Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2016 = 6.177, www.srjis.com
UGC Approved Sr. No.49366, JAN–FEB, 2018, VOL- 5/43

APPLICATION OF ESA MODEL FOR TEACHING OF GEOGRAPHY

Prasad Joshi, Ph.D.
Associate Professor, A.C.C.E.R., Pune

Abstract

This research paper focuses on application of ESA Model for Teaching Geography. : Illinawati (2016), Dharma Y P (2016) & Harjali (2017) earlier attempted to apply ESA model especially for language teaching. The distinctive feature of the present study is application of ESA in the subject Geography. In the present study researcher has described theoretical background of ESA model and also suggested how to apply this model for a particular topic in the subject Geography.

Keywords: - *ESA Model, Geography, Lesson Plan*

Introduction:-

In Geography, the focus is to study the relationship of man and his environment. Pure or basic sciences study the basic elements of the world of science and in Geography we study that how to use all these principles from basic sciences for the betterment of human being. The discipline of Geography is more concerned with studying the world and its inhabitants and their interrelations and interactions; hence for school purposes we define Geography as "the study of the people of the world".

Teaching of Geography:-

A teacher should be able to provide to the students proper and effective learning experiences both in the classroom and outside of the classroom. Various methods are used in teaching Geography like the Regional method, Story method, Descriptive method, Text book method, Journey method, Excursion method, Project method, Laboratory method, Object method, etc. also some techniques like observation, comparison, etc. are also used for teaching Geography. The main aim of the teacher should be to make the learning process joyful and appealing. The teacher to make the learning effective can used all these methods and techniques but these methods and techniques have its own advantages and limitations.

Review of the Related Literature: Illinawati (2016) attempted to improve teaching of speaking by applying ESA strategy and found that ESA strategy was helpful to improve the teaching speaking. Dharma Y P (2016) studied the effectiveness of ESA in writing, results show that the writing recount text is better for the students who have been taught by ESA model Hidayah Y, Harjali (2017) studied implementation of ESA in teaching English for Senior High School Results show that E.S.A can be applied in any lessons and skills of English lesson.

Engage Study Activate (ESA) Model: - The ESA model is one model which provides for flexibility in teaching. 'ESA' stands for Engage-Study-Activate. It is primarily used in teaching of English. But it can also be used for teaching of Geography. The **E- engage** phase focuses on arousing the students' interest, curiosity, attention and emotions. The **S-study**

phase focuses on all those activities which are related to the understanding of the selected content. The focus of the **A-activate stage** is to conduct exercises and activities which are designed to get students to use the learnt content in the selected situation or task. This helps to reduce the monotony in the teaching-learning process and keep students active and involved. The model given by Jeremy Harmer provides for giving enough support to the learners thereby creating confidence in them. There are three types of ESA Model which are depicted in the following figure 1.

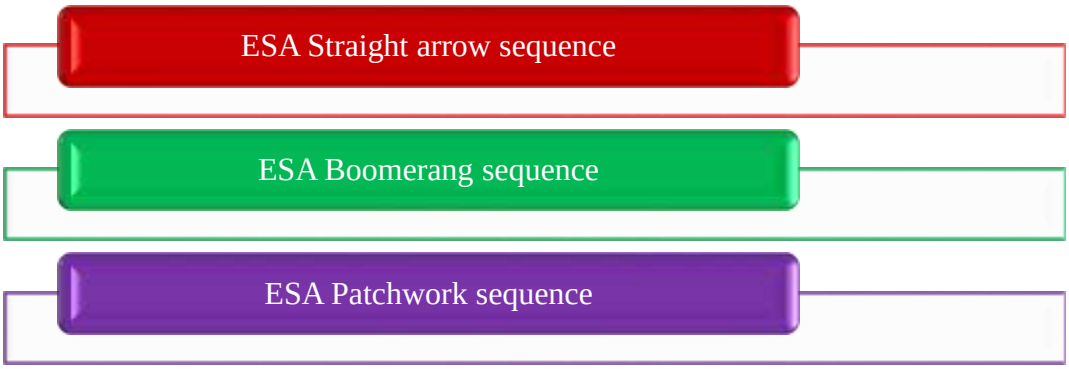


Figure 1:- ESA Model variations

It uses the principle of sharing some responsibility with the learners if necessary and gives them a way for further learning. Some of the important learning principles on which it is based are:-

- Learning by doing.
- Learning through activity.
- Learning by activating previous knowledge.
- Learning through discovery.
- Learning through experience.
- Learning in a context.
- Learning by application.
- Learning through exploration and experimentation.
- Learning by involving the learners in different ways.
- Learning in co-operation and collaboration.
- Learning by involving in divergent thinking and problem solving.

