Research Paper—Education

EXPERIMENTS WITH WHAT ASPECTS & HOW TO MONITOR LANGUAGE LEARNING FOR VISUALLY IMPAIRED STUDENT IN INCUSIVE SETTING

November, 2010

*** Mrs.Mukul Jana ** Dr.Shyam Sunder Bairagya,**

*** IED Cell, State Institute of Education, Port Blair**
**** Reader Dept. Education, University of Gaur Banga, Malda**

INTRODUCTION

Through this study the investigator has successfully found out a set of decisions and thus established the need to carry out this research for facilitating the learning of language for visually impaired (VI) Students by application of Strategico-Instructional Management (SIM) package - a combination of brailled/large print and audio materials – especially for facilitating learning of language through the development of skills of listening, reading, speaking and writing in an inclusive setting which is primarily based on classroom activities.

Rodger and Cavanagh (1962) put forward a comprehensive and operationally useful framework for deciding which strategies can be used for overcoming performance deficiencies. In context of learning of language for 'Visually Impaired Students' (VISs) the educational practitioners can do one of two things.

1. Fit Visually Impaired Students[VISs] to the task of Language learning through

1.1. guidance , 1.2. selection and 1.3. use of aids for learning of language

2. Fit the task of Language Learning to VISs through management changes in

2.1 Working conditions 2.2 Methods of working (classroom activities & learning experiences) 2.3 Information system and 2.4Form of motivation employed. But deficiencies of execution are rarely overcome to any extent by existent formal education and training programmes. Their solution of language learning for VISs involves fitting the language learning to VISs; and, that is why, the investigator decided to use the strategico-instructional management (SIM) approach for overcoming performance deficiencies by laying emphasis on strategy management and strategic planning including process management and operational planning in generating 'Inclusive Learning and Friendly Classroom'.

Learning of language for VISs was located in every day classroom processes. The SIM package i.e newly developed activity based and skill oriented exemplars provided an understanding to study the relationship between pre-determined inputs and unpredictable process of implementing language learning for VISs in Inclusive setting. The support for the teacher that the pre-designed and pre-determined input and newly developed package represented, was compared with requirements that generally are imposed on the teacher by official curriculum.

In the class-rooms, Strategico-Instructional Management (SIM) strategies was meant for to teach the four skills of **listening, speaking, reading and writing.**

This study has come out with evidence that 'learning of language is activity specific event or phenomenon, and language is not just a subject it is a range of skills that VISs and other normal children need in order for them to access the curriculum (plan of action) and it further helps them to think and learn. The VISs need to be able to talk, listen, read and write in as many situations as possible.

Textual materials appeared less important if not entirely redundant. Class room activities received proper direction and appropriate focus. The SIM is flexible, activity based and professional skills oriented approach for learning language for VISs.

This part of the research deals with the canvas of monitoring instruction of language learning for VISs in inclusive setting.

Contextualism of monitoring language learning for Visually Impaired Students

The need to monitor the learning of language for visually impaired students in inclusive setting focuses two aspects.

• What aspects of teaching-learning need to be monitored?; and • How can it be monitored? Self monitoring is the practice of English language teachers in an inclusive setting consisting of visually impaired

students. Language teachers observe and reflect on what takes place in class with a view to realize instructional objectives –cognitive, affective and psychomotor- and also to bring about desirable changes in teaching and learning.

Rationale:- Selecting and presenting learning activities, setting up a group work task, giving instruction for a task, the teacher's explanation, discussion, etc; VISs', responding to activities, learning situation, teachers and other learnings etc. are various aspects which were involved in monitoring class room in inclusive setting. Fundamentally, all these factors relate to (i) realization of instructional objectives by VISs (ii) interaction between cognitive structures (pre-requisites) and learning environment (iii) what students and the teacher bring to a class by way of their beliefs, attitudes, expectations (iv) assumptions about teaching-learning each of these factors overlaps each other because learning environment is complex combination of these factors. How can a teacher monitor his/her class effectively?. The present tune covers mainly (i) teachers' and students' beliefs about language learning that affect the VISs language learning. (ii) Roles of the teacher (iii) how did task work?; and class room observation as a whole. Various criteria suggested by IGNOU in the CTE (Teaching strategies) -03 course (November, 2007) along with modification based on the content analyses were taken for investigation. Informal assessment was also carried out.

