

The Government of the Republic of the Union of Myanmar
Ministry of Education



Year 2 Semester 1

EDU2105

Curriculum and Pedagogy Studies:
English

Student Teacher Textbook

PREFACE

The Myanmar Ministry of Education developed the four-year Education Degree College Curriculum, in line with the pre-service teacher education reform as specified in the ‘National Education Strategic Plan’ (NESP) 2016-2021.

The Myanmar Education Degree College Curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Education Degree College programme was designed and structured to align with the Basic Education Curriculum and to equip student teachers with the competencies needed to teach effectively in Myanmar’s primary and middle school classrooms. It is based on a Teacher Competency Standards Framework (TCSF) which articulates the expectations for what a teacher should know and be able to do in the classroom.

The curriculum follows a spiral curriculum approach which means that throughout the four years, student teachers return to familiar concepts, each time deepening their knowledge and understanding. To achieve this, the four-year Education Degree College programme is divided into two cycles. The first cycle (Years 1 and 2) is repeated at a deeper level in the second cycle (Years 3 and 4) to enable student teachers to return to ideas, experiment with them, and share with their peers a wider range of practices in the classroom, with the option to follow up on specific aspects of their teaching at a deeper level.

The curriculum structure provides an integrated approach where teaching of subject knowledge and understanding educational theories are learnt through a supportive learning process of relevant preparation and practical application and experience. The focus is, therefore, not just on subject content, but also on the skills and attitudes needed to effectively apply their knowledge, skills, and attitudes in teaching and learning situations, with specific age groups. As the focus is on all components of a ‘competency’ – knowledge, skills, attitudes and their effective application – it is referred to as a competency-based curriculum.

Accordingly, a competency-based curriculum is learner-centred and adaptive to the changing needs of students, teachers, and society. Where new concepts are learnt, they are then applied and reflected on:

1. Learn (plan what and how to teach);
2. Apply (practise teaching and learning behaviours); and
3. Reflect (evaluate teaching practice).

Beyond the Education Degree College coursework, it is intended that student teacher graduates will be able to take and apply this cycle of ‘learn, apply, and reflect’ to their own teaching to effectively facilitate the learning and development of Myanmar’s next generation.

The Myanmar Education Degree College Curriculum was developed by a curriculum core team, which is a Ministry of Education-appointed team of Myanmar Education Degree College teacher educators supported by the Ministry of Education, resource persons from the Universities of Education, University for the Development of National Races of the Union and a team of national and international experts. Overall guidance of the work was provided by the Department of Higher Education, Ministry of Education.

The curriculum development was also supported by the Strengthening Pre-Service Teacher Education in Myanmar project, with technical assistance from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and financial contributions from Australia, Finland, and UK Governments.

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HOW TO USE THIS TEXTBOOK

Who is this textbook for?

This Student Teacher Textbook has been designed to guide you, as a student teacher, through Year 2 of the English learning area. In this textbook, you will find foundational information about English. The textbook also includes learning activities and additional resources to help you develop the knowledge, skills and attitudes you need to be an effective teacher in Myanmar. You will use the textbook as a key resource in class; you can also use the textbook for independent self-study.

While the content in the textbook is addressed to you, as a student teacher, it is also a resource for your teacher educators, who will serve as your facilitators and mentors as you develop key competencies in English. Throughout this course, you and your teacher educator will work together, using this textbook as a tool for learning.

When and where does English take place?

A total of 44 teaching periods (Semester 1: 24 teaching periods; Semester 2: 20 teaching periods) are allotted for Year 2 English of the four-year Education Degree College programme. Classes will be held on the Education Degree College campus.

What is included in the Year 2 English Student Teacher Textbook?

The organisation and content of English Student Teacher Textbook align with English subject syllabus of the four-year Education Degree College degree programme.

Year 2 English contains following topics:

- Course Overview;
- Teaching English Language;
- Listening Skills;
- Assessment for Learning;
- Reading Skills;
- Speaking;
- Writing; and
- Assessment for Learning.

For each unit, you will be working through learning activities, both individually and with your peers as well as teacher educator, to deepen your knowledge, skills and attitudes on the topic. The content map below highlights the expected learning outcomes and time allocations for each unit in this textbook.

Table A. Year 2 Semester 1 English content map

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
1. Introduction	1.1. Course Overview	1.1.1. Education Degree College Year 2 English curriculum	<ul style="list-style-type: none"> Make connections between the knowledge of English language that the student teachers acquired on the Year 1 foundation course of Primary School level and the knowledge they will gain on Year 2 foundation course of Middle School Level 	A1.1 A4.1	A1.1.2 A4.1.1	1
		1.2.1. Middle School English Curriculum	<ul style="list-style-type: none"> Describe the connections between the aims of Middle School English curriculum and Education Degree College Year 2 English curriculum 	A1.1 A4.1	A1.1.1 A4.1.1	1
2. Knowledge about Language and Language Teaching	2.1. Teaching English Language	2.1.1. Techniques for teaching grammar (1)	<ul style="list-style-type: none"> Develop an awareness of different grammar teaching techniques in the Middle School English classrooms 	B1.1 D2.1	B1.1.1 D2.1.2 D2.1.4	1
		2.1.1. Techniques for teaching grammar (2)	<ul style="list-style-type: none"> Explore several techniques to teach grammar 	B1.1 D2.1	B1.1.1 D2.1.2	1
		2.1.1. Techniques for teaching grammar (3)	<ul style="list-style-type: none"> Explore more techniques to teach grammar 	B1.1 D2.1	B1.1.1 D2.1.2 D2.1.4	1
		2.1.1. Techniques for teaching grammar (4)	<ul style="list-style-type: none"> Plan a lesson for teaching a grammar structure used at Middle School level 	A4.1	A4.1.2	1
		2.1.2. Techniques for teaching vocabulary (1)	<ul style="list-style-type: none"> Recall teaching vocabulary at the Primary School level and explore links with the Middle School level 	B1.1 D2.1	B1.1.1 B1.1.2 D2.1.1 D2.1.3 D2.1.4	1
		2.1.2. Techniques for teaching vocabulary (2)	<ul style="list-style-type: none"> Discuss appropriate communicative ways of teaching vocabulary 	B1.1 D2.1	B1.1.1 D2.1.1 D2.1.2 D2.1.4	2

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
		2.1.2. Techniques for teaching vocabulary (3)	<ul style="list-style-type: none"> Plan a short lesson to teach vocabulary to Middle School students 	A4.1	A4.1.2	1
		2.1.3. Techniques for teaching functional language (1)	<ul style="list-style-type: none"> Develop techniques to teach functional language 	A1.1 A1.2 A2.1	A1.1.1 A1.2.2 A2.1.2	1
		2.1.3. Techniques for teaching functional language (2)	<ul style="list-style-type: none"> Provide examples of how Middle School students use of functional language to deal with everyday situations 	A1.1 A1.2 A2.1	A1.1.1 A1.2.2 A2.1.2	1
		2.1.4. Techniques for teaching pronunciation (1)	<ul style="list-style-type: none"> Recall techniques to teach pronunciation techniques learnt in Year 1 Produce sounds correctly in teaching English phonics 	A1.1 A1.2 A2.1	A1.1.1 A1.2.2 A2.1.2	1
		2.1.4. Techniques for teaching pronunciation (2)	<ul style="list-style-type: none"> Explore techniques to teach pronunciation skills 	A1.1 A1.2 A2.1	A1.1.1 A1.2.2 A2.1.2	1
		2.1.4 Techniques for teaching pronunciation (3)	<ul style="list-style-type: none"> Develop techniques to teach pronunciation skills 	A1.1 A1.2 A2.1	A1.1.1 A1.2.2 A2.1.2	1
		2.1.4. Techniques for teaching pronunciation (4)	<ul style="list-style-type: none"> Plan a short lesson to teach pronunciation to Middle School students 	B1.1 D2.1	B1.1.1 B1.1.2 D2.1.3	1
3. Receptive Skills (1)	3.1. Listening Skills	3.1.1. Techniques for teaching listening skills (1)	<ul style="list-style-type: none"> Explain techniques for teaching intensive and extensive listening skills 	A1.1 A1.2 A2.1 A4.1	A1.1.1 A1.2.1 A2.1.2 A4.1.1	1
		3.1.1. Techniques for teaching listening skills (2)	<ul style="list-style-type: none"> Explain different tasks activities to develop listening skills 	A1.2 A2.1	A1.2.1 A2.1.2 A4.1.1 A4.1.2	1

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
		3.1.1. Techniques for teaching listening skills (3)	<ul style="list-style-type: none"> Consider the different stages in listening activities 	A1.2 A2.1	A1.2.1 A1.2.2 A2.1.1 A2.1.2	1
		3.1.1. Techniques for teaching listening skills (4)	<ul style="list-style-type: none"> Develop techniques to teach listening skills to promote intercultural awareness 	A2.1 C3.3	A2.1.1 C3.3.1	1
		3.1.1. Techniques for teaching listening skills (5)	<ul style="list-style-type: none"> Develop techniques to teach listening skills to explore literature 	A2.1 D1.1	A2.1.2 D1.1.2	1
		3.1.1. Techniques for teaching listening skills (6)	<ul style="list-style-type: none"> Plan a short lesson to teach listening skills to Middle School students 	A4.1	A4.1.2	1
5. Assessment (1)	5.1. Assessment for Learning	5.1.1. Classroom assessment	<ul style="list-style-type: none"> Describe the types of classroom assessment used in English language teaching 	A1.1 A1.2 A2.1 A3.2	A1.1.1 A1.2.1 A2.1.2 A3.2.2	2
Total number of periods						24

This course will prepare student teachers with the competencies required to teach the English subject through modelling the values and attitudes promoted in the basic education curriculum for the types of citizens and society Myanmar envisions to create. Developing language competencies in a foreign language such as English has been identified as one of the essential 21st century skills to become globally competitive individuals. Throughout this course, student teachers will understand the systematic approaches to learning a foreign language and further be able to apply this mechanism in their teaching practice. The course will also focus on improving student teachers' English proficiency levels, as part of the professional development and as a preparation for their future career.

This course includes subject specific content knowledge, language competencies, teaching and learning strategies, and assessment approaches. Formative assessment and summative assessment are used in a balanced manner. With reference to the Education Degree College Curriculum Framework, in Years 1 and 2, student teachers are expected to develop their fundamental knowledge of English and basic

pedagogical knowledge and competencies for teaching English. In Years 3 and 4, they will further strengthen deeper understanding of English subject knowledge and gain a more systematic grasp of the effective implementation of English curriculum, instruction and assessment.

Learning objectives for middle school students for English subject:

- To strengthen the foundation in English which the students have built up in their English classes.
- To further develop the four language skills which students have acquired in their preceding years.
- To expand and enrich student's vocabulary.
- To equip students with a sound knowledge of grammar of the English language.
- To give students adequate practice in listening, speaking, reading and writing.
- To enable students to use English learnt in class in real life situations.

Teacher competencies in focus for Year 2 English

The content of this textbook is based on the Myanmar Teacher Competency Standards Framework (TCSF) which articulates the expectations for what you should know and be able to do in the classroom. The teacher competencies in focus for the English subject include:

Table B: Teacher competencies in focus: Year 2 English

Competency standards	Minimum requirements	Indicators
A1: Know how students learn	A1.1 Demonstrate understanding of how students learn relevant to their age and development stage	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development
	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences
A2: Know the appropriate use of educational technologies	A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning
A3: Know how to communicate well with students and their families	A3.2 demonstrate respect for the social, linguistic, and cultural diversity of the students and their communities	A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials

Competency standards	Minimum requirements	Indicators
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly	<p>B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes</p> <p>B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs</p> <p>B1.1.3 Encourage students' awareness of their own thought processes and use of reflection to build new understanding</p>
	B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively
C3: Promote quality and equity in education for all students	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship.	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities
D1: Reflect on own teaching practice	D1.1 Regularly reflect on own teaching practice and its impact on student learning	<p>D1.1.1 Using evidence of students learning to reflect on the impact of own teaching practice</p> <p>D1.1.2 Use information from a variety of sources to improve teaching practice and student learning</p>
D2: Engage with colleagues in improving teaching practice	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.	<p>D2.1.1 Discuss teaching practices with supervisors and colleagues and willingly seek constructive feedback</p> <p>D2.1.2 Participate in professional development activities related to identified goals for improving practice</p> <p>D2.1.3 Establish goals for own professional development as a teacher</p> <p>D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations</p>

Source: Myanmar Teacher Competency Standards Framework (TCSF), Beginning Teachers, 2020, pp. 109 – 140

You can use this textbook both for your own self-study and as an in-class resource for learning activities facilitated by your teacher educator. Each unit in the textbook includes:



Expected learning outcomes:

These are listed at the beginning of each unit and at the beginning of each lesson. The expected learning outcomes indicate what you should know and be able to do by the end of the lesson or unit.



Competencies gained:

This list of the selected Teacher Competency Standard Framework (TCSF) competencies are what you should know and be able to do by the end of the lesson or unit as a beginning teacher.

Learning content:

The learning content for each unit is broken down into sub-units and lessons that cover subject content knowledge that is important for teachers to know.



Learning activities:

The learning activities included in the textbook are individual activities that you can do to help reinforce and deepen your knowledge and understanding of a topic. Your teacher educator will also facilitate learning activities during class. These may be individual, partner, small group, or whole class activities designed to help you achieve the learning outcomes for each lesson.



Review questions:

You can use the unit review questions to test your own understanding of the unit content, or to help you study for an exam.



Key messages:

At the end of the unit, under Unit Summary, there is a brief summary of the main points of the unit to help you review and remember the most important information.



Unit reflection:

Taking the time to deliberately think about, or reflect, on what you have learnt will help you remember and apply that learning, and make connections with other subject areas and real-life. Each unit ends with some suggestions on how you can reflect and follow-up on what you have learnt in the unit.



Further reading:

Each unit lists suggestions of additional resources on the topic. You can look these up in the library, on the internet, or in your Education Degree College's e-library to learn more about the topic.



Key terms:

The important words or concepts from the Unit, are highlighted in the beginning of each Unit.

At the end of this textbook, you will find a **Glossary** with the definitions of these key words found throughout the textbook that might be new to you. These words are listed in alphabetical order. You will also find a list of all the **Bibliography**, which are the original sources of information used throughout the textbook.

Remember, your teacher educator is there to help facilitate your learning in this module. If there is material you do not understand in the textbook, be sure to ask your teacher educator, or your classmates, for help. As a student teacher, you are part of a community of collaborative learning within your Education Degree College as you work – together with your peers and guided by your teacher educators – to earn your teaching qualification.

Unit 1

Introduction

This unit reintroduces the Education Degree College English syllabus and begins to cover the middle school level English syllabus. You will learn about the nature and objectives of middle school level English and about the progression of language skills from primary to middle school level.

Expected learning outcomes



By the end of this unit, you will be able to:

- Make connections between the knowledge of English language that you acquired on the Year 1 foundation course of Primary School level and the knowledge you will gain on the Year 2 foundation course of Middle School level; and
- Describe the connections between the aims of Middle School English curriculum and Education Degree College Year 2 English curriculum.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum



Key terms

Competencies, Education Degree College English syllabus, inclusion, middle school english syllabus, productive skills, receptive skills, strands, sub-strands

1.1. Course Overview

This sub-unit introduces you to the Education Degree College Year 2 English syllabus as well as the middle school level English syllabus, providing you with an overview of the content and approaches. You will build on the English language teaching skills you acquired in Year 1.

1.1.1. Education Degree College Year 2 English curriculum

Expected learning outcome



By the end of this lesson, you will be able to:

- Make connections between the knowledge of English language that you acquired on the Year 1 foundation course of Primary School level and the knowledge you will gain on the Year 2 foundation course of Middle School level.



