly in ESL instruction,

educators skilled in recording can effectively translate instructional content into a dynamic visual format. This skill encompasses choosing appropriate recording equipment, ensuring good audio and video quality, and capturing content that aligns with the educational objectives. Proficiency in recording contributes to the creation of visually appealing and pedagogically effective video materials that enhance the language learning experience for students.

### ***Merging audio with video***

Merging audio with video is a technical skill in video production that involves combining a pre-recorded audio track with corresponding visual elements to create a synchronized and cohesive final product.

### ***Saving***

In the context of video creation or audio recording for teaching purposes, saving involves preserving the edited and finalized content in a specific file format. This step is crucial to ensure that the produced educational materials can be easily accessed, shared, and utilized in various learning environments. Proficiency in the saving for easy access is essential for educators to maintain organized and accessible digital resources for effective teaching and learning.

### ***Editing***

Video editing involves modifying and reorganizing video footage to produce a cohesive and visually engaging final outcome. In the context of teaching, video editing is a skill that allows educators to refine and enhance instructional content. This involves tasks such as trimming, cutting, adding transitions, incorporating visual effects, and adjusting audio elements. Proficiency in video editing ensures that

educational videos are polished, engaging, and effectively convey the intended message to students, contributing to a more dynamic and interactive learning experience.

### ***Video Exporting***

Video exporting is the final step in the video production process means the edited video is converted into a specific file format for distribution and sharing. In the context of teaching, exporting a video involves selecting the appropriate settings, such as resolution and file type, to ensure compatibility with various devices and platforms. Proficiency in video exporting is crucial for educators as it determines the quality and accessibility of the final educational content, allowing for seamless integration into online learning platforms or other educational settings.

### ***Video Streaming***

Video streaming is the delivery of video content over the internet, allowing users to view videos without downloading the entire file. In educational contexts, video streaming is a valuable tool for delivering instructional content to students remotely. Educators can use video streaming platforms to provide access to lessons, lectures, or tutorials, enabling students to engage with the material at their own pace.

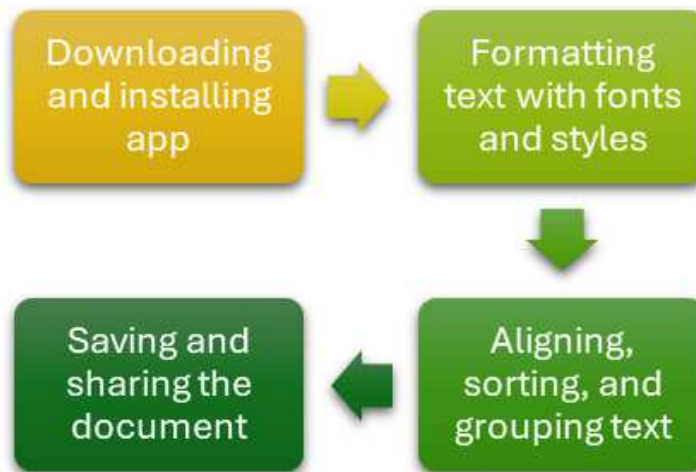
## **10. Skill of using app for letter drafting**

The skill of using an application for letter drafting involves proficiency in utilizing software or applications specifically designed for creating and formatting written correspondence. This skill encompasses familiarity with applications where individuals can efficiently compose, edit, and format letters. Additionally, it may involve understanding features like templates, formatting tools, and collaboration

options to enhance the drafting process. Proficiency in using letter drafting applications enables individuals to produce well-organized and professionally formatted letters for various purposes, such as business communications or personal correspondence. The process skills are illustrated in figure 13.

**Figure 13**

*Process skills of the skill of using app for letter drafting*



### **11. Skill of merging traditional letter format with technology**

The skill of merging traditional letter format with technology involves seamlessly integrating conventional letter-writing principles with modern technological tools and platforms. This skill requires individuals to leverage word processing applications or email platforms while adhering to established letter-writing conventions. Proficiency in this skill allows for the incorporation of traditional formatting elements, such as salutations, body paragraphs, and closing remarks, into digital documents or email. By skillfully combining traditional and technological approaches, teachers can effectively transact the letter formats in a manner that is both

respectful of established norms and aligned with the needs of the digital native students. The component skills are:

***Applying traditional letter formatting conventions***

Traditional letter formatting conventions involves adhering to established norms and guidelines for structuring written correspondence. This skill includes using a formal salutation, organizing content into distinct paragraphs, and concluding with a closing remark and signature. Proficiency in applying traditional letter formatting conventions ensures that written communication maintains a professional and polished appearance, whether in print or electronic formats.

***Applying the technical requirements of the app for letter drafting***

Technical requirements of an application for letter drafting involve understanding and utilizing the specific functionalities and features provided by the software. This skill includes mastery of formatting tools, font styles, paragraph settings, and other technical elements within the application. Proficiency in applying technical requirements ensures that the letter drafted meets the desired layout, structure, and visual presentation. It may also involve incorporating additional features such as headers, footers, or page numbering to align with the application's capabilities. This technical skill contributes to the efficient and effective creation of well-formatted letters using the chosen drafting application.

***Transferring traditional letter formatting conventions into the app***

Transferring traditional letter formatting conventions into the app involves seamlessly adapting established norms for written correspondence within the

framework of a digital application. This skill requires individuals to apply traditional elements such as proper salutations, structured paragraphs, and formal closing remarks while utilizing the formatting tools and features provided by the application. Proficiency in this transfer ensures that the letter maintains a professional appearance and adheres to customary standards, even when created digitally. Effectively integrating traditional formatting conventions into the app allows for the production of polished and well-organized letters within a modern technological context.

### ***Proof reading and editing the letter in the app***

Proofreading and editing a letter within an app involves systematically reviewing and refining the content to ensure clarity, accuracy, and adherence to proper language conventions. This skill includes checking for grammatical errors, spelling mistakes, punctuation issues, and overall coherence.

### ***Converting the letter to PDF format***

Converting a letter to PDF format involves transforming a document, typically created within an application, into a Portable Document Format. This process ensures that the document retains its formatting and can be easily shared, viewed, and printed across different platforms without alterations.

## **12. Collaboration skills**

Collaboration skills as a teaching skill in the ESL context involve fostering an inclusive and cooperative learning environment where students actively engage with each other to improve language proficiency, share cultural insights, and collectively enhance their language learning experience. Educators with this skill facilitate

collaborative activities, group projects, and peer interactions that promote effective communication, cross-cultural understanding, and teamwork, thereby enriching the language learning process for ESL students. The component skills are:

***Applying effective grouping strategies***

Applying effective grouping strategies involves purposefully organizing students into small groups based on various criteria such as language proficiency levels, learning styles, or shared interests to optimize collaboration, engagement, and targeted support, enhancing the overall effectiveness of instructional activities and promoting a dynamic and inclusive learning environment.

***Facilitating***

Facilitating, in the context of education, refers to the role of guiding and supporting learning activities and discussions. A facilitator helps create an environment conducive to learning, encourages active participation, and ensures that the educational objectives are met. In ESL teaching, facilitation may involve guiding language exercises, moderating discussions, and providing feedback to enhance language acquisition and communication skills.

***Ensuring student engagement***

Ensuring student engagement involves employing strategies and activities that capture students' interest, promote active participation, and maintain their focus throughout the learning process. In the context of ESL teaching, ensuring student engagement may include interactive language exercises, discussions, multimedia

content, and real-world language applications to make the learning experience dynamic and relevant.

### ***Resolving conflict***

Resolving conflict is the process of addressing and finding solutions to disagreements or disputes that may arise between students. Conflict resolution may involve facilitating open communication, active listening, and implementing strategies to reach a mutually acceptable resolution, fostering a positive and inclusive learning environment.

### ***Pooling of resources***

Pooling of resources involves students coming together to share activities or products contributing to an enriched and comprehensive learning experience.

## **13. Gamification skills**

Gamification skills involve the application of game elements and mechanics in non-game contexts to engage, motivate, and enhance the learning experience. In an educational setting, particularly in ESL learning, gamification skills may include designing interactive language games, incorporating point systems, using storytelling techniques, and creating challenges to make the language learning process more enjoyable, immersive, and effective for students. The component skills are:

### ***Setting objectives***

Setting objectives in gamification involves defining clear goals and targets that align with the desired learning outcomes. Gamification objectives could include

improving language proficiency, enhancing vocabulary retention, or promoting cultural understanding.

### ***Designing activities***

Designing activities in gamification involves creating interactive and engaging tasks that align with learning objectives and leverage game elements to enhance the educational experience. Gamified activities could include language quizzes, vocabulary challenges, role-playing scenarios, or collaborative quests, all designed to make language learning more enjoyable and immersive.

### ***Designing the rules of the game***

Designing the rules of the game in gamification entails establishing clear and concise guidelines that govern the gameplay, interactions, and progression within the educational context. These rules could include scoring mechanisms, levels of difficulty, collaboration protocols, and criteria for advancement. Well-crafted rules contribute to a structured and fair gaming experience, providing a framework that aligns with language learning objectives and ensures that students are actively engaged while acquiring and practicing English language skills.

### ***Introducing the game to the class***

Introducing a game to the class involves presenting the game concept, rules, and objectives in a clear and engaging manner to capture students' interest and encourage active participation.

### ***Setting up the board and materials***

Setting up the board or other needed materials for a game involves preparing the physical or digital components required to facilitate gameplay. This may include arranging printed game boards, cards, dice, or digital interfaces on computers or tablets. This preparation sets the stage for effective implementation and engagement in the language learning activity.

### ***Familiarizing the rules and objectives of the game***

This involves clearly explaining the guidelines, mechanics, and learning goals associated with the game. Providing examples and addressing any questions or uncertainties helps create a supportive environment, allowing students to fully grasp the rules and objectives before actively engaging in the language learning experience through gameplay.

### ***Modeling***

Modelling involves demonstrating the game to provide a clear example for students to observe and learn from.

### ***Facilitating***

The facilitator's role is to create a conducive atmosphere that enables students to engage with the material and with each other, ultimately enhancing their language proficiency and communication abilities.

### ***Creating rewards for players***

Rewards could include points, badges, virtual currency, or other tangible and intangible incentives that encourage students to actively participate, progress, and excel in language learning activities. Thoughtfully crafted rewards contribute to a more engaging and enjoyable learning experience, fostering a sense of achievement and encouraging sustained effort and enthusiasm.

### ***Evaluating the game***

Evaluation may include analyzing student engagement, language skill improvement, and the overall success of the game in facilitating language learning. Gathering feedback from students, assessing learning outcomes, and considering the game's adaptability and accessibility contribute to a comprehensive evaluation process, helping educators refine and optimize gamified approaches for enhanced language education.

### ***Reflection***

Reflection in gamification involves thoughtful consideration, analysis, and introspection on one's practices and learning experiences.

## **14. Skill of creating digital Story board**

The skill of creating a digital storyboard involves utilizing digital tools to visually outline and organize the sequence of events in a story or project. This skill includes selecting and arranging visuals, adding text or descriptions, and ensuring a cohesive narrative flow within a digital platform to effectively communicate ideas or concepts. The component skills are:

### ***Developing an idea***

Initiating the process involves creatively conceiving and refining an idea that will form the foundation of the digital story, ensuring its coherence and engaging narrative.

### ***Creating a script***

Articulating the storyline and dialogue in a script format is a key step, defining the narrative structure and guiding the development of the digital storyboard.

### ***Creating the story board***

Translating the script into a visual narrative, this step involves designing a storyboard that outlines the sequence of scenes and frames, providing a visual blueprint for the digital story.

### ***Adding multimedia elements***

Enhancing the storytelling experience, this skill involves incorporating multimedia elements such as images, audio, and video to complement and enrich the digital storyboard.

### ***Developing characters***

Crafting and developing characters with depth and relevance to the narrative is essential, ensuring they contribute meaningfully to the overall storytelling experience.

### ***Creating storyboard elements***

The detailed process involves designing individual elements for the storyboard, including visuals, text, and multimedia components, ensuring cohesiveness and alignment with the narrative.

### ***Editing***

The skill of editing encompasses refining and fine-tuning the digital storyboard, checking for consistency, pacing, and visual appeal to create a polished and compelling narrative.

### ***Publishing***

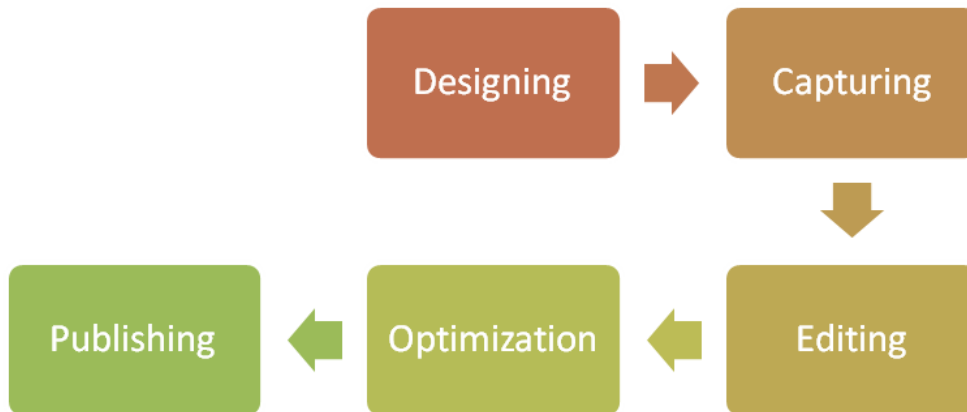
The final step involves preparing and presenting the completed digital storyboard for dissemination or sharing, whether through online platforms, presentations, or other forms of publication.

## **15. Skill of creating GIF**

The skill of creating GIFs (Graphics Interchange Format) as a teaching skill in the ESL context involves using animated images to enhance language acquisition. Educators proficient in this skill can design visually engaging and interactive GIFs to illustrate vocabulary, expressions, or language concepts. By incorporating movement and visual cues, GIFs can captivate students' attention, aid in comprehension, and make language learning more dynamic. This skill leverages multimedia to create a more immersive and memorable language learning experience for ESL students. The process skills in GIF creation are illustrated in figure 14.

**Figure 14**

*Process skills of the skill of creating GIF*



## **16. Skill of creating digital Comic strip**

The skill of creating a digital comic strip involves proficiently using graphic design tools to conceptualize, design, and arrange a sequence of panels that visually convey a story or message, combining elements of storytelling, illustration, and layout to engage and communicate effectively with the audience. The component skills are:

### ***Storyboarding***

The initial step involves planning and organizing the sequence of panels to create a visual narrative flow, establishing the layout and composition of the comic strip.

### ***Scriptwriting***

Articulating the storyline and dialogue in a script format, this skill involves developing the narrative structure and guiding the content and interactions between characters.

### ***Developing characters***

Crafting and establishing characters with distinct personalities and visual attributes that contributes to the overall narrative and appeal of the comic strip.

### ***Creating dialogue boxes***

Implementing the script into the comic strip format by strategically placing dialogue boxes within panels, ensuring integration of text and visuals to convey the story.

### ***Editing***

The skill of refining and fine-tuning the comic strip, checking for visual coherence, clarity of expression, and overall aesthetic appeal to enhance the storytelling experience are related to editing.

### ***Publishing***

The final step involves preparing the completed comic strip for distribution or sharing, whether through print or digital platforms, ensuring it reaches the intended audience effectively.

## **17. Skill of using emojis**

The skill of using emojis as a teaching tool in the ESL context involves integrating emoticons and symbols to enhance communication and engagement. Educators proficient in this skill can effectively incorporate emojis to convey emotions, emphasize language nuances, or illustrate vocabulary in a visually engaging manner. This approach aims to make language learning more relatable and enjoyable

for students, facilitating a creative and interactive teaching environment. The use of emojis supports visual literacy and cultural understanding, fostering effective communication in the ESL classroom. The process skills are illustrated in figure 15

**Figure 15**

*Process skills of the skill of using emojis*

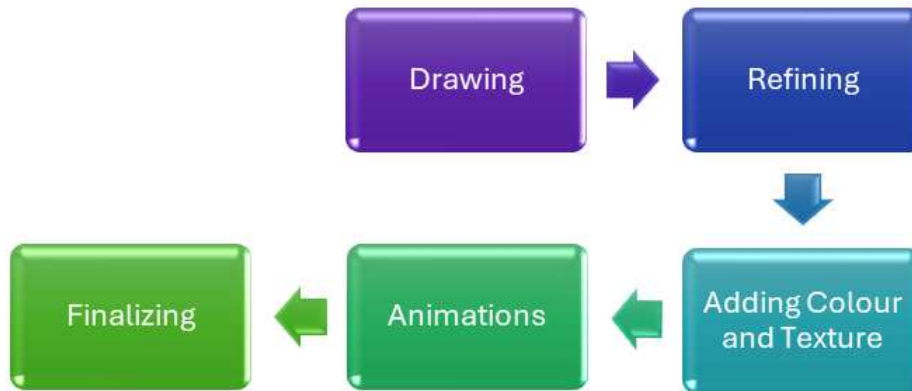


### **18. Bitmoji creation skills**

The skill of creating Bitmoji as a teaching tool involves designing personalized avatars using the Bitmoji platform to enhance engagement and communication in the educational setting. Educators proficient in this skill can create custom Bitmojis that represent themselves or convey various emotions and expressions. By incorporating Bitmojis into instructional materials, presentations, or communication with students, educators can add a creative and relatable visual element to their teaching approach. This skill contributes to a more personalized and interactive learning experience, fostering a positive and connected classroom environment in both virtual and physical settings. The process skills are illustrated in figure 16.

**Figure 16**

*Process skills of the Bitmoji creation skills*



## **19. Learning app creation skills**

Learning app creation skills requires a combination of technical, pedagogical, and creative capabilities to develop effective and impactful educational tools. The process skills are:

### ***Ideation***

Generating and refining innovative ideas for the learning app, considering educational objectives, target audience, and potential features to address specific learning needs.

### ***Designing***

Designing includes creating the app's user interface and user experience design, outlining the visual and interactive elements that will facilitate an intuitive and engaging learning environment.

### ***Developing***

Implementing the design into a functional app through programming and coding, ensuring that the technical aspects align with the educational goals and user requirements.

### ***Testing and Evaluating***

Testing to identify and address any technical or usability issues, and evaluating the app's effectiveness in achieving its educational objectives.

### ***Launching***

Launching means releasing the app to the intended audience, whether it's students, educators, or the general public, and making it available on relevant platforms such as app stores or educational portals.

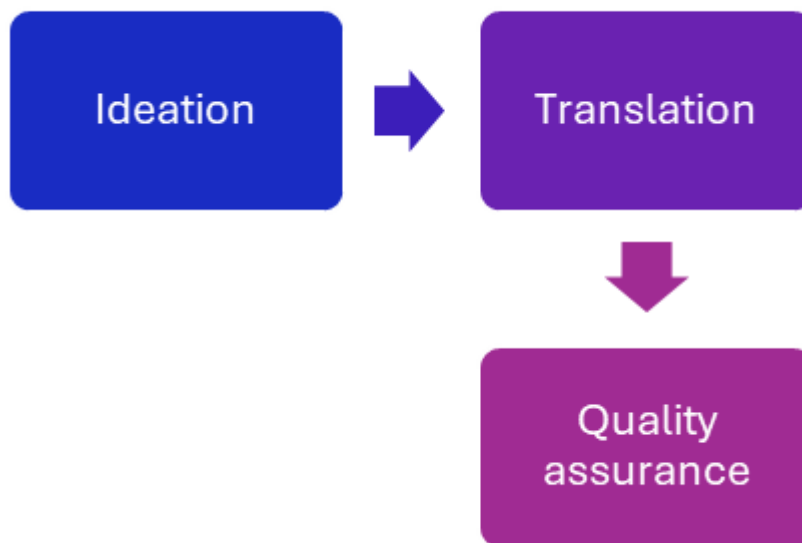
## **20. Skill of using technology in translation**

The skill of using technology in translation as a teaching skill involves leveraging technological tools and resources to enhance language translation instruction. Educators proficient in this skill can incorporate translation software, online dictionaries, and language learning apps to demonstrate efficient and accurate translation techniques. By introducing students to technology-assisted translation methods, educators empower learners to navigate language barriers more effectively and develop practical skills in the use of digital resources for translation. This skill contributes to a more dynamic and contemporary approach to teaching translation in

the modern language classroom. The process skills involved in using technology in translation are represented in figure 17.

**Figure 17**

*Process skills of the skill of using technology in translation*



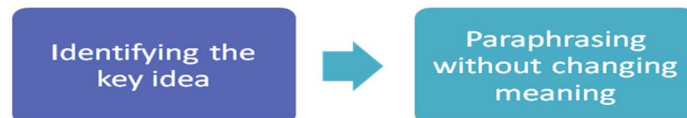
## **21. Skill of using technology in paraphrasing**

The skill of using technology in paraphrasing involves employing various digital tools and resources to facilitate and enhance the process of rephrasing or rewording written content. Educators proficient in this skill can introduce students to paraphrasing tools, language software, or online platforms that assist in developing nuanced and original expressions while conveying the same meaning. By integrating technology into paraphrasing exercises, educators not only promote effective language skills but also familiarize learners with tools that can aid in producing coherent and unique written content. This skill aligns with modern teaching

methodologies, fostering digital literacy and adaptability in language learners. The process skills are represented in figure 18.

### Figure 18

*Process skills of the skill of using technology in paraphrasing*

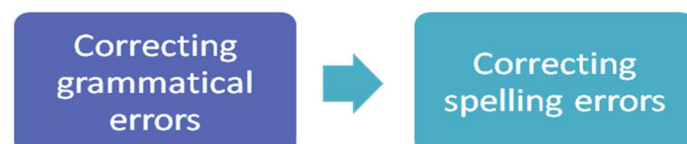


## 22. Skill of using online Editing software

The skill of using online editing software involves proficiency in utilizing digital tools and platforms to edit and refine written content. Educators or individuals with this skill can leverage web-based editing applications to enhance grammar, style, and clarity in written documents. This includes features such as spell-check, grammar editing, and suggestions for sentence structure improvement. By incorporating online editing software into the writing process, users can streamline proofreading tasks and produce more polished and error-free content. This skill aligns with modern writing practices, promoting efficiency and precision in the editing process. The process skills involved are represented in figure 19.

### Figure 19

*Process skills of the skill of using online Editing software*



### **23. Editing skills**

Editing skills in the context of teaching refer to the ability to guide students in reviewing, revising, and refining written or spoken English language expressions. This teaching skill involves instructing learners on grammar, syntax, vocabulary, and overall language mechanics to enhance their proficiency in producing accurate, coherent, and contextually appropriate written or verbal communication. It also includes providing constructive feedback to help students develop a keen eye for detail and improve their self-editing capabilities, ultimately advancing their language proficiency in both academic and real-world communication scenarios. The component skills are:

#### ***Structuring***

Structuring involves organizing content in a clear and logical manner to ensure coherence and flow throughout the written or spoken expression, facilitating effective communication.

#### ***Ideational Editing***

Ideational editing focuses on refining the conceptual aspects of language, ensuring that ideas are expressed with clarity, relevance, and coherence for effective communication.

#### ***Grammatical Editing***

Grammatical editing addresses the correct usage of grammar rules, including syntax and sentence structure, to enhance the overall accuracy and precision of language expression.

### ***Spelling and Punctuation Editing***

Spelling and punctuation editing involves ensuring the correct spelling of words and appropriate punctuation usage, contributing to the clarity and correctness of written communication.

### ***Formatting***

Formatting encompasses organizing and presenting content in a visually appealing and consistent manner, adhering to conventions such as font styles, spacing, and layout.

### ***Proofreading***

Proofreading involves meticulously reviewing written material to identify and rectify errors, ensuring the final text is free from typographical, grammatical, and formatting mistakes.

### ***Fact-checking***

Fact-checking involves verifying the accuracy and authenticity of information presented in written or spoken content to uphold the credibility and reliability of the communication.

### ***Revising***

Revising includes making thoughtful and substantive changes to improve the overall quality and effectiveness of the language expression, addressing issues identified during the editing process.

## **24. Skill of creating reel videos for social media**

The skill of creating reel videos for social media in the context of ESL teaching involves proficiency in designing short, engaging video content to support language learning. This skill includes leveraging creative and visually appealing elements to deliver language lessons, cultural insights, or language practice exercises in a format suitable for platforms like Instagram or Facebook. It requires expertise in condensing educational content into brief, attention-grabbing segments, incorporating multimedia elements, and maintaining a dynamic and relatable presence to captivate and effectively engage learners in the digital realm. The component skills are:

### ***Planning and scripting***

It involves strategically outlining the content, key messages, and script for the reel video to ensure a clear and engaging presentation of ESL teaching material.

### ***Videography and lighting***

It encompasses the skills of capturing high-quality video footage with attention to framing, composition, and optimal lighting conditions to enhance visual appeal and clarity.

### ***Inserting audio***

Incorporating audio elements, such as voiceovers or background music, to complement and enhance the learning experience within the reel video is the process involved.

### ***Editing***

Editing skills are essential for refining and arranging video clips, adjusting pacing, and ensuring seamless transitions to create a polished and professional final product.

### ***Adding Special effects***

This skill involves incorporating creative and visually appealing special effects, graphics, or overlays to make the reel videos more engaging and impactful for ESL learners.

### ***Uploading and sharing in social media***

Proficiency in uploading the edited videos to social media platforms, applying relevant tags and descriptions, and employing effective strategies to maximize visibility and engagement, is very important.

## **25. Skill of using comparative literature**

The skill of using comparative literature involves the ability to analyze and teach literary works from different cultures, languages, or time periods, highlighting similarities and differences to deepen students' understanding of themes, perspectives, and storytelling techniques across various contexts. This skill requires expertise in selecting, interpreting, and presenting literature in a comparative framework, fostering a broader appreciation for diverse literary traditions and cultural narratives within the educational setting. The component skills are:

***Expressing ideas in multiple languages***

Proficiency in using comparative literature involves the ability to articulate ideas effectively in multiple languages, facilitating cross-cultural communication and understanding.

***Linguistic Analytical skills***

The skill set includes a keen analytical ability to deconstruct and analyze linguistic elements, enabling educators and learners to discern and appreciate the nuances of language use in various literary contexts.

***Comparing/ contrasting linguistic expressions/poetic devices***

Using comparative literature involves the capacity to compare and contrast linguistic expressions and poetic devices across different languages, allowing for a comprehensive exploration of literary techniques.

***Using and recognizing different versification styles***

Proficient use of comparative literature requires the skill of recognizing and employing different versification styles, enhancing the appreciation and understanding of diverse poetic forms.

***Producing and evaluating***

The process involves active production and critical evaluation skills, enabling learners to navigate linguistic nuances and convey the essence of literary works across languages.

### ***Translations skills***

This skill set encompasses linguistic proficiency, cultural understanding, and the capability to maintain intent, style, and tone of the original message while ensuring clarity and coherence in the translated version. Translators must navigate linguistic intricacies, idiomatic expressions, and cultural nuances to produce high-quality and culturally sensitive translations that resonate with the target audience.