Procedures :-Information about various aspects of skills oriented and activity based learning of language for VISs was collected using various procedures. These procedures incorporated a formative element and allowed the investigator to get continuous ongoing feed back about the class also about different aspects of language learning curriculum. Adopted procedures provided the teachers who were specially trained with insights into what actually happened when teaching and learning was taking place. Specially designed Teachers' diaries were maintained by the teachers along with other research tools like systematic observation, checklist, inventories and self-assessment form. The number of visually impaired students participated in this study was limited to thirteen in most of experiment conducted.

Objectives of the Study

Having felt and examined the need to monitor the language teaching for VISs in class rooms the investigator pointed the following objectives.

1. to monitor the inclusive class room of language teaching for visually impaired students.

1.1. What aspects of English languages learning should a teacher monitor 1.2How can a English language teacher monitor his/her classroom?. 2. to look at teachers' own belief and attitude which influence the way the language teacher behaves in the classroom. 3. to bring to learning VISs' own beliefs goals and attitude which influence how they learn. 4. to understand how well the learning tasks/ activities the teacher set up measured upto the criteria the teacher has in mind.5.. to use observation schedule for monitoring the inclusive class as a whole.

6..to know and understand how do VISs learn English language with the skill oriented and activity based inclusive learning.7..to assume the role of an inclusive teacher in learning language for VISs.

Hypotheses Keeping in mind the objectives of the present study the investigator formulated the following null hypothesis. H_o^1 For those visually impaired students who change in realizing instructional objectives (behaviour in attaining the set of selected task criteria), the probability that any VIS will change his/her behaviour (learning) from starting time to twenty minutes (E20) is equal to probability that the VIS will change his/her behaviour from E20 to the end of class. H_o^2 The probability of a "yes" response is the same under two condition (i) observation after 20 mins and (ii) observation after 40 mins after 40 mins from the start of the class. H_o^3 For those students who change the probability that any VI-student will change his/her object of initiation from sighted learner to VI-Student (i.e.P_A) is equal to the probability that he/she will change his/her object of initiation from VI student to sighted students. (P_D).

SUBSTRATEGY-I

Assessing the VIS's Beliefs and Attitudes about Learning of Language Like normal students VISs also bring to learning their own beliefs, goals and attitudes which influence 'how they learn'. In order to know assumptions and expectations that VISs bring to inclusive Class rooms. The following inventory (IGNOU: November, 2007)[1] was drawn up and given to ALL students for their opinion. The extent of agreement with each of these statements was found out from the responses received from them.

Findings and Interpretation

The information is helpful to speculate the kind of students (based on linguistic factor, parental profession, type of VISs disability etc.) that agrees or disagrees with the above statements. The aim is to investigate whether or not a group of statements are agreed or disagreed by a set of student either belonging to particular linguistic or social group or belonging to a particular area of disability.

Table: 1 Inventory for students' (VIS's) belief, goals & attitudes.

N.B : A → Agree, DNK → (I) don't know, D → Disagree

Sl.No	Particulars of Statements	A	DNK	D
1.	English is much more difficult than other language.			
2.	English is the most important language in the world.			
3.	You need to know a lot of words if you want to know English.			
4.	We need to practice every day to improve our English.			
5.	Teachers should explain grammar rules in the class.			
6.	It is important to speak English very well.			
7.	It is better if the teacher corrects all our mistakes.			
8.	I like group work because when I make mistakes my friends don't correct me.			
9.	It is not correct to ask the teacher when you have a doubt.			
10.	I know the rule but I forget it when I speak.			

SUB-STRATEGY-II

The Teacher's Belief and Attitudes about Teaching English Language in an Inclusive Setting

The teacher's beliefs about teaching English as a second language influence the way s/he behaves in the classroom. The beliefs and attitudes of the teacher are realized in class room teaching. A checklist (table:2) (reproduced from IGNOU, 2007 was analyzed by the investigator to identify and classify nine (9) teachers who participated in this investigation as class room teachers in inclusive setting as Transmission 'Teachers' or 'Interpretation Teachers'.