Learning activity 1. Individual and group work: Reflecting on Year 1

The Year 2 course structure will build upon Year 1. To begin, write down two units you enjoyed last year, one unit you found difficult last year, and one question you would like to ask about the Year 2 course.

Two units I enjoyed	One unit I found difficult	My question



Learning activity 2. Link to prior learning: Recap key terms used in the course

Work with a partner. Can you remember what these terms mean? Match the definition with the term. For example: Curriculum = The overall description of a course, e.g. the Education Degree College curriculum.

Key term	Definition
Curriculum	A document communicating the course information and structure
Learning outcome	A teaching and learning method—learn, apply, reflect
LAR	Part of a curriculum
Subject syllabus	The overall description of a course, e.g. the Education Degree College curriculum
Module	Aims for knowledge or skills which should be learnt and developed



Learning activity 3. Reading and comprehension: Education Degree College Year 2 English syllabus overview

Read the overview below. Answer the questions that follow.

Education Degree College Year 2 English syllabus is part of Module 2.1 of the Education Degree College Syllabus Framework for the four-year teaching degree.

This year you will continue to develop your knowledge and skills to teach English as a foreign language. The focus in Year 2 will be on developing the English skills of the middle school students. You will learn how to do this by consolidating the teaching methods and techniques introduced in Year 1.

The course consists of the following five **strands**:

- Introduction
- Knowledge about language and language learning
- Receptive skills
- Productive skills
- Assessment

Each strand has objectives or aims that you need to know about. Each strand has one or more **sub-strands**. Each strand has learning outcomes for you to achieve things that you will understand, explore and be able to do by the end of each unit.

1. What are the similarities to Year 1?
2. What are the differences to Year 1?
3. How many strands of learning are there in Year 2?
4. Which language skills are productive?
5. Which language skills are receptive?
6. Which strand, or strands, are you looking forward to learning about? Why?

7. What aspects of inclusion were discussed during Year 1 at primary school level?
8. What differences do you think you will discover in Year 2?
9. Are there any strands you would like to add? How would they help your teaching of middle school English?



Learning activity 4. Plenary: Gap-fill

Review this lesson by filling in the gaps in the sentences below. Use the words in the box to help you.

teaching education degree integrative colleges

- There are 25 _____⁽¹⁾ degree _____⁽²⁾ in Myanmar.
- The new four-year _____⁽³⁾ _____⁽⁴⁾ of the Education Degree College is designed to align with the new Basic Education English Curriculum.
- The new Education Degree College curriculum provides an _____⁽⁵⁾ approach.

1.1.2. Middle school English curriculum

This lesson will build upon your understanding of the middle school level English education syllabus, providing you with an overview of the content and approaches. You will continue to consolidate the English language teaching skills you acquired in Year 1.

Expected learning outcome



By the end of this lesson, you will be able to:

- Describe the connections between the aims of Middle School English curriculum and Education Degree College Year 2 English curriculum.



Learning activity 1. Link to prior knowledge: Memories from middle school English lessons

What memories do you have of English lessons in middle school?

Record your memories in the table below. You can include ideas from other student teachers. Draw or write.

Example: The teacher always explained in his/her first language	



Learning activity 2. Collaborative learning: The middle school syllabus for English

Answer this question: What are the four main strands of the middle school syllabus?

Your teacher educator will give you the middle school syllabus for English. In groups, look at the strand you have been allocated. Look at the progression for the learning outcomes from Grade 6 to Grade 9. Write the title of your strand in the box below and from that, draw a mind-map to illustrate your findings. Choose one group member to present your findings to the rest of the class.

Strand: _____



Learning activity 3. Discussion and questioning: Comparison of the middle school English syllabus to the Year 2 Education Degree College English

Below are the learning outcomes for student teachers in the Education Degree College English subject in Year 2:

- To construct a better understanding of the alignment of the English subject to the middle school education curriculum framework and learning resources

and apply this to ensure the continuity and the progression of middle school students' **competencies** developed across the grade level.

- To apply the competencies gained around English in their teaching practice to effectively support their Middle School students' learning process to achieve the learning objectives for English.

With your partner, write the middle school English syllabus overview and the Education Degree College English syllabus overview in the table below.

Grade 6-9		Year 2 Education Degree College	
Strands	Sub-strands	Strands	Sub-strands

Discuss the following points with your partner:

1. Compare the syllabus of middle school English curriculum with the syllabus of the Education Degree College English curriculum.
2. Are they in line with each other? If yes, how are they similar? If not, what are the differences?
3. How are they similar?
4. How are they different from one another?

In groups, summarise the similarities and differences on a large sheet of paper and display this on the wall.



Review questions

1. What topics will you cover in the English course this year?
2. What is a strand? What is a sub-strand?
3. Why do we use learning outcomes?
4. When do we use learning outcomes?
5. How do learning outcomes help teachers?
6. How do learning outcomes help middle school students?
7. What are the objectives for the English syllabus for middle school?
8. What are the names of the four strands in the middle school English syllabus?
9. What are the different sub-strands for 'Knowledge about Language' in the middle school English syllabus?
10. What are the grade levels in middle school?

Unit Summary



Key messages

- The Education Degree College Year 2 English syllabus contains five strands. It aims to equip student teachers with the skills and knowledge to teach English to middle school students. It builds upon the skills and knowledge in Year 1 of the Education Degree College English syllabus.
- The English syllabus is delivered using the LAR (learn, apply, reflect) methodology.
- The Myanmar middle school English syllabus is divided into four strands and four proficiency levels across four grades. Each grade has dedicated learning objectives that develop middle school students' ability in line with their linguistic and cognitive maturity. The syllabus embraces a communicative approach to teaching and learning where skills and systems are integrated, that is skills and systems are not taught in isolation.



Unit reflection

Each grade in the middle school syllabus for English has dedicated learning objectives. Think about how you can use the four proficiency levels across four grades as you begin to prepare to teach English at middle school. Read back through the notes for this unit and consider the most important things you have learnt—or need to develop more.

In these two lessons, you have developed some of the TCSF competencies—A1.1 and A4.1. Have you met these already in Year 2? Think about any learning theories you have been introduced to in Educational Studies/Practicum/Reflective Practice. How do these relate to English in middle school? Include these thoughts in your reflective journal. This will help you to understand links between the 14 different modules of the course. The further reading below will also help you to understand in more detail of some of the strategies, concepts, content and expectations that have been discussed in this unit.

Consider why learning outcomes are important for your own learning and tracking your progress in the various modules in this course. How might this also apply to middle school students of English in your classroom? Think about how you would present learning outcomes in a way that is accessible to middle school students.

After looking at the course overview, how do you feel about the course? Do you have any areas you're worried about or are looking forward to? How could this be useful for you in planning ahead?

Does the middle school education curriculum for English look different from your experience as a young middle school student? What could be positive about these changes? You might like to consider the lesson content, the topics, the target language, the teaching techniques, the learning activities, the learning strategies or the methods of assessment.

How do objectives differ at the beginning and end of language learning across grades 6 to 9 in the middle school curriculum for English? How would the objectives you have explored in this unit help with middle school students' progression and development? Which language teaching objectives for English language may be challenging to achieve? Why is this? How could elements from this unit help you to overcome these challenges?

How will your new awareness of curriculum, strands, objectives and grades help you in your own teaching? How could you use the middle school textbooks to support this?



Further reading

1.1.

Education Degree College Curriculum Framework for Four-Year Degree. (n.d.).

JICA. (n.d.). Basic Education Middle School English Curriculum.

Unit 2

Knowledge about Language and Language Teaching

English is included in the pre-service Education Degree College curriculum to ensure that you are prepared to teach the English curriculum as defined for middle school education in Myanmar. The main theme of this unit is to consolidate your knowledge of language in order to prepare you to teach English lessons to middle school students. This unit will explore features of language and language systems, focusing on the middle school level. It will examine language that is used in everyday situations to communicate at an intermediate level.

Expected learning outcomes



By the end of this unit, you will be able to:

- Develop an awareness of different grammar teaching techniques in Middle School English classrooms;
- Explore several techniques to teach grammar;
- Explore more techniques to teach grammar;
- Plan a lesson for teaching a grammar structure used at Middle School level;
- Recall teaching vocabulary at the Primary School level and explore links with the Middle School level;
- Discuss appropriate communicative ways of teaching vocabulary;
- Plan a short lesson to teach vocabulary to Middle School students;
- Develop techniques to teach functional language;
- Provide examples of Middle School students' use of functional language to deal with everyday situations;
- Recall techniques to teach pronunciation techniques learnt in Year 1;
- Produce sounds correctly in teaching English phonics;
- Explore techniques to teach pronunciation skills;
- Develop techniques to teach pronunciation skills; and
- Plan a short lesson to teach pronunciation to Middle School students.



Competencies gained

A 1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A 1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

A 2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A 4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

B 1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly

D 2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Key terms

Abstract, choral drilling, chunks, concrete, controlled practice, eliciting, explicit presentation, form, freer practice, intonation, lexical words, meaning, reinforce, rhythm, self-conscious, stress, stress-timed language, student-centred, syllable-timed language, teacher-centred, word classes

2.1. Teaching English Language

The overall aim of this sub-unit is to develop techniques for teaching English in middle school. You will build on your previously gained knowledge of teaching English to younger primary school students and identify ways to engage older middle school students using the same or different methods. You will explore various techniques of teaching grammar, vocabulary, functional language and pronunciation using communicative methods. You will explore activities which will benefit your own middle school teaching practice.

2.1.1. Techniques for teaching grammar-Period 1

Expected learning outcome



By the end of this lesson, you will be able to:

- Develop an awareness of different grammar teaching techniques in Middle School English classrooms.



Learning activity 1. Link to prior knowledge: Word classes

In Year 1, you learnt about **word classes**. In pairs or small groups, look at the words in the box below and then decide which word class they belong to. For example: nouns, verbs, adjectives, adverbs, conjunctions, and so on. Perhaps some fit into two categories?

Write your answer in the box below. The first example ‘easily’ is provided.

Word – Word class

easily – adverb

tense

text

fast

Myanmar

mobile

professional

deleted

although

Facebook

in spite of

In pairs, can you think of any other word classes that were **not** mentioned? Can you think of an example for these word classes? Discuss with your partner.

Reflect on the following questions: Do you think it is helpful for your own middle school students to know the different English word classes? Are there similar word classes in your own language? Why is it useful to know about word classes when learning a language?



Learning activity 2. Active learning: Reflecting on student-centred and teacher-centred approaches

In pairs, put the six sentences below into the correct order. The first sentence is:

Mary wakes up every day at 6:30 am.

1. She leaves the house at 8:00 a.m.
2. She walks to the police station.

3. She takes a shower.
4. She goes downstairs for breakfast.
5. She works until 1:00 p.m.

Now, listen to your teacher educator who will give you further instructions for the next part of this exercise.

Comprehension check:

1. What do you notice about the verb form for *he* or *she*?
2. Are you aware that adverbs of time can be located at different parts of the sentence? Look at the two examples below:
 - a. First, Mary wakes up at 6:30 a.m.
 - b. Mary first wakes up at 6:30 a.m.

What rule would you give middle school students about where to put the adverb of time?



Learning activity 3. Critical thinking: Thinking about how to teach grammar

Look at the six situations below and divide them into two groups: either teacher-centred approach or student-centred approach. Write TC (teacher-centred) or SC (student-centred) at the end of each sentence. Do this by yourself first, then check and compare your answers with your partner. Afterwards, check with another pair of student teachers.

1. Middle school students learn the difference between the present simple and the present continuous by the teacher who explains it in Myanmar language.
2. A middle school student says “she go” instead of “she goes”. Accuracy is important, so the teacher corrects the student immediately.
3. The teacher demonstrates a grammar point through ‘drilling’.
4. The teacher speaks in English to explain an English grammar point.

5. Middle school students work out the rules for themselves.
6. Fluency is important, so the teacher doesn't need to correct the students as often.



Learning activity 4. Critical thinking: Designing a poster to illustrate different approaches to teaching grammar

1. In pairs, think of an example of a grammar point that you taught last year in your primary school class. How did you teach it? Why did you decide to teach it that way?
2. Design a poster: listen to the instructions from your teacher educator.

2.1.1. Techniques for teaching grammar-Period 2

Expected learning outcome



By the end of this lesson, you will be able to:

- Explore several techniques to teach grammar.



Learning activity 1. Directed activity: Practical techniques and examples

Some teaching techniques are better for teaching one grammar point than another. This is important when you are planning your lesson. Also, middle school students have different ways of learning.

Below are some of the most common techniques for learning grammar. Look at the list to identify those that you are most familiar with. Underline all of the words that you are not familiar with. Work together with your partner.

Drills
Using realia, illustrations from magazines/internet or drawing pictures to explain a point
Error correction e.g. Pronoun–verb agreement: He like English Word order: Where you did go yesterday Wrong tense: Yesterday I go to school
Timelines
Translating from first language to English and using comparisons from one language to another
Dictations
Dialogue building
Explaining orally
Writing example sentences on the board



Learning activity 2. Critical thinking: Matching

Imagine now that you are going to teach the following grammar points, which are all taken from the middle school syllabus. Try to decide which grammar technique you could use from the list in the Learning activity 1. Maybe you would use more than one. Write your answer below each sentence.

1. You want to teach adverbs of frequency like ‘never’ or ‘often’.
2. You want to teach countable and uncountable words like ‘some rice’ and ‘two bags of rice’.
3. You want to teach comparative adjectives like ‘big’, ‘bigger’, ‘biggest’.
4. You want to teach the simple past -ed ending with regular verbs like ‘walk’, ‘talk’, ‘discuss’.
5. You want to explain the difference between an adverb and an adjective.
6. You want to teach prepositions of place in context.



Learning activity 3. Active learning: Designing a poster

In small groups, choose one or two of the techniques from Learning activity 1. Then design a poster displaying the advantages and disadvantages of the technique/s you have chosen.

2.1.1. Techniques for teaching grammar-Period 3

Expected learning outcome



By the end of this lesson, you will be able to:

- Explore more techniques to teach grammar.



Learning activity 1. Modelling: Drilling

Look at the pictures and the information given in the table below.

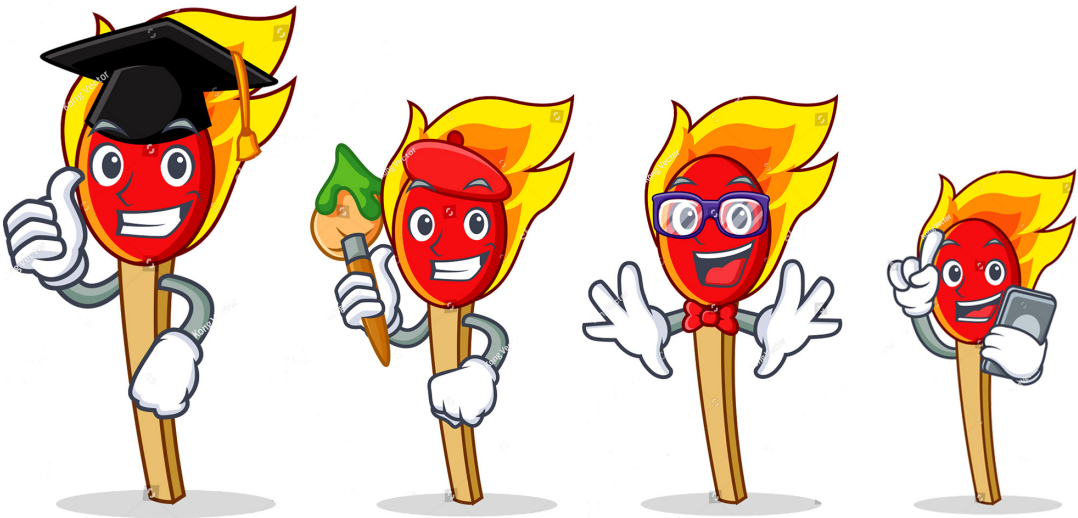


Figure 2.1. Matchstick characters

U Aung Aung	Daw Yu Yu	U Zaw Zaw	Daw Myo Myo
iPhone 8	Samsung 6	Samsung 5	iPhone 10
6 ft	5 ft 6 in	5 ft 6 in	5 ft
Zero children	Two children	Three children	One child
35 years old	40 years old	25 years old	40 years old

Now answer the following questions. Write your answers out as complete sentences. The answer to question one has been given as an example.

