



# **Myanmar Pre-service Teacher Education Programme**

**Year 3 Semester 1**

## **EDU3122 Curriculum and Pedagogy Studies: English**

**Middle School Specialisation Track**

**Teacher Educator Guide**



# PREFACE

The Pre-service Teacher Education Curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Pre-service Teacher Education 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 Pre-service Teacher Education 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 Pre-service Teacher Education programme 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.

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# HOW TO USE THIS GUIDE

## **Who will use this English Teacher Educator Guide?**

This Teacher Educator Guide has been designed to help you facilitate student teachers' learning of Year 3 English. It is addressed to you, as the teacher educator, and should be used in tandem with the Student Teacher Textbook as you teach English. This Teacher Educator Guide contains step-by-step instructions to help you guide the student teachers in your class towards achieving the learning outcomes for each unit and lesson in the Student Teacher Textbook.

## **When and where does Year 3 English take place?**

A total of 40 teaching periods (Semester 1: 24 teaching periods; Semester 2: 16 teaching periods) are allotted for Year 3 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 3 English Teacher Educator Guide?**

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

Year 3 English contains the following topics:

- Introduction to English as a Second Language;
- English Language Learning;
- Language Pedagogy;
- Receptive Skills;
- Productive Skills; and
- Assessment

The Teacher Educator Guide follows the same structure as the Student Teacher Textbook. For each unit and lesson, there are **expected learning outcomes** and **competencies** that indicate what student teachers should know and be able to do by the end of the unit.

For each lesson, the Teacher Educator Guide includes:



**Competencies gained:** This list of competencies highlights the teacher competencies from the Teacher Competency Standards Framework (TCSF) that are focused on in that lesson.



**Time:** This is the total teaching minutes and number of 50-minute class periods allocated for the lesson as per the syllabus.



**Learning strategies:** This is an overview of all the learning strategies used during the suggested lesson learning activities.



**Assessment approaches:** This is an overview of all the assessment approaches suggested to be used before, during and after the lesson learning activities.



**Preparation needed:** This can include guidance on what you need to know about the topic and references to subject knowledge resources; technology preparation; links to other subjects; room organisation; time management; and reference to expected answers.



**Resources needed:** This can include printed media, flipchart paper, coloured paper, marker pens, URLs, video clips, low/no cost resources, and practical equipment.



**Learning activities:** Each lesson includes a variety of suggested learning activities designed to help student teachers achieve the expected learning outcomes within the allotted time. Each lesson should begin by activating the student teachers' prior knowledge or fostering interest in the subject. Learning activities are varied and in line with competency-based approaches to teaching and learning.



**Facilitator's notes:** These instruction boxes are included as an occasional 'safety net' at key points during the lesson, reminding you to quickly check that the lesson is flowing in the direction as planned, and to check if there are any points to emphasise to ensure that student teachers are learning effectively before moving forward.



**Assessment:** This comes at the end of each activity. It is an explanation or recap as to how each activity can be assessed formatively in order to assess success and inform future teaching. Instructions for facilitating various types of assessment are included in the *Toolbox for assessment approaches*.



**Possible student teachers' responses:** These are responses that you may get from the student teachers from each learning activity's assessment.



**Check student teachers' understanding:** This is the lesson plenary. At the end of the lesson, revisit the learning outcomes and TCSF competencies, and briefly assess the extent to which they have been achieved. Summarise the competencies and how they were addressed by the lesson content. Explicitly remind student teachers what they have studied and how they did so.



**Extended learning activities:** Some lessons in this guide include ideas on ways to adapt the learning activities to provide additional stimulus for student teachers to deepen their learning. These extended learning activities emphasise the benefits of flexibility in learning to respond to diverse needs and interests of student teachers. It is not mandatory to complete these learning activities during the class period.



**Differentiated learning activities:** Some lessons in this guide include ideas on ways to adapt the learning activities by considering different learning needs and interests of student teachers towards attaining the learning outcomes and TCSF competencies. These differentiated learning activities emphasise inclusive and flexible practice in teaching and learning. It is not mandatory to complete these learning activities during class period.

For each sub-unit, the Teacher Educator Guide includes:



**Expected student teachers' responses for the review questions in TB:**

A box at the end of each sub-unit gives you the answers to the review questions in the Student Teacher Textbook. This section exists to support your knowledge as a teacher educator, and enables you to support your student teachers by confirming the answers to the questions in their Student Teacher Textbook. It is NOT part of the lesson.

Each unit of the Teacher Educator Guide ends with a **Unit Summary**, which includes:



**Key messages:** This is a summary of the unit, including a reminder of the key points that student teachers should take from the unit.



**Unit reflection:** This section is part of the student teachers' self-study material and is included in the Student Teacher Textbook. It is duplicated here to inform you of its content. Your only task here is to remind the student teachers to read it. It does not form part of any lesson. It provides the student teachers with reflection points or questions relating to the learning in the unit.



**Further reading:** Suggestions for additional resources are listed according to the relevant unit. You can use these resources to learn more about the topic yourself or encourage student teachers to look these up in the library, on the internet, or in your Education Degree College's e-library.

Please note that the learning activities in the Student Teacher Textbook are designed for individual self-study. At times, these individual learning activities may be incorporated into the learning activities outlined in this guide. You may also wish to assign the learning activities in the Student Teacher Textbook for homework, or encourage student teachers to do them at their own pace.

While this Teacher Educator Guide contains detailed learning activities to help you plan and deliver lessons, the instructions in this guide are only suggestions. The student teachers in your classroom will have different characteristics and learning needs. As their teacher educator, you are encouraged to come up with your own learning activities which suit these needs, interests, and ability levels. You should

feel free to change and adapt the lessons as much, or as little, as needed.

## What is a competency-based curriculum?

The Student Teacher Textbooks and Teacher Educator Guides for all Education Degree College programmes follow a competency-based approach. This is outlined in the Education Degree College Curriculum Framework for the four-year degree and is based on the Myanmar Teacher Competency Standards Framework (TCSF). A competency-based approach means that the teacher education curriculum does not just focus on subject content. Rather, it emphasises the development of knowledge, skills, and attitudes and their application in real-life contexts. Competency-based curriculums are learner-centred and adaptive to the evolving needs of learners, teachers, and society.

The following elements are integrated throughout this Teacher Educator Guide, in line with a competency-based approach to teacher education:<sup>1</sup>

- **Contextualisation:** The learning content and learning activities are based on the Myanmar context to ensure that student teachers can relate what they learn to daily life.
- **Flipped classroom:** This pedagogical concept and method replaces the standard lecture-in-class format with opportunities for student teachers to review, discuss, and investigate module content with the teacher educators in class. Student teachers are typically expected to read the learning materials before class at their own pace. Classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by you, the teacher educator.
- **Collaborative learning:** This educational approach involves groups of student teachers working together to solve a problem or complete a task. Learning occurs through active engagement among peers, either face-to-face or online. The main characteristics of collaborative learning are: a common task or activity, small group learning, co-operative behaviour, interdependence, and individual responsibility and accountability.<sup>2</sup>

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<sup>1</sup> Adapted from the *Glossary of curriculum terminology* (UNESCO-International Bureau of Education, 2013).

<sup>2</sup> Lejenué's Collaborative Learning for Educational Achievement. (1999).

- **Problem-solving:** This involves the act of defining a problem; determining the cause of the problem; identifying, prioritising and selecting alternatives for a solution; and implementing a solution. The learning content and activities included in this Teacher Educator Guide provide opportunities for student teachers to apply their problem-solving skills as appropriate.

## **Course rationale and description**

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 21<sup>st</sup> 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.

## **Basic Education Curriculum objectives**

This subject, English, is included in the pre-service Education Degree College (EDC) curriculum to ensure that teachers are prepared to teach the English curriculum as defined for basic education in Myanmar. Middle school teachers will be trained as subject area specialist and learn about academic standard equivalent to middle and high school level in order to ensure a strong subject proficiency foundation for being effective teachers for middle school students (Education Degree College Curriculum Framework, 2019).

The objectives of Basic Education Curriculum are as follows:

- a. Ensure every school-age child learns until the completion of Basic Education;
- b. Generate critical thinking skills in students, progressively throughout their primary education and are hence, equipped with five strengths;
- c. Engage students to become responsible and accountable individuals who abide by the laws in compliance with civic, democracy and human rights standards;
- d. Cultivate students with appreciation to open-mindedness, curiosity, innovation and cooperation;
- e. Strengthen 'union spirit' by allowing students to appreciate and preserve the languages, literatures, cultures, arts, traditional customs and historical heritage of all national ethnic groups and hence, evolve as citizens capable to pass on those valuable assets;
- f. Give rise to students who appreciate and conserve natural environment, and involve in the dissemination of knowledge and skills in respect to sustainable development;
- g. Enable the quality environment for education in conformity with international standards, and strengthen the quality of learning and teaching process by integrating technology in line with today's needs;
- h. Promote sound body and sportsmanship through participation in sports and physical education activities, and school health activities;
- i. Develop foundational knowledge for higher education, with inclusive to technical and vocational education; and
- j. Empower to become global citizens who embrace diversity as individual or group, respect and value equality, and are armed with fundamental knowledge of peace to practise in their daily lives.

**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 English

This section identifies key competencies from the Myanmar Teacher Competency Standards Framework (TCSF) specifically relevant for this subject. These teacher competencies give an overall compass for what student teachers should know and be able to do when graduating from this course. This overall teacher competencies links to the specific learning outcomes expected by English units as outlined in the syllabus.

**Table A. Teacher competencies in focus: Year 3 English, Middle school specialisation track**

Competency standard	Minimum requirements	Indicators
A1: Know how students learn	A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning
	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
A2: Know 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
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  A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum



Competency standard	Minimum requirements	Indicators
A5: Know the subject content	A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s	<p>A5.1.1 Describe key concepts, skills techniques and applications for the subjects covered in the grade levels taught</p> <p>A5.1.2 Include in lessons accurate and relevant information, examples and exercise to support student learning of core subject content, skills and procedures</p> <p>A5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught</p>
	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and learning context	A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes
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>
	B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning	<p>B1.2.1 Use teaching methods and learning strategies appropriate for the class – culture, size and type</p> <p>B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy</p> <p>B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities</p>
	B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience	<p>B1.3.1 Plan and structure lesson to ensure all the lesson time is used effectively</p> <p>B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest to motivate them in learning</p> <p>B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience</p> <p>B1.3.4 Use questioning techniques and examples, to introduce and illustrate concepts to be learnt</p>

Competency standard	Minimum requirements	Indicators
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes  B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback
	B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum
B3: Create a supportive and safe learning environment for students	B3.2 Demonstrate strategies for managing student behaviour	B3.2.3 Learn to know each student's background and needs and interact regularly with all students
C3: Promote quality and equity in education for all students	C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

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

## Teaching young adult learners

The student teachers in your classroom are young adult learners. As such, evidence suggests that they will learn best when:

- The course content is related to their prior knowledge and experiences;
- There are opportunities for them to be active in their learning, both in and outside the classroom; and
- They are asked to develop their critical thinking and social skills and to take ownership of their own learning.

The different types of content delivery and learning strategies proposed in this Teacher Educator Guide are based on the following 'good practice' principles of teaching adult learners:

1. **Keep it relevant.** Adults tend to be goal-oriented and practical. They want to understand how what they are learning will be important in their daily lives. This means that it is important to have clearly defined goals and objectives for what student teachers will accomplish in a lesson, and why. Student teachers need to see the relevance of what they are learning for their future jobs as teachers. You can tell them explicitly what they are learning or how individual learning activities will be useful to them as teachers.

- 2. Recognise your student teachers' backgrounds.** Your student teachers are coming to you with at least 18 years of life experience. The content of your course should reflect the level of education that they have completed and the realities of their daily lives. Adult learners need to be shown respect by valuing the experience and knowledge that they bring to the class. In your lessons, you can look for places where student teachers can draw on their real-life experiences and prior knowledge to help them understand and connect to a topic.
- 3. Encourage exploration.** As adult learners, your student teachers are capable of learning on their own and being self-directed. Activities that require problem-solving and collaboration can help your student teachers to connect deeply and meaningfully with the lesson content. To do this, look for ways to actively involve your student teachers through discussion groups, real-life practice and opportunities to teach others. It may help to think of yourself as a *facilitator* of learning, rather than a teacher. You can encourage the student teachers in your classes to take ownership of their learning by finding out what is interesting to them and encouraging them to pursue these things.

## **Guidelines for inclusive and equitable classroom practices**

Inclusion is the act of ensuring that all persons are free from discrimination of any kind and enjoy equal rights. In terms of inclusion in education, a child should be able to enjoy their right to education, regardless of their gender, language, ethnicity, religion, disability, socioeconomic status and geographic location, as set forth in the 1990 UN Convention on the Rights of the Child. The vision of the Ministry of Education (MoE) is to ensure significant advancement towards adhering to the terms of the UN Convention. Its aim is also the achievement of the Sustainable Development Goal for Education, namely: *SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

The achievement of SDG Goal 4 can be realised through the creation of inclusive, learner-friendly environments at all levels of the Education Degree College. While teacher educators can model inclusive and equitable classroom practices to their student teachers, administrators can also contribute by creating mission and/or vision statements and policies that celebrate inclusion, including a policy against discrimination.

As a teacher educator, actively promoting inclusion and gender equality in the classroom is an essential element of your teaching. Facilitating a safe and positive environment and atmosphere where all student teachers feel that their contributions are equally valued, and have equal access to learning, requires you to be mindful of the teaching and learning strategies and resources you use.

It is your responsibility not only to ensure your student teachers have equal access to learning, but also to ensure that they understand and value the importance of inclusion and gender equality and take that knowledge with them into their own teaching practice. The skills, knowledge, values and attitudes developed in the classroom with regards to creating inclusive, learner-friendly environments, either implicitly or explicitly, can have a long-lasting impact on the future behaviour of your student teachers.

### **General strategies to facilitate an inclusive classroom**

Teachers, as facilitators, are responsible for creating high quality, inclusive learning environments where all students are supported to experience success in their learning.

- Think about each student teacher and consider the barriers they may experience because of their gender, disability, religion, ethnicity, language, geographical context, and socio-economic situation.
- Be aware of your own biases and reflect on your actions and teaching strategies.
- Ensure that all genders are represented and recognised, be aware not to reinforce gender stereotypes.
- Be sensitive to the marginalisation of different ethnic or religious groups experienced or continue to experience.
- Be aware that student teachers from ethno-linguistic groups who may not be as confident in using the language of instruction in the school. Use terms that all students would be familiar with and check for understanding throughout the lesson. If needed, provide translations of key documents and materials for all student teachers.
- Recognise and acknowledge different religious practices and try to represent all in the class and not have a bias towards the most predominant culture or religion in the population.

- Ensure that activities and examples are accessible to student teachers from all socio-economic groups and can all participate. Use local examples relevant to the locality and materials that are easy to acquire, low-cost and are readily available.
- Provide accommodations and adapt lessons for student teachers with disabilities.
- Make sure you present the key learning points of the lesson through visual, auditory and if possible tactile cues – respond to different learning styles.
- Be flexible and offer a variety of activities for different student teachers to explore the same learning competencies and learning outcomes.
- Have high expectations of all student teachers and focus on helping each of them achieve the learning outcomes.

### **Ensure gender inclusivity in the classroom**

Gender stereotypes are often inadvertently reinforced in the classroom through the use of language, pedagogical approaches and resources that support the preconceived culturally expected norms, roles, and responsibilities of women and men. By promoting a gender-inclusive environment in the classroom, you can support both male and female student teachers in building a healthy understanding of gender equality and further mainstreaming of this gender-sensitive and inclusive practice into basic education classrooms.

- Ensure that there is equal representation of male and female voices, names, quotes and examples.
- Ensure that illustration examples do not reinforce any existing stereotypes.
- Use equitable and gender-inclusive language and ensure that your student teachers do likewise.
- Help and encourage your students to be gender aware, highlight any perceived gender-biased attitudes and encourage your student teachers to reflect on their own actions.
- Ensure that you interact equally with male and female student teachers, addressing and engaging them both to the same degree in your teaching, across different subjects. For example, when asking questions, asking for volunteers, selecting activity leaders, giving compliments, giving eye contacts, or even remembering the names of student teachers.
- Arrange the classroom setting in a gender-sensitive and equal manner, in terms of classroom decorations, seating arrangement, and group formation/division.

## Specific guidelines to adapt a lesson according to the different needs of your student teachers

Types of situations	Guidelines
Student teachers not interested in lesson topic	Make relevant connections between topic and their lives
	Show them practical applications of topic
	Use examples related to their interests
	Include games and activities which require the student teachers to collaborate together on the lesson content
Unmotivated student teachers to engage in activities	Provide choices within the classroom
	Increase opportunities for peer-based learning
	Ensure learning tasks are at an appropriate level of difficulty
Student teachers reluctant to participate in class	Provide options for participation
	Be flexible in expectations for participation among peer partners/small groups
	Encourage and support the participation of quieter student teachers
Student teachers who may finish their work more quickly	Develop and prepare extension activities
Student teachers who may take longer time to complete the tasks	Allow more time to complete work if they need it
Student teachers who respond better to visual input (including learners with hearing impairments)	Use objects/pictures, colour-coded information for visual organisation
Student teachers who respond better to auditory input (including learners with visual impairments)	Use lecture or discussion-based learning, peer-based activities, audiobooks, text-to-speech software
Student teachers with learning or attention challenges	Use small chunk of information, frequent repetitions, multiple examples, concrete learning experiences, actual demonstration, hands-on learning
Student teachers who learn better kinaesthetically	Use hands-on learning, touching objects, tactile graphics, frequent movement, project-based learning
Culturally diverse student teachers	Use culturally-relevant materials and instructional methods
Student teachers with disabilities	Group them with student teachers who can offer support and assistance, not with those who are facing difficulties
Student teachers with hearing impairments	Ask them to sit near the front of the room
	Make sure that they can see your lips to be engaged through lip-reading
	Provide written representations of what is being communicated
Student teachers with visual impairments	Ask them to sit near the whiteboard/chalkboard
	Use large-print materials with the contrast enhanced
	Provide instructions verbally as well as visually
	Provide a variety of engaging activities engaging other senses
Student teachers who prefer expressing themselves through printed words (including students with speech difficulty)	Use journaling, fill in the blank activities, essays, stories or poems
Student teachers who are verbally expressive (including students having writing difficulties)	Include discussions in class or “reporting back” to questions

Types of situations	Guidelines
Student teachers who communicate best with drawings, diagrams (including students with speech or writing challenges)	Use visuals, poster making or other artistic formats
Student teachers who express themselves better through demonstration and movement	Use drama/skit, body movements, building models
Student teachers who need time to think before responding (including second-language learners)	Provide time for them to construct responses before sharing with you or their classmates
Student teachers who have limited mobility	If movement is required, adjust the lesson to include variations that allows the student teachers to demonstrate knowledge by using other parts of their body or wheelchair movement.
	Have them demonstrate the competency using a written or oral description
Student teachers with complex physical disabilities	Use of scribe to support writing
Student teachers with learning/organisational challenges	Encourage peer support
	Use sentence-starters in writing, word banks, pictures, to-do-lists, task checklists

## Inclusive, quality assessment to enhance learning

Traditional assessment strategies create barriers for many students. Inclusive assessment allows student teachers to maximise access to learning opportunities, but also considers their individual differences and contributes to improving the quality of education.

- Use formative assessments frequently. Use the data that you get from formative assessments to influence instructional decisions.
- Design and adapt tests so that they are accessible to all student teachers.
- Ensure that all instructions are clear and easy to understand, questions are at the reading level of all students, and diagrams are clear and easy to read.
- Allow student teachers with disabilities to be supported by providing assistance in writing down their answers or understanding the questions as needed (this can be a student teacher from another year group or class or a designated teaching assistant).
- Use assessment rubrics with benchmarks towards the learning goal, using a rating scale such as ‘not yet evident’, ‘beginning’, ‘developing’ and ‘independent’. The benchmarks can be adjusted depending on the lesson or individual learning goals. Other alternatives include checklists, personal feedback, student self-assessment, portfolio with selecting highlights and areas for improvement.

- Ensure that there is more than one way for you to check understanding in a lesson. Provide several options for student teachers to express learning through a variety of assessment tasks.

### **Accommodations for student teachers who may experience barriers in participating in assessment tasks**

<b>Types of accommodations</b>	<b>Ideas</b>
Accommodations in presentation	Provide oral reading of the assessment (either by recorded voice or adult reader)
	Use large print for the assessments
	Provide audio amplification to aid in listening (hearing aids of speakers)
	Use computerised screen readers of text
Accommodations in response	Use a computer or a scribe to help with answering of questions
	Circle answers directly in the text booklet rather than a separate book
	Use organisational devices (calculators, organisers, spell checkers, dictionaries)
Accommodations in setting	Administrate the test in a separate place to minimise distraction
	Test in a small group
	Adjust lighting in a room (more or less light for students who need it)
	Provide noise buffers (headphones, ear plugs, earphones)
Accommodations in timing	Extend time to complete a test
	Allow multiple or frequent breaks
	Change the order of a test (e.g., provide easier subjects first to decrease anxiety)
	Test over multiple days rather than one day

### **Enhance inclusive teaching through reflective practice**

You should constantly reflect on your teaching practice to ensure that you are providing quality education that is accessible and engaging for all of your student teachers, regardless of their background. After every lesson, think about these questions for your reflection:

#### **1. Teaching is planned with all student teachers in mind.**

- Do lesson activities take account of student teachers' interests and experiences?
- Are varied teaching strategies and methods used?
- Do the student teachers understand the purposes of lesson activities?



- Does the lesson plan support the achievement of intended learning outcomes?
- What works well and what does not work well for whom? Is there a better way to teach the subject?
- Have I anticipated different learning styles, preferences, abilities, and needs of student teachers and designed activities to cater to their needs?
- How have I considered student teachers' understanding and prior knowledge? How have I adapted my lesson to scaffold understanding and address a range of needs?

## **2. Lessons encourage the participation of all student teachers.**

- Are all student teachers, regardless of gender, addressed by their name equally?
- Are there locally, culturally, and personally relevant materials that engage the interest of the student teachers?
- Do student teachers feel they are able to speak during lessons?

## **3. Student teachers are actively involved in their own learning.**

- Are student teachers encouraged to take responsibility for their own learning?
- Does the classroom environment encourage independent learning?
- Have I designed the lesson to allow student teachers an element of choice in how they learn?

## **4. Student teachers are encouraged to support one another's learning.**

- Do seating arrangements encourage student teachers to interact?
- Are student teachers sometimes expected to work in pairs or groups?
- Do student teachers help one another to achieve the goals of lessons?

## **5. Support is provided when student teachers experience difficulties.**

- Am I watching out for student teachers experiencing difficulties?
- Do students feel able to ask for help?

## **6. Positive learning behaviour is based on mutual respect.**

- Are there established rules for taking turns to speak and listen?
- Do student teachers feel that their voice is being equally heard?
- Are bullying, gender stereotyping and discriminatory biases discouraged?

## **7. Student teachers feel that they have somebody to speak to when they are worried or upset.**

- Are the concerns of all student teachers listened to, regardless of background?
- Do I make myself available for student teachers to talk with me privately?
- Have I created an encouraging and positive learning environment?

## **8. Assessment contributes to the achievement of all student teachers.**

- Have I used assessment to encourage learning?
- Are the assessment techniques inclusive and accessible for all student teachers?
- Are all student teachers actually learning what they are supposed to?
- Are student teachers given constructive feedback on their work?
- Have I supported student teachers for tests or examinations according to their individual needs?
- Do I ensure that diversity is respected, even within one united formal assessment system?

## **Toolbox for teaching and learning strategies**

This Teacher Educator Guide includes suggested learning activities for each lesson in the Student Teacher Textbook. These learning activities are intended to help support you as you plan your lessons but they do not dictate what you must do to help student teachers develop the desired knowledge, skills and attitudes for each lesson. On the contrary, you are encouraged to come up with the lesson activities that will best help the student teachers in your classroom to learn, given their unique backgrounds and needs.

Many of the learning activities listed below are used in this Teacher Educator Guide. You can also use this list to help you plan, or further adapt, your lessons. This is not

an exhaustive list of teaching and learning strategies. You may wish to brainstorm additional teaching strategies by visiting <http://www.theteachertoolkit.com/index.php/tool/all-tools> or other similar websites.

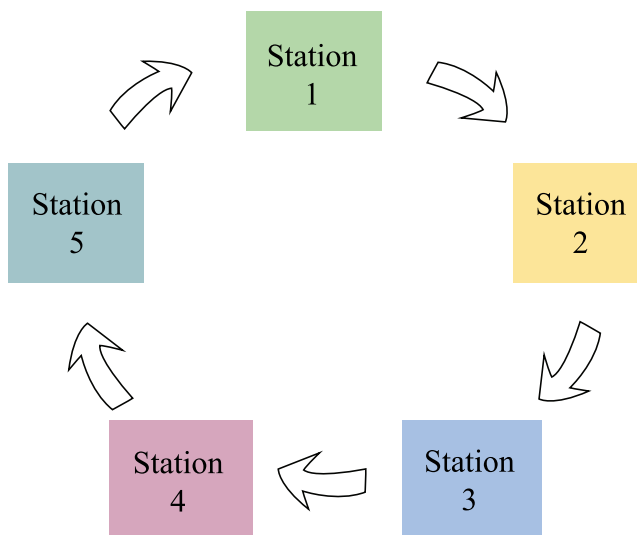
**Assignments:** The assignments that you give to student teachers might include formal written essays, portfolios and reflection journals. They also might be smaller, developmental tasks – for example, a short homework assignment answering questions about a reading. Assignments can help student teachers to review previously taught materials. They can also help student teachers prepare for future learning – for example, you might assign student teachers to read the Student Teacher Textbook content in advance of the next lesson.

**Case studies:** Working through case studies can help student teachers to develop their problem-solving and critical thinking skills as they must apply what they are learning to a scenario or story (the ‘case’). To complete a case study, student teachers first read the scenario and then discuss and answer one or more open-ended questions about the scenario. Case studies often require student teachers to propose solutions to the problem presented in the scenario.

