

Discourse-Oriented Pedagogy

G. Prasad, M.A., M. Phil., Ph. D. Research Scholar

Abstract

Teaching English as a second language calls for the attention of teachers with involvement, dedication and love for students. Language learning involves linking four skills-L, S, R and W. Teaching is an art and every teacher has a personal style and specific beliefs. To fulfil this, NCF 2005 introduced D.O.P which makes the teachers to improve his/her teaching skills for the students. To help him/her, the present high schools are prepared with D.O.P which is a part and parcel of constructivism.

Keywords: collaborative, constructivism, discourse, editing, evaluation, face sheet, mind map, N.C.F, pedagogy, scaffolding and trigger.

Introduction

Language exists in different forms-songs, dialogues, poems, descriptions, plays, stories, letters, etc. These are normally used in discourses or situations. A discourse means connected language in speech or writing. If a teacher provides teaching- learning experiences to his/her pupils, his/her teaching may be called Discourse-Oriented Teaching/Pedagogy. The discourse-Oriented teaching is in accordance with the constructivist pedagogy suggested in the National Curriculum Framework (NCF) 2005. Learners can construct new knowledge from the concepts they already know-from their life or from the media like the Radio, T.V, Print media, Electronic media, etc.

Discourse-Oriented Pedagogy

Meaning of Discourse

Discourse literally means written or spoken communication. Students express themselves through discourse. Discourse helps a student to make him or her understandable to others. It also enables him to develop his knowledge and understanding. So discourse enables a

student to write or, to speak more than a single sentence. There is coherence and cohesion between a numbers of sentences. Discourse involves the study of both form and function. Form helps the written aspect and function helps the spoken aspect. Written text contains a theme and sentences are interwoven, while the spoken language might focus on theme plus opening, and developing and closing sentences. So, a discourse can be defined and analysed on the following lines—

- Analysis of speech units larger than sentences.
- Analysis of linguistic dependencies.
- Analysis of written language units larger than sentences.

The teacher provides suitable discourses to the pupils in such a manner that pupils practise learning all the four language skills in an integrated manner. He/she functions as a facilitator.

To redefine curricular objectives in terms of discourses, follow the following discourses at various levels which are authentic materials—

Discourses at Primary Level	Discourses at Upper Primary/ Secondary Levels
1. Descriptions (things/persons)	1. Stories/Narratives
2. Dialogues	2. Descriptions
3. Poems/Songs/Rhymes	3. Dialogues (Conversations)
4. Narratives – Story, Fairy Tale, Historical Event, Biography, Anecdote, Joke, a grapevine (gossip).	4. Poems
	5. Riddles, Puzzles, Jokes and Language Games.
	6. Notices, Posters, Advertisements etc.
	7. Letters
	8. Skits, Dramas, Compering.
	9. Screenplay, Journals.

Effectiveness of D.O.P

1. These discourses- Written as well as Spoken – help the second language learners to develop
2. These skills with the help of previous knowledge make the learner write and speak effective English.
3. Another dimension is that discourse helps to locate errors and facilitates better use of lexical, grammatical and rhetorical aspects of the language.
4. It promotes creative and meaningful use of language rather than mechanical production of language patterns.
5. It ensures the spontaneous construction of different kinds of oral and written discourse without much teaching.
6. It ensures collaborative learning atmosphere in the classroom.

Salient Features of Discourse-Oriented Pedagogy

It has the following salient features:

1. Letters, Words, and Sentences are not presented in Isolation; they are properly embedded in a discourse that the learner can experience.
2. Discourse –Oriented Pedagogy can be adapted to suit all levels of learners.
3. Skill development takes place within the context of experiencing a variety of discourses and writing for a variety of purposes and audiences.
4. It is in conformity with the whole language philosophy.
5. The focus is on the process and not on the product.

The Input and Output alone do not make a discourse.

We have to make use of an inclusion discourse that can serve as a thread to bind the various discourses.

For the primary level learners, we propose narration as an inclusive discourse.

Narrative as a Pedagogical Tool

Narrative is a familiar and an odd form of teaching. It is a good tool to sustain interest in the listeners. Much writing carries a narrative shape. A lot of our thinking has a narrative structure. It can be an incident, a story, a fairy-tale, a biography, a historical account, and anecdote, every joke, every piece of gossip (grapevine) – anything that creates interest and a smile can be a narrative.