Table:2: The Teacher's Belief About How English Is Learnt and It should Be Taught.

( ) In Language learning a set of grammatical structures and words are to be taught.
( ) Language is a meaningful communication and is learnt by practice in informal situations.
( ) Errors made by Ss in English should be corrected immediately and later explained through examples.
( ) When students learn English it is best to ignore them as long as we know that they are saying.
( ) Students learning English need to master of basis listening and speaking skills before they begin to read and write.
( ) It is important to repeat and practice .
( ) The most important is learning the grammar.
( ) Learning English is easier for children than adults.
( ) Students begin speaking on their own and not necessary to teach 'how to speak English'.
( ) Everyone can learn English.

Findings and Interpretation-II

Nine (9) English teachers from different schools took initiative to teach English as second language in an inclusive setting. These teachers were given Checklist shown in Table No.2. All nine (9) teachers were asked to select five (5) statements out of ten. The investigator wanted to know what according to the teacher is learning or teaching of English as a second language. This was an attempt to look, at the teacher's beliefs and attitudes which influenced the way the teacher behaved in the class room differently. Analysis of the data revealed that teachers' style influenced by their attitudes and beliefs that is, the nature and role of knowledge in the case of language teaching, their views of teaching English as a second language and also the nature of learning and teaching to VISs.

See Statements.Tree

The investigation further opined from other sources of investigation associated to this present study that "these two basic types are not exact opposites, but are tendencies towards one extreme or the other" (Douglas Barnes).

SUB-STRATEGY-III

Teachers' Interest in Doing Task in Class

Another sub-strategy was taken into consideration to verify whether the teacher had keen interest in doing the tasks/exercises/activities in class for the VISs learning language, how well the tasks/exercises/ activities the teacher set up measured up to the criteria the teacher had in his mind. A set of criteria was enlisted [Table:3] and observed and recorded the teacher's view as the class had been in progress. The checklist was distributed at the end of 20 minutes and the end of the class of 45 minutes with an aim to modify the aspects of the learning task.

The teacher enlisted a set of criteria as suggested below and recorded the views as the Inclusive Class Room (ICR) teaching progressed .

[N.B The basic notion of the experiment was that which tasks / aspects of tasks would need to be modified ? Why ? **]**

Collected Data

(i) No. of VISs who attended selected three (3) tasks/ activities. =13
(ii) No. of selected activities or task = 3
(iii) No. of items of criteria = 8
(iv) No. of options for recording observation = 2
[At the end of 20 minutes (E20) and at the end of the class (EC) against two choices Y for yes as $(+)^{ve}$ and N for No. as $(-)^{ve}$]
= No.of yes (Y) and No. (N) case each for E20 or EC =(13x3x8)=312

Thus viewed, total number of expected responses (13x8x2x3)=624 In respect of individual criterion where there had been difficulty to visualize or ascertaining to recording under category of 'yes' or 'no' or the observer failed in categorizing in terms of Y or N – all such cases were taken as the cases 'N' category.

In order to test the significance of observed changes by the McNemar Test, fourfold table of frequencies to represent the first and second sets of responses from the same individuals was used. The obtained

table:4.**Null Hypothesis H_0:** for those VISs who change in realizing instructional objectives (behaviour: the set of selected Task Criteria), the probability that any VIS will change his behaviour (learning) from starting time to twenty

		End of Class EC		
		N(-)	Y(+)	
E 20	Y(+)	1 A	18 B	19
	N(-)	0 C	19 D	20
		02	37	39

$$\chi^2 = \frac{(|A-D|-1)^2}{A+D} = \frac{17}{20} = 14.42 \text{ for df=1}$$

Table Value (one tailed test), at .001 level = 5.415 for df=1
Calculated value = 14.42

mintues (E20) (That is P_A) is equal to the probability that he will change his behaviuor from E 20 to the end of teaching learning or end of the class (EC) (that is P_D) is equal to one-half. That

That is $P_A = P_D = 1/2$ $H_1: P_A > P_D$

Statistical Test: The McNemar test for significance of changes is chosen because the study uses two related samples, is of the before (i.e. at the end of 20 mins) – and- after (at the end of the class) type and uses nominal (classificatory) measurement.

