

TREE

Towards Results in Education and English



(Photograph: Myanmar Teacher Educators/TREE Project)

Communities of Practice

Develop your Semester 2 skills

A Handbook for Teacher Educators

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Introduction: TREE Communities of Practice

These materials have been developed through the TREE (Towards Results in Education and English) project over the period May 2020 to January 2021.

One of the many strands of support which the project provides for Education Degree Colleges in Myanmar is, in collaboration with Leadership Teams and Teacher Educators themselves, the development of what are called Communities of Practice. Unit 1 of this handbook presents resources which outline the aims and principles of Communities of Practice.

Since May 2020, Communities of Practice have involved groups of English Teacher Educators meeting each week with a TREE Facilitator to discuss issues related to teaching and learning, how to achieve maximum support for Student Teachers' progress and the regular production by Teacher Educators of resources. As the inception of the Communities of Practice coincided with the introduction of remote delivery operations, all interaction between Teacher Educators and the TREE Facilitator and the majority of the interaction between Teacher Educators themselves has been online. Communities of Practice have achieved countrywide coverage, with thirteen Communities of Practice in operation, some involving Teacher Educators from one college but the majority involving Teacher Educators from more than one college.

The objectives of each Community of Practice are quite complex as they aim to support the professional development of Teacher Educators themselves while at the same time developing their proficiency in mentoring the Student Teachers they train. Objectives address both the contexts of delivery of training of Student Teachers at the Education Degree College and that of the primary school classroom in which Student Teachers will be undertaking their practicums. Communities of Practice also provide a springboard for familiarisation with and discussion and adaptation of a new curriculum and materials which have been introduced through the academic year in which the Communities of Practice took place. Objectives have therefore been:

depending on context and topic:

- to develop Teacher Educators' personal awareness of topics related to the new curriculum and syllabus
- to develop Teacher Educators' personal practical skills as practitioners in the primary classroom
- to develop Teacher Educators' practical skills in developing Student Teachers' awareness of topics, including design of sessions and modes of delivery
- to support Teacher Educators in understanding, interpreting, adapting and supplementing new materials designed for Student Teachers
- to develop Teacher Educators' skills in supporting Student Teachers' skills as classroom practitioners.

As detailed in resources in Unit 1, participation in a Community of Practice is different from that in a standard training course. Although each Community has involved an external facilitator (most of whom have been located outside the country for the duration), the Facilitator plays a different role from that of a trainer: the aim has not been to dispense wisdom but to stimulate discussion. Online delivery has been both synchronous and asynchronous. For most of the period of operation, Teacher Educators have met their TREE Facilitator for two of the three weekly sessions for input and feedback. However, they have conducted the third session independently, discussing topics and producing discussion documents, lesson and session plans and videos which they have regularly brought to the following meeting for demonstration to other participants, with ample opportunities for peer feedback. Modes of asynchronous delivery have included weekly discussions

on Facebook, initiated by the TREE Facilitator but led by the Teacher Educators themselves. It has also been possible to share a wide range of online resources with Teacher Educators in this way, and to encourage Teacher Educators to select and identify resources for themselves. A number of activities presented in this handbook began life as Facebook posts.

Content of the Community of Practice sessions has been closely aligned to that of the Student Teacher Textbook and other materials new to Teacher Educators which have been introduced through the widespread reforms Education Degree Colleges have experienced. This handbook therefore presents selected sessions on:

- reading (at word and sentence level and reading longer texts and an introduction to the use of phonics)
- writing (early writing and more advanced writing using models and writing frames)
- developing young learners' cultural awareness
- storytelling, based both on published resources and folk tales, and the use of literature in the primary classroom
- principles and design of formal assessment, both for Student Teachers and young learners
- Assessment for Literacy.

Each session includes a range of pre-tasks (*Getting Started*), input sessions and a section called 'Over to you' based on activities which Community of Practice participants have undertaken independently. Activities have been slightly adapted so this handbook can be used as self-access materials or adapted for use by Communities of Practice or Teacher Activity Groups elsewhere.