**Directed activities:** These are activities set by you, as the teacher educator, but carried out by the student teacher independently. For example, a directed activity might be for a student teacher to interview a basic education teacher during their Practicum school placement, or to independently research a specific teaching method. Directed activities are typically followed up in tutorials, seminars or workshops which provide an opportunity for student teachers to share about what they have learnt and to learn from their peers.

**Gallery walk:** In a gallery walk, student teachers work in groups to answer questions or complete a task on poster paper at various stations. They then rotate stations and add comments, questions, or further content to the poster at that station.

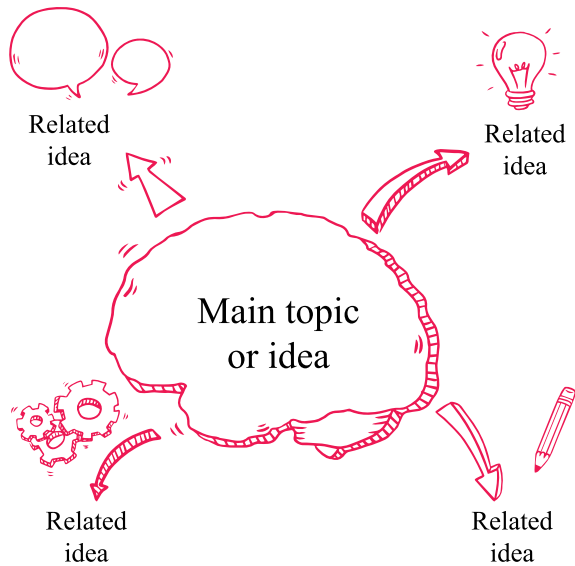
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions or comments to the poster.



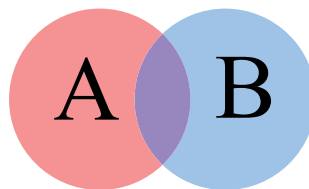
**Graphic organisers:** Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

Some of the most popular graphic organisers that you will see in your Teacher Educator Guides include:

- **Concept map (also called a mind map):** Concept maps, or mind maps, can be used to visually show the relationships between concepts or ideas. They are useful for brainstorming and also organising information. Concept maps can be organised in different ways and with different levels of complexity but most start with broad topics first, connected to sub-topics (or more specific concepts) to form a web of connecting ideas. The diagram below shows a very simple concept map.



- **Venn diagram:** Venn diagrams can be used to compare and contrast at least two different things or ideas (A and B). In the Venn diagram below, the overlapped area represents the characteristics belonging to both A and B and the two areas without overlap are for listing the characteristics that belong only to A and those that belong only to B.



- **KWL chart:** KWL charts can help student teachers organise information before, during and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives and monitor student teachers' learning. KWL charts can be completed as a small group, whole class or by an individual. Before the lesson or unit, student teachers should fill in the first two columns about what they already know and what they want to know. After the lesson or unit, they can fill in the column about what they have learnt.

<b>K</b> What I <b><u>K</u></b> now	<b>W</b> What I <b><u>W</u></b> ant to know	<b>L</b> What I <b><u>L</u></b> earnt

- **T-chart:** T-charts can help student teachers examine two facets of a topic; for example, the advantages and disadvantages, or facts versus opinions.

<b>Heading 1</b>	<b>Heading 2</b>

**Group work:** Group work refers to any time you ask student teachers to cooperatively work together in groups on a task (for example, see the Jigsaw activity below). Group work can help motivate student teachers and encourage active learning. It requires student teachers to practise key critical thinking, communication and decision-making skills. Student teachers can work in groups to answer questions, create a presentation, write a lesson plan, analyse a case study, and conduct a role-play and many more learning activities. You may wish to assign roles to group members – for example, recorder, presenter and team leader – to make sure that everyone is involved in the task.

**Jigsaw:** In a jigsaw activity, small groups of student teachers become experts on one component of a topic and then ‘teach’ that component to their peers. This gives student teachers the opportunity to work with others and to see different points of view. The jigsaw technique is especially effective because each student teacher is responsible for another’s learning, and student teachers come to realise that each group member

has something important to contribute to the group. In a jigsaw, student teachers must practise using many important skills, including communication, problem-solving and critical thinking.

**Lecture:** Lectures are largely one-way communication between you, as a teacher educator, and a group of student teachers. They can be useful for delivering straightforward new content. Even when giving a lecture, you can involve student teachers more actively by pausing to ask and respond to questions, or by asking a student teacher to reflect or comment on the topic.

**Micro-teaching:** During a micro-teaching experience, a student teacher, or a small group of student teachers, teaches their peers all or part of a lesson. They then receive feedback on the mini-lesson and reflect on the experience in order to develop practical skills and apply their learning. Micro-teaching is an important opportunity to prepare for the Practicum Lesson Study and school placements. It can also provide a chance to focus on specific core teacher practices; for example, asking open-ended questions or giving students positive feedback.

**Modelling:** Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach, and students learn by observing. As a teacher educator, you may choose to demonstrate a learning activity or teaching strategy, rather than simply telling the student teachers about it – this is modelling.

Modelling may also be followed by a discussion about how you presented the activity or strategy and what impact that had on the student teachers as learners. This can highlight the role of modelling in teaching and encourage student teachers to reflect on how they might use modelling in their own teaching in the future.

**Observation:** Student teachers can observe a peer or expert teacher teaching, then participate in structured, reflective discussion to make sense of what was observed. You may also observe a student teacher teaching all or part of a lesson and then follow this with a discussion to explore and develop the student teachers' thinking and practice. This strategy is an excellent opportunity to make links between theory and practice, and to support student teachers in making accurate assessments of their progress.

**Practicals:** Practical can include demonstrations by you as teacher educator (for example, showing how to conduct a science experiment) and those led by, or involving, student teachers (for example, having student teachers complete a mathematical investigation and associated worksheet). This strategy can help student teachers to understand how different activities can help students learn. Practical can also encourage student teachers to connect theory to their developing practice as teachers.

**QR Codes:** QR codes are a mobile friendly way to enter web addresses or check out links of specific information. Instead of clicking on links, a collection of small black squares, known as a QR code, is scanned.



First, student teachers will need to use their smartphone to download a QR code scanner or reader from the iOS Apple Store or Google Play, using mobile data or available internet connection. After downloading the scanner, connected students can hold up their phone, point their camera, scan the code and be directed to a given location. Teachers should be encouraged to use these codes in their own classrooms and know how to generate them easily and quickly.

These QR codes can be a great tool used for the flipped classroom approach, allowing student teachers to easily access links, websites, and download worksheets. You can also use them in warm up activities, assessments, surveys and other learning activities to include VLE in the classroom.

Please note that you and your student teachers will need mobile data or internet connection for the scanner to work.

**Reading groups:** A reading group is a small group session focused on the analysis and interpretation of a text, most commonly an academic paper. The paper is usually issued in advance and student teachers are expected to be familiar with its contents before attending the reading group. One student teacher may be asked to present the paper to the group, followed by a discussion to which all student teachers contribute. This strategy helps to familiarise students with academic writing as well as with the ideas within papers. Discussions may focus on the content, presentation or the methodology of the papers presented.



**Role-playing:** Role-play is a technique that allows student teachers to explore realistic situations as they interact with people and scenarios in a simulated way to try different strategies. This can allow student teachers to work through common challenges, or specific aspects of teaching, in a safe and supportive environment.

**Self-study:** In a self-study, student teachers must take responsibility for their own learning, with you as a guide. This strategy can supplement face-to-face and Education Degree College-based learning and is important to help frame, supplement, and consolidate new learning. Self-study can take a number of forms, such as reading around topic areas and action planning. Self-study includes time to think about specific areas of education.

**Seminars:** Seminars are small group sessions where questions can be explored, and views can be debated and analysed. Students usually complete preparatory work or reading before the seminar. While you would lead the seminar as a teacher educator, all student teachers are expected to contribute to discussions. Seminars can be good for developing student teachers' deeper thinking about content with which they are already familiar.

**Think-pair-share:** Think-pair-share is a simple and collaborative strategy where learners work together to solve a problem or answer a question. To use think-pair-share in your class, you can follow these three steps:

1. **Think:** Begin by asking a specific question about the text. Ask student teachers to 'think' about what they know or have learnt about the topic.
2. **Pair:** Each student teacher should pair up with a classmate, or with a small group.
3. **Share:** With their partner or small group, student teachers should share and discuss their thinking about the question. You can then expand this time of sharing into a whole class discussion about the topic.

**Tutorials:** Tutorials are one-on-one or small group sessions between you and a student teacher. Tutorials allow for personalised, detailed discussion and exploration of ideas. They may have a pastoral or academic focus and may be used to support student teachers who are struggling with specific academic content, or who have missed out on an in-class learning experience.

**Virtual Learning Environment (VLE):** This widely-used tool is a teaching strategy to supplement and support learning and self-study. In VLE, activities, study skills and website links are shared with student teachers, and different tools are used to explore understanding, such as wikis, forums and blogs. An e-library is available for student teachers to access teaching and learning resources.

**Workshops:** Workshops are group sessions in which student teachers engage with new content and skills in order to develop their understanding and practice. This strategy often incorporates a great deal of collaboration and discussion as well as more lecture ‘teaching’ by you, as teacher educator. Workshops allow for detailed discussions about a topic and for student teachers to practise applying what they are learning.

### **Toolbox for assessment approaches**

There are many different ways you can monitor student teachers’ learning before, during, and after a lesson. This Teacher Educator Guide includes many of these assessment approaches. Remember that providing feedback, either written or verbally, is an important part of formative assessment. Your feedback is what will help student teachers to learn and improve on future tasks. You can think of formative assessment as a chance for student teachers to practise before the summative assessment, where they will be asked to show what they have learnt through a larger test, exam or project.

Some of the most popular assessment methods you will see in this Teacher Educator Guide include:

**Demonstration:** In a demonstration, you may ask a student teacher to show you – or demonstrate – a skill that they have been learning. For example, you may ask a student teacher to demonstrate a dance technique, a step in a science experiment, or a movement in physical education. By observing the demonstration, you can monitor student teacher progress and provide suggestions for improvement. As with all formative assessment approaches, the feedback you provide on the student teacher’s demonstration is what will help him or her to improve.

**Homework assignments:** Checking student teachers’ homework assignments, which may include tasks such as reading and answering questions or looking up additional

information, is a good way to monitor if they are on the right track. Depending on the homework assignment, you may wish to discuss answers as a class, check for completion, or collect and provide written feedback.

**Journal log/reflection papers:** These are a detailed log of student teachers' thoughts and feelings about their professional development and growth. The journal log and reflection papers are intended to help student teachers think deeply about their own learning by reflecting on their progress towards becoming a teacher. The process of consciously reflecting on their learning will help student teachers make connections between the content they learnt in a subject and other subjects, solve problems that come up, and learn from their experiences. Teacher educators may provide advice to student teachers on the areas to focus on when preparing the journal logs and reflection papers.

**Observation:** Informal observation – by circulating the room, listening to groups discuss, and making eye contact – is a good way to get a general sense of whether student teachers understand the material. More formal observation would involve using a checklist or criteria that you are looking for in a student teacher's answers or presentation. You can then provide feedback on the basis of what you have observed.

**Peer-assessment:** If you ask student teachers to evaluate or judge, the work of their peers, this is called peer-assessment. You will need to have the appropriate peer-assessment tools – either a rubric or a checklist – so that student teachers can provide feedback to their classmates based on established criteria. When student teachers observe each other during micro-teaching and complete an observation sheet, this is a form of peer-assessment.

**Presentation:** A presentation may be similar to a demonstration but often involves more preparation on the part of the student teachers. Asking groups or individuals to present their work – perhaps at the end of the lesson – is an excellent opportunity to check for understanding, correct any misconceptions and provide feedback.

**Projects:** Projects are completed by each student teacher, either individually or collaboratively in a group. This is to demonstrate their understanding in the subject content knowledge and their competencies gained through designing, planning and developing projects. Student teachers work on a project over a certain period of time to investigate a topic or a real-life issue. Teacher educators are requested

to provide instructions on completing the projects, including the rubrics of the assessment.

**Question and answer:** Asking student teachers both closed-ended and open-ended questions is a good way to monitor whether student teachers understand the material. During question and answer sessions, be sure to call on a variety of student teachers for their responses. While you may want to use some closed-ended questions (with one correct answer) to check understanding, you will be able to foster better and deeper discussions through open-ended questions, which have more than one right answer and generally require more thinking on the part of the student teachers.

**Quiz:** You may wish to use a short quiz to test the knowledge of your student teachers. Quizzes can be graded in class as a whole class activity, or you may wish to collect and check the quizzes outside of class. Quizzes can also be seen as a way to ‘practise’ for a summative test or exam.

**Self-assessment:** In a self-assessment, student teachers evaluate their own strengths and weaknesses. This process can help them to understand their own gaps in skills or knowledge and to create a plan to address these gaps. Self-assessments are good ways to encourage student teachers take ownership of their own learning and development. As in peer-assessment, student teachers will need some coaching to understand the assessment criteria and how to apply them to their own work or skill sets.

**Written examinations:** Written examinations are conducted usually at the end of each semester to test the basic subject content specific knowledge and reflection of related pedagogy discussed during the course.

### **General tips for facilitating a lesson**

Some of the teaching and learning strategies suggested here and throughout this Teacher Educator Guide may be new to you. If so, it is recommended that you spend some time carefully planning out how you will use them in your lessons so that student teachers can achieve the desired learning outcomes.

The following are some additional general tips that you can implement to help your student teachers learn.

Before teaching a class, you may wish to do the following:

- Choose a small amount of content to deliver. Keep in mind that in a given 50-minute class period, you generally do not want more than one-third of the class period should be focused on content delivery. This will enable there to be enough time for student teachers to practise their skills and deepen their understanding of the topic.
- Note down the key points you think are most important for your student teachers to learn from the lesson content. You can refer to these as you deliver the content to the class to make sure you discuss these key points.
- Make sure you are clear on how you will carry out the content delivery and the learning activities. Refer to the suggestions in this guide and discuss with other teacher educators, if needed. Always feel free to change the suggested steps so that the lesson activities work well for your specific classroom situation.
- For each learning activity, prepare clear written instructions for your student teachers describing, step-by-step, how to do the activity. The instructions could be displayed on a presentation slide, printed on a handout or written on the board. Make sure the instructions are large enough to be read by all student teachers.
- You may want to practise explaining the instructions verbally, going slowly and step-by-step. This will help you be ready to explain the instructions to your student teachers before the activity, so they will understand what to do. You can practise the explanation with a friend or colleague ahead of time and then ask them what needs to be explained more clearly.
- If time allows, prepare to model of what student teachers are expected to do during the activity. This might involve one or two teacher educators doing a short role-play, pretending they are the student teachers doing the activity. This will enable student teachers to *see* exactly what they should be doing.
- If student teachers are expected to produce something at the end of an activity, you may wish to prepare an example, or ‘end product,’ to show student teachers what they should be aiming to create during the activity.

During class, just before the content delivery or any learning activity, if applicable, it may be helpful to:

- Distribute any materials or learning supplies that student teachers will need to carry out tasks you will ask them to do. Make good use of the e-library to

request student teachers to access necessary teaching and learning materials online as appropriate.

- Provide clear verbal and written instructions to student teachers about any task you would like them to do as you deliver the content.
- Model what the student teachers should do using a short role-play.
- Show the example end product to student teachers that you prepared before class.
- Ask one or more student teachers to repeat back to the class how to do the activity, using their own words, to make sure they understand the instructions.
- Tell student teachers how long they have to complete the activity.

Throughout the class, it may be helpful to:

- Look for any signs that suggest whether the student teachers understand the content you are delivering or the task they are working on. If you suspect certain points may be difficult for student teachers to understand, consider explaining the information in a different way or breaking down the information into smaller, more manageable pieces.
- Walk around to all parts of the classroom to:
  - Ensure all student teachers are on task;
  - Answer questions student teachers have;
  - Ensure student teachers have all the materials needed to do the activity; and
  - Assess student teachers' understanding by observing whether they are carrying out the activity as instructed.
- Encourage student teachers to ask questions.
- If you detect a misunderstanding, either talk directly to the student teacher to clarify, or if the whole class may benefit from the clarification, call the attention of all student teachers and explain to everyone.
- Check for **Facilitator's notes** instruction boxes for points to emphasise and to ensure that student teachers are learning effectively before moving forward.

At the end of class, it may be helpful to:

- Consider following the suggested ways to “Check student teachers’ understanding” at the end of each lesson. This is an opportunity to summarise the lesson and to briefly assess the student teachers’ achievement of the

learning outcomes and understanding of how the lesson addressed the Teacher Competency Standards Framework (TCSF).

- Assess student teachers' understanding by asking them to share a point from the content you delivered that they thought was particularly interesting, or that surprised them.
- Encourage student teachers to ask questions and provide comments on what you have just taught them.
- Ask one or two student teachers to share what they produced during the activity. If the activity was not designed to produce an end product, ask one or two student teachers to describe what they learnt from the activity.
- After student teachers share their work or their thoughts, choose one or two aspects of what they shared to emphasise to the class. The point you choose to emphasise should be key points that you would like all student teachers to learn and remember from the activity.

As a teacher educator, you have an important role to play in creating a classroom where all student teachers feel free to ask questions, share their reflections, and practise teaching in a safe supportive environment. It is your feedback and support that will help them grow into teachers who can foster the holistic development and learning of Myanmar's children and youth.

**Table B. Year 3 Semester 1 English, Middle school specialisation track content map**

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
1. Introduction to English as a Language	1.1. Course Overview	1.1.1. Year 3 English syllabus	<ul style="list-style-type: none"> <li>• Revisit Year 1 and Year 2 English syllabi and make connections with Year 3 syllabus</li> <li>• Align the aims of middle school English curriculum and Year 3 English curriculum</li> </ul>	A4.1 A5.1	A4.1.1 A4.1.3 A5.1.1	1

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
	1.2. Mastering the Basic Education Curriculum	1.2.1. Middle school English course structures and contents	<ul style="list-style-type: none"> <li>Appraise the importance and value of teaching and learning English</li> <li>Illustrate the objectives of the English course for middle school students</li> <li>Explain the Grade 6 and Grade 7 course structure</li> <li>Evaluate the content of the new English course at the middle school level compared with that of the English course they studied when they were in school</li> <li>Analyse the different types of lessons and organisation of each lesson in the middle school textbook</li> </ul>	A4.1 A5.1	A4.1.1 A5.1.1 A5.1.3	1
2. English Language Learning	2.1. Nature of Language Learners at Middle School Level	2.1.1. Comparison between language learning styles of primary students and middle school students	<ul style="list-style-type: none"> <li>Distinguish the language learning styles of primary school students and middle school students</li> <li>Create learning environments according to the language learning styles of middle school students</li> </ul>	A1.1 A1.2 B1.2 B3.2 C3.1	A1.1.1 A1.2.1 B1.2.3 B3.2.3 C3.1.1	2
	2.2. Language Learning in Context	2.2.1. Language learning in context at middle school level	<ul style="list-style-type: none"> <li>Examine language used in everyday contexts</li> <li>Apply functional language to deal with everyday situations for middle school students</li> </ul>	A5.1  A5.2	A5.1.1 A5.1.2 A5.1.3 A5.2.2	2



Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
3. Language Pedagogy A	3.1. Teaching Vocabulary to Middle School Students	3.1.1. Techniques for teaching vocabulary	<ul style="list-style-type: none"> <li>Classify grade-level words in a variety of contexts at middle school level</li> <li>Develop different vocabulary teaching techniques in middle school classroom</li> </ul>	A2.1 A5.1  B1.1 B1.2	A2.1.1 A2.1.2 A5.1.1 A5.1.2 A5.1.3 B1.1.1 B1.2.1 B1.2.2 B1.2.3	2
	3.2. Assessing Vocabulary of Middle School Students	3.2.1. Formative assessment tools for teaching vocabulary to middle school students	<ul style="list-style-type: none"> <li>Apply appropriate formative assessment tools for teaching vocabulary to middle school students</li> </ul>	B2.1	B2.1.1 B2.1.3	1
	3.3. Teaching Pronunciation Skills to Middle School Students	3.3.1. Familiarisation of consonant clusters, silent sounds and blending words	<ul style="list-style-type: none"> <li>Produce correct pronunciation of consonant clusters, silent sounds and blending words</li> </ul>	A2.1 A5.1	A2.1.1 A2.1.2 A5.1.1 A5.1.2 A5.1.3	1
		3.3.2. Techniques for teaching pronunciation	<ul style="list-style-type: none"> <li>Apply techniques for teaching pronunciation to middle school students</li> </ul>	B1.1	B1.1.1 B1.1.2 B1.1.3	1
	3.4. Assessing Pronunciation of Middle School Students	3.4.1. Formative assessment tools for teaching pronunciation to middle school students	<ul style="list-style-type: none"> <li>Apply appropriate formative assessment tools for teaching pronunciation to middle school students</li> </ul>	B2.1	B2.1.1 B2.1.3	1

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
4. Receptive Skills A	4.1. Teaching Listening Skills to Middle School Students	4.1.1. Common listening theories	<ul style="list-style-type: none"> <li>Identify the nature of listening and common listening theories</li> <li>Analyse some considerations in teaching listening at the middle school level</li> </ul>	A2.1 A4.1 A5.1	A2.1.1 A2.1.2 A4.1.2 A5.1.1 A5.1.2	1
		4.1.2. Techniques for teaching listening skills	<ul style="list-style-type: none"> <li>Select appropriate techniques to teach listening skills to middle school students</li> <li>Construct different tasks to teach listening skills to middle school students</li> <li>Apply suitable teaching strategies by grade level when teaching listening at the middle school classroom</li> </ul>	B1.1 B1.2	B1.1.1 B1.1.2 B1.1.3 B1.2.1 B1.2.2 B1.2.3	3
		4.1.3. Designing a lesson plan for teaching listening skills	<ul style="list-style-type: none"> <li>Enhance a lesson plan by linking content with students' prior knowledge and interests at middle school level</li> </ul>	B1.3	B1.3.1 B1.3.2 B1.3.3 B1.3.4	1
	4.2. Assessing Listening Skills of Middle School Students	4.2.1. Formative assessment tools for teaching listening skills to middle school students	<ul style="list-style-type: none"> <li>Apply appropriate formative assessment tools in teaching receptive skills at the middle school classroom</li> </ul>	B2.1	B2.1.1 B2.1.3	1

Units	Sub-units	Lessons	Learning outcomes	TCSF		Periods
				Minimum requirements	Indicators	
5. Productive Skills A	5.1. Teaching Speaking Skills to Middle School Students	5.1.1. Common speaking theories	<ul style="list-style-type: none"> <li>Identify the nature of speaking and common speaking theories</li> <li>Analyse some considerations in teaching speaking at middle school level</li> </ul>	A2.1 A4.1 A5.1	A2.1.1 A2.1.2 A4.1.2 A5.1.1 A5.1.2	1
		5.1.2. Techniques for teaching speaking skills	<ul style="list-style-type: none"> <li>Select appropriate techniques to teach speaking skills to middle school students</li> <li>Construct different tasks to teach speaking skills to middle school students</li> <li>Apply suitable teaching strategies by grade level when teaching speaking at middle school classroom</li> </ul>	B1.1  B1.2	B1.1.1 B1.1.2 B1.1.3 B1.2.1 B1.2.2 B1.2.3	3
		5.1.3. Designing a lesson plan for teaching speaking skills	<ul style="list-style-type: none"> <li>Enhance a lesson plan by linking content with students' prior knowledge and interests at middle school level</li> </ul>	B 1.3	B1.3.1 B1.3.2 B1.3.3 B1.3.4	1
	5.2. Assessing Speaking Skills of Middle School Students	5.2.1. Formative assessment tools for teaching speaking skills to middle school students	<ul style="list-style-type: none"> <li>Apply appropriate formative assessment tools for teaching speaking skills to middle school students</li> </ul>	B2.1	B2.1.1 B2.1.3	1
Total number of periods						24

# Unit 1

# Introduction to English as a Language

In this unit, student teachers will learn about the structure and content of the Year 3 English syllabus and the middle school English course, and compare the aims of the middle school English curriculum with the aims of the Year 3 English syllabus.

## Expected learning outcomes

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

- Revisit Year 1 and Year 2 English syllabi and make connections with Year 3 syllabus;
- Align the aims of middle school English curriculum and Year 3 English curriculum;
- Appraise the importance and value of teaching and learning English;
- Illustrate the objectives of the English course for middle school students;
- Explain the Grade 6 and Grade 7 course structure;
- Evaluate the content of the new English course at the middle school level compared with that of the English course they studied when they were in school; and
- Analyse the different types of lessons and the organisation of each lesson in the middle school textbook.



## Competencies gained

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum

A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

# 1.1. Course Overview

In this sub-unit, student teachers will be introduced to the Year 3 English middle school specialisation track syllabus, and how it builds on what they have learnt about teaching middle school students in Year 2, as well as the English language teaching skills they acquired in Year 1 and Year 2.

## 1.1.1 Year 3 English syllabus

### Expected learning outcomes

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

- Revisit Year 1 and Year 2 English syllabi and make connections with Year 3 syllabus; and
- Align the aims of middle school English curriculum and Year 3 English curriculum.



### Competencies gained

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the primary curriculum for the subjects and grade level/s taught

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

A5.1.1 Describe key concepts, skills techniques and applications for the subjects covered in the grade levels taught



**Time:** One period of 50 minutes



## Learning strategies

Learning activity 1. Think-pair-share: Reflecting on Years 1 and 2

Learning activity 2. Listening and comprehension: Year 3 English syllabus overview

Learning activity 3. Think-pair-share: The aims of learning English in middle school and Year 3 English



**Assessment approaches:** Questioning, observation, peer discussion self-reflection and written answers



## Preparation needed

Review and be familiarised with the Year 3 English syllabus, particularly its units, objectives and organisation.

Review the English Student Teacher Textbook Lesson 1.1.1

Write relevant learning outcomes on board.

Prepare a poster/display/projection slide of the Year 2 English syllabus units (refer to learning activity two).



**Resources needed:** Whiteboard & markers/IWB/Projector or equivalent

## Period

### Year 3 English syllabus

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	20 minutes
Learning activity 3	10 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce this lesson by welcoming student teachers and explaining the purpose of the lesson. Refer to the learning objectives. An example of what you could say is below, but adjust it as you wish.