### ***Synthesizing discourse using different language***

Proficiency in comparative literature includes the ability to synthesize discourse using different languages, fostering a comprehensive understanding of complex ideas across linguistic boundaries.

### ***Comparing/ contrasting ideas***

The skill involves systematically comparing and contrasting ideas expressed in various literary works, encouraging learners to explore diverse perspectives and thematic variations.

### ***Offering diverse perspectives***

Using comparative literature allows educators and learners to offer and appreciate diverse perspectives, fostering a more inclusive and expansive understanding of literature and cultural contexts.

### ***Understanding and interpreting diverse cultures and beliefs***

Proficiency in comparative literature extends to the understanding and interpretation of diverse cultures and beliefs embedded in literary texts, promoting cultural awareness and sensitivity.

***Examining the nature-man relationships conveyed in different languages and cultural background***

The process involves critically examining how nature-man relationships are conveyed in various languages and cultural backgrounds, offering insights into diverse cultural perspectives on the environment.

***Appreciating similarities / differences among languages***

Proficiency in using comparative literature includes the appreciation of both similarities and differences among languages, fostering a nuanced understanding of linguistic diversity.

***Honing sensitivity to others' viewpoints***

The skill set involves honing sensitivity to others' viewpoints, encouraging learners to approach literary works with empathy and an open-minded appreciation for diverse perspectives.

**26. Skill of integrating cultural context**

The skill of integrating cultural context in education involves incorporating diverse cultural perspectives, examples, and references into instructional content to provide a more inclusive and enriching learning experience. Educators with this skill recognize the importance of acknowledging and valuing cultural diversity, fostering cross-cultural understanding, and creating a culturally responsive teaching environment. Integrating cultural context enhances students' global awareness, promotes empathy, and contributes to a more comprehensive and meaningful educational experience. The component skills are:

***Developing familiarity with socio-cultural contexts***

Proficiency in using language involves cultivating a deep understanding of the socio-cultural backgrounds surrounding literary works, enabling educators to analyze and interpret texts within their specific cultural milieus.

***Applying cultural knowledge of the target group***

The skill of using comparative literature includes the application of cultural knowledge to tailor teaching approaches, ensuring relevance and resonance with the diverse backgrounds and experiences of the target student group.

***Selecting context-based resources***

In employing comparative literature, educators adeptly choose resources that align with the cultural contexts being studied, facilitating a nuanced exploration of themes and perspectives across different literary traditions.

***Designing discourses with cultural context***

The process of using comparative literature entails crafting discourses that intricately weave cultural context into discussions, allowing students to engage deeply with the cultural nuances embedded in the literary works under examination.

***Integrating with a foreign cultural context***

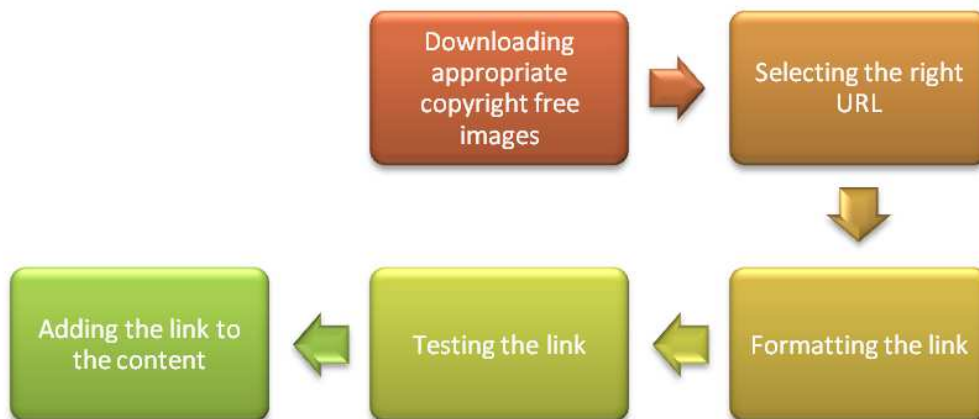
Proficiently using comparative literature involves the seamless integration of foreign cultural contexts into the educational framework, promoting a cross-cultural understanding cultural consciousness, sensitivity and self reflection that transcend linguistic and geographical boundaries.

## 27. Skill of Hyperlinking

The skill of hyperlinking as a teaching skill involves the ability to strategically incorporate hyperlinks into educational materials, presentations, or online resources to provide easy access to additional information, resources, or interactive content, enhancing the overall learning experience for students. This skill requires proficiency in selecting relevant links, ensuring they are accessible, and using them effectively to supplement and enrich the educational content. The process skills are listed in figure 20.

**Figure 20**

*Process skills of the skill of Hyperlinking*



## 28. Skill of using project method

The skill of using the project method in education involves implementing a pedagogical approach that centres on students undertaking comprehensive projects to explore and apply knowledge, fostering critical thinking, collaboration, and practical skills. In an ESL context, educators skilled in the project method design and facilitate language-focused projects that encourage students to use English in real-world

scenarios, promoting language acquisition, cultural understanding, and communication skills. This approach emphasizes hands-on, experiential learning, providing students with opportunities to apply language concepts in meaningful and authentic contexts.

### ***Planning and designing of the project***

Planning and designing a project involve the systematic process of conceptualizing, organizing, and structuring the project's components to ensure its successful implementation.

### ***Setting timelines***

Setting timelines as a skill in using the project method involves strategically establishing clear and realistic schedules to guide students through the different phases of the project, ensuring efficient progress and timely completion of language-focused tasks.

### ***Dividing tasks***

Dividing tasks is a crucial skill in project management, particularly in education, where educators strategically allocate and assign specific responsibilities among students to promote collaboration, maximize efficiency, and ensure the successful completion of a project.

### ***Student engagement and collaboration***

Student engagement and collaboration are key aspects of effective education, involving the active participation and cooperative interaction of students in the learning process to foster a dynamic and inclusive educational environment.

### ***Assessment and feedback***

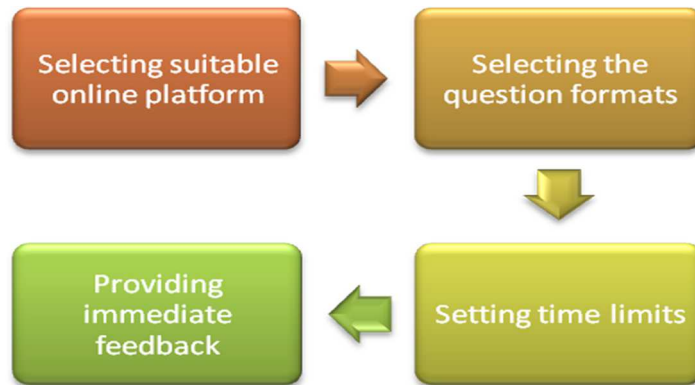
Assessment and feedback are integral components of the education process, encompassing the systematic evaluation of student performance and the provision of constructive guidance to support their learning and development.

#### **29. Skill of using online evaluation strategies**

The skill of using online evaluation strategies encompasses employing diverse and effective methods, such as quizzes, discussions, peer assessments, and digital tools, to assess and measure student learning in virtual environments, ensuring comprehensive and meaningful evaluation outcomes. The process skills are represented in figure 21.

**Figure 21**

*Process skills of the skill of using online evaluation strategies*



#### **30. Skill of using communication art in classroom**

The skill of using communication art in the classroom involves the ability to convey information, instructions, and concepts with creativity, clarity, and engaging language, fostering a dynamic and inspiring learning environment.

### ***Creating a positive Attitude***

A positive and open-minded approach towards students and the subject matter creates a conducive learning environment and fosters a healthy teacher-student relationship.

### ***Maintaining a Positive Approach***

A positive approach consistently promotes optimism and encouragement. Positivity enhances motivation, engagement, and a sense of well-being among students, facilitating effective communication.

### ***Acting Resourcefully***

Resourcefulness is the ability to utilize various teaching resources and adapt to different learning styles. Resourcefulness enables a teacher to cater to diverse needs within the classroom, making communication more accessible and impactful.

### ***Reflecting***

Reflection allows a teacher to adapt and refine communication strategies based on student responses and evolving classroom dynamics and being mindful of one's teaching methods and constantly seeking improvement.

### ***Applying Tactics***

Tactical communication ensures that the message is delivered in a way that resonates with students, enhancing comprehension and retention. Employing effective strategies ensures conveying of information effectively and facilitates understanding.

### ***Demonstrating Talents***

Recognizing and utilizing individual talents contributes to a teacher's ability to engage students and make the learning experience more enjoyable and effective.

### ***Maintaining Temperament***

Maintaining composure and emotional stability in challenging situations is essential in teaching. A balanced temperament helps in handling conflicts or disruptions calmly, promoting a positive learning atmosphere.

### ***Keeping Tranquilism***

Tranquilism is fostering a calm and composed demeanor in the classroom and it contributes to a relaxed learning environment, making students feel at ease and more receptive to communication.

## **31. Online teaching skills**

Effective online teaching skills are paramount to fostering a dynamic and engaging virtual language learning environment. Proficient educators navigate digital platforms with ease, ensuring seamless integration of multimedia elements to enhance language instruction. Clear and concise communication is crucial, with a focus on providing comprehensible instructions and fostering a sense of community through virtual discussions. Flexibility and adaptability are key as teachers tailor their approach to meet the diverse needs of learners in various online settings. Skillful use of interactive tools, virtual resources, and multimedia content not only sustains student engagement but also facilitates a deeper understanding of English language nuances.

Online classroom management strategies ensure an inclusive and positive atmosphere, while digital assessment methods enable educators to gauge student progress effectively. Continuous professional development in online teaching methodologies and cultural competence further enriches the ESL online learning experience, ensuring that language learners thrive in the virtual realm. The process skills are:

### ***Setting online video-conferencing platform***

Setting up an online video-conferencing platform involves several key steps to ensure a smooth and effective virtual meeting environment. First, select a reliable video-conferencing platform such as Zoom, Microsoft Teams, or Google Meet based on the specific needs and preferences of the teacher. Creating an account and familiarizing oneself with the platform's features and settings is the next step. Prior to hosting a meeting, schedule it in advance, considering the date, time, and duration. Customize meeting settings, including security options, participant controls, and screen-sharing permissions to align with objectives. Share the meeting link or code with participants in advance and provide instructions on joining the virtual session. Test audio and video settings to guarantee a clear and stable connection. During the meeting, utilize interactive features, engage participants, and monitor the virtual space to ensure a productive and inclusive online experience. After the meeting, review participant feedback and consider the suggestions for future sessions.

### ***Online classroom management***

Online classroom management involves setting clear expectations, utilizing interactive tools, and fostering open communication to create an engaging and

structured virtual learning environment. Educators must establish ground rules, encourage active participation, and provide support to ensure a positive and inclusive online classroom experience for all students.

### ***Using digital collaboration tools***

Digital collaboration tools play a pivotal role in facilitating seamless communication and teamwork in virtual environments and enable users to share documents, engage in real-time discussions, and collaborate on projects, fostering efficient and effective collaboration among team members.

### ***Posture***

Maintaining proper posture in online teaching is essential for both the educator's well-being and the effectiveness of the instructional delivery. Sit comfortably with an upright spine, ensuring the camera captures the face clearly. Positioning the computer or camera at eye level to establish eye contact with the virtual audience, promoting engagement and creating a professional and approachable teaching presence.

### ***Time management***

Effective time management in online teaching involves careful planning, prioritizing tasks, and leveraging technology to create well-structured and engaging virtual lessons while respecting both educators' and students' time.

### ***Assessment and feedback***

In online teaching, effective assessment and feedback mechanisms are crucial for gauging student progress, providing constructive input, and fostering continuous improvement in a virtual learning environment.

### **32. Inquiry-based teaching skills**

Inquiry-based teaching skills in the ESL context involve facilitating learning through questioning, exploration, and critical thinking. Educators with proficiency in inquiry-based teaching guide students to actively investigate language concepts, cultural nuances, and communication strategies. By posing thought-provoking questions, fostering curiosity, and encouraging students to explore language in real-world contexts, educators create a dynamic and engaging ESL learning environment. This approach promotes independent thinking, problem-solving, and a deeper understanding of English language usage within various contexts, contributing to a more holistic language learning experience for ESL students. The component skills are:

#### ***Using open ended questions***

The ability to ask open-ended questions stimulates curiosity and critical thinking. Well-crafted questions encourage students to explore topics, make connections, and delve deeper into their understanding.

#### ***Facilitating***

Facilitation is guiding and supporting students without providing all the answers. A facilitative approach helps students become independent learners, fostering a sense of ownership over their learning process.

### ***Active Listening***

Paying close attention to students' questions, responses, and discussions enables teachers to understand students' thought processes, address misconceptions, and tailor instruction to individual needs.

### ***Encouraging Reflection***

Reflection promotes metacognition, helping students understand their thinking processes, identifying learning gaps, and set goals for improvement.

## **33. Critical thinking skills**

Critical thinking skills are essential cognitive abilities that involve analyzing, evaluating, and synthesizing information to make reasoned decisions or solve problems. These skills help individuals think clearly and rationally, understand the logical connections between ideas, and reflect on the validity of their own beliefs and assumptions. The component skills are:

### ***Asking Questions***

A teacher can prompt students with open-ended, thought-provoking questions that require analysis and evidence-based reasoning.

### ***Identifying assumptions***

Encourage students to question underlying assumptions in information presented and to consider alternative viewpoints

### ***Distinguishing facts from opinion***

Help students develop the ability to evaluate the credibility of sources and differentiate facts from opinions or biases.

### Theoretical Framework of Advanced Skills

The skills were developed based on the approaches, theories, methods and techniques teaching in general and ESL in particular. The theoretical background is presented in table 31.

**Table 31**

*Theoretical framework of skills*

Sl. No.	Advanced skills	Theoretical/Conceptual Base/Principles	Domains
1.	Comforting skills	Krashen's Theory of Second Language Acquisition, Humanistic Philosophy, Theory of connectivism, Trial and Error learning, Inductive method, Maxims of teaching, Systems approach, Activity oriented pedagogy	Affective Psychomotor
2.	Multilingual skills	Multilingualism, Bilingual method, English Language and Literature Teaching, Contextualisation, Translation, Cultural integration, Inclusion, Socio-linguistics	Cognitive Affective Psychomotor
3.	Skill of creating multilingual graphic dictionary	MALL, CALL, Multilingualism, Publication ethics	Cognitive Psychomotor
4.	Fun learning skills	Joyful learning, Affective filter(Krashen), Suggestopedia, TPR, Silent way, Resource management, Theory of motivation, NLP	Cognitive Affective Psychomotor
5.	Skill of creating Flipped classroom	Flipping, Reflection, Learner Autonomy, Collaboration, Techno-pedagogy, Discourse oriented pedagogy, Constructivism, Differentiated instruction, Multiple Intelligence	Cognitive Affective Psychomotor
6.	Skill of Using interactive board	Techno-pedagogic content knowledge	Cognitive Psychomotor

<b>Sl. No.</b>	<b>Advanced skills</b>	<b>Theoretical/Conceptual Base/Principles</b>	<b>Domains</b>
7.	Skill of adapting an audio clip for merging audio with video	TPACK, Constructivism, Contextualisation	Cognitive Psychomotor
8.	Video creation skills	TPACK, Constructivism, Contextualisation	Cognitive Psychomotor
9.	Audio creation skills	TPACK, Constructivism, Contextualisation	Cognitive Psychomotor
10.	Skill of using app for letter drafting	TPACK, Constructivism, Contextualisation, Discourse oriented pedagogy	Cognitive Psychomotor
11.	Skill of merging traditional letter format with technology	TPACK, Constructivism, Contextualisation, Discourse oriented pedagogy	Cognitive Psychomotor
12.	Gamification skills	Joyful learning, Neurolinguistic Programming, Reflection, Contextualisation, Attitude theory, Theory of motivation, Gamification, Fun learning	Cognitive Psychomotor
13.	Collaboration skills	Constructivism, Resilience	Cognitive Psychomotor
14.	Skill of creating digital story board	TPACK, Constructivism, Contextualisation, Discourse oriented pedagogy, Content creation	Cognitive Psychomotor
15.	Skill of creating GIF	TPACK, Constructivism, Contextualisation, Fun learning	Cognitive Psychomotor
16.	Skill of creating digital Comic strip	TPACK, Constructivism, Contextualisation, Discourse oriented pedagogy, Funlearning, Joyful learning	Cognitive Psychomotor
17.	Skill of Using emojis	TPACK, Contextualisation	Cognitive Psychomotor
18.	Bitmoji creation skills	TPACK, Constructivism, Contextualisation	Cognitive Psychomotor

<b>Sl. No.</b>	<b>Advanced skills</b>	<b>Theoretical/Conceptual Base/Principles</b>	<b>Domains</b>
19.	Learning app creation skills	TPACK, Constructivism, Contextualisation, Differentiated Instruction	Cognitive Psychomotor
20.	Skill of using Technology in Translation,	TPACK, Constructivism, Contextualisation	Cognitive Psychomotor
21.	Skill of using technology in paraphrasing	TPACK, Constructivism, Contextualisation, Translation	Cognitive Psychomotor
22.	Skill of using online Editing	TPACK, Constructivism, Contextualisation	Cognitive Psychomotor
23.	Editing skills	Contextualisation	Cognitive Psychomotor
24.	Skill of creating short videos on/for social media platforms	TPACK, Constructivism, Contextualisation, Cyber ethics, Creativity	Cognitive Psychomotor
25.	Skill of using comparative literature	ELLT, Translation, Linguistics, Linguistic creativity, Cultural integration, Discourse oriented pedagogy	Cognitive Affective Psychomotor
26.	Skill of integrating cultural context	Socio-cultural theory, Discourse oriented pedagogy, Socio-linguistics, Socio-cultural variants, language cluster	Cognitive Affective Psychomotor
27.	Hyperlinking	TPACK, Contextualisation, Cyber ethics	Cognitive Psychomotor
28.	Skill of using communication art in classroom	Haim Ginottes Communication theory, contextualization, Automatisation, Reflection, Trial and error, Reinforcement, Humanism, Multiple intelligence	Cognitive Affective Psychomotor
29.	Skill of using project method	Project based instruction, constructivism, Differentiated instruction, Linguistic creativity	Cognitive Psychomotor

<b>Sl. No.</b>	<b>Advanced skills</b>	<b>Theoretical/Conceptual Base/Principles</b>	<b>Domains</b>
30.	Skill of using online evaluation strategies	TPACK, Contextualisation, Resource management, Assessment for learning, Assessment in learning, Assessment of learning	Cognitive Psychomotor
31.	Online teaching skills	TPACK, Contextualisation, Time management,	Cognitive Psychomotor
32.	Inquiry-based teaching skills	Inquiry based instruction, Cognitivism, Constructivism	Cognitive Affective Psychomotor
33.	Critical thinking skills	Critical thinking, Inquiry based instruction	Cognitive Affective Psychomotor

### **Functional Literary Discourse Models of Advanced Skills in Teaching English**

#### **Foreword**

The theoretical framework of functional literary discourse models serves as a vital foundation for enhancing pedagogic skills in English language and literature teaching. The framework draws upon the theory of Pedagogical skill acquisition developed by the researcher based on the research through constructivist grounded theory design on the pillars of existing theories on teaching in general and ELT in particular. By integrating these theoretical principles into pedagogical practice, educators can foster a more nuanced understanding of the pedagogic skill acquisition, enabling the future teachers to engage in the teaching –learning process more effectively through the medium of Functional Literary Discourses.

#### **Guidelines**

Practicing pedagogic skills involves a systematic approach that encompasses various stages. These guidelines are not rigid rules but rather a framework to help

structure pedagogic practices. Adapt and modify them based on specific teaching context, subject matter, and the needs of students. By following these guidelines, one can create a learning environment that fosters active engagement, critical thinking, and the development of essential skills and knowledge. The following guidelines lead to practice each step in the composite phases of orientation, demonstration, guided practice, integration, experimentation and extension, appreciation and toning:

***Orientation***

Clearly define the learning objectives and outcomes for the lesson or activity

Assess students' prior knowledge and skills related to the topic

Provide a clear overview of the lesson structure and expectations

***Demonstration***

Model the desired skills or concepts through clear explanations and examples

Use visual aids, multimedia, or practical demonstrations to enhance understanding

Encourage students to ask questions and clarify any doubts

***Guided Practice***

Provide opportunities for students to practice the skills or concepts under guidance

Offer feedback and support as they work through exercises or tasks

Monitor student progress and regulate the level of guidance as needed

### ***Integration***

Encourage students to apply the learned skills or concepts in new contexts or situations

Facilitate discussions and activities that promote the integration of knowledge

Provide opportunities for students to make connections between different topics or disciplines

### **Experimentation and Extension**

Challenge students to explore and experiment with the learned skills or concepts

Encourage them to come up with their own ideas, solutions, or applications

Provide opportunities for students to extend and transfer learning beyond the classroom

### **Appreciation and Toning**

Recognize and appreciate students' efforts, progress, and achievements

Provide constructive feedback and suggestions for improvement

Encourage self-reflection and self-assessment to help students identify their strengths and areas for growth

## **1. Functional literary discourse model of Comforting Skills in ELT**

**Advanced skill:** Comforting skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:** Resources

**Learning outcome:**

- The prospective teacher will apply comforting skills to create a humanistic environment for foreign language acquisition

**Table 32**

*Details of Comforting skills*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Comforting skills</b> Creating source for comprehensible input Providing compelling inputs	Orientation	Orienting to literary discourse through an interaction Orienting to the process skills of Comforting skills
	Tolerating mistakes with respect to grammar and vocabulary	Demonstration	Creating situations for Comforting skills
	Promoting language use through contextual editing of errors Moving from known to unknown	Presentation	Presenting the Functional item through Literary discourse focusing on the process skills of Comforting skills
	Developing inductive thinking Providing adequate linguistic input	Guided practice	Practising process skills of Comforting skills under supervision
	Reducing performance anxiety Arousing student engagement and interest	Integration	Integrating the Comforting skill in planning lesson
	Arousing the confidence level of learner Reducing stage fear	Experimentation & Extension	Practising the lesson plan in real classroom context

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
	Reducing the fear of committing mistakes Intervening when demanded	Appreciation	Recording the best performance and sharing
	Producing Performance input Appraising the level of performance of the learners	Toning	Remedying the gaps in the performance through individual assistance

## 2. Functional literary discourse model of Multilingual skills in ELT

**Advanced skill:** Multilingual skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building System:** Resources

**Learning outcome:**

- The prospective teacher will use techniques for multilingualism in teaching English

**Table 33**

*Details of Multilingual skills*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse	<b>Multilingual skills</b>	Orientation	Orienting to literary discourse with an interaction through multilingual method

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
integrating functions and literary items	Motivating students for the judicious use of mother tongue		Orienting to the process skills of Multilingual skills
	Using mother tongue literature	Demonstration	Creating situations for applying multilingual skills
	Accepting students' language	Presentation	Presenting the functional item through literary discourse in multiple languages
	Heightening linguistic recognition		
	Creating acceptance among students for other languages	Guided practice	Practising process skills of Multilingual skills under supervision
	Creating local text		
	Recreating the original text	Integration	Integrating the Multilingual skill in planning lesson
	Encourage to use versatile sources in target language	Experimentation & Extension	Practising the developed lesson plan in real classroom context
	Code-mixing skills Code-switching skills	Appreciation	Posting the best multilingual resources developed by the students in online platform Recording the best performance and sharing
	Toning	Remedying the gaps in the performance through individual assistance	

### 3. Functional literary discourse model of skill of creating multilingual graphic dictionary in ELT

**Advanced skill:** Skill of creating multilingual graphic dictionary

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate strategies for creating multilingual graphic dictionary for foreign language acquisition
- The prospective teacher will create multilingual e- dictionaries

**Table 34***Details of the skill of creating multilingual graphic dictionary*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of creating multilingual graphic dictionary</b> Designing cover page by editing illustrative copyright free images and text Designing multilingual content pages through hypertexting and copyright free image illustration Publishing online for digital collaboration	Orientation	Orienting to literary discourse with an interaction through multilingual method Orienting to the process skills of Skill of creating multilingual graphic dictionary
		Demonstration	Illustrating the process of creating multilingual graphic dictionary
		Presentation	Presenting multilingual discourses
		Guided practice	Creating multilingual graphic dictionary through hands-on-training
		Integration	Integrating the skill of creating multilingual graphic dictionary in creating school content
		Experimentation & Extension	Applying the acquired knowledge in creating effective content for multilingual graphic

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
			dictionary using different apps
		Appreciation	Posting the best multilingual resources developed by the students in online platform
		Toning	Remedying the gaps in the performance through individual assistance

#### 4. Functional literary discourse model of Fun learning skills in ELT

**Advanced skill:** Fun learning skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the philosophy of joyful learning
- The prospective teacher will integrate latest techno-pedagogic strategies for learner engaged learning

**Table 35***Details of fun learning skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Fun learning skills</b>	Orientation	Orienting to literary discourse and the process skills of Fun learning skills
	Designing interesting activities	Demonstration	Creating a joyful environment of practicing fun learning
	Using multisensory resources to stimulate imagination and creativity		
	Identifying appropriate humanistic pedagogic strategies	Presentation	Presenting the functional item through literary discourse by applying fun learning principles
	Creating a flexible joyful environment	Guided practice	Practising process skills of Fun learning skills under supervision
	Using game elements evoking curiosity		
	Choosing appropriate techniques considering learner variables	Integration	Integrating fun learning skills in lesson planning
	Engaging creative language	Experimentation & Extension	Applying the acquired knowledge in identifying appropriate pedagogic strategies for integrating multisensory resources
	Applying relevant assessment techniques		
	Accepting and appreciating student responses		
Ensuring student involvement	Appreciation	Posting the best fun learning strategies in an online platform	
Balancing fun and discipline			
Developing context for infantilisation	Toning	Remedying the gaps in the performance through individual assistance	

## 5. Functional literary discourse model of skill of creating Flipped classroom in ELT

**Advanced skill:** Skill of creating Flipped classroom

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate strategies using flipping for language acquisition process
- The prospective teacher will apply flipped classroom strategies based on HOT skills in language acquisition

**Table 36**

*Details of the skill of creating Flipped classroom*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of creating Flipped classroom</b>	Orientation	Orienting to literary discourse with an interaction through flipping
	Ensuring learner engagement	Demonstration	Illustrating the process of Flipping
	Applying techniques to promote self learning		
	Permitting learner autonomy	Presentation	Presenting the functional item through flipping
	Accounting to learner need and interest	Guided practice	Facilitating the flipped classroom processes
	Developing LOTs		
	Creating collaborative interactive space		
	Developing HOTs	Integration	Integrating the process skills of Flipping in planning lessons
Developing interaction skills with IT	Experimentation & Extension	Applying the most appropriate strategy of flipping real classroom context	
Developing a pool of students responses through discussion			