The teacher while using the ESA Model has to perform the role of a facilitator. Hence there are many things which he/she has to plan, organize and execute. Following figure 2 gives a suggestive list in this context.

Introduce the situation/set the context.	Give deliberate practice.	Check the understanding.	Demonstrate when necessary.
Arrange/Plan the activity/task.	Initiate the activity.	Monitor the activity.	Integrate the activity.

Figure 2:- Role of teacher

Various activities can be used in the three different stages of the model. The following table 1 gives a suggestive and not exhaustive list. The teacher can add/modify the activities to suit their classroom situation. This is the main beauty of using the model.

TABLE 1: Suggested Activities for different stages of the Model

Stage	Purpose	Activities
Engage	Getting students to think. It's like warming up. It is for involving all students.	Video, audio, narration, object talk, work sheets, pictures, discussion, discovery, anecdotes, scenario building, listing, games, Anticipation guide, word splash, fizz buzz, etc.
Study	Covering the actual teaching content. Covering gaps if any. Eliciting from the students. Checking the student understanding.	Video, audio, Question-answer, fill in the gaps, matching, crosswords, word maze, drilling, work sheets, conducting a quiz, Frayer Model, fact summary, etc.
Activate	Applying the taught material into a realistic content. Actual use of the content.	Role-play, class survey, debate, making a quiz, material preparation, poster making, writing skits, dialogues, monologues, split reading, doing research, presentation project, seminar, etc.

Now let us look at how a lesson plan will look like if we have to use the ESA model for teaching Geography.

APPENDIX A

Sample Lesson Plan For ESA Model

Part A:-

- **Level: -** Upper Primary
- **Standard:-** VII
- **Subject:-** Geography
- **Unit:-** Natural Regions
- **Sub Unit:-** Tundra and Equatorial Region
- **Time duration: -** 40-50 minutes
- **Teaching Material and Learning Resources: -** Photoimages, Maps, Line and Bar Graph, objects, chart paper, work sheets, LCD projector.
- **Objectives:-**
  - **Process Objectives:-**

➢ **Remembering**: To enable students to gain knowledge about Natural Regions.
At the end of the lesson students will be able to:
- Describe Location and Extent of the Tundra and Equatorial Region
- List animals found in Tundra and Equatorial Region
- Name the tribes / Nomads in Tundra and Equatorial Region

➢ **Understanding**: To enable students to gain understanding about Natural Regions.
At the end of the lesson students will be able to:
- Describe characteristics of climate in Tundra and Equatorial Region
- Differentiate between climate of Tundra and Equatorial Region

- Classify the plants existing in Tundra and Equatorial Region from a given list
- Explain correlation between Climate, Natural Vegetation and Animal Resources in Tundra and Equatorial Region.

➢ **Applying**: To enable students to apply knowledge and understanding about Tundra and Equatorial Region to explain Geographical Reasons.
At the end of the lesson students will be able to:
- Explain why plants in Tundra Region are short lived.
- Explain Why rich Biodiversity found in Equatorial Region

- **Product Objectives:-**

- **Skill: -** To enable students to use knowledge and understanding about Tundra and Equatorial region to prepare a model of Igloo and traditional tropical house.
At the end of the lesson students will be able to:
  - Prepare a poster showing Human Life in Tundra Region.
  - Prepare a map showing Location and Extent of Tundra and Equatorial Region.
  - Role Play of Eskimo
- **Nurturant effects:-**

➢ **Interest:-** To create interest among students regarding Climate and Human Life in Tundra and Equatorial Region.

➢ **Attitude:-** To enable students develop a attitude towards resolving environmental problems faced by the people in Tundra and Equatorial Region.