Points to Keep in Mind While Presenting a Narrative

While presenting narrative everyone should keep some points in their mind. They are:

1. There is listening Comprehension
2. The quality of the listening/reading comprehension is different, radically from that of a regular comprehension that takes place in a controlled classroom situation.
3. The narrative/story can be retold again and again.
4. Exercises can be framed as a follow-up work.
5. Grammatical items – tense forms, suitable transitions, questions, imperatives can be used.
6. A theme can be presented through a narrative.
7. A point of view can be expressed, synthesizing a beginning, middle and an end.

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G. Prasad, M.A., M. Phil., Ph. D. Research Scholar
Discourse-Oriented Pedagogy

8. Sequencing the plot of the narrative.
9. Practical Skills like Role-Play, Modulating the Voice, Body language can be practiced.
10. While orally presented, they make up of all prosodic features like stress, rhythm and in notation etc.
11. Narrative gaps are created that can be filled in by the learners by constructing target discourse.
12. Narratives capitalize on emotional aspect of language.
13. Narratives can change the thoughts of the learners.

At higher levels, we can generate discussions in the classroom as a means to link the discourse inputs and outputs.

Discourse Analysis

A discourse analysis of spoken language focusses on turn-taking practices and opening and closing sequences of social encounters or narrative structures. It considers cohesion, coherence, acceptability and situational expressions.

Discourse analysis facilitates students to combine several dimensions of language or language use like the lexical, grammatical, rhetorical, social and cultural contexts within the context of use.

The latest text books prescribed for 8th, 9th and 10th (SSC) are based on Discourse-Oriented Pedagogy (constructivism). So all the items listed in the textbooks are Theme-Based. Even classroom processes are same for Prose, Poem, Supplementary lessons are same.

The Classroom Processes - The Modular Mode

I. The Pre-Reading Session

1. The facilitator interacts with the learners in an informal way in order to instill a sort of communication expectancy in the learner. This is done basing on something like a photograph, visual clipping, a new report, etc. that will work like a trigger from sensitizing the learners on the theme around which the entire classroom activities are woven.

2. The facilitator can ask a few analytical questions that will generate perceptions on the trigger.

Q1---

Q2---

Q3---

3. Further sensitization with the help of narrative presentation/discussion and analytical questions.

4. Instilling the need to read for gathering evidence.

Q1 -----

Q2 -----

Q3 -----

II. Reading

The next language module to be transacted is reading. This involves a number of micro-processes. They are:

1. Individual Reading: Ask children to read individually the passage. They can only read it at their own pace. To make sure that their prediction is right or wrong or to know what actually happens next. Children try their best to get an idea as a whole, through reading individually.

2. Collaborative Reading: The teacher puts the learners in small groups so that they can share their ideas, which they have grasped on reading the passage.

Sharing happens in three tiers—

- a) Sharing of what they understood
- b) Sharing of what they did not understand
- c) Sharing of what they liked best in the passages.

There is collaborative reading within the group and also between groups.

3. Scaffolded Reading: The facilitator asks a few questions related to the passage. These are not meant for checking comprehensions. These questions can be categorized as:

- a) Reflective Questions
- b) Inferential Questions
- c) Analytical Questions

These are questions that will take the children beyond the reading passage.

4. Teacher's Reading: The facilitator can read the passage aloud with voice modulation and gestures so that the learners can sense the meaning of the passage easier.

5. Mind Mapping: A mind mapping activity may be carried out which will look as a tool for tracking the thinking process of the learner. It is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a key word or idea.

6. Describing Mind Map: The learners can describe the mind they have developed.

III. Post-Reading Session: The major activity of the Post-Reading session is the construction of a discourse by the learners. They have received both the listening input and the reading input. With these they are in a position on to take up a task which demands them to construct a specific discourse (conversation, description, story, etc). Each discourse calls for a specific process without which the learners will not be able to construct it.

The Micro-Process of discourse construction ensures—

a) Individual Writing— Here the child tries his best to write something with his own ideas and vocabulary.

b) Presentation by a few individuals.

c) Sharing in Groups: Here the children sit together in their small groups to share their ideas.

i) First eliciting the ideas of each student in their group

ii) Suggest the group members to select the best idea in the group and write in the notebook.

iii) Children write the group product in a chart.

iv) Presentation of the group product.

v) Exhibits the teacher's version of the targeted discourse.