Significance Level: $\alpha = .05$, N=13, the number of VISs participate on the starting of the class to twenty minutes (E2)) and from E 20 to the end of the class.

Rejection Level: Since H_1 specifies the direction of the predicted difference, the region of rejection is one-tailed. The region of rejection consists of all values of χ^2 (in which D>A) which are so large that they have a one tailed probability associated with their occurrence under H_0 of .05 or less.

Findings

$\chi^2 = 7.11$ for df=1

Probability of occurrence under H_0 is P<1/2(.01) which is P<.005 (the probability value given in the table is halved because a one tailed test is called for and table gives two-tailed value). Table value at .001 level (for two tailed value) = 10.83 For one tailed test = 5.415 for df=1 Now theoretical value = 7.11 > 5.415 or > Table value, χ^2 is in the region of rejection, thus decision is to reject H_0 in favour of H_1.

The conclusion is that

The VISs show a significant tendencies to change their behaviour through realizing instructional objectives from starting time of learning (i.e start of class) to the end of class. Simultaneously the selected task criteria combinedly worked positively or favourably in VIS's learning of language as the class progressed.

Sub-Strategy-IV

Test the Need for Modification of Individual Task or Task Aspect

From the table. 4. it is clear that item No.8, brought minimal favourable change in VICn's learning of language.

Statistical test of significance in respect of item No.8 suggests the modification of item No.8 then the similar test of significance is required to be carried out on the task or the task item which brought second minimal favourable change in VISs' learning of language.

H_0 is rejected in favour of H_1. The conclusion is the Task/Aspect of the task No.8 worked favourably/ positively in VISs's learning of language as the class progressed. This is also true for all tasks/aspects of tasks mentioned in table.4. There is no need to modify any task/aspect of task. The list of selected set of eight (8) criteria which was recorded and observed worked favourably as the class progressed.

[N.B Which tasks / aspects of tasks would need to be modified ? Why ? **]**

Sub Strategy - V

Observing learning of languages in Class Room as a Whole

In order to monitor the class as a whole the observation schedule below was used. [Tick (") the cell accordingly.]

Observing Classroom as a whole – applying the Cochran Q-Test

The investigator wanted that the teacher should monitor his/her class as a whole. The teacher used the observation schedule Table.5. Observation was made twice – after 20 and also after 40 minutes from the start of class. At the end of the class the teacher could noted down comments he might had about each of these statements focusing VISs and the class as a whole. A change in the position of fourteen (14) items from before – 2/3rd finish of instruction (i.e. after 40 minutes from the start) would indicate possible change or improvement in VICn's learning each item was scored under three categories. First category represented 'yes' response by 2's, 'not sure' by 1's and 'No' by 'O's. Teachers scored eleven (11) VICn who belonged to different classes against fourteen (14) items. The mean value of scores of each of 14-items, given by various teachers who taught eleven(11) VICn are reproduced in table.6. When the mean value of the score is less than 1.00; observation have been designated as 'failure' or unsuccessful in terms of realizing the objectives of the statements included in the observation schedule. If the mean values of the score lie between 1 to 2, the objectives

expressed in the statements were designated as 'successes'. Further failure responses were represented by O's and successful responses as 1's in columns (4) &(5) of the table.

Table value 7.64 at .01 level.

With reference to table value, Q e" 7.00 has probability of occurrence under H_0 of P<.01

When df=1 at 0.01 level.

Thus, the value of Q is in the region of rejection and therefore the decision is to reject H_0 in favour of H_1. Hence the conclusion is that the probabilities 'Yes' responses are different under two condition – (1) observation after 20 mins and (ii) that after 40 mins from the start of the class.

The teacher monitored his class as a whole successfully and positively in the interest of visually impaired children.

This exercise is based entirely on the teacher's own retrospective observation.