“Welcome everyone to Year 3 English. This is the beginning of your middle school specialisation track. Today, we will be reflecting on what you have learnt in the first two years of your course, and how it relates to what you will learn this year. We will also examine the aims of learning English in middle school and contrast that with the aims of this course.”

2. Prepare for transition to the first learning activity by organising pairs.

#### Facilitator's notes

Student teachers may choose their own partner, or you may choose to assign partners using any method.





## Learning activity 1. Think-pair-share: Reflecting on Years 1 and 2

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to connect their learning from previous years with what they will learn in this year's course.

1. Direct the student teachers to learning activity one in their textbook. Read through the instructions which are reproduced below:

*The purpose of this activity is to connect your learning from previous years with what we will learn in this year's course.*

*In Year 3 and Year 4, you will specialise in middle school teaching. In Year 1, you were introduced to foundation concepts of teaching primary school students. In Year 2, you learnt about the progression of skills from primary school to middle school.*

*To begin, write down one unit you enjoyed in Year 1 and one unit you enjoyed in Year 2; one unit you found difficult last year; and, one question you would like to ask about the Year 3 course. Use Table 1.1.*

2. Check student teachers' understanding and ask for any questions. Direct the student teachers to begin. Move around the class to check student teachers are working and ask/answer clarifying questions. Allow approximately five minutes for this step.
3. Once most of the class have finished, direct them to share their responses with their partners. Encourage them to compare and discuss, and tell them that they can change their responses if they wish, after having discussed them. Allow approximately five minutes for this step.
4. [As student teachers discuss in their pairs], draw or project the table on the board.
5. [After student teachers have discussed their answers in their pairs], call on student teachers from different parts of the room (and of both sexes) to share their responses, and add them to the table displayed on the board.





### Facilitator's notes

Particularly with the My Question column, ask student teachers whether they can see any common ideas and to name them, if possible.

- As a closing for this activity, answer any questions that have been collated in the My Question column, if possible to do so.



### Assessment

The peer sharing activity and class discussion will provide student teachers with feedback.



### Possible student teachers' responses

There are no incorrect responses, and student teachers may answer with a wide variety of possible responses. An invented response is provided as Table TG 1.1.

**Table TG 1.1. An invented reflection**

A unit I enjoyed	One unit I found difficult	My question
Year 1: Learning and teaching Listening and Speaking	Writing.	How much time will we spend on teaching writing?
Year 2: Teaching English Language		



### Learning activity 2. Listening and comprehension: Year 3 English syllabus overview

<b>Time</b>	20 minutes
<b>Class organisation</b>	Individual

## Purpose

The purpose of this learning activity is for student teachers to learn about the units of the Year 3 English syllabus, as well as practise an English listening activity. This learning activity must be conducted in English.

1. Tell the student teachers that you will read a passage for them, and that they are to fill the blanks in Box 1.1. in their textbooks as you read. Tell them you will read the passage twice only. Speak slowly and clearly.



### Facilitator's notes

The words that are missing from the student teachers' versions appear in Box 1.1.A in bold font and are numbered.

## Box TG 1.1. Cloze activity Key

This year you will continue to develop your knowledge and skills to teach English as a **foreign language**<sup>(1)</sup>. The focus in Year 3 will be developing the English skills of middle school students in Grades 6 and 7. You will learn how to do this by consolidating the teaching methods and techniques introduced in **Years 1 and 2**<sup>(2)</sup>.

The course consists of the following six units:

- **Introduction to English as a Language**<sup>(3)</sup>
- **English Language Learning**<sup>(4)</sup>
- **Language Pedagogy**<sup>(5)</sup>
- **Receptive Skills**<sup>(6)</sup>
- **Productive Skills**<sup>(7)</sup>
- **Assessment**<sup>(8)</sup>

The units of Language Pedagogy, Receptive Skills and Productive Skills are taught in two parts: Part A in Semester 1 and Part B in Semester 2.

Each unit has objectives or aims that you need to know about. Each unit has one or more **sub-units**. Each unit has **learning outcomes** <sup>(9)</sup> for you to achieve things that you will understand, explore and be able to do by the end of each unit.

2. [After having read through the passage twice], elicit the answers for the gap-fill from student teachers.



### Facilitator's notes

- Call on a range of student teachers.
- Try not to call on a student teacher more than once.
- Do not immediately tell the student teacher if they are correct or incorrect; instead, ask another student teacher if that answer is correct. This will engage more of the class in the questioning activity.
- If the student teacher who you first call upon cannot give an answer, let them know that is OK and quickly invite another student teacher to give the answer.

3. Check student teachers' understanding by eliciting definitions for "receptive skills", "productive skills" and "pedagogy".
4. Ask student teachers if they can recall how many units were in the Year 2 English syllabus, and what they were. They may not remember, but asking the question will start them thinking.

5. Project or display the following on the board:  
The Year 2 English course consisted of the following five units:
  - a. Introduction to English
  - b. Knowledge about language and language learning
  - c. Receptive Skills
  - d. Productive Skills
  - e. Assessment
6. Elicit the difference between the units in Year 2 and Year 3. Accept all reasonable observations made by the student teachers.



### Assessment

The questioning will provide you an opportunity to monitor student teachers' understanding, and the cloze activity will provide you with feedback about their listening skills.

### Correct student teachers' responses

The correct responses for the cloze activity are as per the passage read aloud. Responses about the differences between the units of Year 2 and Year 3 will be that Language Pedagogy is a new unit in Year 3.



### Learning activity 3. Think-pair-share: The aims of learning English in middle school and Year 3 English

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class; pairs

### Purpose

The purpose of this activity is for student teachers to examine the aims of learning English in the middle school curriculum framework and to hypothesise about the aim of Year 3 English.

1. Introduce this learning activity by directing student teachers to the aims of middle school education that are reproduced in their textbook in Figure 1.1. Read through them with the class.

2. Ask the student teachers to circle the aim that is directly relevant to English, but mention that others are also relevant in less direct ways. For example, the aims related to developing good citizens are part of every subject.
3. Direct the student teachers to the activity that they completed in Box 1.1 in their textbooks. Ask them to think for a few minutes about how they would state the aim of Year 3 English, then share their thoughts with a partner, and to finally write a definition that both they and their partner agree on.



### Facilitator's notes

You may allow them to select their own partners for this activity, or you may choose to assign partners.

4. Check for understanding, then give a signal to begin. Move around the room while the student teachers work to monitor their understanding through questioning and observation.



### Assessment

As you circulate around the room, you will have the opportunity to monitor student teachers' understanding through questioning and observation.



### Possible student teachers' responses

The responses will vary considerably. One example of a possible answer is provided below.

### Our statement of the aim of Year 3 English:

The aim of Year 3 English is to help us to develop our ability to teach English to students in Grade 6 and 67, building on what we have already learnt in Years 1 and 2.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask different student teachers to share one thing they are hoping to learn this year.
- Revisit the learning outcomes and note what the student teachers have done in this lesson to meet them.
- Close with a comment about you looking forward to working with them all to learn the things they wrote about hoping to learn in the year ahead.



### Expected student teachers' responses to the review questions in the TB

Question 1: Name the units of the Year 3 English syllabus

*Answer: Introduction to English as a Language; English Language Learning; Language Pedagogy; Receptive Skills; Productive Skills; and Assessment*

Question 2: What is the difference between receptive and productive skills?

*Answer: Receptive skills are those related to listening and reading, productive skills are those related to speaking and writing.*

## 1.2. Mastering the Basic Education Middle

### School Curriculum

In this sub-unit, student teachers will examine the **subject objectives** of the English Basic Education Curriculum in middle school, and become familiar with its overall objectives. In particular, they will learn about the objectives of English in Grades 6 and 7.

#### 1.2.1. Middle school English course structures and contents

##### Expected learning outcomes

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

- Appraise the importance and value of teaching and learning English;
- Illustrate the objectives of the English course for middle school students;
- Explain the Grade 6 and Grade 7 course structure;
- Evaluate the content of the new English course at the middle school level compared with that of the English course they studied when they were in school; and
- Analyse the different types of lessons and the organisation of each lesson in the middle school textbook.



##### Competencies gained

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the primary curriculum for the subjects and grade level/s taught

A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

A5.1.3 Link key concepts, principles and theories to real-life applications to build discipline specific foundations and skills for different classes and grade levels taught



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: The Grade 6 and 7 course structure

Learning activity 2. Collaborative learning: The aims of middle school English and the course structure

Learning activity 3. Collaborative learning: The structures of middle school English lessons



**Assessment approaches:** Questioning, observation, whole-class discussion, written work



**Preparation needed:** Read the English Student Teacher Textbook sub-unit 1.2



**Resources needed:** All learning activities. Copies of the Grade 6 or Grade 7 teacher guides, Learning activity 2. Highlighting markers



## Period

### Middle school English course structures and contents

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	15 minutes
Learning activity 2	10 minutes
Learning activity 3	15 minutes
Check student teachers' understanding	5 minutes

#### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce this lesson by reviewing the learning objectives with the student teachers.
2. Begin activating student's prior knowledge by asking, "What do students learn in English?" Write answers on the board for later reference.



#### Learning activity 1. Collaborative learning: The Grade 6 and 7 course structure

<b>Time</b>	15 minutes
<b>Class organisation</b>	Small groups (3–4 people)

#### Purpose

The purpose of this learning activity is for student teachers to learn about the structure and organisation of the Grade 6 and 7 courses.

1. If you have Grade 6 or Grade 7 teacher guides available, they can be used as an alternative to the reproduced pages in the student teacher textbook.
2. Organise the student teachers into small groups.



### Facilitator's notes

At your discretion, student teachers may work in these groups all lesson, or you may choose to reorganise the groups for each learning activity.

3. Direct student teachers to the extract from the teacher's guide, and the four questions in their textbook. Tell the student teachers to work together to answer the questions.
4. Check for understanding of the instructions, then give a signal to begin. As they work, move around the room checking for understanding through questioning and observation.
5. After most groups have finished, call on different student teachers to give an answer to a question. Ask others after each answer to comment on the answer: Is it the same as what they have? What is different?
6. Try to facilitate some discussion about each question, until all questions have been answered.



### Assessment

You will be able to gauge student teachers' understanding through questioning, observation and whole-class discussion.



### Possible student teachers' responses

Examples of answers are below, but there are many possibilities and more than one correct way to answer each question.

1. What are the seven "course components"?  
*Listening, Speaking, Reading, Vocabulary, Grammar & Syntax, Writing, Functional Language*

Note: Some student teachers may think there are eight course components, counting Grammar and Syntax as two components instead of one. If this arises, elicit definitions for “grammar” and “syntax” and explain how these are such closely related concepts that they are “counted” together as one component. Also, refer to the scope and sequence, where syntax is not included with the other components.

2. What are the three units?

*Receptive Skills, Productive Skills, and Knowledge about Language*

3. What is another term for the soft skills?

*The 5Cs*

4. How are “soft skills” integrated into the course?

*The activities in each unit draw on these skills and will help students to develop them.*



## Learning activity 2. Collaborative learning: The aims of middle school English and the course structure

<b>Time</b>	10 minutes
<b>Class organisation</b>	Small groups (3–4 people)

### Purpose

The purpose of this learning activity is for student teachers to examine the links between the aims of middle school English and the structure of the courses.

1. Direct student teachers to the learning activity in their textbooks and remind them of the aim of middle school English in the Basic Education Curriculum Framework that they learnt about last lesson.
2. Tell the student teachers that they are to examine the documents on the previous pages, looking particularly for examples of “social relations” and/or “further learning”.
3. Explain that when they find relevant information, tell them they are to:
  - a. highlight it (using a highlighter if available, else underlining or circling) and
  - b. write next to it whether it is “social relation” or “further learning”.

4. Explain that this is “annotation”: adding notes to a document.
5. Check for understanding of the instructions, and then give a signal to begin.
6. Move around the room as the groups work, questioning and observing to monitor understanding.
7. After most groups have finished, call on different groups to share one example they found.



### Assessment

You will be able to monitor understanding through questioning and observation.



### Possible student teachers' responses

There are many possible responses. However, it is likely that there will be a lot of “social relation” examples found and few “further learning”. When this becomes evident, ask the student teachers why this may be the case? The probable answer is that it is because they are looking at the beginning of the course in the first year of middle school: topics related to “further learning” may come later.



### Learning activity 3. Collaborative learning: The structures of middle school English lessons

<b>Time</b>	15 minutes
<b>Class organisation</b>	Small groups (3–4 people)

### Purpose

The purpose of this learning activity is for student teachers to examine the structures of middle school English lessons.

1. Direct student teachers to the instructions for learning activity three in their textbooks.
2. Read through them with the class, check for understanding, and then give a signal to begin.
3. Move around the room questioning and observing to monitor student teachers' understanding.

4. After most groups have finished answering the questions, call on different groups to give their answer for a question.
5. Redirect to other groups, asking questions like, “Did you have a similar answer?” before confirming the correct answer.



### Assessment

You will be able to monitor understanding through questioning, observation and the groups’ written answers.

### Correct and possible student teachers’ responses

The correct answers for questions 1–6 are below. Question 7 has more than one possible answer, but an example is provided below.

1. How many units are there in Grade 6 English?  
*12*
2. How many lessons are in each unit?  
*4*
3. What are the four different focusses for lessons?  
*Listening and Speaking; Reading; Grammar; Writing*
4. How many periods are there in each lesson?  
*4 for lessons 1 and 2; 3 for lessons 3 and 4.*
5. What are the four parts of each lesson?  
*Introduction; Teach; Practise; Review*
6. Two of the four parts will be used in every period. Which two?  
*Teach and Practise*
7. The other two of the four parts are used in every lesson, but not in every period. Why?  
*The Introduction and Review parts are only done when the topic or content changes; each lesson has a different topic.*



### Check student teachers’ understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers what the aim of teaching English in middle school is.
- Ask student teachers to reflect on whether the middle school course is different from how they learnt English at school. Ask them to explain and elaborate on the differences they see.



### **Expected student teachers' responses to the review questions in the TB**

Question 1: What are the four stages of a middle school lesson?

Answer: *Introduction; Teach; Practise; Review*

Question 2: What are the seven course components of the middle school syllabus?

Answer: *Listening, Speaking, Reading, Vocabulary, Grammar & Syntax, Writing, Functional Language*

# Unit Summary



## Key messages

- The middle school English syllabus is designed to meet the aim of the National Basic Education Curriculum Framework.
- The Grades 6 and 7 courses are divided into units, lessons and periods.
- Each lesson has four parts.



## Unit reflection

What was learning English like for you in Middle School? Were you given clear objectives? Was there an overarching aim? How do you think that clear learning outcomes and aims might help students to achieve?

The middle school syllabus is broken down into units, lessons and periods. The teacher's guide and textbook provide clear structure and closely follow the scope and sequence. What benefits does this organisation have for students?



## Further reading

### Mastering the Basic Education middle School Curriculum

Basic Education Curriculum, Syllabus and Textbook Committee. (2019-2020).  
*Textbook English Grade 6*. Myanmar Ministry of Education.

Basic Education Curriculum, Syllabus and Textbook Committee. (2019-2020).  
*Textbook English Grade 7*. Myanmar Ministry of Education.

Department of Basic Education. (Unpublished). *Grade 6–9 English Scope and Sequence*.

Department of Basic Education. (Unpublished). *Myanmar National Basic Education Curriculum (6th Version)*. Myanmar Ministry of Education.

# Unit 2

# English Language Learning

In this unit, student teachers will consider the differences in typical learning styles of middle school students compared with primary school students, as well as how to create learning environments that support these learners. You will also learn about language learning in context, through examining and applying functional language in different situations.

## Expected learning outcomes

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

- Distinguish the language-learning styles of primary students and middle school students;
- Create learning environments according to the language-learning styles of middle school students;
- Examine language used in everyday contexts; and
- Apply functional language to deal with everyday situations for 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

A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context

B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning

B3.2 Demonstrate strategies for managing student behaviour

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

## 2.1. Nature of Language Learners at Middle

### School Level

In this sub-unit, student teachers will consider the developmental stage and needs of learners in Grades 6 and 7.

#### 2.1.1 Comparison between language-learning styles of primary students and middle school students

##### Expected learning outcomes

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

- Distinguish the language-learning styles of primary students and middle school students; and
- Create learning environments according to the language-learning styles of middle school students.



##### Competencies gained

A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning

A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better

B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities

B3.2.3 Learn to know each student's background and needs and interact regularly with all students

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student



**Time:** Two periods of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: Expectations of students at different levels

Learning activity 2. Reflection: Middle school activities

Learning activity 3. Think-pair-share: Middle school students' needs

Learning activity 4. Read and reflect: Group work in the middle school classroom



**Assessment approaches:** Questioning, observation, peer and whole-class discussion, reviewing student work.



**Preparation needed**

Read the English Student Teacher Textbook Lesson 2.1.1.

Review the three documents in learning activity one

Write relevant learning outcomes on board



**Resources needed**

Learning activity 1: Loose-leaf copies of the documents reproduced in the textbook could be made for the groups; it may be more manageable for the groups to not use their textbooks

## Period 1

### Comparison between language-learning styles of primary students and middle school students

**This period is structured as follows:**

Introduction/Explicit teaching	10 minutes
Learning activity 1	20 minutes
Learning activity 2	15 minutes
Check student teachers' understanding	5 minutes

#### Introduction/Explicit teaching

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Introduce the lesson by reviewing the learning outcomes with the class, then direct them to the passage in the textbooks titled, “Theories of learning for middle school learners”.
2. Before reading the passage with the class, activate their prior knowledge by asking different student teachers questions such as:
  - a. *Have you learnt about Piaget in other subjects? Which ones?*
  - b. *What theory did Piaget develop?*
  - c. *Do you remember any of the stages in the theory? What do you remember about them?*
  - d. *Do you remember in which stage it is most likely for lower secondary students to be? What do you remember about children in that stage?*



### Facilitator's notes

- Read the passage with the class, or
- Call on different student teachers to read parts of it aloud.



### Learning activity 1. Collaborative learning: Expectations of students at different levels

<b>Time</b>	20 minutes
<b>Class organisation</b>	Groups of 3-4

### Purpose

The purpose of this learning activity is for student teachers to reflect on what students can do at different levels of learning.

1. Organise the class into groups of 3–4 people.



### Facilitator's notes

If copies of the document are to be provided to groups, provide them at this stage.

2. Direct the student teachers to the learning activity in their textbook, go over the instructions with them and ensure they know which documents they are to look at for the activity.
3. Check for understanding of the instructions, and then give a signal to begin. As the groups work, move around the room monitoring progress and understanding through observation and questioning.
4. After most groups have finished, call on different groups to read one of their paragraphs to the class.
5. Ask other groups how their answers compare.

6. Facilitate a class discussion about the main points raised in different groups' answers.
7. Record the main points raised in student teachers' answers on the board, as a way of directing the discussion towards a consensus understanding of the differences between the expectations of students at different levels of education.
8. Close the activity with a recapitulation of the main differences identified in the class's responses.



### **Assessment**

You will be able to monitor student understanding through observation, questioning, the whole-class discussion and the written work from the groups.



### **Possible student teachers' responses**

Answers may be quite varied. Some points that may be included are given as examples below:

- a) **Listening:** At Grade 3, most students will understand slow, careful and repeated speech; at Grade 6, most students will understand conversations and simple recordings; at Grade 10, most students will understand more complex listening texts.
- b) **Speaking:** At Grade 3, most students will be able to give short statements; at Grade 6, most students will be able to conduct simple conversations; at Grade 10, most students will be able to talk at length on a range of topics.
- c) **Reading:** At Grade 3, most students will understand short texts that use familiar words; at Grade 6, most students will be able to get simple details and facts from a variety of text types; at Grade 10, most students will be able to read different types of texts and use skills like scanning and quick reading to find key information.
- d) **Writing:** At Grade 3, most students will be able to write very short texts with explicitly taught vocabulary and sentence structures; at Grade 6, most students will be able to write their own sentences and be able to fill out forms; at Grade 10, most students will be able to write longer texts like letters, reports and stories.



## Learning activity 2. Reflection: Middle school activities

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to reflect on what kinds of activities are and are not suitable for middle school students.

1. Organise the class into pairs.

### Facilitator's notes



You may assign student teachers to pairs, or have them select their own partner.

2. Direct the student teachers to Table 2.1 in their textbooks.
3. Explain that they are to:
  - a. think about the activities
  - b. discuss them with their partners, and
  - c. choose what level of education it is best suited to.
4. Tell them that you will be asking student teachers afterwards about the reasons for their choice, and that they should be ready with answers.
5. Check for understanding of the instructions, then give a signal to begin. Move around the room monitoring for understanding through observation.
6. After most pairs have finished working, call on a pair to tell you which level of education they picked for the activity, then ask them why.
7. Redirect to another pair and ask if they picked the same level, and why.
8. Then, give the intended answer.



### Facilitator's notes

However, if the student teachers' reasoning is sound but their answer as to what level the activity is appropriate is different, then consider whether there might be more than one correct answer.

9. Repeat the process for each activity in the table.



### Facilitator's notes

If there is time, finish the activity by asking the pairs to add one activity of their own that would be suitable for middle school students underneath the table in their textbooks.



### Assessment

You will be able to monitor student teachers' understanding through questioning and whole-class discussion.



### Possible student teachers' responses

Intended answers and justifications are given in Table 2.1.A

**Table 2.1.A Activity Key**

Activity	Primary	Middle	High
1. Filling out a table like this one. <i>Reason: Primary students are only beginning to learn to read, so tables like this are not suitable for them.</i>		X	X
2. Reading a page-long passage on Art and completing a set of comprehension questions. <i>Reason: Primary students are only learning how to read; and middle school students won't have the vocabulary to read technical texts.</i>			X
3. Writing a paragraph about their favourite foods. <i>Reason: Primary students are only beginning to learn to write, so a paragraph is too long. High school students are capable of much more, and interested in more complicated topics.</i>		X	



Activity	Primary	Middle	High
4. Learning a song about body parts (For example, “Heads, Shoulders, Knees and Toes”) <i>Reason: Primary students enjoy activities like this, but older students will not enjoy singing as much; they are also much more able to learn independently.</i>	X		
5. A grammar exercise where the instructions are: “Draw a box around the adjectival phrases in each of the sentences below.” <i>Reason: High school students can cope with abstract, technical vocabulary much better than younger students.</i>			X



### Check student teachers’ understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class; pairs

At the end of the lesson, ask student teachers to summarise what middle school students can be expected to do in each of the four skill areas.

## Period 2

### Comparison between language-learning styles of primary students and middle school students

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 3	10 minutes
Learning activity 4	30 minutes
Check student teachers’ understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review the relevant learning outcomes for this lesson.
2. Activate student teachers' prior knowledge by asking different students to think back to their middle school classes and answer the question: *“What activities did you enjoy the most at that age?”*



### Learning activity 3. Think-pair-share: Middle school students' needs

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to reflect further on the developmental stage of typical students in Grade 6 and 7 and how to adapt their classrooms to meet their needs.

1. Direct student teachers' attention to Box 2.1 in their textbooks.
2. [Before reading the passage with the student teachers], elicit the meaning of the term “communicative activities”. A useful definition in the context of the passage is, “activities where students speak and interact with one another”.
3. Read the passage to the student teachers.
4. Tell student teachers to spend a short while reading the questions and thinking of their answers, then to share their thoughts with their partners and discuss until they arrive at one answer per question.
5. [During these discussions], move around the room monitoring for progress and understanding through questioning and observation.
6. After most pairs have answered the questions, call on different pairs to give their answers. Redirect to other pairs, asking if their answer is similar or not.
7. Facilitate discussion where there are differences, particularly for question 3.
8. Close the activity by emphasising that middle school learners' energy and willingness to get loud can be wonderful assets in the language-learning classroom. Listening and speaking cannot be done in silence! As future teachers, they will have to learn to direct that energy in the right ways to help students.



## Assessment

You will be able to monitor for understanding through questioning, observation and class discussion.



## Possible student teachers' responses

Responses will vary, particularly to the third question. Example answers for the first two questions are given below.

1. What assumptions are made about how middle school students will behave in a classroom?  
*That they will misinterpret instructions and get very noisy.*
2. Are these assumptions positive or negative?  
*Negative.*



## Learning activity 4. Read and reflect: Group work in the middle school classroom

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

### Purpose

The purpose of this learning activity is for student teachers to reflect on how to create a classroom environment where students can learn productively in groups.

1. The passage in this learning activity, in Box 2.3 in the student teacher textbooks, is quite long (678 words). Tell the student teachers that you will read it together as a class. Tell them that as the class reads, if there is a word they do not know, they should circle it.
2. Begin by reading the first paragraph to the class. Then, call on a student to continue reading. After a few sentences, thank that student and call on a different student to continue reading.
3. Try to call on all student teachers at least once.

4. [After the whole passage has been read], ask student teachers to tell you a word they circled, and write it on the board. Make a list of all of the words. Then go through and define or translate each word.
5. [Once all vocabulary is understood], ask the class the following questions, calling on a volunteer to give an answer each time.

*According to this text:*

- a. *How many students should there be in a group?*
  - b. *Do groups have to all be the same size?*
  - c. *What is fixed grouping? What is an advantage of it?*
  - d. *What is flexible grouping? What is an advantage of it?*
  - e. *For a speaking task, is it better to have groups with about the same level of ability, or mixed ability groups?*
  - f. *What is personality grouping?*
  - g. *What is an advantage of putting students in groups with people they do not normally work with?*
6. Ask the student teachers to think for a moment about the ideas in the passage. Tell them that they are to write down one idea from the passage that they like and will probably try in their future classrooms, and one that they will probably not try to use.
  7. Call on different student teachers to share which techniques they liked. Then, call on different student teachers to share which techniques they will probably not use.
  8. Facilitate a discussion about the differences between the well-liked techniques, and the ones that will not be used.
  9. Close the learning activity by reminding student teachers that when they are in charge of their classrooms, they will use their professional judgement to select techniques and strategies. Their choices will help to build a learning environment and a “class community”, as it said in the reading passage. A learning environment in which student feel safe and connected will support students to achieve their best in English and the 5Cs.



## Assessment

You will be able to gauge student teachers’ understanding through questioning and observation of their reading.



