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Curriculum and Pedagogy Studies:
English

Teacher Educator Guide

PREFACE

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

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

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

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

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

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

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

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

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

TABLE OF CONTENTS

PREFACE	i
TABLE OF CONTENTS	iii
HOW TO USE THIS GUIDE	1
Unit 3. Receptive Skills (2).....	33
3.2. Reading Skills	35
3.2.1. Techniques for teaching reading skills (1).....	35
3.2.1. Techniques for teaching reading skills (2)	40
3.2.1. Techniques for teaching reading skills (4).....	48
3.2.1. Techniques for teaching reading skills (3).....	53
3.2.1. Techniques for teaching reading skills (5).....	59
3.2.1. Techniques for teaching reading skills (6).....	65
Expected student teachers’ responses for the review questions in TB	71
Unit Summary	74
Key messages	74
Unit reflection	74
Further reading	75
Unit 4. Productive Skills	76
4.1. Speaking Skills.....	78
4.1.1. Techniques for teaching speaking skills (1).....	78
4.1.1. Techniques for teaching speaking skills (2).....	84
4.1.1. Techniques for teaching speaking skills (3).....	90
4.1.1. Techniques for teaching speaking skills (4).....	96
4.1.1. Techniques for teaching speaking skills (5).....	103
4.1.1. Techniques for teaching speaking skills (6).....	109
Expected student teachers’ responses for the review questions in TB	119
4.2. Writing Skills	120
4.2.1. Techniques for teaching writing skills (1)	120
4.2.1. Techniques for teaching writing skills (2)	126
4.2.1. Techniques for teaching writing skills (3)	130
4.2.1. Techniques for teaching writing skills (4)	136
4.2.1. Techniques for teaching writing skills (5)	142
4.2.1. Techniques for teaching writing skills (6)	148
Expected student teachers’ responses for the review questions in TB	153
Unit Summary	154
Key messages.....	154

Unit reflection	154
Further reading.....	155
Unit 5. Assessment (2)	156
5.2. Assessment for Learning.....	157
5.2.1. Testing reading and listening.....	157
5.2.2. Testing speaking and writing.....	163
Expected student teachers' responses for the review questions in TB.....	170
Unit Summary.....	171
Key messages.....	171
Unit reflection	171
Further reading.....	172
Glossary	173
Bibliography	175

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 2 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 2 English take place?

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

What is included in the Year 2 English 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 2 English contains following topics:

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

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 Standard 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 their 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 Standard 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: ¹

- **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 (Lejeune, 2009).²

¹ Adapted from the *Glossary of curriculum terminology* (UNESCO-International Bureau of Education, 2013)

² Lejeune'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 21st century skills to become globally competitive individuals. Throughout this course, student teachers will understand the systematic approaches to learning a foreign language and further be able to apply this mechanism in their teaching practice. The course will also focus on improving student teachers' English proficiency levels, as part of the professional development and as a preparation for their future career. This course includes subject specific content knowledge, language competencies, teaching and learning strategies, and assessment approaches. Formative assessment and summative assessment are used in a balanced manner. With reference to the Education Degree College Curriculum Framework, in Years 1 and 2, student teachers are expected to develop their fundamental knowledge of English, 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, 2018).

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 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 of 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, 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

Teacher competencies in focus for Year 2 English

This section identifies key competencies from the Myanmar Teacher Competency 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 strands as outlined in the syllabus.

Table A. Teacher competencies in focus: Year 2 English

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 A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social and physical development
	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences
A2: Know appropriate use of educational technologies	A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning
A3: Know how to communicate well with students and their families	A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly	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 thought processes and use of reflection to build new understanding
	B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all the lesson time is used effectively
C3: Promote quality and equity in education for all students	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

Competency standard	Minimum requirements	Indicators
D1: Reflect on own teaching practice	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.1 Use evidence of students learning to reflect on the impact of own teaching practice D1.1.2 Use information from a variety of sources to improve teaching practice and student learning
D2: Engage with colleagues in improving teaching practice	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors and colleagues, and willingly seek constructive feedback D2.1.2 Participate in professional development activities related to identified goals for improving practice D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations

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 realized 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 regard 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 recognized, be aware not to reinforce gender stereotypes.
- Be sensitive to the marginalization 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 them all 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 complements, 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 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, color-coded information for visual organization
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

Types of situations	Guidelines
Student teachers with visual impairments	Ask them to sit near the blackboard
	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
Students 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/organizational challenges	Encourage peer support
	Use sentence-starters in writing, work 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

Type of accommodations	Ideas
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 computerized 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 organizational devices (calculators, organisers, spell checkers, dictionaries)
Accommodations in setting	Administrate the test in a separate place to minimize 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 who? 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 teachers 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.

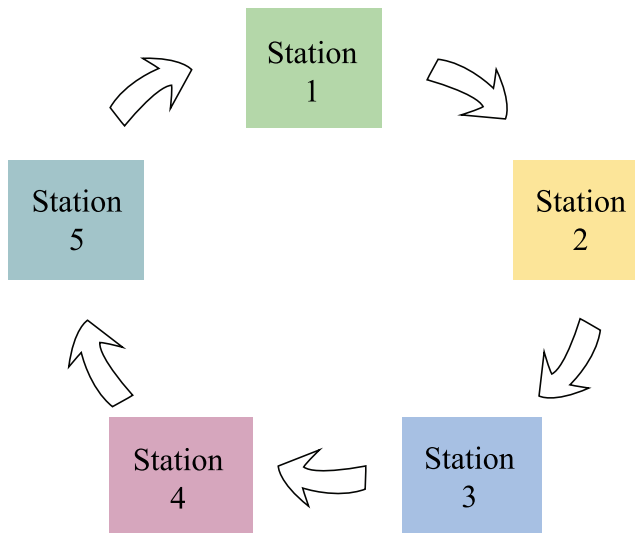
Assignments: The assignments that you give to student teachers might include formal written essays, portfolios and reflection journals. They also might be smaller, developmental tasks – for example, a short homework assignment answering questions about a reading. Assignments can help student teachers 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.

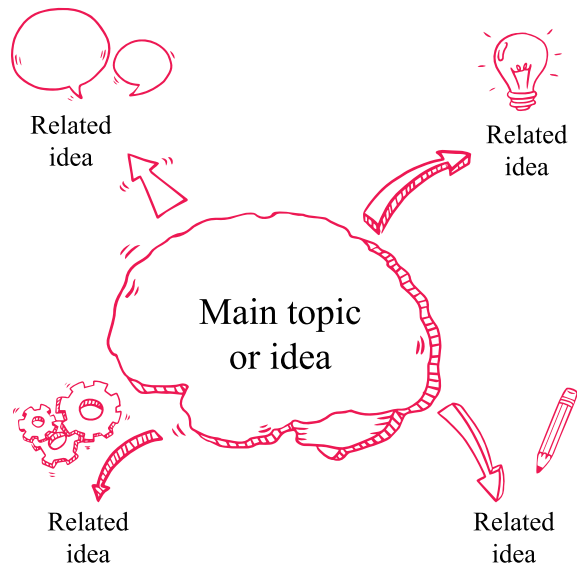


Graphic organisers: Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

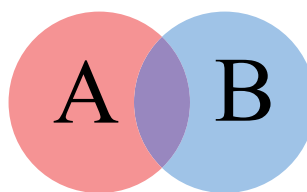
Some of the most popular graphic organisers that you will see in your Teacher Educator Guides include:

- **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.

K What I K now	W What I W ant to know	L What I L 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.

Heading 1	Heading 2

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, 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 smartphones 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 phones, point their cameras, 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 supported 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 group discussions, 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 the 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 2 Semester 2 English content map

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum requirements	Indicators	
3. Receptive Skills (2)	3.2. Reading Skills	3.2.1. Techniques for teaching reading skills (1)	<ul style="list-style-type: none"> • Use teaching techniques to develop fluency for reading aloud 	A 1.1 D 2.1	A 1.1.1 D 2.1.2 D 2.1.4	1
		3.2.1. Techniques for teaching reading skills (2)	<ul style="list-style-type: none"> • Understand the main teaching techniques for silent reading 	A 1.1 D 2.1	A 1.1.1 D 2.1.1	1
		3.2.1. Techniques for teaching reading skills (3)	<ul style="list-style-type: none"> • Explore reading strategies to help develop fluency and speed 	A 1.1 D 2.1	A 1.1.1 D 2.1.2 D 2.1.4	1
		3.2.1. Techniques for teaching reading skills (4)	<ul style="list-style-type: none"> • Develop techniques to teach reading skills to promote intercultural awareness 	A 2.1 C 3.3	A 2.1.2 C 3.3.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum requirements	Indicators	
		3.2.1. Techniques for teaching reading skills (5)	<ul style="list-style-type: none"> Develop techniques to teach reading skills to explore literature 	A 2.1 D 1.1	A 2.1.2 D 1.1.1	1
		3.2.1. Techniques for teaching reading skills (6)	<ul style="list-style-type: none"> Plan a short lesson to teach reading to middle school students 	B 1.1 B 1.3 D 2.1	B 1.1.1 B 1.1.2 B 1.3.1 D 2.1.3 D 2.1.4	1
4. Productive Skills	4.1. Speaking Skills	4.1.1. Techniques for teaching speaking skills (1)	<ul style="list-style-type: none"> Explore how to use appropriate techniques for developing speaking skills 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.1 A 1.2.1 A 2.1.2 A 3.2.2	1
		4.1.1. Techniques for teaching speaking skills (2)	<ul style="list-style-type: none"> Explore examples of activities for improving speaking skills that should be mastered at middle school level 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.1 A 1.2.1 A 2.1.2 A 3.2.2	1
		4.1.1. Techniques for teaching speaking skills (3)	<ul style="list-style-type: none"> Develop techniques for giving instructions for introducing speaking activities 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.2 A 1.2.2 A 2.1.2 A 3.2.2	1
		4.1.1. Techniques for teaching speaking skills (4)	<ul style="list-style-type: none"> Explore presentation techniques Develop techniques to teach speaking skills to promote intercultural awareness 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.2 A 1.2.2 A 2.1.2 A 3.2.2	1
		4.1.1. Techniques for teaching speaking skills (5)	<ul style="list-style-type: none"> Develop techniques to teach speaking skills through literature 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.2 A 1.2.2 A 2.1.2 A 3.2.2	1
		4.1.1. Techniques for teaching speaking skills (6)	<ul style="list-style-type: none"> Plan a short lesson to teach speaking skills 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.2 A 1.2.2 A 2.1.1 A 3.2.2	1
	4.2. Writing Skills	4.2.1. Techniques for teaching writing skills (1)	<ul style="list-style-type: none"> Describe the types of texts that are used to teach middle school students and the purpose of each type of text 	B 1.1	B 1.1.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum requirements	Indicators	
		4.2.1. Techniques for teaching writing skills (2)	<ul style="list-style-type: none"> Give examples of activities for improving writing skills that should be mastered at middle school level 	B 1.1	B 1.1.1 B 1.1.3	1
		4.2.1. Techniques for teaching writing skills (3)	<ul style="list-style-type: none"> Describe how to adapt teaching techniques by grade levels of teaching writing skills 	A 1.1	A 1.1.1 A 1.1.2	1
		4.2.1. Techniques for teaching writing skills (4)	<ul style="list-style-type: none"> Develop techniques to teach writing skills to promote intercultural awareness 	A 3.2	A 3.2.2	1
		4.2.1. Techniques for teaching writing skills (5)	<ul style="list-style-type: none"> Develop techniques to teach writing skills to explore literature 	A 3.2	A 3.2.2	1
		4.2.1. Techniques for teaching writing skills (6)	<ul style="list-style-type: none"> Plan a short lesson to teach writing skills 	B 1.3	B 1.3.1	1
5. Assessment (2)	5.2. Assessment for Learning	5.2.1. Testing reading and listening	<ul style="list-style-type: none"> Develop techniques to test listening and reading skills 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.1 A 1.2.1 A 1.2.2 A 2.1.1 A 2.1.2 A 3.2.1 A 3.2.2	1
		5.2.2. Testing speaking and writing	<ul style="list-style-type: none"> Develop techniques to test speaking and writing skills 	A 1.1 A 1.2 A 2.1 A 3.2	A 1.1.1 A 1.2.1 A 2.1.2 A 3.2.1 A 3.2.2	1
Total number of periods						20

Unit 3

Receptive Skills (2)

This unit will build on the student teacher's studies from last year and will consider reading as a receptive skill.

Expected learning outcomes



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

- Use teaching techniques to develop fluency for reading aloud;
- Understand the main teaching techniques for silent reading;
- Explore reading strategies to help develop fluency and speed;
- Develop techniques to teach reading skills to promote intercultural awareness;
- Develop techniques to teach reading skills to explore literature; and
- Plan a short lesson to teach reading to middle school students.



Competencies gained

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

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

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

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

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

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

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

3.2. Reading Skills

3.2.1. Techniques for teaching reading skills (1)

Expected learning outcome

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

- Use teaching techniques to develop fluency for reading aloud.



Competencies gained

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

D2.1.2 Participate in professional development activities related to identified goals for improving practice

D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations



Time: One period of 50 minutes



Learning strategies: Discussion and questioning: Characteristics of reading aloud, Discussion and questioning: Matching fluency criteria, Active learning: Exploring different teaching techniques to increase fluency, Think-pair-share: Plenary



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, question and answer. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Read through learning activity 3 and consider classroom management to facilitate the individual exercises. Familiarise yourself with the poems that will be studied. Practise reading them, so if you model them to the student teachers, you are confident when you read them aloud. Especially practise reading *The Owl*. If you feel there are too many exercises in learning activity 3, use your teacher judgement about what is ‘achievable’ for your class. It is better to do fewer exercises well, than to rush through all of them!



Resources needed: Lesson 3.2.1 Period 2, whiteboard, English Grade 6 Textbook



Learning activity 1. Discussion and questioning: Characteristics of reading aloud (10 minutes)

The aim of this activity is for the student teachers to understand how a fluent reader sounds.

1. Ask the student teachers if poetry, stories and plays should be read. (Elicit that they were written to be heard and performed, so it’s best to try to read them aloud).
2. Then, tell them to look at learning activity 1 and to read the instructions.
3. Tell the student teachers that you are going to read a poem to them.
4. Tell them you will only read it once.
5. Tell them that as you read it, they need to consider any characteristics. An example ‘volume’ has been provided, i.e. how loudly you read it. Tell them they can write their answer in their first language, if they wish.
6. Read *The Butterfly* aloud. Try not to read it too slowly or too quickly. Read it loudly and clearly, so everyone in the whole class can hear. Read it with emotion.



Assessment

Ask various student teachers for their answers.



Possible student teachers' responses

These will vary. Hopefully, some will have written down: clarity, pronunciation, speed, confidence, expression and intonation.



Learning activity 2. Discussion and questioning: Matching fluency criteria (5 minutes)

The aim of this activity is to explore some of the criteria for fluency.

1. Tell the student teachers to read the instructions for learning activity 1.
2. If some of the student teachers are unclear, write the first example about 'Content' on the board.

Answer key

1. Content: They are familiar with the topic
2. Pronunciation: How you sound out different words
3. Prediction skills: Guessing a word or idea that comes next
4. Level of the language: The material chosen fits with the ability of the class
5. Reason to read: It is something your middle school students are interested in
6. Unknown words: The middle school students are able to pronounce unfamiliar words
7. Chunking: Reading a group of words, not one word at a time
8. Speed: How quickly you read

Explain to the student teachers that these are some of the factors that assist fluency. They will probably be the same concepts in their first language.



Assessment

Circulate and monitor that they are on task. You may have to explain that ‘chunking’ means putting several words together, so a group of words can be read together, rather than each word separately. Allow them time when they have finished to check with their partner.



Possible student teachers' responses

Student teachers may confuse ‘content’ with ‘level of the language’. Clarify, if necessary.



Assessment

Ask various student teachers for their answers, ensuring everyone, regardless of background or gender, feels equally invited to share their answers.



Learning activity 3. Active learning: Exploring different teaching techniques to increase fluency (20 minutes)

The aim of this activity is for them to engage practically with the language and provide them with a tool kit of ideas they can transfer to their own classes in middle school. It is also to model the activities and try to build up their own confidence.

1. Before you begin, tell them to form pairs: student teacher A and student teacher B.
2. Ask them to stand up and try to create as much space away from other pairs as possible.
3. Tell them to read the instructions for the first activity with *Early to Bed and Early to Rise*. If necessary, explain in their first language. If they are still unclear, demonstrate with a confident individual.
4. Give them two minutes for the first mini activity, then say stop.
5. Then, tell them to read the instructions for the second activity.
6. Give them two minutes for the second mini activity, then say stop.
7. Repeat the same procedure for 3, 4 and 5. Note that for mini activities 4 and 5, they need to use *The Rainbow*.



Assessment

Monitor, as best as you can and see that they understand each mini activity. Do NOT worry about correction.



Possible student teachers' responses

It is hoped that most if not all student teachers will participate and enjoy the activity.



Learning activity 4. Think-pair-share: Plenary (10 minutes)

The aim of this activity is to reflect on how each mini activity from learning activity 3 could assist fluency. Allow some first language.

1. Tell student teachers to form pairs.
2. Tell them to look back at all of the activities in learning activity 3.
3. Tell them to discuss how each mini activity can help students.
4. Allow first language discussion here.



Assessment

Ask individual student teachers for their answers. Again, this can be done in the student teacher's first language.



Possible student teachers' responses

Mini activity 1: Reading in chunks for greater fluency. It also allows for students to practise reading more smoothly.

Mini activity 2: Tone, stress and emphasis.

Mini activity 3: Speed of reading.

Mini activity 4: Forces the student to read every word and think about pace, pronunciation, clarity and rhythm.

Mini activity 5: Makes students think about feelings, mood and register – that different texts/materials/genres can be read in different ways.

Tell the student teachers to read through the Tips for Homework.



Differentiated learning activity 1. Active learning and group work (10 minutes)

In learning activity 4, there are lots of scope with the mini activities to vary the delivery, requiring stronger or more confident individuals to take up more active roles. Choose a different melody to ‘Happy Birthday’ – perhaps a popular Myanmar melody that is appropriate and familiar to middle school students.



Check student teachers’ understanding (5 minutes)

Ask individual student teachers to give the main criteria for fluency when reading aloud. Try to elicit the main ones that were covered in learning activity 1.

3.2.1. Techniques for teaching reading skills (2)

Expected learning outcome

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

- Understand the main teaching techniques for silent reading.



Competencies gained

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

D2.1.1 Discuss teaching practices with supervisors and colleagues and willingly seek constructive feedback



Time: One period of 50 minutes



Learning strategies: Link to prior learning: ‘Why is *reading* a receptive skill?’, Active learning: Understanding the concept and technique of ‘skimming’, Active learning: Modelling skimming, Active learning: Further practice of skimming, Active learning: Scanning



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, question and answer. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with skimming and scanning and when student teachers read silently and aloud.



