AINET 2022 Conference Symposium
Effective teaching: Stories from experience

Dipika Gode, Shekhar Khomne, Raju Lingala, Kuheli Mukherjee, Nurjahan Naik Khwaja, Vinayadhar Raju Prathikantam, Manjusha Sagrolikar, Gajanan Tayade and Jason Anderson

9th January 2022

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Introducing…

Deepika Gode

Gajanan Tayade

Kuheli Mukherjee

Manjusha Sagrolikar

Nurjahan Naik

Raju Lingala

Shekhar Khomne

Vinaydhar Raju

Moderated by

Dr Jason Anderson
Teacher Educator, UK
Researcher, India

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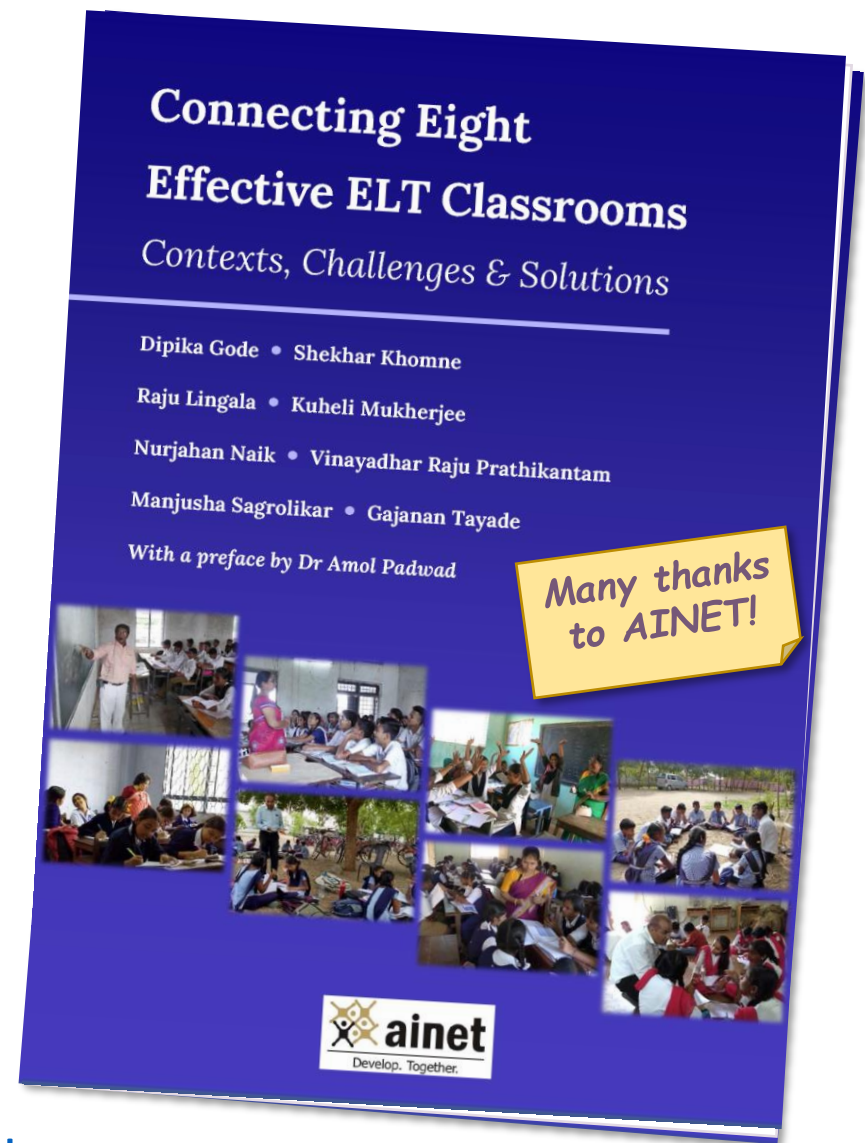AINET Effective Teaching Symposium | 9th Jan. 2022

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Our collaboration

- Jason's PhD study (University of Warwick, 2018-2021):

- Eight expert Indian teachers of English: A participatory comparative case study of teacher expertise in the Global South

- Aimed not only to 'spotlight' a few of India's many expert teachers, but also to offer them voice, as collaborators in the project.