1. Who has the cheapest phone? *U Zaw Zaw has the cheapest phone.*
2. Who is not as tall as U Zaw Zaw?
3. Who is the shortest?
4. Who has the most children?
5. Who is older than U Zaw Zaw but not as old as Daw Yu Yu?
6. Which two people are the same height?
7. Who is younger than U Aung Aung?



Learning activity 2. Controlled practice: Making your own examples

Now look at the following sentence:

U Aung Aung is older than U Zaw Zaw, but not as old as Daw Yu Yu.

Look back at the pictures and the table above and write two more sentences in which you compare three people.

1. _____
2. _____



Learning activity 3. Active learning: Gathering personal information from your student teacher colleagues

Work in small groups. In the box below, try to obtain the following personal information from your student teacher peers. First, think of the questions you will have to ask each other. Look at the example below and then write questions for age, distance, and so on.

Height: *How tall are you?*

Age:

Distance between home and the college:

Number of family members:

Subject they like the most:

Record the information and then one person from each group will present their answers to the class.

2.1.1. Techniques for teaching grammar-Period 4

Expected learning outcome



By the end of this lesson, you will be able to:

- Plan a lesson for teaching a grammar structure used at Middle School level.



Learning activity 1. Think-pair-share: Brainstorming

Listen to your teacher educator.

Use the space below to make brief notes about ‘can’, ‘may’, ‘must’, ‘mustn’t’ and ‘can’t’.

Work in small groups. You have five minutes to do this. You can make lists, create mind-maps or draw pictures.



Learning activity 2. Critical thinking: Creating a lesson plan to teach a grammar point

You are going to create a Grade 6 lesson plan, using the following seven-stage lesson plan. Remember to consider gender and inclusivity when you create materials.

Imagine the lesson you need to prepare is 30 minutes long, meaning that all of your timings must add up to a total of 30 minutes.

	Stage	Teacher activity	Middle school student activity	Time
1 ↓	Lead in			
2 ↓	Modelling			
3 ↓	Check understanding			
4 ↓	Controlled practice			
5 ↓	Independent work/free practice			
6 ↓	Assessment			
7 ↓	Plenary			

Sample lesson plan (Grammar)

Class: Grade 6

Subject: English Grammar, Unit (11), Lesson (3)—‘must’, ‘can’

Learning outcomes: By the end of the lesson, middle school students will be able to:

- Use ‘can’ and ‘may’ for obligation and permission; and
- Use ‘must’, ‘mustn’t’ and ‘can’t’ for obligation and permission.

Time: 30 minutes

Teaching resources: Flipcharts, strips of paper, whiteboard, textbook

	Stage	Teacher activity	Middle school student activity	Time
1	Lead in	<ul style="list-style-type: none"> • Organise middle school students into groups of four or five. • Elicit the use of ‘can’ and ‘may’ by asking questions. For example: <ol style="list-style-type: none"> (1) If you want to go out, what will you say? (Answer: <i>May/Can I go out?</i>) (2) If you want to borrow your friend’s ruler, what will you say? (Answer: <i>Can/May I borrow your ruler?</i>) • Write down the middle school students’ responses on the board. • Then put the flipchart of these sentences on the board: <ol style="list-style-type: none"> (1) We must keep our campus clean. (2) We mustn’t eat any snacks while the teacher is teaching. (3) We can’t bring any expensive things to school. • Ask the middle school students to read silently and share ideas about the uses of ‘must’, ‘mustn’t’ and ‘can’t’ from the above sentences with a partner. (Pair work) • Then elicit their ideas by nominating. 	<ul style="list-style-type: none"> • Each group discusses and responds to the questions. 	5 minutes
			<ul style="list-style-type: none"> • Middle school students read silently and share ideas with a partner. • Nominated middle school students express their ideas to the class. 	2 minutes

	Stage	Teacher activity	Middle school student activity	Time
		<ul style="list-style-type: none"> Ask the other students if they agree or not. Why? 	<ul style="list-style-type: none"> The other middle school students give peer feedback. 	2 minutes
2	Modelling	<ul style="list-style-type: none"> Put the flipchart of the uses of ‘can’ and ‘may’ on the board. Explain their uses: asking for permission or granting permission. Then put the flipchart of the uses of ‘must’, ‘mustn’t’ and ‘can’t’ on the board. Explain their uses: ‘must’ is used to express necessity or obligation. Write the examples: <ol style="list-style-type: none"> Middle school students must answer at least four out of the six questions. In most countries, parents must send their children to school. Then explain that ‘can’t’ and ‘mustn’t’ are used to express prohibitions. In other words, they are used in the sense of ‘not allowed or permitted to do something’. Write the examples: <ol style="list-style-type: none"> You can’t play football in the park. You mustn’t drop rubbish on the floor. 	<ul style="list-style-type: none"> Middle school students learn the uses of ‘can’ and ‘may’. Middle school students learn the uses of ‘must’. Middle school students learn the uses of ‘can’t’ and ‘mustn’t’. 	5 minutes
3	Check understanding	<ul style="list-style-type: none"> Ask the following questions: <ol style="list-style-type: none"> What are the uses of ‘can’ and ‘may’? What are the uses of ‘must’, ‘mustn’t’ and ‘can’t’? Nominate and ask the middle school students to give peer feedback. 	<ul style="list-style-type: none"> Nominated middle school students answer the questions and give feedback. 	3 minutes
4	Controlled practice	<ul style="list-style-type: none"> Give the strips of paper of the following exercises to every group. Decide if the following sentences are for asking permission or for granting permission. <ol style="list-style-type: none"> May I use your ruler for a few minutes? You can use my dictionary if you wish. You can play if you finish your homework. 	<ul style="list-style-type: none"> Every group does the exercise together. 	3 minutes

	Stage	Teacher activity	Middle school student activity	Time
		<ul style="list-style-type: none"> • Ask groups to do the exercises together. • Monitor and guide while the students are completing the task. • Then give the success criteria of the exercise to them. • Explain if the students have any questions about the success criteria. 	<ul style="list-style-type: none"> • Middle school students check their answers with the success criteria and ask any questions they have about it. 	
5	Independent work/free practice	<ul style="list-style-type: none"> • Ask the students to think of their own examples of ‘home rules’ in different parts of the house: kitchen, bathroom, living room, garden, and so on. • Tell the students that they must imagine they are a father or mother and they are giving advice to their children. • Ask a volunteer from a nominated group to read out their group’s answers. The other groups listen and check their answers. • Then ask the other groups to give feedback if they have different answers. 	<ul style="list-style-type: none"> • Middle school students must think about their own home rules, imagining themselves as parents talking to their children. • A volunteer from the nominated group presents their answers. • The other groups give feedback if they have different answers. • All groups check their answers. • They listen to each other. 	5 minutes
6	Assessment	<ul style="list-style-type: none"> • Ask the students to consider what they have learnt today and share their ideas with their partners. <p>Then ask the following questions to them and nominate.</p> <ul style="list-style-type: none"> • What do you use ‘can’ and ‘may’ for? • Can you give an example sentence using ‘can’ or ‘may’? • What do you use ‘must’ for? • Can you give an example sentence using ‘must’? • What do you use ‘mustn’t’ and ‘can’t’ for? • Can you give an example sentence, using ‘mustn’t’ or ‘can’t’? • Help the students if they are not on task. 	<ul style="list-style-type: none"> • Middle school students think individually and share their ideas with their partners. • Nominated individuals answer the questions and give example sentences. 	3 minutes

	Stage	Teacher activity	Middle school student activity	Time
		<ul style="list-style-type: none"> Ask other volunteers to give peer feedback on nominated answers and example sentences. 	<ul style="list-style-type: none"> Other volunteer middle school students give peer feedback on the nominated answers and example sentences. 	
7.	Plenary	<ul style="list-style-type: none"> Recap the lesson by asking the whole class about the uses of 'can', 'may', 'must', 'mustn't' and 'can't'. 	<ul style="list-style-type: none"> Middle school students answer the teacher's questions. 	2 minutes

Reflection

Work with a partner. Think about the lesson you helped to prepare. Discuss these questions:

- When you are preparing a lesson plan what aspects of **inclusivity** should you consider? Please think carefully about your own particular context and your own middle school students.
- How can you make your actual classroom 'inclusive' so you allow for different learning styles?

2.1.2. Techniques for teaching vocabulary-Period 1

As well as approaching techniques for teaching vocabulary, these lessons will also allow you to consolidate your understanding of functional language and of the English phonics system. You will be encouraged to consider the different techniques to facilitate natural pronunciation, which you will later be able to incorporate into your own teaching.

Expected learning outcome



By the end of this lesson, you will be able to:

- Recall teaching vocabulary at the Primary School level and explore links with the Middle School level.



Learning activity 1. Collaborative learning: A definition for vocabulary

What is vocabulary?

Write down your answer and discuss with your partner.

Vocabulary is _____



Learning activity 2. Critical thinking: Teaching vocabulary at primary school level

What can you remember about learning and teaching vocabulary lessons in Year 1?

1. Write down one aspect you enjoyed when learning to teach vocabulary in Year 1 (Plus).
2. Write down one aspect you did not enjoy when learning to teach vocabulary in Year 1 (Minus).
3. Write down a question you would like to ask your teacher educator (Question).
4. Fill in the PMQ grid below.

Plus	Minus	Question

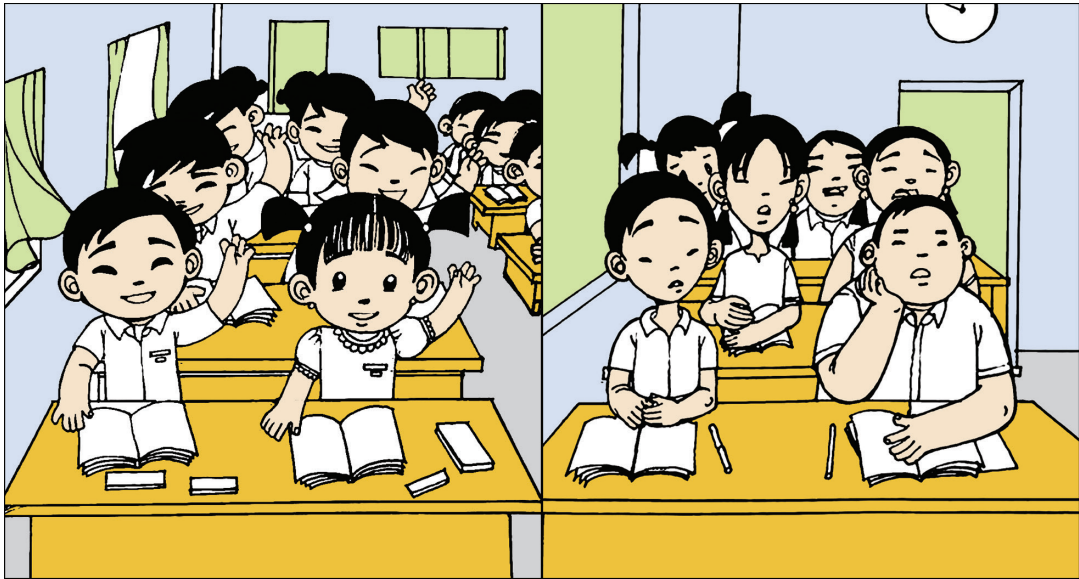


Figure 2.2. Which photo best describes students at middle school? Why?



Learning activity 3. Didactic learning: The differences when teaching vocabulary at middle school

When teaching vocabulary to middle school students, why is it necessary to take their ages and maturity levels into account?

What similarities are there between teaching vocabulary to primary school students and teaching vocabulary to middle school students?

What differences are there?

Here are some ideas to help you:

The differences and similarities in teaching vocabulary to primary school and middle school students

1. They like to mime new words.
2. They need to be taught new vocabulary.
3. They will respond to singing to help **reinforce** new vocabulary.
4. They must have opportunities to practise new vocabulary.
5. They are more **self-conscious**.
6. They can draw the new items of vocabulary.
7. They can understand more **abstract** explanations.
8. They can work independently to learn new vocabulary.

Match the above ideas to either primary school or middle school students in the table below. Can you think of more?

Primary school student	Middle school student



Learning activity 4. Critical thinking: Reflection

Will you need to change any of your teaching techniques when you are teaching middle school students? Write down your thoughts in your reflective journal.



Learning activity 5. Homework: Teaching vocabulary

Follow this link to find out more about teaching vocabulary to middle school students:

<https://oupeltglobalblog.com/2013/09/20/teaching-teens-in-the-efl-setting-vocabulary/>

Bring your ideas to your next lesson.

2.1.2. Techniques for teaching vocabulary-Period 2

Expected learning outcome



By the end of this lesson, you will be able to:

- Discuss appropriate communicative ways of teaching vocabulary.

Period 1



Learning activity 1. Collaborative learning: Teaching vocabulary to teenagers

What can you remember?

You were asked to read a blog on teaching vocabulary to middle school students. Write down three things you remember. You only have two minutes to do this!

•

- _____

- _____



Learning activity 2. Critical thinking: Form, meaning and use

In general, there are two types of approaches to teaching vocabulary. One approach focuses on analysing the mechanics of language. The other approach focuses on using the language in real situations. When we teach vocabulary at middle school level, we want to be able to use both. We often use the terms ‘form’, ‘meaning’ and ‘use’ when teaching new items of vocabulary. We also need to consider the pronunciation too.

Read these entries for three words from Collins English Dictionary. Your teacher educator will give you one of these words to look at in detail. What information is given about:

- The form of each word?
- The meaning of each word?
- The use of each word?

Definition of 'rice bowl'

rice bowl

in British English

NOUN

1. a small bowl for eating rice out of, esp a decorative one made of china or porcelain
2. a fertile rice-producing region

Collins English Dictionary. Copyright © HarperCollins Publishers

I placed the money in the rice bowl.

TIMES, SUNDAY TIMES (2009)

happy / ('hæpi) /

adjective **-pier** or **-piest**


- 1 feeling, showing, or expressing joy; pleased
- 2 willing: *I'd be happy to show you around*
- 3 causing joy or gladness





I am so happy for you that your teacher likes your work.

Definition of 'forget'

forget


Collins COBUILD


(fə'get )

Word forms: 3rd person singular present tense **forgets** , present participle **forgetting** , past tense **forgot** , past participle **forgotten** 

1. VERB

If you **forget** something or **forget** how to do something, you cannot think of it or think how to do it, although you knew it or knew how to do it in the past.

Sometimes I improvise and change the words because I forget them. [**VERB noun**] 

She forgot where she left the car and it took us two days to find it. [**VERB wh**] 

Synonyms: fail to remember, not remember, not recollect, let slip from the memory [More Synonyms of forget](#)

Figure 2.3. Entries for three words from Collins English Dictionary

<https://www.collinsdictionary.com/dictionary/english>

Write your explanations in the table below:

	Form	Meaning	Use
rice bowl			
happy			
forget			

Look for the following to help you understand form, meaning and use:

Definition of the word
Word class
Example sentence
Spelling of the word
Phonemic transcription, e.g. / ^h æpi/

Which of the above best describes the form of the word?