Participation by Teacher Educators in the Community of Practice was exemplary. Their feedback comments have also been extremely positive and include:

- *I have found our Community of Practice sessions very useful because I have a continuous practice with the topics in the textbook.*
- *It is useful for us so that we have to do planning and preparations about the new curriculum of the first-year course. It makes ready to share my knowledge when we teach our student teachers and helps a lot to be effective teaching for Teacher Educators in the English Department.*
- *I have learnt so much new knowledge, information, ICT skills and learning concerned with the new curriculum.*

The TREE Project would like to thank all our Myanmar counterparts for enabling our Communities of Practice to operate so successfully and especially Leadership Teams, other Education Degree College staff and of course the Teacher Educators themselves and to Rebecca Hales and Agi Enyedi for their contributions to Unit 1 and Unit 3. And in particular, we would like to thank Teacher Educators from Lashio and Taunggyi who played a very significant role in the design of these materials and who regularly appear throughout this handbook. Thank you so much for your endless enthusiasm and creativity. We will miss you very much.

TREE Project

March 2021

Using this handbook

This handbook has been developed from materials used by Communities of Practice for English Department Teacher Educators at Education Degree Colleges across Myanmar. You can use these materials for your personal self-access or, after working with the Unit 1 materials, you may wish to think about starting a Community of Practice of your own. Whenever you can, try to share your learning with a colleague or colleagues: two minds are always better than one!

You will find that the topics in this handbook are aligned with the new syllabus, curriculum and materials that are used at Education Degree Colleges. If you work at an Education Degree College, keep a copy of the Student Teacher Textbook handy so you can compare content: the handbook will guide you to specific chapters. On page 6, you can find a map of this handbook, with learning outcomes and references to the new materials.

Each session begins with activities that ask you to think about the topic before you begin the session in a section called *Getting Started*. These are examples of 'flipped learning'. You will then find sets of activities which will help you explore the materials. Many of these activities make use of online resources which you can access on your mobile phone or on a laptop if you have one. You will not need a mobile phone or laptop for every activity, however. At the end of each unit, you will find a key so you can compare your ideas with those suggested – but remember that these are suggestions and not 'right answers'!

In the final activity, you will find a section called *Over to You*. This section encourages you to make lesson or session plans, videos and other resources which you can use with your learners. We hope that you will find that this is the most important and useful activity in each unit. In some activities, you will find examples from Teacher Educators who have undertaken these activities in Communities of Practice in Myanmar.

We hope you enjoy making use of this handbook. Good luck with your professional development

TREE Project

March 2021

A map of this handbook

Unit	Topic	Learning outcomes: In this unit, you will discuss:	Student Teachers' Textbook
1	What is a Community of Practice?	How a Community of Practice can help you and how you can help your Community of Practice	
2	Effective reading	What makes an effective reader and how we can encourage learners to read more effectively at word and sentence level	Chapter 5
3	Using a phonics approach to develop early reading skills	How to help young learners read more effectively through making use of the sounds of letters	Chapter 5, 5.1 pages 10 to 16
4	Developing learners' skills in reading texts	How to support older learners in reading effectively at text level	Chapter 5.3, pages 24 to 31
5	Beginning writing	How to develop the skills of learners who are writing for the first time	Chapter 5, 5.2.1 and 5.2.2, pages 17 to 25
6	Writing for a communicative purpose	How to support older learners in producing written texts	Chapter 5, 5.2
7	Looking at culture in the primary classroom	How and why we can develop young learners' cultural awareness	Chapter 6, pages 32 to 47
8	Tell me a story: using published sources	How to make use of published sources to tell stories effectively	Chapter 7, pages 49 to 57

Unit	Topic	Learning outcomes: In this unit, you will discuss:	Student Teachers' Textbook
9	Tell me a story: using folk tales in the classroom	How to make use of folk tales from your own and other people's culture to tell stories effectively	Chapter 7, pages 49 to 57
10	Literature and the primary classroom	How to engage learners' interest through the use of literature such as poems and rhymes	Chapter 7, pages 58 to 73
11	Approaches to assessment	What makes an effective test	Chapter 8, pages 82-86
12	Principles of effective testing	How we can evaluate and design tests based on five principles of assessment	Chapter 8
13	Assessing young learners: formal assessments	Approaches to using and designing tests for young learners	Chapter 8
14	Assessment for learning	How to use techniques and activities for formative rather than summative assessment in any teaching or training context	Chapter 8, pages 87 to 95

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: Myanmar Teacher Educators/TREE project)

Unit 1: What is a Community of Practice?