Resources needed: Lesson 3.2.1 – Period 2. For learning activity 4, you will need to have some texts available from middle school English. Make sure you tell the student teachers which books they will need to bring with them. If you do have access to a photocopier, try to put several texts on a double-sided sheet of paper. Avoid photocopying pictures, in this instance.



Learning activity 1. Link to prior learning: ‘Why is *reading* a receptive skill?’ (5 minutes)

Linking to prior knowledge, especially building on what they studied in the primary curriculum. The aim of this activity is to think about why reading is considered a receptive skill.

1. Tell the student teachers to form pairs.
2. Tell them to look at and discuss the question.

Answer: Reading can be considered similar to listening, with middle school students receiving rather than producing the information. Reading should not, however, be considered a passive activity. Student teachers should always consider strategies and tasks that make Reading into a dynamic activity.



Assessment

Circulate and listen for answers. They should understand that reading and listening are receptive skills. They should consider speaking and writing as productive skills.



Possible student teachers' responses

They may mix up productive and receptive. If they do, translate these concepts to the student teachers.



Learning activity 2. Active learning: Understanding the concept and technique of 'skimming' (10 minutes)

The aim of this activity is to provide a clear explanation of how to skim. This needs to be done slowly and carefully.

1. Tell the student teachers to read silently the six steps for skimming.
2. If necessary, quickly explain introduction, conclusion and paragraph.
3. Also ensure that you explain the word 'gist' to them. This was covered in Semester 1.
4. Explain what 'Number the paragraphs' means: if there are six paragraphs, the student teacher needs to write the number 1 next to the first paragraph, 2 next to the second paragraph etc.



Assessment

Tell the student teachers to close their books and ask individuals to tell you the six stages, in the correct order. You can ask one student teacher for step 1 and then another student teacher for step 2 etc. Also ask three different student teachers what 'introduction/ conclusion/ paragraph' means. Finally, ask a confident student teacher to explain the word 'gist'.



Possible student teachers' responses

Some students may remember all of the steps. Try to elicit them in the correct order, if possible. Ask: *What is first? What is next? What comes after that?* etc.



Learning activity 3. Active learning: Modelling skimming (10 minutes)

The aim of this activity is for the student teachers to model a skimming exercise, where the English content is similar to Grade 8/9 English level.

1. Tell the student teachers to **look at the title and the picture** (10 seconds only!)
2. Ask them how many paragraphs there are. (10 seconds)
3. Now, ask them to **number the paragraphs** (10 seconds).
4. Now, tell them to **read the introduction** (20 seconds).
5. Then, tell them to read **only** the first sentence of each of the following paragraphs, i.e. 2, 3, 4 and 5 (one minute).
6. Tell them to read the final paragraph (30 seconds).
7. Tell them to stop.
8. Tell them to close their books.

Tigers



Figure 3.1. Tiger

There are many different species of cats. We are going to look at the tiger – the largest and many think, the most beautiful member of the cat family. **(1)**

A male tiger can weigh up to an impressive 310 kg and a female up to 170 kg. Their immense size almost means they are the most powerful of all the cats. They are even stronger than lions. **(2)**

They use their striped coat to hide among the trees and grass. This camouflage allows them to get close to their prey. Although they look the same, each tiger is different as its stripe pattern is individual. **(3)**

Tigers are meat eaters. They catch small animals as well as larger ones. Wild pigs, deer and buffalo are favourite prey, but they will eat smaller creatures like monkeys and antelope. A tiger can consume up to 30 kilos of meat in one sitting. **(4)**

Tigers are found in hot countries and cold countries. In India, they live in the jungle, open grass lands and marshlands. However, they are also found in Russia. The tiger there is the biggest species of all the tigers. It has adapted to life in the snow and is sometimes called the white tiger. (5)

Sadly, these magnificent cats are in great danger of disappearing completely in the wild. They are hunted for their beautiful skins and their bones are used in traditional Chinese medicine. Their numbers have reduced by 90% in the last 100 years. (6)



Assessment

You are demonstrating the technique of skimming not testing their knowledge about the comprehension. However, also ask some simple gist questions, such as:

1. What was the passage about? (*Tigers*)
2. Are female tigers bigger than males? (*No*)
3. What do they eat? (*Meat*)
4. Are they found in hot or cold countries? (*They are found in both hot and cold countries!*)
5. Why do people hunt them? (*For their skin and bones*)



Possible student teachers' responses

It is expected that most student teachers will be able to get the correct answers here.

After the student teachers have answered these 'gist' questions, refocus on the technique for skimming. Once again, ask student teachers to tell you the six steps.

Ask the student teachers why they think it is important to look at the first paragraph and the final paragraph and the first sentence of all the other paragraphs in between. Try to elicit words like: introduction, conclusion, topic sentences. Very often, in English, this is where the main ideas – or gist – are found. The topic sentence introduces the main theme for the rest of the paragraph. The topic sentence is usually the first sentence in a paragraph.



Learning activity 4. Active learning: Further practice of skimming (10 minutes)

The aim of this activity is for the student teachers to practise skimming techniques.

Choose two to three texts from the middle school English suitable for their level and allow them to practise skimming. When you do this with them, make sure you impose a suitable time limit for each separate text, so that they are forced to do this quickly. Remember, they should not have the time to read every word of the text in the time that you give them. Encourage them to follow exactly the same steps as they have just done with the *Tigers* passage.



Assessment

Circulate to check that they are on task. Stop the student teachers when you think they should have been able to skim the passage. Tell them not to look at the text. Then ask them a few relevant content questions to see if they have been able to skim it successfully. Ask them what the gist of the text is.



Possible student teachers' responses

Hopefully, they will understand the approach, but it is possible that some will attempt to read more than they have to.



Learning activity 5. Active learning: Scanning (10 minutes)

The aim here is to show the student teachers that skimming will not provide all of the answers and that scanning is sometimes required to find more specific information. This requires more attention to detail and carefully reading all of the words.

1. Tell them to reopen their books and look at learning activity 5.
2. Tell them to look at the three questions.
3. Ask them what kind of information they would expect to find when they look at the questions:

Try to elicit that they would expect to see:

Question 1: A number or figure (they also need to scan for the word female).

Question 2: An adjective as the question is asking for description.

Question 3: A proper noun for a country. Look for capital letters.



Assessment

If there is time, nominate individuals to call out answers. Gently correct, in question 1, for example, if student teachers give the weight of the male tiger. Also correct if student teachers say China in question 3.



Possible student teachers' responses

1. 170 kg. (Some may, incorrectly, give the weight of the male tiger – 310kg).
2. Any from: beautiful, impressive, largest, immense, powerful.
3. India or Russia. (Some may incorrectly say China).



Differentiated learning activity 1. Active learning: Modelling skimming (2 minutes)

With a very able group, give them less time to do the skimming exercises. Increase the time for those whose level is lower.



Differentiated learning activity 2. Active learning: Further practice of skimming (10 minutes)

Introduce your own challenging material for learning activity 4.



Check student teachers' understanding (5 minutes)

Ask individual student teachers to explain (in English or in their first language) the meaning of skimming and scanning. Go through the steps for skimming once more, if you feel it is still necessary.

3.2.1. Techniques for teaching reading skills (3)

Expected learning outcome

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

- Explore reading strategies to help develop fluency and speed.



Competencies gained

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

D2.1.2 Participate in professional development activities related to identified goals for improving practice

D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations



Time: One period of 50 minutes



Learning strategies: Critical thinking: Context for silent reading and reading aloud, Group work: Discussing your answers, Active learning: Running dictation



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with skimming and scanning and when students read silently and aloud.



Resource needed: Lesson 3.2.1 – Period 3



Learning activity 1. Critical thinking: Context for silent reading and reading aloud (15 minutes)

The aim of this activity is to consider the contexts for silent reading and reading aloud.

1. Remind the student teachers that in previous lessons they looked at techniques for reading aloud and silent reading. Note that they are two very different skills.
2. Now, they should look at the following points and try to decide whether they concern Silent Reading (S) or Reading Aloud (A). Mark S or A at the end of each sentence. If they think both skills can apply, then they can write SA at the end of the sentence.
3. Ask them to do this by themselves first.

Answer key

I want my middle school students to read faster.	SA
The meaning of every word is really important.	SA
I want to give more practice to my middle school students about syllables and phonemes.	SA
My middle school students need pronunciation practice.	A
The sound of the words is the most important aim of the lesson.	A
I want my middle school students to read a text to get the gist.	S
I want my middle school students to learn some English poetry.	SA
I want to provide a clear model of some of the most difficult diphthongs.	A
I want them to read a short conversation between two or more people.	A
I want them to 'skim' a long text, using the steps that we studied.	S



Assessment

Circulate to see that they are on task and understand the examples.



Possible student teachers' responses

This will be considered in the next activity.



Learning activity 2. Group work: Discussing your answers (15 minutes)

The aim of this activity is to discuss and explain their answers from the previous activity.

Now, working within a small group of five student teachers, let them give the reasons for their answers.



Assessment

While you are circulating, listen to their answers. You might have to explain 'skim' and 'diphthong' again. Try to get round each of the groups, spending two minutes with each group and listening to answers from both male and female student teachers. Listen for well-argued and coherent reasons. Allow first language discussion and allow different answers from the suggested answers above, provided the student teacher can justify her/his answer.



Possible student teachers' responses

As above, some seem clearly to be aimed at silent reading, such as skimming, whereas pronunciation is much more a 'reading aloud' activity.



Learning activity 3. Active learning: Running dictation (15 minutes)

The aim of this activity is to have a record of some useful reading tips whilst practising a running dictation.

1. Tell the student teachers to read the instructions for the ‘Running Dictation’ in learning activity 3.
2. Tell the student teachers that they will hear seven useful tips to increase reading speed and fluency.
3. Tell them that it will only be read once.
4. Tell them they are not expected to copy every word but to try and note the main points.
5. Read through **Tips** below at normal reading speed. Pause to read out the appropriate number too, to provide extra support accordingly.
6. If absolutely necessary, read a second time.

Tips

1. Keep the content relevant and interesting for all of your middle school students. Criteria to be considered may include their age, gender and background.
2. Make sure there are some familiar words in the text you are reading.
3. Give them a reason for reading.
4. Tell them they do not need to worry about every word.
5. Encourage them to look and read groups of words (three or four words together) to build fluency. Encourage middle school students to get used to looking ahead of the word they are actually reading. This is for reading silently.
6. Get them to try to predict what they are going to read about.
7. Practise skimming for gist with a variety of texts and control the time.



Assessment

Check student teachers have written down some of the main points. Get them to exchange their work and look at each other’s work, if there is time. Ask individuals to read out one of the ‘tips’.



Possible student teachers’ responses

Not relevant here as you are guiding the activity.



Extended learning activity 1. Independent learning: Personal reflection (5 minutes)

Ask stronger student teachers if they have any strategies/tips that worked during Year 1 of the Education Degree College that they would like to share with the group.



Differentiated learning activity 1. Active learning: Running dictation (15 minutes)

For learning activity 3, allow less able members to write down their tips in their first language and to give at least one example.



Check student teachers' understanding (5 minutes)

- Ask student teachers to give one example of when their middle school students might read silently. Try to elicit: Reading comprehension, exam situation, reading for pleasure, in a library!
- Ask student teachers to give one example of when their middle school students might read aloud. Try to elicit: *Pronunciation practice, doing role-plays, reciting poetry etc.*

3.2.1. Techniques for teaching reading skills (4)

Expected learning outcome



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

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



Competencies gained

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities



Time: One period of 50 minutes



Learning strategies: Active learning: Introducing intercultural understanding, Research: Finding ‘intercultural’ material, Link to prior knowledge: Critical thinking about reading techniques, Gallery walk: Designing a poster, Active learning: Fitting the sentences together



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, question and answer. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Ensure all the resources for the lesson are prepared and there are enough for student teachers.



Resources needed: English textbook Grades 6-8 and any other literature that they may be using. Whiteboard. Four large laminated pictures (or drawings) of the following: kangaroo, hamburger, Eiffel Tower and Christmas tree. These can be simple drawings or downloaded from the internet. Class set of dictionaries may be needed or mobile phones, if there is an internet connection, for activity 2. Large piece of paper for the Gallery Walk activity. Marker pens. Make sure that you can explain a jigsaw reading activity. If you decide you want to do activity 5 in a kinaesthetic way, you will need scissors and strips of paper.



Learning activity 1. Active learning: Introducing intercultural understanding (5 minutes)

The aim of this activity is to demonstrate a simple pre-reading task and to introduce the notion of intercultural awareness.

1. Before the student teachers come in, try to post the following four images around the classroom: hamburger, kangaroo, Eiffel Tower and Christmas tree. If this is difficult to do, display them in front of the classroom. (They can easily be drawn on posters, if necessary).
2. Tell them to walk around the class and look at the images and then to write down the country or region that they associate with the image.
3. Tell them to look at Question 2. Allow them to discuss their answers in their first language.



Assessment

Ask different student teachers for their answers for Question 1.



Possible student teachers' responses

1. Hamburger/Beefburger: USA (also allow America)
Kangaroo: Australia
Xmas Tree: Various
Eiffel Tower: France/Paris
2. The purpose of introducing an activity like this is it serves as a pre-reading task, providing context to the middle school class. It can help to get visual learners interested in a topic. It can also serve to 'energise' middle school students by getting them out of their chairs and moving around the class. It also shows that there are different aspects to intercultural awareness: food, animals, religious symbolism and architecture.



Learning activity 2. Research: Finding ‘intercultural’ material (10 minutes)

The aim of this activity is to find their own intercultural references.

1. Tell the student teachers to look at the table in learning activity 1 and try to predict the task.
2. Ask: *What pre-reading skill are you using?* Quickly elicit ‘Prediction’.
3. After they have looked at the table for a minute, ask them to read the instructions below the table.
4. They need to go through any written materials from the middle school English curriculum quickly, making a list of all the cultural issues. These might be descriptions of food, costumes, the landscape, different people’s names, languages, the ways people behave etc.
5. Allow them to work with a partner. Give them five minutes to complete as much as they can.
6. They should also write down the title of the text and a page reference.
7. Tell them to write their words in the space provided.
8. Tell them they must also think of one more category and item of their own and insert this into the seventh row, which is blank in their books.
9. Stop them after five minutes even though they may not have finished.



Assessment

Circulate to ensure they are on task, prompting them to look for the different cultural references. Do NOT worry if they cannot complete the activity.



Possible student teachers’ responses

These will vary from one to another depending on which texts they look at. Elicit answers from different individuals, especially for Category 7.



Learning activity 3. Link to prior knowledge: Critical thinking about reading techniques (5 minutes)

The aim of this activity is to make the student teachers think critically about types of

reading skills.

Ask the student teachers: *Which reading skill are you using when you looked through the syllabus /materials for Grade 6, 7, 8 and 9?*



Assessment

Ask different members for answers.



Possible student teachers' responses

Allow 'skimming and scanning' provided the student teacher can give a satisfactory reason. Do NOT accept reading for detailed comprehension.



Learning activity 4. Gallery walk: Designing a poster (15 minutes)

The aim of this activity is for student teachers to engage with each other's work.

1. Organise the student teachers into groups of four.
2. Ask student teachers to look back at the table from learning activity 2.
3. Ask student teachers to present a poster of some of their findings.
4. Walk around the class and monitor each group. Facilitate their discussion if necessary.
5. Groups record their ideas on a large piece of paper (poster).
6. Pin up the group posters on the wall for a gallery walk.
7. Lead a whole class discussion. Ask one representative to present the findings of their group. The other student teachers should take notes for future reference.

Use the class discussion and the student teachers' answers to assess their level of understanding and identify any areas that require further input. The gallery walk also presents an opportunity for questions and feedback and for peer assessment to take place.



Assessment

Circulate to ensure that they are on task and know what to do.



Possible student teachers' responses

These will vary a lot, depending on the items that they have chosen.



Learning activity 5. Active learning: Fitting the sentences together (10 minutes)

The aim of this activity is to consider a Christian festival which they may have heard of. It reflects the theme of intercultural understanding.

1. Divide the student teachers into groups of four.
2. Ask the student teachers to look at the instructions for learning activity 5.
3. Ask them how many sentences will be in the paragraph. (Elicit that there are five – as there are five full stops.)
4. Give them five minutes to try to put the sentences together and then to form a paragraph.
5. If there is time, tell them to write the paragraph in the space provided. If not, elicit orally (1-2 minutes).

Christmas is the biggest holiday in the English calendar. It is when Christians celebrate the birth of Christ. Families and friends give each other Christmas presents. Children sometimes write letters to Santa to ask for gifts. Families usually have a delicious lunch with turkey or duck.



Assessment

Circulate to see that the student teachers are on task. If they find it difficult, tell them to look at the punctuation: full stops and capitalisation. This might help some of them.



Possible student teachers' responses

The sentences should not vary too much. The order of the sentences may be different from one group to the next. This is less important.



Differentiated learning activity 1. Active learning and group work (10 minutes)

For learning activity 5, you can ask more able student teachers to insert one or two more sentences to the paragraph about Christmas.

Explain that with a younger class, you might want to introduce a kinesthetic task and put the sentences onto strips of paper. Then ask them, in pairs or small groups, to put them together to recreate the text.

Student teachers should develop their own resources – such as a jigsaw activity based on one of their own Myanmar festivals. They could use learning activity 5 as an example as it can be easily adapted into a jigsaw activity.



Check student teachers' understanding (5 minutes)

Use this time for discussion about further techniques to develop intercultural understanding, such as reading literature from other countries, listening to music from other countries and following the international news. Try to elicit from the student teachers any ideas they may have which are relevant to their own middle school students.

3.2.1. Techniques for teaching reading skills (5)

Expected learning outcome

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

- Develop techniques to teach reading skills to explore literature.



Competencies gained

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

D1.1.1 Use evidence of students learning to reflect on the impact of own teaching practice



Time: One period of 50 minutes



Learning strategies: Active learning: Note taking, Group work: Analysing a Grade 6 poem, Active learning: Analysis of a short narrative



Assessment approaches: Observation, question and answer, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Ensure that you have read through the student teacher's Textbook carefully so you are familiar with all literary terms. You may have to translate, on occasion, for some members.



Resource needed: Grade 6 English textbook



Learning activity 1. Active learning: Note taking (15 minutes)

The aim of this activity is to give student teachers a template for teaching poetry in middle school. It will also introduce some literary concepts to help student teachers

with critical analysis. (Unusually, this particular activity is very teacher-centered. You will be giving them important information that they will be able to integrate into any other poetry class. It is purposefully more demanding than the examples given in the textbook).

1. Tell them to look at the following bullet points in their book. Translate some of these into first language, if necessary.
 - Reading aloud
 - Counting syllables and beat
 - Rhyme scheme
 - Imagery and symbolism
 - Inference and main ideas
 - Background
2. Now, tell the student teachers you will go through the points again in more detail. You will ask them questions and try to elicit answers. (If they do not know the answers, you will help them.)
3. They need to expand the bullet points into longer notes.
4. Tell them that you are going to consider *The Owl* by Edward Richards. Tell them they need to listen carefully as they will try to apply some of these techniques for another poem later in the class. Give them one minute to write their notes before you move to the next example.