- AINET published their stories!

- The publication is free, here: https://www.theainet.net/othpubs

Connecting Eight Effective ELT Classrooms
Contexts, Challenges & Solutions

Dipika Gode • Shekhar Khomne
Raju Lingala • Kuheli Mukherjee
Nurjahan Naik • Vinayadhar Raju Prathikantam
Manjusha Sagrolikar • Gajanan Tayade

With a preface by Dr Amol Padwad

Many thanks to AINET!

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A tale of both similarities and differences

- Like much research on teacher expertise, Jason's study found both important similarities among the 8 teachers and also lots of differences, particularly in aspects of teaching.

- For the symposium, we wanted to focus on the **differences** by reading each other's chapters, and asking questions based on these.

- The two most common topic questions were 'grouped' for today's discussion:
  1. How do you supplement the textbook, and why?
  2. How does your knowledge of your learners and their needs help you to teach them English?

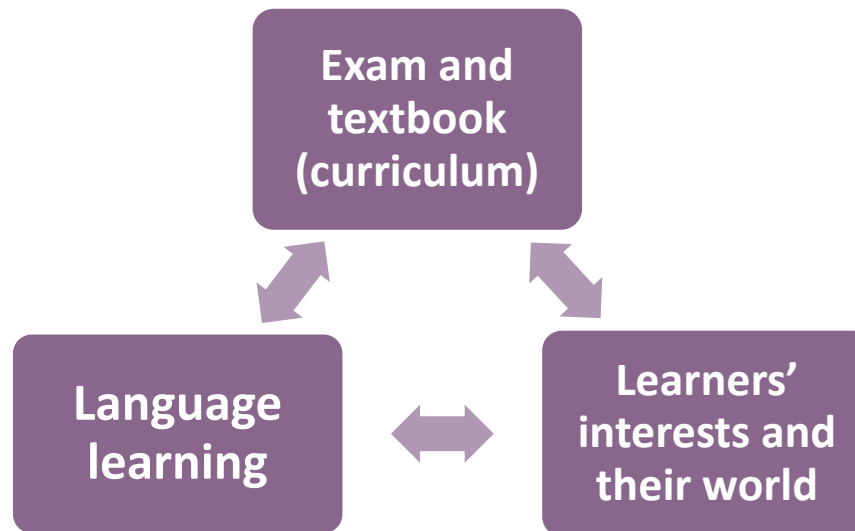*"Experts, like other human beings, are not all alike."*

David Berliner (2004)

During the presentations, please share your thoughts and further questions in the chat!

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Group Discussion 1: How do you supplement the textbook, and why?

Jason's reflections: How did the 8 teachers supplement the textbook, and why?

- 5 used textbook selectively, 3 covered pretty much all of it.

- Use of TLMs was frequent for 2, sometimes for 4.

- Most common supplementation was with activities delivered orally or on board (E.g., a spoken instruction for a project or bespoke text comprehension questions written on board)

- All maintained a balance between 3 key factors, albeit in different ways, in different amounts, for different contexts:

Exam and textbook (curriculum)

Language learning

Learners' interests and their world

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Group Discussion 2: How does your knowledge of your learners and their needs help you to teach them English?

Jason's reflections: **How did the 8 teachers' knowledge of their learners and their needs help them to teach English?**

So many diverse ways. Three to highlight:

1. Building new knowledge on learners' current *schemata*

2. Using this schemata to build interest and confidence

3. Knowing how to manage and support both individuals and 'types' or groups

Schemata: What my learners already know and understand; what is familiar to them and helps them to learn new things.

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Questions and comments from the audience

- Many interesting and thought-provoking comments, reflections and questions

Many thanks to all!

- The eight teachers' emails are all in the AINET publication, in case you want to correspond further:

- https://www.theainet.net/othpubs

- There are a number of 'tips' from each teacher for new or trainee teachers who may be working in similar contexts.

- Please read it and offer us feedback, and your own thoughts!

- Jason's email and PhD thesis: jason.anderson@warwick.ac.uk http://wrap.warwick.ac.uk/159940/

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