	Appreciation	Appreciating the best flipped classrooms
	Toning	Suggesting context specific appropriate strategies

**6. Functional literary discourse model of skill of using interactive board in ELT**

**Advanced skill:** Skill of using interactive board

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate strategies using interactive boards for language acquisition process
- The prospective teacher will use interactive boards in classroom

**Table 37**

*Details of the skill of using interactive board*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse	<b>Skill of Using interactive board</b>	Orientation	Orienting to literary discourse and the process

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
integrating functions and literary items	Setting up the interactive board		skills of skill of using interactive board
	Operating the board		
	Incorporating images into the presentation		
	Managing the board's settings	Demonstration	Illustrating the process of setting and operating interactive board
	Utilizing the board's features to enhance the output		
		Presentation	Presenting the functional item through literary discourse in an interactive board
		Guided practice	Utilizing the board's features to enhance the output through hands-on-training
		Integration	Integrating the skill of using interactive board in lesson planning
	Experimentation & Extension	Applying the skill in trying out with other interactive boards	
	Appreciation	Appreciating the use of different types of interactive boards	
	Toning	Solving the difficulties in using interactive board through individual assistance	

## 7. Functional literary discourse model of Skill of adapting an audio clip for merging audio with video in ELT

**Advanced skill:** Skill of adapting an audio clip for merging audio with video

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The Prospective teacher will adapt audio clips based on linguistic elements
- Prospective teacher will develop resources by merging own recorded voice with video

**Table 38***Details of the skill of adapting an audio clip for merging audio with video*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of adapting an audio clip for merging audio with video</b>  Copying and editing available audio of the speech  Merging the text video with audio  Acknowledging the source	Orientation	Orienting to the process skills of adapting and merging audio with video
		Demonstration	Demonstrating the skill of adapting an audio clip from the existing resources and use it in a video by giving credit to the original source
		Presentation	Presenting the functional item through an adapted audio
		Guided practice	Practicing the skill of adapting through hands-on-training
		Integration	Adapting available resources
		Experimentation & Extension	Applying other applications for adapting and merging audios
		Appreciation	Posting the best products

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Toning	Removing the difficulties in adapting and merging audio with video
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## 8. Functional literary discourse model of Audio creation skills in ELT

**Advanced skill:** Audio creation skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate strategies using audio for language acquisition process
- Prospective teacher will edit and create audio in Mp3 format

**Table 39**

*Details of the audio creation skills*

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Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions	<b>Audio creation skills</b>	Orientation	Orienting to the process skills of creating audio for the given discourse
	Preparing script Using own voice Focusing voice modulation	Demonstration	Illustrating the process skills of creating original audio

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Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
and literary items	Recording	Presentation	Presenting the functional item through creating audio clip
	Saving and formatting		
	Editing audio	Guided practice	Creating audio through hands-on-training
		Integration	Applying the process skills of audio creation in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in creating audio through othermost applications
		Appreciation	Posting the best product
		Toning	Rectifying the errors in created audios

## 9. Functional literary discourse model of Video creation skills in ELT

**Advanced skill:** Video creation skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate strategies using video for language acquisition process
- Prospective teacher will convert text to video
- Prospective teacher will edit and create videos

**Table 40***Details of the video creation skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Video creation skills</b> Storyboarding Recording Merging audio with video Saving Editing Video Exporting Video Streaming	Orientation	Orienting to the process skills of creating video for the given discourse
		Demonstration	Illustrating the process skills of creating original video
		Presentation	Presenting the functional item through creating video
		Guided practice	Creating video through hands-on-training
		Integration	Applying the process skills of video creation in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in creating video through other applications
		Appreciation	Posting the best product
		Toning	Rectifying the errors in created videos

## **10. Functional literary discourse model of skill of using app for letter drafting in ELT**

**Advanced skill:** Skill of using app for letter drafting

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate strategies of letter drafting for language acquisition process
- The prospective teacher will use technology in translation
- The prospective teacher will use letter drafting apps in classrooms

**Table 41***Details of the skill of using app for letter drafting*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using app for letter drafting</b> Downloading and installing app Formatting text with fonts and styles Aligning, sorting and grouping text Saving and sharing the document	Orientation	Orienting to the process skills of skill of using app for letter drafting
		Demonstration	Illustrating the process skills of the advanced skill
		Presentation	Presenting the functional item through letter
		Guided practice	Creating letters using app through hands-on-training
		Integration	Applying the process skills of the advanced skill
		Experimentation & Extension	Applying the acquired knowledge in creating variety of letters
		Appreciation	Posting the best product
		Toning	Rectifying the errors in letter drafting

**11. Functional literary discourse model of skill of merging traditional letter format with technology in ELT**

**Advanced skill:** Skill of merging traditional letter format with technology

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate letter writing formats
- The prospective teacher will apply the technical requirements of the app for letter drafting
- The prospective teacher will transfer traditional letter format conventions into the app for letter drafting

**Table 42***Details of the skill of merging traditional letter format with technology*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Skill of merging traditional letter format with technology</b>	Orientation	Orienting to the process skills of skill of merging traditional letter format with technology
	Applying traditional letter formatting conventions	Demonstration	Illustrating the process skills of the advanced skill
	Applying the technical requirements of the app for letter drafting	Presentation	Presenting the functional item through letter
	Transferring traditional letter formatting conventions into the app	Guided practice	Creating letters using app through hands-on-training
	Proof reading and editing the letter in the app	Integration	Applying the process skills of the advanced skill
	Converting the letter to PDF format	Experimentation & Extension	Applying the acquired knowledge in creating variety of letters
		Appreciation	Posting the best product
		Toning	Rectifying the errors in letter drafting

## 12. Functional literary discourse model of Gamification skills in ELT

**Advanced skill:** Gamification skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes:**

- The prospective teacher will adopt gamification strategies
- The prospective teacher will design activities and rules of the game

**Table 43***Details of the gamification skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Gamification skills</b> Setting objectives Designing activities Designing the rules of the game Introducing the game to the class Setting up the board or other needed materials	Orientation	Orienting to literary discourse through an interaction Orienting to the process skills of gamification skills
		Demonstration	Creating situations for gamification skills
		Presentation	Presenting the Functional item through Literary discourse focusing on the process skills of gamification skills
		Guided practice	Practising process skills of gamification skills under supervision
		Integration	Integrating the gamification skills in planning lesson
		Experimentation & Extension	Practising the strategy in real classroom context
		Appreciation	Recording the best performance and sharing

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
		Toning	Remedying the gaps in the performance through individual assistance

### 13. Functional literary discourse model of Collaboration skills in ELT

**Advanced skill:** Collaboration skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:** Resources

**Learning outcome:**

- Prospective teacher will use collaboration techniques in classroom interaction

**Table 44**

*Details of the collaboration skills*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Collaboration skills</b>		
	Applying effective grouping strategies	Orientation	Orienting to literary discourse with an interaction through collaboration
	Facilitating		Orienting to the process skills of Collaboration skills
	Ensuring student engagement	Demonstration	Creating situations for applying collaboration skills
Resolving conflict			
	Pooling of resources	Presentation	Presenting the functional item through literary discourse

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
		Guided practice	Practising process skills of collaboration skills under supervision
		Integration	Integrating the collaborative strategies in real classroom
		Experimentation & Extension	Practising the developed lesson plan in real classroom context
		Appreciation	Posting the best resources developed by the students in an online platform Recording the best performance and sharing
		Toning	Remedying the gaps in the performance through individual assistance

#### 14. Functional literary discourse model of Skill of creating digital story board in ELT

**Advanced skill:** Skill of creating digital story board

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- Prospective teacher will create technology-based story boards

**Table 45***Details of the skill of creating digital Story board*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Skill of creating digital Story board</b> Developing an idea Creating a script Creating the story board Adding multimedia elements Developing characters Creating storyboard elements Editing Publishing	Orientation	Orienting to literary discourse with an interaction through digital board creation Orienting to the process skills of Skill of creating digital story board
		Demonstration	Illustrating the process of creating digital story board
		Presentation	Presenting the functional item through literary discourse in a digital story board
		Guided practice	Creates digital story board through hands-on-training
		Integration	Integrating the skill of creating digital story board in creating school content
		Experimentation & Extension	Applying the acquired knowledge in creating effective resources for digital story board
		Appreciation	Posting the best digital boards developed by the students in online platform
		Toning	Remedying the gaps in the performance through individual assistance

**15. Functional literary discourse model of skill of creating GIF in ELT****Advanced skill:** Skill of creating GIF**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will use GIF in classroom
- The prospective teacher will integrate the latest techno-pedagogic strategies in creating GIF

**Table 46***Details of the skill of creating GIF*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of creating GIF</b> Designing Capturing Editing Optimization Publishing	Orientation	Orienting to literary discourse and the process skills of GIF creation
		Demonstration	Illustrating the process skills of creating GIF
		Presentation	Presenting the functional item through creating GIF
		Guided practice	Creating audio through hands-on-training
		Integration	Applying the process skills of GIF creation in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in creating GIF in other context
		Appreciation	Posting the best GIFs in an online platform
		Toning	Remedying the gaps in the performance through individual assistance

## 16. Functional literary discourse model of Skill of creating digital comic strip in ELT

**Advanced skill:** Skill of creating digital comic strips

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes**

- The prospective teacher will create digital comic strips
- The prospective teacher will use comic strips in classroom

**Table 47**

*Details of the skill of creating digital comic strips*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of creating digital Comic strips</b>	Orientation	Orienting to literary discourse and the process skills of skill of creating digital comic strip
	Storyboarding	Demonstration	Illustrating the process of digital comic strip creation
	Scriptwriting	Presentation	Presenting the functional item through comic strip
	Developing characters	Guided practice	Creating digital comic strips through hands-on-training
	Creating dialogue boxes	Integration	Including comic strips in lesson planning
	Editing		
	Publishing		

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
		Experimentation & Extension	Applying the acquired knowledge in creating digital comic strips through othermost applications
		Appreciation	Appreciating the use of different types of comic strips
		Toning	Solving the difficulties in using interactive board through individual assistance

### 17. Functional literary discourse model of Skill of using emojis in ELT

**Advanced skill:** Skill of using emojis

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- The prospective teacher will use emojis for creating language games and discourses

**Table 48***Details of the skill of using emojis*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of Using emojis</b> Understanding and interpreting the meaning of emojis Using appropriate emojis for varying context	Orientation	Orienting to literary discourse with emojis
		Demonstration	Illustrating the process of using emojis in story telling
		Presentation	Presenting the functional item through emojis
		Guided practice	Using emojis through hands-on-training
		Integration	Applying emojis in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in using emojis in other discourses
		Appreciation	Appreciating the best emoji discourses
		Toning	Suggesting context specific appropriate strategies

**18. Functional literary discourse model of Bitmoji creation skills in ELT****Advanced skill:** Bitmoji creation skills**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- The prospective teacher will develop skills in using appropriate strategies for bitmoji based discourses for language acquisition

**Table 49***Details of the Bitmoji creation skills*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Bitmoji creation skills</b> Drawing Refining Adding Colour and Texture Animations Finalizing	Orientation	Orienting to the process skills of bitmoji creation
		Demonstration	Demonstrating bitmoji creation
		Presentation	Presenting the functional item through bitmojis
		Guided practice	Practicing the skill of creating bitmoji through hands-on-training
		Integration	Including bitmojis in real classroom context
		Experimentation & Extension	Applying other applications for bitmoji creation
		Appreciation	Posting the best bitmojis
		Toning	Removing the difficulties in bitmoji creation

**19. Functional literary discourse model of learning app creation skills in ELT****Advanced skill:** Learning app creation skills**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- Prospective teacher will develop learning apps

**Table 50***Details of learning app creation skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Learning app creation skills</b> Ideation Designing Developing Testing and Evaluating Launching	Orientation	Orienting to the process skills of learning app creation
		Demonstration	Illustrating the process skills of creating learning app
		Presentation	Presenting the functional item through learning app
		Guided practice	Creating learning app through hands-on-training
		Integration	Integrating learning app in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in creating learning app through othermost applications
		Appreciation	Sharing links to the best learning app in Google classroom
		Toning	Rectifying the errors in the created learning apps

**20. Functional literary discourse model of Skill of using technology in translation in ELT**

**Advanced skill:** Skill of using technology in translation

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate tools of digital translation
- The prospective teacher will use technology in translation

**Table 51**

*Details of skill of using technology in translation*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using technology in translation</b> Ideation Translation Quality assurance	Orientation	Orienting to the process skills of technology in translation for the given discourse
		Demonstration	Demonstrating the process of using technology in translation
		Presentation	Presenting the functional item
		Guided practice	Practising the use of technology in translation through hands-on-training
		Integration	Applying the process skills of technology in translation
		Experimentation & Extension	Applying the acquired knowledge in using technology in translation
		Appreciation	Posting the best product
		Toning	Rectifying the errors in using technology in translation

**21. Functional literary discourse model of skill of using technology in paraphrasing in ELT**

**Advanced skill:** Skill of using technological tools for paraphrasing

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate tools of paraphrasing
- The prospective teacher will use technology in paraphrasing

**Table 52**

*Details of skill of using technology in paraphrasing*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
	<b>Skill of using technology in paraphrasing</b> Identifying the key idea Paraphrasing without changing meaning	Orientation	Orienting to the process skills of online paraphrasing for the given discourse
		Demonstration	Demonstrating the process of online paraphrasing
		Presentation	Presenting the functional item

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
		Guided practice	Practising the use of online paraphrasing software through hands-on-training
		Integration	Applying the process skills of paraphrasing
		Experimentation & Extension	Applying the acquired knowledge in paraphrasing using other platforms
		Appreciation	Posting the best product
		Toning	Rectifying the errors in using online paraphrasing software

## 22. Functional literary discourse model of skill of using online editing in ELT

**Advanced skill:** Skill of using online editing

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate tools for language editing
- The prospective teacher will use technology in editing

**Table 53***Details of skill of using online editing*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using online editing</b> Correcting grammatical errors Correcting spelling errors	Orientation	Orienting to the process skills of using online editing for the given discourse
		Demonstration	Demonstrating the process of online editing
		Presentation	Presenting the functional item
		Guided practice	Practising the use of online editing through hands-on-training
		Integration	Applying the process skills of editing
		Experimentation & Extension	Applying the acquired knowledge in editing using other platforms
		Appreciation	Posting the best product
		Toning	Rectifying the errors in using online editing tools

**23. Functional literary discourse model of Editing skills in ELT****Advanced skill:** Editing skills**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- The prospective teacher will apply techniques for different types of editing

**Table 54***Details of editing skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Editing skills</b> Structuring Ideational Editing Grammatical Editing Spelling and Punctuation Editing Formatting Proofreading Fact-checking Revising	Orientation	Orienting to the process skills of editing
		Demonstration	Illustrating the process skills of editing
		Presentation	Presenting the functional item applying the process skills of editing
		Guided practice	Practising editing under supervision
		Integration	Applying the process skills of editing in classroom
		Experimentation & Extension	Applying the acquired knowledge in editing in relevant context
		Appreciation	Posting the best edited versions
		Toning	Rectifying the errors in editing

**24. Functional literary discourse model of Skill of creating short videos for social media in ELT**

**Advanced skill:** Skill of creating short videos for social media

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- The prospective teacher will create short videos using social media platforms or apps

**Table 55***Details of the Skill of creating short videos for social media*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Skill of creating short videos for social media</b> Planning and scripting Videography and lighting Inserting audio Editing Adding Special effects Uploading and sharing in social media	Orientation	Orienting to the process skills of creating reel videos for the given discourse
		Demonstration	Illustrating the process skills of creating reel videos
		Presentation	Presenting the functional item through reel video
		Guided practice	Creating reel video through hands-on-training
		Integration	Applying the process skills of a video creation in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in creating reel video through other most applications
		Appreciation	Posting the best reels in social media
		Toning	Rectifying the errors in created videos

## 25. Functional literary discourse model of skill of using comparative literature in ELT

**Advanced skill:** Skill of using comparative literature

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:** Pre-requisites

**Learning outcome:**

- The prospective teacher will develop skills in comparative literature in different languages

**Table 56**

*Details of the skill of using comparative literature*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using comparative literature</b>	Orientation	Orienting to the process skills of using comparative literature
	Expressing ideas in multiple languages	Demonstration	Illustrating the process skills of using comparative literature
	Linguistic Analytical skills		
	Comparing/ contrasting linguistic expressions/poetic devices	Presentation	Presenting the functional item through comparative literature
Using and recognizing different versification styles	Producing and evaluating Translations skills	Guided practice	Guiding in applying the appropriate techniques

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
	Synthesizing discourse using different language Comparing/ contrasting ideas Offering diverse perspectives	Integration	Applying the process skills of using comparative literature
	Understanding and interpreting diverse cultures and beliefs Examining the nature-man relationships conveyed in different languages and cultural background	Experimentation & Extension	Applying the acquired knowledge in using comparative literature
	Appreciating similarities / differences among languages Honing sensitivity to others' Viewpoints	Appreciation	Posting the best product
		Toning	Rectifying the errors

## 26. Functional literary discourse model of skill of integrating cultural context in ELT

**Advanced skill:** Skill of integrating cultural context in ELT

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:** Resources

### Learning outcomes

- The prospective teacher will develop cultural context integrated contents in classrooms
- The prospective teacher will use cultural context in teaching English

**Table 57***Details of the skill of integrating cultural context*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Skill of integrating cultural context</b> Developing familiarity with socio-cultural contexts Applying cultural knowledge of the target group Selecting context based resources Designing discourses with cultural context Integrating with a foreign cultural context	Orientation	Orienting to the process skills of cultural context integration
		Demonstration	Illustrating the process skills of integrating cultural context
		Presentation	Presenting the functional item through literary discourse
		Guided practice	Integrating cultural context under supervision
		Integration	Applying the process skills of cultural context integration in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in creating culture integrated contents
		Appreciation	Posting the best product
		Toning	Rectifying the errors

**27. Functional literary discourse model of Hyperlinking skills in ELT****Advanced skill:** Skill of using hyperlinking**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- The prospective teacher will create hyperlinked discourses

**Table 58***Details of the skill of using hyperlinking*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Hyperlinking</b> Downloading appropriate copyright free images Selecting the right URL Formatting the link Testing the link Adding the link to the content	Orientation	Orienting to the process skills of hyperlinking for the given discourse
		Demonstration	Illustrating the process of hyperlinking
		Presentation	Presenting the functional item through hyperlinking
		Guided practice	Creating hyperlinks through hands-on-training
		Integration	Applying the process skills of hyperlinking in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in hyperlinking
		Appreciation	Posting the best product
		Toning	Rectifying the errors in hyperlinking

**28. Functional literary discourse model of Skill of using Communication art in classroom in ELT**

**Advanced skill:** Skill of using Communication art in classroom

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system: Resources****Learning outcome:**

- The prospective teacher will develop communication art techniques in teaching English

**Table 59***Details of the skill of using communication art in classroom*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using Communication art in classroom</b> Creating a positive Attitude Maintaining a positive approach Being resourceful Being reflective Applying tactics Using talent Maintaining Temperament Keeping Tranquilism	Orientation	Orienting to the process skills of communication for the given discourse
		Demonstration	Illustrating the process skills of communication art
		Presentation	Presenting the functional item using communication art technique
		Guided practice	Practising communication skills under supervision
		Integration	Applying the process skills of communication art in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in real classroom context
		Appreciation	Appreciating best communication strategies
		Toning	Rectifying the errors in communication

## 29. Functional literary discourse model of skill of using project method in ELT

**Advanced skill:** Skill of using project method

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes:**

- The prospective teacher will get knowledge about the phases in a project
- The prospective teacher will plan and design the project

**Table 60**

*Details of the skill of using project method*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using project method</b>	Orientation	Orienting to the process skills of project method for the given discourse
	Knowledge about the phases in project	Demonstration	Illustrating the process skills of project method
	Planning and designing of the project	Presentation	Presenting the functional item through discourses
	Execution	Guided practice	Developing projects under supervision
	Data collection Processing data	Integration	Applying the process skills of using project method

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
	Reporting Presentation Evaluation	Experimentation & Extension	Applying the acquired knowledge in developing similar strategies
		Appreciation	Posting the best projects
		Toning	Rectifying the errors in project

### 30. Functional literary discourse model of Skill of using online evaluation strategies in ELT

**Advanced skill:** Skill of using online evaluation strategies

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcomes:**

- The prospective teacher will develop awareness on online evaluation strategies
- The prospective teacher will select suitable online platform, question formats, setting time limits and provide immediate feedback

**Table 61***Details of the skill of using online evaluation strategies*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Skill of using online evaluation strategies</b> Selecting suitable online platform Selecting the question formats Setting time limits Providing immediate feedback	Orientation	Orienting to the process skills of using online evaluation strategies for the given discourse
		Demonstration	Illustrating the process skills of online evaluation strategies
		Presentation	Presenting the functional item
		Guided practice	Familiarizing online evaluation strategies through hands-on-training
		Integration	Applying the process skills of online evaluation in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in using other most applications
		Appreciation	Posting the best product
		Toning	Rectifying the errors

**31. Functional literary discourse model of online teaching skills in ELT****Advanced skill:** Online teaching skills**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item**Capacity Building system:**

Devices/Gadgets

Apps/resources

**Learning outcome:**

- The prospective teacher will develop awareness on the effective use of online platforms to conduct online teaching sessions

**Table 62***Details of online teaching skills*

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
Identifying appropriate discourse integrating functions and literary items	<b>Online teaching skills</b> Setting online video-conferencing platform Online classroom management Using digital collaboration tools Posture Time management Assessment and feedback	Orientation	Orienting to the process skills of online teaching for the given discourse
		Demonstration	Illustrating the process skills of online teaching
		Presentation	Presenting the functional item through online teaching
		Guided practice	Practising online teaching through hands-on-training
		Integration	Applying the process skills of online teaching in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in using other online teaching platforms
		Appreciation	Posting the recorded videos of online classes
		Toning	Rectifying the errors in online teaching

### 32. Functional literary discourse model of Inquiry-based teaching skills in ELT

**Advanced skill:** Inquiry-based teaching skills

**Functional item:** Words or expressions associated with a structural item

**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system: Resources****Learning outcome:**

- The prospective teacher will develop strategies for applying inquiry based teaching

**Table 63***Details of inquiry-based teaching skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Inquiry-based teaching skills</b> Using open ended questions Facilitating Active Listening Encouraging Reflection	Orientation	Orienting to the process skills of inquiry based teaching
		Demonstration	Illustrating the process skills of inquiry based teaching
		Presentation	Presenting the functional item through inquiry based teaching
		Guided practice	Practise the skill under supervision
		Integration	Applying the process skills of inquiry based teaching in lesson planning
		Experimentation & Extension	Applying the acquired knowledge in inquiry based teaching
		Appreciation	Posting the best inquiry based teaching contents in online platforms
		Toning	Rectifying the errors in inquiry based teaching

**33. Functional literary discourse model of critical thinking skills in ELT****Advanced skill:** Critical thinking skills**Functional item:** Words or expressions associated with a structural item**Literary Discourse:** Appropriate literary discourse for integrating the skill and the functional item

**Capacity Building system: Resources****Learning outcomes:**

- The prospective teacher will develop awareness on critical thinking skills
- Prospective teacher will apply critical thinking strategies in classrooms
- Prospective teacher will distinguish facts from opinion

**Table 64***Details of critical thinking skills*

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Identifying appropriate discourse integrating functions and literary items	<b>Critical thinking skills</b> Asking Questions Identifying assumptions Distinguishing facts from opinion	Orientation	Orienting to the process skills of critical thinking for the given discourse
		Demonstration	Illustrating the process skills of critical thinking
		Presentation	Presenting the functional item through literary discourse
		Guided practice	Developing critical thinking strategies
		Integration	Applying the process skills of critical thinking in lesson planning
		Experimentation & Extension	Applying the acquired knowledge
		Appreciation	Posting the best product
		Toning	Rectifying the errors

**A Theory: An Explanation**

A theory is a conceptual framework; a set of principles on which the practice of an activity is based'. Theory suggests a link between concepts in a situation where link is verified not by experiment but on reasonable assumptions and existing

correlative evidence. A newly constructed theory will be an interpretation of results of validated theory and a conclusion which is a result of an analysis.

An educational theory attempts to provide explanations to phenomena and is a supposition aimed to give explanation to something based on general principles independent of the thing being explained. Educational theories are specifically formulated for the curricular and pedagogic requirements.

### **Development of the Theory**

#### **Theoretical Assumptions**

The development of a theory is based on certain assumptions regarding adaptation of educational principles, development of pedagogic skills, and nature of foreign language learning. The important assumptions are:

- a) Adaptation of general theories and principles in Education and those of foreign language acquisition in constructivist strategies for development of teaching skills.
- b) Development of a discourse oriented pedagogy integrating functional elements and literature will result in linguistic performance.
- c) The sets of teaching skills and the process of development in practice as part of teacher training programme in vogue are inapposite and not pro-active.

### **Theoretical conceptualization**

The study followed methodology of Constructivist Grounded Theory based on experiential learning, epistemology and pragmatism.

### ***The philosophy***

Pedagogic skill acquisition process should be adaptive and pro-active to the emergent demands of the profession in the global context of acquisition of communicative competence in English as Second language.

### ***Prior knowledge and experience***

The researcher with her experience in engaging in teaching skill development sessions as a student teacher and with her knowledge and experience as teacher educator in ELT aimed at a pragmatic theory of pedagogic skill development rooted on the principles of English as Second Language acquisition.

### ***Data coding and Analysis***

Data coding was done for an understanding of participants' views and actions from their perspectives and theoretical assumptions were listed through coding.

### ***Practical application***

The qualitative experiment procedure of the study was in tune with theoretical assumptions and conceptualization. A Constructivist Grounded Theory method was followed for theorizing views, experiences and actions.

### **Generation of a Theory on Pedagogic Skill Acquisition through Functional Literary Discourse Models**

Based on the findings of the study, a new theory on Functional Literary Discourse Models has been developed. The theory is stated as:

“The pragmatic theory of Functional Literary Discourse based Pedagogic Designs states the progressive development of pedagogic skills through an advanced skill repository of multi phased English Language Teacher Training model inputs for emergent strategic competencies.”

The constructed theory is pragmatic in nature as the knowledge outcome works in a particular situation: the pedagogic skill training sessions intended for the target group of English optional B.Ed students in Kerala. The pedagogic designs developed by the researcher are built on a new construct/concept of Functional Literary Discourses which integrate functional elements of language and also literature as the medium of linguistic discourses. The progressive nature of development of pedagogic skills is ensured by the stages of experiential learning as prepared by educational theories and principles. An advanced skill repository of multi phased English language teacher skill training model is the second concept. The theory ensures emergent pedagogic competence as foundation for futuristic teacher behaviour. The pragmatic nature of the theory is established through qualitative experimental practice of the knowledge developed that works in a particular situation.