Reading aloud

Ask: *Why should poetry be read aloud?* Elicit that it is meant to be heard, not read as a text. This allows the listener to hear the rhyme pattern and visualise the imagery.

Counting syllables and beat

Ask: *How many syllables are there in each line?* Demonstrate counting the syllabus orally: sound out each word in syllables. It is best to break each line into two parts when you read it out: 'A wise old owl / sat on an oak'. Insert a very short pause after the fourth syllable (or the fourth word in this case). Elicit that there are eight syllables. Tap on the board to demonstrate the eight syllable beat.

Rhyme scheme

Try to elicit the rhyme scheme by asking: *What is the rhyme scheme?* If they do not know, tell them the rhyme scheme is ‘oak / spoke’ and then ‘heard / bird’. Ask them: *Can you hear that these pairs of words have the same sound?* Tell them this is known as AA, BB for this poem as it only has four lines. It is AA because ‘oak / spoke’ have the same rhyme and BB because ‘heard / bird’ have the same rhyme. Explain that other poems may have different patterns such as AB, AB. Longer poems will have more complex patterns such as AA, BB, CC, DD etc. Ask them: *Can you see any other word patterns in the poem?* Try to elicit repetition of more/less and wise/old’.

Imagery and symbolism

Ask the student teachers: *What does the owl symbolise?* Elicit that the owl is a symbol of wisdom. This idea of being wise (wisdom) is strengthened by the fact that the owl is old. It has experience. Ask the student teachers: *What is an oak and what does it symbolise?* Try to elicit that it is a tree and that it is a symbol of strength.

Inference and main idea

Explain the notion of ‘inference’. This is the idea the poem is trying to convey. You may have to translate ‘inference’ into first language, so they are clear. Ask them: *What do you think the inference of The Owl is?* Tell the student teachers to look at lines 3 and 4 of the poem. Ask: *What is the inference/the intended meaning of these two lines?* Elicit that the poem is about ‘not saying too much’. Ask student teachers for an example of when it is best not to say too much.

Background

Tell them that the poem was used on an American war poster to convey the idea that ‘silence means safety’.



Assessment

No formal assessment is required at this stage.



Possible student teachers' responses

They may have different ideas when you are eliciting some of the concepts.



Learning activity 2. Group work: Analysing a Grade 6 poem (15 minutes)

The aim of this activity is for the teacher students to assimilate the content and analysis from the previous activity and apply it to a different poem.

1. Tell them to make groups of four.
2. Tell them to look at *Early to Bed and Early to Rise*. Allow them one minute to read through it.
3. Then, tell the student teachers to look back at their notes and use them to try to answer the questions about *Early to Bed and Early to Rise*.
4. Give them 10 minutes to try to answer the questions.



Assessment

Circulate to see that the student teachers are on task. Listen out for them working on the rhyme schemes and counting the syllables in the different lines.



Possible student teachers' responses

Answers will vary but should be similar to:

1. How is the syllable pattern different from *The Owl*?

It is very irregular. Let the student teachers try to work it out: First verse: 6, 5, 5, 5; Second verse: 5, 5, 7, 5.

2. When you look at the picture of the cockerel, what reading skill are you using?

Scanning

3. Write out the rhyme scheme. It is not as easy as *The Owl*.

ABCB, DBEB

4. Are there any other rhyme schemes apart from wise and rise?

healthy / wealthy

5. When you look for specific rhyme schemes, is this skimming?

No, it is scanning

6. What does the cock symbolise?

Getting up early

7. What features do you notice about the punctuation in this poem?

Each line begins with a capital letter. The lines are indented, i.e. some of them have a small space at the beginning.

8. Who was Benjamin Franklin? Why would he write such a poem?

An American President. He probably wanted the American economy to become stronger so he thought everyone should work harder. One way to achieve this would be to make people get up earlier.



Learning activity 3. Active learning: Analysis of a short narrative (15 minutes)

The aim of this activity is to demonstrate different techniques so student teachers can analyse a short narrative and practise ‘inferencing’ skills.

1. Tell the student teachers to find *The Tin Man*. (Don’t tell them the page or unit).
2. Give them 20 seconds to find it. (It is in Unit 12 on page 110).

3. Then, tell them to look at the picture only. Give them 10 seconds to do this.
4. Tell them to close their textbooks and write down anything that they can infer (you may need to translate 'infer' again) about *The Tin Man*. Give them two minutes to do this and allow them to discuss with their partner.
5. Ask individuals for answers: elicit that he is smiling, so he is happy. Elicit that he is carrying an axe so he probably works outside. As well as his character, what is it possible to elicit about his appearance? Some of them may try to explain some of the different shapes he is made up of. Also that he is grey. Accept all answers.
6. Ask student teachers if it is possible to predict the story without reading it. It isn't, except they would probably guess that a tin man is part of the story.
7. Then, give them two minutes to go through the narrative, underlining any words they don't know.
8. Circulate while they are doing this.
9. After two minutes, ask them what skill they could use if they don't know a word. Elicit 'predict', or 'guess from the context'. Reassure them that it is not necessary to know every word.
10. You could explain some of the words by asking student teachers for answers.
11. Now, ask them to write their own comprehension question. Give them two minutes to do this. Let them work with a partner for this.
12. Ask student teachers for their questions but get different individuals to answer them.
13. Ask them if they think *The Tin Man* is easier or more difficult to teach than *Early to Bed and Early to Rise*? Ask them why they think like this.



Assessment

This has been incorporated into the instructions above.



Possible student teachers' responses

This has been incorporated into the instructions above.



Extended learning activity 1. Active learning (15 minutes)

Allow student teachers to research the poems and give feedback to the class.



Check student teachers' understanding (5 minutes)

Ask student teachers for different criteria they can look for when they ask middle school students to analyse poetry. Try to elicit some from the following: rhyme, syllable beat, symbolism, theme. Ask them for examples of each but choose a different poem than *Early to Bed and Early to Rise*.

3.2.1. Techniques for teaching reading skills (6)

Expected learning outcome

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

- Plan a short lesson to teach reading 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

B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively

D2.1.3 Establish goals for own professional development as a teacher

D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations.



Time: One period of 50 minutes



Learning strategies: Group work: Brainstorming, Group-share learning: Preparing a lesson plan, Group-pair-share: evaluation of each other's work, Homework: Looking at an exemplar lesson plan.



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, homework assignment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Go through the student teacher textbook and this teacher guide carefully before the lesson.



Resources needed: Different coloured pens. Several A3 sheets of paper for presentations of lesson plans. Grade 7 English teacher's guide (optional)



Learning activity 1. Group work: Brainstorming (10 minutes)

The aim of this activity and those that follow is for student teachers to develop a reading lesson plan.

1. Ask the student teachers to reflect on the reading lessons and write down in their box provided, anything they can remember.
2. Let them do this in pairs/small groups. Allow 10 minutes.



Assessment

Circulate to see that the student teachers are on task. Allow some of them to look back through the previous lessons, if necessary. The aim is to put information in the box provided such as *receptive, skimming, scanning, silent reading, gist, pre-reading activities, intensive, extensive* etc. Provide prompts if necessary.



Possible student teachers' responses

Answers will vary, but hopefully they will write down many of the examples from the list in the assessment above.



Learning activity 2. Group-share learning: Preparing a lesson plan (25 minutes)

The aim of this activity is to build their knowledge of the stages to follow when approaching the teaching of reading skills in the English classroom.

1. Organise your student teachers into small groups of four.
2. Tell the student teachers to look at the page from the Grade 7 English textbook.
3. Allow them 2-3 minutes to look at it.
4. Then, ask student teachers to look at the blank template of the lesson plan in their student teacher textbook.
5. Say: *You are going to teach a class of middle school students. You are going to teach a reading activity based on the extract. You will need to think about the order of the lesson. Remember about controlled and freer practice! Consider how you will give instructions to set up the activity. Imagine that you have to plan a 30 minute lesson.*
6. Ask student teachers to work together and create a lesson plan to achieve this.
7. Remind them to think about their own activities, materials, timings etc.
8. Allow them 20 minutes to develop their own lesson plan.



Assessment

Use discussions to assess student teachers' progress and understanding so that you can address any misunderstandings and focus your attention on any issues appropriately. Observe and guide student teachers' lesson plans so that you can intervene or question where needed.



Possible student teachers' responses

Student teachers' own answers.



Learning activity 3. Group-pair-share: Evaluation of each other's work (10 minutes)

The aim of this activity is to pair/group share information and critically evaluate one another's lesson plans.

1. Tell them that they are going to look critically at each other's plans.
2. Tell each group to exchange their lesson plan with another group.
3. Give them 2-3 minutes to look at each other's plans and observe any differences from their own.
4. Ask them to exchange again with another group (the idea is that one group sees at least two other different lesson plans).
5. Give them 2-3 minutes to look at each other's work and observe any differences from their own.
6. Tell them to get their own lesson plan back.
7. Ask them if they would change anything of their own, now that they have seen some of each other's work.
8. Elicit answers from different groups.



Assessment

Circulate to ensure that they are on task. Encourage when you see a good activity or resource – especially if it is something imaginative that the rest of the group can benefit from. Look to see if any student teachers have incorporated concepts of skimming, scanning, prediction, inferencing etc in any of their activities.



Possible student teachers' responses

Answers will probably be quite similar as the reading text was prescribed. However, do be alert to anything new (especially in the *Lead in* section) and, if there is time, do tell the rest of the class about it.



Learning activity 4. Homework: Looking at an exemplar lesson plan

The aim of this homework is for student teachers to compare and contrast their own lesson plan with a model lesson plan.

No	Stages	Teacher's activity	Interaction	Resources	Time
2.	While reading	Skimming: Reading for main idea (first reading) <ul style="list-style-type: none"> Teacher asks students to read the whole passage silently, and find the answers for the questions: 'What is the story about? Is it about Mt Everest, about friendship, about dangers in mountain climbing? Teacher checks answers and gives feedback. 	Ss ↔ Ss	(3 b - page 74)	5 minutes
		Scanning: Reading for specific details (second reading) <ul style="list-style-type: none"> Teacher asks students to read the text again silently, and do exercise 3 e, 3 f and 3 g (page 75). Teacher checks answers and gives feedback. 	Ss ↔ Ss	(3 e, 3 f, 3 g - page 75)	10 minutes
3	Post-reading	Assessment <ul style="list-style-type: none"> Teacher asks questions: What equipment do we need in mountain climbing? What dangers can we face when mountain climbing? Plenary <ul style="list-style-type: none"> Teacher asks questions: Did you like the story? Do you want to climb Mt Everest? Have you helped others? Writing (optional/ homework) <ul style="list-style-type: none"> Teacher asks students to write a paragraph on 'how they have helped their friends'. 	T ↔ Ss		5 minutes



Assessment

This is provided as a homework activity.



Possible student teachers' responses

The homework will vary. Student teachers may note superficial differences between their own template and the model, with the latter having different stages and a column for *Resources*. However, it is the detail and variety of exercises evident in the teacher educator's lesson plan that is important and shows the amount of work that should go into preparing a lesson plan. Lesson plans are an important resource and can be recycled each year, so teachers don't need to create new ones each year. They may also note the 'Learning Outcomes' which have been added at the beginning.



Differentiated learning activity 1. Group work and active learning (50 minutes)

For learning activity 2, you could choose a more challenging text from a higher grade-level book for stronger student teachers. It can be a different genre. You will need to prepare the reading materials in advance.



Check student teachers' understanding (5 minutes)

Some questions have been provided below, but depending on time, you may only be able to answer some of them. It is advisable to focus on a few questions properly than try to rush through them all! Please select appropriate questions based on your own class context.



Expected student teachers' responses for the review questions in TB

1. Why do you think it is important to teach your middle school students to read aloud?

Answer: 'Reading aloud' can develop individual confidence; it allows middle school students to better understand the phonics of the English language; it allows them to put expression into their reading, especially when telling a story or reading poetry. For the teacher, it is useful, as an aid, to see which words they are finding difficult to pronounce.

2. Do you agree that middle school students should also learn how to read numbers and dates? Should this be taught in English or Mathematics?

Answer: Yes, they should be taught how to read and pronounce numbers and dates in their English class. English is a global language and knowing how to read them is a valuable skill and the English teacher is perhaps best placed to teach them initially.

3. Can you think of any ways to get ‘shy’ middle school students to read aloud?

Answer: First try to find out why they are shy. Are they bullied, do they stammer, do they have hearing problems, are they embarrassed if they make a mistake, etc? You will need to provide lots of encouragement and support – perhaps individually at first so that they develop confidence. Perhaps start them with a smaller reading task and increase this gradually, with lots of support, as the year progresses.

4. Think about two pre-reading tasks that you could do with your class before you showed them the text about *Tigers*.

Answer: Ask them about the last time they visited a zoo and the animals they saw.

Ask them about their pets. If any have a cat, ask them about other cat species.

5. Do you think it is important to know every word when you are reading?

Answer: No. We can all still understand a text if some words are missing. In fact, not knowing certain words can build up our prediction skills. Provided there is sufficient context, we can usually work out what a word means.

6. As middle school students become older, do you think teachers should do more or less reading aloud? Why?

Answer: There is NO right or wrong answer to this one. Older learners will not need to learn as much about phonics as younger ones, so they may be required to read aloud less. However, older middle school students are also likely to engage with poetry and plays, both of which require reading aloud.

7. Why is it important to study texts that show a different culture from your own in Myanmar?

Answer: It may increase your knowledge of other cultures and make you more of a global learner. It may increase your ability to be inclusive and have cultural empathy.

8. It is important to consider ‘inclusivity’ when you choose reading material for your middle school students. What do you think about it?

Answer: Gender, nationality, physical/mental disability, sexual orientation, ethnicity, religion etc.

Unit Summary



Key messages

- We have explored reading as a receptive skill. However, like the other receptive skill listening, it is an active process and teaching reading should be imaginative and communicative.
- Reading should not be taught in isolation but is best integrated into a class. As with the other skills, good teaching practice is to have a before, during and after activity. Texts chosen should be relevant, interesting and appropriate for middle school students.
- Different skills and techniques to allow middle school students to read for pleasure and for their studies are covered such as skimming, scanning, inference and prediction skills.
- By scaffolding reading activities, our middle school students are able to acquire new language and to build upon what they have previously learnt.
- Strategies to assist with reading aloud and silently are considered, as is fluency and speed.
- Critical analysis of poetry and short narratives is briefly introduced.



Unit reflection

Encouraging middle school students to read anything more than texts and messages on their mobile phones is a challenge faced by teachers all over the world. It is especially the case for the middle school age group. Think about what your middle school students like to read. While there are set texts and text types that you will need to teach, there is great value in showing your middle school students a variety of different reading materials appropriate to their level of maturity. They need to be able to understand what they are reading and this is more likely to be successful if they are reading about a known topic and it is something that they enjoy. It will be worth the effort and time to find out about what they really like. If you can, talk to your superiors and see if you can build up a small class library. Also explore the huge amount of interesting material available online.



Further reading

3.2.

British Council. (2015, March 24). *How to help English learners read more quickly*. <https://www.britishcouncil.org/voices-magazine/how-help-english-learners-read-more-quickly>

Reading matters: Reading strategies. (n.d.). Onestopenglish. Retrieved March 23, 2021, from <https://www.onestopenglish.com/support-for-teaching-adults/reading-matters-reading-strategies/155085.article>

Reading matters: What is reading? (n.d.). Onestopenglish. Retrieved March 23, 2021, from <https://www.onestopenglish.com/support-for-teaching-adults/reading-matters-what-is-reading/154842.article>

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Unit 4

Productive Skills

In this unit, student teachers will consolidate their understanding of the skills middle school students need to develop in order to produce language. These are known as the productive skills: speaking and writing. They will explore different techniques to develop these skills in order to teach them effectively. They will also look at planning lessons focusing on speaking and writing skills.

Expected learning outcomes



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

- Explore how to use appropriate techniques for developing speaking skills;
- Explore examples of activities for improving speaking skills that should be mastered at middle school level;
- Develop techniques for giving instructions for introducing speaking activities;
- Explore presentation techniques;
- Develop techniques to teach speaking skills to promote intercultural awareness;
- Develop techniques to teach speaking skills through literature;
- Plan a short lesson to teach speaking skills;
- Describe the types of texts that are used to teach middle school students and the purpose of each type of text;
- Give examples of activities for improving writing skills that should be mastered at middle school level;
- Describe how to adapt teaching techniques by grade levels of teaching writing skills;
- Develop techniques to teach writing skills to promote intercultural awareness;
- Develop techniques to teach writing skills to explore literature; and
- Plan a short lesson to teach writing skills.



Competencies gained

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

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

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

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

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

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

4.1. Speaking Skills

In this sub-unit, the student teacher will continue to consolidate their knowledge of speaking skills, while exploring activities and approaches that they could adapt for their own practice while teaching middle school students.

4.1.1. Techniques for teaching speaking skills (1)

Expected learning outcome

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

- Explore how to use appropriate techniques for developing speaking skills.



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

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Think-pair-share: ‘Why do we learn to speak English?’, Flipped learning pair work: Developing speaking skills – problems, Reading and discussion: Developing speaking skills – solutions, Reading and discussion: Practical tips, One-minute paper: Reflection.



Assessment approaches: Observation, question and answer, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Prior guidance for flipped learning (activity 2). Print slips of paper with key terms (optional).



Resources needed: Lesson 4.1.1. in student teacher textbook; whiteboard; slips of paper for learning activity 5 (optional); projector/IWB; flipchart paper



Learning activity 1. Think-pair-share: ‘Why do we learn to speak English?’ (10 minutes)

The aim for this activity is to establish student teachers’ prior knowledge around the aims of developing techniques to teach speaking skills. Here is a suggestion to set up the activity:

1. Write the question on the board: *What are the main aims of developing middle school students’ speaking skills?*
2. They should consider the question firstly individually and then in pairs and then in groups. They could consolidate their ideas in writing in their student teacher textbooks.
3. Nominate a student teacher to offer their suggestion.
4. Provide support if necessary where there are gaps. See student responses below.
5. Ask student teachers to fill in the grid in their books.



Assessment

Use the class discussion and the student teachers' answers to assess their level of understanding and identify any areas that require further input.



Possible student teachers' responses

Responses will vary, but some possible answers are:

1. The aim is that the middle school students themselves are the ones who should talk the most. The teacher needs to be aware not to talk too much themselves and manage the classroom effectively.
2. Speaking is often considered the most important skill as it is evidence that the middle school student knows the language.
3. Middle school students can use language that is at their level.



Learning activity 2. Flipped learning pair work: Developing speaking skills – problems (5 minutes)

The aim here is for the student teachers to consider problems associated with developing speaking skills. This will encourage the student teachers to engage critically with the concept before considering practical solutions. It is possible that the student teachers' first language should be used here.