Which of the above best describes the meaning of the word?

Which of the above best describes the use of the word?

Place your answers in the table below.

Form	Meaning	Use



Learning activity 3. Didactic approach: Presenting new vocabulary Explicit presentation

The first step in learning a new word is understanding what it means. A quick translation into first language is easy. However, it can lead to some students paying more attention to the translation than to the English word they are learning.

There are various ways of presenting new vocabulary. When the meaning of the new word is concrete, then pictures, mime or real objects are useful. It is important to make an impact with presenting new vocabulary so that learning is easier and faster. Make sure your middle school students are able to hear, read and repeat the new words. Your teacher educator will show you some examples.

Eliciting vocabulary

Eliciting (elicitation) describes a range of techniques. It involves the teacher getting the middle school students themselves to *provide* information rather than giving it to them. In this way, middle school students will remember the words more easily as they have to work out the meaning themselves. It also engages them more fully in the lesson.

Here is some advice:

- Eliciting should be simple and quick.
- If middle school students do not know the word immediately, try giving them the first sound of the word.
- You cannot elicit what the middle school students DO NOT know.
- Elicit vocabulary early in the lesson.

Techniques and examples to elicit vocabulary

- Definitions: “This is when a person laughs in a nervous or silly way; young children might do this.”—**to giggle**
- Exemplification: “An apple, a banana, an orange are all examples of...” —**fruit**
- Synonyms: This works for some adjectives, verbs, nouns, adverbs, determiners, etc. “Give me a word which is the same as pretty.” —**beautiful**
- Opposites (antonyms): This also works for some adjectives, verbs, nouns, adverbs, determiners, etc. “What’s the opposite of dark/stop/an idiot/few?” —**light/go/a wise person/a lot**
- Sequences: Two opposites as steps on a scale. “What comes next? Cold, hot...” —**boiling**
- Mime: Teacher makes an unhappy face. —**sad**

Answer the following questions. You will need to speak to the other groups to help you.

True or False?

1. If the sentence is false, you should correct it.
2. It is good practice to only translate new vocabulary into first language.
3. It is good practice for middle school students to repeat the new words.
4. It is good practice for teachers to elicit vocabulary.
5. Eliciting vocabulary means teachers give the meaning of the new vocabulary.
6. Eliciting vocabulary must be made difficult for the middle school students.
7. There is only one way to elicit vocabulary.



Learning activity 4. Homework: Ways to elicit new vocabulary

When writing lesson plans, it is essential for the teacher to plan techniques to elicit vocabulary. Look again at the examples above and suggest ways to elicit the following words:

a. A watch
b. A hurricane
c. A game show
d. To chat



Learning activity 5. Homework: Flipped learning: Practical tips for recording and reviewing new vocabulary

Teaching new vocabulary should not just be limited to vocabulary exercises. Grammar exercises, listening activities and reading texts can provide convenient opportunities to increase the exposure and practice of vocabulary.

Practical tips

- Teach new items early in a lesson when middle school students are less tired.
- Middle school students should use vocabulary notebooks to record new vocabulary. They should write down the meaning of each item in first language and illustrate it if possible. Later, they can cross out the item when they are sure they know it.
- Middle school students can write a sentence to contextualise the new item. However, the word must be within a meaningful example sentence. ‘I like rollerblading’ does NOT help them remember what rollerblading means, whereas a picture or translation might.
- Encourage students to think of their own key words for remembering new words.
- Don’t teach more than 10 new words at a time.
- Middle school students should review vocabulary on their own.
- Use word cards.
- List new items on mobile phones.
- Display new vocabulary on the classroom wall so that middle school students see it often and can refer to it.
- Recall new vocabulary at the end of the lesson. Go back to earlier items that you taught regularly. For example: revisit Unit 1 after a period of one month.

Period 2



Learning activity 1. Collaborative learning: Recall practical tips

Think about practical tips for recording new vocabulary.

What do you remember?

You have two minutes to write down at least three tips. Share your answers with your partner.

1. _____

2. _____

3. _____



Learning activity 2. Active learning: Repetition of new vocabulary

Read the text below.

After middle school students have seen each new word and heard it pronounced, an essential step is repeating the word to practise it. Imitating the teacher or the speaker on the audio helps the students to:

- Focus on the English words;
- Remember the words; and
- Build accurate pronunciation.

This technique is known as **drilling** and we looked at it in the grammar unit. It is a good idea to vary your technique. Sometimes you can get the whole class to repeat together. Or you could ask just the boys or girls to repeat the words. Or you could ask individuals to repeat the words. Or you could substitute new vocabulary in adjacency pairs or dialogue practice. You could also chant the words. Even using a funny voice may work!

You must not forget the age of the middle school students in the class when drilling. Remember: older middle school students are often more self-conscious.

Your teacher educator will now demonstrate this technique to you.

Now it is your turn. With your partner, choose four words from the box below and practise the drilling technique. Remember to make it fun.

noodles pancakes dumplings doughnuts chocolates apples bananas mangoes



Learning activity 3. Collaborative learning: Checking understanding

After introducing and practising new vocabulary, the teacher must ask questions to check the students' understanding. The middle school students' answers must be short and easy. Therefore, the teacher's questions must target understanding.

Work with a partner. Below are some techniques for checking that the middle school students have understood new words. What are the advantages and disadvantages of these techniques?

Place the following statements from the list below into the correct boxes in the table. You do not have to write out the whole sentence.

1. Quick and efficient
2. Teacher must have good knowledge of the two languages
3. The questions must be well designed
4. Effective
5. Quick to answer
6. Easy to answer
7. Middle school students must give an example sentence to demonstrate understanding
8. Middle school students may be embarrassed to say they do not understand
9. The question does not check the understanding of the target word

	Technique	Advantages	Disadvantages
a	The teacher asks a middle school student to translate the word (or phrase) into first language.		Knowledge of two languages
b	The teacher asks: "Do you understand?"		
c	The teacher asks the middle school students to use the word in a sentence.	Effective	
d	The teacher asks short questions. For example: "If you are head over heels in love, are you in love a lot, or a little bit?"		

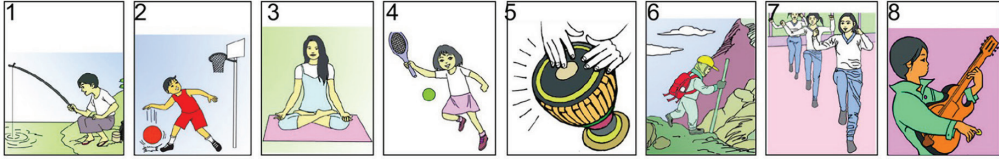


Learning activity 4. Collaborative learning: Immediate practice

We have already discovered that we cannot expect middle school students to master vocabulary without repeated intensive use and recycling. Vocabulary should be practised and used, firstly in a controlled contextualised exercise based on meaningful visual cues. This is sometimes called controlled practice. Then a second exercise (freer practice) should permit middle school students to personalise the vocabulary, giving it additional memorability.

Here are two extracts of language tasks from the Grade 6 English textbook. The two tasks illustrate examples of controlled and freer practice.

3 Match the pictures with the hobbies from Exercises 1 and 2. The first one is done for you.



1. go fishing

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

7 In pairs, tell each other about your family and hobbies.



Figure 2.4. Middle school student textbook¹

¹ JICA. (n.d.). Basic Education Middle School English Curriculum.

In groups, your teacher educator will give you a middle school student textbook from Grade 6, 7, 8 or 9. Look for the examples of controlled and freer practice and record your findings.

Unit and page number	Controlled practice	Freer practice



Learning activity 5. Flipped learning: Homework: Creating resources to review and recycle vocabulary and reviewing lesson plan

It is vital to ensure that new vocabulary is regularly recycled or revised, because if middle school students do not get the chance to use it, they will easily begin to forget it.

Here are some examples of methods to do so:

Flashcard games

Words in a bag

Guessing games

Back to the board

Pictionary

(Running) dictation

Against the clock! (How many words or phrases can you remember?)

Bingo

Trap door

Slap the board

What's missing?/Kim's game

There are many more examples. Look at these websites for suggestions on how to incorporate these activities in your classroom:

- <https://www.teachingenglish.org.uk/article/vocabulary-activities>
- <https://www.teachingenglish.org.uk/article/recycling-vocabulary>
- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-introducing-new-vocabulary>

Your teacher educator will give you some words for a topic. In your groups, create resources to teach these words. If you have time you may wish to practise the activities to see that they work.

You should also look at the sample lesson plan in Learning activity 3 in Period 4 of this unit. Remember that this is not the perfect lesson plan and only an example. Answer these focus questions as you read it:

- Did you like this model lesson? Why? Why not?
- What would you do differently?
- What would you do the same?



Learning activity 6. Plenary: Trap door

Listen to your teacher educator for instructions.


	<p>My family is</p> <table border="1"> <tr><td>big and noisy.</td></tr> <tr><td>quiet and small.</td></tr> <tr><td>lovely and kind.</td></tr> <tr><td>organised and boring.</td></tr> </table>	big and noisy.	quiet and small.	lovely and kind.	organised and boring.	<p>I have</p>	<table border="1"> <tr><td>two brothers.</td></tr> <tr><td>a sister and a brother.</td></tr> <tr><td>a little sister.</td></tr> </table>	two brothers.	a sister and a brother.	a little sister.
big and noisy.										
quiet and small.										
lovely and kind.										
organised and boring.										
two brothers.										
a sister and a brother.										
a little sister.										
<p>My mother has</p>	<table border="1"> <tr><td>blue eyes</td></tr> <tr><td>brown eyes</td></tr> <tr><td>green eyes</td></tr> </table>	blue eyes	brown eyes	green eyes	<p>and</p>	<table border="1"> <tr><td>long brown hair.</td></tr> <tr><td>short brown hair .</td></tr> <tr><td>Medium length brown hair.</td></tr> </table>	long brown hair.	short brown hair .	Medium length brown hair.	
blue eyes										
brown eyes										
green eyes										
long brown hair.										
short brown hair .										
Medium length brown hair.										
<p>My father</p>	<table border="1"> <tr><td>wears glasses and is chatty.</td></tr> <tr><td>is bald and strict.</td></tr> <tr><td>is short and hard working .</td></tr> </table>	wears glasses and is chatty.	is bald and strict.	is short and hard working .	<p>He is</p>	<table border="1"> <tr><td>forty years old.</td></tr> <tr><td>thirty seven years old.</td></tr> <tr><td>thirty nine years old.</td></tr> </table>	forty years old.	thirty seven years old.	thirty nine years old.	
wears glasses and is chatty.										
is bald and strict.										
is short and hard working .										
forty years old.										
thirty seven years old.										
thirty nine years old.										
<p>In our family</p>	<table border="1"> <tr><td>we all look like each other.</td></tr> <tr><td>we are all different.</td></tr> <tr><td>we look like our mother.</td></tr> </table>			we all look like each other.	we are all different.	we look like our mother.				
we all look like each other.										
we are all different.										
we look like our mother.										
<p>What I like most about my family is that</p>	<table border="1"> <tr><td>We are honest.</td></tr> <tr><td>We help each other.</td></tr> <tr><td>We all eat together.</td></tr> </table>			We are honest.	We help each other.	We all eat together.				
We are honest.										
We help each other.										
We all eat together.										

Figure 2.5. Describing your family

2.1.2. | Techniques for teaching vocabulary-Period 3

Expected learning outcome



By the end of this lesson, you will be able to:

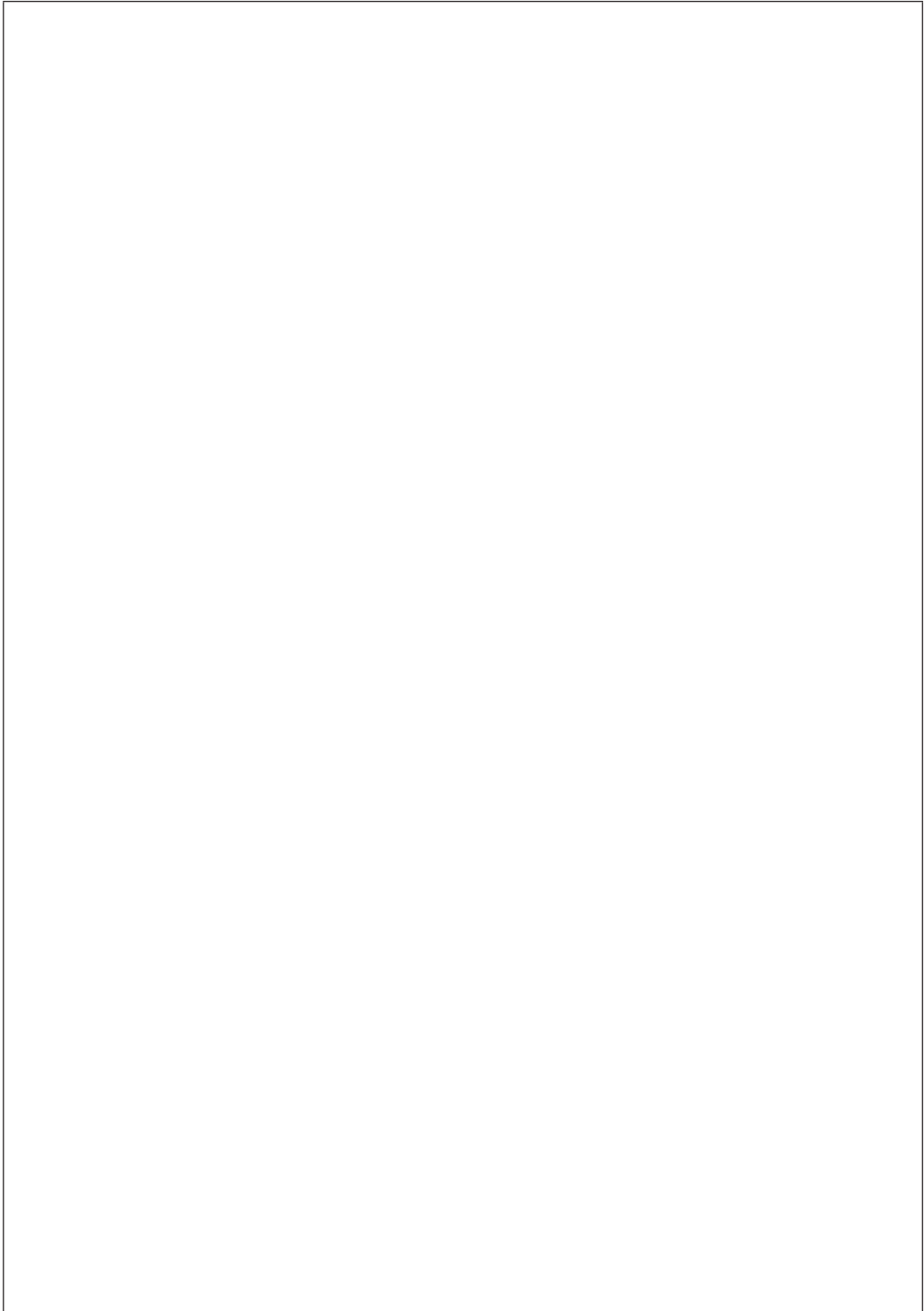
- Plan a short lesson to teach vocabulary to Middle School students.



Learning activity 1. Collaborative learning: Contextualising vocabulary

Use the box below to write down tips you can give to help middle school students revise vocabulary. Do not look back at the previous lesson!