The constructed theory, on analysis agrees with the essential characteristics of an educational theoretical statement. Theory is intended to explain something: a

system of ideas or phenomenon and is based on general principles. The constructed theory is intended to explain advanced skill repository of multiphased English language teacher skill training Model based on Functional Literary Discourses. It is formulated mainly on the general principles of pedagogy, English Language Teaching, IT integrated education and contextualization and is pro-active in nature. The theory is pragmatic in nature as the developed Functional Literary Discourse Models of Advanced Skills in Teaching English is proved to work in a particular situation through a qualitative experiment on the target groups. The theory also predicts the outcome of progressive development of pedagogic skills through the multiphased model input.

### **Discussion and Conclusion**

The research attempt can be summarized based on the analysis and findings of the study. The most important objective of the study was to design, develop and validate a teacher education model based on the context of ELT to enhance advanced pedagogic skills of ESL prospective teachers. The conclusions derived from the methodically planned research procedure are:

1. Microteaching was not apposite in developing teaching skills demanded of English language pedagogy.
2. The developed FLD models of Advanced skills in teaching English were apposite in developing teaching skills demanded of English language pedagogy.

The thorough analysis and review of related literature clearly portrayed the significant role of twenty first century pedagogical skill development in teacher education. The relevance of an updated skill sets evidenced in literature as well as from the preliminary need analysis on the appositeness on microteaching in developing pedagogical skills demanded of twenty first century ELT pedagogy. The results of the present study, necessitates the development of Functional Literary Discourse Models of Advanced skills in teaching which can gratify the objective for enhancing pedagogical skill acquisition among prospective teachers. Review of related literature and the existing theories in teaching in general and ESL in particular prompted the investigator to understand the need for a theory on pedagogic skill acquisition. So, the researcher developed Functional literary discourse model for enhancing advanced skills among prospective teachers and generated a theory on Pedagogic skill acquisition. The research attempt succeeded in producing a teacher education model with the backup of a new theory effective in the scenario of teacher education programme. By systematic and methodological approach to the research, the investigator could be able to validate the models through field trial and expert validation.

# CHAPTER 6

## **RECOMMENDATIONS**

- ❖ *Conception of the Study*
- ❖ *Educational Implications of the Study*
- ❖ *Recommendations of the Study*
- ❖ *Suggestions for Further Research*

## **Conception of the study**

The evolving landscape of education in the 21st century has brought significant changes to teaching methodologies, particularly in English Language Teaching (ELT) and English as Second Language (ESL) pedagogy. With rapid advancements in technology, globalization, and diverse learning environments, traditional teaching methods are being re-evaluated to meet the demands of contemporary classrooms. This shift necessitates the development of innovative pedagogical approaches and advanced teaching skills that effectively address the dynamic needs of modern learners.

In the present study, the Functional Literary Discourse Models is designed for developing pedagogical skills among prospective teachers to equip them for a 21st-century ESL classroom. Teachers should be sufficiently knowledgeable to various skills enlisted in the 21st-century skills frameworks so that they can make themselves productive and efficient in teaching and guiding the 21st-century learners (Amir & Zahra, 2024; Jijo & Musthafa, 2022; Alahmad et al., 2021; Alhothali, 2021; Valtonen et al., 2020; Haviz et al. 2020; Cebi & Reisoglu, 2020; Kavenuke et al., 2020; Kundu et al., 2020; Fadli & Irwanto, 2020; Tekir and Akar, 2020; Saputro et al., 2020; Celiker & Yerleskesi, 2020; Muspiroh et al., 2019; Ahmed & Pawar, 2018; Hall, 2018; Ashraf et al., 2017).

Based on the related literature, it is evident that teacher training programmes must reassess and re-evaluate effectiveness in preparing educators ready for 21st-

century classrooms. To meet the evolving demands of the digital age, these programmes should explore and incorporate innovative strategies.

Microteaching, as a practice-oriented training method, has long been used to develop teaching skills by allowing prospective teachers to gain practical experience in a controlled environment. The appositeness of traditional microteaching sessions for fostering skills needed in 21st-century ELT pedagogy requires re-examination. The development of Functional Literary Discourse Models as a teacher training model provides a new avenue for enhancing teaching practices by integrating the functional use of language with literary elements, thus catering to both linguistic and cognitive skill development in ESL learners.

The increasing emphasis on developing communicative competence, critical thinking, and intercultural awareness in ELT underscores the need for a more holistic approach that goes beyond conventional language teaching. A pedagogy centred around Functional Literary Discourse can potentially bridge this gap by equipping teachers with advanced skills and strategies tailored to the demands of 21st-century ESL classrooms. Such an approach requires the design, implementation, and validation of innovative teaching models that integrate functional and literary elements to enhance pedagogical practices at the secondary education level.

The need to reformulate teaching methodologies in ELT and ESL pedagogy has been accentuated by the evolving expectations placed on teachers and the skills demanded of learners. The 21st-century classroom emphasizes not just linguistic proficiency but also the ability to navigate complex texts, engage in discourse analysis, and applies language in meaningful contexts.

Despite its potential, there is a lack of research focusing on structured models for integrating Functional Literary Discourse into ELT practices. The study aimed to fill this gap by developing and validating models specifically designed to enhance teaching skills in English education. It also addresses the need for empirical evidence on the effectiveness of such models in real-world classroom settings, ensuring their applicability and relevance.

The objective of the study reflect a comprehensive approach to addressing the issues, beginning with an evaluation of the suitability of microteaching for 21st-century skills development, followed by the identification of necessary advanced skills, the design and trial of Functional Literary Discourse models, and the generation of a pedagogical theory. The findings will contribute to the field by providing a theoretical foundation and practical tools for improving English teaching practices and outcomes, ultimately supporting teachers in adapting to the needs of the modern educational landscape.

### **Educational Implications of the study**

Developing an effective teacher education model involves recognizing and addressing various educational implications for teacher educators. The developed teacher education model boosts adaptability to educational trends, modelling best practices, incorporating pedagogical diversity, technology integration, reflective practices, cultural awareness, enhanced pedagogical content knowledge and continuous professional development of teacher educators. The educational implications of the study are:

- 21st-century English language educators need a blend of traditional teaching skills and essential competencies to prepare students for the demands of today's interconnected and rapidly changing world. The emphasis is on developing not only language proficiency but also critical thinking, collaboration, and digital literacy skills essential for success in the contemporary landscape. Incorporating these components into teaching practices can significantly enhance communication in the classroom, creating an atmosphere conducive to effective learning and positive interactions between teachers and students.
- The FLD models of advanced skills apart from the focus on skills on demand ensure the use of educational technologies, so that prospective teachers could leverage digital tools for enhanced learning experiences.
- The FLD models of advanced teaching skills incorporate variety techniques of assessment which would help prospective teachers in designing varied assessment methods for providing feedback.
- The developed models emphasize student-centred approaches, encouraging prospective teachers to design lessons that cater to learner variables and diverse learning styles.
- Teacher education models have intentionally incorporated the concepts of culturalism and multilingualism, exposing prospective teachers the futuristic foreign language classrooms.

- Developing and enhancing skills like comforting among teachers can significantly impact the learning environment and students' academic and emotional well-being. Comforting skills, which involve providing emotional support, understanding students' needs, and fostering a sense of security, can help alleviate students' anxiety, boost motivation, and create a positive classroom atmosphere conducive to learning. By equipping teachers with effective comforting skills can better address the diverse emotional and social challenges students face, leading to improved student engagement, resilience, and overall academic performance.
- The study implies that employing discourses as a medium for training in teaching skills can significantly enhance the professional development of prospective teachers. By integrating functional and literary discourses into the training process, teachers can gain a deeper understanding of language use in diverse contexts, thus fostering more effective communication, critical thinking, and problem-solving skills in classroom settings. This approach not only enriches the teachers' pedagogical strategies but also equips them to address varied learning needs and styles, ultimately leading to improved educational outcomes. The findings suggest that discourse-based training models can serve as an innovative framework for developing advanced teaching competencies in English education and beyond.
- The implications of the study highlighted the importance of integrating critical thinking, collaboration, and communication skills into English education as foundational components for prospective teachers. By developing models of

Functional Literary Discourse, the study emphasizes the need for teacher education programmes to go beyond traditional methods, fostering skills that empower future educators to engage students in more meaningful and contextually relevant ways.

- The Rubrics on the performance of Advanced teaching skills for prospective English teachers help in systematising the focal segments and composite phases at the practice sessions of each skill. The rubrics could be adopted in the practice sessions and also during real-time teaching for mentor and peer evaluation.
- The constructed pragmatic theory of Functional Literary Discourse based pedagogic designs which accommodates the basic theories of education and theories of second language acquisition framed on the strong pillar of Functional Literary Discourses on further experimentation could prove the appositeness of pedagogic skill development process in a futuristic prospective

### **Recommendations of the study**

The present study has broad educational recommendations. Findings of the present study indicate that the traditional microteaching sessions and the core skills in teaching need to get redefined. The current teacher preparatory and practice procedures require a thorough examination to address the challenges and demands of 21st-century classrooms. The research addresses the critical need for English language teachers to develop and enhance their teaching skills in the context of the twenty-first century. By developing a model for practicing twenty-first century teaching skills in

the English classroom, it is assumed that the research outcome will be a valuable resource for teachers and teacher educators and contribute to the ongoing efforts to improve the quality of English language learning in the twenty-first century.

Recommendations focus on specific measures to be employed based on the findings of the research. The recommendations proposed in the present study are:

### **To Policy Makers**

1. Promote qualitative experimental research in the discipline of Education to accelerate generation of new theories in tune with the pedagogic shifts in Education.
2. Apex bodies like UGC and NCTE may promote research on Functional Literary Discourse Models of pedagogic skill development by embedding the same in the focal areas for future research especially in the context of a transformative breakthrough in the system of teacher education.
3. Integrated Teacher Education Programme (ITEP) envisages quality teachers for future classrooms. The essential prerequisite for the entrants could be assured through inception programmes like Bridge Courses, Ability Enhancement Courses, Skill Enhancement Courses and Value-Added Courses so that the foundations of ICT as well as the Language of discipline of English literature could be integrated in Technological Pedagogical Content Knowledge (TPACK) approach in the profession.
4. Agencies for teacher education could integrate Functional Literary Discourse Models in the programmes under Continuous Professional Development

(CPD) for keeping the teaching community updated in Advanced pedagogical skills.

### **To Curriculum Developers**

1. The Philosophy of Outcome based learning could bring in far reaching results in ELT, once the pedagogic assumptions on integration of functional items, literature and discourses are put into practice. The inclusion of FLD models in the teacher education curriculum could serve as the initial attempt in this regard.
2. Theory on English Language and Literature Teaching (ELLT) must be practised to ensure the deep connections between the process of pedagogy and content. Thus, the utilitarian goals with regard to these domains of human development could be ensured through the pedagogic skill acquisition on the FLD platform. Thus, a pedagogic shift could be brought in with curriculum of ELT.
3. Curriculum guidelines for teacher education programmes may incorporate the philosophy and principles of Functional Literary Discourse Models for pedagogic skill development of English language teachers.

### **To Teacher Educators**

1. Action research and longitudinal research studies may be undertaken by English language teacher educators to validate the appositeness of Functional Literary Discourse Models

2. To establish the role of Functional Literary Discourse Models in bridging the gap in the system of teacher skill development, the cyclic process of feedback, modification and try out may be attempted.
3. The repository of Advanced Skills put forward in the study may be adapted and contextualised in tune with radical changes in the pedagogy of the English language.
4. The Rubrics on the performance of Advanced teaching skills for prospective English teachers developed for recording and grading the integration of the Advanced pedagogic skills during field trial could be used as an effective tool for feedback and mentoring of the sessions.
5. As a significant remedial measure to minimise the limitations of microteaching sessions, the composite phases and focal segments as proposed in the model could be implemented following a student owned curriculum.
6. Supervising and mentoring experimental sessions on the Functional Literary Discourse Models during internship programmes of prospective teachers

### **To Prospective Teachers**

1. Integrate the Functional Literary Discourse Models and the proposed Advanced skills and update it with the skills on demand.
2. Intensive planning and practice of composite phases and focal segments for their integration to the maximum level in pedagogic practices.

3. Enriching real-time performance by integrating latest technological developments like Artificial Intelligence in Functional Literary Discourse Models of Advanced skills in teaching English

By prioritizing research in these areas, teacher educators, prospective teachers, and authorities can contribute to the advancement of pedagogic skills in language education. The findings from the study contribute to curriculum development, teaching practices, and professional development programmes, ultimately leading to more effective and engaging literature instruction.

### **Suggestions for Future Research**

Based on the insights gathered from the research results, recommendations for future research aimed at enhancing pedagogic skills through Functional Literary Discourse Models are:

1. Research should focus on the effectiveness of innovative pedagogical strategies, in developing pedagogic skills within language education. This can involve longitudinal studies that assess student outcomes over time when these methods are implemented in teacher training programmes.
2. Conduct comparative studies on different teacher preparation programmes to identify which characteristics most effectively enhance general pedagogical knowledge and skills among future teachers. This could include analyzing the integration of functional literary discourse models in curricula and their impact on teacher efficacy.

3. Investigate how incorporating functional literary discourse models can increase student engagement and motivation in literature classes. This can include studies on how these models help students connect literary analysis to their personal experiences and interests, thereby enhancing their learning outcomes.
4. Research the impact of ongoing professional development programmes that focus on Functional Literary Discourse Models for in-service teachers. This could help determine how these models influence teaching practices and student learning in real classroom settings.
5. Conduct experimental studies to explore the effectiveness of functional literary discourse models when applied in different educational systems. Understanding the adaptability and effectiveness of the models in various linguistic contexts can provide valuable insights for global pedagogical practices.
6. Future studies could focus on identifying and integrating additional advanced teaching skills into the repository. This would help develop a more comprehensive model that addresses a broader range of competencies necessary for effective teaching in the 21st century.
7. Replicating the study in different subject areas, such as mathematics, science, or social studies, would provide insights into subject-specific teaching skills and strategies. This could help create tailored skill development models that meet the unique needs of various disciplines.

8. Integrating Artificial Intelligence and other innovative educational software in the advanced teaching skills can significantly enhance the effectiveness of the FLD models. This integration would enable prospective teachers leverage technology for more effective teaching, personalized learning experiences, and data-driven decision-making. Incorporating AI can help identify students' learning gaps and suggest targeted interventions, thus making learning more efficient and customized.

By pursuing the research avenues, educators, policymakers, and researchers can contribute to the development of effective pedagogic skills that are responsive to contemporary educational needs and challenges.

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# **APPENDICES**

**APPENDIX A**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Questionnaire on Appositeness of Microteaching Sessions for Twenty First  
 Century English Language Teaching Skill Development**

<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research guide Farook Training College, Calicut
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**Name:** .....

**Optional subject & Semester:** .....

**Instructions**

Questions in part A are concerned with the analysis of microteaching sessions. Please mark your opinion in the 'Yes' or 'No' column. Questions in part B expect your sincere and suggestions on the appositeness of microteaching as a twenty first century teacher training procedure.

Sl. No.		Yes	No
<b>Part – A</b>			
1	Have you got a clear understanding of the theoretical aspects of microteaching?		
2	Is microteaching your first teaching experience in life?		
3	Did you have confusion in writing lesson plans?		
4	Did you feel it difficult to prepare lesson plans strictly ensuring the occurrence of component skills and then designing teacher-pupil activity according?		
5	Did you feel the problems of artificiality in the execution field because of the micro nature of sessions?		
6	Do you think the practice sessions will not be of much future use as the sessions are not replications of real classroom situations?		

*Appendices*

Sl. No.		Yes	No
7	Are you satisfied with the total number of practice sessions for microteaching?		
8	Do you think you have achieved mastery level with respect to the skills practiced?		
9	Was the cycle of microteaching followed strictly throughout the practicing period?		
10	Did you feel unexpected stress and strain during your presentation when you were conscious of the fact that your performance is being rated every second?		
11	Was re-teaching suggested for your sessions?		
12	Are you satisfied with the strategies available for feedback and self reflection on your performance?		
13	Did you feel authentic enough to complete the process of peer evaluation?		
14	Do you think the skills in the microteaching session are to be updated?		

**Part – B**

15. Do you think the microteaching skills are sufficient to meet the demands of the twenty first century ELT Pedagogy? Why?
  
16. What are the teaching skills you wish to include in the teacher training sessions?



**APPENDIX B**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Interview schedule for Teacher Educators on the appositeness of Microteaching**

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<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research guide Farook Training College, Calicut
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Date:.....Interviewer:.....

Place:.....Interviewee: .....

1. What is your opinion on Microteaching sessions as a preparatory training programme?
2. Are you satisfied with the practice of traditional skills during microteaching sessions? What all are the skills you must focus in your training sessions?
3. To what extent, you can satisfy the strategies and conditions in the microteaching procedure which is advisable in a theoretical perspective.
4. Could you follow the microteaching cycle in an effective manner starting with Plan and ending with Re-feedback for all trainees?
5. Even without a thorough understanding of the complex skill of teaching, microteaching is included in the first semester when teacher trainees are not familiar with the evaluation procedures. Do you think this will affect the quality of teaching and peer evaluation?
6. Techno-pedagogical skills and other twenty first century teaching skills are included in the theory part but there is no focus on practicing it. How do you think the theory –practice gap affects the quality of micro teaching practice?
7. There are some agreed upon limitations in microteaching. What measures do you normally take related to feedback, video recording, peer evaluation and time management?
8. Do you think microteaching skills need an updating? What all are the essential skills to be practised at microlevel in the teacher training?
9. Even when the concept and processes of teaching-learning have undergone major shifts a research gap has been felt in the area of microteaching. The

inclusion of techno- pedagogical skills in microteaching is a matter of concern. Is there a felt need for research in the area of microteaching?

10. The philosophy and pedagogy of each subject differs but these differences are not included in defining the core skills of teaching. What are your suggestions in the identification of subject related and updated microteaching skills and in defining feasible strategies for microteaching sessions?
11. What are some of the tools and resources that you find most helpful for pedagogic skill development in English?
12. What are your perspectives of the current teacher education curriculum to meet the demands of twenty first century ELT pedagogy? Suggest some ways for enrichment.













APPENDIX D

FAROOK TRAINING COLLEGE  
Research Centre in Education  
University of Calicut

Opinionnaire for Analysing the Appositeness of the Developed Model  
(For Secondary School Students)

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<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research Guide Farook Training College, Calicut
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The opinionnaire is used for analyzing different techniques that the English teacher (B. Ed trainee) used for enhancing learning English. Your opinion is used for research purposes only.

**Fill the basic data of your teacher and read the following statements and put tick mark (✓) against the suitable options.**

Name of the English teacher:.....

Class:.....

Techniques used in English classes: .....

Sl. No.	Statements	Yes	No
1.	Variety of techniques helped me enjoy learning English		
2.	English classes were often unpredictable when the teacher uses different methods and techniques		
3.	Every day I was curious to know what technique will be used by the teacher.		
4.	The methods were very different from the routine methods in English classes		
5.	I felt happy when my teacher uses the mother tongue of my non-malayali classmate and introducing Malayalam to explain the meaning of new words		

Sl. No.	Statements	Yes	No
6.	I liked the text appears with animations in interactive board than teacher's writing on the blackboard		
7.	Innovative strategies like Emoji poems/stories made reading and writing playful and interesting		
8.	The fear of learning English was reduced when the teacher taught through games		
9.	I felt no boredom or lagging when the teacher used technology in the classroom.		
10.	I am more interested to read the animated text in the digital board than reading my textbook		
11	Listening was meaningful when English poem, stories and dramas presented with the help of videos		
12	It was of great advantage when the teacher shared the passages with hypertexts that reflect the meaning of new words		
13	An interest in responding was built up when teacher displayed my answer on the digital board		
14	I liked to participate in classes when there is quiz		
15	Innovative learning strategies and the use of native English enhanced my listening and speaking skill		
16	The English classes with games were really interesting and fun		
17	I was less stressed when the teacher displayed questions with multiple choice answers than directly asked		
18	I could understand grammar and vocabulary even without translation when images and videos were used		
19	Using new techniques in teaching vocabulary and grammar helped me to use vocabulary and grammar automatically		
20	I liked to participate in group activities when it is rewarding		
21	All students gets equal chance to participate in the activities of the English class		

*Appendices*

Sl. No.	Statements	Yes	No
22	My classmates who are silent in the rest of the classes, enthusiastically participated in every activity in the English classes		
23	New techniques give me the confidence to speak and write in English		
24	I am not anxious in making mistakes during the entire class when my teacher makes the English class a fun		
25	I feel lucky to become a part of the online teaching-learning strategies		
26	I have been more involved in the English classes than ever before		
27	I am motivated to learn and use English when teacher used a variety of techniques in the class		
28	When I told my friends in other classes about the new techniques my teacher used they were eager to learn the same		
29	The variety of techniques in English classes helped me do the course book exercises with interest		
30	Those who didn't like English began to like English after these techniques have been employed		
31	The online sessions stood apart with its beauty of presentation and variety of resources from the online sessions we received in the past		
32	I wish all teachers take classes using such new techniques		
33	Teacher's classes inspired me to learn more English on my own using online resources		
34	I hoped our English classes in future were more fun learning and rich in the use of technology		
35	I prefer classes with similar strategies to the common teaching methods applied by my teacher.		

**APPENDIX E**

**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Interview Schedule for Prospective English teachers on  
the appositeness of Functional Literary Discourse Models**

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<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research guide Farook Training College, Calicut
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Date:.....Interviewer: .....

Place:.....Interviewee: .....

1. The professional programme of teacher education is aimed primarily at flexible strategies of pedagogical skills in tune with latest developments in the process of English learning. How far has the teacher training sessions helped you develop teaching skills demanded of 21<sup>st</sup> century classrooms?
2. Microteaching sessions are intended to develop teaching skills progressively among the prospective teachers. Identification of relevant micro skill and process for attaining its mastery are to be carried out carefully. Could you recall your experience as a beginner teacher in the microteaching sessions? What differences do you feel after training in FLD models?
3. The pedagogy of ELT proposes acquisition of language skills and a mastery of language elements through a context based or discourse oriented method. In what all ways did an integration of literature in the Functional Literary Model was found to enhance the process and product outcomes in your teaching?
4. What are the reasons for you to be a participant in the training sessions on advanced skills?
5. Will you please explain the advantages you feel about the training sessions on advanced skills when compared to the regular microteaching sessions as per the prescribed curriculum?

## *Appendices*

6. Most significant phase in planning a secondary level class is the introductory /warming up stage. Which of the advanced skills that you learned through the sessions were found useful and effective to motivate the students towards the topic?
7. Methods and strategies of direct teaching of grammatical items are generally followed in normal classroom teaching even when constructivism aims at acquisition of functional items through discourses. How far could you apply the advanced skills in your teaching?
8. To ensure the process of vocabulary enrichment in a heterogeneous classroom you might have applied variety techniques. Would you please recommend some of the advanced skills you found to be effective?
9. Institutional support, support from the students and a conducive teaching environment are the pre-requisites in using the training inputs. What were the constraints you experienced in real teaching-learning situations?
10. Did you feel a remarkable positive change in the students' level of interest, motivation, confidence in using language and involvement in learning process while you were practicing the different strategies of the model in your classroom? Could you please share some of the instances?
11. The model proposes acquisition of language skills mainly through language performance. Classroom teaching and learning of language is primarily aimed at equipping the learner score high in the outcome based written examination. At this juncture how could you establish the relevance of the strategies proposed in the model?
12. Do you think that all the skills identified in the model are generally applicable in normal secondary level classrooms? Could you please name the skills that you found, not appropriate or ineffective, for your classroom?
13. Do you think that the training programme has motivated you to practice more advanced skills to enrich your teaching?

14. The aims and objectives of the sessions on advanced skills had been shared to you in the introductory sessions itself. Once you have completed the sessions how do you feel about the level of attainment of the aims and objectives?
15. How will the training sessions help you professionalize yourself as a teacher for the future classrooms?
16. What kind of responses and reflections did you receive from the faculty of your parent institutions on your sessions based on the advanced skills?
17. Could you please mention a few skills that are to be incorporated as advanced skills in similar training programme in future?

**APPENDIX F**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Focus group schedule for prospective teachers**

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<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research guide Farook Training College, Calicut
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Date:.....Focus group members:.....

Place:.....

**Discussion points**

1. Level of understanding of theoretical perspectives in FLD models
2. Need based time utilisation
3. Creating favourable conditions
4. Lesson planning
5. Level of classroom anxiety or fear of live classroom participation
6. Attainment of mastery with respect to the skills practised
7. Scope of reduced theory-practice gap
8. Self reflection
9. Relevance of the identified skills
10. Application of techno-pedagogical skills

**APPENDIX G**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Expert Validation Schedule**

<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research guide Farook Training College, Calicut
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**Instructions**

The evaluation schedule purports the quality and usefulness of the developed Functional Literary Discourse Models of Advanced Skills in teaching for prospective English teachers. Kindly go through the statements categorized under the titles **Contribution to 21st century ELT, Content, Format, Practicability, Novelty, Principles/Theories, Skill acquisition process/Phases, and General** and indicate the extent by putting tick mark in the appropriate column.