Sub Strategy VI

Determining Interpersonal Contacts of VI Learners with other Learners in Learning Environment:

Interpersonal contacts of VI Learners with other learners both VI & sighted learners) is an important to evaluate learning system. The investigator was interested in VI learner's initiation of 'Interpersonal contacts' (i.e. of learning environment contact) with the idea that maximum the Interpersonal contacts with VIC's peers maximum will be the learning. At the starting of SIM package the investigator observed that VI learners hesitated to initiate **Interpersonal Contacts** with other children. And VI learners usually initiated a **very few contacts** (a negligible number) with the teacher by first two days in the classroom. The investigator predicted that with increasing familiarity and dealing with learning experiences and environment VI learners would increasingly initiate interpersonal contacts with other peers rather than other adult. The investigator introspected that it was further logical to think and accept analogically that improvement of VI–learners' learning in an inclusive learning situation might be reflected with a significant change of VI learners' objects of initiation from sighted learners to VI learners after 30 days of classroom teaching learning. The investigator did experiment with a group of 30 learners which consisted of three (3) VI-learners.To test this hypothesis the investigator observed the group of 30 learners on each VI-learner's first day in Classroom teaching learning she categorized their first initiation of interpersonal contact according to whether it was directed to a sighted learner or to another VI-learner she then observed each of the 30 learners after each had attended Classroom teaching learning for a month, making the same categorization. And the observed data were cast in the form shown in Table –7.Reference to 2 X 2 table reveals that when $\chi 2 \geq 11.13$ and df = 1 the probability of occurrence under to is P<½(.001) which is P< 0.0005 (one tailed test) Null Hypotheses (H_O): For those students who change, the probability that any VI student will change his object of initiation from sighted learner to VI student (i.e. P_A) is equal to the probability that he will change his object of initiation from VI student to sighted Students (i.e. is P_D) is equal to one half that is $P_A = P_D = ½$ H1 : $P_A > P_D$

Table : VI – Learners' object of initiation on first and Thirtieth Days in Inclusive setting.

Object of initiation On First day	Object of initiation on thirtieth day. VI Learner	Sighted Learner	
Sighted Learner	20 A	04 B	24
VI Learner	03 C	03 D	6
	23	07	30

$$\chi^2 = \frac{(|A-D|-1)2}{A+D} = \frac{(|20-3|-1)2}{20+3} = \frac{(16)2}{23} = 11.13$$

df = (2-1) X (2-1) = 1

In as much as the probability under H_O associated with the occurrence it was observed was P<0.0005 and is less that $\alpha = 0.00025$, the observed value of χ^2 is in the region of rejection and thus the decision was to reject H_O in favour of H_1.It is now concluded that VI students show a significant tendency to change their objects of initiation from sighted students to VI students after 30 days of school experience.

Sub Strategy VII

Assessing the Role of the Teacher:

ICR instruction was basically **activity** and **participation** based. Many different activities or operations were included in classroom lessons. The teacher contributed to the process in different ways. The inclusive teacher was given training to play these role well to make classroom teaching effective.

The role of the teacher was assessed through the following checklist. Findings highlighted that all

VICn's attended to class room teaching-learning with beliefs and attitudes about learning of English language that – • English is more difficult to learn than other languages •One needs to know a lot of vocabulary if one wants to know English. • Appropriate/adequate practice daily can improve their English. •The teacher should explain grammar rules in the class. •It is better if the teacher corrects their mistakes. • It is not correct to ask the teacher when the teacher has a doubt.

Findings and Interpretations A group of students who come from fisher colony or labour class families felt English is most difficult and simultaneously accepted English is the most important language. They also accepted the need for adequate practice daily to improve their English, and that the teacher can ony help in learning of English language. A few students expressed their inability that in spite of their best effort to speak English, they fail in doing so in the class room. Three VISs belonging to floating population and educated business families had belief that it is ot advisable to ask the teachers when the teacher had a doubt. Totally blind students expressed that speaking English very well is the most important criterion for learning English. The students including VISs were agreed and accepted that the task (1) was based on real life needs, (ii) provided opportunity for skill practice (iii) was appropriate for ALL students, (iv) promoted information sharing (v) encouraged them to reflect critically and evaluate themselves (vi) allowed meaningful interaction among them & (vii) was interesting, challenging, informative & inviting. The information obtained was used to plan instruction responsive to actual teaching-learning situation.

CONCLUSION AND FINAL OBSERVATION

Investigation on classroom observation schedule was based entirely on the teacher's own retrospective observation. For two classes audio-tape recorder were used. But for all classes the teacher wrote diary to keep the record of how task analysis was made; how learning experiences were identified and how instructional objectives were formulated and learning was organized in the class room situation. The teacher's style and sensitivity were also recorded and analyzed further.