Work in small groups. You can make lists, mind-maps, draw pictures—it's up to you.





Learning activity 2. Gallery walk: Sharing prepared resources

Work in groups. Demonstrate the resources you created last lesson for Learning activity 5.



Learning activity 3. Flipped learning: Preparation for an activity to teach vocabulary

Vocabulary sample lesson plan

Class: Grade 7

Lesson: Unit 6, Lesson 3, page 56 (Do you like living in the countryside?)

Time: 45 minutes

Learning outcomes: By the end of this lesson, middle school students will be able to:

- Identify different places in a town and a village
- Match items and places in a town and a village
- Ask and answer about places in their neighbourhood, using vocabulary of names of common places in a town and in a village.

	Stage	Teacher activity	Middle school student activity	Time
1	Lead in	<ul style="list-style-type: none"> The teacher asks each middle school students about the different places they can see in their surroundings and tells them to write down the names of the places in English in their notebooks. Teacher makes this a competition against the clock. The teacher puts the middle school students into pairs and asks them to share about different places in their town or village. Then the teacher shows the picture cards of eight different places from the text and asks whether the middle school students can see these places in their town or village. Teacher tells the middle school students to raise their hands if they can find these places in their surroundings. Next, the teacher plays Slap the Board. The teacher puts the middle school students into groups of five and selects five places to regroup the students. The teacher monitors and checks while the students do the activity. 	<ul style="list-style-type: none"> Middle school students write down the names of different places in their notebooks. Each pair shares their ideas with their partner. All the middle school students do the activity according to the teacher's instructions. Each group matches the vocabulary with the different places described in Exercise 1 in their text. Middle school students from each group discuss and do the activity within groups. 	<p>5 minutes</p> <p>1 minute</p> <p>1 minute</p> <p>1 minute</p> <p>2 minutes</p>
2	Modelling	<p>Modelling</p> <ul style="list-style-type: none"> The teacher informs the middle school students of the new vocabulary of eight different places with correct pronunciation by showing pictures. The teacher asks the class to repeat after the teacher (choral practice). 	<ul style="list-style-type: none"> Middle school students repeat after the teacher with correct pronunciation. 	5 minutes
3	Check understanding	<p>Asking questions</p> <ul style="list-style-type: none"> The teacher checks the students' understanding of the new vocabulary by asking chorally, in groups or individually. 	<ul style="list-style-type: none"> Students answer chorally, in groups or individually. 	5 minutes
4	Controlled practice	<p>Pair work and group work</p> <ul style="list-style-type: none"> The teacher puts students into pairs and asks them to put the different places into the respective columns of the worksheet in the text (2a): 'Things in a town and things in a village'. The teacher asks students to add three more ideas of their own. Then the teacher combines a pair with another pair and the Middle School students check their answers within the two pairs. The teacher plays Kim's Game. 	<ul style="list-style-type: none"> Each pair does the activity according to the teacher's instructions. The two pairs check their answers together. 	10 minutes

	Stage	Teacher activity	Middle school student activity	Time
5	Independent seatwork/free practice	Pair work <ul style="list-style-type: none"> The teacher puts the students into pairs and asks them do the exercise (2b). The teacher adds another three places: bakery, haystack, scarecrow (not included in the exercises). 	<ul style="list-style-type: none"> Each pair practises by telling each other their own places. 	5 minutes
6	Assessment	Asking questions <ul style="list-style-type: none"> The teacher asks the students about the things they can see in the different places individually. Next, the teacher organises two teams to play Pictionary. 	<ul style="list-style-type: none"> Students who are nominated answer the teacher's questions. 	5 minutes
7	Plenary	Consolidation <ul style="list-style-type: none"> The teacher asks the students what they learnt today and to identify the learning objectives. 	<ul style="list-style-type: none"> Middle school students answer what they learnt today. 	5 minutes

Now work in small groups. Using your prepared resource, you will teach a short vocabulary activity.

How will you convey the meaning of the words you are teaching?

How will you make both the written and spoken forms clear?

How will you check that the words have been understood?

Use the template below to record the steps you will take. Remember to consider gender and inclusivity when you create materials. Imagine the activity or lesson you need to prepare is 30 minutes long, meaning that all of your timings must add up to a total of 30 minutes.

	Stage	Teacher activity	Student activity	Time
1 ↓	Lead in			
2 ↓	Modelling			
3 ↓	Check understanding			
4 ↓	Controlled practice			
5 ↓	Independent work/ free practice			
6 ↓	Assessment			
	Plenary			



Learning activity 4. Active learning: Gallery walk

Be ready to present your lesson plan to another group. Make sure you allow time for feedback. Use the template below to record the feedback you will give to the partner you observe.

What was the topic?	
What resources were used?	
What did the teacher do to practise or repeat the vocabulary?	
What questions did the teacher ask to check understanding?	
Was there a controlled practice activity?	
Was there a freer practice activity?	



Learning activity 5. Collaborative learning: Reflection

Work with a partner. Think about the lesson you helped to prepare. Discuss these questions:

1. When you are preparing a lesson plan what aspects of inclusivity should you consider? Please think carefully about your own particular context and your own middle school students.
2. How can you make your actual classroom ‘inclusive’ so you allow for different learning styles?
3. Homework: read through the model lesson plan carefully again and make a short list of the differences between your own lesson plan and the model lesson plan.

2.1.3.

Techniques for teaching functional language- Period 1

Expected learning outcome



By the end of this lesson, you will be able to:

- Develop techniques to teach functional language.



Learning activity 1. Link to prior learning: ‘What is functional language?’

In Year 1 you looked at the term **functional language**. Choose the best definition from the list below:

1. Language that is used in various daily situations.
2. Language that is used to describe word classes or parts of speech.
3. Language that is used in cross-curricular subjects.

You have two minutes to write down as many different functions or scenarios as you can remember in your journal. Your teacher educator will now provide you with a list of the most common functions. How many functional language expressions did you remember?



Learning activity 2. Discussion and questioning: Exploring ways to teach functional language at middle school (1)

Fixed expressions are used in functional language. It is best that these phrases are learnt as a whole **chunk** of language. Chunks are groups of words that can be found together in language. They can be words that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules.

Look at the match-up activity below. On the left are different everyday situations or role-play scenarios. On the right are some common expressions or examples of functional language. Match the scenarios on the left to the phrases on the right. For example: Expressing an opinion = ‘I think...’.

Function	Example of language expression
Expressing an opinion	‘May I use your ruler?’
Making a suggestion	‘What do you think about the lesson?’
Apologising	‘Look at the blackboard!’
Asking for permission	‘I’m really sorry I am late’
Giving instructions	‘I don’t really agree, but what about...’
Asking about likes and dislikes	‘What food do you like?’
Agreeing	‘It might be ok.’
Disagreeing	‘I agree with what she says.’
Asking for opinions	‘How about writing a list?’
Expressing probability	‘I think...’

Can you think of any more examples?



Learning activity 3. Role-play: Exploring ways to teach functional language at middle school (2)

Read the following scenario:

A: What do you think about the poem we read?

B: I quite like it. What about you?

A: It's a bit boring, I think!

Your teacher educator will now give you a scenario which will use one of the language functions. With a partner, plan a short conversation using expressions you know to fit the scenario. Write your conversation in the speech bubbles below.

Role-play

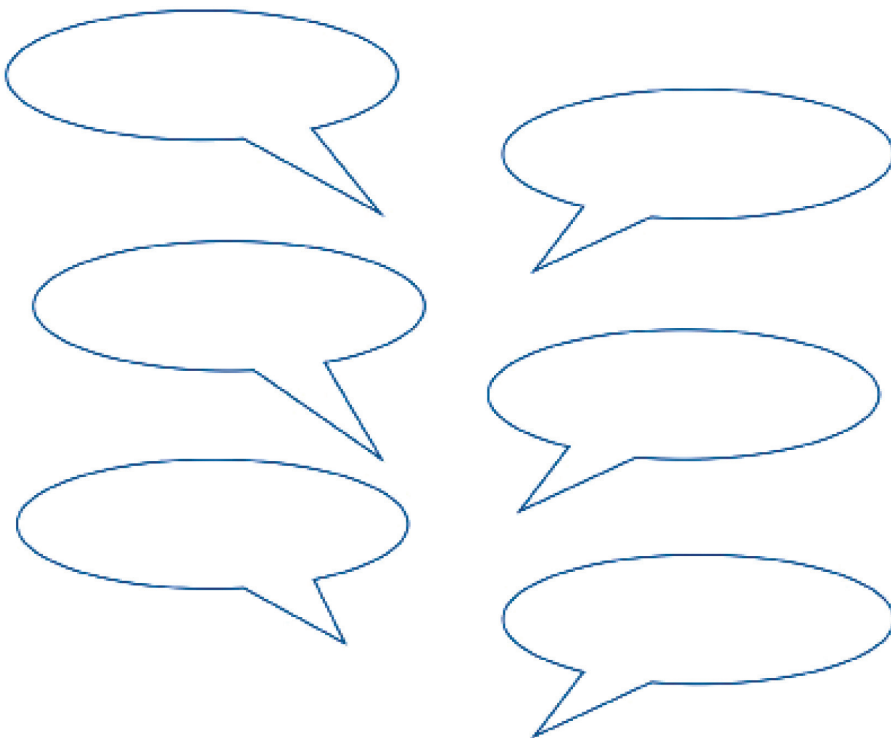


Figure 2.6. Role-play



Learning activity 4. Plenary: Presentation of role-plays

Work with your partner to present the role-plays to your other group members. As you listen to other pairs, fill in the table below.

Scenario	Function

2.1.3.

Techniques for teaching functional language- Period 2

Expected learning outcome



By the end of this lesson, you will be able to:

- Provide examples of Middle School students' use functional language to deal with everyday situations.



Learning activity 1. Link to prior knowledge: Gap-fill

Think back to the last lesson where you explored different functions. Can you fill in the gaps to complete the techniques below?

M _____ a s _____

E _____ an o _____

_____ sing

A _____ f _____ p _____

G _____ i _____



Learning activity 2. Discussion and questioning: Exploring ways to teach functional language at middle school (1)

Communicative activities are used to demonstrate and practise functional language. Functional language structures usually relate to real-life scenarios; therefore, role-plays or dialogues help middle school students place the language in context. In this way, when the situation arises in the real world, the middle school student will be reminded of the English classroom and remember the language particular to that context. Functional language can be learnt using language chunks, which can then be used again and again when the particular situation arises. For example, the phrase ‘What do you think?’ can be used to ask for opinions in many different scenarios.

The process for teaching functional language follows the same format for teaching structures (grammar) and vocabulary. In this way, the three sub-strands are closely connected.

Can you remember the strategies used to teach vocabulary? What were they?

Look at the following steps below outlining the process for teaching functional language, such as giving advice.

Step 1: Find out what the middle school students already know.

Step 2: Listen to a conversation or read the conversation. Ask some gist comprehension questions to check understanding.

Step 3: Focus on the target language for giving advice. Ask middle school students to identify target phrases in the text. Ensure drilling activities are included. Check the pronunciation.

Step 4: Controlled practice: consolidate the target language by asking the middle school students to do a gap-fill exercise.

Step 5: Freer practice: ask middle school students to personalise the conversation for themselves. Or give them different prompt cards.



Learning activity 3. Collaborative learning (Role-play): Exploring ways to teach functional language at middle school (2)

In pairs, look at the extract from the Grade 6 textbook for English and identify the strategies listed in Learning activity 2 that are used for teaching functions.

1. Has every stage been included?
2. What would you do if you wanted the middle school students to personalise the conversations for themselves?

UNIT 5

Lesson 1: Where shall we meet?

- | | |
|-----------------------|-------------------------------|
| • making appointments | • nationalities and countries |
|-----------------------|-------------------------------|

Listening and speaking

1 Listen and complete the conversations with the words in the box.

Conversation 1

come	free	join	meet	plans
------	------	------	------	-------

Mon Mon: Are you (1) _____ on Saturday, Sandar?

Sandar: Oh, Yes. Do you have any (2) _____ ?

Mon Mon: We're going to a restaurant for dinner this evening.

Would you like to (3) _____ with us? Ko Ko and Su Su are coming too.

Sandar: That's great. I'd love to. Where shall we (4) _____ ? And when?

Mon Mon: Let's meet at the *Silver Star Restaurant*. Will 5 o'clock be OK?

Sandar: Sure. I'll (5) _____ you. See you.

Conversation 2

10 o' clock	meet	See	Sunday	time
-------------	------	-----	--------	------

Nandar: I'd like to invite you to my birthday party on (1) _____ .

Thandar: What (2) _____ ?

Nandar: At (3) _____ in the morning. Can you come?

Thandar: Certainly. Where are we going to (4) _____ ?

Nandar: At the *Golden Star Restaurant*.

Thandar: OK. I'll come. (5) _____ you there.

Conversation 3

1:00	badminton	badminton court	school	Wednesday
------	-----------	-----------------	--------	-----------

Min Khant: Do you have any plans for (1) _____ after school?

Zaw Zaw: No. None. Why?

Min Khant: Then what about playing (2) _____ ?

Zaw Zaw: Why not? When shall we meet?

Min Khant: After school at (3) _____ . Let's meet at the (4) _____ on Thaton Street.

Zaw Zaw: Good! The badminton court is near our (5) _____ .

OK. See you then.

2 Check your answers with your friend.

3 In pairs, practise the conversations.

Useful language

Where shall we meet? When / Where are we going to meet?	Would you like to _____ ? I'll join you. See you then.
--	---

Figure 2.7. Grade 6 middle school textbook

JICA. (n.d.). Basic Education Middle School English Curriculum.



Learning activity 4: Plenary: Steps for teaching functional language

Look at the hand image below.

In each finger section, write the steps you would follow for teaching functional language.

In the thumb section, write an example of a situation/scenario.

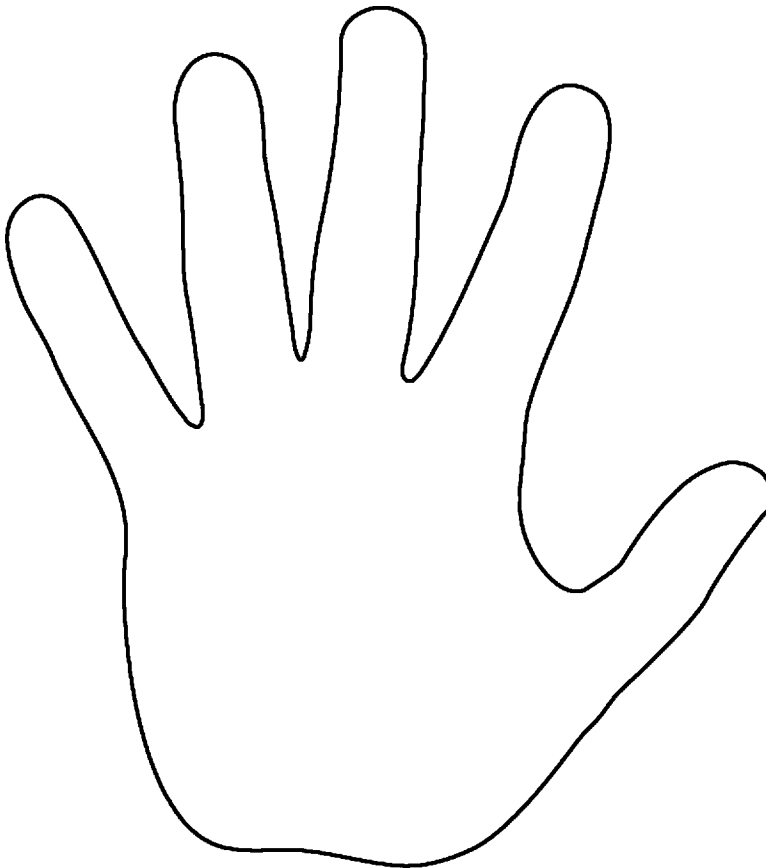


Figure 2.8. Hand image

2.1.4. Techniques for teaching pronunciation- Period 1

Expected learning outcomes



By the end of this lesson, you will be able to:

- Recall techniques to teach pronunciation skills learnt in Year 1; and
- Produce sounds correctly in teaching English phonics.