**Required**

Email Address\* :

Name of the expert\* :

Designation\* :

Name of the institution\* :

Sl. No	Categories	To a great extent	To some extent	Not at all
A	<b>Contribution to 21st century ELT</b>			
1.	The identified advanced skills are desirous of learning oriented futuristic pedagogy			
2.	The process skills of the advanced skills are appropriate and adequate			
3.	The action verbs based on all the three domains of revised Bloom's taxonomy are adequate to facilitate Higher order thinking skills			
4.	Lesson designs are oriented on an outcome based learning approach			

Appendices

Sl. No	Categories	To a great extent	To some extent	Not at all
5.	The models emphasizes the importance of developing communicative competence by integrating function, literature, discourse, and context into lessons			
6.	The models help teachers create tasks that encourage students to use language in meaningful ways			
7.	The models integrate appropriate ICT resources in the composite phases			
8.	The models help students to appreciate the cultural and emotional aspects of language and literature, and to develop their critical thinking and collaboration skills			
9.	The models equip the teacher trainee acquire pedagogy to create language rich environment through the acquisition of foreign language			
10.	The models are appropriate for moulding twenty first century teacher with the essentially demanded skills			
<b>B</b>	<b>Content</b>			
11.	The models integrate appropriate functional items for secondary level			
12.	The models deal appropriate literary discourses for secondary level			
13.	The models ensure connectivity between functional and literary discourses			
14.	The models integrate learning outcomes expected of the specific standards by setting objectives for discourses			
15.	The models help realise intended processs skills through the suggested learning process or activities			
<b>C</b>	<b>Format</b>			
16.	All the lessons fit into the general format of a new Model			

Sl. No	Categories	To a great extent	To some extent	Not at all
17.	Suits to the paradigm of constructivist pedagogy			
18.	Follows the format systematically and logically sequenced for classroom practices			
D	<b>Practicability</b>			
19.	Development of the proposed skills could be ensured through the composite phases			
20.	The composite phases enhance the level of confidence in the real classroom performance of the trainees			
21.	The models meet with the existiting facilities and pre-requisites of the trainees			
22.	The models carry items that are meaningful in contextual teaching			
23.	The models provide teachers with a framework that can be easily adapted to different language contexts, making it a valuable tool for English language teachers in the 21st century			
24.	Teacher educator/trainee can customize lesson plans in differentiated contexts			
25.	The models boost discourse oriented pedagogy			
26.	The scope of the model serve teachers to develop similar resources in ELT			
27.	Adaptation of corresponding literary items in classroom context is effective			
28.	Time bound implementation in real teaching-learning situation is ensured			
29.	The focal segments help develop critical thinking, collaboration and communication skills			
30.	The model prove relevant in the existing teacher training patterns			

Appendices

Sl. No	Categories	To a great extent	To some extent	Not at all
31.	Meaningful and engaging learning experiences are ensured			
E	<b>Novelty</b>			
32.	Integrates advanced teaching skills with English pedagogy			
33.	Progresses with the processes of outcome based learning			
34.	Focuses on teaching skills for teaching language through literature			
35.	Develops literary discourse based Teacher Texts which integrate functional item in the school content			
36.	Links literature with B.Ed pedagogy			
37.	Initiates a redefined 21st century teacher education curriculum			
38.	Structuring of lesson plan is unique with respect to twenty first century teaching skills			
39.	Presents a new advanced pedagogy of ELT with functional literary discourses			
F	<b>Principles/Theories</b>			
40.	The lesson designs put into practice the theories / principles of			
	Task based language teaching			
	Communicative language teaching			
	Cooperative language learning			
	Comprehensible Input Hypothesis			
	Intercultural language teaching			
	Flipped classroom			
	Computer/Mobile assisted language learning			
	Gamification			

Sl. No	Categories	To a great extent	To some extent	Not at all
	Constructivism			
	Automatisation of language			
	ICT mediated instruction			
	Revised Bloom's Taxonomy			
	Language acquisition			
	Attitudinal changes in teachers			
	Contextualisation			
	Multilingualism			
	Fun learning			
	Inductive Approach			
G	<b>Skill Acquisition process/Phases</b>			
41.	Orientation phase gives a brief idea of the advanced skills and process skills			
42.	Demonstration of certain skills by the teacher educator increases the confidence of the trainee to practice those skills			
43.	Presentation of functional items with literary discourses are appropriate			
44.	Guided practice sessions will provide hands-on-experience			
45.	Integration of functional items in school content helps trainee to develop school based discourses and practice advanced skills			
46.	Experimentation and extension phase provides flexibility with respect to selection of apps, strategies and contextualization			
47.	Toning phase is adequate for remediation			

*Appendices*

Sl. No	Categories	To a great extent	To some extent	Not at all
F	<b>General</b>			
48.	Suits the linguistic and literary needs of the secondary level students			
49.	Employs different discourses with relevant functional items			
50.	Follows a clear and well planned format			
51.	Stimulates acquisition from language rich environment			
52.	Recommended in teacher training programme			
53.	Promotes the use of literature in English Language teacher education apart from context and discourse orientation			
54.	Helps teachers develop skill developmental activities for secondary level students			
55.	Contributes a lot to the upgrading of ELT pedagogy			
56.	Enriches the B.Ed curriculum towards professionalization			
57.	Please provide your suggestions to enrich the lesson designs			

**APPENDIX H**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Focus group discussion schedule for Experts**

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<b>Preetha George</b> Research Scholar Farook Training College, Calicut	<b>Prof. (Dr.) M Jesa</b> Professor and Research guide Farook Training College, Calicut
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Date:.....Focus group members:.....

Place:.....

**Discussion points**

1. Considering the presence of essential skills demanded of twenty first century pedagogy
2. Identification of Pedagogic skills specific to ELT
3. All the models are explained explicitly
4. Mastery level acquisition of skills with FLD models
5. Practice of all essential skills through the phases in FLD models
6. Effectiveness of evaluation procedures
7. Usefulness of theory-practice gap filling
8. Inclusion of relevant 21st century skills
9. Measures to ensure pre-requisites of the target group
10. Application of techno-pedagogical skills
11. Weightage to skills in teaching online
12. ELT basedness on theories of Advanced skills

## APPENDIX I

### Lesson transcripts based on Functional Literary Discourse Model-1

**Advanced skills:** Comforting skills, Multilingual skills, Skill of creating multilingual graphic dictionary, Fun learning skills

**Functional item:** How to express an ability using the grammatical item 'can'

**Literary Discourse:** Context drawn from the Aesop fable 'The Tortoise and the Hare'

**Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity, Projector

Apps/resources: Filter camera in smart phone, [www.bookcreator.com](http://www.bookcreator.com), script, role play, online dictionaries

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate strategies using augmented reality, multilingual graphic dictionary and fun learning for language acquisition process
- The prospective teacher will develop techniques for multilingualism in teaching English
- The prospective teacher will use augmented reality in role playing
- The prospective teacher will apply comforting skills
- The prospective teacher will create multilingual online dictionaries
- The prospective teacher will integrate strategies of augmented reality and role play

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Script based on the fable: 'The Tortoise and the Hare' incorporating the functional item: expressing ability	<b>Comforting skills</b> Creating source for the comprehensible input Providing compelling inputs Tolerating mistakes with respect to grammar and vocabulary Promoting language use through contextual editing of errors Moving from known to unknown Developing inductive thinking Providing adequate linguistic input Reducing performance anxiety Arousing student engagement and interest	Orientation	Orienting to literary discourse fable through an interaction Orienting to the process skills of advanced skills
		Demonstration	Creating situations for Comforting skills, Multilingual skills and Fun learning skills
		Presentation	Presenting the functional item expressing ability through role playing based on the given script

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	<p>Arousing the confidence level of learner</p> <p>Reducing stage fear</p> <p>Reducing the fear of committing mistakes</p> <p>Intervening when demanded</p> <p>Producing Performance input</p> <p>Appraising the level of performance of the learners</p> <p><b>Multilingual skills</b></p> <p>Motivating students for the judicious use of mother tongue</p> <p>Using mother tongue literature</p> <p>Accepting students' language</p>	Guided practice	Creating Multilingual graphic dictionary through hands –on-training
		Integration	Integrating the skill of creating multilingual graphic dictionary in creating school content

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
	Heightening linguistic recognition Creating acceptance among students for other languages Creating local text Recreating the original text Encourage to use versatile sources in target language Code-mixing skills Code-switching skills <b>Skill of creating multilingual graphic dictionary</b> Designing cover page by editing illustrative copyright free images and text	Experimentation & Extension	Applying the acquired knowledge in creating visual story book using same or similar apps
		Appreciation	Recording the best performance and uploading it in the YouTube channel Posting the best resources made by the students in Google classroom

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	Designing multilingual content pages through hypertexting and copyright free image illustration Publishing online for digital collaboration <b>Fun learning skills</b> Presenting Role play Creating Augmented Reality	Toning	Remedying the gaps in advanced skills of comforting, multilingualism, multilingual graphic dictionary and fun learning and process skills through individual assistance



Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Try to understand what your friend is saying if he uses a different language other than yours.</p> <p>[Teacher asks the students whose mother tongue is different to begin telling the story in their mother tongue. Teacher provides linguistic and thematic support to complete the story.]</p> <p>You are going to translate the story into English.</p> <p>[Teacher takes care to make the students use <b>can</b> to express ability.]</p> <p>You can use online dictionary to search appropriate vocabulary in English.</p>	<p>Retells the story in other tongue</p> <p>Completes the story</p> <p>Makes use of the expression</p> <p>Searches for appropriate word</p>	<p>Using mother tongue literature</p> <p>Accepting students' other language</p> <p>Heightening linguistic recognition</p> <p>Creating acceptance among students for other languages</p> <p>Creating local text</p> <p><b>Comforting skills</b></p> <p>Providing compelling inputs</p> <p><b>Multilingual skills</b></p> <p>Encouraging use of versatile sources in target language</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Presentation</b></p>	<p>Select the most appropriate word.</p> <p>Make use of the identified words to narrate the story in English.</p> <p>Students are asked to write the story in English.</p> <p>You may have slight mistakes in your grammar and vocabulary. You didn't worry about it.</p> <p>[Teacher shares her version of the story with focus on the grammatical item <b>can</b> which represents the functional item <b>expressing ability</b>.</p> <p>Teacher shares copies of the script with the students.</p>	<p>Locates the most appropriate word</p> <p>Uses words meaningfully</p> <p>Narrates the story in English</p> <p>Writes the story</p>	<p>Code-mixing skills</p> <p>Code-switching skills</p> <p>Recreating the original text</p> <p><b>Comforting skills</b></p> <p>Promoting target language use</p> <p>Tolerating mistakes with respect to grammar and vocabulary</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Instructs the students to read and focus on the expressions given in bold script.]</p> <p>Scene 1</p> <p>Narrator 1: One day the hare is talking to his friends.</p> <p>Hare: I'm an excellent runner. I run very fast. <b>I am able to run faster than all the animals in the forest.</b></p> <p>Fox: Really?</p> <p>Hare: <b>Yes, I am able to run fast.</b> There are rabbits, fox, deer, birds, mice, snails and insects in the forest. They are all slower to me. <b>I am able to run faster than them</b></p> <p>Tortoise: <b>I am able to run fast.</b></p>	<p>Reads the script</p> <p>Analyses the events in the story</p> <p>Analyses roles of characters in the story</p> <p>Recalls the expression <b>am able to</b></p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Hare: You! <b>You are not able to run!</b> You're the slowest animal in the forest! Slower than a Snail!</p> <p>Tortoise: If you want a race with me, <b>I am able to race with you. Yes, I can run fast. Can you?</b></p> <p>Hare: What! You and I having a running race?</p> <p>Tortoise: Yes, <b>I can race with you.</b></p> <p>Hare: Ok. <b>I can have a race with you</b> at 3 o'clock this afternoon!</p> <p>Narrator 2: All the animals are excited.</p> <p>Mice to fox: <b>I can come to see the race.</b></p>	<p>Focuses the item <b>can</b></p> <p>Identifies the use of <b>can</b></p>	



Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Narrator: The hare sits down under a big tree to wait for the tortoise. And ... he falls asleep!</p> <p>Tortoise: The Hare is sleeping! <b>I can pass the sleeping hare.</b></p> <p>Narrator: The hare sleeps and sleeps. The tortoise walks and walks.</p> <p>Tortoise: I can walk slowly but surely. <b>Soon I can see the winning post!</b></p> <p>All the animals: Look, here comes the tortoise!</p> <p>Narrator: The hare wakes up, but it's too late!</p> <p>All the animals: Hurrah, hurrah! The tortoise is the winner!</p> <p>Tortoise: Yes. Slowly but surely I win the race.</p>	<p>Generalises the use of <b>can</b></p> <p>Uses the functional item <b>can</b></p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Narrator: <b>You can be more successful</b> by doing things slowly and steadily than by acting quickly and carelessly.</p> <p>Teacher asks the question.</p> <p>“Who can take up the roles?”</p> <p>[Students express their ability in answering using the functional item can]</p> <p>[Teacher assigns the roles of Narrator, Hare, Tortoise, Fox, Mice and Snail to different students.</p> <p>Teacher directs them to perform the steps to use Augmented reality in role playing.</p> <p>Teacher gives the following instructions.]</p> <p>Use filter camera or AR camera to fit into your roles</p>	<p>Produces automatically</p> <p>Integrates the new expression in responding to the teacher</p> <p>Associates oneself with the character</p> <p>Creates augmented reality using filter cameras</p>	<p>Developing inductive thinking</p> <p><b>Fun learning skills</b></p> <p>Presenting role play</p> <p>Creating augmented reality</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Connect your device to the projector for the whole class.</p> <p>You can make use of the script.</p> <p>You are going to be the real characters in the story with the help of filter camera.</p> <p>Perform your role with confidence.</p> <p>Nobody is listening to you.</p> <p>You have to face only the camera not the audience.</p> <p>Use the dialogue in the script without the fear of committing mistakes.</p> <p>If you feel any difficulty in presenting the dialogue, I will be with you.</p>	<p>Sets the stage to use augmented reality</p>	<p><b>Comforting skills</b></p> <p>Providing linguistic input</p> <p>Reducing performance anxiety</p> <p>Arousing student engagement and interest</p> <p>Arousing the confidence level of learner</p> <p>Reducing stage fear</p> <p>Reducing the fear of committing mistakes</p> <p>Intervening when demanded</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Guided Practice</b></p>	<p>[Students, with the help of the script given by the teacher, start enacting their assigned roles in the play.]</p> <p>Teacher appreciates the performance of the students, records and uploads the best performance in the class YouTube channel.</p> <p>[Teacher gives the following set of instructions]</p> <p>Search the book creator app in Google.</p> <p>Then Select <a href="https://bookcreator.com">https://bookcreator.com</a> webpage and use the teacher sign in option to create a new account using sign in with google.</p> <p>[Students are asked to enter the home page of book creator, click new book and select suitable template from the given option.]</p>	<p>Googles the app</p> <p>Locates the app</p> <p>Creates account</p> <p>Designs coverpage</p>	<p>Producing performance input</p> <p>Appraising the level of performance of the learners</p> <p><b>Skill of creating multilingual graphic dictionary</b></p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Select an appropriate image of hare and tortoise story from copyright free images and upload the image in the cover page. Drag the image and adjust. Write the title ‘The Tortoise and the Hare’ using the text option in the + button. Click the i symbol and choose appropriate texture and pattern for the cover page.</p> <p>[The teacher asks the students to choose the words Hare, Tortoise, Running race, Mice and Snail from hare and tortoise story. Teacher asks the students to add more vocabulary from the story.</p> <p>Then go to the next page of the interactive e-book, click + button and choose media – import option to search the image of the first vocabulary</p>	<p>Selects image</p> <p>Edits image</p> <p>Chooses vocabulary</p> <p>Associates word with images</p> <p>Sketches pages</p>	<p>Designing cover page by editing illustrative copyright free images and text</p> <p>Designing multilingual content pages through hypertexting and copyright free image illustration</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>selected. Pick the apt image from copyright free images, upload and adjust to the page. Then click + button choose media -import option and select embed for searching the multilingual meaning and add it as a hypertext in the page. Repeat the same for all vocabulary.</p> <p>Then click publish online option in the share button. Write the title of the book, name of author and a short description in the confirm book details menu. Then choose the option public.</p> <p>[The teacher asks the students to click on the next option Allow remixes on. Remixing allows other teachers and students to download and edit a copy of this book.</p>	<p>Publishes as open access</p> <p>Collaborates with others for modification</p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Integration</b></p> <p><b>Experimentation &amp; Extension</b></p> <p><b>Appreciation</b></p>	<p>The teacher asks the students to click the Publish online button. From then the book is available online. Then the students are asked to click the copy link option and share it in the assignment folder of Google classroom]</p> <p>Students are asked to create a multilingual graphic dictionary on any school content using bookcreator.com</p> <p>Students are asked to create a visual story book or any associated innovative strategy by using bookcreator.com or similar apps on any fable focusing the functional item can.</p> <p>Teacher posts the best resources created by students and link of the best performance that teacher has already uploaded in the YouTube channel, in Google classroom</p>	<p>Publishes online Makes available for the public</p> <p>Applies the knowledge in creating associated strategy</p> <p>Designs new strategies Applies individual talents and skills Promotes divergent thinking</p> <p>Values increased proficiency</p>	<p>Publishing online for digital collaboration</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<b>Toning</b>	<p>The teacher or the peer gives individual assistance to those who don't reach the expected level in creating multilingual graphic dictionary.</p> <p>Teacher also helps them to practice the process skills of comforting, multilingual and fun learning skills.</p> <p>Teacher repeats the process till the students attain the desired level.</p>	<p>Realizes the learning gaps through reflection</p> <p>Fills the learning gaps</p> <p>Reaches the desired level of performance</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-2**

**Advanced skills:** Skill of using interactive board, Skill of creating Flipped classroom

**Functional item:** How to use phrasal verbs in narration

**Literary discourse:** Excerpt from The Diary of a Young Girl by Anne Frank

**Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Google Jamboard

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate strategies using flipping and interactive boards for language acquisition process
- The prospective teacher will use flipping in teaching
- The prospective teacher will use interactive boards in classroom

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal Segments
<p>'The Diary of a Young Girl' by Anne Frank: incorporating the functional item: use of phrasal verbs in narration</p>	<p><b>Skill of creating Flipped classroom</b>            Ensuring learner engagement            Applying techniques to promote self learning            Permitting learner autonomy            Accounting to learner need and interest            Developing LOTs            Creating collaborative interactive space            Developing HOTs            Developing interaction skills with IT            Developing a pool of students responses through discussion  <b>Skill of Using interactive board</b>            Setting up the interactive board            Operating the board</p>	Orientation	Orienting to the skill of flipping, using interactive boards in classroom and using phrasal verbs in narration
		Demonstration	Demonstrating the process skills in flipping and in using interactive board
		Presentation	Presenting the functional item using phrasal verbs in narration
		Guided practice	Creating contents in interactive board for digital collaboration
		Integration	Integrating the process skills in creating digital collaboration
		Experimentation & Extension	Applying the Jamboard experience in using another interactive board
		Appreciation	Appreciating the best diaries by uploading it in Google classroom

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal Segments</b>
	Incorporating images into the presentation Managing the board's settings Utilizing the board's features to enhance the output	Toning	Remedying the gaps in advanced skills of creating flipped classroom and using interactive boards and process skills through individual assistance

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Orientation</b></p>	<p>[Teacher shares a video to students at home]</p> <p>Hello</p> <p>In this video you will come across Anne Frank’s diary.</p> <p>In the last class we discussed the flipped classroom.</p> <p>You can make use of this content to create flipping.</p> <p>So you must read the diary, and the link in the video directs you to an online dictionary which helps you find the meaning of difficult words.</p> <p>If you are not familiar with phrasal verbs you can use the second link which directs you to a teacher made slide of phrasal verbs.</p>	<p>Follows instructions meaningfully</p> <p>Grasps phrasal verbs</p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Demonstration</b></p>	<p>It tells you what a phrasal verb is, how a phrasal verb formed, and examples.</p> <p>The second part of the video is about the use of interactive boards in classroom. You can make use of the teacher demonstration video to create Jamboard presentations</p> <p>You can create Jamboard presentations using the content in Anne Frank's Diary.</p> <p>The third part of the video presents two challenging tasks and it is not a compulsory part.</p> <p>Do you have the habit of writing Diary?</p> <p>You can make use of the excerpt from Anne Frank's diary.</p>	<p>Recollects past memories</p>	<p><b>Skill of creating Flipped classroom</b></p> <p>Ensuring learner engagement</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Make use of the online dictionary link if you failed to understand the meaning of difficult words.</p> <p>Find out phrasal verbs from the diary excerpt.</p> <p>Go to the link of slides only if you are not familiar with phrasal verbs.</p> <p><b>Part 1 of the video</b></p> <p>Saturday, 20 June 1942</p> <p>Dearest Kitty,</p> <p>Our entire class is quaking in its boots. The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back. Half the class is making bets. G.N. and I laugh ourselves silly at the two boys behind us, C.N. and</p>	<p>Grasps the meaning of difficult words</p>	<p>Applying techniques to promote self learning</p> <p>Permitting learner autonomy</p> <p>Developing LOTs</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Jacques, who have staked their entire holiday savings on their bet. From morning to night, it's "You're going to pass", "No, I'm not", "Yes, you are", "No, I'm not". Even G.'s pleading glances and my angry outbursts can't calm them down. If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth.</p> <p>I'm not so worried about my girlfriends and myself. We'll make it. The only subject I'm not sure about is maths. Anyway, all we can do is wait. Until then, we keep telling each other not to lose heart.</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>I get along pretty well with all my teachers. There are nine of them, seven men and two women. Mr Keesing, the old fogey who teaches maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject, 'A Chatterbox'. A chatterbox — what can you write about that? I'd worry about that later, I decided. I jotted down the title in my notebook, tucked it in my bag and tried to keep quiet.</p> <p>That evening, after I'd finished the rest of my homework, the note about the essay caught my eye. I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick</p>	<p>Finds phrasal verbs</p> <p>Familiarises with the use of phrasal verbs in narration</p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea. I wrote the three pages Mr Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.</p> <p>Mr Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson, he assigned me a second essay. This time it was supposed to be on 'An Incurable Chatterbox'. I handed it in, and</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Mr Keesing had nothing to complain about for two whole lessons. However, during the third lesson he'd finally had enough. "Anne Frank, as punishment for talking in class, write an essay entitled — 'Quack, Quack, Quack, Said Mistress Chatterbox'."</p> <p>The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of chatterboxes. It was time to come up with something else, something original. My friend, Sanne, who's good at poetry, offered to help me write the essay from beginning to end in verse and I jumped for joy. Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him.</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>I finished my poem, and it was beautiful! It was about a mother duck and a father swan with three baby ducklings who were bitten to death by the father because they quacked too much. Luckily, Mr Keesing took the joke the right way. He read the poem to the class, adding his own comments, and to several other classes as well. Since then I've been allowed to talk and haven't been assigned any extra homework. On the contrary, Mr Keesing's always making jokes these days.</p> <p>Yours, Anne</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Presentation</b></p>	<p><b>Part 2 of the video</b></p> <p>Let's create jamboard presentations</p> <p>Download jamboard from google play store and install it in the mobile.</p> <p>Open jamboard app and tap + to create one.</p> <p>Then rename the untitled Jam as Diary.</p> <p>Take the pen and write 'Diary of a young girl' in the first slide.</p> <p>Download one copyright free image of Anne Frank's diary in your device</p> <p>Click + sign and insert the downloaded image using image library option</p>	<p>Loads the jamboard app</p> <p>Prepares jamboard</p> <p>Outlines jamboard</p> <p>Selects images</p>	<p><b>Skill of Using interactive board</b></p> <p>Setting up the interactive board</p> <p>Operating the board</p> <p>Incorporating copyright free images into the presentation</p>



Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Guided Practice</b></p>	<p>Make use of the video demonstration of using Jam board and create a PDF of Jamboard presentation with Phrasal verbs in Anne Frank's diary excerpt.</p> <p>[Teacher presents two tasks at the higher order thinking level]</p> <p>You just try it out. It is not compulsory.</p> <ol style="list-style-type: none"> <li>1. Try to collect maximum phrasal verbs with come, keep and move.</li> <li>2. Try to collaborate with your friend through your jamboard online.</li> </ol> <p>[The very next day at school the teacher has a discussion with the students about the</p>	<p>Deconstructs jamboard as pdf</p> <p>Experiments with creative ideas</p> <p>Refers to appropriate resources</p> <p>Collaborates online</p>	<p><b>Skill of creating Flipped classroom</b></p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/Process skills</b>
	<p>difficulties faced during the use of interactive board by asking the following questions.]</p> <p>How many of you have created Jamboard presentation?</p> <p>What are the difficulties you have faced during creation of Jamboard?</p> <p>[Teacher encourages the students who have completed the task successfully and applies the techniques of peer teaching to help the other students complete it.]</p> <p>Did you get phrasal verbs with come, keep and move.</p> <p>Write it in your jamboard and share it with your friend to add their collection of phrasal verbs to your presentation.</p>		<p>Developing a pool of students responses through discussion</p> <p>Accounting to learner need and interest</p> <p>Developing interaction skills with IT</p> <p>Developing HOTS</p> <p>Creating collaborative interactive space</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Could any of you share your Jamboard with your friends?</p> <p>[Most of the students may have difficulty in sharing Jamboard. So the teacher guides them and gives a set of instructions.]</p> <p>Click the three dots in your Jamboard and turn on any one with the link can edit option.</p> <p>Then share the link with your friends.</p> <p>Write maximum phrasal verbs with come, keep and move in your Jamboard.</p> <p>After completing the phrasal verbs convert your Jam to a PDF using the same option.</p> <p>Post your PDF in Google classroom classwork folder.</p>		<p><b>Skill of Using interactive board</b></p> <p>Managing the board's settings</p> <p>Utilizing the board's features to enhance the out put</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Integration</b></p> <p><b>Experimentation &amp; Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>Create a digital collaborative platform using Jambord to list out the phrasal verbs in the school text book.</p> <p>Students are asked to write a diary entry in any interactive board about their previous day experience in creating learning apps, use idiomatic expressions, compound words and phrasal verbs and share the diary as a PDF with the teacher</p> <p>Teacher posts the best diaries in Google classroom</p> <p>The teacher or the peer gives individual assistance to those who don't reach the expected level in creating flipped classroom, and using interactive board</p>	<p>Applies the knowledge in creating associated strategy</p> <p>Designs new strategies</p> <p>Applies individual talents and skills</p> <p>Promotes divergent thinking</p> <p>Appraises increased proficiency</p> <p>Fills the learning gap</p> <p>Attains the maximum level</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-3**

**Advanced skills:** Skill of adapting an audio clip for merging audio with video, Video creation skills, Audio creation skills

**Functional item:** Indicators of Public speaking

**Literary Discourse:** Extract from Shakespeare's Julius Caesar, Mark Antony's Speech

**Capacity Building system:**

Devices/Gadgets: Mobile phone / Lap top with internet connectivity

Apps/resources: Vidma recorder, AudioLab

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate strategies using audio and video for language acquisition process
- The Prospective teacher will adapt audio clips
- Prospective teacher will convert text to video
- Prospective teacher will merge their own recorded voice with video
- Prospective teacher will edit and create videos
- Prospective teacher will edit and create audio in Mp3 format
- Prospective teacher will merge an audio with a video

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Video of Mark Antony's Speech incorporating the functional item: indicators of public speaking	<b>Skill of adapting an audio clip for merging audio with video</b> Copying and editing available audio of the speech Merging the text video with audio Acknowledging the source	Orientation	Orienting to the discourse speech
		Demonstration	Demonstrating to the skill of adapting an audio clip from the existing resources and use it in a video by giving credit to the original source
	<b>Audio creation skills</b> Preparing script Using own voice Focusing voice modulation	Presentation	Presenting the functional item using indicators of public speaking
	Recording Saving and formatting Editing audio	Guided practice	Creating audio and video through hands-on-training
		Integration	Applying the process skills of adapting the available resources, video creation, and audio creation

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	<b>Video creation skills</b> Storyboarding Recording Merging audio with video Saving Editing Video Exporting Video Streaming	Experimentation & Extension	Applying the existing knowledge in creating videos and audios with other applications
		Appreciation	Appreciating the best recorded speeches prepared by students by uploading it in the YouTube channel
		Toning	Remedying the gaps in advanced skills of video creation and audio creation and process skills through individual assistance