1. Ask the student teachers to consider the following question and answer for homework before coming to the lesson: *In your experience during your observation in Year 1, what were some of the problems with getting middle school students to talk in the classroom?*
2. Ask student teachers to compare their answers in pairs. You may need to guide student teachers here. They can also compare their answers with the example answers in their student teacher textbooks. In the traditional classroom, middle school students are used to repeating everything as a chorus. We are now aiming to encourage them to develop their speaking skills more communicatively so that speaking has a purpose.
3. Together in their pairs, they should create two questions for another pair to answer. For example: *Do middle school students have the opportunity to speak individually?*

4. Pairs read the example answers in their textbooks again to familiarise themselves with the content.
5. Pairs then swap questions, close their books and try to recall the key information.
6. Monitor and correct any misunderstanding.



Assessment

While student teachers are writing their questions, circulate and provide support as necessary. Be prepared to answer any questions they have about the course or ask student teachers to research the answers in their own time.



Possible student teachers' responses

Responses will vary. Possible problems or questions could be:

1. Why do middle school students prefer to use their first language?
2. What is the problem of large groups?
3. Why are middle school students worried about making mistakes?



Learning activity 3. Reading and discussion: Developing speaking skills – solutions (15 minutes)

The aim here is for student teachers to explore different techniques for developing teaching speaking skills. At the same time, they are also engaging in an activity that they could use with their own students to develop speaking skills.

1. Ask the student teachers to close their books. Provide flipchart paper and markers for the brainstorming activities.
2. Arrange student teachers into groups of four and number student teachers in each group from 1 to 4, e.g. student teacher number 1, student teacher number 2, etc.
3. Appoint all student teacher number 1s to be the leaders for 'Group and pair work'.
4. Appoint all student teacher number 2s to be the leaders for 'Use language the students know'.

5. Appoint all student teacher number 3s to be leaders for ‘Make the topics and the tasks interesting’.
6. Appoint all student teacher number 4s to be leaders for ‘Make students aware of the purpose of the activity and conditions for success’.
7. In groups, student teachers take it in turns to lead a brainstorm around possible solutions for their key element, e.g. All student teachers who have been allocated number 1 lead the discussion on ‘Group and pair work’, until they have brainstormed solutions across all key elements.
8. Next, ask them to compare their ideas with the solutions offered in the book.
Ask: *Do you have any more ideas?*



Assessment

Circulate during discussion activities to make an initial formative assessment. There are useful opportunities for assessment of subject knowledge and pedagogical understanding and awareness.

Enhance the activity by giving individuals in each group a different coloured pen so that you can see who has written what. It would be useful for student teachers to make this explicit so that they know what to expect prior to the activity and so they can see how they could use this strategy in their own classrooms.



Possible student teachers’ responses

Student teachers’ own responses.



Learning activity 4. Reading and discussion: Practical tips (10 minutes)

The aim of this activity is to extend student teachers’ understanding of the importance of scaffolding the tasks when carrying out speaking activities and practical tips to consider.

1. Ask student teachers to read some postings on a web-based teachers’ discussion board.

2. Organise student teachers into pairs. Pairs match example teacher postings with the responses for giving advice. Pairs then join with another pair to compare answers. Encourage them to discuss any differences and try to agree answers as a group. Circulate and locate a group that has matched the postings and responses correctly.
3. Feedback. Invite a group with the correct answers to share with the rest of the student teachers. And, where necessary, explain how they arrived at the answer.
4. Ask student teachers to return to the questions they explored at the beginning of the lesson. Invite student teachers to expand on their original answer. Guide them to the right decision by asking questions that engage critical analysis, e.g. *Do you think all speaking activities can be staged like this?*



Assessment

Invite responses to the question/discussion in step 3, above.



Possible student teachers' responses

For the matching activity:

Teacher 1	Discussion leaders
Teacher 2	Organising pair work
Teacher 3	First language monitors
Teacher 4	Correcting errors
Teacher 5	Feedback



Learning activity 5. One-minute paper: Reflection (5 minutes)

This is a reflection activity called 'One-minute paper'.

Write the following question on the board: *What problems do you think you will face when teaching speaking skills in Year 2?*

- Hand out slips of paper for student teachers to write on their responses.
- Allow them a minute or two to think about what they would like to write.

- Then, give student teachers a minute to write down their response. Their writing may be submitted anonymously or not, depending on what type of feedback you would like to provide after reading it.
- Ask student teachers to hand their slip of paper as they leave the room.
- You can start period 2 with feedback on their responses to this question.



Assessment

Invite students' responses.



Possible student teachers' responses

Student teachers' own reflections.



Check student teachers' understanding (5 minutes)

- Remind student teachers what the aim of this lesson is
- Ask them to reflect on what extent they have achieved this aim and share with each other in pair

4.1.1. Techniques for teaching speaking skills (2)

Expected learning outcome

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

- Explore examples of activities for improving speaking skills that should be mastered at middle school level.



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

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Link to prior knowledge: Brainstorming, Flipped learning: Different speaking activities, Collaborative learning: Speaking activities in the middle school textbooks for English, Active learning: Picture dictation in action



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, presentation. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Copies of the middle school English syllabus, copies of scope and sequence for middle school English textbook. Prior to this lesson, you should ask student teachers to research controlled and freer practice activities to develop speaking skills in preparation for learning activity 2. You should also ask them to read and understand the different techniques described in their textbooks in learning activity 2.



Resources needed: Lesson 4.1.1. Period 2 in the student teacher textbook; whiteboard; projector/IWB; copies of the middle school English syllabus, copies of scope and sequence for middle school English textbook, large pieces of paper (flipchart paper), marker pens.



Learning activity 1. Link to prior knowledge: Brainstorming (5 minutes)

The aim of this activity is to activate student teachers' prior knowledge on controlled speaking activities and build on their understanding of the importance drilling. This will later lead on to developing freer practice speaking activities.

1. You may wish to start this lesson with feedback on the student teachers' answers in response to the question at the end of the previous period: *What problems do you think you will face when teaching speaking skills in Year 2?*
2. Organise student teachers into groups. Ask the groups to brainstorm in the form of a mind-map of the guiding question. You may need to model a mind-map and provide a few examples.
3. Invite a group member to share their group ideas with the whole class.



Assessment

No formal assessment at this stage is necessary. Observe student teachers' answers to the question about controlled practice activities. Summarise their responses.



Possible student teachers' responses

For feedback on the question, *What problems do you think you will face when teaching speaking skills in Year 2?* expect student teachers to notice that the primary school children did a lot of choral repetition.

Expect student teachers to recall drilling activities that were used for grammar, vocabulary and pronunciation practice: choral repetition, flashcard games, pair drilling, etc.



Learning activity 2. Flipped learning: Different speaking activities (15 minutes)

The purpose of this activity is to not only develop student teachers' own independent learning and research skills, but also to experience a useful pedagogical tool for aiding their own middle school students' development, independence and middle

school student autonomy. This is also a useful way for student teachers to read about a topic outside of the lesson so that they can address any areas of misunderstanding in class, or to apply their learning more quickly if they'd also needed classroom time to learn.

1. Prior to this lesson, student teachers should have been asked to research controlled and freer practice activities to develop speaking skills. The English Curriculum Framework recommends that student teachers participate in exploring a flipped classroom, as well as developing use of ICT. Student teachers should therefore use this to feed into the lesson. They should have been asked to read and understand the different techniques described here in their textbooks.
2. Organise the student teachers into groups of five. Ask them to complete the table in their textbooks.
3. Have a group shout-out to check student teacher answers.



Assessment

Student teachers work in groups to discuss the different types of speaking activities. Be prepared to answer any questions they might have. Ask student teachers about their discussions and note the main points on the board.



Possible student teachers' responses

	Group drills	Dialogue practice	Spot the difference	Find someone who...	Guess the object	Picture dictation
There are opportunities for middle school students to reuse and repeat new language	✓	✓	✓	✓	✓	
The language is contextualised		✓		✓		
The language is personalised for the middle school students			✓	✓		
The middle school students take turns and interact with each other	✓	✓	✓	✓		
The activity is fun			✓	✓	✓	



Learning activity 3. Collaborative learning: Speaking activities in the middle school textbooks for English (15 minutes)

The aim of this activity is for student teachers to engage with middle school English textbook and to identify the different types of speaking activities.

1. Organise the student teachers into groups. Distribute two different grade level textbooks to each group.
2. Ask student teachers to look at the different speaking activities exploited in the textbooks.
3. Ask student teachers to record their findings on the table printed in the student teacher textbooks.
4. Walk around the class and monitor each group. Facilitate their discussion if necessary.
5. Groups record their ideas on a large piece of paper (poster).
6. Pin up the group posters on the wall for a gallery walk.
7. Lead a whole class discussion. Ask one representative to present the findings of their group. The other student teachers should take notes for future reference.



Assessment

Use the class discussion and the student teachers' answers to assess their level of understanding and identify any areas that require further input. The gallery walk also presents an opportunity for questions and feedback and for peer assessment to take place.



Possible student teachers' responses

Student teachers' responses will vary.



Learning activity 4. Active learning: Picture dictation in action (10 minutes)

This is an optional activity depending on time.

The aim of this activity is to link student teachers' learning from the lesson and to provide student teachers with a demonstration of another speaking activity in a fun way. In turn, they can use this activity with their own students. It is called picture dictation.

1. Organise the student teachers into pairs. Pre-teach or revise language needed for this activity: items of furniture, 'right', 'left', 'top', 'bottom', 'there is' and 'there are'.
2. Ask each student teacher to draw a plan of their ideal room and all the things they want in it. Make sure they cannot see each other's paper.
3. Student teachers then tell their partner about their room. The partner draws what is described.
4. To finish, the student teachers can look at the picture their partner has drawn to see how accurate it is and then student teachers can discuss their rooms with each other.
5. Do not forget to set the homework which is set in period 3, learning activity 1.



Assessment

Assess student teachers understanding and progress through circulation during the activity, listening and asking questions in order to explain any misunderstandings.



Possible student teachers' responses

Student teacher responses will vary.



Extended learning activity 1. Brainstorming (5 minutes)

For learning activity 1, student teachers could share their ideas with more than one group.



Differentiated learning activity 1. Flipped learning, individual work and group work (15 minutes)

To add challenge to learning activity 2, ask student teachers to discuss the advantages and disadvantages of each activity. Challenge the student teachers to create their own speaking activity following the examples given.



Check student teachers' understanding (5 minutes)

- Remind student teachers that the learning outcome of this lesson was to give examples of activities for improving speaking skills that should be mastered at middle school level.
- Ask student teachers to turn to their partner and describe this process.
- Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by looking at middle school curriculum lessons that they will teach when they are qualified teachers.
- Nominate two or three student teachers to give an example of a controlled practice speaking activity.

4.1.1. Techniques for teaching speaking skills (3)

Expected learning outcome



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

- Develop techniques for giving instructions for introducing speaking activities.



Competencies gained

A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Taking notes: Instructions for setting up speaking activities (1), Collaborative learning: Instructions for setting up speaking activities (2), Instructions for setting up speaking activities: 'Your turn!', Plenary: Speed recap!



Assessment approaches: Peer-assessment, Self-assessment, Teacher assessment, Homework assignment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Set up the classroom for learning activity 1.



Resources needed: Lesson 4.1.1. Period 3 in the student teacher textbook; whiteboard; projector/IWB



Learning activity 1. Taking notes: Instructions for setting up speaking activities (1) (10 minutes)

The aim of this activity is for student teachers to reflect on and evaluate a speaking activity they may have observed in periods 1 or 2 of this unit. This will enable them to think critically about the instructions that are needed from the teacher to make the activity successful.

1. Ask the student teachers to think ahead and prepare this activity for their homework in the previous lesson. Organise the student teachers into pairs.
2. Ask them to think of a speaking activity from periods 1 or 2 of this unit. You may need to guide them. They should have some ideas after preparing for this activity as homework.
3. Ask them to look at the teacher and student boxes in their textbooks.
4. Ask them to discuss with their partner the steps they remember taking and to note down their observations.
5. Ask pairs to join another pair to share their findings.



Assessment

Initially, this is through discussion. However, it may be useful at this stage in the unit to ask student teachers to hand in their textbooks for you to assess their written work (at the end of the period).



Possible student teachers' responses

Student teachers' own responses.



Learning activity 2. Collaborative learning: Instructions for setting up speaking activities (2) (25 minutes)

The aim of this activity is for student teachers to consolidate their understanding of giving instructions when setting up speaking activities. This will enable them to consider aspects such as grouping and useful language for students.

1. Organise the student teachers into pairs.

2. Ask student teachers to read the statements for setting up speaking activities. Ask them to circle and discuss the statements they agree with.
3. If possible, ask them to justify their responses. They may need to do this in their first language.
4. Look at the possible student teachers' responses below to check understanding. If necessary, provide a few examples.
5. Optional: you may wish to demonstrate the grouping activity which is demonstrated in 4.1.1. Period 6 (Learning activity 1).



Assessment

Initially, this is through discussion. However, it may be useful at this stage in the unit to ask student teachers to hand in their textbooks for you to assess their written work (at the end of the period).



Possible student teachers' responses

Student teachers' own responses. Also, look at the following:

Groupings:

- Teachers can manipulate groups by use of cards. An example of this technique is demonstrated later in 4.1.1. Period 6 (Learning activity 1).
- Teachers must be careful not to lose momentum after middle school students have started the lesson.

Instructions:

- Teachers need to make sure that middle school students know when instructions are coming.
- Teachers should check understanding of instructions by watching them.
- Teachers should plan their instructions carefully.
- Teachers should not overcomplicate the instruction.
- Teachers should not give too many instructions at once.

Demonstrating:

- Teachers could give controlled oral practice before they practise in groups.
- Teachers could use visual prompts to practice language.
- Teachers should not speak at the same time as the middle school students.

Useful language:

- Teachers should think about the language their middle school students need to complete the task successfully.
- Teachers could put useful language on the walls etc.



**Learning activity 3. Instructions for setting up speaking activities:
'Your turn!' (10 minutes)**

The aim of this activity is for student teachers to extend and apply their understanding of giving instructions when setting up speaking activities. It is worthwhile highlighting that these instructions also apply for setting up other activities developing other language skills.

1. Organise the student teachers into small groups.
2. Ask student teachers to write their own instructions for setting up a speaking activity. If necessary, provide a few examples:

Get into groups of four!
The person next to you is your partner.
Repeat after me!
Listen to your partner
Listen carefully to my instructions
Use the phrases up on the board
You are going to work in pairs
You have three minutes

3. If possible, ask them to justify their responses. They may need to do this in their first language.
4. Explain to student teachers that in Year 3, more consolidation on staging of speaking activities will be carried out.



Assessment

Initially this is through discussion. However, it may be useful at this stage in the unit to ask student teachers to hand in their textbooks for you to assess their written work.



Possible student teachers' responses

Student teachers' responses will vary according to their English levels.



Extended learning activity 1. Flipped learning and pair work (10 minutes)

For learning activity 1, student teachers could explore additional speaking activities and propose instructions. This could be set up as a homework assignment.



Differentiated learning activity 1. Flipped learning and pair work (10 minutes)

For learning activity 1, student teachers could share their ideas with more than one group. Support the less confident student teachers by buddying them up with a stronger student teacher.



Learning activity 4. Plenary: Speed recap! (5 minutes)

The aim of this speed recap activity is for student teachers to practise their speaking skills by recalling everything they have learnt or can remember from this lesson.

- In pairs, ask student teachers to say what they have learnt.
- Next, they find a new partner and say everything they have learnt in 30 seconds.
- Now, student teachers should reflect on the different activities they have

explored in this period and how each one felt. They should consider the ways in which the activities were effective and whether some were more effective than others and consider how this may have impact upon their own teaching practice in a middle school classroom.

4.1.1. Techniques for teaching speaking skills (4)

Expected learning outcomes

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

- Explore presentation techniques; and
- Develop techniques to teach speaking skills to promote intercultural awareness.



Competencies gained

A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Think-pair-share: Your experience, Collaborative learning: Guiding middle school students to give presentations, Collaborative learning: Giving your middle school students useful language for presentations, Critical thinking: Presentation topics in the middle school textbooks for English, Matching: Success criteria for middle school students giving presentations.



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Set up the classroom for learning activities 1-5.



Resources needed: Lesson 4.1.1. Period 4 in the student teacher textbook; whiteboard; projector/IWB; copies of middle school student textbook and teacher guide



Learning activity 1. Think-pair-share: Your experience (5 minutes)

The aim of this activity is to activate student teachers' schemata about their experiences of giving presentations. Here is a suggestion to set up the activity:

1. Write the questions on the board:
 - (i) Have you ever given a presentation?
 - (ii) Was it in English?
 - (iii) How easy did you find it?
2. They should consider the questions firstly individually and then in pairs and then in groups. They could consolidate their ideas in writing in their student textbooks in the form of a mind-map.



Assessment

Use the class discussion and the student teachers' answers to assess their level of understanding and identify any areas that require further input.



Possible student teachers' responses

Student teachers' responses will vary.



Learning activity 2. Collaborative learning: Guiding middle school students to give presentations (10 minutes)

The aim of this activity is to guide student teachers to consider best practices for giving presentations.

1. Organise the student teachers into groups.
2. Ask student teachers to read the piece of good and bad advice in their textbooks.
3. Ask student teachers to put a cross against those they think are good and cross those they think are bad.
4. Have the whole room shout out to share the answers.



Assessment

Initially, this is through discussion. However, it may be useful at this stage in the unit to ask student teachers to hand in their textbooks for you to assess their written work (at the end of this period).



Possible student teachers' responses

Advice	✓/✗
Prepare what you are going to say.	✓
Read out your presentation aloud from a script.	✗
Use formal language.	✓
Use short, simple sentences to express your ideas clearly.	✓
Pause from time to time and do not speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.	✓
Speak quietly	✗
Practise your presentation. If possible, record yourself on your phone and listen to your presentation. If you cannot record yourself, ask a partner to listen to you. Does your partner understand you?	✓
Stand very still and do not move.	✓

Advice	✓/✗
Use expressions to give your opinion.	✓
Look at the people who are listening to you.	✓
Make bullet points on cards.	✓



Learning activity 3. Collaborative learning: Giving your middle school students useful language for presentations (15 minutes)

The aim of this activity is for student teachers to consider the language they need to teach to their middle school students in order to signpost a presentation.

1. In pairs, ask student teachers to look at the phrases in the box.
2. Say that the phrases are in the wrong order and must be sorted according to the categories in the table below.
3. Provide a few examples to help them.
4. Time them to see who finishes first. Don't forget to praise them.
5. Nominate a few student teachers to read out their answers.



Assessment

Initially, this is through discussion. However, it may be useful at this stage in the unit to ask student teachers to hand in their textbooks for you to assess their written work (at the end of this period).