Learning activity 1. KWL: Features of pronunciation

In your opinion, what is the aim of teaching pronunciation?

In Year 1, you learnt about teaching pronunciation. Consider the following questions and write your thoughts in the box below.

What do you know already about different pronunciation techniques?

What do you want to know?

K What I Know	W What I Want to know	L What I Learnt

Discuss your answers with a partner.



Learning activity 2. Link to prior knowledge: Quiz of phonics in English

Before we look at practising the sounds again in English, complete this quiz. You will find the answers in Learning activities 3 and 4.

How many letters are there in the English alphabet?	
How many sounds?	
How many consonants?	
How many different consonant sounds?	
How many vowels?	
How many different vowel sounds?	
What is another name for a group of letters that combines two vowels?	



Learning activity 3. Collaborative learning: Consonants

Your teacher educator will show you the phonemic chart from the Cambridge English online website. This is an interactive chart which you, or your middle school students, can use to hear the correct pronunciation of sounds.

There are 21 consonant letters in the English alphabet. However, there are 24 consonant sounds in the English language.

With your partner, practise saying some of the words below to familiarise yourself with the sound.

Listen carefully to your teacher educator who will say an example word for some of them. Fill in the example word column as you listen. You can check the spelling later.

Practise sounding out each of the example words to familiarise yourself with the sound. Note: not all of the sounds are at the beginning of the words; some are in the middle and some are in the final position.

Phonetic symbol	Example word	Your example word	Phonetic symbol	Example word	Your example word
k	cake		tʃ	chair	
g			dʒ	jam	
t			θ		
d			ð	this	
p	pencil		m	milk	
b	bed		n		
s			ŋ	sing	
z			l	lamp	
f			w	wall	
v	violin		r		
ʃ			h	head	
ʒ	measure		j		

There are three consonant sounds in the table above which do not exist in Myanmar language. Can you remember what they are? Highlight these with a different coloured pen.

For homework: complete the ‘Your example word’ columns, adding another word for each consonant sound. You can use a dictionary for this. Practise saying each word aloud to familiarise yourself with the sound.



Learning activity 4. Collaborative learning: Vowels

There are five letters for vowels in the English alphabet. However, there are 20 different sounds for these letters. Often it depends on where these letters are positioned in a word.

Listen carefully to your teacher educator who will provide an example word for some of them. Fill in the ‘Example word’ column while you listen. You can check the spelling later.

Practise speaking each of the words to familiarise yourself with the sound.

Phonetic symbol	Example word	Your example word
ɪ	sister	
e		
æ		
ʌ	button	
ʊ		
ə	teacher	
ɒ	strong	
i:	three	
u:	room	
ɔ:		
ɔ:	sport	
ɜ:		
eɪ	day	
aɪ	my	
əʊ		
aʊ		
ɪə	engineer	
eə	hair	
ʊə	poor	
ɔɪ		

There are four vowel sounds in the table above which do not exist in Myanmar language. Can you remember what they are? Highlight these with a different coloured pen.

Optional homework: complete the ‘Your example word’ column, adding another word for each vowel sound. You can use a dictionary for this. Practise saying each word to familiarise yourself with the sound.



Learning activity 5. Collaborative learning: Reflection

Discuss the following question in groups:

Why is it important to focus on pronunciation with your middle school students?

Look back at your KWL chart at the beginning of the lesson. Have you been able to answer your question? Write down two things you have learnt so far in this unit on pronunciation in the 'Learnt' section (L).

1. _____
2. _____

2.1.4.

Techniques for teaching pronunciation- Period 2

Expected learning outcome



By the end of this lesson, you will be able to:

- Explore techniques to teach pronunciation skills.



Learning activity 1. Whole group work: *Tic tac toe*

The following activity is a really good way of consolidating the pronunciation of different words in English.

1. Form two teams: Team X and Team O.
2. With your team look at the phonetic symbols in the box and the numbers on the grid.
3. Team X chooses a number from the grid.

4. Your teacher educator will read out the word and sound according to the chosen number.
5. Team X writes the sound of the word into the corresponding square in the grid.
6. If the answer is correct the teacher educator will mark the square with an X.
7. It is now Team O's turn.
8. The first team to get three correct answers and three of their symbols (X or O) in a row wins!

(1)	(2)	(3)	/v /
			/f/
			/dʒ/
(4)	(5)	(6)	/ʃ/
			/tʃ/
(7)	(8)	(9)	



Learning activity 2. Flipped, collaborative learning: Why we teach word stress

Discuss with your group the following question: What is a syllable?

Stress is the importance that is given to syllables in a word. Mistakes in word stress are a common cause of misunderstanding in English. Stressing the wrong syllable in a word can make the word very difficult to hear and understand. Try saying the following two words, placing the stress on the first and then the second syllable:

record (noun) / record (verb)

Word stress in English is not always regular, but it is fairly predictable. Proficient speakers of English may not know the rules (which are complex) but they are able to

use the correct stress because they will have come across similar words before.

In pairs, read the following words. Can you predict where the stress is?

transport

fishing

football

computer

mathematics

technology

hotel

Here are some general tendencies:

Word	Type of word	Tendency	Exceptions
apple table happy	Two-syllable nouns and adjectives	The stress is on the first syllable: apple	hotel lagoon
suspect import insult	Words which can be used as both nouns and verbs	The noun has stress on the first syllable: “You are the suspect! ” The verb has stress on the second syllable: “I suspect you.”	respect witness
hairbrush football	Compound nouns	Fairly equally balanced but with stronger stress on the first syllable: hairbrush	



Learning activity 3. Active learning: Your turn!

Your teacher educator will give you a middle school English textbook for a particular grade. Identify six vocabulary items relating to a topic such as food and drink. Note you only have three minutes to complete this task!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Underline the stressed syllable in each of the words. Can you read these words to your partner?



Learning activity 4. Collaborative learning: ‘Why do we teach rhythm?’

English is a very rhythmical language. Read slowly the following words ONE BY ONE to your partner:

My
mother
used
to
go
to
the
market
on
Saturdays

Now read the words again as a whole sentence:

My mother used to go to the market on Saturdays.

What happens to the individual words when you read them in a sentence?

When words are put into sentences, some syllables in a word are shortened.

In any sentence, some words carry a stress. These are the ‘strong’ or ‘lexical’ words (usually nouns, verbs, adjectives and adverbs). The remaining words are ‘grammatical’ words and are unstressed or ‘weak’ (conjunctions, pronouns, prepositions, auxiliaries, articles). These are the words that are shortened.

Read the sentence again. Which words are stressed?

The rhythm produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English.

Myanmar is a syllable-timed language in which syllables are produced at a steady rate. English is different—it is a **stress-timed language**. In stress-timed languages, there is approximately an equal amount of time between each stress in a sentence. Sentence stress is an important factor in fluency, as English spoken with only strong forms has the wrong rhythm and will sound unnatural. As a result, it makes it difficult for the listener to distinguish emphasis or meaning.



Learning activity 5. Homework: Reflection

What have you learnt about teaching pronunciation in this lesson?

With a different coloured pen, go back through the activities from today's lesson and highlight or underline anything that you were not aware of before today's lesson. Put a question mark (?) next to anything you are still unsure of, so that you can ask your teacher educator about it at a convenient time.

Fill in your KWL chart and explain your thinking to your partner.

2.1.4. | Techniques for teaching pronunciation- Period 3

Expected learning outcome



By the end of this lesson, you will be able to:






- Develop techniques to teach pronunciation skills.



Learning activity 1. Active/collaborative learning: Stress grids

Listen to your teacher educator read out the following words. Which syllable is stressed? Place the words in the correct columns in the table below. The first two have been done for you.

1. president
2. Japan
3. penicillin
4. wonderful
5. afford
6. information
7. breakfast
8. Olympics
9. computer
10. language

				
	<i>Japan</i>		<i>president</i>	



Learning activity 2. Collaborative, flipped learning: ‘Do we need to teach intonation?’

Intonation is about how we say things, rather than what we say. It is a complex aspect of pronunciation. Without intonation, it is impossible to understand the expressions and thoughts that go with words. There are two aspects to intonation: (a) grammar and (b) attitude. Intonation should be approached alongside the language you are teaching.

(a) Here are a few examples to illustrate the intonation pattern in grammar structures:

- Wh- questions: falling intonation:



Where did you put the door key?

- Yes/No questions: rising intonation:



Have you done the homework?

- Statements: falling intonation:



I'm so hot.

- Question tags—‘genuine question’: rising:



You are coming, aren't you?

- Question tags—‘checking information’: falling



You are coming, aren't you?

- Lists: rising, rising, rising, falling:



A pen, a pencil, a ruler and a rubber.

Listen to your teacher read out five statements. Can you say which intonation pattern they follow? Why? The first one has been done as an example.

	Intonation pattern	Why?
1	Rising	yes/no question
2		
3		

4		
5		

(b) Here is an example to illustrate the relationship between intonation and attitude:

Ask the question to your partner: ‘Do you like mangoes?’ in an interested/ varied intonation. Now ask the question again in an uninterested/ flat tone. Now ask it with a bored and then surprised tone. Do you notice the differences?

To hear some examples of intonation patterns, visit this website: <https://thesoundofenglish.org/question-tag-intonation/>



Learning activity 3. Collaborative learning: Techniques for teaching word stress, rhythm and intonation

The greatest resource for middle school students is you: their teacher. You can model the correct pronunciation of sounds, words, stress and intonation. You can provide a clear or even exaggerated model of the word.

It is important to practise pronunciation activities in a variety of different ways to make them interesting and challenging. Read these suggested techniques for teaching word stress, rhythm and intonation.

Drilling: In the unit on vocabulary and grammar, you looked at the importance of drilling. This is also very important to help with pronunciation. **Choral drilling** involves the whole class. It allows middle school students to feel safe while they are learning a new language. Even if their pronunciation is not perfect, they repeat with the group and can practise safely. The teacher models the language and the middle school students repeat like this:

Teacher: *You should wear a jacket.*

Middle school students: *You should wear a jacket.*

Remember to vary your voice, make it loud or soft. Or get the girls to repeat first.

Physical movement: Finger-clicking, clapping or tapping in time to the rhythm of the sentence.

The teacher models the language by using their hands or fingers and the middle school students repeat: *I ought to love my country, the land in which I live!*

The teacher could start by whispering the phrase, then repeating it, getting louder each time.

The teacher could ask the students which words are stressed.

Write the word on the board: Write and say the word. Ask the middle school students to tell you which syllable is stressed. Underline the stressed syllable, for example: record (n); record (v). Encourage the students to underline the main stress on words in their vocabulary books.

Read aloud: Focus on short utterances with distinctive stress and intonation patterns and a specific rhythm, for example: long numbers, phone numbers, football results.

Songs, jazz, raps, chants, poems, rhymes and tongue-twisters: The rhythm of English lends itself to music, for example: *I scream, you scream, we all scream for ice cream.* You could divide the class into groups and ask them to repeat a rhyme in rounds. To do this the first group starts to say the rhyme and then, at a suitable point, the second group starts to say the rhyme from the beginning.

Model a phrase but start at the end: Get the middle school students to repeat after each part you give them. For example:



/...yesterday?/

/...get up yesterday?/

/...did you get up yesterday?/

/What time did you get up yesterday?/

This really helps middle school students focus on correct pronunciation and intonation.

Vanishing dialogue: Look at the following dialogue from a Grade 6 textbook and write it up on the board:

You: *Excuse me. Could you tell me the way to the police station?*

Policeman: *Go straight and turn left at the traffic lights. It's on your right next to the hospital.*

Drill the dialogue. Then divide the class into two sides—each side takes a different role—and drill the dialogue again. Swap roles and drill again. Use different voices to keep it lively and interesting. Remove a word or phrase (e.g. ‘way’) from the board and drill again. They have to remember the dialogue without the word you removed. Gradually remove more words until all of the dialogue has gone. Drill each time you remove a part of the dialogue. Put the middle school students into pairs. Can they remember the whole dialogue?



Learning activity 4. Plenary: Key takeaways

Below is some advice for teaching pronunciation:

- Keep pronunciation activities positive and don't expect perfection.
- Provide realistic and clear contexts for your middle school students.
- Avoid going into theory.
- Make it fun!

Which piece of advice do you agree with the most?

2.1.4. | Techniques for teaching pronunciation- Period 4

Expected learning outcome



By the end of this lesson, you will be able to:

- Plan a short lesson to teach pronunciation to Middle School students.



Learning activity 1. Collaborative learning: Contextualising pronunciation activities

Write down as many different pronunciation activities as you can in the box below. Do not look back at the previous lesson!

Work in small groups. You can make lists, mind-maps, draw pictures—it is up to you.



Learning activity 2. Link to prior knowledge: ‘Your turn!’

In pairs, select one of the pronunciation techniques and prepare a short activity to demonstrate a pronunciation focused activity.

You will demonstrate your short activity in your small groups.

Use the box below to record the steps you will take. Remember to consider gender and inclusivity when you create materials.



Learning activity 3. Active learning: Presentation

Be ready to present your pronunciation activity to another group. Make sure you allow time for feedback. Use this template to record the feedback you'll give to the partner you observe.

What was the pronunciation activity?	
What resources were used?	
How did the teacher check the middle school students' pronunciation?	



Learning activity 4. Collaborative learning: Reflection

Work in your original pair. Think about the activity you helped to prepare. Discuss these questions:

1. Did the short activity proceed as you hoped?
2. Was there anything about the plan that you could have improved?
3. How do you think it would have been different with 'real' middle school language students?
4. Did you learn anything from the way in which your student teacher colleagues approached the task?



Review questions

1. What are phonemic symbols?
2. Which consonant and vowel sounds in English do not exist in Myanmar language?
3. What does stress-timed language mean?
4. Which words in an English sentence usually carry the stress and which do not usually carry the stress?
5. What is intonation in a language?
6. When you prepare materials and activities, do you think it is better to keep them related to the Myanmar context only? Which countries do you think are important?
7. What other criteria do you think is important, especially if your material is about people?
8. Why is the number of syllables in an adjective important when you make the comparative form?
9. What is the best way, in your opinion, to teach irregular adjectives like ‘good’, ‘bad’, and so on?
10. Do you think there is the best time in the class to teach grammar—maybe towards the end of the class or in small sections or as you go along?
11. How can you make teaching grammar enjoyable for your middle school students?

Unit Summary



Key messages

- Middle school students need to be exposed to chunks of meaningful language to develop vocabulary, grammar and pronunciation skills.
- It is important to consider the types of functional language a middle school student will use in their everyday lives.
- Grammar is not just about correctness. Middle school students need to encounter chunks of meaningful language.
- It's best to contextualise grammar: give real-life examples that middle school students can relate to.
- Reflect on your teaching and start with simple grammar rules. Then, gradually build up to more complex concepts, for example: teach regular past tense with -ed ending before looking at irregular verbs. Another example might be, with comparisons, teach adjectives with one or two syllables such as 'fast' or 'big' before moving to longer adjectives like 'intelligent' or 'beautiful'.
- Help your middle school students to get to know the most important word classes, allowing them to study independently, if necessary, and become independent learners.
- Understand and accept that some middle school students will not simply absorb or infer the grammar and that using traditional techniques like drilling can be a useful part of your grammar 'repertoire'.
- Grammar exercises can be student-centred or teacher-centred.
- Teach grammar content towards the beginning of a class, when the middle school students are most alert.
- Move from more controlled to freer activities.
- Don't correct everything. Be aware that overcorrection, particularly with this age group, can lead to student resistance and negativity. Learn techniques to correct constructively.
- Teaching grammar can be fun. There are lesson plans in the secondary textbook, but you may need to adapt material to support your middle school students.