Part B:-

Teaching Points:-

- **Location –**
  - Tundra Region – Entirely in Northern Hemisphere. In the Frigid Zone. Between 65^0 to 90^0 N parallels
  - Equatorial Region – In Northern and Southern Hemisphere. in Tropical Zone between 5^0 N to 5^0 S parallels
- **Climate:**
  - Tundra Region : Very cold Climate, Mean summer Temperature 10^0 c. Mean winter Temperatures - 20^0 to - 30^0 c
  - Equatorial Region – Hot, Humid, Unhealthy Climate. Rainfall throughout the year
- **Natural Vegetation :**
  - Tundra Region : Short lived. Lichens, mosses, small shrubs
  - Equatorial Region – Mahogany, Ebony, Rosewood
- **Animal Life :**
  - Tundra Region – Reindeer, Caribou, Polar Bears
  - Equatorial Region – Chimpanzee, Gorilla,
- **Human Life :**
  - **Tundra Region –** Eskimos, Igloo,
  - **Equatorial Region –** Semang, Pygmies, Tropical elevated houses

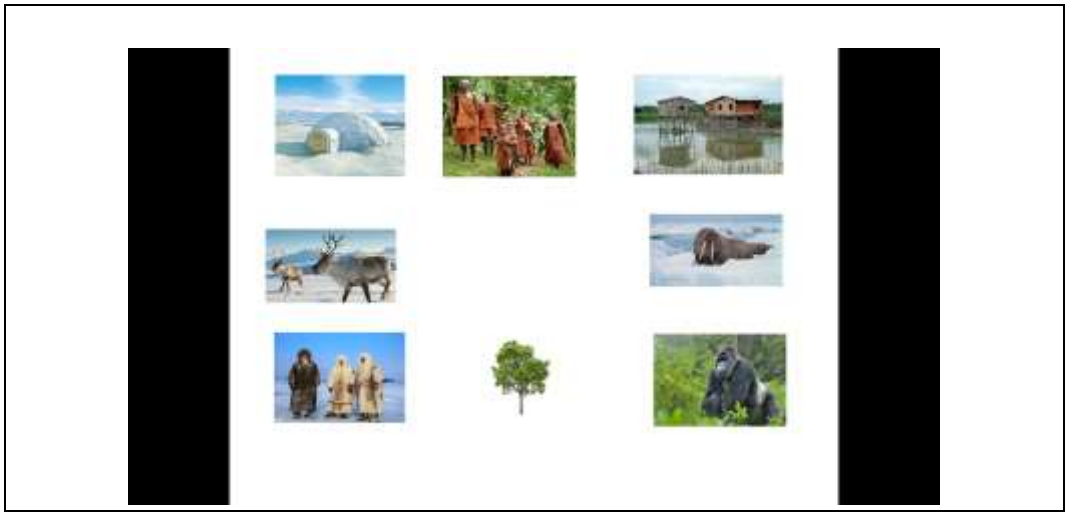
Engage	• Tr arranges Teaching aids / Learning Resources viz Photo images, models, objects in three corners of the classroom. And ask students to observe these resources and find out the differences between types of Houses reflecting from models, differences in plants and animals reflecting from photo images. • Tr narrates that apart from differences there are similarities in Natural Environment and Human life across globe. These similarities stand out as a region. • Tr asks question – The regions stand out on the basis of natural factors are known by which term? • Tr asks student to repeat the meaning of Natural Regions • What is the basis of considering specific areas as Natural Regions? •
Study	• Teacher shows an outline map of the world on which Location and Extent of the Tundra and Equatorial Region is shown. And asks students to observe it. • Teacher ask a question – In which temperature zone of the earth Tundra and Equatorial Regions are located. • Between which latitudes Tundra and Equatorial Regions has been extended. • Tr divides students in the class into four groups. Tr assigns a specific task to each group. • Tr ask Group A to study climate of Tundra and Equatorial region and ask the group to compare climate of these regions. • Tr ask Group B to study Natural vegetation of Tundra and Equatorial Region and ask the group to compare Natural vegetation of these regions. • Tr asks Group C to study Animal life in Tundra and Equatorial Region and ask them to list characteristics of animals and also to find out Geographical Reasons behind these characteristics. • Tr asks Group D to study Human life in Tundra and Equatorial Region and ask them to study life of Tribes in these regions. Tr also ask group students to study the environmental problems associated with Human Life in these regions. • Tr supervises the Group work of all groups • Tr asks all groups to nominate a representative and present findings of the study. • After each presentation Tr explains Cause effect relationship between Location and Climate, Climate and Natural Vegetation, Natural Vegetation and Animal life • At the end Tr asks students to explains how Human Life in these regions are depending on Natural Environment in these regions. .
Activate	• **Online Activity** – Teacher ask students to search for an outline map of world using Internet and to download it. Tr also ask students to search and download images of Plants, Animals and Houses in Tundra and Equatorial Region and download it. Tr also ask students to search information about Environmental problems in Equatorial Region and to gather information. • **Offline activity in Classroom**: - Teacher distribute students in groups and gives each group a different task to do: - prepare a map showing Location& Extent of Tundra & Equatorial Region, prepare a poster showing Human Life in Tundra Region, prepare a PowerPoint Presentation containing all aspects of study for Tundra and Equatorial Region viz. Location and Extent, Climate, Natural Vegetation, Animal Life and Human Life.