Unit 1 What is a Community of Practice?

1: Getting started

Before you begin this session, complete the tasks here.

Task 1

Have you ever participated in a face-to-face training session? Where did the training take place? What did you do? What did you learn?

Task 2

There are many advantages to participating in a training session.

However, there are limitations too.

Make some notes in the table here.

When you have finished, read the suggestions in the key to this unit on page 16.

What are the advantages of training?	What are the disadvantages of training?

Task 3

Think of an example for each sentence below.

Your example can be from your **professional life** or outside your **professional life**.

- something I learnt on my own
- something I learnt because I watched a more experienced person
- something I learnt which somebody else taught me because they had learnt how to do it themselves.

Is 'being trained' the only way we learn?

Make some notes and write them here:



1: Activity 1: Communities of Practice

1.1.1 Belonging to a community

We are all part of a **community**. For example, we might share a nationality, a culture, lifestyles, interests or hobbies.

What types of **community** are you a member of?

1.1.2 Collaborating with other people

At work or outside work, we often work with other people to get things done.

We **collaborate** together.

Think of a time (outside work) when you collaborated with other people to get something done

1.1.3 A Community of Practice

When we work together professionally, we form a **Community of Practice**.

What do you think this term means?

Try to write a definition. Work with a colleague or colleagues if you can.

Make some notes to answer these questions and write them here:



1: Activity 2: Communities of Practice

Read the article ‘What is a Community of Practice?’

What is a ‘Community of Practice?’

Everybody is part of a community! For example, we might share a nationality, a culture, lifestyles, interests or hobbies. As Teacher Educators, we all form a community of practice – we all share concerns and passions for the things we do. The more we interact with each other, the more we can learn how to do things better. Within a community of practice, we can all take part in – and help other people to take part in – our continuing professional development.

Traditionally, when we talk about our continuing professional development, we often think about attending training talks, workshops or courses. These training events are often useful and enjoyable – perhaps you have participated in training such as this yourself. But training is not the only way to help us develop as Teacher Educators and training can be quite limited. Training events tend to be quite short and it is easy to forget what we have learnt during them and there is often no chance for us to try out new ideas in our own classrooms until the training event is over. It takes time and lots of experimenting until we feel comfortable with less familiar ways of teaching or learning.

Communities of Practice involve people who do the same job working together. Imagine a group of Teacher Educators collaborating to form a Community of Practice. Maybe all members of your Community of Practice come from the same Education College as you do. Maybe you have the opportunity to include Teacher Educators from other Education Colleges, which gives you the chance to find out how things are done elsewhere.

This means that everybody in your COP is familiar with similar contexts, similar challenges and similar sources of satisfaction in helping Student Teachers to learn in Myanmar. COPs are an example of *peer learning* and they do not require an ‘expert’ to direct their members. They have a shared purpose as everybody is working towards a similar goal and everybody can learn from their colleagues

In your COP, you can share ideas and opinions and support each other’s development. Participants talk about challenges, issues, ways of teaching and learning and to share questions you have on a specific topic. You can discuss, plan, practice, research in activities connected with the topic. This is the chance for you and your colleagues to work together and share ideas! You can share ideas, plans or techniques and include these in the next sessions you give to Student Teachers.

As the writer Tony Wright has said: ‘talk is the fuel of teacher development’. The most important people in the COP are the Teacher Educators who form it – you! Everybody has a part to play in the COP and the more everybody is involved, the more learning will take place.

Your COP Is for YOU – to help YOU develop your skills and awareness. It’s success is powered by YOUR interest, participation and enthusiasm. We hope you enjoy your COP!

1: Activity 3: What topics can your Community of Practice include?

1.3.1 Self-assessment: what are your strengths and areas for development?

The topics in this handbook are based on the Student Teacher Textbook for Semester 2.

Complete the self-assessment below to find out how confident you feel about the topics in the Semester 2 textbook.