Possible student teachers' responses

Introductions	<p><i>I'd like to talk about ...</i></p> <p><i>I'm going to talk about ...</i></p> <p><i>The main focus of this presentation is ...</i></p>
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<p>Ordering ideas</p>	<p><i>First of all, ...</i></p> <p><i>Firstly,</i></p> <p><i>Next,</i></p> <p><i>Then,</i></p> <p><i>Finally, ...</i></p> <p><i>Lastly, ...</i></p>
<p>Adding more information</p>	<p><i>In addition, ...</i></p> <p><i>Also, ...</i></p>
<p>Adding your opinion and asking others for their opinion</p>	<p><i>I think that this is a good idea</i></p> <p><i>What do you think?</i></p>
<p>Conclusion</p>	<p><i>To sum up, ...</i></p> <p><i>In conclusion,</i></p> <p><i>... Thank you for listening</i></p>



Learning activity 4. Critical thinking: Presentation topics in the middle school textbooks for English (10 minutes)

The aim of this activity is firstly for student teachers to explore the middle school English textbooks to look for examples of presentations. Also, they are to look at the examples they find from an intercultural awareness perspective or viewpoint.

1. Organise student teachers into group.
2. Distribute two different grade level textbooks to each group.
3. Ask student teachers to look for the different presentations middle school students make. Ask them to list the topics in the table.

4. Ask: *Are there similarities across the grades in the types of presentations middle school students make?*
5. Next, ask student teachers to look at the teacher guide and identify the guidance that is given to prepare middle school students to make presentations.
6. Ask or write the questions that are in the student teacher textbooks on the board.
What support or guidance is given? Would you provide more?
Which presentations develop an awareness of the Myanmar culture?
Which presentations develop an awareness of other cultures?
7. Discuss the answers in small groups. It might be a good idea to hold the discussion in the student teachers' first language.



Assessment

Initially, this will be by circulating and monitoring their work. It may be useful at this stage in the unit to ask student teachers to hand in their textbooks for you to assess their written work (at the end of this period).



Possible student teachers' responses

Student teacher responses will vary according to the Grades they have looked at.



Learning activity 5. Matching: Success criteria for middle school students giving presentations (5 minutes)

The aim of this activity is to familiarise student teachers with assessment criteria for speaking in particular to the ones used in the middle school English textbooks.

1. In pairs, ask student teachers to match the headings (1-4) to the criteria (a-d).
2. Next, ask them to discuss the questions: *Would you add more criteria?*
Do you agree with all the headings?



Assessment

Circulate and monitor during this activity.



Possible student teachers' responses

For the criteria:

Accuracy	The use of appropriate body language in presentation
Fluency	Ideas, facts, opinions that are relevant to the topic
Contents	Ability to speak very well
Gesture	The use of appropriate grammar and vocabulary

For the questions:

The student teachers may say that interaction or discourse management is important.

The student teachers may not agree that the use of gesture should be assessed.



Differentiated learning activity 1. Group work (5 minutes)

For learning activity 2, you can challenge stronger student teachers to think of more pieces of advice.



Differentiated learning activity 2. Pair work (5 minutes)

For learning activity 3, you can challenge stronger student teachers to add more signposting phrases.



Check student teachers' understanding (5 minutes)

Student teachers should reflect on the different activities they have explored and how each one felt. They should consider the ways in which the activities were effective and whether some were more effective than others and consider how this may impact upon their own teaching practice in a middle school classroom.

4.1.1. Techniques for teaching speaking skills (5)

Expected learning outcome



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

- Develop techniques to teach speaking skills through literature.



Competencies gained

A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Active learning: 'Just a minute!', Critical thinking: Hot seat, Discussion: *The Owl*, Flipped and active learning: Poster presentation.



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Set up the classroom for learning activity 2. Grade level books for learning activity 4, flipchart paper.



Resources needed: Lesson 4.1.1. Period 5 in the student teacher textbook; whiteboard; projector; flipchart paper.



Learning activity 1. Active learning: ‘Just a minute!’ (5 minutes)

The aim of this activity is for student teachers to recall different types of speaking activities that they have encountered in this unit.

1. Organise the student teachers into pairs.
2. To add a competitive element, give them only one minute.
3. Have the whole room shout out the answers. Find out who has got the most answers to identify the winners.



Assessment

Use the class discussion and the student teachers’ answers to assess their level of understanding and identify any areas that require further input.



Possible student teachers’ responses

Responses will vary but also expect responses such as:

Role-plays, presentations, information gap, running dictation, discussions, spot the differences etc.



Learning activity 2. Critical thinking: Hot seat (10 minutes)

The aim of this activity is to link student teachers’ learning from previous lessons on speaking and to provide student teachers with a demonstration of an information gap

activity in a fun way. In turn, they can use this activity with their own middle school students to explore literature.

1. Firstly, the student teachers will need to familiarise themselves with the story of *The Tin Man*. Give them two minutes to read individually the text which is printed in the student teacher textbook.
2. Next, ask them to name the characters in the story. Brainstorm the adjectives used to describe the characters. For example, woodcutter – lazy.
3. To play ‘Hot Seat’ (also known as ‘Backs to the Board’): divide the student teachers into groups of four or five. Each group is a team. One person in each team should sit with his/her back to the board and have a pen and paper ready.
4. Tell the student teachers that you are going to do a speaking activity using materials from a Grade 6 textbook. In this instance it could be adjectives to describe a character in a story. To link this directly with the middle school curriculum you could use adjectives to describe the characters in the story of *The Tin Man* (Grade 6, Unit 12).
5. You, then, write words or phrases on the board which were used to describe the characters.
6. Ask the other members of the team have to explain them – without using any of the words on the board – to the student teacher in the ‘hot seat’.
7. When the person in the ‘hot seat’ has understood what the word or phrase is, they should write it on their paper and hold the paper in the air for you to see. The first team to write down the word(s) correctly wins a point. Team members should change places so that everyone has a turn in the ‘hot seat’. Don’t let the activity go on too long!
8. Ask student teachers: *What types of speaking skills does this activity promote?*
9. Let the whole room shout out to hear student teacher answers.



Assessment

Circulate during hot seating activities and gain a sense of verbal feedback for assessment for learning in class discussions.



Possible student teachers’ responses

Student teachers’ own responses.

For the question following the hot seating: The activity promotes the skills of taking turns and interacting with each other, there are opportunities for student teachers to reuse and repeat new language, the activity is fun.



Learning activity 3. Discussion: *The Owl* (10 minutes)

The aim of this activity is to link student teachers' learning from previous lessons on speaking and to provide student teachers with a demonstration of how to build discussion skills. In turn, they can use this activity type with their own middle school students to explore literature.

1. Give one minute to read *The Owl*. Note you can choose any other literary grade text.
2. Organise the student teachers into groups and give them questions to discuss. These can be displayed on the board.
3. Ask: *Would you like to be an owl? Why?*
What message do you learn from this poem?
Do you agree with the message of this poem?
What would you do if you were an owl?
How do you feel after you have read this poem?
4. Remind student teachers to use functional language in the expression of their ideas. For example, expressions to agree and disagree.
5. Ask student teachers: *Does this activity help develop fluency in English? Why? Why not?*
6. Lead a whole room shout out to hear student teacher answers. Expect answers to be in the student teachers' first language. However, student teachers should be encouraged to express themselves in English and reassured that making mistakes in English does not matter. The teacher educator should encourage peer learning so that everyone in the class has an opportunity to share ideas.
7. Remind student teachers that they can use these questions with any of the poems or literary texts middle school students study.



Assessment

Circulate and monitor during this activity. Encourage peer assessment of one another.



Possible student teachers' responses

Student teachers' own responses.

For the question about developing fluency, anticipate these ideas:

Yes, it should. The activity is a good example of a communicative language activity.

Yes, I have the chance to share ideas.

Yes, I have the opportunity to speak.

No, the ideas are too abstract. The middle school students do not have the language. They can't express themselves yet in English.



Learning activity 4. Flipped and active learning: Poster presentation and homework (20 minutes)

The aim of this activity is for student teachers to produce their own ideas.

1. In small groups, ask student teachers to look for literature texts or poems in the middle school English textbooks.
2. Next, ask them to develop a speaking activity to explore and consolidate the language in the text. To remind them of the different speaking activities, refer back to learning activity 1.
3. They can brainstorm their ideas first in their student teacher textbooks. Next ask them to create a poster.
4. Ask them to practice their activity if they have time.
5. Ask student teachers to display their activity on the walls around the room and conduct a gallery walk so that they can read other ideas that have been produced. Encourage student teachers to give feedback to each other.
6. Finally, ask student teachers to review the sample speaking lesson plan in learning activity 2 in period 6 in this unit. This is their homework. Remind them that this is not the perfect lesson plan and is only an example. Ask them to answer these questions as they read the lesson plan:

Did you like this model lesson? Why? Why not?

What would you do differently?

What would you do the same?

7. Student teachers should also research controlled and freer practice activities to develop speaking skills for their homework.



Assessment

Circulate and monitor during discussion activities and glean a sense of verbal feedback for assessment for learning in class discussions. They will also be able to provide useful feedback to other student teachers based on the gallery walk.



Possible student teachers' responses

These will vary.



Check student teachers' understanding (5 minutes)

You could use the following questions:

What speaking activities did you practice?

What skills did you develop?

What problems do you anticipate with your own teaching to middle school students?

How will you solve these problems?

How will you need to adapt language?

4.1.1. Techniques for teaching speaking skills (6)

Expected learning outcome

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

- Plan a short lesson to teach speaking skills.



Competencies gained

A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Active learning: 'Find your group!', Flipped learning: Preparation for a short lesson, Active learning: Gallery walk, Collaborative learning: Reflection



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, presentation, homework assignment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Cut up the cards for the speaking activity in learning activity 1; the middle school English textbooks for learning activity 2 (optional); student teachers should have completed the homework set at the end of the previous period in preparation for learning activity 2.



Resources needed: Lesson 4.1.1. Period 6 in student teacher textbook; whiteboard; projector/IWB; Blu-tac or sticky tape for learning activity 6



Learning activity 1. Active learning: ‘Find your group!’ (5 minutes)

This activity is optional.

The aim of this activity is to link student teachers’ learning from the previous lesson and to provide student teachers with a demonstration of another speaking activity in a fun way. In turn, they can use this activity with their own middle school students.

1. Before the lesson, prepare cards for the student teachers (see the next page). Each card should have word for a different type of transport. There should be two of each card.
2. Give each student teacher a card and ask them to stand up and find the person with the same card as them. Ask them to ask the question: *How do you get to school? I go by car etc.*
3. There will be more than one person with the same card. You could ask the student teachers to remain with these people for the rest of the lesson.
4. Explain that this activity can be adapted according to the language topic or theme.
5. Ask student teachers: *What are the advantages of using this method to group your middle school students?*

aeroplane	bicycle	boat	bus
camel	car	ferry	helicopter
horse	hot-air balloon	hovercraft	jet
motorcycle	axi	train	truck
tram	scooter	ship	subway

aeroplane	bicycle	boat	bus
camel	car	ferry	helicopter
horse	hot-air balloon	hovercraft	jet
motorcycle	taxi	train	truck
tram	scooter	ship	subway



Assessment

Circulate and monitor during this activity. Encourage student teachers to speak only English.



Possible student teachers' responses

Student teachers' responses will vary during the activity.

For the question: *What are the advantages of using this method to group your middle school students?* Elicit responses such as: it gets them to speak English at the beginning of a lesson. It enables teachers to strategically sort out groups of middle school students.



Learning activity 2. Flipped learning: Preparation for a short lesson (30 minutes)

The purpose of this activity is to not only develop student teachers' own independent learning and research skills, but also to experience a useful pedagogical tool for aiding their own middle school students' development, independence and autonomy. Another aim is to build their knowledge of the stages to follow when approaching the teaching of speaking skills in the English classroom.

1. Prior to this lesson, student teachers should have been asked to read the model lesson plan below and also research controlled and freer practice activities to develop speaking skills. The English Curriculum Framework recommends that student teachers participate in exploring a flipped classroom, as well as developing use of ICT. Student teachers should therefore use this to feed into the lesson.
2. Next, ask the student teachers to discuss in groups the focus questions:
Did you like this model lesson? Why? Why not?
What would you do differently?
What would you do the same?
3. Organise your student teacher into small groups. Give each group a copy of a grade level student textbook for middle school English. Next, assign a different lesson from any grade of the middle school English textbook to each

group.

4. Remind student teachers to refer to the completed model lesson plan in the student teacher textbook. You could model this lesson too. See box below for a printed version of this lesson plan.
5. Ask student teachers to look at the template of the lesson plan in their student teacher textbook. Say: *You are going to teach a class of middle school students. You are practicing speaking skills. You will need to think about the order of the lesson. Remember about controlled and freer practice! Remember to use your examples from the research that you have done. Consider how you will give instructions to set up the activity.*
6. Ask student teachers to work together and create a lesson plan to achieve this.
7. Remind them to think about their own activities, materials, timings etc.
8. Remind them to look back at the previous lessons in this sub-unit for different techniques. As the teacher educator, be receptive to sensible suggestions. Do not tell them explicitly which controlled and freer practice activities to use but try to guide them to come up with new techniques and ideas they have researched themselves or ideas they have learnt from last year in primary teaching.

(This model lesson plan was created by with the permission of a member from the CCT group and is reproduced in its original form. You may wish to model the teaching activity first before student teachers have to think of their own teaching. Alternatively, you may wish to model one of your own lesson plans.)

Class: Grade 6

Lesson: Unit 3, Lesson 1, Talking about your city (Speaking)

Time: 45 minutes

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

- describe the different places in a city or town
- use the prepositional phrases of place
- ask and answer the locations of the different places by using the prepositional phrases

	Stage	Teacher activity	Student activity	Time
1	Lead in	Teacher makes the middle school students into groups and play back to the board game to review the vocabulary about the different places. Teacher writes down one place (e.g. airport) on the board. Teacher tells the group to change the middle school students who sit back to the board after two or three places.	Middle school students sit in group, one person sit back to the board, all the rest in the groups see the board. One person sitting back to the board in each group say the name of the place by listening to the descriptions of other group members (what you can see or do in that place). They give other group member opportunity to guess the vocabulary of the place.	5 minutes
2	Modelling	Teacher asks all of them: “Where is the park?”, “Where is the bank?”, “Where is the playground?” by showing pictures on the board to teach preposition phrase “next to the + noun, between the +noun and opposite the +noun” to elicit the middle school students’ ideas.	They tell the prepositional phrases by looking at the pictures on the board.	5 minutes
3	Check understanding	Teacher checks understanding of prepositional phrases by asking chorally, in groups or individually.	They answer chorally, in groups or individually.	5 minutes
4	Controlled practice	Teacher makes them into groups and gives a picture of different places and practise the pattern “Where is the + noun? It’s prepositional phrases of place” within their groups.	They practise the pattern by taking turns within groups.	10 minutes
5	Independent seatwork/free practice	Teacher makes them into pairs and let them practise by asking about their real places.	Each pair practices in saying where the buildings are.	10 minutes
6	Assessment	The teacher asks them about their places individually to check the use of prepositional phrases of place.	Those who are nominated answer the teacher’s questions by using prepositional phrases.	5 minutes
7	Plenary	Teacher asks them what they learnt today and learning objectives.	They answer what they have learnt today.	5 minutes



Assessment

Use discussions to assess student teachers’ progress and understanding so that you can address any misunderstandings and focus your attention on any issues appropriately. Observe and guide student teachers’ lesson plans so that you can intervene or question where needed.

Different coloured pens could be given so you can see individual student teachers’ ideas and contributions.



Possible student teachers' responses

Student teachers' own answers.



Learning activity 3. Active learning: Gallery walk (5 minutes)

1. Ask student teachers to display their lesson plans on the wall.
2. Next, ask them to read at least one other colleague's lesson plan.
3. The student teachers should then fill in the blank feedback grid in their textbooks. This will help student teachers to give feedback to each other. Allow time for this.



Assessment

Although there will not be enough time for all student teachers to present, you could choose one group to present their lesson. You could have a rota system set up for Year 2 and keep a record of your observations of presentations. You could also ask the student teachers to hand their lesson plans as formal assessment of the application of their ideas.



Possible student teachers' responses

Student teachers' own answers.



Learning activity 4. Collaborative learning: Reflection (5 minutes)

1. Regroup the student teachers into their original groups.
2. Ask them to discuss the reflective questions in their books. You may decide that you discuss this in the first language.
3. With the second reflection question, they might be encouraged to think about the physical layout of the classroom so that shy or less confident individuals or those with hearing/sight difficulty and others can be included. They may need to think about seating arrangements. Also, encourage them to think about what posters they could display on the classroom walls.

4. Ask student teachers to write their reflections in their journals.
5. **Homework:** *Read through the model lesson plan carefully again and make a short list of the differences between your own lesson plan and the model lesson plan.*



Assessment

At this point in the unit, it would be a good idea for the student teachers to hand in their textbooks for you to mark assignments that they have completed so far. It would then be appropriate for you to address any misconceptions.



Possible student teachers' responses

Student teachers' own answers.



Extended learning activity 1. Group work (30 minutes)

As an extension to learning activity 2, the groups could include examples of how they would differentiate their teaching for those with hearing issues, those with motor skills difficulties, those who are disengaged, those who may have difficulty with the task, those with disabilities.



Differentiated learning activity 1. Group work (30 minutes)

For learning activity 2, you could differentiate this activity by asking student teachers to choose their own topic by selecting something from the middle school English textbooks.



Differentiated learning activity 2. Critical thinking (30 minutes)

With a very strong group, you could create a jigsaw activity of the lesson plan above. You would need to think carefully about how you deconstructed it, depending on their ability, before asking student teachers to reassemble it into the correct order. An easier version would be matching the Stages to the Activities.

With a weaker group, you could actually teach the whole lesson plan to the student teachers and demonstrate best practice.



Check student teachers' understanding (5 minutes)

- Remind student teachers that the learning outcome of this lesson was to plan a short speaking activity.
- Ask student teachers to turn to their partner and describe this process.
- Remind student teachers that this lesson's TCSF competencies are concerned with subject knowledge and curriculum content. They worked towards these by looking at middle school curriculum lessons that they will teach when they are qualified teachers.
- To prepare for the review questions at the end of the unit: Ask student teachers to create a quiz on everything they have learnt in this sub-unit on speaking. They could give this quiz to their partner to complete.



Expected student teachers' responses for the review questions in TB

1. Name three different types of speaking activities that middle school students should know.

Answer: Role-play, discussion, spot the difference, information gap, drilling, repetition, chanting, tongue twisters etc.

2. Why is speaking such an important skill to teach?

Answer: It is the language skill we use primarily to communicate.

3. Why are some middle school students reluctant to speak in English? What can we do as teacher educators to help the middle school students to overcome this?

Answer: They lack confidence. They are afraid of making mistakes. They are also more self-conscious as teenagers are very self-aware. Student teachers need to establish a culture in the middle school classroom that encourages speaking to communicate. Student teachers need to emphasise to the middle school students that making mistakes does not matter as we are trying to communicate what we want to say.

4.2. Writing Skills

This sub-unit will build on the student teachers' studies from last year and will consider writing as a productive skill.