- When teaching vocabulary, middle school students need to be exposed to chunks of meaningful language. It is useful to explore the form, meaning and use when teaching new vocabulary.
- When teaching vocabulary, it is important to use eliciting techniques and to check for understanding.
- Like grammar, teaching vocabulary should follow a set pattern within a lesson—introduce the vocabulary practices in a controlled way and then move to freer practices.
- It is important to consider the functional language used at middle school level so that it is relevant for the students.
- There are 26 alphabet letters, but 44 sounds in the English language. Different letters can be pronounced differently depending upon their position in a word.
- It is useful to remember the phonemic symbols as they help teachers and middle school students explore correct pronunciation. Dictionaries contain the phonemic symbols and interactive phonemic charts on the internet can be used to help make these more accessible to middle school students.
- Teaching pronunciation should be fun and meaningful. There are many ways to do this.



Unit reflection

How confident were you in aspects of English grammar before exploring this unit? How has this changed? How confident do you feel in your ability to help your own middle school students' learning of these grammatical concepts as a result of exploring this unit?

What activities in this unit have benefitted your own learning? What activities have been challenging and which ones do you feel would be particularly useful in a middle school classroom?

How could the exploration of the physicality of language sounds and their phonemic symbols help middle school students of English? Consider which sounds your middle school students might find difficult. There may also be sounds that you find difficult to produce if they do not exist in your first language. How could you overcome these difficulties?

In Year 1, you learnt that young students love making funny noises—this is basically what happens when you practise pronunciation. Remember that middle school students might like to do this too. A demonstration of this can be seen in the famous presentations of the English language teacher and author Adrian Underhill.² You can see how much fun it is to teach and learn pronunciation and the phonemic chart from his videos. You do not need to understand English perfectly to participate!



Further reading

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Unit 3

Receptive Skills (1)

This unit will build on your studies from last year and examine the stages of learning to listen and read English. We will also look at how we can successively introduce listening and reading into the English curriculum at middle school.

Expected learning outcomes



By the end of this unit, you will be able to:

- Explain techniques for teaching intensive and extensive listening skills;
- Explain different task activities to develop listening skills;
- Consider the different stages in listening activities;
- Develop techniques to teach listening skills to promote intercultural awareness;
- Develop techniques to teach listening skills to explore literature; and
- Plan a short lesson to teach listening skills to Middle School students.



Competencies gained:

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship

D1.1 Regularly reflect on own teaching practice and its impact on student learning



Key terms

Extensive listening, gist, intensive listening, dictogloss

3.1. Listening

In this sub-unit, you will revise and develop your own knowledge of listening, while exploring activities and approaches that you can adapt for your own practice.

3.1.1. Techniques for teaching listening skills- Period 1

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Explain techniques for teaching intensive and extensive listening skills.



Learning activity 1. Active learning: Consolidating listening theory through a listening task

Read through the following five statements. Your teacher educator will then read a short text to you. Listen carefully and answer true or false. Write T (True) or F (False) after each statement.

1. Listening is the most common communicative activity for us each day.
2. It is the second stage in learning a new language.
3. Listening is a productive skill.
4. You need to hear and understand if you are going to be successful at listening.
5. Children can comprehend new language when they hear it spoken naturally.



Learning activity 2. Collaborative learning: Listening and peer assessment

Listen to your teacher educator who will go through the correct answers with you. As you listen, mark your partner's book.



Learning activity 3. Collaborative learning: Extensive and intensive listening

Listen and read at the same time.

Listening can be divided into two categories. These are: extensive and intensive listening.

Extensive listening usually takes place outside of the classroom. Middle school students may do this kind of listening for pleasure. It might be listening to an English song on iTunes or streaming a movie or a TV series and watching it on a smartphone. The point is that because the student is doing this for pleasure and not really studying, motivation can be high.

Intensive listening (as in Learning activity 1) is often classroom-centred and controlled by the teacher. The motivation is less about pleasure and more about getting a task done as part of an integrated language class. The teacher will usually give a related task to do (as in Learning activity 1) to provide some context and so there is something measurable for assessment. The middle school student is often listening for something specific.

Both approaches have advantages and disadvantages.



Learning activity 4. Critical thinking: Contextualising extensive/intensive listening

Look at the following phrases. Decide if you think they apply to extensive or intensive listening, or both! Then write your answer in the grid.

1. Can be repeated multiple times until understood
2. Part of an exam
3. Done for pleasure
4. Listening for a specific point
5. Controlled
6. Viber voice message
7. Listening to various accents, e.g. American accents, British accents
8. YouTube

Extensive	Intensive



Learning activity 5. Active learning: Dictation of listening techniques

Listen carefully and write down what you hear.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

We will discuss points A-J at the beginning of the next lesson. See if you can find out what J means.

3.1.1. | Techniques for teaching listening skills- Period 2

Expected learning outcome



By the end of this unit, student teachers will be able to:

- Explain different task activities to develop listening skills.



Learning activity 1. Active learning: Recap from last class about different task activities

Open your books at the last activity where you wrote down 10 phrases. These are all listening techniques that you can use with your middle school students. With a partner, decide which you understand and which you do not understand. For example, if you understand ‘Bingo’, write YES, if you don’t understand ‘Bingo’, write NO, and if you are unsure about ‘Bingo’, write ‘?’

Now listen to the teacher educator who will explain each of the phrases in more detail. Check your answers to see if you were correct.



Learning activity 2. Active learning: Listening for gist

Listen to your teacher educator and take notes. Do not worry if you don’t write down everything. Listen for the most important points. The most important point (or points) is called the ‘gist’.

1. _____
2. _____
3. _____
4. _____
5. _____

3.1.1. Techniques for teaching listening skills- Period 3

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Consider the different stages in listening activities.



Learning activity 1. Link to prior knowledge: Recapping stages of a listening lesson

Read the following carefully:

It is very important to consider the different stages in a listening task. In the last class we looked at ‘before’, ‘during’ and ‘after’ activities. Can you remember other synonyms for before, during and after? Write your answers below.

Before _____

During _____

After _____



Learning activity 2. Critical thinking: Matching the stages to the type of activity

Imagine now that you have to introduce a listening activity to your middle school students, focusing on a restaurant dialogue. How could you introduce your topic? What would be a suitable ‘before’ activity? Can you also think of a good ‘after’ activity? Discuss with your partner and be ready to tell the class what you decide.



Learning activity 3. Think-pair-share: Sequencing a listening lesson

Try to put the following list in the correct order, thinking about how you might plan and sequence a listening lesson for your middle school students. Order the following list by 1, 2, 3, etc. and write your answer in the brackets () provided below.

Follow-up activity that could lead into the next lesson ()

Play the recording the first time ()

Listening for more specific, detailed answers ()

Check equipment: imagine that you are going to use a CD player ()

Pre-teach some of the vocabulary your middle school students might encounter ()

The second listening ()

Check answers to gist ()

Put the equipment away ()

Look at comprehension question answers ()

Tell them to listen for gist ()

3.1.1. Techniques for teaching listening skills- Period 4

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Develop techniques to teach listening skills to promote intercultural awareness.



Learning activity 1. Active learning: Setting a pre-listening task

Close your books right now! Listen to your teacher educator.



Learning activity 2. Active learning: Activating multiple listening skills to promote intercultural awareness

Listen carefully to the instructions from the teacher educator.

A: Look at the photograph of a traditional English meal.



Figure 3.1. Traditional English meal

B: In pairs, discuss the following questions and write your answers down.

1. Do you think the food looks tasty? Why/Why not?

2. Can you name any of the food items? _____

3. What is the drink? _____

4. Do you think it is an evening meal, a lunch or a breakfast? Why?

C: The teacher educator will play an audio which was used in a Year 1 listening activity.

1. Do you think the conversation takes place in the morning, afternoon or evening? _____

2. Did the customer have mango juice? _____

3. Did she have toast? _____

4. Name two other items she had for breakfast. _____

5. What was she offered, but did not want? _____

6. Did she want white or brown bread? _____

7. Was the customer polite? _____

8. What sound/word does the customer make/say when he/she hesitates?

D: In pairs, think of two different activities that you could plan to follow on from the listening comprehension you have just heard. Make sure that the activities build on prior learning.

Activity 1: _____

Activity 2: _____



Learning activity 3. Think-pair-share: Further reflection

1. How many different stages are there in this listening lesson?
2. What was the purpose of each stage?
3. Which listening skills were developed at each stage?

3.1.1. | Techniques for teaching listening skills- Period 5

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Develop techniques to teach listening skills to explore literature.



Learning activity 1. Collaborative learning: Introducing the topic of Valentine's Day in literature

The first technique when developing middle school students' listening skills is to ask several general questions to **introduce** the theme of the listening text and arouse their interest. In this instance, it is the theme of 'love' in literature. You could ask:

- When is Valentine's Day?
- What do you do on Valentine's Day?
- What flower do you think about when you consider the theme of love?

Think of one more question you could ask your middle school students. Write it below.

- _____?



Learning activity 2. Active learning: Guessing the words

Once your middle school students know the general theme, you can develop further activities and techniques, such as their **prediction** skills. Try to make the activities fun, engaging and enjoyable. Look at the short poem below. It is often used in Valentine's Day cards. Can you guess the words that go in the spaces? Discuss this with your partner and fill in the spaces.

_____ are red, violets are _____,

Sugar is _____, and so are _____.

What type of listening skill are you using in Learning activity 2?



Learning activity 3. Dictation and sense check: Rhyming and substitution

Now, listen to your teacher educator and see if you were right. Fill in the gaps.

_____ are red, violets are _____,

Sugar is _____, and so are _____.



Learning activity 4. Active learning: Creating your own poem

Listen carefully to the instructions from the teacher educator for this activity.

1. Write your own poem in the space below.



Check your understanding

With a partner, look at Learning activities 2, 3 and 4 from today's lesson and try to write down which listening skill is being developed.

Activity 2

Activity 3

Activity 4

3.1.1. | Techniques for teaching listening skills- Period 6

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Plan a short lesson to teach listening skills to Middle School students.



Learning activity 1. Collaborative learning: Recall previous learning

Brainstorm ‘teaching listening’. Think about the last few lessons—as well as your primary school class teaching last year. Write your ideas in the space below. You can make lists, draw pictures or create mind-maps. Share your information with your partner. You have 10 minutes to do this.



Learning activity 2. Critical thinking: Creating a lesson plan for a listening class

You have 30 minutes to create a lesson plan for a 45-minute listening class for younger middle school students. Listen to the teacher educator who will give you some instructions for this exercise. Remember to consider gender and inclusivity when you create materials.

	Stage	Teacher activity	Student activity	Time
1 ↓	Lead in			
2 ↓	Modelling			
3 ↓	Check understanding			
4 ↓	Controlled practice			
5 ↓	Independent work/free practice			
6 ↓	Assessment			
7 ↓	Plenary			

Class: Grade 6

Lesson: Poem 3 *The Rainbow* by Christina Rossetti (Listening)

Learning outcome: By the end of this lesson, students will be able to:

- Pronounce the new vocabulary from the poem correctly
- Identify the rhyming words in the poem
- Compare the natural beauty and the beauty of the things around us.

Time: 45 minutes

	Stage	Teacher activity	Middle school student activity	Time
1	Lead in	<p>Bingo game</p> <ul style="list-style-type: none"> • Teacher writes new vocabulary from the poem (e.g. boats, rivers, ships, sail, sky, prettier, bridges, please, bow, bridges, heaven, overtops, builds, road, etc.) on the board and tells the middle school students to draw a table of three rows and three columns in their notebooks and fill it in with the vocabulary they like. • Teacher first models the procedure of the game. • Teacher reads out the vocabulary and tells the students to cross out any of the words on their table that the teacher calls out. • Teacher tells the students that if they have all of the words crossed out on their tables, please call out 'bingo' and that student will be the winner 	<ul style="list-style-type: none"> • Middle school students think about the words that the teacher is writing on the board. They draw a table of three rows and three columns in their notebooks and write in nine items of vocabulary they like. • Students listen to the procedure. • Students look at their tables and play 'bingo' by crossing out the words that the teacher calls out. • Students cross out the vocabulary they hear on their tables and say 'bingo' if they have all of the words crossed out. 	10 minutes

2.	Modelling	<p>Modelling</p> <ul style="list-style-type: none"> Teacher then models and drills the pronunciation of the words and explains the new vocabulary through a variety of techniques, such as showing pictures, providing definitions, and so on. 	<ul style="list-style-type: none"> Middle school students repeat after the teacher and listen to the teacher's explanation. 	5 minutes
3	Check understanding	<p>Asking questions</p> <ul style="list-style-type: none"> Teacher plays the poem and tells the students to listen to the poem. 	<ul style="list-style-type: none"> Middle school students listen to the poem and write down what they think the poem is about 	5 minutes
4	Controlled Practice	<ul style="list-style-type: none"> Teacher plays the poem a second time, giving each middle school student a poem worksheet with blanks on some of the lines, and asks the students to fill in the blanks while listening. Then the teacher puts the students into pairs to compare their answers with their partner and tells them to find the rhyming words in the poem. 	<ul style="list-style-type: none"> Middle school students listen to the poem and fill in the blanks. Students check their answers with their partner and find the rhyming words together. 	10 minutes
5	Independent seatwork/free practice	<ul style="list-style-type: none"> Teacher elicits the students' opinions. For example, why they liked this poem or not, whether there were any particular words or ideas they liked/did not like. 	<ul style="list-style-type: none"> Students share their opinions with their partner and wider class. 	5 minutes
6	Assessment	<p>Asking questions</p> <ul style="list-style-type: none"> Teacher checks the students' answers by asking questions. 	<ul style="list-style-type: none"> Middle School students who are nominated answer the teacher's questions and share their ideas. 	5 minutes
7	Plenary	<p>Consolidation</p> <ul style="list-style-type: none"> Teacher asks the students what they learnt today and to identify the learning objectives. 	<ul style="list-style-type: none"> Middle school students answer what they learnt today. 	5 minutes



Review questions

1. What could you do to assist any middle school students who may have hearing problems?
2. What can we learn from listening to non-Myanmar specific material?
3. Should a listening activity be put at the beginning or end of a class?

Unit Summary



Key messages

- Listening activities should be relevant, interesting and inclusive.
- Although listening is a receptive skill, it should be taught in an active and communicative way.
- Listening includes many skills such as predicting, making inference as well as listening for detail and gist.
- Poetry and short stories are intended to be heard, rather than read.



Unit reflection

Do you feel that you could now create a lesson plan for listening that goes beyond the activities found in the English textbooks? Remember to think carefully about scaffolding and having three parts to a listening class: the pre, during and post stages.

Build up a ‘repertoire’ of different listening activities and a variety of approaches.

Try to make your middle school students ready for the 21st century by encouraging them to listen to a variety of materials. Explore with them the huge amount of authentic material available on the internet. If they find material interesting, then they are much more likely to engage with it. As a consequence, they should become better listeners. Empower students to find their own materials and, at the same time, find out the types of listening that they enjoy and build these into your lessons.