Self-assessment

How confident do you feel about each of the skills below? Do you feel.....

very confident quite confident not very confident not confident at all?

- a) Writing effective learning outcomes and success criteria
- b) Deciding how effectively my own lessons have met learning outcomes and success criteria
- c) Developing my Student Teachers' awareness of how to teach reading effectively
- d) Using a range of appropriate activities and techniques to plan and deliver effective lessons
- e) Developing my Student Teachers' awareness of how to teach writing effectively
- f) Developing my Student Teachers' ability to tell stories in the classroom
- g) Developing my Student Teachers' ability to use a range of appropriate literature in the classroom
- h) Developing my Student Teachers' awareness of the place of culture in the classroom
- i) Developing my Student Teachers' awareness of effective assessment
- j) Using principles of effective assessment in my own approach to assessing Student Teachers.

Compare your ideas with a colleague or colleagues if you can.

1.3.2 What would you like your Community of Practice to include?

- a) Which topics in 1.3.1 do you feel most familiar with? Which topics do you feel least familiar with?
- b) Which skills would you like to develop further to deliver Semester 2 effectively?
- d) Make a list of issues you would like your Community of Practice to include. Your issues can come from topics in your Semester 2 training, Semester 2 content or any other issues you think is important. Why have you chosen these issues?

I would like the Community of Practice to include the topic of.....because.....

1: Activity 4: An effective COP

1.4.1 Working with others

Think about your experiences of working together with other people.

Do you find it easy or difficult to share your ideas and agree?

Do you usually find it easy to express your opinions in a group? Are you good at making sure other people have the chance to express their opinions?

Is there anything you think you need to improve about the way you work together with other people in a group?

1.4.2 What makes a Community of Practice work well?

Work in a group and think of the factors that make a Community of Practice work effectively.

Think of factors that are important before, during and after a Community of Practice meeting takes place.

Before

- For example: *participants choose a suitable topic for discussion.* .

During

- For example: *plenty of time is provided for discussion.*

After

- For example: *members are encouraged to keep in touch with each other.*

1: Activity 5: Community of Practice activities

1.5.1 Read about the differences between a Community of Practice and a training course:

Community of Practice	Training activities
<ul style="list-style-type: none">• Undertaken with peers, learning from each other• Starts out from the Teacher Educators' own agenda• Long-term or continuous• Usually in small groups of Teacher Educators• Mutual engagement, network of communication• Self-guided• Develops awareness, attitudes and skills	<ul style="list-style-type: none">• Done with an 'expert'• Starts out from the needs of the Ministry or the college• One-off, short term• May involve a large number of Teacher Educators• Participants receive new information and process it by themselves• Structured (from input to feedback)• Usually knowledge-based

1.5.2 Which of these activities do you think are most appropriate for a Community of Practice?

- a) Participants listen to a lecture, given by an invited expert, about an educational innovation.
- b) Teacher Educators collect important questions/problems they want to work on together.
- c) One Teacher Educator gives a lecture about what was useful in a webinar (s)he attended.
- d) All Teacher Educators prepare PowerPoint presentations/videos and send them to their Student Teachers.
- e) Teacher Educators present one of their teaching aids (posters, PowerPoint presentations, quizzes, etc.) to each other and get peer feedback.
- f) Teacher Educators do a language course and get a certificate.
- g) One Teacher Educator demonstrates an idea to other Teacher Educators who act as a group of students in a lesson.
- h) One Teacher Educator shares a useful online resource with the other Teacher Educators, who all check it out and they make plans how it can be used in their teaching.

Compare your answers to the suggestions in the key to this unit on page 17.

1: Activity 6: Over to you

Look at the pictures of COP activities in the pictures below.

Which look most interesting?

Which activities could take place in your COP?