## Possible student teachers' responses

According to this text:

- a. How many students should there be in a group? **Three to seven.**
- b. Do groups have to all be the same size? **No.**
- c. What is fixed grouping? What is an advantage of it? **Where students are assigned to the same group for all activities. An advantage is getting to know their peers. Another is saving the teacher planning time.**
- d. What is flexible grouping? What is an advantage of it? **Where a teacher changes the groups regularly. It exposes students to new ideas and viewpoints.**
- e. For a speaking task, is it better to have groups with about the same level of ability, or mixed ability groups? **Similar, so that the conversation is not dominated by the better speakers.**
- f. What is personality grouping? **Assigning groups based on how active learners are.**
- g. What is an advantage of putting students in groups with people they do not normally work with? **Diversity of views.**



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers questions to encourage them to reflect on groups and group work in the middle school classroom, such as: Are there other grouping methods the student teachers know of? What are the benefits of group work over individual work?
- Revisit the expected learning outcomes for this lesson.



## Expected student teachers' responses to the review questions in the TB

Question 1: What are some differences between what a middle school student can do, and what a primary school student can do?

Answer:

- a. *Listening: At Grade 3, most students will understand slow, careful and repeated speech; at Grade 6, most students will understand conversations and simple recordings*
- b. *Speaking: At Grade 3, most students will be able to give short statements; at Grade 6, most students will be able to conduct simple conversations*
- c. *Reading: At Grade 3, most students will understand short texts that use familiar words; at Grade 6, most students will be able to get simple details and facts from a variety of text types*
- d. *Writing: At Grade 3, most students will be able to write very short texts with explicitly taught vocabulary and sentence structures; at Grade 6, most students will be able to write their own sentences and be able to fill out forms*

Question 2: When setting group tasks for students, is it better to put friends together, or to mix the groups?

Answer: *In general, asking learners to work with members of the class whom they do not know well fosters more on-task learning, allows multiple viewpoints to be considered, and nurtures the growth of a class community as individuals get to know and trust one another.*

## 2.2. Language Learning in Context

In this sub-unit, student teachers will learn about teaching everyday concepts and functional language through scenarios and situations.

### 2.2.1. Language learning in context at middle school level

#### Expected learning outcomes

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

- Examine language used in everyday contexts; and
- Apply functional language to deal with everyday situations for middle school students.



#### Competencies gained

A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of subject content, skills and procedures

A5.1.3 Link key concepts, principles and theories to real-life applications to build discipline, specific foundations and skills for different classes and grade levels taught

A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes



**Time:** Two periods of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: Everyday contexts

Learning activity 2. Think-pair-share: Language teaching in context



**Assessment approaches:** Questioning, observation, peer and whole class discussion, peer and self-assessment, reviewing student work



**Preparation needed**

- Read the English Student Teacher Textbook 2.2
- Write relevant learning outcomes on board



**Resources needed:** Learning activities 1 & 2: Copies of the Grade 6–9 scope and sequence

## Period 1

### Language learning in context at middle school level

This period is structured as follows:

Introduction/Explicit teaching	10 minutes
Learning activity 1	20 minutes
Learning activity 2	15 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class



1. Introduce the lesson by reviewing the first learning objective: “Examine language used in everyday contexts.”
2. Ask student teachers to think about the term, “everyday contexts”. Elicit the meaning of “everyday” and “contexts”.
3. If student teachers give the definition of “everyday” as “ordinary” or “normal”, move on.



### Facilitator’s notes

However, if your student teachers define “everyday” as “daily”, “each day” or similar, then explicitly explain that the compound word “everyday” is an adjective that is often used to mean ordinary, and that is its meaning in the context of the learning objective.

Write the following examples on the board (or equivalents) and explain the differences between them.

- a. Everyday clothes are often less expensive than formal clothes.
- b. Holidays are a wonderful break from everyday life.
- c. Every day that you go to school is a day you will learn something new.
- d. You should brush your teeth every day.

Point out to the student teachers that in sentences a and b, the adjective “everyday” could be replaced with a word like “ordinary” or “normal” without changing the meaning of the sentences. That is because those words share the same meaning with “everyday” when it is used as a single-word adjective.

This is not true of sentences c and d, where the phrase “every day” has a literal meaning.

4. Once the meaning of “everyday contexts” is clear, ask the student teachers for examples of everyday contexts that middle school students would encounter, and make a list of them on the board.

Some of the contexts *might* be things middle school students would do every day (e.g. greeting a friend), but the point is that they may be ordinary but not necessarily done every day (e.g. writing a postcard).

5. Keep the list on the board, as student teachers will refer to it in the course of learning activity one.



### Learning activity 1. Collaborative learning: Everyday contexts

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small groups (3-4 people)

#### Purpose

The purpose of this learning activity is for student teachers to identify everyday contexts that are suitable for language teaching in the middle school classroom.

1. Organise the class into small groups of 3–4 people.
2. Distribute copies of the Grade 6–9 scope and sequence document, at least two per group, but more if possible.
3. Direct the student teachers to the instructions and questions in their textbook. Inform them how long they have for the activity (approx. 15 minutes, but extend it if the introduction/explicit teaching at the beginning of the lesson was faster than planned).
4. As the groups work, move around the room monitoring for understanding through observation and occasional questioning.
5. After most groups have finished all questions, call on different groups to answer each question. Before responding yourself, redirect to a different group to ask if they had a different answer or not. Then affirm the correct answer.
6. Close the activity by emphasising that the middle school English course has been designed to teach students language in contexts that they will be familiar with, and this allows them to connect their previous knowledge about the world with their new knowledge of the English language.



## Assessment

You will be able to monitor student teachers' learning through observation, questioning and class discussion.



## Possible student teachers' responses

Responses to questions 2 and 4 will depend on the list your class created in the introduction to this lesson. Expected responses for the other questions are given below.

1. Did your group find any contexts in the scope and sequence that are not everyday contexts? What are they?  
*No – all the contexts are ordinary.*
2. Did your group find any contexts that are ordinary for an adult, but not likely to be ordinary for a student in middle school? Which ones are they?  
*No – all the contexts are likely to be familiar to middle school students.*
3. Answer Key

The Grade 6–9 scope and sequence contains a wide variety of everyday contexts	Yes	
The Grade 6–9 scope and sequence focuses mainly on school-based contexts.		No
The Grade 6–9 scope and sequence includes contexts where students can express their own likes and dislikes and be creative in their responses.	Yes	



## Learning activity 2. Think-pair-share: Language teaching in context

<b>Time</b>	15 minutes
<b>Class organisation</b>	Groups of 3-4

## Purpose

The purpose of this learning activity is for student teachers to consider how a single context provides opportunities for teaching all units of the middle school English curriculum.

1. Organise the class into pairs, and ensure each pair has at least one copy of the Grade 6–9 scope and sequence to share between them. If all groups from the last activity had four people in them, this can be done efficiently by splitting the groups.
2. Direct student teachers to the instructions in their textbook. Explain that in a moment you will assign them a unit from the Grade 6–9 scope and sequence, then they will examine it and the six questions in the textbook, before sharing and discussing their answers with their partner.
3. For each pair, assign a different unit from the Grade 6 or 7 curriculum.



### **Facilitator's notes**

The simplest way is to do it sequentially.

There are 12 units in each Grade, so you can have up to 24 pairs without having to repeat an assignment.

However, if the class is larger than 48 student teachers, you will have to assign a unit to more than one pair of student teachers.

4. Check for understanding of the instructions by calling on different pairs to tell you what they need to do first, second, and third. Then, give a signal to begin.
5. Move around the room to monitor understanding of the instructions through observation, and then, as pairs begin discussion, check for understanding and progress through questioning.



### **Facilitator's notes**

If any pairs are struggling to understand how to answer some questions, use the example answers as a prompt to get them started.

If many pairs are struggling, you might interrupt their work to share an example with the whole class.

6. Once most pairs have discussed their answers to all questions, attract the class's attention.
7. Tell the class that you are now going to call on some pairs to share their answers with the class.
8. Tell them that they will be able to refer to their own copies of the scope and sequence as they listen to the answers
9. Call on different pairs to share all of their answers with the class. Praise every pair who shares their work. Give positive and encouraging feedback as much as possible.



### Assessment

You will be able to gauge student teachers' learning through observation, questioning and the reports from student teachers about their work.



### Possible student teachers' responses

The scope and sequence is designed so that all learning outcomes relate to the context for the unit. So, the answers to the questions are likely to be quite similar, even though every pair's answers will be a little different. An example is provided in Box TG 2.1.

#### Box TG. 2.1. Example answers

The unit we were assigned is Grade 6, Unit 1.

1. What is the context for your unit?

*Everyday greetings.*

2. Where is the context of the unit most clearly stated in the scope and sequence?

*The functions sub-unit (of the Knowledge about language unit).*

3. How are the learning outcomes for the receptive skills related to the context?

*They are about understanding spoken greetings, and reading short texts that will definitely include greetings: postcards and greeting cards.*

4. How are the learning outcomes for the productive skills related to the context?

*They are about using spoken greetings in English, and writing short texts that will definitely include greetings.*

5. How is/are the learning outcome/s for vocabulary related to the context?

*The target vocabulary is greetings, which is the context.*

6. How is/are the learning outcome/s for grammar related to the context?

*The target grammatical construction is about leave-taking, which is the opposite of a greeting, but still connected to greetings.*



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers about whether every unit and sub-unit was related to the context of their unit.
- Remind student teachers that relating new knowledge to students' previous knowledge is an effective way of teaching and learning, especially with language.
- Close by revisiting the learning outcomes.

## Period 2

### Language learning in context at middle school level

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 3	10 minutes
Learning activity 4	5 minutes
Learning activity 5	10 minutes
Learning activity 6	18 minutes
Check student teachers' understanding	2 minutes

## Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the lesson by outlining the relevant learning outcome for the lesson: “apply functional language to deal with everyday situations for middle school students.”
2. Ask student teachers if they remember what they looked at last period. Elicit the meaning of “everyday”, as a reminder that it means “ordinary”, not literally “something that is done each day”.
3. Ask them if they can remember where in the Grade 6–9 scope and sequence the context for each unit was most clearly stated.  
*Answer: The functions sub-unit of the knowledge about language unit.*
4. Relate that answer to the focus of this period:  
This period is about applying functional language in the types of contexts or situations that are ordinary for middle school students.



### Learning activity 3. Link to prior knowledge: Functional language

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

## Purpose

The purpose of this learning activity is for student teachers to recall what they already know and have been taught about functional language

1. Organise the class into pairs. They will be working in these pairs all periods.



### Facilitator’s notes

At your discretion, use assigned pairs or have student teachers select their own partner.

2. Direct the student teachers to Table 2.3 in their textbooks. Tell them to work together to answer the questions.
3. Give the signal to begin. As they work, move around the room to monitor progress and understanding.
4. After most pairs have completed the activity, call on different student teachers to give an answer to one of the questions on behalf of their pair.



### Assessment

You will be able to gauge student teachers' understanding through observation and questioning.



### Possible student teachers' responses

#### Answer key learning activity 3

Review questions from Year 1	Review questions from Year 2
1. What is functional language?  <i>Language that is used in various everyday situations.</i>	1. What is a "fixed expression"?  <i>Chunks of language or set phrases of words that often appear together.</i>
2. List three examples of functional language.  <i>(many possible correct answers)</i>	2. What is the connection between fixed expressions and functional language?  <i>Fixed expressions can be used to fulfil functions in many common situations</i>  3. What activities for teaching functional language did you learn about in Year 2?  <i>Dialogues and gap-fills</i>



### Learning activity 4. Links to prior learning: Common language functions

<b>Time</b>	5 minutes
<b>Class organisation</b>	Pairs



## Purpose

The purpose of this learning activity is for student teachers to recall some common functions that they learnt about in Year 1 and Year 2.

1. Direct student teachers to the matching exercise in their textbooks and tell them that they have three minutes to complete as much of it as they can.
2. Give an energetic signal to begin!
3. After time is up, go through the answers by you calling out the function, and the whole class calling out the example. Go at a swift and energetic pace.



### Assessment

You will be able to gauge student teachers' understanding through the whole-class choral drilling.



### Correct student teachers' responses

## Answer key learning activity 4

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



## Learning activity 5. Think-pair-share: Language functions in the middle school scope and sequence

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

## Purpose

The purpose of this learning activity is for student teachers to compare the functional language they learnt about in Year 2 with the functions in the Grade 6 and 7 curricula.

1. Tell student teachers this is a think-pair-share activity (they should be familiar with this type of activity).
2. Direct them to Figure 2.1 in their textbooks and tell them to compare the functions taught in Grades 6 and 7 with the list of functions they used in Year 2, in the previous matching activity.
3. Tell them to think about their answer to the question “*How are the functions taught in Grade 6 and 7 different from the list from Year 2?*” before discussing the answer to the question with their partner.
4. Tell them that they will have to be ready to share their answer with the class soon.
5. Check for understanding of the instructions and then give a signal to begin.
6. As the pairs discuss, move around the room observing and asking questions to gauge student teachers’ understanding.
7. After most pairs have reached an answer, call the class’s attention back and then, call on different pairs to share their answers.
8. Redirect to other pairs, asking whether their answer was the same or different, and if different, to say how.
9. Facilitate some discussion about the similarities and differences.



### Assessment

You will be able to gauge student understanding through observation, questioning and whole-class discussion.



### Possible student teachers’ responses

Student teachers may respond to the question by pointing out that there is a broader range of functions in Grade 6 and 7, and some of them are ordinary but wouldn’t be encountered every day.

For example, “making reservations” is an ordinary function but middle school students

would probably not encounter that situation very often in real life. Nonetheless, it is useful for students to be able to learn about and practise communicating in that scenario.

A range of other similarities and/or differences may be identified by student teachers. Discuss each one with the class.



### **Learning activity 6. Active learning: Role-playing functions from the Grade 7 scope and sequence**

<b>Time</b>	18 minutes
<b>Class organisation</b>	Pairs

#### **Purpose**

The purpose of this learning activity is for student teachers to apply functional language in an everyday situation for middle school students.

1. Tell student teachers that they will be writing a quick dialogue to demonstrate the use of functional language in a situation from the Grade 7 scope and sequence.
2. Tell them to pick one from the list in Table 2.5 and use the planning tool in Figure 2.6, in their textbooks to write a dialogue with their partner.
3. Tell them to draw on fixed expressions as much as they can.
4. Check for understanding of the instructions and give a signal to begin.
5. As the pairs discuss, move around the room observing and asking questions to gauge student teachers' understanding.
6. After most pairs have finished, call on different pairs to tell the class which function they picked, and then to read their dialogue to the class.



#### **Assessment**

You will be able to gauge student understanding through observation and student teachers' work.



## Possible student teachers' responses

An example of a completed dialogue is provided as Figure TG 2.1.

<p>The function we selected is: Greetings</p>	<p>Three examples of fixed expressions that are used in that context are:</p> <ol style="list-style-type: none"><li>1. Hello, how are you?</li><li>2. Hi, good to see you.</li><li>3. I'm well, thanks.</li></ol>
<p>The relationship between two people who would have a conversation including those expressions would be: Friends or acquaintances.</p>	
<p>Our dialogue:</p> <p>Hi, there!</p> <p>Oh, hello! How are you?</p> <p>I'm well, thanks. And you?</p> <p>I can't complain. But I am in a hurry, so I can't stay and chat.</p> <p>Don't let me keep you. See you later.</p> <p>Yes, see you!</p>	

Figure TG 2.1. Example of a completed dialogue planning tool



## Check student teachers' understanding

<b>Time</b>	2 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Remind student teachers of the relevant learning objective for today's lesson. "Apply functional language to deal with everyday situations for middle school students."
- Congratulate those pairs that demonstrated the use of functional language in a grade 7 situation, and assure the rest of the class that you know they have also met this learning objective.
- Reiterate that fixed expressions and communicative activities such as dialogues are key strategies for teaching functional language to middle school students.



### Expected student teachers' responses to the review questions in the TB

Question 1: What is the difference in meaning between "everyday" and "every day"?

Answer: *Everyday means ordinary or normal, but it does not literally mean something that happens each day. Every day is something that happens each day.*

Question 2: What are fixed expressions?

Answer: *Chunks of language or set phrases of words that often appear together.*

Question 3: Why are communicative activities important in teaching and learning functional language?

Answer: *They allow students to practise using fixed expressions in common situations.*

# Unit Summary



## Key messages

- The contexts for language learning in the middle school curriculum are used to teach all units and sub-units.
- The contexts are ordinary situations or scenarios that are likely to be familiar to middle school students.
- Fixed expressions are part of the functional language used in common situations.
- Communicative activities such as dialogues are a key part of learning to use fixed expressions in common situations and contexts.



## Unit reflection

Think back over what you have learnt about functional language in the three years of this course so far. What do you still want to learn? What do you hope to learn about functional language in Year 4?



## Further reading

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Rivera, C. (2006). Communicative activities for middle school classrooms. *English teaching forum*, 44(2), 34-36. <https://files.eric.ed.gov/fulltext/EJ1107887.pdf>

Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge University Press.

# Unit 3

# Language Pedagogy A

In this unit, student teachers will learn about teaching vocabulary and pronunciation to middle school students.

## Expected learning outcomes



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

- Classify grade-level words in a variety of contexts at middle school level;
- Develop different vocabulary teaching techniques in the middle school classroom;
- Apply appropriate formative assessment tools for teaching vocabulary to middle school students;
- Produce correct pronunciation of consonant clusters, silent sounds and blending words;
- Apply techniques for teaching pronunciation to middle school students; and
- Apply appropriate formative assessment tools for teaching pronunciation to middle school students.



## Competencies gained

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

A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning

B2.1 Demonstrate capacity to monitor and assess student learning



## 3.1. Teaching Vocabulary to Middle School

### Students

In this sub-unit, student teachers will reflect on how words can be classified into different levels of difficulty, and plan and deliver an activity for teaching grade-level appropriate vocabulary.

### 3.1.1 Techniques for teaching vocabulary

#### Expected learning outcomes

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

- Classify grade-level words in a variety of contexts at middle school level; and
- Develop different vocabulary teaching techniques in the middle school classroom.



#### Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student interaction, 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

A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of subject content, skills and procedures

A5.1.3 Link key concepts, principles and theories to real-life applications to build discipline-specific foundations and skills for different classes and grade levels taught

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

B1.2.1 Use teaching methods and learning strategies appropriate for the class—culture, size and type

B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy

B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback



**Time:** Two periods of 50 minutes



**Learning strategies**

Learning activity 1. Think-pair-share: Classifying grade-level words

Learning activity 2. Think-pair-share: Matching vocabulary activities to the needs of middle school students

Homework activity. Assignment: Vocabulary activity planning

Learning activity 3. Active learning: Vocabulary activity teaching



**Assessment approaches:** Questioning, observation, peer and whole-class discussion, reviewing student work



**Preparation needed**

Read the English Student Teacher Textbook Lesson 3.1.1.

Write relevant learning outcomes on board



**Resources needed:** Whiteboard, blackboard, or similar

## Period 1

### Techniques for teaching vocabulary

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	15 minutes
Learning activity 2	15 minutes
Check student teachers' understanding	15 minutes
Homework activity	Own time

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Outline the relevant learning outcomes for the lesson.
2. Begin activating student teachers' prior knowledge by eliciting a definition of "vocabulary", and why vocabulary is an essential part of learning a language.



## Learning activity 1. Think-pair-share: Classifying grade-level words

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to reflect on what makes words harder or easier, and what level of difficulty is appropriate for middle school students.

1. Organise the class into pairs.

### Facilitator's notes

At your discretion, use assigned pairs or have student teachers select their own partner.



2. Direct the student teachers to Table 3.1 in their textbook.
3. Tell them to work with their partners to circle the words that they think are middle school level and then, discuss the questions below the table in their textbook.
4. Check for understanding of the instructions and then, give a signal to begin.
5. Move around the class as the pairs work, observing and questioning to monitor understanding.
6. Once most pairs have completed the activity, call on different student teachers to give you one feature that makes a word more difficult. Build a list on the board.
7. When the list is complete, explain to student teachers that the vocabulary that is appropriate for students in middle school is more difficult than what is appropriate for primary school. This is because middle school students are more literate and have learnt more about the world—both inside the classroom and outside of it.



## Assessment

You will be able to gauge student teachers' understanding through questioning, observation, and whole-class discussion.



## Possible student teachers' responses

Terms likely to be circled: bigger; discover; island; knowledge; contact number; bakery; nationality; pedestrian; better; reservations; appearance; appointment; myself

The two categories of features of words that make them more difficult are complexity and frequency.

Complexity includes the length of the word, whether it contains unusual spellings, multiple affixes, or is borrowed from a different language.

Word frequency refers to how often the word is used. Words such as “me” and “is” are used very often, but other words may only be used in certain contexts or they may be very specialised (words related to science, like “titration”, for example).

When student teachers are giving their responses, list all of them on the board, but group features related to complexity to one side of the board, and features related to word frequency on the other side of the board. After the list is complete, tell the student teachers why you have arranged them in this way, and write the headings above them.



## Learning activity 2. Think-pair-share: Matching vocabulary activities to the needs of middle school students

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

## Purpose

The purpose of this learning activity is for student teachers to consider what makes a vocabulary activity engaging.



### Facilitator's notes

At your discretion, you may reorganise the class into different pairs, or have them continue to work in the same pairs.

1. Direct student teachers to Box 3.1 in their textbooks.
2. Tell them to read it with their partner and then, discuss the questions that follow.
3. Give a signal to begin, and then move around the room observing and questioning to monitor understanding.
4. [Once most pairs have finished], call on different student teachers to share how the activity engages students.
5. Ask follow-up questions about what specific parts of the activity are engaging for middle school students, and why.
6. Ask also about whether this activity would have been suitable for younger learners, and why/why not.
7. Then, move on to asking about what other skills are being used by students in that activity. Speaking and listening are obvious, but also ask if any of the 5Cs are being used, and which ones.
8. Next, ask about the student teachers' experiences of vocabulary activities.



### Facilitator's notes

Ask them for their favourites, or ones they remember enjoying a lot.

Ask them to explain why they liked them and/or why they can still remember them.

This part of the questioning will activate the student teachers' prior knowledge for their homework task.



## Assessment

You will be able to gauge student teachers' understanding through questioning, observation, and whole-class discussion.



## Possible student teachers' responses

1. How does this activity engage students? What about it will they enjoy?  
*The activity is interactive and creative. It will also be humorous, because the drawing will probably not match the original picture very well.*
2. Other than vocabulary, what skills are the students practising?  
*Listening, Speaking, Communication, Collaboration & Creativity*
3. Have you ever done an activity like this? Have you seen an activity like this done in a classroom you have been observing? Was it a successful activity?  
*Answers will vary.*



## Check student teachers' understanding

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Direct student teachers to homework activity in the textbook, which is to be undertaken in their own time. Walk them through each step.



### Facilitator's notes

It is recommended that you undertake the brainstorming activity as a whole class to better prepare student teachers for their homework.

1. Direct student teachers to Box 3.2 and given them time to write as many vocabulary activities as they can think of.
2. After most student teachers have finished writing, call on different student teachers to share one that they have written down.
3. Ask for a show of hands to see how many others had that activity too.
4. If the student teacher who is sharing is the only one with a particular activity, then ask them to explain the activity to the whole class.
5. Encourage all student teachers that if they hear an activity that they like to add it to their brainstorm.

### Homework activity. Assignment: Vocabulary activity planning

The purpose of this homework activity is for student teachers to apply their knowledge of selecting grade-appropriate vocabulary and activities.

Read through the instructions for the homework activity in the student textbook (reproduced below for ease of reference).

*The purpose of this learning activity is to apply your knowledge of selecting grade-appropriate vocabulary and activities.*

*A successful vocabulary activity needs grade-level-appropriate words to meet the learning objectives of that grade, but it also needs to be engaging so that students use those words. If an activity is not engaging, the students will do the bare minimum; if an activity is fun and enjoyable, students will want to do it again and again!*

*Your homework before next period is to choose a vocabulary activity that is engaging for middle school students, as well as identify a function or topic from*



*the Grade 6–9 scope and sequence (or textbooks) with vocabulary to teach. The activity may be one that you find through your own research; it may be adapted from a textbook; or it might be one that you experienced in the past in an English (or other foreign language) class.*

*Later, use Box 3.3 to help you plan. Note that it is laid out similarly to Box 3.1, which can be used as a reference if you cannot think of what to put in each section*

## Period 2

### Techniques for teaching vocabulary

This period is structured as follows:

Learning activity 3	45 minutes
Check student teachers' understanding	5 minutes



### Learning activity 3. Active learning: Vocabulary activity teaching

<b>Time</b>	45 minutes
<b>Class organisation</b>	Whole class

### Purpose

The purpose of this activity is for student teachers to practise teaching a vocabulary game.

1. Tell student teachers that today they will be teaching each other their vocabulary games.
2. Organise the student teachers into groups of three or five.



### **Facilitator's notes**

Many activities need an even number of participants, so an odd number of people in a group allows one student teacher to “teach” while the others do the activity.

3. [After student teachers are in their groups], explain that some activities really are designed for class-sized groups.
4. Highlight that it will be up to the student teachers running the activity to adapt, but that their “students” should be prepared to imagine they have teammates, if needed.
5. Explain that each student teacher will have five to seven minutes to explain the rules of their activity and get their group doing it.



### **Facilitator's notes**

Student teachers may not have enough time to finish the activity completely, but that is OK. Warn them that they will have to move with some real energy to work within such a tight timeframe.

6. Check for understanding and give a signal to begin.
7. Monitor the timing and give regular signals for the groups to switch to the next person's activity.
8. Move around the room observing and monitoring understanding as well as student teachers' ability to give clear instructions and facilitate a fun, energetic activity.



## Assessment

You will be able to gauge student teachers' understanding and instructional ability through observation, and through collecting their activity planning.



## Possible student teachers' responses

A completed activity planner is provided as Box 3.3.A. Student teachers' responses will vary considerably, and the completed planner is unlikely to resemble authentic student work.

### Box 3.3. A completed vocabulary activity planner

**Activity Title:** Word bingo

**Purpose:** To help students remember key vocabulary terms.

**Target Vocabulary**

**Topic:** Around town

**Key words:**

Bakery

Supermarket

Butcher

Bank

ATM

Place of worship

School

Office

Police station

**Preparation:**

Create Bingo cards (one per student). Each card to be a 3x3 grid with one key word randomly assigned to each per box.