4.2.1. Techniques for teaching writing skills (1)

Expected learning outcome

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

- Describe the types of texts that are used to teach middle school students and the purpose of each type of text.



Competency 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



Time: One period of 50 minutes



Learning strategies: Collaborative learning: Pre-writing discussion, Think-pair-share: Cloze activity, Critical thinking: Definitions of the kinds of writing for middle school, Active learning: Introducing process writing



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with any problems that the student teachers faced in the previous year when they worked with the primary syllabus for writing.



Resources needed: Student teacher textbook 4.2.1. (Period 1). Grades 6-9 Scope and Sequence Document; whiteboard



Learning activity 1. Collaborative learning: Pre-writing discussion (5 minutes)

The aim of this activity is to allow the student teachers to revisit the concept of productive and receptive skills.

1. Tell the student teachers to work with a partner and discuss why writing is considered a productive skill.
2. Ask them to talk about their experience of teaching writing last year at primary level.
3. Get them to make a short list of the problems their students faced or some of the difficulties they had in the classroom.



Assessment

Circulate and then ask some student teachers to read out their list. Accept all answers as there are many possibilities. If there is a common theme, it would be useful for you to tell this to the whole class.



Possible student teachers' responses

These will vary. Some will focus on handwriting skills, others will focus more on learning the alphabet, grammar and punctuation issues.



Learning activity 2. Think-pair-share: Cloze activity (15 minutes)

The aim of this activity is to practise a cloze exercise which consolidates key ideas for writing.

1. Tell student teachers to read through the passage below carefully.
2. They must think of a suitable word for each gap.
3. They must write one word in the gap provided.
4. Tell them they can work with a partner.

Speaking is _____¹ of the two productive skills. The other productive skill is _____². Middle _____³ students from _____⁴ 6 and 7 are expected to be able _____⁵ write different kinds of text. They should be able to write _____⁶ information such _____⁷ their age, their address and their hobbies. The sentences that they write are generally quite short – often not more than 10 words long. They might write about the following _____⁸: food, _____⁹, sports and music, their town or house and what they like and _____¹⁰. They are also expected to be able to write simple notes, e- _____¹¹ and texts. Student teachers need to refer to the scope and _____¹² guidelines which cover all of the main skills for writing.

Speaking is **one** of the two productive skills. The other productive skill is **writing**. Middle **school** students from **grades** 6 and 7 are expected to be able **to** write different kinds of text. They should be able to write **about/important/significant** information such **as** their age, their address and their hobbies. The sentences that they write are generally quite short – often not more than 10 words long. They might write about the following **topics**: food, **drink**, sports and music, their town or house and what they like and **dislike**. They are also expected to be able to write simple notes, **e-mails** and texts. Student teachers need to refer to the scope and **sequence** guidelines which cover all of the main skills for writing.



Assessment

Circulate to ensure they are on task. After 10 minutes, read out the correct version. Student teachers mark their own work.



Possible student teachers' responses

Expect some variation: some student teachers may not put '*about*' and insert *important/various/different*. Similarly, instead of '*topics*', they might put '*themes/subjects/things*'. There are many possibilities after the word '*food*'. Note: Accept any reasonable answer such as *level* or *year* instead of *grade*.

Answer to the question for quick finishers: It is testing their comprehension, predictive skills, knowledge of grammar, lexis, while reinforcing the concept of writing as a productive skill. The content also highlights the expectations for middle school students, for writing. It also reminds them that they need to be familiar with the scope and sequence guidelines.



Learning activity 3. Critical thinking: Definitions of the kinds of writing for middle school (15 minutes)

The aim of this activity is to illustrate the types of writing that middle school students are expected to be familiar with.

1. Tell the student teachers to look at learning activity 3 and read the instructions.
2. Explain that they need to look at following definitions (a-h) and try to specify the **type of writing** that the sentence is describing.
3. Tell them to look at the example which is below the box provided: *Contains information about your name, nationality, address age, date of birth: **school registration form.***
4. Tell them they should write the correct word in the space at the end of the sentence.
5. Tell them that there are eight gaps but 10 words in the box, so two words will not be used!
6. Then, they need to compare their answers with a partner.
 - a) A short message to a friend, often sent from a mobile phone. **Text message**
 - b) Usually sent on holiday. You need a stamp, but not an envelope. **Postcard**
 - c) This contains information about what you do every day at school with days of week, dates, times and activities. **Timetable**
 - d) Words, often with a picture or film, intended to get you to buy something. **Advertisement**
 - e) Beginning of a piece of writing which usually helps learners understand a little about what they are going to read or write about. **Introduction.**
 - f) You usually send this kind of message from your workplace computer. The messages are usually short. **E-mail.**
 - g) When you write names on a drawing - especially in a science lesson. **Label**
 - h) Instructions that list how things should be done, for example in a sport. **Rules**



Assessment

Go through answers orally with the group. Also elicit the meanings of *receipt* and *conclusion*, which were the two distractors. If they do not know any of the words, including the eight given, provide quick translations.



Possible student teachers' responses

These may vary. If necessary, use the first language to clear up any confusion.



Facilitator's notes

For learning activity 3, you could support less confident student teachers by getting them to buddy up with more confident student teachers.



Learning activity 4. Active learning: Introducing process writing (10 minutes)

The aim of this exercise is to introduce process writing.

1. Tell the student teachers to form pairs.
2. Tell them to look at the instructions for learning activity 4. They must work together, putting the sentences into the correct order (answers below). Give them 5 minutes for this.
 - a) The teacher gives the class a paragraph writing task on 'My hobby'.
 - b) They think about what to include in their paragraph. (brainstorming)
 - c) They put their ideas in the appropriate order. (organising)
 - d) They write the first draft. (drafting)
 - e) They show their paragraphs to a partner. (peer-checking)
 - f) They comment on their friends' writing. (peer-learning)
 - g) They rewrite the second draft. (redrafting)
 - h) They check their own writing, looking at the content, language and organisation. (editing)
 - i) They submit their writing to the teacher.
 - j) The teacher reads their writing and give comments. (feedback)

- Go through the answers with the student teachers and tell them that this is what process writing is about: it is the process of writing a first draft, receiving feedback and rewriting. Translate 'draft' and 'feedback' if necessary.



Assessment

No formal assessment is required at this stage.



Possible student teachers' responses

Putting the sentences into the correct order is quite difficult. The important point is that they understand what process writing is. A verbal explanation, in first language, may be required.



Differentiated learning activity 1. Collaborative learning (15 minutes)

If learning activity 2 is too challenging, write the 12 words on white board. You can reorder them first in the correct order.

To make it more challenging, you could also rearrange some of the letters in the words as anagrams.



Differentiated learning activity 2. Critical thinking (10 minutes)

Ask more able student teachers to write out instructions to make a jigsaw activity out of learning activity 4.



Check student teachers' understanding (5 minutes)

- Ask for some topics that middle school students should be able to write about.
- Ask for some 'kinds of writing' that they need to be familiar with.

4.2.1. Techniques for teaching writing skills (2)

Expected learning outcome

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

- Give examples of activities for improving writing skills that should be mastered at middle school level.



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

B1.1.3 Encourage students' awareness of their own thought processes and use of reflection to build new understanding



Time: One period of 50 minutes



Learning strategies: Think-pair-share: What kind of language is important to teach and learn? Critical thinking: Teaching process writing, Matching: First draft or final draft.



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with any problems that the student teachers faced in the previous year when they worked with the primary syllabus for writing.



Resources needed: Student teacher textbook 4.2.1. (Period 2). Grades 6-9 Scope and Sequence Document; whiteboard.



Learning activity 1. Think-pair-share: What kind of language is important to teach and learn? (20 minutes)

The aim of this activity is to consider the language that is associated with a particular type of writing.

1. Ask the student teachers (without looking at the *Scope and Sequence* Guide) to try to complete the table below by writing the type of vocabulary or grammar (or both) that they think is useful for their middle school students to learn. There are clearly many more possible answers. See *extended learning activity* at the end of this period if there extra time.
2. Allow them to work in pairs or small groups. Encourage them to write down anything they feel is relevant regarding vocabulary and grammar.

Writing	Vocabulary /Grammar
Personal information	<i>Name, numbers: age, address, email address, mobile number; family members, professions, present simple verb 'to be/to have', personal pronouns</i>
Hobbies, likes and dislikes	<i>Different names of sports/music. I like/love + verb + ing, I dislike + verb + ing Adverbs of frequency, especially with the Present Simple.</i>
Your town	<i>Place names, directions prepositions of location. Names of shops, places of interest.</i>
Labelling a simple scientific diagram	<i>Scientific words, shapes, colours. Giving instructions. Sequencing instructions with adverbs of time.</i>
Buying something in a shop	<i>Different shops/items/ quantities/ asking about price/ numbers/countable and uncountable nouns</i>
Rules for a sport	<i>Different names of sports Modals – must, should, can, could + verb</i>
Describing your mobile phone	<i>Size, colour, price, type. It's got, it is ...</i>
Ordering in a restaurant	<i>Food/ drink, countable and uncountable, numbers 1-100. Verb forms: 'I'd like' and 'I want'</i>



Assessment

Circulate to ensure student teachers are on task. Ask different groups to say aloud some of the grammar/vocabulary they have written down.



Possible student teachers' responses

Most of the examples are given in the answer key above, though some student teachers will provide specific examples of shops/hobbies which may differ.



Learning activity 2. Critical thinking: Teaching process writing (15 minutes)

The aim of this activity is to explore process writing further, building on learning activity 4 from the previous period.

1. Put student teachers into pairs.
2. Pre-teach the word 'draft' in the context of process writing.
3. Explain the meaning of 'rubric' for this particular context.
4. Tell student teachers to look at learning activity 2 in their student teacher textbooks.
5. Ensure that they understand what to do.
6. Give them 10 minutes to work on this together.
7. Elicit from different pairs what they think are the most important errors.
8. Ask them for any comments they have written.
9. Ask them *Why is no grade given with the first draft?*



Assessment

Circulate and see they are on task. Show them that they can 'form' longer sentences relatively simply, with the use of conjunctions – especially 'and'.



Possible student teachers' responses

As this is very controlled, there should not be a large variety of answers. Ensure that the agreement is correct with the verb - *works, teaches, has* etc. For the question in bullet point 9 above, try to elicit that firstly, grading can create stress; that you want the middle school students to know they will not be penalised if they make mistakes; that they are more likely to be motivated to produce a better second draft, using your constructive feedback.



Learning activity 3. Matching: First draft or final draft (10 minutes)

The aim of this exercise is for student teachers think about which activities should go into the first or final draft.

1. Tell the student teachers to read the instructions.
2. Make sure that they understand the task.
3. Translate ‘rough’ in this context (creating a rough draft)
4. Note: ‘Grammar’ has been put down as both. Explain that if the Grammar prevents understanding, it needs to be commented on in the first draft.



Assessment

Circulate to see that they are on task and that they are discussing each point.



Possible student teachers’ responses

Answers may vary.

Answers:

- | | |
|---|-------------|
| a) Spelling | Final Draft |
| b) Creating a clean copy with as few mistakes as possible | Final Draft |
| c) Thinking about content | First Draft |
| d) Punctuation | Final Draft |
| e) Creating a rough outline | First Draft |
| f) Grammar | Both |
| g) Deciding on the order of the paragraphs | First Draft |
| h) Thinking about the best ideas to include | First Draft |



Extended learning activity 1. Critical thinking (5 minutes)

More confident student teachers could think of any possible disadvantages of process writing for both the middle school student and teacher.



Check student teachers' understanding (5 minutes)

Quickly go through the types of written texts that middle school students have to be familiar with. Use the following questions:

- If you hear words like next to, opposite, left, straight on – what kind of text is probably being studied?
- If you hear expressions such as ‘I’d like’ and ‘how much’, what is the situation that is probably being described?

4.2.1. Techniques for teaching writing skills (3)

Expected learning outcome



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

- Describe how to adapt teaching techniques by grade levels of teaching writing skills.



Competencies gained

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

A1.1.2 Prepare learning activities to align with students’ level of cognitive, linguistic, social and physical development



Time: One period of 50 minutes



Learning strategies: Critical thinking: Dictation criteria, Critical thinking: Error analysis, Pair-share: Error analysis/Correction code, Free practice: Consequences



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, presentation. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with any problems that the student teachers faced in the previous year when they worked with the Primary syllabus for writing. The activity ‘Consequences’ will need to be looked at very carefully so you understand the task and can deliver the instructions clearly.



Resources needed: Textbook English Grade 6 and the student teacher textbook 4.2.1. (Period 3). Whiteboard. A single sheet of A4 paper for each student for the activity ‘Consequences’.



Learning activity 1. Critical thinking: Dictation criteria (10 minutes)

The aim of this activity is to consider the criteria for dictation.

1. Tell them that in today’s lesson they are going to look at some techniques for improving writing skills.
2. The first is dictation. The challenge, when they do dictation with their middle school classes, is choosing material which is appropriate (right) for their middle school students, according to their grade level.
3. Tell them to think about the criteria they consider to be important in choosing a passage for their middle school students. Explain or translate the word ‘Criteria’, quickly if necessary.
4. Tell them they can: *Do this in pairs and write down the five most important criteria.*

Below are possible answers:

1	Age appropriate
2	Language complexity: what they know but also what they want to target
3	Length of text
4	Culture and inclusivity
5	Is it something that is interesting or relevant?



Assessment

Circulate and then ask some student teachers to read out their list. Accept all answers as there are many possibilities.



Possible student teachers' responses

These will vary. Some student teachers may list specific language criteria such as spelling, punctuation, grammar, etc. Others may write very different criteria such as gender inclusivity. All answers are acceptable, so do not criticise! Encourage and praise! However, please do go through the answers in the table above too. Translate any difficult words.

Now tell them to look at the question below the box. Elicit that the material would be different (different ages have different interests). For older middle school students, the language would certainly be more complex. The text could be longer and perhaps could include more in cultural aspects, not merely the Myanmar context.



Learning activity 2. Critical thinking: Error analysis (5 minutes)

The aim of this activity is to get the student teachers to be aware of the kinds of errors they can expect from their middle school students. Ask them to discuss in pairs and then they need to write down the most important types of errors. Below are suggested answers.

1	Spelling
2	Grammar
3	Punctuation
4	Handwriting that is difficult to read
5	Choosing the wrong vocabulary



Assessment

Ask different student teachers to read out their answers.



Possible student teachers' responses

It is likely that student teachers will have a few from the table. Some student teachers may be very specific and write criteria such as *wrong verbs*, *agreement* etc, highlighting various grammatical issues. This is fine, but make student teachers aware of the other key areas of difficulty.

Now tell them to look at the question below the box. For older middle school students, elicit that there would likely be fewer errors in spelling and punctuation. Handwriting would also be less important to correct. The focus would be more on content, organisation, style and some of the more difficult grammar rules.

The aim of this exercise is to consider the main categories of error.



Learning activity 3. Pair-share: Error analysis/Correction code (15 minutes)

The aim of this activity is for student teachers to find the errors and then develop their own correction code. Refer them back to the previous period, learning activity 2.

1. Tell student teachers to work in pairs and find as many errors as they can. Then, they need to think about the different kinds of errors and devise their own correction code.

There are lot of difficultys in writing spelling is a important one as a word can sometime have a different meaning according to it is spelling. Also, middle school students does not like writing in English because they are worrid about making mistakes. It is also hard to be creative and become up with new ideas. with young middle school studnts the handwriting in english is difficult to read because the shapes of the letters and alphabets are so different in Their first language

Answer key:

There are a lot (or lots of) difficulties in writing. Spelling is an important one, as a word can sometimes have a different meaning according to its spelling. Also, middle school students don't like writing in English because they are worried about making

mistakes. It is also hard to be creative and come up with new ideas. With young middle school students, the handwriting in English is often difficult to read because the shapes of the letters and alphabets are so different in their first language.



Assessment

You will not be able to look at all of the answers, so just go through the errors orally with the student teachers. If you have time, you could write the whole text on the whiteboard.



Possible student teachers' responses

Below are suggestions for correction rubric (codes or systems) but allow student teachers to come up with their own.

Sp = spelling (difficultys)

V= vocabulary (angry)

G = grammar (middle school students doesn't like)

P = punctuation (full stop needs inserting after writing in first line)

Cap = capitalisation (english)



Learning activity 4. Free practice: Consequences (15 minutes)

The aim of this activity is for the student teachers to participate in a game to finish off the class. It also demonstrates an exercise which requires limited resources and can be used with all middle school grades. It will eventually lead students to develop more creative writing.

1. Tell the student teachers to sit in Groups of six in a circle.
2. Give each person a sheet of paper.
3. Now give the following instructions to the student teachers, allowing a short pause after each instruction to allow them time to write something down.

Write the name of a boy at the top of the paper.

Fold the paper, so you cannot see his name and pass it to your right.

Now write 'met' and write the name of a girl ...

Fold the paper, so you cannot see any text at all and pass it to your right.

Now write 'in' and where they met ...

Fold the paper, so you cannot see any text at all and pass it to your right.

Now write 'He said ...' (student teachers must write some direct speech here)

Fold the paper, so you cannot see any text at all and pass it to your right.

Now write 'She said ...' (student teachers must write some direct speech here)

Fold the paper, so you cannot see any text at all and pass it to your right.

Now write what happened 'So they...' (student teachers must write a very short sentence here)

Model for teacher educator. If you do it correctly you should have something like this:

John ..
met Mary...
in the market.
He said 'How are you?'
She said 'I don't like you'
So they went to a café

As you can see, the story will not necessarily follow a logical order. This is NOT important.



Assessment

Ask different groups to read out their scripts to the class.



Possible student teachers' responses

These will vary enormously, especially with the direct speech and the final sentence.

Ask student teachers how they could make this activity more challenging for older middle school students.



Extended learning activity 1. Pair-share (15 minutes)

For learning activity 3, ask the student teachers what kinds of errors in writing they think older middle school students would make and need to be aware of. Order, paragraphing, ideas and content and style become important too.



Check student teachers' understanding (5 minutes)

Ask student teachers to call out different techniques to teach writing for Grade 6 and Grade 9. Try to elicit that process writing is better used with older middle school students who have mastered the basics of English grammar.

4.2.1. Techniques for teaching writing skills (4)

Expected learning outcome



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

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



Competency gained

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Research: Exploring cultural differences, Cloze: Intercultural awareness definition, Individual practice: Controlled writing



Assessment approaches: Peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with any problems that the student teachers faced in the previous year when they worked with the Primary syllabus for writing.



Resources needed: Student teacher textbook 4.2.1. (Period 4). Whiteboard. Photographs of places or some postcards would make learning activity 3 more engaging for younger middle school students.



Learning activity 1. Research: Exploring cultural differences (15 minutes)

The aim of this activity is to get the student teachers to think about some of the differences between their own countries and others and use the grid as an easy example which can be used with their middle school students.