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Orientation</b></p> <p><b>Demonstration</b></p>	<p>[Teacher gives a brief introduction to the process skills of video creation, audio creation and adapting audio from other resources. Teacher asks questions to introduce the discourse speech.]</p> <p>Has anyone given a speech in front of a class before?</p> <p>What are some qualities of a good speaker?</p> <p>Can you list out some of the world famous speeches?</p> <p>What do you know about the famous Roman orator Mark Antony?</p> <p>[Teacher displays a video of Mark Antony's speech. Teacher has an adapted version of the voice of the world famous speech of Mark Antony, using audio lab app, from the film Julius Caesar (1970). She has also</p>	<p>Memorises previous experiences in delivering speech</p> <p>Lists the qualities of a speaker</p> <p>Memorises famous speeches</p> <p>Recalls the famous speech by Mark Antony</p>	<p><b>Skill of adapting an audio clip</b></p> <p>Copying and editing available audio of the speech</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Presentation</b></p>	<p>recorded the text of speech using Vidma screen recorder app and merged it with the adapted audio. Teacher gives reference to the original source]</p> <p>[Students are asked to identify the indicators of the discourse of public speaking while watching the video]</p> <p>Friends, Romans, countrymen, lend me your ears;</p> <p>I come to bury Caesar, not to praise him.</p> <p>The evil that men do lives after them;</p> <p>The good is oft interred with their bones;</p> <p>So let it be with Caesar. The noble Brutus</p> <p>Hath told you Caesar was ambitious:</p> <p>If it were so, it was a grievous fault,</p>	<p>Recognises indicators of public speaking</p> <p>Familiarises with public addressing</p> <p>Identifies the discourse markers in speech</p> <p>Recognises the intonation pattern</p> <p>Notices Pronunciation</p> <p>Recognises Voice modulation</p>	<p>Merging the text video with audio</p> <p>Acknowledging the source</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>And grievously hath Caesar answer'd it.</p> <p>Here, under leave of Brutus and the rest—</p> <p>For Brutus is an honourable man;</p> <p>So are they all, all honourable men—</p> <p>Come I to speak in Caesar's funeral.</p> <p>He was my friend, faithful and just to me:</p> <p>But Brutus says he was ambitious;</p> <p>And Brutus is an honourable man.</p> <p>He hath brought many captives home to Rome</p> <p>And, sure, he is an honourable man.</p> <p>I speak not to disprove what Brutus spoke,</p> <p>But here I am to speak what I do know.</p>	<p>Notices the manner of Articulation</p> <p>Recognises the tone change</p> <p>Recognises Stress</p> <p>Notices Rhythm</p> <p>Recognises the tone of the speech</p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>You all did love him once, not without cause:</p> <p>What cause withholds you then, to mourn for him?</p> <p>O judgment! thou art fled to brutish beasts,</p> <p>And men have lost their reason. Bear with me;</p> <p>My heart is in the coffin there with Caesar,</p> <p>And I must pause till it come back to me.</p> <p>[After watching the video teacher asks questions]</p> <p>What are the indicators of public speaking?</p>	<p>Locates the questions</p> <p>Identifies Interjection</p> <p>Examines Fluency</p> <p>Recognises the dramatic pause</p>	



Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Students bear in mind the indicators of public speaking</p> <p>Enter file name and save the audio format in MP3.</p> <p>Eliminate the background noise using noise remover, add audio effects, rename and save the audio.</p> <p>[After completing audio creation students are asked to install Vidma screen recorder app.]</p> <p>Display the text of the lines of voices you have already recorded.</p> <p>Start with the record video option in this screen recorder app.</p> <p>After completing the recording name and save video in the device.</p> <p>Then insert the audio saved in mp3 format using 🎵 option.</p>	<p>Saves in MP3</p> <p>Eliminates</p>	<p>Focusing voice modulation</p> <p>Saving and formatting</p> <p>Editing audio</p> <p><b>Video creation skills</b></p> <p>Storyboarding</p> <p>Recording</p> <p>Merging audio with video</p> <p>Saving</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Integration</b></p> <p><b>Experimentation &amp; Extension</b></p> <p><b>Appreciation</b></p>	<p>Trim and crop the unnecessary parts of the video using the trim and crop options in the recorder app.</p> <p>Adjust the speed of the video 1.5x using adjust speed option.</p> <p>Rename and save the video.</p> <p>Share the videos in Google classroom.</p> <p>Students are asked to create videos of any famous speech by using the existing resource audios and mark the indicators of public speaking</p> <p>Students are asked to create videos of a speech based on any school content, merge it with their own audios by using any app</p> <p>Teacher uploads the best videos created by the students using different apps in YouTube channel</p>	<p>Applies process skills in creating audios and videos</p> <p>Applies the knowledge in creating school content</p> <p>Accepts challenging situations</p> <p>Values increased proficiency</p>	<p>Editing</p> <p>Video Exporting</p> <p>Video Streaming</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
<b>Toning</b>	<p>Teacher fills the gaps if any in creating videos and audios individually. Teacher also helps them to create videos and audios in school based content.</p> <p>Teacher repeats the process till the students attain confidence in creating videos</p>	<p>Realises the learning gaps</p> <p>Fills the gaps</p> <p>Reaches the desired level</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-4**

**Advanced skills:** Skill of using app for letter drafting, Skill of merging traditional letter format with technology

**Functional item:** Indicators for drafting personal letters

**Literary Discourse:** Extract from Alice Walker's The Color Purple

**Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Letter template app

**Learning outcomes:**


- The prospective teacher will develop awareness on the appropriate strategies of letter drafting for language acquisition process
- Prospective teacher will use technology in letter drafting
- Prospective teacher will convert the traditional letter formats into templates
- Prospective teacher will use letter drafting apps in classroom

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal segments
<p>Extract from Alice Walker's <i>The Color Purple</i>: incorporating the functional item: Indicators for drafting personal letters</p>	<p><b>Skill of using app for letter drafting</b></p> <p>Downloading and installing app</p> <p>Formatting text with fonts and styles</p> <p>Aligning, sorting, and grouping text</p> <p>Saving and sharing the document</p>	Orientation	Orienting to letter drafting
		Demonstration	Demonstrating the use of plain template option in letter template app
		Presentation	Presenting the functional item indicators for drafting letters
	<p><b>Skill of merging traditional letter format with technology</b></p> <p>Applying traditional letter formatting conventions</p>	Guided practice	Using letter drafting app for hands-on-training
	<p>Applying the technical requirements of the app for letter drafting</p>	Integration	Integrating process skills of merging traditional letter format with technology

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	Transferring traditional letter formatting conventions into the app	Experimentation & Extension	Applying the technological knowledge in creating better letters
	Proof reading and editing the letter in the app	Appreciation	Appreciating the best letters by posting it in the Google classroom
	Converting the letter to PDF format	Toning	Remedying the gaps in letter drafting with technology and process skills through individual assistance





Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Presentation</b></p>	 <p>[Teacher uses the format options and colour options to fit the content in the letter format.</p> <p>Teacher aligns the text and separates it as paragraphs.</p> <p>Teacher opens the notes option to write the indicators of letter drafting and asks the students to answer the following.]</p> <p>Find out the style of language in the addressing and concluding and use of punctuation in this letter.</p> <p>What kind of letter is this?</p>	<p>Sketches the template</p>	<p>Formatting text with fonts and styles</p> <p>Aligning, sorting, and grouping text</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Formal or informal</p> <p>DEAR CELIE,</p> <p>After two and a half months Adam and Tashi returned! Adam overtook Tashi and her mother and some other members of our compound as they were nearing the village where the white woman missionary had lived, but Tashi would not hear of turning back, nor would Catherine, and so Adam accompanied them to the mbeles encampment.</p> <p>Oh, he says, it is the most extraordinary place!</p>	<p>Identifies the informal language styles</p> <p>Identifies punctuation marks</p> <p>Interprets the use of punctuations: comma, exclamation mark and full stop</p>	

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/Process skills</b>
	<p>You know, Celie, in Africa there is a huge depression in the earth called the great rift valley, but it is on the other side of the continent from where we are. However, according to Adam, there is a “small” rift on our side, several thousand acres large and even deeper than the great rift, which covers millions of acres. It is a place set so deep into the earth that it can only really be seen, Adam thinks, from the air, and then it would seem just an overgrown canyon. Well, in this overgrown canyon are a thousand people from dozens of African tribes, and even one colored man—Adam swears—from Alabama! There are farms. There is a school. An infirmary. A temple. And there are male and female warriors</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>who do indeed go on missions of sabotage against the white plantations.</p> <p>But all this seemed more a marvel in the recounting than in the actual experiencing of it, if I am any judge of Adam and Tashi. Their minds seem to have been completely riveted on each other.</p> <p>I wish you could have seen them as they staggered into the compound. Filthy as hogs, hair as wild as could be. Sleepy. Exhausted. Smelly. God knows. But still arguing.</p> <p>Just because I came back with you, don't think I am saying yes to marriage, says Tashi.</p> <p>Oh yes you are, says Adam, heatedly, but through a yawn. You promised your mother. I promised your mother.</p>	<p>Recognises the uses of punctuations</p>	

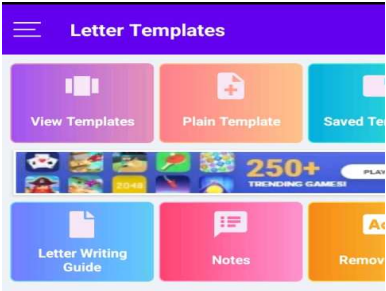

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/Process skills</b>
	<p>Nobody in America will like me, says Tashi.</p> <p>I will like you, says Adam. Olivia ran and enfolded Tashi in her arms. Ran about preparing food and a bath.</p> <p>Last night, after Tashi and Adam had slept most of the day, we had a family conference. We informed them that because so many of our people had gone to join the mbeles and the planters were beginning to bring in Moslem workers from the North, and because it was time for us to do so, we would be leaving for home in a matter of weeks.</p> <p>Adam announced his desire to marry Tashi. Tashi announced her refusal to be married. And then, in that honest, forthright way of hers, she gave her reasons.</p>	<p>Lists commas and full stops</p>	


Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Paramount among them that, because of the scarification marks on her cheeks Americans would look down on her as a savage and shun her, and whatever children she and Adam might have. That she had seen the magazines we receive from home and that it was very clear to her that black people did not truly admire black skinned black people like herself, and especially did not admire blacks kinned black women. They bleach their faces, she said. They fry their hair. They try to look naked. Also, she continued, I fear Adam will be distracted by one of these naked looking women and desert me. Then I would have no country, no people, no mother and no husband and brother. You'd have a sister, said Olivia. Then Adam spoke.</p>	<p>Grasps the use of punctuation marks</p>	

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/Process skills</b>
	<p>He asked Tashi to forgive his initial stupid response to the scarification. And to forgive the repugnance he'd felt about the female initiation ceremony. He assured Tashi that it was she he loved and that in America she would have country, people, parents, sister, husband, brother and lover, and that whatever befell her in America would also be his own choice and his own lot. Oh, Celie. So, the next day, our boy came to us with scars identical to Tashi's on his cheeks. And they are so happy. So happy, Celie. Tashi and Adam Omatangu. Samuel married them, of course, and all the people left in the compound came to wish them happiness and an abundance of roof leaf forever. Olivia stood up with the bride and a friend of</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Guided practice</b></p>	<p>Adam's—a man too old to have joined the mbeles—stood up with him. Immediately after the wedding we left the compound, riding in a lorry that took us to a boat at the coast inlet that flows out to sea. In a few weeks, we will all be home.</p> <p>Your loving sister,</p> <p>Nettie</p> <p>[Teacher uses the saving as PDF option and shares the letter with the students]</p> <p>[Teacher discusses with the students the different types of letters.</p> <p>Teacher asks them to download letter template app]</p> <p>Download letter templates offline app in the play store.</p>	<p>Identifies the language for concluding a letter</p> <p>Converts contents in the app to pdf</p> <p>Downloads app</p>	<p>Saving and sharing the document</p> <p><b>Skill of merging traditional letter format with technology</b></p> <p>Applying traditional letter formatting conventions</p>



Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	 <p data-bbox="678 711 1086 778">Open the app and click View templates option</p>  <p data-bbox="678 1190 952 1222">Select personal letter</p>		

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	 <p>Select letter to my best friend</p> <p>Read the template and edit it to match with the traditional letter formatting</p> <p>Draft a letter to your friend.</p> <p>Proof read and edit before you save.</p> <p>Teacher asks the students to share their letter to the teacher as PDF using save as PDF option in the app.</p>	<p>Chooses appropriate format</p> <p>Drafts letter</p> <p>Changes file format</p>	<p>Transferring traditional letter formatting conventions into the app</p> <p>Proof reading and editing the letter in the app</p> <p>Converting the letter to PDF format</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Integration</b></p> <p><b>Experimentation &amp; Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>Students are asked to make a comparison of the templates in the app and the letter formatting in the existing school text books.</p> <p>They are also asked to write informal letters using the plain templates in the app.</p> <p>Teacher asks the students to collect maximum formal and informal letters. They are asked to create templates for both formal and informal letters matching with the letter writing format in school with focus on language style and punctuation marks.</p> <p>Teacher posts the best letters drafted by students in Google classroom</p>	<p>Applies the previous knowledge and skills</p> <p>Promotes divergent thinking</p> <p>Values improved competence</p> <p>Accomplishes the necessary level of performance</p>	

## Lesson transcripts based on Functional Literary Discourse Model-5

**Advanced skills:** Gamification skills, Collaboration skills, Skill of creating digital story board, Skill of creating GIF, Skill of creating digital Comic strip

**Functional item:** Twisting proverbs

**Literary Discourse:** Fable -The monkey and the Crocodile

**Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: [www.storyboardthat.com](http://www.storyboardthat.com)

**Learning outcomes:**

- The prospective teacher will develop awareness on the appropriate strategies of collaboration, gamification for language acquisition process
- Prospective teacher will use technology in story board and comic strip
- Prospective teacher will adopt gamification strategies in English classes
- Prospective teacher will use collaboration techniques in classroom interaction

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal Segments</b>
Script from the Fable: Monkey and the crocodile incorporating the functional item : twisting proverbs	<b>Collaboration skills</b> Applying effective grouping strategies Facilitating Ensuring student engagement	Orientation	Orienting to process skills of advanced skills -Skill of creating digital story board, Skill of creating digital Comic strip, Skill of using games and Collaboration skills
	Resolving conflict Pooling of resources	Demonstration	Demonstrating the skill of using games and collaboration
	<b>Gamification skills</b> Setting objectives	Presentation	Presenting the functional item twisting proverbs
	Designing activities Designing the rules of the game Introducing the game to the class	Guided practice	Guiding students to create story board and comic strip through hands-on-training
	Setting up the board or other needed materials	Integration	Integrating the process skills in creating comic strips
	Familiarizing the rules and objectives of the game	Experimentation & Extension	Applying the technological knowledge in creating GIF
	Modeling Facilitating	Appreciation	Appreciating the best comic strips by uploading it in the Google classroom

Functional Literary Discourse	Advanced skills & Process skills	Composite Phases	Focal Segments
	Creating rewards for players Evaluating the game Reflection <b>Skill of creating digital Story board</b> Developing an idea Creating a script Creating the story board Adding multimedia elements Developing characters Creating storyboard elements Editing Publishing <b>Skill of creating GIF</b> Designing Capturing Editing Optimization Publishing	Toning	Remedying of the gaps in advanced skills of Skill of creating digital story board, Skill of creating digital Comic strip, Skill of using games and Collaboration skills and process skills through individual assistance

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal Segments</b>
	<b>Skill of creating digital Comic strip</b> Storyboarding Scriptwriting Developing characters Creating dialogue boxes Editing Publishing		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
<p><b>Orientation</b></p>	<p>[Teacher gives a brief introduction to the process skills of creating digital story board, creating digital comic strip, using games and collaboration]</p> <p>Teacher asks questions related to games]</p> <p>What are some benefits of using games in language classes?</p> <p>How can teachers make sure that language games are effective in the classroom?</p> <p>What are some examples of language games that can be used in the classroom?</p> <p>How can students be encouraged to stay engaged in language games?</p> <p>What aspects of language can be applied through language games?</p> <p>Have you heard the story of Monkey and Crocodile?</p>	<p>Recalls previous experiences</p> <p>Lists the benefits of games</p> <p>Memorises games</p> <p>Recalls the language learning process in games</p>	<p><b>Skill of using games</b></p> <p>Introducing the game to the class</p>

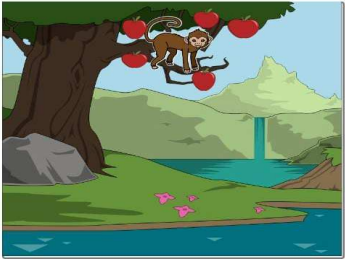
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
<p><b>Demonstration</b></p>	<p>Quick thinking can save you from trouble-This is the moral of the story.</p> <p>We can twist this moral in a comic manner.</p> <p>Don't underestimate yourself. There are bigger fools in this world.</p> <p>Let's play a game of twisting proverbs</p> <p>For example</p> <p>We can twist the proverb</p> <p>'Practice makes a man perfect'</p> <p>like</p> <p>'A man is so stupid, he can't get it right the first time'</p> <p>[Teacher introduces the concept of gamification to the class and explains that gamification is the process of applying gaming principles, such as points, rewards, levels, and leaderboards, to a learning environment.]</p>	<p>Identifies proverbs</p> <p>Recognises the twisted proverbs</p> <p>Familiarises the twisted proverbs</p>	<p>Modelling</p> <p><b>Collaboration skills</b></p> <p>Applying effective grouping strategies</p>

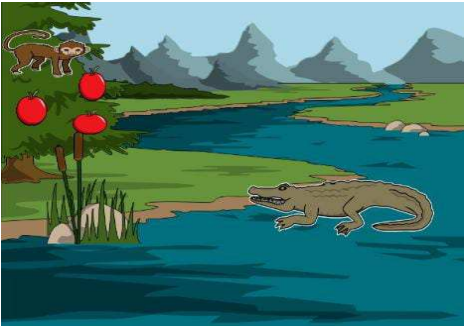
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>[Teacher instructs the students to form groups by taking numbers.]</p> <p>Take numbers 1 to 5. Each one can form group 1, two can form group 2, three can form group 3, four can form group 4 and five can form group 5 respectively.</p> <p>Sit in your groups.</p> <p>[Teacher introduces the task sheets and hand over task sheets to each group and also sets a score board. Teacher explains the game rules to students]</p> <p>You have only 10 minutes</p> <p>Look at the cards in your hand with proverb. Discuss with in your groups and twist the proverb in a comic manner.</p>		<p><b>Skill of using games</b></p> <p>Setting up the board or other needed materials</p> <p>Familiarising the rules and objectives of the game</p> <p>Facilitating</p>

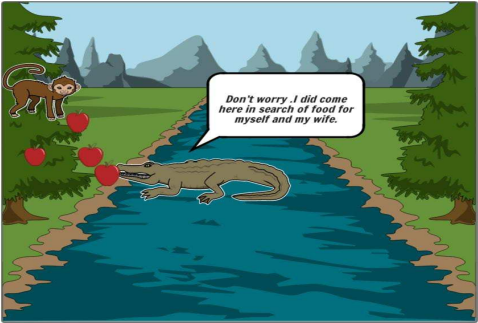
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Task sheet</p> <ol style="list-style-type: none"> <li>1. A stitch in time saves nine.</li> <li>2. Where there's a will, there's a way.</li> <li>3. Slow and steady wins the race.</li> <li>4. Better late than never.</li> <li>5. Actions speak louder than words.</li> <li>6. Look before you leap.</li> <li>7. A rolling stone gathers no moss.</li> <li>8. Don't count your chickens before they hatch.</li> <li>9. The early bird catches the worm.</li> <li>10. Better to be safe than sorry.</li> </ol> <p>Write the twisted version of the proverbs in the same card.</p> <p>Each group will get a chance to present your twisted version of proverbs.</p>	<p>Creates twisted proverbs</p>	

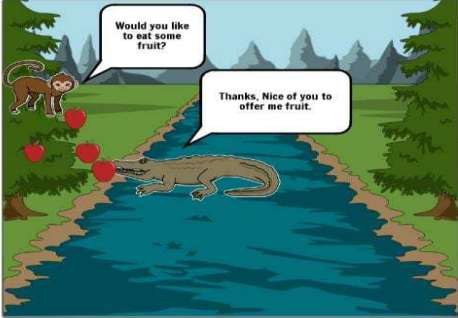
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>[The students discuss in their groups and write twisted proverbs in their task sheets. Teacher ensures individual participation of students in discussion.]</p> <p>One member from first group presents his/her twisted version of the first proverb. Other groups will continue.</p> <p>All group members will get chance to present</p> <p>Teacher marks 10 points for the best twisted version in the scoreboard. Each group will get points accordingly.</p> <p>Teacher takes decisions judiciously in context of linguistic or ideational errors.</p> <p>At the end of the game teacher calculates the points in score board and announces winners]</p> <p>Congratulations winners</p>		<p><b>Collaboration skills</b> Facilitating</p> <p>Ensuring student engagement</p> <p><b>Skill of using games</b> Creating rewards for players</p> <p><b>Collaboration skills</b></p>

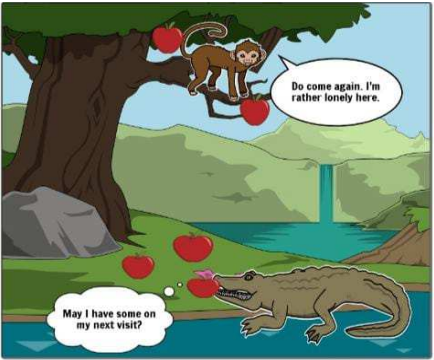
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>[Teacher asks the group leaders to share task sheets to other groups and take the best out from each and display it in the bulletin board</p> <p>Teacher evaluates the effectiveness of the gamified activities and making changes as needed.</p> <p>Teacher makes the students reflect on the use of gamification in the language classroom and makes changes to better meet the needs of learners.]</p> <p>Have you ever imagined to twist the well known fables</p> <p>Let's twist the story of Monkey and the crocodile</p> <p>Prepare the script first.</p> <p>Then download images of monkey, an apple tree, crocodiles, river, forest background etc and creates storyboard templates.</p>	<p>Creates twisted stories</p> <p>Prepares script</p> <p>Chooses images</p>	<p>Pooling of resources</p> <p><b>Skill of using games</b> Evaluating the game</p> <p>Reflection</p> <p><b>Story board creation and editing</b> Developing an idea</p> <p>Creating a script</p> <p>Developing characters</p>

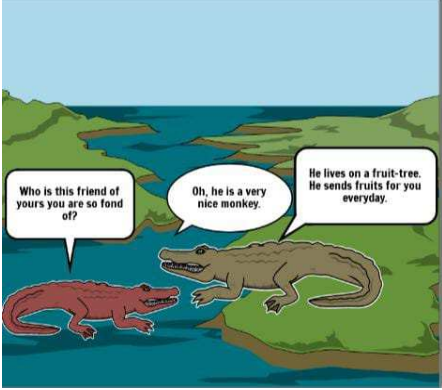
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
<p><b>Guided practice</b></p>	<p>Log in to <a href="http://www.storyboardthat.com">www.storyboardthat.com</a> and creates a story board of monkey and crocodile</p> <p>First enters the title Monkey and Crocodile – A twisted version</p> <p>Create lay out using the option lay out.</p> <p>Create scene, characters, and dialogue box and type dialogues in the dialogue box using the options with same titles.</p> <p>Scene 1</p> <p>Setting: A jungle with the background of fruit tree and river</p> <p>Character: Monkey</p> <p>Action: Monkey is jumping through the fruit trees beside a river</p> 	<p>Selects the online platform</p> <p>Creates layout</p> <p>Creates characters</p> <p>Draw texts</p>	<p>Creating storyboard elements</p> <p>Editing</p>

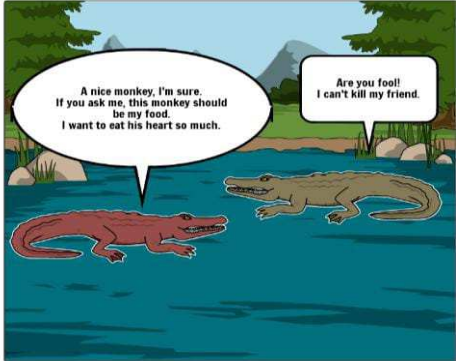
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Scene 2</p> <p>Setting: A jungle with the background of fruit tree and river</p> <p>Characters: Monkey and crocodile</p> <p>Action: The crocodile jumps out of the river, scaring the monkey and sending it running in terror.</p>  <p>Scene 3:</p> <p>Setting: A jungle with the background of fruit tree and river</p> <p>Characters: Monkey and crocodile</p>		


Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Action:</p> <p>The crocodile: <i>Don't worry .I did come here in search of food for myself and my wife.</i></p>  <p>Scene 4</p> <p>Setting: A jungle with the background of fruit tree and river</p> <p>Characters: Monkey and crocodile</p> <p>Action:</p> <p>Monkey : <i>Would you like to eat some fruit?</i></p>		

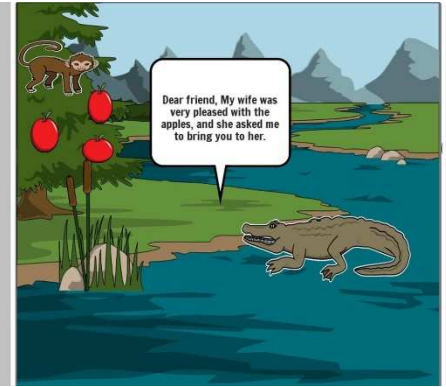
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p data-bbox="651 384 1137 451">Crocodile :Thanks, nice of you to offer me fruit</p>  <p data-bbox="651 831 752 863">Scene 5</p> <p data-bbox="651 890 1137 957">Setting: A jungle with the background of fruit tree and river</p> <p data-bbox="651 984 1095 1016">Characters: Monkey and crocodile</p> <p data-bbox="651 1043 752 1075">Action:</p> <p data-bbox="651 1102 1137 1169"><i>Monkey: Will you come again? I'm rather lonely here.</i></p> <p data-bbox="651 1197 1137 1264"><i>Crocodile : May I have some on my next visit?</i></p>		