Have counters, buttons or small tokens that students can use to cover the words on their bingo cards.

Have a set of picture cards, one for each word. And also have a set of statements that answer the question, ‘Where are you?’ For example, ‘I am at a shop that sells only bread and baked goods.’

**Procedure:**

1. Hand out the bingo cards.
2. Explain the instructions to the class:
  - a. They will ask, ‘Where are you?’ and you will give them a clue.
  - b. If they know where you are, they cover the name of that place on their card.
  - c. If they do not know, you will show them a picture of the place.
  - d. The first student to make a line of three counters in any direction stands up and shouts, BINGO!
3. Play the game, as per instructions.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers why activity and movement are useful in the middle school classroom
- Emphasise that engagement helps students to repeat and re-use vocabulary, without it feeling like a chore.



### Expected student teachers' responses to the review questions in the TB

Question 1: What are the two categories of features that make vocabulary items more or less difficult?

Answer: *Complexity and word frequency*

Question 2: Why is engagement important in vocabulary activities?

Answer: *It encourages students to use language and makes repetition less of a chore.*

## 3.2. Assessing Vocabulary of Middle School

### Students

In this sub-unit, student teachers will connect what they learnt in Year 1 and Year 2 about formative assessment with what they have learnt about vocabulary teaching in middle school in this year's course.

#### 3.2.1. Formative assessment tools for teaching vocabulary to middle school students

##### Expected learning outcome

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

- Apply appropriate formative assessment tools for teaching vocabulary to middle school students.



##### Competencies gained

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback



**Time:** One period of 50 minutes



## Learning strategies

Learning activity 1. Think-pair-share: Summative compared with formative assessment

Learning activity 2. Activating prior knowledge: Formative assessment techniques

Learning activity 3. Collaborative learning: Strategies for formative assessment of vocabulary

Learning activity 4. Gallery walk



**Assessment approaches:** Questioning, observation, peer and whole-class discussion, reviewing student work



## Preparation needed

Read the English Student Teacher Textbook Lesson 3.2.1.

Write relevant learning outcomes on board



## Resources needed

Learning activity 1. Chalk board, whiteboard, projector, IWB, or similar for the PMI chart

Learning activity 3. Flipcharts or poster paper; means of display (tacks and pin boards, tape, etc.)

## Period 1

### Formative assessment tools for teaching vocabulary to middle school students

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	10 minutes
Learning activity 3	20 minutes
Check student teachers' understanding	5 minutes

#### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review the learning objective.
2. Elicit the difference between summative and formative assessment.
3. Elicit the difference between assessment *for* learning and assessment *of* learning



#### Learning activity 1. Think-pair-share: Summative assessment compared with formative assessment

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

#### Purpose

The purpose of this learning activity is for student teachers to consider the advantages and disadvantages of a typical way to assess vocabulary in a textbook.





### Facilitator's notes

You may assign a partner, or have student teachers select their own.

1. Explain to student teachers that this is a think-pair-share.
2. Direct them to Figure 3.1 in their textbooks. Tell them to examine it and then, discuss with their partners the advantages and disadvantages of it as an assessment strategy.
3. [While the student teachers begin], display or draw a PMI chart on the board. Then, move around the room monitoring understanding through observation and questioning.
4. [When most pairs have finished their discussion], call on different student teachers to give you one point to write in the PMI chart on the board.
5. Call on different student teachers each time, and only accept one point from each student teacher.
6. Close the activity by emphasising that no assessment strategy has only advantages, but having one or more disadvantages does not make it useless. However, no one assessment strategy can “do it all”, which is why teachers must draw on a range of strategies.



### Assessment

You will be able to monitor student teachers' understanding through observation and questioning.



### Possible student teachers' responses

There are many possible responses. Examples have been included below, but they are not definitive.

Plus	Minus	Interesting
<ul style="list-style-type: none"> <li>tests a range of vocabulary that has been taught</li> <li>also tests spelling</li> <li>easy to mark</li> <li>feedback will be clear for the student</li> </ul>	<ul style="list-style-type: none"> <li>not very engaging</li> </ul>	<ul style="list-style-type: none"> <li>students do not have to use the word, only know the meaning of it</li> </ul>



## Learning activity 2. Activating prior knowledge: Formative assessment techniques

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to activate their prior knowledge of formative assessment techniques from Year 2.

1. Direct student teachers to Table 3.2 in their textbook. Ask them to think hard and write a description with as much detail as they can.



### Facilitator's notes

Tell student teachers that they may write in their first language, if they wish.

2. Move around the room observing and questioning to monitor understanding.
3. [After most student teachers have finished], call on different student teachers to share their answers.
4. [Before giving feedback], redirect to another student teacher and ask if they wrote something similar, and, if not, then ask for their answer.
5. Then, acknowledge the work of both student teachers and emphasise the key points.



## Assessment

You will be able to monitor student teachers' understanding through observation and questioning.



## Possible student teachers' responses

Example answers are provided below, but answers will vary and there is no single correct answer.

Strategy	Description
Effective questioning	Effective questioning will include closed and open questions. Closed questions are useful when there is a single correct answer, teachers want to check concepts, or when a student lacks confidence. Open answers are useful when we want students to explain, give an opinion or justify something.
Giving effective feedback	Effective feedback is when a teacher tells a student what they did correctly or incorrectly. It is effective when it is immediate, positive and relevant.
Informal classroom techniques e.g. peer assessment; self-assessment; reflection; "snapshots"	Informal techniques are small tasks or assessments done throughout a lesson. They are different from formal assessment like an exam or test, because they are done <i>for</i> learning not <i>of</i> learning.



## Learning activity 3. Collaborative learning: Strategies for formative assessment of vocabulary

Time	20 minutes
Class organisation	Pairs

### Purpose

The purpose of this learning activity is for student teachers to identify formative assessment strategies that are useful and effective to use with vocabulary activities.

1. Ask student teachers to find the people they worked with last period (the groups they did their vocabulary activities with).
2. Then, direct student teachers to the instructions in their textbooks, reproduced below for ease of reference, and read through them.

*Last period, you ran a vocabulary activity with a small group of your peers.*

*You will work with those same people again for this learning activity.*

*Suppose that you had used that vocabulary activity in your classroom.*

- *What formative assessment techniques or strategies could you combine with that activity?*
- *How would you establish whether the activity had helped them learn the vocabulary that you had them practise?*

*In your group, discuss these questions. Think not only about the activity that you ran, but also the ones that you participated in that other members of your group ran.*

*Record on flipchart paper the formative assessment techniques that your group would combine with active, energetic activities like those you did last period.*

3. Check for understanding, distribute flipchart paper, and give a signal to begin.
4. Move around the class monitoring understanding through observation and questioning.



### **Facilitator's notes**

When most groups have finished their discussion:

- If there is enough time remaining, organise a gallery walk, where the posters are displayed. One group member stays with it to explain it and answer questions, and the other student teachers go and read what other groups have done. As they do so, ask them to note the similarities and differences between groups.
- If there is not sufficient time for a gallery walk, call on a spokesperson from each group to report to the class what their group discussed, and which formative techniques they would use in the situations they discussed.



## Assessment

You will be able to monitor student teachers' understanding through observation, questioning, and whole-class discussion.



## Possible student teachers' responses

Responses will vary.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers whether the groups shared many similarities in their choices
- Emphasise that teachers must draw on many assessment techniques in order to understand their students' learning: there is no single, perfect technique.



## **Expected student teachers' responses to the review questions in the TB**

Question 1: What is assessment *for* learning?

*Answer: Assessment for learning is when the goal of assessment is to gather information about where students are in their learning, to help teachers decide how to support that student in their future learning. It is also known as formative assessment.*

Question 2: What are the three strategies for formative assessment?

*Answer: Effective questioning; giving effective feedback; and informal classroom techniques*

## 3.3. Teaching Pronunciation Skills to Middle

### School Students

In this sub-unit, student teachers will recall what they have learnt about teaching pronunciation in Year 1 and Year 2, and build on that knowledge by examining consonant clusters, the importance of modelling correct pronunciation, and giving corrective feedback.

#### 3.3.1. Familiarisation of consonant clusters, silent sounds and blending words

##### Expected learning outcome

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

- Produce correct pronunciation of consonant clusters, silent sounds and blending words.



##### Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student interaction, 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

A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of subject content, skills and procedures

A5.1.3 Link key concepts, principles and theories to real-life applications to build discipline specific foundations and skills for different classes and grade levels taught



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: Sounds of English

Learning activity 2. Read and reflect: Consonant clusters

Learning activity 3. Active learning: Pronouncing consonant clusters carefully



**Assessment approaches:** Observation, questioning, peer discussion, reviewing student work



**Preparation needed**

Read the English Student Teacher Textbook Lesson 3.3.1.

Write relevant learning outcomes on board



**Resources needed:** Learning activity 2. Optional resource: find an internet video resource to demonstrate the elision of /t/. Several suitable examples may be found using the search terms “Learning English Elision of /t/”.



## Period

### Familiarisation of consonant clusters, silent sounds and blending words

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	15 minutes
Learning activity 2	20 minutes
Learning activity 3	5 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the topic of this lesson: pronunciation.
2. Outline the relevant learning outcomes for the lesson.
3. Activate student teachers' prior learning by asking the following questions:
  - a. What is a phoneme?
  - b. What is a phonemic symbol?
  - c. What is a consonant?
  - d. What is a vowel?
  - e. How is a phonemic symbol different from a letter?
  - f. How many sounds are there in English?
  - g. What sounds are there in English that are not in Myanmar language?

Ensure you ask a range of different student teachers, and redirect questions if student teachers are incorrect or unsure, before giving the correct answer yourself. Be sure to praise student teachers who remember correctly or who think hard.



## Learning activity 1. Collaborative learning: Sounds of English

<b>Time</b>	15 minutes
<b>Class organisation</b>	Individuals, then whole class

### Purpose

**The purpose of this learning activity is for student teachers to activate their prior knowledge of phonemic symbols.**

1. Explain the first part of the task to the student teachers. They are to individually write an example word into the chart in Figure 3.2 for as many of the phonemic symbols as they can. When they write the word, they should underline the part of the word that is the sound of the symbol.
2. Direct student teachers' attention to the example that is already in the chart, in the first box.
3. Remind them that the sound does not have to be at the start of the word. The sound can be anywhere in the word.
4. Emphasise that it is OK if they cannot write an example for each sound—they will be able to complete the chart in the next part of the activity.
5. Ask if there are any questions about what they are to do. Answer them and then inform the student teachers that they have 10 minutes, then instruct them to begin.
6. Explain the next part of the task. The student teachers will approach other members of the class and ask them for one of the examples they do not have. Write these questions on the board:  
“Do you have an example word for the \_\_\_\_\_ sound?”  
“Do you know what sound matches this symbol?”
7. Explain that when they ask their peers for an example, they must ask in English. The question should be similar in form to the ones on the board.



### Facilitator's notes

If they cannot find someone with an example, they may come and ask you and you may provide an example.

Use the chart in the correct/expected answer section, if needed.

8. Ask if there are any questions about what they have to do. Answer them, then inform the student teachers that they have five minutes for this activity and instruct them to begin.



### Assessment

You will be able to inspect student's work and observe their interactions with their peers to monitor their understanding.



### Possible student teachers' responses

/k/	/g/	/t/	/d/	/p/	/b/	/s/	/z/	/f/
<u>p</u> ick	<u>g</u> rab	<u>t</u> idy	<u>d</u> oor	<u>p</u> otato	<u>b</u> ook	<u>s</u> taple	<u>z</u> ip	<u>f</u> ffer
/v/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	/θ/	/ð/	/m/	/n/
<u>h</u> ave	<u>f</u> ish	<u>m</u> ea <u>s</u> ure	<u>ch</u> oose	<u>fr</u> idge	<u>th</u> ing	<u>th</u> em	<u>arm</u>	<u>an</u> t
/ŋ/	/l/	/w/	/r/	/h/	/j/	/ɪ/	/e/	/æ/
<u>s</u> ing	<u>l</u> ift	<u>w</u> hat	<u>tr</u> ick	<u>h</u> and	<u>y</u> es	<u>s</u> ister	<u>bed</u>	<u>h</u> at
/ʌ/	/ʊ/	/ə/	/ɒ/	/i:/	/u:/	/ɑ:/	/ɔ:/	/ɜ:/
<u>u</u> p	<u>fo</u> ot	<u>a</u> bout	<u>lo</u> t	<u>ke</u> ep	<u>loo</u> se	<u>cal</u> m	<u>thou</u> ght	<u>nur</u> se

/ei/	/ai/	/əʊ/	/aʊ/	/iə/	/ɛə/	/ʊə/	/ɔi/	
face	ice	goat	how	ear	hair	fluent	boy	

Figure TG 3.1. Phonemic chart completed with possible answers



## Learning activity 2. Read and reflect: Consonant clusters

<b>Time</b>	20 minutes
<b>Class organisation</b>	Individual

### Purpose

The purpose of this learning activity is for student teachers to reflect on consonant clusters, their pronunciation by native speakers, and how to approach them in the middle school classroom.

1. Read the introduction to the learning activity to the student teachers, as written in the student teacher textbook:

*One of the difficult things to learn in pronouncing English is consonant clusters. These are when two or more consonant phonemes occur together in a word, with no vowel between them.*

*Middle school students will need to learn about and practise their pronunciation of consonant clusters. Remember that you are your students' greatest example when it comes to correct pronunciation, so it is also important that you can model correct pronunciation for them. In particular, students will find consonant clusters that include sounds that are not found in Myanmar language difficult.*

### Facilitator's notes

Elaborate with examples if you wish.



2. Read the instruction from the textbook:

*Figure 3.4 is from Unit 10, Lesson 1 of the Grade 6 textbook. Find and circle the consonant clusters.*

3. Tell student teachers to work as quickly as they can.
4. [After most or all are finished], ask different student teachers to give an example of a consonant cluster they circled.



### **Facilitator's notes**

Expected answers are in the 'Possible student teachers' responses' section.

If student teachers give an incorrect answer, ask them to pronounce the word carefully, and give the student teachers a chance to realise their mistake on their own.

5. Explain to the student teachers the importance of being able to teach middle school students correct pronunciation. Elaborate with examples. One explanation is provided below as an example of what you could say:

“Small mispronunciations are unlikely to disrupt communication, but larger ones might. It is important to model correct pronunciation and to help students to be aware of their pronunciation if they are to be able to monitor their own speech and master English.”

6. Read the passages from the textbook to the class. It is reproduced below for ease of reference.

*In fluent, native speech consonants that are at the end of a syllable followed by another consonant often undergo assimilation or elision: processes that result in the sound changing or not being pronounced. For example, the /t/ consonants in 'football' and 'skateboarding' are not pronounced by native speakers in fast speech, but they are when a native speaker is speaking carefully. Assimilation and elision is an advanced pronunciation topic, and not part of the middle school curriculum. Middle school teachers should*

*model the correct, careful pronunciation of words for students and encourage them to pronounce words carefully themselves.*



### **Facilitator's notes**

If you are confident in pronouncing “football” and “skateboarding” with elided /t/ phonemes, you may wish to model it for the class's interest.

Alternatively, there are internet video resources that you may have prepared to show the class.

7. Direct student teachers to the reflection questions. Allow them some time to consider their answers, and then call on different student teachers to share their thoughts.
8. Facilitate a whole-class discussion about the aims of teaching careful pronunciation. The possible answers will vary depending on the student teachers' opinions and beliefs. Be open to accepting a variety of responses, but in the course of the discussion, promote the ideal that middle school learners should “learn to walk before they can run”, an idiom that expresses the need to learn basic techniques before learning advanced techniques. Solid foundations are generally thought to be essential for further learning. Link this point to learning and development taxonomies the student teachers will have encountered in a variety of their courses.



### **Assessment**

You will be able to gauge student understanding from the whole-class discussion; in order to maximise the effectiveness of this assessment strategy, you will have to call on different student teachers and encourage all members of the class to contribute.



### **Possible student teachers' responses**

The consonant clusters to be circles are shown in Table TG 3.1.

Possible answers to the reflection questions follow.

**Table TG 3.1. Sports vocabulary from the Grade 6 textbook with consonant clusters identified**

word	consonant clusters	word	consonant clusters
football	tb*	cycling	cl
volleyball		badminton	dm* nt*
gymnastics	mn st cs	chinlone	nl
basketball	sk tb*	judo	
table tennis	bl	karate	
archery		swimming	
tennis		sepak takraw	kr
golf	lf*	skateboarding	tb*
diving		rock climbing	cl (the 'b' in climbing is silent, so mb is not a consonant cluster)

Note: The clusters with \* are pronounced differently by native speakers in fluent speech, but student teachers are not expected to identify that.

Reflection questions:

1. If native speakers do not pronounce words correctly in fast speech, why do learners need to learn the correct pronunciation? *All speakers of English understand careful and correct pronunciation, regardless of accent, so it is beneficial to learn how to pronounce words correctly so that you can make yourself understood to a wide range of people.*
2. Would it be better to learn to speak like a native speaker from when you first start learning a language, or to learn to speak correctly? *It is almost always better to start learning with good habits. Fluency will follow.*
3. English spelling is quite bad at showing how words are pronounced. What can you do to help middle school learners overcome this challenge? *Make sure that there are many opportunities for students to listen and speak in class.*



### Learning activity 3. Active learning: Pronouncing consonant clusters carefully

<b>Time</b>	5 minutes
<b>Class organisation</b>	Pairs

#### Purpose

The purpose of this learning activity is for student teachers to practise careful pronunciation of consonant clusters.

1. Allow student teachers to find their own partner.
2. Direct the student teachers to the word list in Figure 3.4 in their textbooks and instruct them to each read the first word three times, or until they are confident that they have it correct, then move on to the next word.



#### Assessment

Move around the room and observe to gauge student teachers' pronunciation skills. Gently correct mispronunciations you hear, but be generous in praising correct pronunciations that you hear.



#### Possible student teachers' responses

Not applicable, as there is no work produced by the student teachers other than their speaking.



#### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class



At the end of the lesson:

- Ask student teachers to tell you why they must model correct pronunciation.
- Ask them if they feel confident in their pronunciation.
- Emphasise that the best resource for pronunciation that their future students will have is their teachers.

### 3.3.2. Techniques for teaching pronunciation

**Expected learning outcome**

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

- Apply techniques for teaching pronunciation to middle school students.



**Competencies gained**

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

B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

B1.1.3 Encourage students' awareness of their own ideas to build new understanding



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. KWL: Techniques for teaching pronunciation

Learning activity 2. Collaborative learning: The role of technology in practising pronunciation

### Learning activity 3. Active learning: Using technology for pronunciation practice in the classroom



**Assessment approaches:** Observation, questioning, peer discussion, reviewing student work



**Preparation needed**

Review the English Student Teacher Textbook unit 3.3.2.

Write relevant learning outcomes on board.



**Resources needed**

Learning activity 3. Voice-recording devices and headphones. Student teachers may be able to use their own mobile phones, if they have them, a computer, or you may have to make tape or digital recorders available for them. A mixture of all of these is also fine; not all student teachers have to use the same type of device.

### Period

### Techniques for teaching pronunciation

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	15 minutes
Learning activity 3	15 minutes
Check student teachers' understanding	5 minutes

## Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the lesson by reviewing the learning objective.
2. Ask student teachers to tell you why teaching pronunciation is important.
3. Facilitate a short discussion and see if the class can come up with a list of three reasons; write them on the board as they do. This will begin to activate their prior knowledge of pronunciation.



### Learning activity 1. KWL: Techniques for teaching pronunciation

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

## Purpose

The purpose of this learning activity is for student teachers to recall techniques they learnt about in Year 1 and Year 2 for teaching pronunciation.

1. Direct student teachers to Table 3.3, the KWL chart, in their textbook.
2. Read the instructions to them, especially the prompt questions, and then give a signal to begin.
3. Move around the class monitoring for understanding through observation and questioning.
4. [After most student teachers have finished writing], ask them to find a partner and share their answers.
5. [After most pairs have finished discussing their answers], call on different student teachers to share their answers with the whole class.



## Assessment

You will be able to gauge student teachers' understanding through observation and questioning.



## Possible student teachers' responses

Techniques and pronunciation topics covered in Year 1 and 2 include: tic tac toe; stress; rhythm; intonation; drilling; physical movement; writing words on the board; read aloud; songs, jazz, raps, chants, poems, rhymes and tongue-twisters; vanishing dialogue.

Student teachers may recall others in addition.



## Learning activity 2. Collaborative learning: The role of technology in practising pronunciation

<b>Time</b>	15 minutes
<b>Class organisation</b>	Small groups (3–4 people)

### Purpose

The purpose of this learning activity is for student teachers to reflect on the role technology can play in teaching pronunciation.

1. Organise student teachers into groups of three or four.
2. Ask them to think about all the different types of technology that could be used in an English classroom to help learners develop their pronunciation skills.
3. Instruct student teachers to make a list as a group, and include a short explanation of *how* the technology would be useful.
4. After most groups have finished their discussion, call on a spokesperson from each group to report to the rest of the class the technologies they discussed and how they would be used.
5. Follow up with any relevant questions that occur to you.



### Assessment

You will be able to gauge student teachers' understanding through observation and questioning.



### Possible student teachers' responses

Accept any reasonable answer given, which may include CD or mp3 players; internet resources (videos, podcasts, written information; and/or video chat); voice recorders; video recorders; video/DVD players; phones (which combine internet resources with voice and video recording devices); and computers.



### Learning activity 3. Active learning: Using technology for pronunciation practice in the classroom

<b>Time</b>	15 minutes
<b>Class organisation</b>	Individual

### Purpose

The purpose of this learning activity is for student teachers to practise using technology for self-assessment of pronunciation.



#### Facilitator's notes

A mix of devices is fine for this activity, so some student teachers may be able to use their own phones, while others use a tape recorder, for example.

If available, headphones will be a good idea.

1. Organise for every student to have access to a voice recording device. Depending on the resources available, student teachers may have to share.
2. Direct the student teachers to Box 3.4 in their textbooks. It is a script for them to read.
3. Instruct them to read it silently to themselves first, and then record themselves reading it aloud. Tell them to listen back to the recording, and re-record it until they are happy with how they sound.
4. As student teachers work, move around the class observing their pronunciation. Offer feedback and help, as needed.



## Assessment

You will be able to gauge student teachers' understanding through observation and giving individual feedback.



## Possible student teachers' responses

There is no concrete work produced by the student teachers. Their work in this learning activity is purely oral.

There are three reflection questions. Answers to these depend entirely on the student teacher's experience and cannot be anticipated.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Call on different student teachers to share their answers to the questions at the end of learning activity three.
- Give student teachers an opportunity to revisit their KWL figure in learning activity one to fill in the “what I learnt” column.



## Expected student teachers' responses to the review questions in TB

Question 1. What is a consonant cluster?

Answer: *When two or more consonants appear next to each other in a word with no vowel in between.*

Question 2. What are the two processes that result in a phoneme not being pronounced by native speakers in fluent speech?

Answer: *assimilation and elision*

Question 3. What is the term for an /r/ that native speakers sometimes pronounce between two words?

Answer: *intrusive "r"*

Question 4: What is one advantage of using recording devices for self-assessment in a middle school classroom?

Answer: *Any of the following: it avoids student being self-conscious about speaking in front of others; they will be able to hear their own errors; it can develop reading skills as well; or, it develops their ability to monitor their own learning progress.*

## 3.4. Assessing Pronunciation of Middle

### School Students

In this sub-unit, student teachers will consider formative assessment techniques for pronunciation, and practise a technique.

#### 3.4.1. Formative assessment tools for teaching pronunciation to middle school students

##### Expected learning outcome

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

- Apply appropriate formative assessment tools for teaching pronunciation to middle school students.



##### Competencies gained

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback



**Time: One period of 50 minutes**



**Learning strategies**

Learning activity 1. Think-pair-share: Formative assessment techniques for pronunciation



Learning activity 2. Read and reflect: Recasting

Learning activity 3. Role-play: Giving feedback on pronunciation to middle school learners



**Assessment approaches:** Observation, questioning, peer discussion



**Preparation needed**

Review the English Student Teacher Textbook part 3.4.1

Write the expected learning outcome on the board.



**Resources needed:** Learning activity 2. Role-play cards

## Period

### Formative assessment tools for teaching pronunciation to middle school students

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	15 minutes
Learning activity 3	15 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the expected learning outcome.
2. Begin activating student teachers' prior knowledge by eliciting a definition for formative assessment.
3. Ask the class to call out examples of formative assessment techniques or strategies.
4. Make a list on the board, and encourage student teachers to look back through their student teacher textbook if they want to find more.



### Learning activity 1. Think-pair-share: Formative assessment techniques for pronunciation

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

#### Purpose

The purpose of this learning activity is for student teachers to recall what they learnt about formative assessment for pronunciation in Year 1 and Year 2.

1. Direct student teachers to the first learning activity in their textbook. Explain that it is a think-pair-share. Read the instructions to them (reproduced below for ease of reference):  
*Think about the formative assessment techniques you already know. Which ones would be the most useful for working out where students are in the learning of pronunciation?*  
*Write down the best three that you can think of.*  
*Compare your list with your partner, and discuss any differences. Decide on the best three.*
2. Check for understanding and then, give a signal to begin. Move around as pairs work and monitor learning through observation and questioning.
3. Then, call on different student teachers to share their answers with the class.
4. Facilitate as much discussion as possible by redirecting to other student teachers, asking if their answers were very different, how and why.



## Assessment

You will be able to gauge student teachers' understanding through the whole-class discussion.



## Possible student teachers' responses

Possible responses will vary. An invented response is provided below. This should not be taken as a correct answer.

- Class discussion (provides opportunities to hear their pronunciation)
- Student self-evaluation after recording their voice
- Peer-assessment in pair or group work activities



## Learning activity 2. Read and reflect: Recasting

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

## Purpose

The purpose of this learning activity is for student teachers to reflect on how **corrective feedback** may be received by middle school learners.

1. Direct student teachers to Box 3.5 in their textbook.

### Facilitator's notes

At your discretion, you may either read the passage in the student teacher textbook aloud while student teachers follow in the textbook, or have them read it in groups or individually.

2. [After reading the text], check student teachers understanding by calling for a student teacher to say what recasting is.