Further reading

3.1.

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Unit 5

Assessment (1)

In this unit, you will consolidate your understanding of summative assessment and formative assessment—the purposes of each and how they can best be used. There are two parts to this strand about assessment. You will explore the first part in Semester 1. Here, you will consolidate your understanding of some formative assessment strategies and discover how these can be used to support learning in the English classroom.

You will explore the second part in Semester 2. Part 2 focuses on summative assessment.

Expected learning outcome



By the end of this unit, student teachers will be able to:

- Describe the types of classroom assessment used in English language teaching.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A3.2 Demonstrate respect for the social, linguistic, and cultural diversity of the students and their communities.



Key terms

Corrective feedback, feedback, formative assessment, monitoring, peer assessment, recasting , rubrics, self-assessment, summative assessment

5.1. Assessment for learning

This sub-unit contains two lessons on types of classroom assessment in English language teaching.

5.1.1. Classroom assessment-Period 1

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Describe the types of classroom assessment in English language teaching.

Period 1



Learning activity 1. Think-pair-share: Recap

Think back over Year 1 and this semester. What types of assessment have you used? Record your findings in a mind-map here.

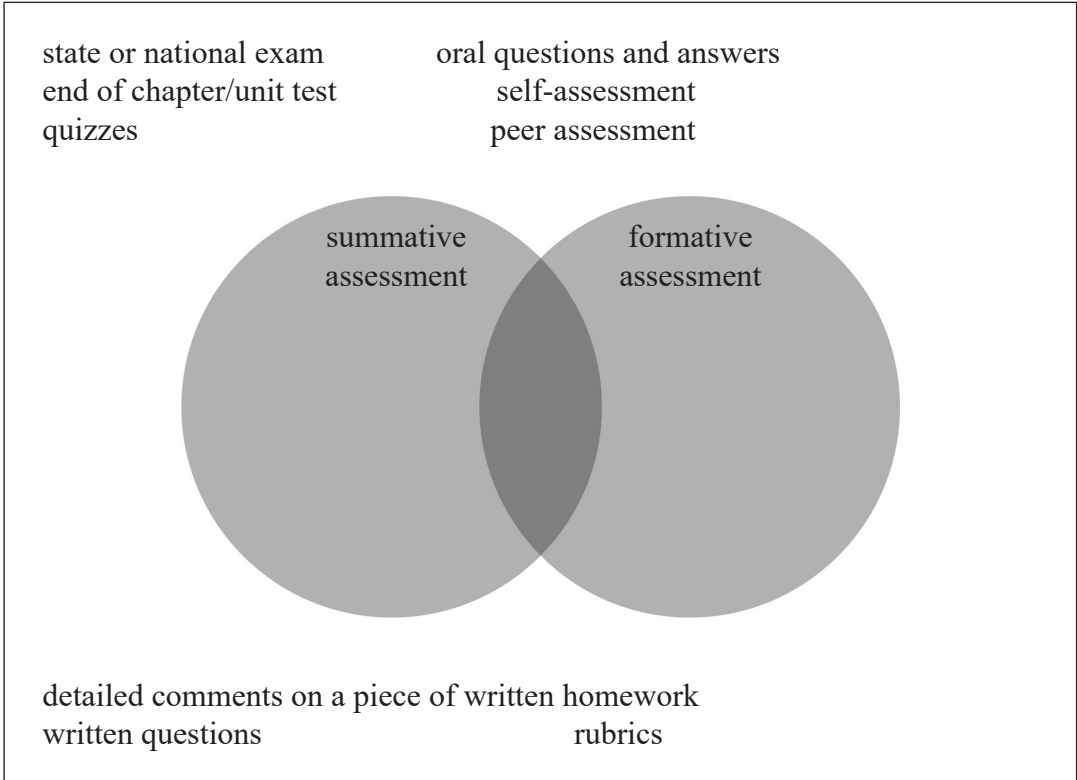
A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a student to write their response to the prompt below.

Discuss to what extent it helped your learning.



Learning activity 2. Critical thinking: Venn diagram

Look at these assessment practices. Are they summative or formative assessment? Sort them into the Venn diagram below. There may be some overlap.



Learning activity 3. Discussion and questioning: Practical strategies in the English language classroom

Read the instructions below, then close your Student Teacher Textbooks!

In groups, brainstorm formative assessment ideas from the beginning, middle and end for a particular English lesson you have either observed or taught. Record your ideas on flipchart paper.

Consider these strategies below. Do they compare with your list?

Beginning

Link prior knowledge: recap: mind-map

Pair-share

Question and answer

Middle

Questions to check understanding

Monitoring

Supporting or helping

End

Presentations

Peer assessment

Self-assessment

Tick which you think are easy to do (✓).

Make a cross against those you think are difficult for the English classroom (x).

Write a question mark for those you are unsure of (?).

	✓	X	?
Effective questioning			
Self-assessment checklist			
Worksheet or homework task			
Peer assessment			
Teacher monitors learning			
Teacher provides ongoing feedback (marking)			
Teacher helps middle school students recognise what they can do well and what their areas for development are			

Teacher relies on his/her own professional judgements and middle school students are involved			
Teacher helps address misconceptions, e.g. by doing a guided activity			

The strategies above can be sorted into a range of three different techniques:

1. Questioning
2. Giving effective feedback
3. Informal classroom assessment techniques

In the next period, you will explore each of these techniques in turn.



Learning activity 4. Plenary: Exit ticket

Your teacher educator will give you two slips of paper.

On one piece, write down a question on formative assessment.

On the other piece, write down a question on summative assessment.

Your teacher educator will give you some examples to help you!

Hand in these slips of paper to your teacher educator as you leave the room.

5.1.1. Classroom assessment-Period 2

Expected learning outcome



By the end of this lesson, student teachers will be able to:

- Describe the types of classroom assessment in English language teaching.



Learning activity 1. Collaborative link to prior learning: Onion ring

Your teacher educator will explain the process for setting up this activity.

After the activity, consider these questions:

1. As a teacher do you think this is an effective way of checking your middle school students' language skills?
2. How can you monitor that they are speaking in English?
3. How can you give feedback to your middle school students?



Learning activity 2. Collaborative flipped learning: Questioning techniques

Questions can:

- Help teachers and middle school students to find out what they do and don't understand
- Encourage middle school students to recall what they have learnt previously and stimulate further thinking
- Challenge middle school students to think more independently and creatively
- Help them to make a connection between different concepts
- Encourage them to evaluate their own work and to think about alternatives
- Help them to reflect on their own understanding, by listening to others' answers to questions.

Earlier in this semester, you explored different types of questions that teachers use to check students' understanding of vocabulary. Can you remember what they were?

There are different question types—close-ended and open-ended.

Close-ended questions are useful when:

- There is an easy, fixed answer
- Teachers want to check concepts
- A middle school student lacks confidence.

Open-ended questions can be useful when:

- We want to encourage middle school students to expand on their answers.

Look at the following questions teachers ask in the classroom. Are they open or closed?

	Open or closed?
What did you eat for dinner?	
Why do you like about learning English?	
Do you get the bus to school?	
Is there a supermarket nearby?	
If you could go anywhere in the world, where would you go?	
Describe your family!	

One golden rule to remember—you need to plan the questions you are going to ask when you write your lesson plan

Why do you think this is?



Learning activity 3. Flipped learning and critical thinking: Giving oral feedback

Read the text below and answer the questions that follow.

After monitoring a language activity, teachers can give feedback to their middle school students both verbally and written. Effective feedback helps teachers to understand what students have done well and what they need to do to improve.

Feedback should be:

- Immediate (but be careful not to interrupt)
- Positive
- Relevant

Giving verbal feedback

As a teacher, you can use expressions such as, ‘Great, good job!’ to praise middle school students for correct answers. Rather than tell them directly they are incorrect, it is better to ask them to try again or to reconsider their answers. The goal is to elicit the correct answer from the class³ and they should not be afraid of being wrong⁴ so keep your reactions positive.

Discuss the following question in your group:

Can you think of any other English expressions to use when giving positive feedback?

³ Arnsten, T. (n.d.) How to elicit vocabulary. Retrieved from <https://busyteacher.org/3772-how-to-elicit-vocabulary.html>

⁴ Arnsten, T. (n.d.) How to correct mistakes. Retrieved from <https://busyteacher.org/3723-how-to-correct-mistakes.html>

Write your suggestions in the box below.

Great, good job!

Correcting middle school students' mistakes

When middle school students make a mistake, teachers can provide them with **corrective** feedback. You can do this by **recasting** or correcting the mistake. For example:

Middle school student: *When I go to school yesterday.*

Teacher: *You went to school yesterday?*

Middle school student: *Yes, I went to school yesterday.*

Another way of doing this is by **repeating** the middle school student's mistake and adjusting their intonation to highlight the error. For example:

Middle school student: *When I go to school yesterday.*

Teacher: *When I GO to school yesterday?*

Middle school student: *Yes, I went to school yesterday.*

Another way of doing this is by using body language or mime to guide middle school students to produce the correct language.

Middle school student: *I go to school yesterday.*

Teacher: *[Gestures with hands to indicate past tense is needed.]*

Middle school student: *Yes, I went to school yesterday.*



Learning activity 4. Link to prior knowledge: Informal classroom techniques

Here are some techniques you can use to assess learning in the classroom:

Peer assessment ‘Snapshot’ checking during a lesson Self-assessment

Reflection ‘Snapshot’ checking at the end of a lesson

Sharing learning objectives

Read the statements below. Which classroom assessment techniques are they describing? Use the words from the box above.

- a. _____ This helps middle school students to think deeply about their own learning by reflecting on their progress. They think critically to solve problems that come up and learn from their experiences. Sometimes the teacher will help identify the areas that require more focus.
- b. _____ Middle school students evaluate their own strengths and weaknesses. They take ownership of their own learning and development. Middle school students will need some coaching to understand the success criteria and how to apply it to their own work.
- c. _____ Middle school students evaluate the work of their classmates. This could be a role-play or checking written work. They need a rubric or a checklist—so that they can provide feedback based on established criteria.
- d. _____ Activities such as thumbs up and traffic lights are indicators of how the middle school students are feeling about the work they are involved in. These can be used at any time during a lesson to check for engagement and to refocus or repeat the learning outcomes and success criteria.

- e. _____ Activities such as exit slips, KWL grids and 3-2-1 cards. The teacher can then use this information to plan next steps and learning activities. It may be necessary to spend more time on a particular concept, or to move on more quickly than planned because it is evident that the middle school students clearly understand.
- f. _____ Middle school students need to know what they are learning and how they are going to achieve it. They need to know what the teacher is looking for. Teachers must share expected learning outcomes and success criteria in language that the students understand.



Learning activity 5. Homework: Formative assessment strategy

Think of a formative assessment strategy that you could use at the beginning, middle and end of an English lesson.

	Formative assessment strategy	Description of activity	How does this assessment activity support learning?
Beginning of lesson			
Middle of lesson			
End of lesson			



Learning activity 6. Self-check: Analysis

With a different coloured pen, go back through the activities from today's lesson and highlight or underline anything that you were not aware of before today's lesson. Put a star next to anything you are still unsure of, so that you can ask your teacher educator about it at a convenient time. You can also add any comments you might have in the box below:



Review questions

1. Describe the difference between formative and summative assessment.
2. Describe a formative assessment activity you are going to try in your next English lesson to assess receptive and productive skills.

Unit Summary



Key messages

You should now have a clear understanding of the processes and reasons for using formative assessment approaches. You will now be familiar with a range of types of assessment questions and know how formative assessment can be used to support learning. You will have looked at how the following techniques can be used at different stages in the lesson:

- Sharing learning objectives
- ‘Snapshot’ checking during a lesson: asking questions to check understanding
- ‘Snapshot’ checking at the end of a lesson: asking questions to check understanding
- Self-assessment
- Peer assessment
- Reflection.

Your understanding of formative assessment in English should enable you to know how this is similar or different from assessment in other subjects at middle school level.

In Semester 2, you will explore summative techniques to assess the four language skills.



Unit reflection

Find out what type/s of formative assessments will be carried out at middle school level.

Think about your learning in other areas of the course. What are the similarities and differences in approaches to formative assessment in other subjects? How does it compare in English with Educational Studies/Practicum/Mathematics?



Further reading

5.1.

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Glossary

Terms	Elaborations
Abstract	An idea that refers to a thing that does not exist as a material object: 'happiness', 'honesty'.
Background	Not the main ideas in the text.
Choral drilling	Whole class repetition to introduce and practise new vocabulary and grammar.
Chunks	Phrases grouped together so that they are learnt as one unit.
Cloze	Words that are removed from the text.
Comprehension questions	Questions to test understanding.
Concrete	An idea that refers to a real physical object.
Contextualised language	Language that is found within the text.
Controlled practice	A stage in a lesson where middle school students practise new language in a limited form.
Corrective feedback	Information given to middle school students to tell them how to improve.
Dictogloss	A classroom dictation activity where students are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.
Education Degree College English syllabus	The overall description of the English Education Degree College course.
Eliciting	To get a student to provide or remember language rather than telling them the answer.
Explicit presentation	Language that is taught by the teacher to the student.
Extensive listening	Listening to a recording to get a general understanding. For example, watching a film, understanding and enjoying the story.
Feedback	Information given to a student to tell them how well they did and how they can improve.
Form	The grammatical category of a word.

Terms	Elaborations
Formative assessment	A form of assessment which provides feedback on how students are progressing so that teaching can be adapted to refine support for students. It is also known as assessment for learning.
Freer practice	A stage in a lesson where students produce previously taught language using the target content freely.
Gist	Student tries to understand key words, intonation and other clues so as to make a guess at the meaning.
Imagery	Language used to represent objects, actions and ideas.
Inference	A conclusion or opinion that is formed because of known facts or evidence.
Intensive listening	Listening for specific information involves finding the answers to specific questions.
Intonation	The rise and fall of the voice in speaking.
Lexical words	Words such as nouns and adjectives that carry meaning. Also known as content words.
Matching	Words or phrases that go together.
Meaning	A statement that explains the definition of a word or phrase.
Middle school syllabus	The overall description of the English middle school course.
Monitoring	Teacher observing and checking an activity.
Multiple choice	A choice of answers are given to answer a question.
Peer assessment	A learning technique where students evaluate each other's work.
Personalised language	Language that middle school students adapt for their context.
Process writing	An approach to teaching writing that allows the teacher and the student to produce a text together in stages.
Productive skills	Writing and speaking skills. Students have to produce language.
Recasting	Teacher repeats the error back to the student in a corrected form.
Receptive skills	Listening and reading skills. Middle school students have to understand words and sentences before using receptive skills.
Reinforce	To consolidate language previously taught.
Rhythm	The measured flow of words and phrases using long and short or stressed and unstressed syllables.

Terms	Elaborations
Rubrics	Mark scheme or guide.
Scanning	To read a text quickly for a particular detail.
Self-assessment	The middle school student checks and evaluates their own work.
Self-conscious	Awareness of oneself.
Skimming	To read a text to get an overall understanding
Strands	A chapter or unit of the Education Degree College Syllabus for English.
Stress	The importance that is given to syllables in a word.
Stress-timed language	The equal amount of time placed between each word in a sentence.
Student-centred	Focus of instruction shifts from the teacher to the student.
Sub-strands	A sub-unit of the Education Degree College syllabus for English.
Summative assessment	A form of assessment which confirms what students know. It is also known as assessment of learning.
Syllable-timed language	Each syllable is equally stressed.
Symbolism	Signs used to represent ideas.
Teacher-centred	A traditional approach where activity in the class is centred on the teacher.
True/false	A test to which the answers are true or false
Word class	A group of words with the same function.

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