IV. Editing (Error Treatment)

a) The discourse constructed by the learners may have certain errors in them. These errors may be-Thematic Editing, Syntactic Editing, Morphological Editing, Punctuation, and Spelling. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar.

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G. Prasad, M.A., M. Phil., Ph. D. Research Scholar
Discourse-Oriented Pedagogy

- b) Groups edit their products.
- c) First one will be done by the teacher by negotiating with children.
- d) The other products will be edited by the groups themselves.

The micro-process of editing will help the teacher as well as a student/learner to use the languages more effectively.

V. Dealing with the Language Exercises

The next step is to deal with the Vocabulary and Grammar Exercises.

VI. Listening and Speaking Skills

D.O.P which we propose under the constructivism can be materialized only by integrating language skills. Therefore, we propose activities that can integrate language skills in a natural way. It may be noted that the narrative presented by the teacher is the main input for developing listening skill. The slots for interaction lead to the catering of communication (speaking) skills.

VII. Big Book

Compiling the teacher version and group products in the class room makes a big book.

VIII. Assigning the Home Tasks-Individually (at home), sharing in Groups.

IX. Self-assessment

The component of Self-Assessment is an internal part of the course book. After the completion of the tasks, learners have to go through the self-assessment sheets. They are designed in such a way that they enable the students to evaluate. They are simply interesting and self-explanatory.

Besides these, the teacher evaluates the children, then and there. It will be an on-going process of Classroom activities.

Now the children are able to:

- Listen to Stories or Narrative

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G. Prasad, M.A., M. Phil., Ph. D. Research Scholar
Discourse-Oriented Pedagogy

- Express their ideas freely
- Able to Write their ideas
- Acquire Confidence to interact with anybody.

Conclusion

Because language is an innate system of human beings, we are only helping out students to unveil it.

Appendix

Activity: A model lesson is given in D.O.P. format for the teachers and follows it in their teaching. This lesson plan (CCE/D.O.P Lesson Plan) is framed on (AP Text Book) Class-IX, Unit-I.

Class: IX

Subject: English

Topic: The Duck and The Kangaroo (Poem)

Pre-Reading:

1. To sensitize learners towards the theme.
2. Learners come out with their perceptions.
3. To help the learners make intelligent predictions on the passage they are going to read.

Reading:

1. Learners read individually and track their own reading process.
2. They use strategies like checking their predictions, locating the context, using glossary, dictionary etc.
3. They share ideas with others through collaboration.
4. They analyse the information given, link it with their personal experience and generate their own text.
5. They generate concept maps or mind maps.

Post-Reading:

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Discourse-Oriented Pedagogy

Gain confidence in oral and written communication through constructing discourses like conversations, letters, speeches etc. Get sensitized on some articulation features edit the written discourse, pause, stress and tone.

Content:

Said the Duck to the Kangaroo
 Good gracious! How you hop!
 Over the fields and the water too,
 As if you never would stop!
 My life is a bore in this nasty pond,
 And I long to go out in the world beyond!
 I wish I could hop like you!

Please give me a side on your back!
 Said the Duck to the Kangaroo
 I would sit quite still, and say nothing but QUACK,
 The whole of the long day through!
 And we would go to the....

--Edward Lear

(Source: Our World through English, Class IX, Unit-I (B)poem, Stanza 1&2), AP Govt., Hyd., 2014-15)

Steps	Objectives- Specifications	Teacher Activity	Pupil Activity	Teaching Aids	Blackboard Work	Assessment
A) Pre- Reading: Interaction	Learners Come out with their perceptions	Good Morning Students. What is your name? Which class are	Good Morning Teacher. My name is Ammu.			