### Facilitator's notes

You may also, if you gauge student understanding to be limited, give additional explanation and/or demonstrate recasting for the class.

3. Next, direct student teachers to the reflection questions, and tell them that they have a few minutes to reflect.
4. Then, call on different student teachers to share their answer to a question with the class.



### Assessment

You will be able to gauge student teachers' understanding through the whole-class discussion. Try to facilitate as much discussion as possible by following up with questions about whether they:

- have observed recasting in their practicums,
- can remember other types of corrective feedback they have experienced or observed in classrooms, etc.



### Possible student teachers' responses

1. What makes recasting “a natural form of corrective feedback”? *Repeating the correct form of a word or sentence is a reflex most people have.*
2. When is recasting not a good strategy? *When it would make a learner feel self-conscious or embarrassed about their error.*
3. What is an advantage of choral drilling over recasting? *Students will feel less self-conscious.*
4. What would be a disadvantage of choral drilling? *It will be harder as a teacher to observe whether individual students are speaking correctly.*



### Learning activity 3. Role-play: Giving feedback on pronunciation to middle school learners

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

#### Purpose

The purpose of this learning activity is for student teachers to practise recasting.

1. Instruct student teachers to form pairs.
2. Hand out a pair of role-play cards to each pair.
3. Tell them that one student teacher will play the role of “teacher” and one will play the role of “student”. “Students” are to read the sentence on their card, and “teachers” are to recast the sentence by repeating the sentence correctly for the “student”, speaking clearly, and then ask the “student” to repeat the correct sentence. Then, swap roles.
4. Check for understanding, organise the class into pairs (student teachers may select their own partners) distribute role-play cards, and give a signal to begin.
5. Move around the room observing the student teachers’ interactions. The role-play cards on the next page can be used, or you could prepare your own according to the particular strengths/weaknesses of your class of student teachers.
6. After all pairs have done the activity, close the activity by asking the following questions, and facilitating a class discussion as much as possible.

*What was that like? Was it easy?*

*How did you feel as a student?*

*How did you feel as a teacher?*

### Role-play Card A

You will be the “teacher” first.

Listen to your “student” read, and then recast their sentence.

-----

Next, you will be the “student”.

Read the following sentence, but deliberately mispronounce some of the underlined letters.

“My very lovely mother made me a delicious lunch for school.”

### Role-play Card B

You will be the “student” first.

Read the following sentence, but deliberately mispronounce some of the underlined letters.

“My favourite food is fish and chips with vinegar.”

-----

Next, you will be the “teacher”.

Listen to your “student” read, and then recast their sentence.



## Assessment

You will be able to monitor learning through observations as the pairs work, and through the class discussion.



## Possible student teachers' responses

Possible answers will vary. Invented responses are provided below. These should not be taken as correct answers.

*What was that like? Was it easy?* It was fairly tricky.

*How did you feel as a student?* A little bit pressured.

*How did you feel as a teacher?* Like I didn't know enough to correct my friend properly.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson, ask student teachers to explain the reason teachers should model correct, careful pronunciation for middle school students.



## **Expected student teachers' responses to the review questions in TB**

Question 1: What is one advantage of recasting as corrective feedback?

*Answer: It is a chance to work one-to-one with a student to give specific, individual feedback.*

Question 2: Why might recasting be unhelpful with middle school students?

*Answer: They are at a developmental stage where they may feel self-conscious or easily embarrassed. They may feel embarrassed being corrected individually in front of their classmates.*



# Unit Summary



## Key messages

- The difficulty of vocabulary is related to complexity of the word and the frequency with which it is likely to be encountered. Words that are short and used often are easier than long, rare words.
- Vocabulary activities are more effective when learners are engaged. Making an activity energetic and active is a way to engage middle school students.
- All assessment strategies have disadvantages, so teachers must use a variety of strategies to establish where students are in their development and learning.
- Teachers are the best source of information students have for how to pronounce words correctly. Model correct, careful pronunciation for your students.
- When native speakers speak fast, their pronunciation changes. However, learners should learn correct pronunciation first; the differences in fluent speech are an advanced topic to learn later.
- Technology is a very useful tool for teaching and learning pronunciation, including enabling students to do self-assessment.



## Unit reflection

What do you feel least confident about when teaching vocabulary and pronunciation? What is there you still need to learn? Make a note of these things, and think about whether there are activities or further reading you might be able to do independently to help develop your knowledge (or skills) in these areas.



### **Further reading**

Hawkins, R. (2018). *How second languages are learnt*. Cambridge University Press.

Murphy, R. (2007). *Essential grammar in use*. Cambridge University Press.

Schindler, A. (2006). Channelling children's energy through vocabulary activities. *English Teaching Forum*, 44(2), 8-12. <https://files.eric.ed.gov/fulltext/EJ1107891.pdf>

Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge University Press.

# Unit 4

## Receptive Skills A

In this unit, student teachers will focus on developing lessons for middle school students that focus on listening and incorporate activities and techniques they learnt about last year. In addition, there will be opportunities for them to practise and develop their own skills in listening.

### Expected learning outcomes

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

- Identify the nature of listening and common listening theories;
- Analyse some considerations in teaching listening at the middle school level;
- Select appropriate techniques to teach listening skills to middle school students;
- Construct different tasks to teach listening skills to middle school students;
- Apply suitable teaching strategies by grade level when teaching listening in the middle school classroom;
- Enhance a lesson plan by linking content with students' prior knowledge and interests at middle school level; and
- Apply appropriate formative assessment tools in teaching receptive skills in the middle school classroom.





## Competencies gained

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

A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning

B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience

B2.1 Demonstrate capacity to monitor and assess student learning

## 4.1. Teaching Listening Skills to Middle School

### Students

In this sub-unit, student teachers will focus on techniques and activities that can be used in teaching listening to middle school learners. In particular, they will learn about how to incorporate suitable techniques and activities into a sequence that supports middle school learners to develop their listening skills.

#### 4.1.1. Common listening theories

##### Expected learning outcomes

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

- Identify the nature of listening and common listening theories; and
- Analyse some considerations in teaching listening at the middle school level.



##### Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student interaction, 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

A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials

A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of subject content, skills and procedures



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Think-pair-share: The nature of listening

Learning activity 2. Collaborative learning: Listening texts in the middle school textbooks

Learning activity 3. Active learning: Reimagining classroom dialogues



**Assessment approaches:** Questioning, observation, peer and whole-class discussion, reviewing student work



**Preparation needed**

Read the English Student Teacher Textbook Lesson 4.1.1.

Write relevant learning outcomes on board.



**Resources needed:** N/A

## Period

### Common listening theories

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	15 minutes
Learning activity 2	10 minutes
Learning activity 3	15 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Outline the relevant learning outcomes for the lesson.
2. Begin activating student teachers' prior knowledge by asking the class what types of listening texts they can remember listening to as English learners



### Learning activity 1. Think-pair-share: The nature of listening

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to consider the nature of situations in which people use their listening skills.

1. Direct the student teachers to the learning activity in their textbook.
2. Ask the class: When do people use their listening skills in real life? Ask them to think about that, and write a list in Box 4.1.

3. Tell them that in a little while, they will share their thoughts with a partner.
4. After most student teachers have finished writing, organise the class into pairs.



### **Facilitator's notes**

At your discretion, you may assign pairs or have student teachers choose their own partners.

5. Give the instruction for them to compare lists, and tell them that after they have done that, they are to discuss what the situations on their lists have in common.
6. Direct them to the list of discussion questions in their textbooks that will help guide that discussion.
7. Move around the class as the pairs work, observing and questioning to monitor understanding.
8. [Once most pairs have completed the activity], call on different student teachers to give you one feature of most of the situations on their list.
9. Ask the class for a show of hands of who else discussed that feature with their partner as well.
10. Next, direct the student teachers to the content in their textbook titled, “Real-life listening situations”.



### **Facilitator's notes**

Use your discretion in deciding how it is best read to keep student teachers engaged:

- Read it with them,
- Ask different student teachers to read parts of it aloud for the class,
- Ask them to read in groups, or
- Any other strategy that you judge to be appropriate.





## Assessment

You will be able to gauge student teachers' understanding through questioning and observation.



## Possible student teachers' responses

There are many possible responses, but some likely ones are provided below for your reference.

Real-life listening situations include:

- public announcements (train stations, airports, etc.)
- radio
- television
- internet (podcasts, videos, etc.)
- shopping (conversations with shop attendants)
- attending performances (theatre shows)
- lessons/lectures
- conversations with family/friends
- phone calls and video calls

In most of these situations ...

1. What is the relationship between the speaker and listener? *Often they are strangers, or there is a customer/attendant relationship.*
2. How formal is the language used? *In conversations, it will often be informal; in one-way communication, it might be formal. (announcements, radio/television news)*
3. How careful will the speakers be in their pronunciation, vocabulary, grammar, etc.? *In two-way communication, it will usually be casual; in one-way communication, the speaker will be careful about correctness.*
4. How much opportunity does the listener have to ask for things to be repeated or said in a different way (for example, more slowly or more clearly)? *In situations with two-way communication, there will usually be an opportunity for this; in one-way communication, there may not be.*



## Learning activity 2. Collaborative learning: Listening texts in the middle school textbooks

<b>Time</b>	10 minutes
<b>Class organisation</b>	Small groups (3-4)

### Purpose

The purpose of this learning activity is for student teachers to consider the authenticity of listening dialogues in the middle school classroom.

1. Reorganise the class into small groups of 3–4 people. It may be convenient to ask sets of pairs to work together.
2. Direct the class to Figure 4.1 in their textbooks. Explain that this is a reproduction of two dialogues from the Grade 7 textbook.
3. Ask them to look over it by themselves, and then discuss each of the three discussion questions with their group.
4. As the groups work, move around the room monitoring understanding and progress through observation and questioning.
5. [After most groups have finished], call on different groups to share their answers. Ask others if their answer was the same or different.
6. Facilitate a short class discussion if there is time.



### Assessment

You will be able to gauge student teachers' understanding through questioning, observation, and whole-class discussion.



### Possible student teachers' responses

Possible answers are given below as examples only; your class may have a wide variety of possible responses.

### Discussion questions:

1. In what ways are the dialogues realistic? *The situation is common; there are polite greetings; the questions and answers are very typical of a dialogue in a shop.*
2. In what ways are the dialogues classroom artefacts? *There are no “ahs” or “ums”, or other pauses for thought. All of the sentences are short and correct; in real speech there would be longer sentences and probably some mistakes.*
3. What would have to be changed for the dialogues to be more authentic? *The vocabulary could be changed a little, the sentences made longer, and there might be some “thinking noises”, false starts, errors, and other inclusions that you would hear in a real situation.*



### Learning activity 3. Active learning: Reimagining classroom dialogues

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to reflect on the nature of listening texts in the middle school classroom by imagining what they would be like if the dialogues were authentic.

1. Explain to the class that they will be rewriting the dialogues from the textbook to sound more authentic.
2. Remind them of the answers they gave to the third discussion question in the previous learning activity.



### Facilitator's notes

You may also add details from the possible answers that were not elicited in the class's discussion.

3. Tell student teachers to choose a partner, and then with their partner choose one of the two dialogues from Figure 4.1.
4. Check for understanding, and then give a signal to begin.
5. [As the student teachers work], move around the classroom monitoring for understanding through questioning and observation.
6. [When most pairs have finished working], call on different pairs to act out their new, authentic dialogues for the class.
7. [After they have done so], ask them to explain to the class how they changed the dialogue to make it more real.

### **Extension activity**

Ask student teachers to reflect on some of the difficulties students might encounter if an authentic listening text is used in their future Grade 6 or 7 classroom.

Ask student teachers how they might be able to help students overcome these difficulties.

Facilitate a class discussion.



### **Assessment**

You will be able to gauge student teachers' understanding through questioning and observation.



### **Possible student teachers' responses**

Responses will vary. An example of a more natural dialogue is provided as follows:

### Dialogue 1

C: Hi, do you have any jackets?

SA: Yes, they're over there.

C: Can I try this one on?

SA: Sure, fitting rooms are at the back.

C: I would like to get it, please. How much is it?

SA: It is 7,500 kyats.

C: Would you take 6,500?

SA: You can have it for 7,000.

C: Great, I'll take it, thanks.

Example responses to the discussion questions:

Discussion questions:

1. In what ways are the dialogues realistic? *They are believable situations.*
2. In what ways are the dialogues classroom artefacts? *The speech is too formal.*
3. What would have to be changed for the dialogues to be more authentic? *More casual speech.*



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Review the learning outcomes.
- Ask student teachers if they think that more authentic texts should be used in the middle school classroom and why/why not.

## 4.1.2. Techniques for teaching listening skills

### Expected learning outcomes

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

- Select appropriate techniques to teach listening skills to middle school students;
- Construct different tasks to teach listening skills to middle school students; and
- Apply suitable teaching strategies by grade level when teaching listening in the middle school classroom.



### Competencies gained

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

B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

B1.1.3 Encourage students' awareness of their own ideas to build new understanding

B1.2.1 Use teaching methods and learning strategies appropriate for the class—culture, size and type

B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy

B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities



**Time:** Three periods of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: Activating prior knowledge

Learning activity 2. Active learning: Dictogloss

Learning activity 3. Collaborative learning: Jigsaw procedures

Learning activity 4. Collaborative learning: Mitigating the disadvantages of jigsaw listening activities

Learning activity 5. Critical thinking: Advantages and disadvantages of listening techniques

Learning activity 6. Think-pair-share: Selecting listening techniques for a lesson



**Assessment approaches:** Observation, questioning, peer and whole-class discussion, peer and self-assessment



**Preparation needed**

Review the Year 2 English Student Teacher Textbook and Teacher Guide, Lesson 3.1.1.

Read the Year 3 English Student Teacher Textbook Lesson 4.1.2.

Write expected learning outcomes on board.



## Resources needed

Student textbooks

Learning activity 2. IWB or projector to display Figure 4.2.

## Period 1

### Techniques for teaching listening skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	15 minutes
Learning activity 2	25 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the lesson by giving a general introduction to the lesson and stating the expected learning outcomes. Here is an example of what you might say:

“Today’s lesson is focused on techniques for teaching listening. The expected outcomes for this lesson are that by the end of its three periods, you will be able to select appropriate techniques to teach listening to middle school students, construct different tasks to teach listening skills to middle school students, and apply suitable teaching activities by grade level when teaching listening in the middle school classroom.”

2. Tell the student teachers that for the first activity they will be working in pairs.





### Facilitator's notes

You may assign them a partner or give them a free choice to choose one.



### Learning activity 1. Collaborative learning: Activating prior knowledge

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to recall and explain key concepts that they learnt in Year 2 English.

1. There are three questions for the student teachers to work through in pairs. Expected answers are given in 'Possible student teachers' responses'.
2. Move around the class and monitor how pairs are progressing. Offer assistance or hints to help.



### Facilitator's notes

The first part of the task may be quite difficult, as it draws on specific knowledge from Year 2 that student teachers may not remember well.

Hints are provided in the textbook to assist student teachers, but you may need to give additional hints or prompts.

If many of the student teachers are still struggling, ask them to move on to the other parts of the task. Assure them that you will go over the answers later.

The second and third parts of the task should not be as difficult.

3. [After most or all pairs have completed the questions], call on different student teachers to share an answer with the class. Ensure that you select both female and male student teachers.
4. Ask follow-up questions where appropriate, and facilitate some class discussion, if possible.



### Assessment

You will be able to monitor student teachers' understanding through observation, questioning and discussion.



### Possible student teachers' responses

1. The definitions of extensive listening and intensive listening should include most of the following key points, in the student teachers' own words.

**Extensive Listening** usually takes place outside the classroom; done for pleasure or recreation; motivation can be high; examples include listening to music, watching films, television or internet videos.

**Intensive Listening** usually takes place in a classroom; controlled by the teacher; usually accompanied by a task given by the teacher; the motivation is to learn something.

2. Student teachers may write: “pre-listening”, “while listening”, “post-listening”; or “before”, “during” and “after”. Accept all answers that show the student teachers understand that Stage 1 happens prior to listening, Stage 2 happens as students listen, and Stage 3 happens afterwards. When asking student teachers to share their answers, try to elicit different examples and explain why they are all correct.

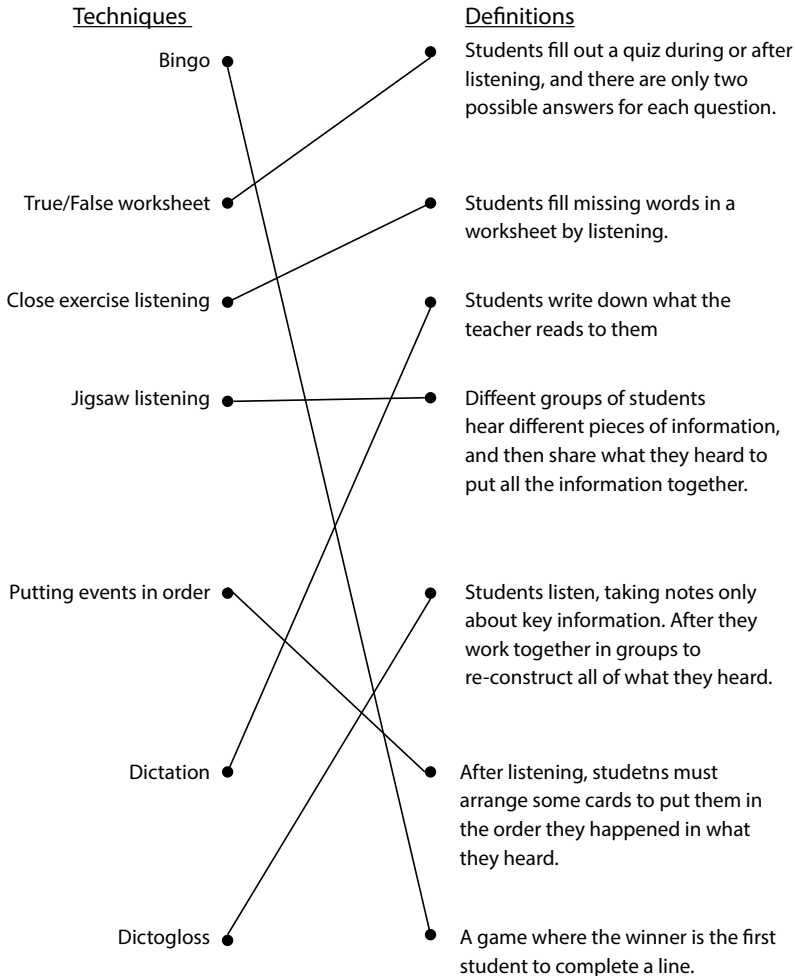


Figure TG 4.1. Completed matching exercise



## Learning activity 2. Active learning: Dictogloss

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class, then small groups (4–5 people)

### Purpose

The purpose of this learning activity is for student teachers to practise a technique for teaching listening.

1. Explain to the class that a dictogloss activity happens in two parts:
  - a. In the first part, they will work as individuals, listening to a passage that you will read twice.
  - b. Then, they will take any notes they have made and form small groups, and work together to recreate the passage.
2. Tell the student teachers that in their classrooms, they would usually have a warm-up session with their students, going over the target vocabulary and sentence structures to prepare their students for what they were about to hear.
3. Tell the student teachers that the passage they are about to hear will be about dictoglosses. It will use vocabulary that they are used to hearing by this point in the course. So, there will not be a specific warm-up for this dictogloss.
4. Check that student teachers understand what they are to do through asking questions. Then, tell them to get ready to take notes; you will read the passage twice for them.
5. Read the passage below in a clear voice and at a normal pace.

#### **Box 4.3.A. Dictogloss passage**

Dictogloss activities usually consist of the following stages:

**Stage One: Preparation.** The first stage includes a warm-up related to the topic. A group discussion around key vocabulary terms helps activate learners' prior knowledge.

**Stage two: Dictation.** A story, news report, or other text is presented in English at a normal rate of speed. Learners listen to the dictation and take notes. The text selected should be suitable for the students. The number of times the text is repeated will depend on the level of the students.

**Stage three: Reconstruction.** Students work in groups to produce their versions of the original text, capturing the gist of the text and generating correct grammar. They recreate the text in their own words, trying to recall as many sequences and details as possible. This stage indicates to the teacher what students recall from the original.

**Stage four: Analysis and correction.** Students work in groups to compare their own texts with the original in regard to form, meaning, and language use.

In this final stage, learners rely on their individual strengths to collaborate and correct each other. Constructive criticism through peer support and teacher guidance helps form relationships that encourage students to collaborate and cooperate.

6. After a short moment, tell the student teachers that you will read the text again for a second time, then do so.
7. Organise the student teachers into groups of 4–5 people. Repeat for them that they are to work in their groups to recreate the passage they’ve just heard.
8. As they work, move around the room monitoring progress and understanding through questioning and observation.
9. After most groups have finished, display the original passage on the board. Tell the class to compare the original with their versions of it.
10. Ask them to pay attention to the grammar and structure, and to note if they have been able to include all relevant details.
11. Close the activity by calling on different student teachers to answer one of the following questions. Try to facilitate discussion by redirecting to other student teachers, and asking follow-up questions if possible.
  - a. *What was the easiest part of the exercise?*
  - b. *What was the most difficult part?*
  - c. *What extra help would middle school students need in order to experience success in a dictogloss?*



### Assessment

You will be able to monitor student teachers’ understanding through observation, questioning and whole-class discussion.



### Possible student teachers’ responses

There are many possible responses.



### Check student teachers’ understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers about the advantages and disadvantages of dictoglosses.
- Ask student teachers if the advantages outweigh the disadvantages.

## Period 2

### Techniques for teaching listening skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 3	20 minutes
Learning activity 4	20 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Activate student teachers' prior knowledge by asking if they can recall what a jigsaw listening exercise is, without opening their textbooks.
2. If a student gives a correct explanation, congratulate them, and introduce the lesson by saying that in today's period, they will be learning about jigsaw activities.
3. Then, organise the class into six groups; make sure there are exactly six groups.
4. If no student teachers can recall, give the following explanation:  
"A jigsaw activity is where different groups receive different pieces of information, and then share what they learnt to put all the information together again. Jigsaw activities can be reading activities, or they can be listening activities."



### Learning activity 3. Collaborative learning: Jigsaw procedures

<b>Time</b>	20 minutes
<b>Class organisation</b>	small groups (3–4 people)

#### Purpose

The purpose of this learning activity is for student teachers to learn about an activity for teaching listening.

1. Organise the class into groups of 3–4 people. Direct them to Table 4.2 in their textbooks and ask them to read through it as a group.
2. [As the groups are reading], put the following question on the board where everyone can see it:  
*What are the advantages and disadvantages of jigsaw listening activities?*
3. [When the groups have finished reading], ask them the question that is on the board. Ask them to discuss the question and note all the advantages and disadvantages that they can think of.
4. Direct them to use Table 4.3 in their textbooks to record them.
5. [As the groups discuss], move around the room observing and questioning to check for understanding.



#### Facilitator's notes

You may have to prompt student teachers, through questioning, to recognise that jigsaw groups would have to be very spread out to be able to listen to their recording clearly.

6. [As groups are finishing their discussions], draw or display a blank PMI chart on the board.
7. [Once most groups have finished their discussions], call on different student teachers to share one advantage, disadvantage or an interesting fact about jigsaw listening activities.
8. Add it the chart on the board (or have student teachers write them as they share them).



## Assessment

You will be able to monitor student teachers' understanding through observation, questioning and whole-class discussion



## Possible student teachers' responses

There are many possible responses. The advantages and disadvantages that are most likely to be given are presented in the table below.

**Table: 4.3.A. Completed PMI chart**

Plus	Minus	Interesting
- students use all skills - students cooperate and collaborate	- preparing the audio files is difficult - organising classroom space so that different groups can listen to their own recordings at the same time is very difficult	- jigsaw reading might be simpler to run in a classroom, because the problem in Step 3 would not be as much of an issue



## Learning activity 4. Collaborative learning: Mitigating the disadvantages of jigsaw listening activities

<b>Time</b>	20 minutes
<b>Class organisation</b>	small groups (3–4 people)

The purpose of this learning activity is for student teachers to examine whether there are ways to lessen the disadvantages of jigsaw listening activities.

1. Ask student teachers to discuss mitigation strategies with their groups, that is, ask the groups to look at each disadvantage in the PMI chart and think about whether there is something that could be done to make it less of a problem.
2. Tell them to record their ideas in Table 4.4 in their textbooks.
3. As student teachers work, move around the classroom monitoring for understanding through questioning and observation.
4. After most groups have finished discussing, call on different student teachers to share one row from their table with the class.



- Facilitate a class discussion on whether the strategies are reasonable and really do solve the problems. Use the possible answers from ‘Possible student teachers’ responses’ as further ideas for discussion with the class.



### Assessment

You will be able to monitor student teachers’ understanding through observation, questioning and whole-class discussion.



### Possible student teachers’ responses

There are many possible responses. Two examples are given in Table 4.4.A.

**Table 4.4.A. Completed – Jigsaw listening disadvantage mitigation strategies**

Minus	Possible adaptations to make it less of a problem
Difficulty preparing audio files	Search for existing resources on the internet
Difficulty spreading groups out in the space available	Set listening to the recordings as homework. Students could still discuss it in expert groups the next day



### Check student teachers’ understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers to summarise the advantages and disadvantages of jigsaw listening.
- Ask student teachers if the advantages outweigh the disadvantages.
- Ask the class for a show of hands about who would seriously consider attempting a jigsaw listening activity in a grade 6 or 7 classroom.

## Period 3

### Techniques for teaching listening skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 5	15 minutes
Learning activity 6	20 minutes
Check student teachers' understanding	10 minutes

#### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Activate student teachers' prior knowledge by asking them, without looking in their textbooks, to list as many types of listening activities as they can think of. Write them up on the board.



#### Learning activity 5. Critical thinking: Advantages and disadvantages of listening techniques

<b>Time</b>	15 minutes
<b>Class organisation</b>	Individuals

#### Purpose

The purpose of this activity is for student teachers to begin to consider when a listening technique is suitable to use.