1. Tell them to work in pairs.
2. They need to complete the grid.
3. Explain to them that ‘thobe’ is traditional dress used by men in Saudi Arabia.
4. Allow them to circulate amongst the class to see other answers.
5. Give them 10 minutes to complete the task.
6. Tell them some answers may be the same.
7. After 10 minutes, elicit some of the answers.
8. Next, elicit from the student teachers which writing skills are developed here.
9. Next, elicit from the student teachers what level this kind of activity best suited for?
10. Ask student teachers: *What differences do you see between other countries?*
11. Any student teachers who finish early can insert their ‘Own example’ in the final box and corresponding rows.



Assessment

Circulate to ensure that they are on task. Do not assist them at this stage.



Possible student teachers' responses

Allow for some variation with some answers e.g. sport, clothes, etc.

	USA	UK	Myanmar	Saudi Arabia
Currency	dollar	pound	kyat	rial
Head of country	president	monarch	president	king
Traditional Food	hamburger	fish and chips	rice	rice and lamb
Costume	suit and tie	suit and tie	longyi	thobe
Capital city	Washington	London	Nay Pyi Taw	Riyadh
National sport	baseball	cricket/ soccer	chinlon	football



Learning activity 2. Cloze: Intercultural awareness definition (15 minutes)

The aim of this activity is to provide a simple definition for *intercultural awareness*.

1. Tell the student teachers to look at learning activity 2.
2. Tell them to try to guess the words. It is quite difficult, so allow them to work in pairs.
3. Give them two to three minutes to think about the words.
4. Then, read the text at normal reading speed. Ask them to check how many of the words they guessed correctly.
5. Next, elicit from the student teachers which writing skills are developed here (copying, assimilating and contextualising new vocabulary).
6. Next, elicit from the student teachers what level this kind of activity best suited for? Slightly older middle school students with better research skills.



Assessment

Before you read out the text, circulate and look at their suggestions.



Possible student teachers' responses

The exercise is difficult but there is an expectation that some student teachers will be able to come up with many of the correct words. Many other possibilities are acceptable e.g. *knowledge* for *awareness*, *religion* instead of *beliefs*, *poor* instead of *bad* etc.

Intercultural **awareness** is knowing about both your own and other cultures and especially the **differences** and similarities **between** them. These may be in terms of values, **beliefs**, or behaviour. They affect every aspect of life such as **food**, weather, clothes, religion and so many more. When we interact in cross cultural situations, a **lack** of awareness can lead to poor judgements and decisions. Intercultural awareness helps us **reduce** the chances of making **bad** decisions.



Learning activity 3. Individual practice: Controlled writing (15 minutes)

The aim of this activity is to practice some creative writing, including different cultural observations, within a defined framework. Explain to them that it is good teaching practice if they themselves do some of the activities that they are expecting their middle school students to do. It will give them practise in setting up a task and seeing the practical problems that could arise.

1. Read carefully through the three italicised paragraphs below (in Part A) with your class of student teachers. The text is included in their textbooks.
2. Explain anything that they do not understand.

Part A:

Guided writing allows middle school students to be creative within a framework. You could adapt this activity for any of the middle school years you teach, expecting greater detail from older middle school students, reflecting their more advanced language level.

It would be really nice to do with actual postcards or you could choose photographs of different places from the internet. Try to find examples from countries which are very different from Myanmar. (Look at some of the examples of postcards in the Grade 6 English textbook in Unit 1.)

Think of somewhere abroad that you would like to go on holiday. Think about why you have chosen this place. What would you like to do there – think of two different activities? What do you think the weather and food are like there? What about the people? Who are you on holiday with or are you on your own? What's the hotel like where you are staying? Are there any nice facilities? Do you have a view? How long are you planning to stay? Is there anything that you miss while you are on holiday? Has anything strange or funny or unexpected happened to you on holiday? Is there anything that you don't like? What is the biggest cultural difference you notice about where you are and Myanmar?

1. Read carefully through the italicised paragraph below (Part B) with your class of student teachers. The text is included in their textbooks.
2. Explain anything that they do not understand.

Part B: Now imagine you are going to write a postcard in the space below, using some or all of the points above. Put in the name of the person you are writing it to after 'Dear' and remember to put your name at the very end, just after 'See you soon'.

3. Tell them that they must now try to write a short postcard in the blank template provided in their books.
4. Decide quickly if you would like them to work individually or in pairs. Do NOT ask them to decide. You must quickly make a decision.
5. Tell them they can use some of the questions from above. Tell them that they can also add their own ideas. They can also refer to the examples of postcards from Unit 1 of the English Grade 6 student textbook.
6. Tell them, however, to try to imagine somewhere which is very different from Myanmar.
7. When they finish, ask them to swap and read through each other's postcards.
8. If there is time, choose several examples to read out. Ask individuals to read them out.



Assessment

Circulate to see that the student teachers are on task. Explain that they do not need to answer all of the questions from the Part A text. If they can insert any original ideas, that would be great! Do not overly correct grammar. This is a fluency exercise.



Possible student teachers' responses

Although this is guided (by the questions in the Part A text), the written responses will be different.



Differentiated learning activity 1. Individual practice (15 minutes)

In learning activity 3 above, expect (and demand) a high level of fluency from the most able students. Hopefully, some will go beyond the prescribed questions and put in ideas of their own.



Check student teachers' understanding (5 minutes)

- Ask student teachers to call out different examples of intercultural contexts from those that have been covered.
- Elicit any from: language, race, manners, customs, traditions, festivals etc.

4.2.1. Techniques for teaching writing skills (5)

Expected learning outcome

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

- Develop techniques to teach writing skills to explore literature.



Competency gained

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Active learning: ‘What do you like to read?’, Active learning: Process writing, Pre-discussion point: Simple review criteria, Active learning: Designing a simple template for higher grade middle school students



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with the literature component for the middle school syllabus. Pay particular attention to being able to explain learning activity 3 *Story Pyramid* to the student teachers.



Resources needed: Student teacher textbook lesson 4.2.1. (Period 5). Whiteboard.



Learning activity 1. Active learning: ‘What do you like to read?’ (5 minutes)

The aim of this exercise is to re-introduce many of the most important titles associated with literature and see which kinds of texts student teachers enjoy. It might also be useful for the next period, when the student teachers will devise their own lesson plan.

1. Tell the student teachers to work in pairs.
2. Tell them to look at the 10 titles.
3. Ask them to draw a simple diagram, indicating if they like or dislike it.
4. Give an example: If you like ‘The Owl’, draw a happy face 😊
5. Give them two minutes to draw a happy or sad face next to the title.
 - a) Ali Baba
 - b) The Lion and the Mouse
 - c) The Pied Piper
 - d) Cinderella
 - e) Gulliver
 - f) The Rainbow
 - g) The Owl
 - h) The Elephant
 - i) Tom Thumb
 - j) The Necklace
6. Try to find out by getting student teachers to put their hands up, which is the most popular story.
7. Ask them what they like about the most popular story. Elicit answers from several student teachers.
8. Tell them to close their books.



Assessment

No formal assessment required at this stage at this stage.



Possible student teachers' responses

Student teachers' responses will vary.



Learning activity 2. Active learning: Process writing (25 minutes)

The aim of this activity is to develop the teaching skills to teach process writing. Middle school students need to learn to write a simple story. This is an effective technique that can be adapted to most short stories and will serve as a tool that student teachers can use for their classes.

1. Tell the student teachers they are going to take the place of a middle school student who is familiar with the story of *The Pied Piper*.
2. Tell them that they are going to do a process writing task based on *The Pied Piper* story.
3. Briefly recap by asking a few easy concept questions:
Appearance? Elicit: *he was tall, was wearing colourful clothes and had a musical pipe with him.*
What was the problem in Hamelin when he arrived? Elicit: *Rats.*
Can any of you remember how a Fairy story begins? Elicit: *‘Once upon a time’.*
Can any of you remember how a Fairy story ends? Elicit: *‘And they lived happily ever after’.*
4. Explain to the student teachers that you asked the recap questions to put the activity in context, i.e. that as part of the scaffolding, it is a pre-writing task.
5. Now, tell your student teachers they are going to read the beginning of *The Pied Piper*.
6. Tell them to open their student teacher textbook to learning activity 2.
7. Tell them to read the paragraph. They must do this silently. Allow them one minute:
‘Once upon a time, a piper dressed in colourful clothes entered a small town called Hamelin. He was wearing a large hat. He noticed that there were rats everywhere. While he was looking at a very large rat, the Mayor of the town approached him ...
8. Tell them to stop.
9. Tell them that their task is to write the next part of the story up until ‘The Piper began to play his pipe and all of the rats started to follow him.’
10. Before they write the paragraph, tell them they have five minutes to brainstorm their ideas. They can do this in pairs. Tell them to use the box in their book.
11. After five minutes, tell them to stop.

12. Tell them that their task is to write a second paragraph which ends with the sentence ‘The Piper began to play his pipe and all of the rats started to follow him.’ (this has been provided in their textbooks).
13. Tell them to try to keep their sentences short and make their paragraph about the same length as the first paragraph.
14. Tell them to change the story, if they wish, putting in some of their own ideas.
15. Remind them that when they studied grammar in the first unit, they looked at how they could make sentences longer by using conjunctions – joining words.
16. Now, tell them to write out their first draft. Give them 10 minutes to do this. They must do this individually.



Assessment

Ask different student teachers to read out their second paragraph. Remember, as this is meant to be a first draft, do not correct or criticise too much. Do not give a grade to any of them.



Possible student teachers’ responses

Student teachers’ responses will vary.

Remember to tell the student teachers that process writing does take a lot of time with the marking. Second and third drafts are best given as homework tasks.



Learning activity 3. Pre-discussion point: Simple review criteria (5 minutes)

The aim of this activity is for student teachers to keep a record of any books that their middle school students read. It will also allow their middle school students to develop their own critical thinking literary skills. Lastly, it is for the student teachers to design their own template.

1. Read through the following bullet points with the student teachers, then move straight to the next activity.
 - drawing a simple picture
 - the title

- the plot
- what you liked
- what you didn't like



Assessment

Not applicable at this stage.



Possible student teachers' responses

Not applicable at this stage.



Learning activity 4. Active learning: Designing a simple template for higher grade middle school students (10 minutes)

1. Allow student teachers to work in pairs.
2. Tell them to think of other criteria that they could add to the bullet points in learning activity 3.
3. Tell them 'characters' has been provided as an example.



Assessment

Circulate and listen to their ideas. Allow first language discussion.



Possible student teachers' responses

Genre, hero, heroine, villain, whether they would recommend it to a friend, whether they would read another book by the same author, whether they would read it again, is it gender inclusive, does it contain different cultural aspects.



Extended learning activity 1. Active learning and group work (10 minutes)

Elicit from the student teachers the different ways that they could present the following text instead of just making middle school students read it.

Once upon a time, a piper dressed in colourful clothes entered a small town called Hamelin. He was wearing a large hat. He noticed that there were rats everywhere. While he was looking at a very large rat, the Mayor of the town approached him.

They could do a guided or open cloze / present as a jigsaw reading / any good suggestion from the student teacher.

With a younger middle school class, the student teacher may have to read a simplified version of the Pied Piper to them and ask them to write a sentence rather than a paragraph.



Check student teachers' understanding (5 minutes)

- Ask student teachers to think about the 'lesson' or 'theme' or 'moral' (you may have to translate these concepts) that they can learn from different stories. Tell them that Cinderella, for example, teaches us about kindness towards all people and for forgiving others for doing well.
- Ask them to think about the disadvantages of Process Writing for the classroom teacher. Try to elicit that marking can be onerous and especially so if the class is very large.

4.2.1. Techniques for teaching writing skills (6)

Expected learning outcome

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

- Plan short lesson to teach writing skills.



Competency gained

B1.3.1 Plan and structure lesson to ensure all the lesson time is used effectively



Time: One period of 50 minutes



Learning strategies: Think-pair-share: Abbreviations, Collaborative learning: Recall previous learning, Critical thinking: Creating a lesson plan.



Assessment approaches: Observation, question and answer, peer-assessment, self-assessment, teacher assessment, homework assignment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: The teacher educator should be familiar with any problems that the student teachers faced in the previous year when they worked with the primary syllabus for writing.



Resources needed: Student teacher textbook 4.2.1. (Period 6). Grade 6 English textbook Unit 6 'Food items and health benefits'. Whiteboard.



Learning activity 1. Think-pair-share: Abbreviations (5 minutes)

The aim of this activity is for student teachers to explore note-taking.

1. Tell them to read through the instructions.

2. Tell them to look at the following words and try to work out the ‘complete’ form.
3. Allow them to work with a partner.
4. Allow two minutes for numbers 1-8.
5. After two minutes go through the answers.
6. Ask individual student teachers to call out their answers (allow different answers).

Answer key:

1. Tel Television, Telephone
2. Uni University
3. Std Student, Study
4. Sch School
5. Prep Preparation, Preposition
6. Eng English, Engineering
7. Geog Geography
8. Sci Science



Assessment

Allow for different interpretations. The objective of the exercise is to introduce the concept of abbreviations for learning the process of ‘note-taking’ in future studies. Do not criticise any of their suggestions.



Possible student teachers’ responses

These will vary. Some alternative suggestions are given but do accept the student teachers’ own versions.



Learning activity 2. Collaborative learning: Recall previous learning (5 minutes)

1. Tell the student teachers that they can work in pairs.
2. Tell them to look at the instructions.
3. Stop them after five minutes.



Assessment

Circulate to see whether the student teachers are on task.



Possible student teachers' responses

These will vary.



Learning activity 3. Critical thinking: Creating a lesson plan to teach a 30-minute writing activity to Grade 6 middle school students based on Unit 6 'Food items and health benefits' (30 minutes)

1. Tell the student teachers to form groups of four people.
2. Tell them to look at the blank lesson plan in the teacher book.
3. Tell them NOT to look at the completed lesson plan on the following page. (Give this instruction in their first language if necessary as it is really important that they cannot see the completed lesson plan).
4. Tell them that they need to think about preparing a writing lesson for Grade 6 middle school students focusing on *Food items and health benefits*.
5. Tell them that their task is to design a lesson plan which is 30 minutes long.
6. Tell the student teachers to try and fill in the blank lesson plan, putting in some of their own teaching activities, middle school student activities and timing. Tell them they should also refer back to their notes that they brainstormed in learning activity 1. Also, allow them to refer to pages 54/55 in the Grade 6 English textbook, but tell them to try to develop their own exercises and not simply adapt the questions provided in the textbook.
7. Allow them 15 -20 minutes to do this.
8. After 15-20 minutes, ask different student teachers, from different groups, to read out/explain some of their teacher and middle school student activities for the different stages. Allow 10 minutes for this.



Assessment

Circulate to see that they are on task. They have done a number of lesson plans over the course of Year 2, so they will be familiar with the nature of the task.



Possible student teachers' responses

These will vary from one group to another, although as they are all referencing the same material from the Grade 6 English Textbook, there will be some similar content. Do praise any activities that you observe that are communicative and interesting.



Learning activity 4. Setting homework: Looking at another lesson plan (5 minutes)

1. Tell student teachers that lesson plans are very individual. A lesson plan that one teacher writes may be difficult or even impossible for another teacher to use.
2. Now, tell them to look at the model provided.
3. Tell the student teachers that the plan has been slightly amended so that now some information is missing. The layout of the plan is also different.
4. For homework, they must make a list of what they like about the lesson plan and try to insert any missing information in the *Stages*, *Activity*, *Resources* or *Time* columns.
5. Tell them that some text has been abbreviated. Ask them to work out what these shortened words are (tell them to refer back to learning activity 1).

	Stages	Activity	Resources	Time									
1	LI	Elicit mid sch stds prior knowledge of 3 kinds of food that they have already learnt in Gr 5.	WB										
2	Modelling		Gr. 6 TB and TG	5mins									
3	Check understanding		Gr. 6 TB and TG	3mins									
4	Controlled pract	Let them think about the food items they had this morning and fill in the following table. <table border="1" data-bbox="387 1420 880 1568"> <thead> <tr> <th>Name</th> <th>Food items</th> <th>Health benefits</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td></td> <td></td> </tr> <tr> <td>Student B</td> <td></td> <td></td> </tr> </tbody> </table>	Name	Food items	Health benefits	Student A			Student B			A4 paper	
Name	Food items	Health benefits											
Student A													
Student B													
5		Make a shopping list to cook a delicious but healthy meal for dinner. Present as a poster.	Poster, coloured pens, pictures of food from magazines	10mins									
6	Assess	Peer assess (teacher monitors).		2mins									
7	Plen	Gallery wk		3mins									



Assessment

This is given as a homework activity. In a future lesson, request feedback and let this lead to class discussion.



Possible student teachers' responses

The *Activity* column will vary from one person to another.



Differentiated learning activity 1. Critical thinking (30 minutes)

With a very strong group, you could create a jigsaw activity of the lesson plan above. You would need to think carefully about how you deconstructed it, depending on their ability, before asking student teachers to reassemble it. An easier version would be matching the *Stages* to the *Activities*.

With a weaker group, you could actually teach the whole lesson plan to the student teachers and demonstrate best practice.



Check student teachers' understanding (5 minutes)

- This is the final lesson plan that the student teachers will attempt. They should know what the main stages are. Ask them to close their teacher books and elicit the stages in the correct order: *Lead in*, *Modelling*, *Check understanding* etc.
- You can also set the review questions as an additional homework assignment.

Homework assignment:

Set the preparation required for the next lesson as homework. Ask student teachers to read the sample texts from learning activity 2 (lesson 5.2.1.) in advance. You should also ask student teachers to conduct research on the different types of assessment of reading and listening skills. You could recommend them to use the British Council or Cambridge Assessment English websites (links are found at the end of Unit 5).



Expected student teachers' responses for the review questions in TB

1. List two examples of the kinds of writing that middle school students must know and two topics they are expected to write about.

Answer: Accept any from the Grades 6-9 Scope and Sequence Document

2. Do you feel that we should actually teach handwriting or just let middle school students work with word processors?

Answer: With word processors there are grammar, spell check and even style check facilities. Furthermore, there is never a problem for a reader being able to read a particular letter or text. Clearly, it is a matter of resources. However, we can encourage our middle school students to become more proficient with ICT and word processors – especially as much of their writing will be done on their mobile phones: texts, e-mails etc.

3. Are there any disadvantages to correcting every written mistake?

Answer: Yes, it is possible to discourage middle school students if you mark everything and hand back their work covered in red ink! This can lead to demotivation. Some middle school students will not even look at their work because they are too embarrassed. For this reason, it is important to get the balance right with correction.

4. What are the most important parts of punctuation that your middle school students need to learn for Grade 6 and 7 at middle school?

Answer: Full stop, comma, capital letters at the beginning of a sentence, question marks, capital 'I' for first person subject pronoun, speech marks.