All lesson strategies were planned interestingly. All V.I.students were actively involved, class room arrangement was planned appropriately by inclusion of material the teacher needed, feedback mechanism was provided. Pre-determined instructional objectives were made clear.

At the end of the class the following evidences were made available from various diaries. • Students were interested • In all most all the cases, • lessons were smoothly organized • VISs attended teaching learning-which were activity based and skill oriented, VISs were involved by adopting approaches to group work, using different class grouping, establishing ground rule for group work in addition to making teaching learning activity based and skill oriented. Feedback was most effective and it confirmed that VISs learnt how to value the ideas of other normal students. VISs developed understanding, and attitudes towards work and about themselves. Learning situation promoted their enjoyment.

How could teacher monitor Inclusive Class-room Teaching-Learning?

What difference did the teacher make ? Did the classroom (school) become more inclusive with visually impaired students in context of learning of language?

1. Was the teacher inclusive in the way he/she set out to be? How could the teacher improve on what s/he had done? 2.. What difference had the teacher made, specially in improving students learning?

In order to make classroom teaching-learning inclusive VISs were given opportunity to learn alongwith other students. In addition to the above mentioned processes adopted earlier the followings were undertaken and accomplished.

Both students and the teacher kept short diaries of what students learnt, what teacher taught alongwith the records of classroom activities.

Much of this activity was done informally as the classroom teaching-learning progressed. In some circumstances a list of questions and recording answers were used. Students asked questions, gained information and brought out opinions.

Teachers from other classes and the investigator observed the teacher's instruction in the classrooms as part of overall professional development. Records of these observations and comments were kept which were discussed with other teachers.

In this study class room teaching was considered as a goal directed professional activity which was monitored informally by teachers from other classes and the investigator. In many a case monitoring helped to make the teacher into a reflective practitioner. The teacher not only accomplished the technical job but also learnt from experience. The investigator noticed some of the aspects of teaching situation that could be monitored by the teacher and suggested a number of tasks for the teacher to attempt. The procedures and instruments adopted were used fairly and conveniently. In this study the task of the teacher was not merely to cover a text

The Statements

1,2,4,7 & 8 were chosen by seven (7) teachers out of 9 (An approximate measure of tendency)	2,4,6,9,10 were chosen by three (3) teachers – (An approximate measure of tendency)

Further analysis suggests that

Seven (7) teachers

* controlled behaviour during teaching English
* maintained a high degree of control over VISs in order to impart knowledge which they embody.
* thought subject matter is central
* rewarded contributions from students which they approved of
* judged whether students came up to the expectations set prior to teaching

Three (3) teachers

* tried to develop behaviour in VISs through teaching of English
* preferred to disperse responsibilities for learning among VISs.
* Created conditions that were conducive to learning.
* Preferred to organize class room activities and set up learning tasks and assisted students in doing activities
* Allowed for individual learning styles and, therefore, for differential learning.

Table:3 Recording the progress of ICR – teaching.
(An Example for single VISs for a particular lesson)

Sl.No.	*Particulars of the task*	*At the end of*	
		20 minutes	*The class*
		Yes/No	*Yes / No*
1.	***The Tasks*** *Were based on real – life needs*	*Y*	*Y*
2.	*Provided for different levels of students including VISs.*	*N*	*Y*
3.	*Provided opportunity for skill practice,*	*Y*	*Y*
4.	*Allowed interaction among students including VISs.*	*Y*	*Y*
5.	*Promoted information sharing.*	*N*	*Y*
6.	*Encouraged students / VISs to reflect critically.*	*N*	*Y*
7.	*Encouraged students / VISs to evaluate themselves.*	*N*	*Y*
8.	*Were interesting / informative / challenging.*	*N*	*Y*

Table:4: Form of fourfold table to show how did VISs' Learning Task Work through change?