1. Introduce the task by explaining the instructions. An example of what you might say is below:  
“Working by yourself, now, you are going to think about when a technique for teaching listening is good, and when it might not be as good. You will pick three techniques. Write one advantage and one disadvantage for each in Table 4.5. There are questions in the textbook to help you think about the strengths and weaknesses of the different techniques you choose. You do not have to answer each question; they are provided only to help you think.”
2. Encourage student teachers to work as independently as possible to complete Table 4.5 in their textbook.
3. Move around the room and ensure student teachers are completing the task. In particular, check that they are not trying to answer all the questions.
4. After most student teachers have finished, call on different student teachers to share a row from their table, telling the rest of the class which technique they picked and summarising its advantages and disadvantages.



### **Assessment**

As the student teachers work, go around the room and ask or answer questions. Check that they are working as instructed.

After most student teachers have completed, or nearly completed their tables, you will be able to assess their understanding by selecting student teachers to share an answer with the class. Ensure that you select both female and male student teachers. The peer sharing activity and class discussion will provide student teachers with feedback.



### **Possible student teachers' responses**

There are very many possible answers. Accept as correct anything that is plausible. Some examples for the techniques used in learning activity one are included here for your reference, but there are many other possible correct responses.

**Table: 4.5.A. Completed listening technique evaluation**

Technique	Advantages	Disadvantages
1. Bingo	Can be fun. Can be a good way to introduce key vocabulary in a pre-listening task.	Only focusses on individual words.
2. T/F Worksheet	A quick way to check understanding.	Limited student interaction.
3. Cloze exercise	A good activity to use while listening, as students read the transcript as they listen.	It can be difficult for students to split their attention between writing and listening.
4. Jigsaw listening	A very collaborative and interactive activity.	Can be difficult to prepare different pieces of information and organise for the different groups to listen to different parts.
5. Putting events in order	Focuses on the “gist” or main ideas, rather than specific details.	Some students may be able to use logic to put events in order, rather than using information from the recording.
6. Dictation	Encourages very close listening.	Very teacher-centred and may not be engaging for middle school students.
7. Dictogloss	Very collaborative. Focuses on both main ideas as well as details.	Can be difficult for middle school students.



### Learning activity 6. Think-pair-share: Selecting listening techniques for a lesson

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to learn about choosing listening techniques to suit the stage of the lesson and the learners they are teaching.

1. Introduce the activity by explaining that the student teachers will now think about selecting learning activities for a listening lesson.
2. Read through the transcript and check understanding.
3. Explain to the student teachers that they will:
  - a. each be completing an outline individually in Table 4.6 in their textbook
  - b. form pairs and discuss their work with a partner, and
  - c. address the reflection questions.

4. Check that student teachers understand what they are to do (perhaps by directed questioning), and then, instruct them to begin.
5. Monitor the time. After approximately 10 minutes, organise the class into pairs so that student teachers can share their work with each other.
6. Encourage them to give constructive feedback to each other. After most pairs have finished sharing, ask student teachers to move on to answering the reflection questions.



### Assessment

Move around the room observing and asking or answering questions. The answers to the reflection questions will provide evidence of whether the student teachers are considering a range of reasons about whether the techniques they have chosen are suitable for middle school students.



### Possible student teachers' responses

This is an open-ended task with many possible responses. One example of how a student could complete an outline is provided in Table 4.6.A. You could use it to help offer ideas to student teachers who are finding it difficult to come up with their own.

**Table: 4.6.A. Completed listening activity planner**

<p>Pre-listening activity technique:</p> <p>Bingo</p>	<p>Description:</p> <p>I would create bingo boards with key words from the dialogue:</p> <p>asking</p> <p>favourite</p> <p>food</p> <p>noodles</p> <p>love</p> <p>soup</p> <p>thanks</p> <p>see you later</p> <p>bye</p> <p>Instead of reading the words for the game, I would read definitions so that students hear the meaning and have to find the word. This would activate their vocabulary knowledge, getting them ready to listen to the dialogue.</p>
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<p>While listening activity technique:</p> <p>Cloze listening</p>	<p>Description:</p> <p>I would create a version of the transcript with some words missing for students to complete, like this:</p> <p><b>May Thu:</b> Hello, Aung Aung!</p> <p><b>Aung Aung:</b> Hello, May Thu!</p> <p><b>May Thu:</b> I am asking my friends about their _____. What is your _____?</p> <p><b>Aung Aung:</b> I love _____.</p> <p><b>May Thu:</b> Oh? What type of _____ do you love?</p> <p><b>Aung Aung:</b> I love all _____!</p> <p><b>May Thu:</b> Do you prefer them dry, or in _____?</p> <p><b>Aung Aung:</b> I prefer them in _____.</p> <p><b>May Thu:</b> Thank you for answering my question. See you later!</p> <p><b>Aung Aung:</b> Bye!</p>
<p>Post-listening activity technique:</p> <p>Speaking and listening</p> <p>(note: this is not one of the listed techniques, but the instructions say that other techniques can be used)</p>	<p>Description:</p> <p>I would ask students to name different foods and write them on the board.</p> <p>Then I would have students ask each other about their favourite foods, using the question from the dialogue: “What is your favourite food?” And answer like Aung Aung does: “I love_____”</p> <p>I would encourage students to ask follow-up questions, much like May Thu does when she asks about what style of noodles Aung Aung prefers.</p> <p>I would have students record their answers on a worksheet, and we could use the class’s favourite foods in other activities.</p>



### Check student teachers’ understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask a few student teachers to share with the class what *pre-listening* task they outlined, and the reasons they picked that technique for a Year 6 class.
- Ask a few student teachers to share with the class what *while listening* task they outlined, and the reasons they picked that technique for a Year 6 class.
- Ask a few student teachers to share with the class what *post-listening* task they outlined, and the reasons they picked that technique for a Year 6 class.

## 4.1.3. Designing a lesson plan for teaching listening skills

### Expected learning outcome

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

- Enhance a lesson plan by linking content with students' prior knowledge and interests at middle school level.



### Competencies gained

B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively

B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning

B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience

B1.3.4 Use questioning techniques and examples to introduce and illustrate concepts to be learnt



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Think-pair-share: Listening learning outcomes for Grade 6 and 7

Learning activity 2. Assignment: Lesson planning with a listening focus



**Assessment approaches:** Observation, questioning, student teachers' work



### Preparation needed

Read the Year 3 English Student Teacher Textbook Lesson 4.1.3.

Write expected learning outcome on board



### Resources needed

Copies of the Grade 6–9 scope and sequence document.

Year 3 Lesson Plan Template (Note that template is provided in both student teacher textbook and teacher guide as an Annex).

## Period

### Designing a lesson plan for teaching listening skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	30 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Activate student teachers' prior knowledge by writing I T P R on the board. Ask the class what the letters stand for.
2. Ask follow-up questions to elicit what happens in each stage of a lesson.





## Learning activity 1. Think-pair-share: Listening learning outcomes for Grade 6 and 7

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to activate their prior knowledge about the learning outcomes for listening in lower middle school.

1. Distribute copies of the Grade 6–9 scope and sequence document. Organise the class into pairs.

### Facilitator's notes



At your discretion, student teachers may choose their own partners, or you may assign partners.

2. Tell student teachers that they are to review the outcomes for the Listening unit in Grade 6 and Grade 7, choose one learning outcome each, and then briefly explain to their partner an activity they would like to use that matches with it.
3. [As the pairs work], move around the room monitoring understanding through questioning and observation.
4. [After most pairs have finished their discussion], call on a student teacher to share with the class what learning outcome they selected and what activity they paired with it.
5. Then, ask who else picked that same learning outcome, and ask which activities they paired with the outcome.
6. [If no-one responds], call on a different student teacher to share the learning outcome they picked and what activity they paired with it.
7. Repeat the process of asking if any other student teacher picked the same outcome, and which activities were paired with it. Continue for as long as there is time to do so.

- To close, remind the class that there are many activities that can be used to help students achieve the same learning outcome.



### Assessment

You will be able to monitor student teachers' understanding through questioning and observation.



### Possible student teachers' responses

This is an open-ended task with many possible responses. One example is provided below.

*Chosen Learning Outcome from Grade 7: Can follow simple directions e.g., how to get from X to Y, by foot or public transport*

*Activity to teach it: Have students work in pairs. Each student has a map, with "home" marked on it and several other buildings such as "bank", "shop", etc. They take turns asking their partner for directions from and two different places, e.g "How do I get to the bank from my house?" and then, trace the route their partner tells them.*



### Learning activity 2. Assignment: Lesson planning with a listening focus

<b>Time</b>	30 minutes
<b>Class organisation</b>	Individuals

### Purpose

The purpose of this learning activity is for student teachers to apply what they have learnt about teaching listening in planning a lesson.

- Distribute a copy of the Year 3 Lesson Plan Template to every student. Note that template is provided in both student teacher textbook and teacher guide as an Annex.

2. Direct the student teachers to the instructions in their textbook, and read through them. They are reproduced below for ease of reference.

*Use the Year 3 Lesson Plan Template to design a lesson that will lead to a student achieving that learning outcome you told your partner about in the last activity. Remember, of course, that the lesson will also integrate other skills.*

3. Tell the student teachers how much time they have for the activity in class (probably about 20–25 minutes at this stage).
4. Tell them to use class time to begin and to ask any questions that arise.
5. Check for understanding through questioning, and then give a signal to begin.
6. As student teachers work, move around the room monitoring for understanding through observation and questioning.



### Facilitator's notes

Inform student teachers that:

- they can complete their lesson plans for homework, and
- you will collect lesson plans at the beginning of the next period.



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.

You will be able to assess the lesson plans.



### Possible student teachers' responses

This is an open-ended task with many possible responses. An example lesson plan has not been provided, because of the very large range of possible activities and sequences of activities.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson, call on different student teachers to share what listening activities they are planning (or have planned) in their lesson.



### Expected student teachers' responses to the review questions in TB

Question 1: What are the three stages of a listening activity?

Answer: *Pre-listening, During Listening and Post-listening.*

Question 2: What are the four stages of a lesson?

Answer: *Introduction, Teaching, Practice, and Review.*

Question 3: What makes a listening task engaging for students in lower middle school?

Answer: *Interactivity, fun, and a relevant context.*

## 4.2. Assessing Listening Skills of Middle

### School Students

In this sub-unit, student teachers will consider which formative assessment techniques are best suited to assessing listening in the lower middle school classroom.

#### 4.2.1. Formative assessment tools for teaching listening skills to middle school students

##### Expected learning outcome

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

- Apply appropriate formative assessment tools in teaching receptive skills in the middle school classroom.



##### Competencies gained

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: Activating prior knowledge

## Learning activity 2. Think-pair-share: Peer assessment of listening

Learning activity 3. Linking to prior knowledge: Incorporating peer assessment into a task



**Assessment approaches:** Observation, questioning, peer and whole-class discussion, peer and self-assessment



**Preparation needed**

Review the Year 2 English Student Teacher Textbook and Teacher Guide, Lesson 3.1.1.

Read the Year 3 English Student Teacher Textbook Lesson 4.2.1.

Write expected learning outcomes on board.



**Resources needed:** N/A

## Period

### Formative assessment tools for teaching listening skills to middle school students

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	15 minutes
Learning activity 3	15 minutes
Check student teachers' understanding	5 minutes

## Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the lesson by reviewing the learning outcome with the class.
2. Elicit from the class the difference between formative and summative assessment.



### Learning activity 1. Collaborative learning: Activating prior knowledge

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

## Purpose

The purpose of this learning activity is for student teachers to activate their prior knowledge about formative assessment techniques.

1. Direct the student teachers to Table 4.7 in their textbook.
2. Explain that they are to consider each technique and decide if they are able to give a definition for it or not, and to indicate that by ticking a box. Tell them they have a couple of minutes to do that.
3. Explain to the student teachers that the next part of the activity is for them to get up out of their seats and find another student to explain the techniques that they were not able to.  
For example, one student teacher might approach another and ask, “I can’t define reflection, can you please explain it to me?” Check for understanding and give a signal to begin.
4. After a reasonable amount of time, or once most conversations have finished, call a student to explain “Sharing learning objectives”.
5. Then, call on a different student for each other item on the list. This will consolidate understanding for the whole class.



## Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.



## Possible student teachers' responses

This is an open-ended task with many possible responses. Example definitions are given in Table 4.7A.

**Table: 4.7.A Formative assessment techniques with example definitions**

Technique	Example definitions
Sharing learning objectives	A technique where the aims and purposes for learning are explained to the learners, and often displayed in the classroom, on the board.
“Snapshot” checking during a lesson: asking questions to check understanding	A technique where a teacher asks a question during a lesson and students respond in a quick and clear way. For example, with “ <i>thumbs up or thumbs down</i> ”, or a traffic light system (“ <i>show me a green card if you’re feeling confident, a red card if you’re not, and a yellow card if you’re somewhere in between</i> ”)
“Snapshot” checking at the end of a lesson: asking questions to check understanding	As above, but done to check if the learning objectives have been met.
Self-assessment	A student rates, evaluates or judges their own work.
Peer assessment	A student rates, evaluates or judges another student’s work.
Reflection	A technique where students are given time for thought about a key concept or idea in the lesson. They may also be asked to write their thoughts down, discuss them, or other activities.



## Learning activity 2: Think-pair-share – Peer assessment of listening

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

## Purpose

The purpose of this learning activity is for student teachers to use their existing knowledge of assessing listening to identify different peer-assessment techniques.



1. Organise the class into pairs.



### Facilitator's notes

At your discretion, student teachers may choose their own partners, or you may assign partners.

2. Direct the student teachers to the discussion question in their textbook: “*How can one student assess another student's listening?*”
3. Ask student teachers to consider the question for a short while, and then work with their partner to complete a mind map in Box 4.4 of different peer-assessment techniques.
4. As the pairs work, move around the room monitoring for understanding through questioning and observation.



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.



### Possible student teachers' responses

There will be a very wide variety of responses. Student teachers mind-maps may include some or all of the following points:

- Asking each other questions
- Marking each other's quizzes or tests
- Filling out an evaluation grid after a pair or group discussion activity
- Providing feedback (maybe written and anonymous)
- Creating a goal or challenge for another student



### Learning activity 3: Linking to prior knowledge – Incorporating peer assessment into a task

<b>Time</b>	15 minutes
<b>Class organisation</b>	Individuals

#### Purpose

The purpose of this learning activity is for student teachers to connect their prior knowledge with their work in this period and a previous lesson.

1. Explain to student teachers that this exercise will draw on a listening activity they planned in lesson 4.1.2, Table 4.6 in their textbooks.
2. Tell them that they are to find that plan, and consider the three questions in their textbook:
  - a. *In which stages of the activity is peer assessment possible?*
  - b. *Which types of peer assessment from your mind map in Box 4.4 could be incorporated into the activity?*
  - c. *Which type of peer assessment would best suit the activity?*Give them a short amount of time to find the activity plan and reflect on the questions individually.
3. Direct the student teachers to Table 4.8 in their textbooks.
4. Explain to them that the first row is an example of what they are to do. One listening activity technique has been selected, and a description of the activity has been given.
5. Explain that they are to do similarly, selecting the listening activity technique from their listening activity plan that is best suited to peer assessment.
6. Check for understanding of the instructions and give a signal to begin.
7. As the student teachers work, move around the room monitoring for understanding through questioning and observation.



## Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.



## Possible student teachers' responses

There will be a very wide variety of responses. One possible set of responses is provided below.

*In which stages of the activity is peer assessment possible?*

While listening and after listening.

*Which types of peer assessment from your mind map in Box 4.4 could be incorporated into the activity?*

Questions, feedback or setting a challenge.

*Which type of peer assessment would best suit the activity?*

Feedback.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Call on different student teachers to share with the class which listening activity technique they selected and how they would use peer assessment with it.
- Ask student teachers for pros and cons of peer assessment.
- Close by emphasising that the main benefit of peer assessment is that students begin to understand success criteria better, and will be more able to reflect on their own performance.



## **Expected student teachers' responses to the review questions in TB**

Question 1: What is one advantage of peer assessment?

*Answer: Students develop an awareness of expectations that they can apply in reflecting on their own work.*

Question 2: What is one disadvantage of peer assessment?

*Answer: Students may be reluctant to criticise a friend; or, students may not be very good at making judgements about another student's work; or, students may not want their peers to judge them.*

# Unit Summary



## Key messages

- There are many activities that can be paired with listening texts, and each will have advantages and disadvantages.
- Dictogloss is a very useful activity for collaborative learning with a listening focus.
- Jigsaw listening is possible, but can be difficult to organise and manage.
- There are many formative assessment techniques; peer assessment is one of them that was focused on in this unit.
- Peer assessment can be a powerful tool for assessment *for* learning, as students learn to recognise good quality work and will be better able to monitor their own learning in the future.



## Unit reflection

Have you done much peer assessment in your own learning? What was it like? Do you feel you learnt a lot from it?

What other listening activities have you seen or done in a language classroom? Are there some that you remember that have not been covered in your course so far? Make a list and discuss them with your peers or teacher educator at an appropriate time.

## Lesson planning

You may wish to revisit *Unit 4. Planning and Preparation* in the Year 2 Educational Studies textbook in the College eLibrary.

This unit steps you through all aspects of lesson planning, with reference to the Year 2 Lesson Plan Template.

Notably, there have been only minor refinements to the standard Lesson Plan Template from Year 2 to Year 3.



### **Further reading**

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (1990). *Working inside the black box: Assessment for learning in the classroom*. Letts.

British Council. (n.d.) *Language assessment resources: A toolkit for teacher development*. <https://www.teachingenglish.org.uk/sites/teacheng/files/LAL%20Resources%20v4.pdf>

Griffin, P. (2018). *Assessment for teaching*. Cambridge University Press.

Hawkins, R. (2018). *How second languages are learnt*. Cambridge University Press.

Ur, P. (2012). *A course in English language teaching*. (2nd ed.). Cambridge University Press.

# Unit 5

## Productive Skills A

In this unit, student teachers will focus on developing lessons for middle school students that focus on speaking, and incorporate activities and techniques they learnt about last year. In addition, there will be opportunities for them to practise and develop their own skills in speaking.

### Expected learning outcomes

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

- Identify the nature of speaking and common speaking theories;
- Analyse some considerations in teaching speaking at middle school level;
- Select appropriate techniques to teach speaking skills to middle school students;
- Construct different tasks to teach speaking skills to middle school students;
- Apply suitable teaching strategies by grade level when teaching speaking in middle school classrooms;
- Enhance a lesson plan by linking content with students' prior knowledge and interests at middle school level; and
- Apply appropriate formative assessment tools for teaching speaking skills to middle school students.





## Competencies gained

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

A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly

B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning

B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience

B2.1 Demonstrate capacity to monitor and assess student learning



## 5.1. Teaching Speaking Skills to Middle School

### Students

In this sub-unit, student teachers will learn about communicative language teaching for teaching speaking, explore several techniques and activities for teaching speaking, and design a lesson plan that focusses on teaching speaking.

#### 5.1.1. Common speaking theories

##### Expected learning outcomes

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

- Identify the nature of speaking and common speaking theories; and
- Analyse some considerations in teaching speaking at middle school level.



##### Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student interaction, 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

A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials

A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of subject content, skills and procedures



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Collaborative learning: Theories of teaching speaking

Learning activity 2. Think-pair-share: The nature of middle school learners

Learning activity 3. Think-pair-share: Communicative language learning and middle school learners



**Assessment approaches:** Questioning, observation, peer and whole-class discussion



**Preparation needed**

Read the English Student Teacher Textbook Lesson 5.1.1.

Write relevant learning outcomes on board.



**Resources needed:** N/A

## Period

### Common speaking theories

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	20 minutes
Learning activity 2	10 minutes
Learning activity 3	10 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Outline the relevant learning outcomes for the lesson.
2. Begin activating student teachers' prior knowledge by eliciting a definition for "speaking" in the context of a language classroom.
3. Ask probing questions until the class recognises that speaking does not only include producing sounds and words, but also includes discussions, transactions, and performances.
4. As a warm-up for the first learning activity, ask them how they learnt speaking themselves. What activities do they remember doing? Facilitate a short class discussion.



### Learning activity 1. Collaborative learning: Theories of teaching speaking

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

## Purpose

The purpose of this learning activity is for student teachers to activate their prior knowledge about communicative activities for developing oral language skills.

1. Direct student teachers to Box 5.1 in their textbooks (also reproduced here in teacher guide).
2. Tell the class that the information is about different approaches to teaching speaking, and that in a moment the class will read it.
3. Tell them that as they read, they are to underline any words they do not know.



### Facilitator's notes

At your discretion, you may read aloud while the class follows along, or ask a student to read a sentence aloud, and then ask a different student to read the next sentence, and so on.

## Box 5.1. Traditional and communicative theories of teaching speaking

Before the 1980s, students were often taught “speaking” using only techniques like reciting written texts, repeating after the teacher, and drilling. The theory behind this traditional approach was that as students learnt grammar and vocabulary, their speaking would naturally improve because they would be able to express their thoughts in the words and grammatical structures they had learnt.

In the 1980s, a new theory emerged called communicative language teaching. This approach emphasises, among other things: functions, skills, and tasks. It recognises that even before a student is fluent in a language (and many students will never reach fluency), the student should be able to communicate their ideas and meet specific, common goals such as ordering a meal or asking for directions. It also recognises that there is not only one way to achieve such goals: communication is not “neat and tidy” like a dialogue used in a classroom. It is often spontaneous and draws on complex skills and knowledge. In this view, teachers should provide contexts and goals for communication, along with language knowledge support that might include common fixed expressions, and allow students to practise communicating in a realistic way.

That is not to say that repeating after the teacher or reciting texts, poems, songs and rhymes have disappeared from classrooms. There are still many benefits to these traditional techniques. The key difference in modern classrooms is that these are no longer the *only* techniques used to teach language, and that often they will be used to support students to better participate in communicative activities.

4. After the information has been read, ask student teachers to call out a word they underlined, and make a list of them on the board.
5. Go through the list and define or translate each word.
6. Read the passage aloud a second time, at a fairly slow pace. This time, ask the student teachers to circle or highlight the main ideas as they listen.
7. Call on different student teachers to share a key idea they circled.



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and whole-class discussion.



### Possible student teachers' responses

There will be a very wide variety of responses.



### Learning activity 2. Think-pair-share: The nature of middle school learners

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to consider the nature of middle school learners.

1. Ask the student teachers to, individually, think about typical middle school students, based on their past observations and learning. Ask, “*What are they like?*”

2. Direct student teachers to Figure 5.1 in their textbooks.
3. Instruct student teachers to:
  - a. find their own partners
  - b. discuss what middle school students are like, and
  - c. write a characteristic of a typical middle school learner on each finger of the diagram.
4. [As the student teachers work], move around the room monitoring their understanding through observation.
5. [To close the activity], call on different pairs of student teachers to share one characteristic they wrote down.



### Assessment

You will be able to monitor student teachers' understanding during the activity through observation and questioning.



### Possible student teachers' responses

There will be a very wide variety of responses.



### Learning activity 3. Think-pair-share: Communicative language learning and middle school learners

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to draw links between prior learning.

1. Ask the student teachers to, individually, read the list in Box 5.2 in their textbooks, which is a list of problems or challenges with getting middle school students to speak in the classroom that they read in Year 2.
2. Direct student teachers to the three questions below Box 5.2 in their textbooks.

3. Ask them to discuss each one with their partner, and be ready to share their answer with the class if called upon.
4. [As the student teachers work], move around the room monitoring their understanding through observation.
5. To close the activity, call on different pairs of student teachers to share an answer to one of the questions.
6. Redirect to other pairs to see if their answer was the same or different.
7. You may be able to facilitate some whole-class discussion and develop consensus about the answer to each question.



### Assessment

You will be able to monitor student teachers' understanding during the activity through observation, questioning, and whole-class discussion.



### Possible student teachers' responses

There will be a very wide variety of responses.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask the class to summarise again the reasons the communicative approach to language learning is better than traditional approaches.
- Close by emphasising that the communicative approach is better because students learn to use language in realistic situations, and this will prepare them to use English in the real world.

## 5.1.2. Techniques for teaching speaking skills

### Expected learning outcomes

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

- Select appropriate techniques to teach speaking skills to middle school students;
- Construct different tasks to teach speaking skills to middle school students; and
- Apply suitable teaching strategies by grade level when teaching speaking in middle school classrooms.



### Competencies gained

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

B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs

B1.1.3 Encourage students' awareness of their own ideas to build new understanding

B1.2.1 Use teaching methods and learning strategies appropriate for the class—culture, size and type

B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy

B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities



**Time:** Three periods of 50 minutes





## Learning strategies

Learning activity 1. Think-pair-share: Speaking tasks in the middle school textbooks

Learning activity 2. Active learning: Planning a speaking activity from a model

Learning activity 3. Collaborative learning: The mystery bag

Learning activity 4. Collaborative learning: Differentiating activities

Learning activity 5. Think-pair-share: Textbook speaking activities

Learning activity 6. Collaborative learning: Matching speaking activities to purposes



**Assessment approaches:** Questioning, observation, peer and whole-class discussion



## Preparation needed

Read the English Student Teacher Textbook Lesson 5.1.2.

Write relevant learning outcomes on board



## Resources needed

Learning activity 2. Grade 6–9 scope and sequence documents

Learning activity 5. Grade 6 and Grade 7 textbooks

## Period 1

### Techniques for teaching speaking skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	20 minutes
Learning activity 2	20 minutes
Check student teachers' understanding	5 minutes

#### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Outline the relevant learning outcomes for the lesson.
2. Begin activating student teachers' prior knowledge by asking for student teachers to tell you about speaking activities they have done in the past.
3. [When they do], ask them to explain what the activity was, and follow up with a question about whether they liked it, whether they thought it was a good activity, or whether it is an activity they would do with a middle school class.



#### Learning activity 1. Think-pair-share: Speaking tasks in the middle school textbooks

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

## Purpose

The purpose of this learning activity is for student teachers to apply what they have learnt about teaching speaking in planning a lesson.

1. Direct student teachers to learning activity one in their textbooks.
2. Explain that they are to read the speaking activity from the Grade 7 textbook in Figure 5.2, then think about the three questions in their textbook, and then discuss the answers to the questions with a partner of their choosing.
3. Check for understanding of the instructions, and then give a signal to begin.
4. As student teachers are working, move around the room monitoring understanding through questioning and observation.
5. After most pairs have finished, call on a student teacher to share their answer to the first question.
6. Then, call on a student teacher from a different part of the room and ask if their answer was similar or different; if different, then ask them to share theirs.
7. Check with a couple more pairs about their answers, and gauge whether there is a general consensus on the answer.
8. Then, repeat the process with the next question, and then the next.