Unit Summary



Key messages

- In this unit, we have explored writing and speaking skills.
- We have discovered that we should adjust our input for writing and speaking activities to match our middle school students' level of language.
- Middle school students must have plenty of practice in repeating language they hear. They will be able to produce both written and spoken language under controlled conditions.
- In the classroom, we should create the environment where they feel safe to experiment with language. This is known as freer practice activities. They need to be reassured that making mistakes, when speaking and writing is a natural part of the language learning process.
- Staging carefully or scaffolding writing and speaking activities enables them to acquire new language and to build upon what they have previously learnt.
- There is a range of speaking activities that middle school students can take part in: presentations, role-plays, storytelling, discussion in group and pair work, information gap, and questionnaires.
- There is a range of writing activities that middle school students can take part in: controlled practice, for example, gap fill exercises, shopping lists; freer practice, for example, letter writing, short stories.



Unit reflection

How important do you think writing and speaking are at middle school, compared with reading and writing? At this age, middle school students are likely to be not so interested and motivated in speaking and writing. However, if they are given a purpose for their writing or speaking, they may be more willing to share their ideas. This can make lessons more difficult to facilitate as they will quickly get bored if the lesson does not move on quickly.

The key to learning a language is to use it. Monitor your talking time against their talking time. The middle school students are the ones learning the language, so they should be the ones who are producing the language in the classroom. How can a teacher make sure that middle school students are *active* speakers in English lessons?

Can you explain the main objectives of teaching writing and speaking in middle school? Can you give examples of learning activities suggested for teaching writing and speaking by grade level? Look back through the middle school textbooks and teacher guides to check the type of activities that you will be teaching.

Many of the activities in this unit could be used in your own classroom. Which activities have benefitted your own learning? What activities have been challenging? Which ones do you feel would be particularly useful in a middle school classroom?



Further reading

4.1

British Council (n.d.). *Techniques: Group work, warmers and controlled practice*. Teaching English. https://www.teachingenglish.org.uk/sites/teacheng/files/TeachingSpeaking_5_techniques_v02.pdf

Harmer, J. (2007). *The practice of English language teaching*, Harlow, Essex: Pearson Education.

Thornbury, S. (2005). *How to teach speaking*. Harlow: Pearson Longman

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

Pinter, A. (2011). *Teaching young language learners*. Oxford: Oxford University Press.

Truss, L. (2003). *Eats, shoots and leaves*. London: Profile Books.

Unit 5

Assessment (2)

In the second part to this unit on assessment, student teachers will consolidate their understanding of assessment. This time it will focus on summative assessment - its purpose and how it can best be used. They will be given opportunities to explore different techniques in order to construct good items for tests and also the different types of questions used for assessment purposes.

Expected learning outcomes



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

- Develop techniques to test listening and reading skills; and
- Develop techniques to test speaking and writing skills.



Competencies gained

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

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

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

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

5.2. Assessment for Learning

This sub-unit contains two lessons; one lesson on developing techniques to test listening and reading and one lesson on developing techniques to test speaking and writing.

5.2.1. Testing reading and listening

Expected learning outcome

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

- Develop techniques to test listening and reading skills.



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

A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Think-pair-share: Link to prior learning, Flipped learning: Frequently used formats for testing reading and listening skills, Collaborative learning: Exploring the middle school English textbooks, Homework: 'Your turn!'



Assessment approaches: Observation, question and answer, peer-assessment, self-assessment, teacher assessment, homework assignment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Middle school English grade level textbooks; student teachers should have completed the research and reading required in advance for learning activity 2 (flipped learning)



Resources needed: Lesson 5.2.1. in student teacher textbook, whiteboard, projector/IWB, flipchart paper, middle school English grade level textbooks.



Learning activity 1. Think-pair-share: Link to prior learning (10 minutes)

The aim of this activity is for student teachers to reflect on their own experiences of completing summative tests in listening and reading. It is likely that a traditional approach will have been taken. Here is a suggestion to set up the activity:

1. Write the question on the board: What memories of completing reading and listening tests do you have?

2. They should consider the question firstly individually and then in pairs and then in groups.
3. Nominate a few student teachers to offer their suggestions.



Assessment

Use the class discussion and the student teachers' answers to assess their level of understanding and identify any areas that require further input.



Possible student teachers' responses

Responses will vary. It is likely that that listening skills will not have been tested at middle school.



Learning activity 2. Flipped learning: Frequently used formats for testing reading and listening skills (10 minutes)

The aim of this activity is to not only develop their own independent learning and research skills, but also to experience a useful pedagogical tool for aiding their own middle school students' development, independence and autonomy in terms of flipped learning. It also introduces student teachers to the concept of writing questions to test understanding of the receptive skills.

1. Prior to this lesson, student teachers should have been asked to research on the different types of assessment of reading and listening skills. The English Curriculum Framework recommends that student teachers participate in exploring a flipped classroom, as well as developing use of ICT. Student teachers should therefore use this to feed into the lesson. You could recommend the British Council or Cambridge Assessment English websites (Please see links at the end of the unit).
2. Student teachers should also have read the input reading text in their textbooks and engaged with the different question formats.
3. Before looking at the text in class, ask the student teachers to recall techniques that are used in the classroom to assess reading and listening skills. Ask student teachers to discuss in groups or write the following questions on the board:

Which questions do you think are easiest to write?

Which questions do you think are the most difficult to write?

4. Hold a brief room shout out to share student teacher views.



Assessment

Use the class discussion to assess their level of understanding and identify any areas that require further input. As this is a new area of learning for the student teachers, the answers that are produced do not need to be perfect.



Possible student teachers' responses

Responses will vary. Most difficult questions to write: multiple choice; easiest questions to write: matching.



Learning activity 3. Collaborative learning: Exploring the middle school English textbooks (15 minutes)

The aim of this activity is to extend student teachers' understanding of the principles of summative assessment. This is achieved by providing them with the opportunity to explore the reading and listening tasks.

1. In pairs, allocate student teachers a grade as well as the reading or listening skill.
2. Distribute copies of the appropriate student textbooks. Ask student teachers to explore opportunities where they can assess their middle school students' reading or listening skills.
3. You may wish to write the following questions on the board:
Do you want to assess every lesson?
Do you want to assess every unit?
Do you want to assess every semester?
What do you wish to do with the results?
4. Ask them to record their findings in their textbooks.
5. Nominate several student teachers to share their findings.



Assessment

Use the class discussion and the student teachers' written questions to assess their level of understanding and identify any areas that require further input. As this is a new area of learning for the student teachers, their observations will be different.



Possible student teachers' responses

Responses will vary. Student teachers can add new points to their tables during the class discussion.



Learning activity 4. Homework: 'Your turn!' (10 minutes)

The aim of this activity is for student teachers to apply their understanding of assessing reading and listening skills at the end of the unit or semester.

1. Ask student teachers to refer back to the reading text in learning activity 2.
2. Next, allocate two different question formats to each student teacher. For homework, ask them to write two questions and a mark scheme / answers based on the text about Zaw Zaw's favourite sports from the middle school English textbook.
3. In the next lesson, ask the student teachers to exchange their questions with another pair to allow for peer assessment.



Assessment

This homework assignment can be used as evidence of learning.



Possible student teachers' responses

Student teachers' own answers.



Extended learning activity 1. Homework: ‘Your turn!’ (5 minutes)

For learning activity 4, challenge more confident student teachers to write questions for all the different test formats.



Differentiated learning activity 1. Flipped learning: Frequently used formats for testing reading and listening skills (10 minutes)

For learning activity 2, you can support less confident student teachers by asking them to explain their answers in their first language.



Check student teachers’ understanding (5 minutes)

- Read back through today’s expected learning outcomes and TCSF competencies.
- Summarise the expected learning outcomes and the extent to which they have been achieved.
- Summarise the TCSF competencies and how these have been achieved.
- Ask student teachers to respond by using a coloured highlighter to go back through this lesson’s work and underline anything that they were not aware of before today’s lesson. Put a star next to anything they are still unsure of, so that they can ask you.

5.2.2. Testing speaking and writing

Expected learning outcome

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

- Develop techniques to test speaking and writing skills.



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

A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities

A3.2.2 Be aware of social, linguistic, and cultural background of parents, community elders and leaders when interacting with them



Time: One period of 50 minutes



Learning strategies: Think-pair-share: Homework check, Critical thinking: Frequently used formats for testing speaking, Critical thinking: Frequently used formats for testing writing skills, Collaborative learning: Exploring the middle school English textbooks, Homework: 'Your turn!'



Assessment approaches: Observation, peer-assessment, self-assessment, teacher assessment, homework assignment. For all activities, try to elicit responses equally from both male and female student teachers.



Preparation needed: Middle school English grade level textbooks and teacher guides.



Resources needed: Lesson 5.2.2. in student teacher textbook; whiteboard; projector/IWB; flipchart paper; middle school English grade level textbooks and teacher guides.



Learning activity 1. Think-pair-share: Homework check (5 minutes)

Students were asked in the previous lesson to prepare two questions each using two different question formats to test reading skills.

1. Ask student teachers to exchange their questions with their partner.
2. Next, ask them to share their responses with each other.
3. Nominate several student teachers to share their questions with the group.



Assessment

Start with peer assessment. Use the student teachers' written questions to assess their level of understanding and identify any areas that require further input. Do not expect the comprehension questions to be perfect as this is a skill that is developed over time.



Possible student teachers' responses

Responses will vary.



Learning activity 2. Critical thinking: Frequently used formats for testing speaking (10 minutes)

The aim of this activity is to introduce student teachers to the concept of writing questions to test understanding of the productive skills. In Year 3, student teachers will look in more detail at the techniques of writing questions. In this learning activity, student teachers will firstly explore different scenarios where speaking skills are tested. Then, in learning activity 3, they look at how writing skills can be tested.

1. Ask student teachers to read the text individually.
2. In pairs, ask student teachers to discuss:
 - a. *What are the different speaking tasks for middle school students?*
 - b. *How do you assign a grade for each of the criteria?*
 - c. *What are the disadvantages of assessing speaking skills individually?*
 - d. *Is it appropriate to test the use of gesture as shown in the rubric above?*
 - e. *What other speaking skills are tested when middle school students perform role-plays?*
3. Nominate several student teachers to share their discussions.



Assessment

Use the class discussion to assess their level of understanding and identify any areas that require further input. As this is a new area of learning for the student teachers, their observations will be different.



Possible student teachers' responses

How do you assign a grade for each of the criteria?

The following could be suggested:

Accuracy	0: does not speak at all 1: makes a lot of mistakes 2: speaks with some mistakes 3: speaks with few mistakes
Fluency	0: does not speak at all 1: speaks with hesitation 2: speaks quite fluently and clearly 3: speaks fluently and clearly
Contents	0: does not speak at all 1: conveys one or two elements of the message 2: conveys some elements of the message 3: conveys the content effectively
Gesture	0: does not speak at all 1: uses minimal body language 2: uses some body language 3: uses body language effectively

What are the disadvantages of assessing speaking skills individually?

It takes time. There is not always one correct answer. Therefore, the test may become unreliable.

Is it appropriate to test the use of gesture as shown in the rubric above?

It is questionable whether gesture is in fact a speaking skill. However, it does form part of the rubric in the middle school English textbook.

What other speaking skills are tested when middle school students perform role-plays?

Middle school students' interactive skills can be tested such as turn taking, use of functional language.



Learning activity 3. Critical thinking: Frequently used formats for testing writing skills (10 minutes)

The aim of this learning activity is to look at how writing skills can be tested.

1. Ask student teachers to read the text individually.
2. In pairs, discuss: *What are the writing tasks which are used for assessments for middle school students?*
3. Nominate several student teachers to share their discussions.
4. Next, guide the student teachers to look at the sample rubric for assessment of writing tasks.
5. Then, in groups, ask them to choose a writing task from the middle school English textbooks and to consider if the sample rubric will help assess writing. They may need to explain their answers in their first language.



Assessment

Use the class discussion to assess their level of understanding and identify any areas that require further input. As this is a new area of learning for the student teachers, their observations will be different.



Possible student teachers' responses

Tasks that are familiar will be activities such as gap fill, form filling, writing messages and short stories etc.

The sample rubric provided in the student teacher book will help assess extended writing. There may be advantages and disadvantages of using it.



Facilitator's note

For learning activities 2 and 3, you can support less confident student teachers by asking them to explain their answers in their first language.



Learning activity 4. Collaborative learning: Exploring the middle school English textbooks (15 minutes)

The aim of this activity is to extend student teachers' understanding of the principles of summative assessment. This is achieved by providing them with the opportunity to explore the speaking and writing tasks.

1. In pairs, allocate student teachers a grade as well as the speaking or writing skill.
2. Distribute copies of the appropriate student textbooks.
3. Ask student teachers to explore opportunities where they can assess their students' speaking or writing skills.
4. You may wish to write the following questions on the board:
Do you want to assess every lesson?
Do you want to assess every unit?
Do you want to assess every semester?
What do you wish to do with the results?
5. Ask them to record their findings in their textbooks.
6. Nominate several student teachers to share their findings.



Assessment

Use the class discussion and the student teachers' written questions to assess their level of understanding and identify any areas that require further input. As this is a new area of learning for the student teachers, their observations will be different.



Possible student teachers' responses

Responses will vary.



Learning activity 5. Homework: 'Your turn!' (5 minutes)

The aim of this activity is for student teachers to apply their understanding of assessing speaking and writing skills at the end of the unit or semester.

1. Ask student teachers to refer back to learning activities 2, 3 and 4.
2. Allocate one speaking test format and one writing test format (from learning activities 2 and 3) to each student teacher.
3. Using the information they have gathered in the previous activity, ask them to design one speaking task and one writing task for homework.
4. You can encourage student teachers to conduct a role-play session of testing speaking skills. For example, two student teachers can be test takers and one can be the assessor.



Assessment

This homework assignment can be used as evidence of learning.



Possible student teachers' responses

Student teachers' own answers.



Extended learning activity 1. Homework assignment (5 minutes)

For learning activity 5, challenge more confident student teachers to write questions for all the different test formats.



Check student teachers' understanding (5 minutes)

- Read back through today's expected learning outcomes and TCSF competencies.
- Summarise the expected learning outcomes and the extent to which they have been achieved.
- Summarise the TCSF competencies and how these have been achieved.
- Ask student teachers to respond by using a coloured highlighter to go back through this lesson's work and underline anything that they were not aware of before today's lesson. Put a star next to anything they are still unsure of, so that they can ask you.



Expected student teachers' responses for the review questions in TB

1. Describe the difference between formative and summative assessment.

Answer:

Formative: ongoing, classroom based, assessment for learning.

Summative: at the end of a period of learning, assessment of learning.

2. Describe a summative assessment activity you are going to try in your next English lesson to assess the receptive skills.

Answer: *Student teacher responses will vary as it will be a matter of personal choice.*

3. Describe a summative assessment activity you are going to try in your next English lesson to assess the productive skills.

Answer: *Student teachers' responses will vary as it will be a matter of personal choice.*

Unit Summary



Key messages

- You should now have a clear understanding of the processes and reasons for using formative and summative assessment approaches.
- You should know the impact that summative assessment can have on middle school students.
- You should be able to identify, use and write suitable assessment questions to test the four language skills in middle school English lessons.
- You will be familiar with a range of types of assessment questions and know how formative and summative assessment can be used to support learning.
- Your understanding of assessment in English should enable you to know how this is similar or different from assessment in other subjects at middle school level.



Unit reflection

Find out what type/s of summative assessments will be carried out at middle school grades. How often will these assessments take place? Who will deliver/organise the assessments? Who will assess the papers? Will it be teacher or peer or self-assessed? How will you give feedback? Imagine giving your class assessments of various types: think about the reactions of middle school students at different grades.

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



Further reading

5.2.

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Glossary

Terms	Elaborations
Abstract	An idea that refers to a thing that does not exist as a material object: “happiness”, “honesty”.
Background	Not the main ideas in the text.
Choral drilling	Whole class repetition to introduce and practise new vocabulary and grammar.
Chunks	Phrases grouped together so that they are learnt as one unit.
Cloze	Words that are removed from the text.
Comprehension questions	Questions to test understanding.
Concrete	An idea that refers to a real physical object.
Contextualised language	Language that is found within the text.
Controlled practice	A stage in a lesson where middle school students practise new language in a limited form.
Corrective feedback	Information given to student to tell them how to improve.
Dictogloss	A classroom dictation activity where students are required to reconstruct a short text by listening and noting down key words, which are then, used as a base for reconstruction.
Education Degree College English syllabus	The overall description of the English Education Degree College course.
Eliciting	To get a student to provide or remember language rather than telling them the answer.
Explicit presentation	Language that is taught by the teacher to students.
Extensive listening	Listening to a recording to get a general understanding. For example, watching a film, understanding and enjoying the story.
Feedback	Information given to student to tell them how well they did and how they can improve.
Form	The grammatical category of a word.
Formative assessment	A form of assessment which provides feedback on how students are progressing so that teaching can be adapted to refine support for students. It is also known as Assessment for Learning.
Freer practice	A stage in a lesson where students produce previously taught language, using the target content freely.
Gist	The general meaning or purpose of a text. Also known as skim reading.
Imagery	Language used to represent objects, actions, and ideas.
Inference	A conclusion or opinion that is formed because of known facts or evidence.
Intensive listening	Listening for specific information. Listening for specific information involves finding the answers to specific questions.
Intonation	The rise and fall of the voice in speaking.
Lexical words	Words such as nouns and adjectives that carry meaning. Also known as content words.
Matching	Words or phrases that go together.
Meaning	A statement that explains the definition of a word or phrase.
Middle school syllabus	The overall description of the English middle school course.
Monitoring	Teacher observing and checking an activity.

Terms	Elaborations
Multiple choice	A choice of answers are given to answer a question.
Peer assessment	A learning technique where students evaluate each other's work.
Personalised language	Language that learners adapt for their context.
Process writing	An approach to teaching writing that allows the teacher and the student to produce a text together in stages.
Productive skills	Writing and speaking skills. Students have to produce language.
Recasting	Teacher repeats the error back to the student in a corrected form.
Receptive skills	Listening and reading skills. Students have to understand words and sentences before using it.
Reinforce	To consolidate language previously taught.
Rhythm	The measured flow of words and phrases, using long and short or stressed and unstressed syllables.
Rubrics	Mark scheme or guide.
Scanning	To read a text quickly for a particular detail.
Self-assessment	The student checks and evaluates their own work.
Self-conscious	Awareness of oneself.
Skimming	To read a text to get an overall understanding.
Strands	A chapter or unit of the Education Degree College Syllabus for English.
Stress	The importance that is given to syllables in a word.
Stress-timed language	The equal amount of time placed between each word in a sentence.
Student centred	Focus of instruction shifts from the teacher to the student.
Sub-strands	A sub-unit of the Education Degree College Syllabus for English.
Summative assessment	A form of assessment which confirms what students know. It is also known as Assessment of Learning.
Syllable-timed language	Each syllable is equally stressed.
Symbolism	Signs used to represent ideas.
Teacher centred	A traditional approach where activity in the class is centred on the teacher.
True / false	A test to which the answers are true or false.
Word class	A group of words with the same function.

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Notes

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