Some COP activities for English TEs

- Whole-group and small group discussions face-to-face and online
- Designing PowerPoint presentations to be shared with colleagues and Student Teachers



- Designing posters and other teaching aids
- Preparing and discussing demo videos

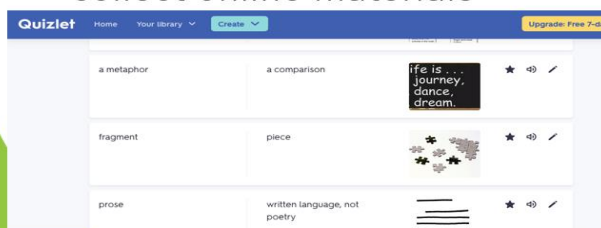
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More COP activities

- Finding supplementary materials linking to coursebook units
- Creating a shared Padlet platform to collect online materials



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- Collecting professional terminology and preparing Quizlet sets to practice them
- Trying out new teaching applications in a safe, supporting environment

Key

Getting started: Task 2

Advantages of training	Disadvantages of training
<p>Training can reach large numbers of people who all learn the same thing at the same time</p> <p>Because training can process large numbers of people efficiently, large organisations (such as the British Council) can provide numbers which show success.</p> <p>Training gives the participants the chance to engage face-to-face with a more experienced trainer/expert.</p> <p>Training is quick: often it involves the participants meeting for a period anything between a two/three hour workshop and a ten-day course.</p> <p>Training is controllable – it's relatively straightforward for the course designer to make decisions about the content of the course and how the course will be assessed.</p> <p>Training can provide the participants with a set of skills which are easy to identify and describe.</p> <p>Training can give opportunities for the participants to apply ideas through microteaching.</p> <p>Training can bring together large numbers of people from often different backgrounds who can share ideas during the training.</p>	<p>It's difficult/impossible for the participants to control the rate at which training takes place.</p> <p>If there is no follow-up, it's very difficult to tell if the training has been successful or not.</p> <p>Experts may be less familiar/unfamiliar with the contexts in which the participants work.</p> <p>Training may have limited impact: it's easy for the participants to forget everything they have learnt within days or weeks of the course taking place, especially if the training involves few interactive hands-on activities.</p> <p>One size fits all: there can be little scope for adapting the course content to the participants' real needs.</p> <p>Training is less successful in helping the participants to come to their own conclusions, reflect and work more independently.</p> <p>There is often little or no opportunity for the participants to apply the training to their own contexts in a real way (e.g. their classrooms) until the training has been completed. Techniques such as microteaching can often be very 'safe' and artificial.</p> <p>The participants may never have the opportunity to meet their colleagues from the training ever again or may be reluctant or too busy to keep in touch online.</p>

Key: Activity 1.5.2

A COP activity	Not a COP activity
<p>b) Teacher Educators collect important questions/problems they want to work on together.</p> <p>e) Teacher Educators present one of their teaching aids (posters, PowerPoint presentations, quizzes, etc.) to each other and get peer feedback.</p> <p>g) One Teacher Educator demonstrates an idea to other Teacher Educators who act as a group of students in a lesson.</p> <p>h) One Teacher Educator shares a useful online resource with the other Teacher Educators, who all check it out and they make plans how it can be used in their teaching.</p>	<p>a) Participants listen to a lecture, given by an invited expert, about an educational innovation.</p> <p>c) One Teacher Educator gives a lecture about what was useful in a webinar (s)he attended.</p> <p>d) All Teacher Educators prepare PowerPoint presentations/videos and send them to their Student Teachers.</p> <p>f) Teacher Educators do a language course and get a certificate.</p>

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: British Council Myanmar)

Unit 2: Effective reading

Unit 2: Effective reading

You will need a copy of Year 1 Semester 2 Student Teachers' Textbook, Chapter 5 and any primary school textbooks Grades 1 to 4 children use in your schools.

You will need a mobile phone or a computer to follow the link in Activity 4.

2: Getting started

Task 1

You are going to read an excerpt from an autobiography of a Scottish writer called Margaret Clark.

Margaret Clark came from Glasgow in Scotland. She grew up to become a journalist. She grew up in an area of Glasgow which was called the Gorbals. The photograph above shows the Gorbals in the nineteen fifties.

- What do you think her background was like?
- What kind of language learner do you think she would be at school?



Task 2

Read the excerpt from the autobiography on the next page.