Part C:-

Assessment Activity 1:-

Work Sheet 1

Look at the pictures, name them and write them in appropriate column in the table given below:-



Tundra Region	Equatorial Region

Assessment Activity 2:- Work Sheets

Identify the names of the plants animals in Turndra and Equatorial Region form a Word maze :-

A	**B**	**C**	**G**	**L**	**I**	**C**	**H**	**E**	**N**
D	**C**	**R**	**O**	**C**	**O**	**D**	**I**	**L**	**E**
E	**F**	**G**	**R**	**M**	**O**	**S**	**S**	**H**	**E**
C	**A**	**R**	**I**	**B**	**O**	**U**	**I**	**L**	**B**
J	**W**	**A**	**L**	**R**	**U**	**S**	**A**	**K**	**O**
P	**O**	**L**	**A**	**R**	**B**	**E**	**A**	**R**	**N**
L	**T**	**S**	**E**	**T**	**S**	**E**	**F**	**L**	**Y**
M	**A**	**H**	**O**	**G**	**A**	**N**	**Y**	**N**	**O**

Identify the names of the tribes and types of Houses in Tundra and Equatorial Region from a Word maze

P	**R**	**T**	**V**	**E**	**G**	**I**	**T**	**S**	
Q	**Y**	**A**	**C**	**Q**	**R**	**Z**	**U**	**N**	**S**
S	**I**	**G**	**L**	**O**	**O**	**L**	**V**	**M**	**L**
U	**W**	**X**	**M**	**P**	**A**	**D**	**F**	**X**	**E**
T	**E**	**S**	**K**	**I**	**M**	**O**	**P**	**T**	**D**
V	**Y**	**B**	**H**	**S**	**E**	**M**	**A**	**N**	**G**
Z	**W**	**U**	**I**	**O**	**Y**	**S**	**W**	**X**	**E**
B	**O**	**R**	**O**	**I**	**N**	**D**	**I**	**A**	**N**

ROUND 2:- Give reasons:-

1. Tall Hardwood trees and dense evergreen forests are found in Equatorial Region.
2. Population is highly sparse in Tundra Region
3. Rainfall occurs throughout the year in Equatorial Region.

ROUND 3:- Answer the following:-

1. Explain features of climate in Tundra Region.
2. Why houses in Equatorial Region are elevated?
3. Describe human life in Tundra Region

ROUND 4:- Unscramble the words:-

kosimse, inreeder piaecmnzeh yipsgme

Assignment/Extension Activity: - Teacher asks each group to prepre a write up on the area assigned to them viz Climate, Natural Vegetation, Animal Life, Human Life in Tundra and Equatorial Region.

References:

Illinawati (2016) Esa (Engage, Study, Activate) to Improve Teaching Speaking On Job Interview, (URL: https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/22296/17778)

Dharma Y P (2016) The Effect Of Engage, Study, Activate (Esa) Method To Writing Recount Text In Eight Grades Of Mtsn 1 Pontianak, Vox Edukasi, Vol 7, No 1

Hidayah Y, Harjali (2017) The implementation of Engage, Study, Activate (E.S.A) in teaching English for senior high school, Jurnal Pendidikan dan Pengajaran, 50 (1), April 2017, 1-9