<p>through trigger</p>		<p>you studying? Which subject do you like? Which part do you like more in English? Do you watch T.V.? What do you watch in it? What do you see in animal planet channel? Give me the name of some animals? Give me some other name of Animals . Give me some names of Birds. Teacher shows the pictures of the Duck and the Kangaroo. (Teacher Asks the students by</p>	<p>I am studying IX class. I like English and Science. I Like Poetry and Grammar part . Yes, teacher. Discovery, Pogo channels. Animals and Birds. Elephant, Pig, Rabbit and Horse. Lion, Deer, Bear, fox and Kangaroo. Parrot, Dove, Cock, Eagle, Duck. (Students observes the pictures)</p>	<p>Chart</p>		
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		<p>showing pictures of The Duck and the Kangaroo)</p> <p>What is this? What is this?</p> <p>Students today I teach you an interesting poem. Its name is 'The Duck and The Kangaroo'. This poem is written by Edward Lear. He was born on 12 May 1812. He died of heart disease on 29 January, 1888. The Duck and the Kangaroo is a poem with a touch of light humour.</p> <p>Children you read the poem silently.</p>	<p>(Students reply to the questions)</p> <p>It is Duck.</p> <p>It is Kangaroo.</p> <p>Students read the poem silently.</p>			
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		<p>Did you finish your reading?</p> <p>Now, Children, I will ask some questions from the poem.</p>	<p>Yes, teacher.</p>			
<p>B) Reading: Individual Reading.</p>	<p>Learners read individually and track their own reading process while reading silently.</p>	<p>Give answers to those qns.</p> <p>What is the name of the poem?</p> <p>How many characters are there in the poem? What are they?</p> <p>Children I will divide you into groups and you discuss about the poem with your group members, If you have any doubts, you consult other group members.</p>	<p>The duck and the Kangaroo.</p> <p>Two Characters. The Duck and the Kangaroo.</p> <p>Students read the poem. Pupil knows meanings of difficult words. Pupil knows the summary of the poem.</p>			
<p>Collabo- rative Reading</p>	<p>Learners</p>					

Extrapota-	share their ideas through collaboration.	<p>If you don't know the meaning of words, underline those words and you will find the meaning in this glossary chart.</p> <p>I will show a chart containing the meanings of different words and also summary of the poem.</p> <p>Children did you finish your reading?</p> <p>Children, I will ask questions on the summary of the poem.</p> <p>I will display a chart containing set of analytical questions.</p> <p>Who is the poet of this poem?</p> <p>When was he born?</p>	Yes, Teacher	Chart Glo- ssary		
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<p>ting reading or scaffolded reading.</p>		<p>Who is the speaker in the first stanza?</p> <p>Whose life did bore in the poem?</p> <p>Why did the duck get bored in life?</p>	<p>Edward Lear.</p> <p>He was born on 12 May 1812.</p> <p>The Duck.</p>			
<p>C)Post-Reading: Feedback by the Teacher</p>	<p>Learners analyse the link with their personal experience and they generate their own text.</p>	<p>Later I will give my own feedback.</p> <p>I will correct students mistakes and give suggestions to the students.</p>	<p>The Duck's Life.</p> <p>Mostly in pond without any movement.</p>			
<p>Editing</p> <p>Teacher's</p>		<p>I will edit the discourse morphologically, thematically and</p>				

version		<p>syntactically.</p> <p>I will give some sentences to the students about the poem.</p> <p>The theme of the poem of Duck. Wish of the Duck is to hop and go round the world.</p> <p>The actions of the Duck and the kangaroo-expressing boredom, wish, discomfort, joy etc.</p> <p>Thank you, Students.</p>					
							Thank you, Teacher.

Summary: One day the duck appreciated the kangaroo by saying that it was very nice of the Kangaroo to hop like over the fields and the water without stopping. It also added that its life is a bore in that nasty pond and expressed his wish to go out the world beyond, hopping like the Kangaroo.

It requested the kangaroo to give him a side on its back. It also answered that it would sit quite still and wouldn't say nothing except quack through the whole day, proposed that they would go to the Dee and the Jelly Bo lee over the land and over sea and pleaded take it.

Glossary:

1. Long : want/wish very much
2. Hop : jump
3. Ride: A Short Journey
4. The Dee and the Jelly Bo lee: wonderful places imagined by the Poet.

Rhyming Words:

1. hop-stop
2. pond-beyond
3. kangaroo – too
4. back – quack
5. kangaroo- through
6. lee - sea

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Godugunuri Prasad, M.A., M.Phil., Ph.D. Research Scholar
Department of English
Centre for Distance Education
Acharya Nagarjuna University

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G. Prasad, M.A., M. Phil., Ph. D. Research Scholar
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Nagarjuna Nagar- 522510
Guntur
Andhra Pradesh
India.
prasadgodugunuri@gmail.com

Address for Correspondence

Godugunuri Prasad
C/O. Sarojini High School
Opp: Municipal Park
Vasanthapet
Proddatur-516360
Kadapa District
Andhra Pradesh
India
prasadgodugunuri@gmail.com