	E 20		EC	
	Y(+)	N(-)	Y(+)	N(-)
1	08	31	35	04
2	07	32	38	01
3	13	26	39	Nil
4	09	30	36	03
5	10	29	36	03
6	06	33	33	06
7	01	38	35	04
8	19	20	37	02
	73	239	289	23
Changes per item	9	30	36	2.87
Changes per activities per item	3	10	12	0

End of Class

End of 20 min E 20		EC N(-)	EC Y(+)	
Y(+)		0 A	3 B	3
N(-)		1 C	9 D	10
		09	12	13

$$X^2 = \frac{(|A-D|-1)^2}{A+D} \text{ with } df=1$$

$$= 7.11$$

book. S/he was involved in the selection of the best performance skills keeping in mind the needs and levels of the pupils including VISs. The investigator and the teacher combinedly felt the needs for modification, substitution, adaptation of some instructional items particularly in inclusive setting with V.I. learners. It was done with style and sensitivity. Thus some items were added and a few was deleted in order to suit a given teaching – learning context.

There had been decisions that the teacher and investigator made on daily basis albeit subconsciously.The attempt was to bring that process to a conscious level, so that a teacher might use sound principles in making these decisions. The teacher was provided with an up-to-date account of the major trends in ELT materials in order to make him/her understand the common design principles underlying teaching material, to critically evaluate the principles upon which they were based and assess their relevance to his/her own teaching-learning context.

Table 5: Observing classroom as a whole

Sl. No	The Particulars of the items of observation	Observation after					
		20 mins			40 mins		
		Yes	Not sure	No	Yes	Not Sure	No
1.	All instructions were clear.		√		√		
2.	The Class understood what was wanted at all items.		√		√		
3.	Every student was involved at some point.		√		√		
4.	Students including VICn were interested in the lesson.	√			√		
5.	The teacher made sure all students understood.				√		
6.	Materials and learning activities were appropriate.	√			√		
7.	Inclusive class atmosphere was positive.		√		√		
8.	The pacing of the lesson was appropriate.	√			√		
9.	There was enough variety in the lesson.			√	√		
10.	There was the right amount of teacher talk.	√			√		
11.	Error correction and feedback were appropriate.	√			√		
12.	There was genuine communication.		√		√		
13.	Group work was well organized.	√			√		
14.	Explanation of points of language were clear.			√	√		

Table 6: Mean Value of scores: Observations made twice

Items No./Code No.	Mean value of score		Designated as 'success (1)' or 'failure (O)'		Li^2	Li^2
	After 20 mins	After 40 mins	After 20 mins	After 40 mins	(4)+(5)	$(6)^2$
(1)	(2)	(3)	(4)	(5)	(6)	(7)
01	1.09	1.91	1	1	2	4
02	0.55	1.73	0	1	1	1
03	1.18	2.00	1	1	2	4
04	1.45	1.82	1	1	2	4
05	0.45	1.90	0	1	1	1
06	1.27	1.91	1	1	2	4
07	1.36	1.82	1	1	2	4
08	0.18	1.64	0	1	1	1
09	1.55	1.91	1	1	2	4
10	1.64	1.91	1	1	2	4
11	0.36	1.55	0	1	1	1
12	0.73	1.64	0	1	1	1
13	0.27	1.18	0	1	1	1
14	0.09	1.73	0	1	1	1
		Σ	$G_1=7$	$G_2=14$	21	35

$$Q = \frac{(K-1)[K\,\Sigma Gi^2-(\Sigma Gi)^2]}{K\Sigma Li^2-\Sigma Li^2}$$

$K\,\Sigma Gi^2=7^2+14^2=245$, $K\,Li=21$, $KLi^2=35$,
$(\Sigma Gi)^2=(21)^2=441$

$$Q = \frac{1x[2x245-441]}{2x21-35} = 7.00$$

Table.8 Checking the inclusive teacher's role. 'Y' for Yes and 'N' for No. Tick (√) against 'Y' or 'N'.

Sl.No.	Items on inclusive Teacher's role	Y	N
1.	The teacher as organizer ?	Y	
2.	Was the teacher as prompter ?	Y	
3.	Did the teacher work as resource or consultant ?	Y	
4.	Did the teacher control proceedings of the class ?	Y	
5.	Did the teacher counsel after class ?	Y	
6.	Did the teacher talk to parents ?	Y	

REFERENCE

[1] IGNOU Teaching Strategies; An Introduction to the Course, CTE-03, New Delhi , November, 2007 (Reprint), p.40-