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.



### Possible student teachers' responses

Responses will vary considerably, but examples are provided below.

1. Is this a communicative exercise? What makes it one?  
*Yes, because the students are asked to practise speaking in a real context, for a purpose, and are able to be spontaneous—there is no script.*

2. What is the context for speaking?

*Shopping.*

3. What is the purpose of the “useful language” provided?

*It is there to support students by reminding them of functional language suitable for the context. It will help them produce natural-sounding speech.*



## Learning activity 2. Active learning: Planning a speaking activity from a model

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to practise planning a speaking activity based on an example, with a new context.

1. Arrange the student teachers into pairs, or have them form their own, and then distribute copies of the Grade 6–9 scope and sequence.
2. Explain that they are to choose a learning outcome from the Speaking unit of Grade 6 or 7, and then use Box 5.3 to plan a speaking activity like the one in Figure 5.2, but with the context of the learning outcome they have selected.
3. Check for understanding of the instructions, and then give a signal to begin.
4. After most pairs have finished, call on pairs to describe their work to the class. Ask them questions about how they matched the activity to the learning outcome, how they came up with their useful language, or any other pertinent question about their work.



### Assessment

You will be able to monitor student teachers’ understanding during the activity through questioning and observation.



### Possible student teachers' responses

Responses will vary. An example of a completed response is provided as Box.5.3.A.

#### Box 5.3.A. A possible plan for a speaking exercise

<p><b>Part A:</b></p> <p>Make a list of things you like to eat or drink</p>	<ul style="list-style-type: none"><li>• pizza</li><li>• mohinga</li><li>• spicy seafood soups</li></ul>
<p><b>Part B:</b></p> <p>In pairs, ask your friend whether they like to eat those things too.</p> <p>A: Do you like to eat pizza?</p> <p>B: No.</p> <p>A: Why not?</p> <p>B: It's very unhealthy.</p> <p>A: Do you like to eat mohinga?</p> <p>B: Yes, I love it!</p> <p>A: Me too.</p>	

Useful Language

Like/do not like

Love/hate

Why/why not?

I (do not) like the texture

I (do not) like the flavour

It's very (un)healthy.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask student teachers about the advantages and disadvantages of the activities they planned.
- Explain that adapting an activity from a textbook to a new context can be a useful tool in planning a lesson.

## Period 2

### Techniques for teaching speaking skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 3	20 minutes

Learning activity 4	20 minutes
Check student teachers' understanding	5 minutes

## Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Outline the relevant learning outcomes for the lesson.
2. Begin activating student teachers' prior knowledge by asking if they have ever encountered the classroom activity "Show-and-Tell".



### Facilitator's notes

If most student teachers have heard of it:

- Ask student teacher to explain what it is for those who might not know, and then
- Ask the class:
  - When they have encountered it
  - What grade levels it was used in, and
  - The purpose of the activity.

If none of the student teachers have heard of it explain that it is a common activity in English-speaking Primary schools, where students are asked to:

- bring an object from home and then,
- speak about the object to the whole class, or tell a story of what it is and how they got it.

There is sometimes a roster, or sometimes it is a daily routine and any student can volunteer.



### Learning activity 3. Collaborative learning: The mystery bag

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small groups (3–4 people)

#### Purpose

The purpose of this learning activity is to examine a communicative activity and consider how it can be adapted to suit a range of grades or levels.

1. Explain to the student teachers that they are going to read about a communicative activity that shares some similarities with “Show-and-Tell”.
2. Organise the class into small groups of 3–4 people.
3. Direct them to Box 5.4 in their textbooks and ask them to read through the activity’s instructions together.
4. Ask them to check with the rest of their group that they all understand the activity. Ask them to work together to figure out anything they do not understand.
5. Given them a signal to begin reading, and move around the room monitoring for understanding and offering support if there is something in the activity’s instructions that is unclear to the group.
6. [After the groups have finished reading the instructions], direct them to the two discussion questions that follow Box 5.4 in their textbooks. Ask them to discuss the questions and arrive at an answer as a group.
7. [As the groups work], move around the room monitoring for understanding through questioning and observation.
8. [After most groups have finished], call on different groups to share their answers with the class.
9. Facilitate some discussion, particularly about their answers to question two: the parts of the activity they would adapt for different levels of learners.



#### Assessment

You will be able to monitor student teachers’ understanding during the activity through questioning, observation, and whole-class discussion.





## Possible student teachers' responses

Responses will vary.



## Learning activity 4. Collaborative learning: Differentiating activities

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small groups (3–4 people)

### Purpose

The purpose of this learning activity is to explore how a learning activity can be modified to suit different groups of learners.

1. Explain to the class that learning activities can and should be adjusted so that they sit within students' Zones of Proximal Development (ZPD).
2. Elicit from the class what ZPD is, and the educational theorist who invented it (Vygotsky).
3. Direct the class to Table 5.1. Explain that each column describes adaptations made to the mystery bag activity to differentiate it for three different levels of learners.
4. Direct the student teachers to read the table with their groups, and then follow the instructions in their textbooks.
5. Read through the instructions with the class (reproduced below for ease of reference).

#### Instructions:

*Decide on a title for each column that describes the level of learner the variation is appropriate for. For example, your group might use, "Beginner, High Beginner, Intermediate", or "Primary, Middle, Secondary", or "Grade 3, Grade 6, Grade 9". It is up to your group to decide the best titles to use. Then decide on titles for the rows: what is the aspect of the activity that is modified in that row? The first one has been done for you. The first row describes differences in the vocabulary used in the activity, so the aspect has been labelled "vocabulary".*

6. Check for understanding of the instructions and then, give a signal to begin.
7. [As the groups work], move around monitoring understanding through questioning and observation, and offering support where needed.
8. [After most groups have finished], call on different groups to share the titles they decided on for the columns. Write them on the board as they do.
9. [Once there are a few sets], invite student teachers to make comparisons between them.
10. Facilitate a short discussion about which set is the most appropriate.
11. Repeat for the row titles.



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning, observation, and whole-class discussion.



### Possible student teachers' responses

There will be a wide variety of responses, but an example of a possible set of responses is provided in Table 5.1.A.

**Table: 5.1.A. Differentiating the mystery bag activity for different levels of learners**

	Level: <i>Lower Primary</i>	Level: <i>Lower Middle</i>	Level: <i>Secondary</i>
<b>Aspect:</b> <i>Vocabulary</i>	Fixed-set vocabulary: 7 colours, numbers 1–10, 6 kinds of fruit	Fixed-theme vocabulary: animals, clothes, school supplies	No set vocabulary or topic; anything goes!
<b>Aspect:</b> <i>Preparation</i>	Review and remind students of vocabulary.	Review types of questions to ask (e.g. Is it bigger than my hand? ... Does it eat meat? ... Does it live in the forest? ... Does it run fast?).	Ask for precise comparisons and detail.
<b>Aspect:</b> <i>Question types</i>	One type of question is practised (e.g., Is it _____?).	More than one type of question is practised (e.g., Is it/Are they _____? Do you/ Does it _____?).	A variety of questions is encouraged and practised (e.g. Could you use it to eat with? Would you bring it to school?).
<b>Aspect:</b> <i>Student support</i>	Establish routine questions; let struggling students ask first.	Struggling students may ask friends for help and then repeat.	Students learn many ways to ask for help.
<b>Aspect:</b> <i>Question asking</i>	Students ask questions in chorus.	Students ask questions individually.	Students could ask others to ask a specific type of question and ask for clarification.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson, ask student teachers to compare what they thought they would change when they discussed Question 2 in learning activity three with what aspects of the activity are adjusted in Table 5.1.A.

### Period 3

#### Techniques for teaching speaking skills

This period is structured as follows:

Introduction/Explicit teaching	10 minutes
Learning activity 5	20 minutes
Learning activity 6	15 minutes
Check student teachers' understanding	5 minutes

#### Introduction/Explicit teaching

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Outline the relevant learning outcomes for the lesson.
2. Begin eliciting different purposes for speaking.
3. Write the following three on the board: *Transaction, Interaction, Performance*.
4. Explain that every speaking activity can be considered as either a request (*transaction*), a conversation that has a social focus (*interaction*), or a prepared talk (*performance*).
5. Tell the class this will be helpful to them in today's learning activities.



## Learning activity 5. Collaborative learning: Textbook speaking activities

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs, then small groups

### Purpose

The purpose of this learning activity is to explore the different speaking activities and techniques included in the Lower middle school textbooks.

1. Organise the class into pairs.

### Facilitator's notes



At your discretion you may assign pairs, or have student teachers form their own.

2. Distribute a Grade 6 or 7 textbook to each pair. Try to distribute an even number of each.
3. Ask the student teachers to use Box 5.5 to note down all the different types of speaking activities they can find in the textbook they have been given. They should write enough to be able to identify what the activity asks students to do.
4. [As the pairs work], move around the room monitoring for they see the same type of activity again, to put a tick next to the description they have already written.
5. Check for understanding of the instructions, and then give a signal understanding through questioning and observation.
6. [After most pairs have finished], reorganise the class into small groups by joining a pair that was given a Grade 6 textbook with one that was given a Grade 7 textbook.
7. Ask the group to compare the lists they have made, paying attention to whether there are any activities that only appear in one grade and not the other.

8. [Once groups have compared their lists], call on a group to tell you one activity they found was not in both textbooks (if any).



### Facilitator's notes

If they have one, ask the class to find the activity in the textbook. Ask the class for ideas about why it is not used in both.

If they did not find one, tell them that is OK and then ask another group.

9. To close the activity, ask the class what type of activity did they see the most frequently? Which one has the most ticks next to it?



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning, observation, and whole-class discussion.



### Possible student teachers' responses

Responses will vary.



### Learning activity 6. Collaborative learning: Matching speaking activities to purposes

<b>Time</b>	15 minutes
<b>Class organisation</b>	Small groups (3–4 people)

### Purpose

The purpose of this learning activity is to consider the purposes of the speaking activities in the textbooks.

1. Refer back to the three purposes of speaking that you wrote on the board at the beginning of the period (rewrite them if they have been erased): *Transaction, Interaction, Performance*.
2. Ask for a volunteer to give an example of a context in which a person would ask another person for something. Thank the volunteer and say that this is an example of a *Transaction*.
3. Ask for another student teacher to give you an example of a context in which two people would be having a social conversation. Thank the volunteer and say that this is an example of an *Interaction*.
4. Ask for another student teacher to give an example of a context in which a person would prepare a talk and deliver it to a group of people. Thank the volunteer and say that this is an example of a *Performance*.
5. Ask the groups to go through the lists they have for Grade 6 and Grade 7 (in Box 5.5), and for each activity write a T, I, or P next to it according to whether it is an example of interaction, transaction or performance.
6. Check for understanding of the instructions, and then give a signal to begin.
7. As the pairs work, move around the room monitoring for understanding through questioning and observation.
8. After most groups have finished, ask them to identify which purpose (T, I or P) was the most frequent.
9. After most groups have finished, call on different groups to share their answers with the class. Try to facilitate some discussion, particularly about their answers to question two: the parts of the activity they would adapt for different levels of learners.



### **Assessment**

You will be able to monitor student teachers' understanding during the activity through questioning, observation, and whole-class discussion.



### **Possible student teachers' responses**

Responses will vary.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson:

- Ask the class to answer the question, “Overall, what type of activity and what purpose for speaking do students in Grade 6 and 7 practise the most?”
- If possible, facilitate a short discussion about whether there should be more variety or not.

### 5.1.3. Designing a lesson plan for teaching speaking skills

#### Expected learning outcome

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

- Enhance a lesson plan by linking content with students' prior knowledge and interests at middle school level.



#### Competencies gained

B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively

B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning

B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience

B1.3.4 Use questioning techniques and examples to introduce and illustrate concepts to be learnt



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Think-pair-share: Speaking learning outcomes for Grade 6 and 7

Learning activity 2. Assignment: Lesson planning with a speaking focus



**Assessment approaches:** Observation, questioning, student teachers' work



**Preparation needed**

Read the Year 3 English Student Teacher Textbook Lesson 5.1.3.

Write expected learning outcome on board.



**Resources needed**

Copies of the Grade 6–9 scope and sequence document

Year 3 Lesson Plan Template (Note that template is provided in both student teacher textbook and teacher guide as an Annex).



## Period

### Designing a lesson plan for teaching speaking skills

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	10 minutes
Learning activity 2	30 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Activate student teachers' prior knowledge by writing I T P R on the board. Ask the class what the letters stand for. Ask follow-up questions to elicit what happens in each stage of a lesson.



### Learning activity 1. Think-pair-share: Speaking learning outcomes for Grade 6 and 7

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to activate their prior knowledge about the learning outcomes for speaking in Lower middle school.

1. Distribute copies of the Grade 6–9 scope and sequence document. Organise the class into pairs.



### Facilitator's notes

At your discretion, you may assign pairs, or have student teachers form their own.

2. Tell student teachers that they are to review the outcomes for the Speaking unit in Grade 6 and Grade 7, choose one learning outcome each, and then briefly explain to their partner an activity they would like to use that matches with it.
3. [As the pairs work], move around the room monitoring understanding through questioning and observation.
4. [After most pairs have finished their discussion], call on a student teacher to share with the class what learning outcome they selected and what activity they paired with it.
5. Then, ask who else picked that same learning outcome, and ask which activities they paired with the outcome.
6. [If no-one responds], call on a different student teacher to share the learning outcome they picked and what activity they paired with it.
7. Repeat the process of asking if any other student teacher picked the same outcome, and which activities were paired with it. Continue for as long as there is time to do so.
8. To close, remind the class that there are many activities that can be used to help students achieve the same learning outcome.



### Assessment

You will be able to monitor student teachers' understanding through questioning and observation.



### Possible student teachers' responses

There will be a very wide variety of responses



## Learning activity 2. Assignment: Lesson planning with a speaking focus

<b>Time</b>	30 minutes
<b>Class organisation</b>	Individual

### Purpose

The purpose of this learning activity is for student teachers to apply what they have learnt about teaching speaking in planning a lesson.

1. Distribute a copy of the Year 3 Lesson Plan Template to every student. Note that template is provided in both student teacher textbook and teacher guide as an Annex.
2. Direct the student teachers to the instructions in their textbook, and read through them. They are reproduced below for ease of reference.

*Use the Year 3 Lesson Plan Template to design a lesson that will lead to student achieving that learning outcome you told your partner about in the last activity. Remember, of course, that the lesson will also integrate other skills.*

3. Tell the student teachers how much time they have for the activity in class (probably about 20–25 minutes at this stage).
4. Tell them to use class time to begin and to ask any questions that arise.
5. Check for understanding through questioning, and then give a signal to begin.
6. As student teachers work move around the room monitoring for understanding through observation and questioning.

### Facilitator's notes



Inform student teachers that:

- they can complete their lesson plans for homework, and
- you will collect lesson plans at the beginning of the next period.



## Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.

You will be able to assess the lesson plans.



## Possible student teachers' responses

There will be a very wide variety of responses



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson, call on different student teachers to share what speaking activities they are planning (or have planned) in their lesson.



## Expected student teachers' responses to the review questions in TB

Question 1: What is differentiation?

Answer: *Adapting tasks and activities for different levels of learners.*

Question 2: What are the three purposes for speaking (T, I, and P)?

Answer: *Transaction, Interaction and Performance*

## 5.2. Assessing Speaking Skills of Middle

### School Students

In this sub-unit, student teachers will consider which formative assessment techniques are best suited to assessing speaking in the lower middle school classroom.

#### 5.2.1. Formative assessment tools for teaching speaking skills to middle school students

##### Expected learning outcome

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

- Apply appropriate formative assessment tools in teaching speaking skills in the middle school classroom.



##### Competencies gained

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback



**Time:** One period of 50 minutes



**Learning strategies**

Learning activity 1. Think-pair-share: Activating prior knowledge

## Learning activity 2. Think-pair-share: Self-assessment of speaking

## Learning activity 3. Plenary: Self-assessment for speaking tasks



**Assessment approaches:** Observation, questioning, peer and whole-class discussion, peer and self-assessment



**Preparation needed**

Read the Year 3 English Student Teacher Textbook Lesson 5.2.1.

Write expected learning outcomes on board



**Resources needed:** N/A

### Period

## Formative assessment tools for teaching speaking skills to middle school students

This period is structured as follows:

Introduction/Explicit teaching	5 minutes
Learning activity 1	15 minutes
Learning activity 2	20 minutes
Learning activity 3	5 minutes
Check student teachers' understanding	5 minutes

### Introduction/Explicit teaching

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Introduce the lesson by reviewing the learning outcome with the class.
2. As a warm-up, ask the class to explain the difference between formative and summative assessment.



### Learning activity 1. Think-pair-share: Activating prior knowledge

<b>Time</b>	15 minutes
<b>Class organisation</b>	Pairs

#### Purpose

The purpose of this learning activity is for student teachers to activate their prior knowledge about formative assessment techniques.

1. Ask student teachers to take a moment to think of as many formative assessment techniques as they can, and then to find a partner and write a list of them in Box 5.6 in their textbooks.
2. As the pairs work, move around the room monitoring understanding through questioning and observation.
3. After most pairs have finished, call on different pairs to share and explain one technique on their list.



#### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.



#### Possible student teachers' responses

There will be a very wide variety of responses



## Learning activity 2. Think-pair-share: Self-assessment of speaking

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to practise planning a formative assessment technique.

1. Direct the class to learning activity two in their textbooks and read through the information about the 3-2-1 technique with them (reproduced below for ease of reference).

*One formative assessment technique that you will have probably encountered by now, is “3-2-1”. In this technique, students are asked for information in three different categories: three pieces in the first category, two in the second, and one in the third. For example:*

*Three things you didn’t know before*

*Two things you want to know more about*

*One question to ask your teacher*

2. Ask the class if they can remember having done this form of self-assessment before.
3. Ask them if they found it useful, and what they learnt from doing it.
4. Then, direct the class to Figure 5.2 in their textbooks. Tell them that it is a speaking activity from the Grade 7 textbook.
5. Ask them to read through it, and then imagine that their class of middle school students has just completed the activity.
6. Tell them they are going to plan sets of “3-2-1” questions that they could give to their class as a form of self-assessment.
7. Write or display the following example on the board.
  - a. *What are three things you did well in the activity?*
  - b. *What are two things you would like to practise more?*
  - c. *What is one thing you want to ask your teacher about your speaking?*



8. Explain that there are three questions, the first one asks for three things, the second for two things and the third for one thing.
9. Point out that each question is an open question, and each encourages the student to think about his or her own speaking, not the speaking of others.
10. Tell the student teachers that they are going to work with a partner to come up with as many sets of 3-2-1 questions as they can and write them in Box 5.7 in their textbooks.
11. Check for understanding of the instructions and then give a signal to begin.
12. As the pairs work, move around the room monitoring understanding through questioning and observation.
13. After most pairs have finished, call on different student teachers to read out one of the sets of questions they have written down. Try to have all pairs give one example each.
14. Afterwards, ask the class if there were some common aspects of the task that many pairs asked about, and what they were.



### Assessment

You will be able to monitor student teachers' understanding during the activity through questioning and observation.



### Possible student teachers' responses

There will be a very wide variety of responses



### Learning activity 3. Plenary: Self-assessment for speaking tasks

<b>Time</b>	5 minutes
<b>Class organisation</b>	Pairs

### Purpose

The purpose of this learning activity is for student teachers to reflect on what they have learnt in this lesson.

1. Direct student teachers to the 3-2-1 plenary questions in learning activity three in their textbook. Tell them they have five minutes to answer them.



## Assessment

You will be able to monitor student teachers' understanding during the activity through observation.



## Possible student teachers' responses

There will be a very wide variety of responses



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

At the end of the lesson, call on different student teachers to ask the question they have for you, and address it if possible



## Expected student teachers' responses to the review questions in TB

Question 1: What is the purpose of formative assessment?

*Answer: To provide ongoing feedback about a student's learning and progress as they learn.*

Question 2: Are formative assessment techniques like "3-2-1" limited only to the end of a lesson? If yes, why? If no, when else could they be used?

*Answer: No, they can also be used at the beginning of a lesson or in between learning activities in a lesson.*

# Unit Summary



## Key messages

- Middle school students are often reluctant to speak in the classroom. A variety of activities with realistic contexts and purposes can help encourage them to participate, as can motivating activities like guessing games.
- Activities and tasks should be adapted to suit the level of the learners doing them.
- Differentiating activities may mean adjusting the vocabulary, instructions, student activity, or a range of other aspects of the task.
- Almost any activity can be adapted to be suitable for a group of learners.



## Unit reflection

What speaking tasks and activities have you experienced that you enjoyed and from which you learnt a lot?

Think about your future classroom. What sorts of learning activities will you try to use, and why?

## Lesson planning

You may wish to revisit *Unit 4. Planning and Preparation* in the Year 2 Educational Studies textbook in the College eLibrary.

This unit steps you through all aspects of lesson planning, with reference to the Year 2 Lesson Plan Template.

Notably, there have been only minor refinements to the standard Lesson Plan Template from Year 2 to Year 3.



## Further reading

- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (1990). *Working inside the black box: Assessment for learning in the classroom*. Letts.
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# Glossary

Terms	Elaborations
<b>Annotate</b>	Make written notes on an existing text.
<b>Assimilation</b>	When a sound in a word changes to be more like a sound near it.
<b>Authentic</b>	How much something artificial resembles the real object or process on which it was based.
<b>Bingo</b>	A game in which players mark off boxes on a card containing numbers or words as they are called out and win if they can mark off all boxes, or all boxes in a row, column or diagonal.
<b>Classroom artefact</b>	A resource created for use in a classroom that is based on something real but that differs from it in a significant way.
<b>Cloze exercise</b>	A learning activity in which selected words in a text have been omitted and a student must fill in the blanks.
<b>Concrete</b>	An idea that refers to a real physical object.
<b>Deductive</b>	Reasoning where particular outcomes are inferred from a general rule or law; opposite of inductive reasoning.
<b>Dictation</b>	A learning activity in which a teacher reads a text aloud (often more than once) and students write it down as they listen.
<b>Dictogloss</b>	A learning activity where students listen independently, taking notes, and then come together in groups to reconstruct the passage they heard.
<b>Differentiation</b>	Adjusting a learning activity to suit the level of ability of a student or a group of students with a similar level of ability.
<b>Elision</b>	The omission of a sound in a word when speaking.
<b>Epenthetic sound</b>	A sound introduced between two others in a word to make it easier to pronounce, often done unintentionally by native speakers in fluent speech.
<b>Everyday contexts</b>	Typical situations or situations that are considered normal; not necessarily situations that happen every day.
<b>Extensive listening</b>	Listening to a text for general understanding, often spontaneously and for enjoyment.
<b>Inductive</b>	Reasoning where a general rule or law is inferred from a set of outcomes; opposite of deductive reasoning.
<b>Intensive listening</b>	Listening to a text for a specific purpose, usually in order to answer questions about it in a classroom situation.
<b>Intrusive “r”</b>	An example of an epenthetic sound; the pronunciation of an /r/ sound between some words in fluent speech, e.g. in between <i>saw</i> and <i>a</i> in “saw a film”.
<b>Jigsaw listening</b>	A learning activity where different pieces of information are given to different students or groups, who then work together to create a whole text.
<b>Pedagogy</b>	Method of teaching.
<b>Self-assessment</b>	A learner reflecting and noting the strengths and weaknesses of their own work.
<b>Unit</b>	A unit of the Education Degree College Syllabus for English.
<b>Subject objectives</b>	The aims and purpose of teaching a subject.
<b>Sub-unit</b>	A lesson in the Education Degree College Syllabus for English.

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# Annexes

## Annex 1. Year 3 Lesson Plan Template

Lesson plan template			
Class:	Date:	Time:	Teacher:
<b>Lesson:</b> <i>(What is the topic/title of your lesson?)</i>			
<b>Know the Students:</b> <b>a. Prior knowledge</b> <i>(What do students know? What can students already do?)</i>  <b>b. Student profile</b> <i>(What do you need to consider regarding individual students' needs?)</i>			
<b>Lesson objective:</b> <i>(What is the purpose of the lesson? What do you intend to do?)</i>			
<b>Learning outcomes:</b> <i>(Construct SMART learning outcomes. What will students know and be able to do by the end of the lesson?)</i>  By the end of this lesson, students will be able to:			



**Criteria for success:** *(How will you and your students know if they have achieved the learning outcomes of this lesson? e.g. They will be able to solve 7 out of 10 mathematics problems; They will be able to label all parts of a flower on a diagram.)*

**Teaching approach:** *(Is the lesson teacher-centred, student-centred or both?)*

**Teaching and learning strategies:** *(Is the lesson Inquiry-based? Problem-based? Project-based? A direct instruction lesson? etc.)*

**Teaching and learning methods and techniques:** *(Will you use Brainstorming? Storytelling? Role play? Questioning? Discussion? Think-pair-share? Group work? etc.)*

**Teaching aids and resources (visual aids, audio aids, integration of technologies):** *(Will you need paper? Drawing materials? Computers? etc.)*

<b>Stage</b>	<b>Timing</b> (45 minutes)	<b>Teacher activity</b> (What are you doing?)	<b>Student activity</b> (What are students doing?)	<b>Differentiation</b> (How will you differentiate teaching and learning to respond to students' needs?)
<p><b>Introduction</b>            (How will you gain students' attention; connect to prior learning; communicate intended learning outcomes and success criteria?)</p>				
<p><b>Body</b>            (Will there be different stages in the body of the lesson e.g. explicit teaching, guided practice, independent practice?)</p>				

**Review**

*(How will you assess student achievement of learning outcomes; support students reflecting on learning?)*

**Teacher evaluation (plan questions for evaluation; complete this section after delivery)**

*E.g. Did all your students understand and meet the intended learning outcomes? Were the learning outcomes suitable for students' level/s? Were they realistic given time allocation?*

v

*How effective were the teaching and learning strategies/methods? Teaching aids/ resources? Formative assessment and feedback opportunities?*

*What would you do differently next time to enhance student learning?*







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