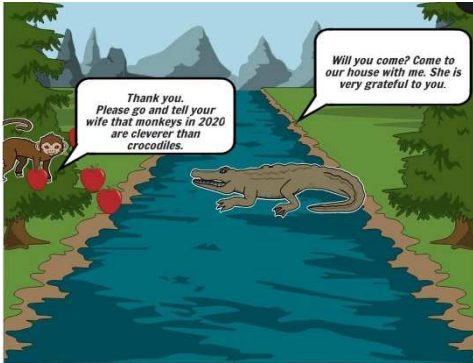
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p>Scene 6</p> <p>Setting : A river with the background of a jungle</p> <p>Characters: Crocodiles</p> <p>Action:</p> <p>Wife crocodile: Who is this friend of yours you are so fond of?</p> <p>Husband crocodile: Oh, he is a very nice monkey. He lives on a fruit-tree. He sends fruits for you every day</p>		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p>Scene 7</p> <p>Setting : A river with the background of a jungle</p> <p>Characters: Crocodiles</p> <p>Action:</p> <p>Wife crocodile: A nice monkey. I'm sure. If you ask me, this monkey should be my food. I want to eat his heart so much.</p> <p>Husband crocodile: Are you fool!</p> <p>I can't kill my friend</p>		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p data-bbox="846 762 949 794">Scene 8</p> <p data-bbox="651 820 1137 890">Setting : A river with the background of a jungle</p> <p data-bbox="651 916 943 948">Characters: Crocodiles</p> <p data-bbox="651 973 748 1005">Action:</p> <p data-bbox="651 1031 1137 1101">Wife crocodile: You bring him here. I want to see him.</p> <p data-bbox="651 1126 1137 1197">Husband crocodile: So you can eat him.</p>		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p>Scene 9</p> <p>Few days later</p> <p>Setting: A jungle with the background of fruit tree and river</p> <p>Characters: Monkey and crocodile</p> <p>Crocodile: <i>Dear friend, My wife was very pleased with the apples, and she asked me to bring you to her.</i></p>		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p>Scene 10</p> <p>Setting: A jungle with the background of fruit tree and river</p> <p>Characters: Monkey and crocodile</p> <p>Crocodile: <i>Will you come? Come to our house with me. She is very grateful to you.</i></p> <p>The monkey: <i>Thank you. Please go and tell your wife that monkeys in 2020 are cleverer than crocodiles.</i></p>		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p>Click Save and Exit .Download using power point option.</p> <p><b>Moral: Monkeys became smarter overtime while the crocodiles remained as dumb as ever</b></p> <p>Create a GIF of the twisted moral using <a href="http://storyboardthat.com">storyboardthat.com</a></p> <p>Login to <a href="http://www.storyboardthat.com">www.storyboardthat.com</a></p> <p>Click on my story boards</p> <p>Click on Monkey and crocodile – A twisted version</p>	<p>Deconstructs the fable</p> <p>Creates twisted morals</p> <p>Googles the platform</p>	<p>Publishing</p> <p><b>Skill of creating GIF</b></p> <p>Designing templates</p> <p>Capturing images</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Use edit option</p> <p>Choose a suitable back ground</p> <p>Delete unwanted slides</p> <p>Type the moral</p> <p>Save and exit</p> <p>Download using the GIF option</p> <p>Share your story board and GIF in Google classroom.</p> <p>Have you heard the story of fox and grapes?</p> <p>Let's twist the story.</p> <p>Imagine the situation where <i>fox</i> asks google to find the nearby vines. Looks at the varieties of grapes grown. Reviews the user ratings. If the rating is more than four, he orders two kgs of grapes on Amazon. com. Amazon delivers the grapes the same day. He eats stomach full with content. No</p>	<p>Familiarising the platform</p> <p>Selects appropriate slides</p> <p>Animates the text</p> <p>Converts to GIF</p> <p>Publishes the product</p>	<p>Editing</p> <p>Optimizing</p> <p>Publishing</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	need to run around, jump, get bruised and return without success.		
<b>Integration</b>	<p>Use <a href="http://www.storyboardthat.com">www.storyboardthat.com</a> to create comic strip of the twisted story.</p> <p>Download copy right free images</p> <p>Insert images in the story board</p> <p>Insert dialogue box</p> <p>Type dialogues</p> <p>Edit unnecessary parts</p> <p>Save and name the comic strips</p> <p>Publish online</p> <p>Share the comic strip in class whatsapp group</p> <p>Teacher asks the students to prepare a comic version of any school content in the form of a digital comic strip</p>	Integrates the function with technology	<p><b>Skill of creating digital Comic strip</b></p> <p>Storyboarding</p> <p>Scriptwriting</p> <p>Developing characters</p> <p>Creating dialogue boxes</p> <p>Editing</p> <p>Publishing</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
<p><b>Experimentation and Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>Students are asked to take snapshots from the gamification process and convert the emotions of winners and losers to GIF</p> <p>Teacher posts the best GIFs in Google classroom</p> <p>The teacher or the peer gives individual assistance to those who don't reach the expected level in creating story board, comic strips and GIF</p> <p>Teacher also helps them to practice the process skills of using gamification in classroom and collaboration skills.</p> <p>Teacher repeats the process till the students attain the desired level.</p>	<p>Applies the knowledge in creating associated strategy</p> <p>Values increased proficiency</p> <p>Realizes the learning gaps through reflection</p> <p>Fills the learning gaps</p> <p>Reaches the desired level of performance</p>	

## Lesson transcripts based on Functional Literary Discourse Model-6

**Advanced skills:** Skill of Using emojis, Bitmoji creation skills, Learning app creation skills

**Functional item:** Conditional clauses

**Literary Discourse:** Excerpts from Silent Spring (1962) by Rachel Carson

**Capacity building system:**

**Devices/Gadgets:** Mobile phone/computer with Internet

**Apps/Resources:** Bitmoji creator app, [www.learningapp.org](http://www.learningapp.org)

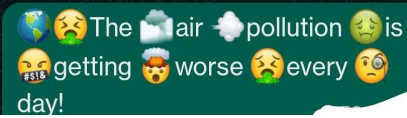
**Learning outcomes:**

- The prospective teacher will use emojis for creating language games
- The prospective teacher will develop skill in using appropriate strategies for bitmoji based discourses for language acquisition
- Prospective teacher will develop learning apps incorporating gamification procedure

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
<p>Conversation based on the excerpts from Silent Spring (1962) by Rachel Carson incorporating the functional item: Conditional clauses</p>	<p><b>Skill of Using emojis</b> Understanding and interpreting the meaning of emojis Using appropriate emojis for varying context</p>	Orientation	Orienting to the skill of using emojis, bitmoji creation and learning app creation
	<p><b>Bitmoji creation skills</b> Drawing Refining Adding Colour and Texture Animations Finalizing</p>	Demonstration	Demonstrating the skill of using emojis
	<p><b>Learning app creation skills</b> Ideation Designing Developing Testing and Evaluating Launching</p>	Presentation	Presenting the functional item conditional clauses
		Guided practice	Guiding students in Bitmoji creation and learning app creation through hands-on-training
		Integration	Integrating the process skills in creating bitmojis and if clause in the school content

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
		Experimentation & Extension	Applying the technological knowledge in creating better apps
		Toning	Remedying of the gaps in advanced skills of using emojis, creating bitmojis and learning apps and process skills through individual assistance




Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	 <p>The air pollution is getting worse every day!</p> <p>What do you think the lesson of today will be about?</p> <p>Teacher asks the students about the causes and problems of pollution.</p> <p>Listen carefully.</p> <p>Of course there are certain conditions before us, for a happy life on earth. If we agree with and follow them, We can save ourselves and mother earth. Let's listen to the</p> <p>The excerpt is on the effect of pollution and taken from Silent Spring (1962) by Rachel Carson.</p>	<p>Guesses the lesson</p> <p>Identifies causes pollution</p> <p>Gets the main ideas</p>	

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>The history of life on earth has been a history of interaction between living things and their surroundings. To a large extent, the physical form and the habits of the earth's vegetation and its animal life have been molded by the environment. Considering the whole span of earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species—man—acquired significant power to alter the nature of his world.</p> <p>During the past quarter century this power has not only increased to one of disturbing magnitude but it has changed in</p>	<p>Attends to the sentences with <b>if</b></p>	

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>character. The most alarming of all man's assaults upon the environment is the contamination of air, earth, rivers, and sea with dangerous and even lethal materials. This pollution is for the most part irrecoverable; the chain of evil it initiates not only in the world that must support life but in living tissues is for the most part irreversible. In this now universal contamination of the environment, chemicals are the sinister and little-recognized partners of radiation in changing the very nature of the world—the very nature of its life. If the alarming rate of pesticide use continued, there would be a silent spring, a spring without birdsong and the beauty of nature.</p>	<p>Identifies themes</p> <p>Lists the themes</p>	





Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
<p><b>Guided practice</b></p>	<p>We can also encourage recycling of these materials.</p> <p><b>If everyone starts using public transportation instead of personal vehicles, and switches to renewable sources of energy, it will help reduce pollution significantly.</b></p> <p><b>If we plant more trees and create green areas in cities , we can improve air quality.</b></p> <p>If we .....</p> <p>If everyone.....</p> <p><b>If we all work together, we can make a real difference in reducing pollution and saving our planet.</b></p> <p>[Students are asked to open learning app.org and create a horse race game using emojis to identify</p>	<p>Constructs sentences with conditional clauses</p>	<p><b>Skill of Using emojis</b></p> <p>Contextualising</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Soil pollution</p> <p>Noise pollution</p> <p>Light pollution</p> <p>Water pollution</p> <p>Plastic pollution</p> <p>Teacher shares the link <a href="https://learningapps.org/login.php">https://learningapps.org/login.php</a> and instructions to create learning app.]</p> <p>Search learingapps.org in Google.</p> <p>Login using username and password.</p> 	<p>Googles app</p> <p>Creates profile</p>	<p><b>Learning app creation</b></p> <p>Ideating</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Select horse race game and view examples.</p> <p>Click create new app option.</p> <p>Enter details, questions and answers in the required place.</p> <p>After entering the data click the save button and start a preview.</p> <p>Save and preview app and share the link in the Google classroom and attach embed code in your personal blog.</p> <p>Students are asked to create bitmoji conversations.</p> <p>Download Bitmoji app from play store</p> <p>Click Create avatar</p> <p>Choose hairstyle, eyebrows, face shape, eye colour etc.</p>	<p>Chooses appropriate app</p> <p>Customises the app</p> <p>Shares online</p> <p>Downloads app</p> <p>Draws avatar</p>	<p>Designing</p> <p>Developing</p> <p>Testing and Evaluating</p> <p>Launching</p> <p><b>Bitmoji creation</b></p> <p>Drawing</p> <p>Refining</p> <p>Adding Colour and Texture</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>Click the fashion option and choose the outfit for your avatar</p> <p>Create your avatars</p> <p>Make dialogue for your Avatar on the possible solutions to save the earth using if clause.</p> <p>[Teacher provides some sample sentences]</p> <ol style="list-style-type: none"> <li>1. If we reduce carbon dioxide emissions, we can save the Earth.</li> <li>2. If we reduce plastic waste, we can save the Earth.</li> <li>3. If we invest in renewable energy sources, we can save the Earth.</li> <li>4. If we protect habitats and biodiversity, we can save the Earth.</li> <li>5. If we reduce water waste, we can save the Earth.</li> </ol>	<p>Creates dialogues</p>	<p>Animations</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
	<p>6. If we promote sustainable agriculture, we can save the Earth.</p> <p>7. If we use energy-efficient technologies, we can save the Earth.</p> <p>8. If we reduce air pollution, we can save the Earth.</p> <p>9. If we reduce deforestation, we can save the Earth.</p> <p>10. If we educate people on climate change, we can save the Earth.</p> <p>You may begin like this</p> 		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/ process	Advanced skills/process skills
<p><b>Integration</b></p> <p><b>Experimentation &amp; Extension</b></p>	 <p>Complete the bitmoji conversation</p> <p>Students are asked to share the conversation with the teacher</p> <p>[Students are asked to create a bitmoji conversation focusing the functional item conditional clauses with any school content.]</p> <p>Students are asked to create a learning game using the extended options like millionaire game in <a href="http://www.learningapps.org">www.learningapps.org</a> or other platforms like kahoot, wordwall.net, Educandy etc.</p>	<p>Applies the knowledge in creating associated strategy</p> <p>Designs new strategies</p> <p>Applies individual talents and skills</p> <p>Promotes divergent thinking</p>	<p>Finalizing</p>



## **Lesson transcripts based on Functional Literary Discourse Model-7**

Advanced skills: Skill of using Technology in Translation, Skill of using technology in paraphrasing, Skill of using online Editing software, Editing skills

Functional item: Simple past is used to narrate the past events

Literary Discourse: Excerpt from The Story of My Experiments with Truth-Autobiography of MK Gandhi

### **Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Online dictionaries, <https://translate.google.co.in/>, <https://quillbot.com/>,

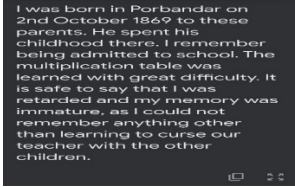
### **Learning outcomes**

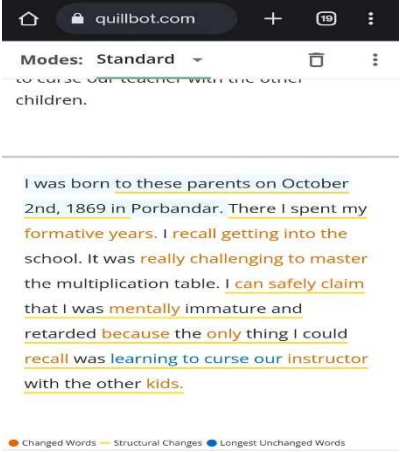
- The prospective teacher will develop awareness on the appropriate tools of digital translation, paraphrasing and grammar and spelling editing
- The prospective teacher will use technology in translation, paraphrasing and editing
- The prospective teacher will use editing properly

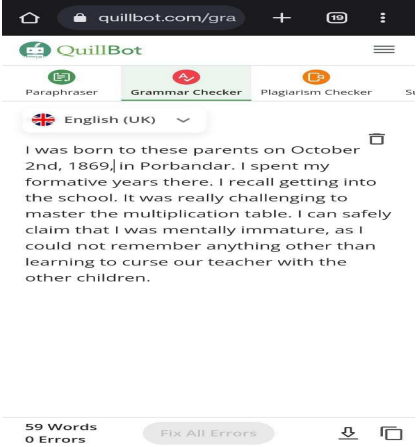
<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
<p>Excerpt from The Story of My Experiments with Truth: Autobiography of MK Gandhi incorporating the functional item: Simple past is used to narrate the past events</p>	<p><b>Skill of using technology in translation</b> Ideation Translation Quality assurance</p>	Orientation	Orienting to the process skills of advanced skills of using technology in translation, paraphrasing and editing softwares and editing skills
	<p><b>Skill of using technology in paraphrasing</b> Identifying the key idea</p>	Demonstration	Demonstrating to the softwares of translation, paraphrasing and editing
	<p>Paraphrasing without changing meaning</p>	Presentation	Presentation of functional item simple past in narrating past events
	<p><b>Skill of using online Editing software</b> Correcting grammatical errors Correcting spelling errors</p>	Guided practice	Using technology in translation, paraphrasing and editing through Hands –on-training
	<p><b>Editing skills</b> Structuring Ideational Editing</p>	Integration	Integration of the skill of editing and using technology in translation in creating school content

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	Grammatical Editing Spelling and Punctuation Editing Formatting Proofreading Fact-checking Revising	Experimentation & Extension	Applying the acquired knowledge in creating discourses using same or similar apps
		Appreciation	Posting the best profiles made by the students in Google classroom
		Toning	Remedying the gaps in advanced skills of Editing and using technology in translation, paraphrasing and editing



Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/ Process skills
	<p>ഞങ്ങളുടെ അധ്യാപകനെ ചീത്ത പറയാൻ പഠിച്ചതല്ലാതെ മറ്റൊന്നും എനിക്ക് ഓർമ്മിക്കാൻ കഴിയാത്തതിൽ നിന്നും എന്റെ ബുദ്ധി മന്ദിച്ചതും ഓർമ്മശക്തി അപകൃദ്ധമായിരുന്നുവെന്ന് ഉറപ്പിക്കാം.</p> <p>Let's translate this into English by using Google translate</p>  <p>Here in the second sentence there is mistake and correct 'He spent his childhood ...' as I spent...</p> <p>See the translation. We can modify the sentence structure again with the help of technology by using <a href="https://quillbot.com/">https://quillbot.com/</a></p>	<p>Checks the English translation by Google</p>	

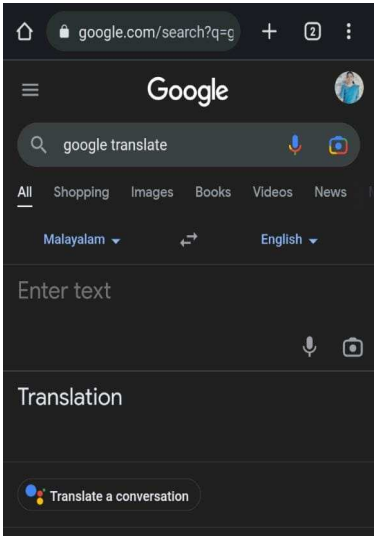
Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/ Process skills
	 <p data-bbox="678 983 1077 1161">Teacher compares the text from translator and Quillbot and takes the best sentences out of it and again places it to Quillbot grammar check option.</p>	<p data-bbox="1113 655 1379 683">Recognises mistakes</p> <p data-bbox="1113 1086 1509 1150">Familiarises with paraphrasing softwares</p>	

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/ Process skills
	 <p>[Teacher asks the students to read original English translation of the following autobiographical excerpt and compare it with the final version using translator and quillbot.]</p> <p>Of these parents I <b>was born</b> at Porbandar on the 2nd October, 1869. <b>I passed</b> my childhood in Porbandar. I recollect having been put to school. <b>It was</b> with some difficulty that I got</p>	<p>Familiarises with editing softwares</p> <p>Compares the different translations</p> <p>Identifies Simple past</p> <p>Recognises simple past</p> <p>Locates simple past</p>	

<b>Stages involved</b>	<b>Learning Process/ Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/ Process skills</b>
	<p>through the multiplication tables. The fact that I recollect nothing more of those days than having learnt, in company with other boys, to call our teacher all kinds of names, would strongly suggest that my intellect must have been sluggish, and my memory raw.</p> <p>Identify the language used in this autobiographical extract.</p> <p>What is the difference between these two translations</p> <p>Students make a comparison of the translation by Technology and original.</p> <p>We should be proficient in both languages.</p> <p>If we lack language we can use Google assistance but don't use as it is. Editing is necessary.</p>	<p>Identifies how simple past is used to narrate past events</p> <p>Recognises the difference in translations</p>	

<b>Stages involved</b>	<b>Learning Process/ Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/ Process skills</b>
<b>Guided practice</b>	<p>If we do translation by ourselves, we must know the difference in both languages</p> <p>Compare the difference in structure of Malayalam and English past tense</p> <p>Structure of both languages is different. So translation is a bit difficult task</p> <p>Let's try to write our own anecdotes in mother tongue.</p> <p>What are the major events you include in your anecdote</p> <p>Plan your anecdote in mother tongue</p> <p>Translate it to English. Refer online dictionary for difficult words</p> <p>Discuss it with your friend.</p> <p>Try to speak in English .If you have any difficulty your friend will help you to translate.</p>	<p>Recognises the difference in mother tongue and English</p> <p>Plans anecdotes in mother tongue</p> <p>Refers online dictionary</p> <p>Performs as ability consultant</p>	<p><b>Editing skills</b></p> <p>Structuring</p> <p>Ideational Editing</p> <p>Grammatical, Spelling and Punctuation Editing</p>

<b>Stages involved</b>	<b>Learning Process/ Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/ Process skills</b>
	<p>Edit the translation with the help of your friend.</p> <p>First go through the structure of sentences.</p> <p>Then checks the idea whether the idea is clear</p> <p>Check grammar, spelling and punctuation</p> <p>Proof read again to check the format</p> <p>Correct all the mistakes</p> <p>[Teacher sits near each learner, read their profile and write the error in the margin.</p> <p>Teacher asks the students to present their rectified profile with focus on the use of simple past tense expressing the past events.]</p> <p>Now you are going to add more events in your anecdote.</p>		<p>Proofreading</p> <p>Revising</p> <p><b>Skill of using technology in translation</b></p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/ Process skills
	<p>Like your friend, Google translator will help you to translate the difficult words.</p> <p>Open Google translate in your chrome browser.</p> <p>Check the microphone and voice recorder</p> <p>Choose your mother tongue to English option.</p> 		Ideation

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/ Process skills
	<p>You can enter the text either typing or using the voice recorder button.</p> <p>After completing click the translate a conversation button and you will get the English translation.</p> <p>Read the translated version and check whether you get the intended meaning.</p> <p>Then open <a href="https://quillbot.com/">https://quillbot.com/</a> and copy paste the translation from Google translate and choose option paraphrase and click the paraphrase option. Repeat rephrase until you get the intended.</p> <p>Next you must do a spelling and grammar check using the same quillbot platform by using grammar check option. Select English UK and use the button fix all errors.</p>	<p>Types or records voice</p> <p>Converts mother tongue to English</p>	<p>Translation</p> <p>Quality assurance</p> <p><b>Skill of using technology in paraphrasing</b></p> <p>Identifying the key idea</p> <p>Paraphrasing without changing meaning</p> <p><b>Skill of using online Editing software</b></p> <p>Correcting grammatical and spelling errors</p>

<b>Stages involved</b>	<b>Learning Process/ Activities</b>	<b>Action verbs in Functional Discourse/Process</b>	<b>Advanced skills/ Process skills</b>
<p><b>Integration</b></p> <p><b>Experimentation &amp; Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>Add these sentences to your anecdote to get a complete profile of yours.</p> <p>Teacher asks the students to create profiles of authors from the school text book with the help of Google translate and Quillbot.</p> <p>Teacher asks the students to translate any Malayalam story into English by using any translator or editor softwares</p> <p>Teacher shares the best profiles and stories in Google classroom</p> <p>The teacher or the peer gives individual assistance to those who don't reach the expected level in using translator and paraphrase software. Teacher also helps them to practice the process skills of editing.</p> <p>Teacher repeats the process till the students attain the desired level.</p>	<p>Applies knowledge in creating school content</p> <p>Applies the acquired knowledge in using similar platforms</p> <p>Appreciates the best product</p> <p>Realises the learning gaps</p> <p>Helps to reach maximum potential</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-8**

Advanced skills: Multilingual skills, Skill of creating short videos on/for social media platforms, Skill of using comparative literature

Functional item: Poetic devices

Literary Discourse: Daffodils by William Wordsworth and Rathrimazha by Sugathakumari

### **Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Instagram reel camera, Inshot app

### **Learning outcomes**

- The prospective teacher will create short videos using instagram reels and apps
- The prospective teacher will develop techniques for multilingualism in teaching English
- The prospective teacher will develop skills in comparing literature in different languages

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
<p>Daffodils by William Wordsworth and Rathrimazha by Sugathakumari: incorporating the functional item: poetic devices</p>	<p><b>Skill of creating reel videos on/for social media</b>            Planning and scripting            Videography and lighting            Inserting audio            Editing            Adding Special effects            Uploading and sharing in social media  <b>Multilingual skills</b>            Using mother tongue literature            Knowledge in other languages            Space to students experience            Associating individual experience in other linguistic setting</p>	<p>Orientation</p>	<p>Orienting to literary discourse fable through an interaction            Orienting to the process skills of advanced skills</p>
		<p>Demonstration</p>	<p>Creating situations for Comforting skills, Multilingual skills and fun learning skills</p>
		<p>Presentation</p>	<p>Presentation of functional item expressing ability through role playing based on the given script</p>
		<p>Guided practice</p>	<p>Creating shot videos and comparaing literature under guidance</p>

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	<p><b>Skill of using comparative literature</b></p> <p>Expressing ideas in multiple languages</p> <p>Linguistic Analytical skills</p> <p>Comparing/ contrasting linguistic expressions/poetic devices</p> <p>Using and recognizing different versification styles</p> <p>Producing and evaluating Translations skills</p> <p>Synthesizing discourse using different language</p> <p>Comparing/ contrasting ideas</p> <p>Offering diverse perspectives</p> <p>Understanding and interpreting diverse cultures and beliefs</p> <p>Examining the nature-man relationships conveyed in</p>	Integration	Integrating different languages in creating discourses
		Experimentation & Extension	Applying the acquired knowledge in creating resources for multilingual context
		Appreciation	Posting the best resources made by the students in Google classroom
		Toning	Remedying the gaps in advanced skills of creating reel videos on/for social media and comparative literature

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	<p>different languages and cultural background</p> <p>Appreciating similarities / differences among languages</p> <p>Honing sensitivity to others' Viewpoints</p>		





Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p> യെൻ രോഗശയ്യയി-  ലുരുണ്ടു തേങ്ങുവൊഴി-  യന്ധകാരത്തിലു-  ടാശ്വാസ വാക്കമാ-  യെത്തുന്ന പ്രിയജനം പോലെ.    ആരോ പറഞ്ഞു  മുറിച്ച മാറ്റാം കേടു-  ബാധിച്ചോരവയവം;  പക്ഷെ,കൊടും കേടു  ബാധിച്ച പാവം മനസ്സോ?    രാത്രിമഴ,പണ്ടെൻറെ  സൗഭാഗ്യരാത്രികളി-  ലെന്നെച്ചിരിപ്പിച്ച  കളിർകോരിയണിയിച്ച,  വെണ്ണിലാവേക്കാൾ  പ്രിയംതന്നുറക്കിയോ-  രന്നത്തെയെൻ പ്രേമസാക്ഷി.    രാത്രിമഴ,-ഇന്നെൻറെ  രോഗോഷ്ടശയ്യയിൽ,  വിനിദ്രയാമങ്ങളി- </p>		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Guided practice</b></p>	<p>ലിരുട്ടിൽ തനിച്ചു കര- യാനം മറന്നു ഞാ- നുഴലവേ,ശിലപോലെ- യുറയവേ ദുഃഖസാക്ഷി. രാത്രിമഴയോടു ഞാൻ പറയട്ടെ,നിൻറെ ശോകാർദ്രമാം സംഗീത- മറിയുന്നു ഞാൻ;നിൻറെ- യലിവും അമർത്തുന്ന രോഷവും,ഇരുട്ടത്തു വരവും,തനിച്ചുള്ള തേങ്ങിക്കരച്ചിലും പുലരിയെത്തുമ്പോൾ മുഖം തുടച്ചുള്ള നിൻ ചിരിയും തിടുക്കവും നാട്യവും ഞാനറിയും; അറിയുന്നതെന്തുകൊ- ണ്ടെന്നോ?സഖീ,ഞാനു- മിതുപോലെ, രാത്രിമഴപോലെ.</p> <p>What is the theme of the poem?</p> <p>What does the poet compare rathrimazha to?</p>	<p>Recognises Personification</p> <p>Identifies themes</p> <p>Recollects memories of rain</p>	<p>Space to students experience</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Do you like rain? What are the emotions in your mind in rain?</p> <p>What are the emotions of the poet while watching rathrimazha?</p> <p>How does it soothe the poet?</p> <p>Have you read the poem Daffodils by William Words?</p> <p style="text-align: center;"><b>Daffodils</b></p> <p>I wandered lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze. Continuous as the stars that shine And twinkle on the milky way, They stretched in never-ending line</p>	<p>Recognises poets emotions</p> <p>Identifies imagery</p> <p>Identifies personification</p> <p>Recognises imagery</p>	<p>Associating individual experience with the poet</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>Along the margin of a bay:  Ten thousand saw I at a glance,  Tossing their heads in sprightly dance.  The waves beside them danced; but they  Out-did the sparkling waves in glee:  A poet could not but be gay,  In such a jocund company:  I gazed—and gazed—but little thought  What wealth the show to me had brought:  For oft, when on my couch I lie  In vacant or in pensive mood,  They flash upon that inward eye  Which is the bliss of solitude;  And then my heart with pleasure fills,</p>	<p>Recognises personification</p> <p>Lists out the poetical devices</p>	<p><b>Skill of creating reel videos for social media</b></p> <p>Planning and scripting</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>And dances with the daffodils</p> <p>Teacher asks the students to create a video of the poem Daffodils.</p> <p>Download Copy right free images of daffodils to the gallery and type the text of the poem.</p> <p>Open inshot app.</p> <p>Click Create new video and select the images from the gallery. Adjust screen brightness and resolutions</p> <p>Insert the music and record the self recitation</p> <p>Insert the text along with the voice and cut unnecessary parts</p> <p>Save and fix a resolution and format as MP4</p> <p>Upload it using instagram reels and share with your friends.</p>	<p>Uses downloaded images</p>	<p>Videography and lighting</p> <p>Inserting audio</p> <p>Editing</p> <p>Uploading and sharing in social media</p> <p><b>Skill of using comparative literature</b></p> <p>Expressing ideas in multiple languages</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
	<p>[Teacher asks the following questions to make the students recognize that language, feelings and nature in a poem is universal.]</p> <p>With what does the poet William Wordsworth compare himself?</p> <p>With what does the poet Sugathakumari compare herself?</p> <p>With what does Wordsworth compare the daffodils?</p> <p>With what does Sugathakumari compare the rathrimazha?</p> <p>We are going to do the poem analysis in groups. In one group you will do the analysis of Rathrimazha and the other group will do the analysis of Daffodils.</p> <p>You can decide the group according to your interest.</p> <p>Find out the words with similar meanings.</p>	<p>Compares one poem with other</p>	<p>Linguistic Analytical skills</p> <p>Comparing/ contrasting linguistic expressions/poetic devices</p> <p>Using and recognizing different versification styles</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills																					
	<p>You are also going to review the poetic devices in the poems.</p> <p>Keep the things in mind while analyzing a poem.</p> <p>Your feelings and poet's feelings.</p> <p>Nature as mother and the smoothening effect of nature.</p> <p>Then compare your findings with other groups who have a different poem.</p> <p>You can use a table like this for comparison.</p> <table border="1" data-bbox="651 906 1144 1294"> <thead> <tr> <th></th> <th>Rathrimaza</th> <th>Daffodils</th> </tr> </thead> <tbody> <tr> <td>Theme</td> <td>Rain</td> <td>Seasons</td> </tr> <tr> <td>Similar words</td> <td>ഏകാന്തത</td> <td>solitude</td> </tr> <tr> <td>Personification</td> <td></td> <td></td> </tr> <tr> <td>Imagery</td> <td></td> <td></td> </tr> <tr> <td>Language</td> <td></td> <td></td> </tr> <tr> <td>Universality</td> <td></td> <td></td> </tr> </tbody> </table>		Rathrimaza	Daffodils	Theme	Rain	Seasons	Similar words	ഏകാന്തത	solitude	Personification			Imagery			Language			Universality				<p>Comparing/ contrasting ideas</p> <p>Accepting and interpreting diverse cultures and beliefs</p> <p>Examining the nature-man relationships conveyed in different languages and cultural background</p> <p>Appreciating similarities / differences among languages</p>
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Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Integration</b></p>	<p>Both of which use elements of content to convey meaning and emotion.</p> <p>Language has no cultural barriers. Language, feelings and nature in a poem is universal.</p> <p>What is your feelings about this poem?</p> <p>What is poet's feelings?</p> <p>How they portray nature as a mother or the soothing effect of nature?</p> <p>Will you be with sugathakumari or Wordsworth? Why?</p> <p>Imagine a conversation between Sugathakumari and Wordsworth in their languages.</p> <p>You can begin like this</p> <p>Sugathakumari: നമ്മുടെ വേഡ്സ്വർത്ത്</p>	<p>Writes conversation</p>	<p>Honing sensitivity to others' Viewpoints</p> <p>Synthesizing discourse using different languages</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse/Process	Advanced skills/Process skills
<p><b>Experimentation &amp; Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>താങ്കളുടെ കവിതകൾ എനിക്കേറെ ഇഷ്ടമാണ്</p> <p>Wordswoth: Thank you Sugathakumari, Nice to meet you</p> <p>Complete the conversation...</p> <p>Students are asked to select a poem in any language other than theirs which suits the culture of Kerala. Shoot the elements which suit the elements of the poem from their surroundings and remix it with the poem. Upload it in any social media</p> <p>Teacher uploads the best conversation and videos in Google classroom.</p> <p>Teacher rectifies their difficulties in creating short videos and social media uploading and repeats demonstration or guided practice if necessary. Teacher also helps them to develop skills in comparative literature.</p>	<p>Uses the acquired knowledge in creating different resources</p> <p>Values best products</p> <p>Fills the learning gaps</p> <p>Reaches the maximum potential</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-9**

Advanced skills: Skill of integrating cultural context, Hyperlinking

Functional item: Use of past perfect to express an action completed in the past

Literary Discourse: The excerpt from The Old Man and the Sea by Ernest Hemingway

### **Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Downloaded images, hyperlinking in word

### **Learning outcomes**

- The prospective teacher will develop cultural context integrated contents
- The prospective teacher will create hyperlinked discourses


<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
<p>Cultural integrated context of the excerpt :The Old Man and the Sea by Ernest Hemingway with focus on the functional item : use of past perfect to express an action completed in the past</p>	<p><b>Skill of integrating cultural context</b>            Developing familiarity with socio-cultural contexts            Applying cultural knowledge of the target group            Selecting context based resources            Designing discourses with cultural context            Integrating with a foreign cultural context  <b>Hyperlinking</b>            Downloading appropriate copyright free images            Selecting the right URL            Formatting the link            Testing the link</p>	Orientation	Orienting to the process skills of integrating cultural context and hyperlinking
		Demonstration	Demonstrating cultural context integration through a remake version of the excerpt of Old man and the sea
		Presentation	Presenting the functional item connecting it with cultural aspect
		Guided practice	Creating hyperlinks through hands –on-training
		Integration	Integrating cultural context with expressions, dialect and life situations


<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	Adding the link to the content	Experimentation & Extension	Applying the acquired knowledge in creating different cultural contexts
		Appreciation	Uploading the best hyperlinked text and cultural context integrated resources in the Google classroom
		Toning	Remedying the gaps in advanced skills and process skills through individual assistance



Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
	<p>Students use their own cultural vocabulary to share the answers and teacher translates this into English</p> <p>Honey hunting(Jenu ethale okath), climbing on trees etc.</p> <p>Honey hunting is also a source of livelihood.</p> <p>[Teacher tells the difference in cultural expressions of an action completed in the past and simple past.]</p> <p>Othatha(had gone)</p> <p>Othu(went)</p> <p>Badatha(had come)</p> <p>Banne(came)</p> <p>[Teacher asks the students to find out the cultural expressions of past perfect used in the following discourse]</p>	<p>Reconnects with their experiences</p>	

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
	<p>Let's learn the story of an old man who is fond of honey hunting.</p> <p>He was an old man (muthukka) who hunted honey (jenu) alone in a forest (kaadu) and he <b>had gone</b> eighty-four (empathy naakku) days now without finding a single drop(thulli). In the first forty days(naluvath) a boy (Gandu koos) had been with him. But after forty days without a drop of honey the boy's parents(avwa appa) <b>had told</b> him that the old man was now definitely and finally tired(ksheena), which is the worst form of unlucky(bagya kaani avanukk), and the boy <b>had gone</b> at their orders in another group which found three good racks of honey(jenu) in the first week. It made the boy sad to see the old man come in each day with his hands(kyka) empty(yaanu kaani)</p>	<p>Identifies themes</p> <p>Identifies action completed in past</p> <p>Recognises cultural expressions</p> <p>Interrelates with their context</p>	<p>Designing discourses with cultural context</p>



Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
	<p>and he always went down to help him carry either the nets(bhale) or the jars(bharani) and the ladder(koni) that was leaned against the tree(mara). The ladder was patched with twigs and, leaned, it looked like the flag(kodi) of permanent defeat(thottu ona).</p> <p>What is this story about?</p> <p>Yes, This story is about an old man who is fond of honey hunting in the forest but unable to find honey during 84 days of his struggle. A boy accompanied him in the first forty days but his parents forced him to leave.</p> 		

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
	<p>What does this ladder represent?</p> <p>Defeat</p> <p>Here is an excerpt from the novella The Old Man and the Sea by Ernest Hemingway</p> <p>This is the story of an old fisherman who is fond of fishing.</p> <p>Fishing in sea is like honey hunting in forest.</p> <p>This is the image of an old man who is fond of fishing.</p> 		<p>Integrating with a foreign cultural context</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
<p><b>Guided practice</b></p>	<p>Teacher asks the students to hyperlink the unfamiliar words with downloaded images from the internet.</p> <p>First you go through the lesson</p> <p>Find unfamiliar words and its corresponding words from tribal vocabulary</p> <p>Download copyright free images of the difficult words</p> <p>Save these images in a single folder</p> <p>Select the word and Click the right button menu hyperlink</p> <p>Add hyperlink from the image by selecting the location of the file.</p> <p>Check the hyperlinks with the difficult words</p>	<p>Lists difficult words</p> <p>Downloads images</p> <p>Stores images</p> <p>Creates links</p>	<p><b>Hyperlinking</b></p> <p>Downloading appropriate copyright free images</p> <p>Selecting the right URL</p> <p>Formatting the link</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
	<p>He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally salao, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled; it looked like the flag of permanent defeat.</p>	<p>Grasps foreign cultural words</p> <p>Guesses the meaning</p> <p>Rewriting the text with foreign cultural context</p>	<p>Testing the link</p> <p>Adding the link to the content</p>

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
<p><b>Integration</b></p> <p><b>Experimentation and Extension</b></p>	<p>What is the theme of the story?</p> <p>What is raised as the symbol of defeat here?</p> <p>Teacher asks the students to compare the context from different cultures - honey hunting in forest and fish hunting in sea</p> <p>Teacher asks the students to collect images, words, details of festivals etc which represents the culture of the students they are going to teach during their teaching practice.</p> <p>Teacher asks the students to collect images from a tribal community and down load images from a foreign cultural context which represents similar meaning</p> <p>For example</p> <p>In honey hunting this picture represents victory</p>	<p>Compares different cultural contexts</p> <p>Integrates with school context</p> <p>Designs new strategies</p>	

Stages involved	Learning Process/ Activities	Action verbs in Functional Discourse /Process	Advanced skills/ Process skills
<p><b>Appreciation</b></p> <p><b>Toning</b></p>	 <p>In fish hunting this picture represents victory</p>  <p>Teacher posts the best hyperlinking and cultural context created by students in Google classroom</p> <p>The teacher or a peer provides individual support to those who are having difficulty integrating cultural contexts and developing their process skills in hyperlinking and cultural context integration until they reach the expected level.</p>	<p>Applies divergent thinking</p> <p>Values increased proficiency</p> <p>Fills the learning gaps</p> <p>Reaches the desired level of performance</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-10**

**Advanced skills:** Skill of using communication art in classroom, Skill of using project method, Skill of using online evaluation strategies

**Functional item:** How to write a research report

**Literary Discourse:** Review of the works

**Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Google forms

**Learning outcomes**

- The prospective teacher will develop awareness on the appropriate online evaluation strategies
- The prospective teacher will develop communication art techniques in teaching English
- The prospective teacher will use project method

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
Review of literary works incorporating the functional item: report writing	<b>Skill of using project method</b> Knowledge about the phases in project Planning and designing of the project Execution Data collection Processing data Reporting Presentation Evaluation	Orientation	Orienting to the art of communication in English classes through an interaction Orienting to the process skills of communication art
		Demonstration	Creating a demonstrated experience for the use of project method in detail
	<b>Skill of using online evaluation strategies</b>	Presentation	Presenting the functional item indicators of writing a project
	Selecting suitable online platform Selecting the question formats Setting time limits	Guided Practice	Creating peer evaluation form using Google forms

<p>Providing immediate feedback</p> <p><b>Skill of using Communication art in classroom</b></p> <p>Creating a positive Attitude</p> <p>Maintaining a positive approach</p> <p>Being resourceful</p> <p>Being reflective</p> <p>Applying tactics</p> <p>Using talent</p> <p>Maintaining Temperament</p> <p>Keeping Tranquilism</p>	Integration	Integrating the skill of communication art in project presentation
	Experimentation and Extension	Applying the acquired knowledge in creating online evaluation form
	Appreciation	Posting the best resources made by students
	Toning	Remedying the gaps in practicing the advanced skills

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<b>Orientation</b>	<p>[Start the session with a brief introduction on the importance of a positive attitude in the English classroom. Share examples of how a positive attitude can impact student engagement and motivation. Facilitate a brief discussion on strategies for cultivating a positive attitude.</p> <p>Provide examples of maintaining a positive approach during challenging situations in the English classroom. Encourage participants to share their experiences and ideas on maintaining positivity.</p> <p>Introduce practical ways to be resourceful and reflective in the context of teaching English.</p>		<p><b>Skill of using Communication art in classroom</b></p> <p>Creating a positive Attitude</p> <p>Maintaining a positive approach</p> <p>Being resourceful and reflective</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Demonstration</b></p>	<p>Share examples of how tactics, talent, and temperament in teaching can be effectively managed to create a dynamic and effective English classroom.]</p> <p>Teacher demonstrates the phases involved in a project.</p> <p>Phase 1</p> <p>Critically analyze and review Kamala Das's poem "My Grandmother's House" to gain a deeper understanding of its themes, stylistic elements, and cultural context.</p> <p>Teacher gives a timeline of 4 weeks</p> <p>Copies of the poem, research materials on Kamala Das, access to a library, and online databases are used as resources.</p>	<p>Reads the poem</p> <p>Identifies the aesthetic elements in the poem</p> <p>Utilizes resources</p>	<p>Applying tactics</p> <p>Using talent</p> <p>Maintaining Temperament</p> <p>Skill of using project method</p> <p>Knowledge about the phases in project</p> <p>Planning and designing of the project</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
	<p>Phase 2-Execution</p> <p>Gather information on Kamala Das's life, literary background, and the socio-cultural context during the time the poem was written.</p> <p>Participants will individually read and annotate the poem, noting personal reactions and initial interpretations.</p> <p>Organize a group discussion to share initial thoughts and interpretations, fostering a collaborative approach to understand the poem.</p> <p>Phase 3- Data Collection</p> <p>Conduct multiple close reading sessions with participants, focusing on specific sections of the poem to identify literary devices, themes, and emotional nuances.</p>	<p>Gathers background information</p> <p>Reads deeply</p> <p>Initiates group discussion</p> <p>Reads more specifically</p>	<p>Execution</p> <p>Data collection</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
	<p>Collect opinions and interpretations from participants through surveys or interviews to gather diverse perspectives on the poem.</p> <p>Encourage participants to express their understanding through creative responses such as artwork, poetry, or short essays.</p> <p>Phase 4-Processing Data</p> <p>Organize and compile the data collected from close reading sessions, surveys, and creative responses.</p> <p>Categorize responses and interpretations into themes or key elements to identify commonalities and differences.</p> <p>Analyze the data to draw connections between participants' interpretations, literary elements, and the socio-cultural context.</p>	<p>Collects different perspectives</p> <p>Expresses creative thoughts</p> <p>Organises data</p> <p>Categorises the elements in the poem</p> <p>Analyses data</p>	<p>Processing data</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
<b>Presentation</b>	<p>Phase 5-Reporting</p> <p>Create a written report detailing the process, methodologies, outcomes of the review, summarizing the key findings, literary analysis, and participants' perspectives</p> <p>Enhance the report with visual aids such as excerpts from the poem, relevant images, and graphs illustrating data trends.</p> <p>Divide prospective teachers into small groups.</p> <p>Provide each group with a project on the review of literary works of different authors.</p> <p>Teacher asks the students to create online evaluation strategies for the project</p>	<p>Generates reports</p> <p>Uses visual enhancers</p>	Reporting

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
<b>Guided practice</b>	<p>Organize a peer evaluation session where participants provide constructive feedback on each other's analyses and presentations using google forms</p> <p>Go to Google Forms and log in to your Google account.</p> <p>Click on the "+" sign to create a new form.</p> <p>Click on "Untitled form" at the top left corner and provide a descriptive title for your peer evaluation form.</p> <p>Add questions for the peer evaluation. For example, include questions related to teamwork, contributions, communication, etc.</p> <p>Click on the "+" icon to add a new question.</p>	<p>Selects the appropriate platform</p> <p>Chooses template</p> <p>Creates design and content</p>	<p><b>Skill of using online evaluation strategies</b></p> <p>Selecting suitable online platform</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
	<p>Choose the type of question (multiple-choice, short answer, etc.).</p> <p>Enter the question text and options (if applicable).</p> <p>Click on the gear icon at the top right to access form settings.</p> <p>Adjust settings such as limiting responses, requiring sign-in, or allowing users to edit responses after submitting.</p> <p>Click on the color palette icon to customize the appearance of your form.</p> <p>Choose a theme, background color, and font style to make your form visually appealing.</p> <p>If your peer evaluation has distinct sections (e.g., teamwork, communication, leadership), you can organize questions into sections.</p>		<p>Selecting the question formats</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Integration</b></p>	<p>Click on the "Add section" button.</p> <p>Label the section and add relevant questions.</p> <p>Click on the eye icon to preview your form and make sure it looks as you intended.</p> <p>Once you're satisfied, click on the "Send" button at the top right.</p> <p>Choose how you want to share the form (via email, link, or embed).</p> <p>Evaluate the presentation by using the google forms</p> <p>[Teacher asks them to discuss and come up with strategies to implement the skills discussed in the orientation session (creating a positive attitude,</p>	<p>Publishes online</p> <p>Evaluates using self created forms</p> <p>Applies the enhanced knowledge in practicing skills</p>	

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Experimentation and Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>maintaining a positive approach, being resourceful and reflective, managing tactics, talent, temperament and tranquillism) while presenting the project.]</p> <p>Teacher asks the students to create project evaluation forms using the rubrics they have already discussed. Students are free to choose any platform to create the project evaluation rubrics other than Google forms.</p> <p>Teacher posts the best evaluation forms in their Google Classroom.</p> <p>The teacher or a peer provides individual support to those who are having difficulty in creating evaluation forms.</p>	<p>Applies individual talents and skills</p> <p>Values proficiency</p> <p>Fill the gaps to reach the maximum level possible</p>	

## **Lesson transcripts based on Functional Literary Discourse Model-11**

**Advanced skills:** Online teaching skills, Inquiry-based teaching skills and Critical thinking skills

**Functional item:** How symbols function within a poem

**Literary Discourse:** "The Road Not Taken" by Robert Frost

**Capacity Building system:**

Devices/Gadgets: Smart phone/Computer with Internet connectivity

Apps/resources: Zoom, Google docs, Padlet, PPT and Kahoot

**Learning outcomes**

- The prospective teacher will develop awareness on the effective use of online platforms to conduct online teaching sessions
- The prospective teacher will develop inquiry based teaching skills
- The prospective teacher will use critical thinking strategies in his/her classes

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
The poem 'The Road Not Taken' by Robert Frost incorporating the functional item: How symbols function within a poem	<b>Online teaching skills</b> Setting online video-conferencing platform	Orientation	Orienting to online teaching, inquiry training and critical thinking
	Online classroom management Using digital collaboration tools	Demonstration	Creating a demonstrated experience for the use of online teaching platform in detail
	Posture Time management Assessment and feedback	Presentation	Presenting the functional item use of symbols in a poem
	<b>Inquiry-based teaching skills</b> Using open ended questions	Guided Practice	Guided to use collaborative platforms
	Facilitating Active Listening Encouraging Reflection	Integration	Integrating the skill of inquiry training and critical thinking
		Experimentation and Extension	Applying the acquired knowledge in using online teaching platforms

<b>Functional Literary Discourse</b>	<b>Advanced skills &amp; Process skills</b>	<b>Composite Phases</b>	<b>Focal segments</b>
	<b>Critical thinking skills</b> Asking Questions Identifying assumptions Distinguishing facts from opinion	Appreciation	Posting the best resources made by students
		Toning	Remedying the gaps in practicing the advanced skills

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Orientation</b></p> <p><b>Demonstration</b></p>	<p>[Teacher initially makes the students comfortable for a session with focus on online teaching, inquiry training and critical thinking]</p> <p>[Teacher familiarizes the students using Zoom and its features (breakout rooms, chat, reactions). Then provide a brief tutorial.</p> <p>Teacher uses interactive tools like Google Docs for collaborative writing and brainstorming. Teacher utilizes Padlet for sharing and discussing ideas in real-time.</p> <p>Teacher emphasizes the importance of a proper poster, eye contact and movements before the camera.</p>		<p><b>Online teaching skills</b></p> <p>Setting online videoconferencing platform</p> <p>Using digital collaboration tools</p> <p>Posture</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
<b>Presentation</b>	<p>Teacher also uses embed videos and images in the PowerPoint presentation to enhance understanding and retention.</p> <p>Teacher uses Kahoot for interactive and engaging quizzes.</p> <p>Teacher establishes clear expectations and virtual classroom rules at the beginning.</p> <p>Teacher monitors the chat and breakout rooms to ensure active participation and a positive learning environment.</p> <p>[Teacher reads Robert Frost's poem "The Road Not Taken" aloud to the class and also provides copies for the students to read.]</p>	<p>Visualises the symbols in the poem</p>	<p>Assessment</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>The poem features the symbolic image of a forked road, which can be easily traced and visually represented.</p> <p>The relevant excerpt from the poem:</p> <p>“Two roads diverged in a yellow wood,            And sorry I could not travel both            And be one traveler, long I stood            And looked down one as far as I could            To where it bent in the undergrowth;</p> <p>Teacher poses open-ended questions to the class to stimulate thinking and discussion:</p>	<p>Thinks deeply</p>	<p><b>Inquiry-based teaching skills</b></p> <p>Using open ended questions</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Guided practice</b></p>	<ul style="list-style-type: none"> <li>• "What do you think the two roads represent?"</li> <li>• "How does the speaker feel about the choice he made?"</li> <li>• "What might the roads symbolize about the nature of decision-making in life?"</li> </ul> <p>Teacher divides students into small groups (3-4 students per group).</p> <p>Assign each group the task of discussing and drawing their interpretation of the forked road and what each path symbolizes. Each group draws their interpretations in Google docs.</p> <p>If you don't already have a Google account, create one at <a href="https://accounts.google.com">accounts.google.com</a>.</p> <p>Go to <a href="https://docs.google.com">docs.google.com</a> and log in with your Google account.</p>	<p>Sets up google docs</p> <p>Creates a new document</p>	<p>Facilitating</p>

<b>Phases involved</b>	<b>Learning Process/Activities</b>	<b>Action verbs in Functional Discourse/process</b>	<b>Advanced skills/Process skills</b>
	<p>Click on the “+ Blank” button to create a new document.</p> <p>Click on “Untitled document” in the top left corner and give your document a descriptive name.</p> <p>Click on the “Share” Button: The “Share” button is located in the top right corner of the document.</p> <p>Enter the email addresses of the people you want to collaborate with.</p> <p>Choose their permissions: Viewer (can only view), Commenter (can view and comment), or Editor (can view, comment, and edit).</p> <p>Click “Send” to share the document</p>	<p>Sharing the document</p> <p>Setting permissions</p> <p>Sending invitations</p> <p>Collaborating in real-time</p>	





Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Integration</b></p>	<p>“Download” to export the document in different formats (e.g., PDF, Word).</p> <p>Encourage them to consider details from the poem in their drawings.</p> <p>Bring the class back together and have each group share their drawings and interpretations.</p> <p>Actively listen to each group's presentation, paraphrasing key points to show understanding and engagement.</p> <p>Ask follow-up questions to delve deeper into their interpretations, such as, "What specific lines from the poem influenced your drawing?" or "How did your group decide on the symbolism for each path?"</p>		<p>Active Listening</p>



Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Highlight some of the diverse interpretations and reflections shared by students.</p> <p>Encourage students to continue thinking about the poem's themes and their own decision-making processes.</p> <p>Ask students to generate their own questions about the poem and their decision-making processes.</p> <p>Examples:</p> <p>"What might the speaker be feeling as he looks at the two roads?"</p> <p>"What are some possible reasons the speaker chose one road over the other?"</p> <p>"How might the outcome have been different if the speaker had chosen the other road?"</p>		<p>Critical thinking skills</p> <p>Asking Questions</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>"What does the poem suggest about the nature of regret and satisfaction with one's choices?"</p> <p>Help students recognize and examine their own and others' assumptions about the poem and decision-making.</p> <p>Examples:</p> <p>"Assuming that one road is 'better' than the other. What evidence in the poem supports or contradicts this assumption?"</p> <p>"Assuming that the speaker regrets his choice. What parts of the poem lead us to this conclusion, and could there be another interpretation?"</p> <p>"Assuming that every decision has a clear right and wrong choice. How does the poem challenge this assumption?"</p>		<p>Identifying assumptions</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
	<p>Teach students to separate objective information from personal interpretations and feelings.</p> <p>Examples:</p> <p>Facts:</p> <p>"The speaker stands at a fork in the road."</p> <p>"The roads are described as 'diverged in a yellow wood.'"</p> <p>"The speaker chose one road over the other."</p> <p>Opinions:</p> <p>"The speaker made the right/wrong choice."</p> <p>"The road the speaker took was less traveled."</p> <p>"The speaker is happy/sad about his decision."</p>		<p>Distinguishing facts from opinion</p>

Phases involved	Learning Process/Activities	Action verbs in Functional Discourse/process	Advanced skills/Process skills
<p><b>Experimentation and Extension</b></p> <p><b>Appreciation</b></p> <p><b>Toning</b></p>	<p>Ask students to keep thinking critically about their choices and the themes of the poem in their everyday lives.</p> <p>Teacher asks the students to create an online teaching session incorporating inquiry training and critical thinking skills using digital collaboration tools. Students are free to choose any interactive platform to conduct the online teaching sessions.</p> <p>Teacher collects the video recordings of online teaching sessions and appreciates the best by sharing it in the Youtube channel</p> <p>The teacher or a peer provides individual support to those who are having difficulty in any of the advanced skills or process skills practised</p>	<p>Applies the enhanced knowledge in practicing skills</p> <p>Applies individual talents and skills</p> <p>Values increased proficiency</p> <p>Fill the gaps to reach the maximum level possible</p>	