Task 3

Answer these questions:

- a) Why do you think Margaret did not want to go back to school on the second day?
- b) Why do you think teachers treated her as a criminal?
- c) Does she understand clearly how she learnt English?
- d) How do you think the teacher's reaction made Margaret feel?
- e) What is Margaret's opinion about the inspectors?
- f) Why did Margaret enjoy Mrs. McNamara's lessons?
- g) Why do you think she was embarrassed by her teacher's praise? Do you think it encouraged or discouraged her?
- h) What was other children's opinion of her? Why?

What does the article tell you about young children's attitude to reading and writing?

2: Getting started: Learning to read and write.....Margaret's story

I started school just before I was five years old. All the children cried of course – it was a generation before kindergartens were invented to make the move to school easier. I went on the first day but when the second day came I could not understand why I had to go back and had to be forced.

My teachers soon discovered that unlike almost all of the other children I could read and treated me like a criminal. My mother was called to school and told that the teachers were not at all pleased. She told them that I had picked it up myself but nobody believed her. Some experts say that children begin to read by recognising word shapes and I think this what I must have done – I can remember clearly picking up words with double letters in the middle: I liked words like **good** and **week** for instance. Knowing **why** I learned to read still doesn't explain how I knew what these words represented. That remains a mystery still.

The teachers at school though seemed to feel that knowledge belonged to them and that it was not right somehow for children to learn on their own. I was put at a desk apart from other children and kept supplied with books. I think this was meant as a kind of punishment but it did not work as to this day I can think of no greater treat than to be left alone to read books endlessly.

When the school inspector arrived, I would be brought out to read to them to prove how good the school was. I have often wondered if the teachers were stupid for thinking the inspectors would be taken in by this or if the inspectors were stupid to believe them.

My father was a shoemaker: he worked in an old farmhouse across the road from the school. I would take my books into the cobbler's and watch him mending or making shoes and slowly falling asleep.

When I was eleven I went to secondary school. My teacher was Betty McNamara, a wonderful woman who, while we worked in the high ceiling classrooms, played Sibelius on an ancient gramophone. I had no idea what the music was at the time or who wrote it: I only knew that quiet happiness grew in her classroom. It was tranquil and orderly and the most perfect atmosphere to learn in and outside in the classroom there were trees and grass and a calmness and freshness I had never known before.

I was embarrassed by Mrs McNamara's reaction when she found I wrote and read stories all the time. I thought that everybody else did these things. I read everything that was put in front of me or that I could lay my hands on and because I was so busy doing so, I hadn't noticed other people did not. So when Mrs McNamara made a fuss over me it was like being praised for breathing. She would give me a title and wait with excitement until I had finished my latest masterpiece and then she would read it with pure happiness. I was always grateful to be given a composition to do.

Writing gave my happiest and most contented hours and made me feel really me. Enjoying reading and writing made me different from all the other children but because I never understood numbers or could see why mathematics was necessary, I never really became unpopular with the other children.

Finding Peggy

A Glasgow Childhood (Corgi 1994) by Margaret Clark.

2: Activity 1: An effective reader



2.1.1 Effective reading

What do you think makes an effective reader?

For example: *an effective reader can identify the links between sentences to follow a narrative or argument.*

Work on your own or with a colleague or colleagues if you can.

Make a list of the characteristics of an effective reader.

Now read the characteristics listed in the key to this unit on page 26 of this handbook.

2.1.2 Effective early reading

Which of these characteristics of an effective reader can we focus on at primary level?

Review the list and decide which skills are a **priority** for early readers.

2: Activity 2: Reading activities

Here are activities which aim to help early readers develop their reading skills.

Answer these questions:

- What do learners have to do to complete the activity?
- What is the learning outcome of this activity?
- What do think is effective about this activity? Is there anything you think is not effective about these activities?
- Would this activity be useful for early readers you know? Why/why not?

Activity 1: matching

shell

egg

elephant

rabbit

toy

t
r
e
e
s



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Activity 2: Grouping

Read the names of the animals. Put them in **three** groups. There is more than one answer!

elephant
lion
deer
seal

cow
tiger
cat
dog

chicken
mouse
whale
horse

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Activity 3: Likes

Read the things children do in school.

Maths
going home
having lunch

English
playing football

coming to school
drawing
talking to friends

Draw **TWO** pictures of things you like.

Write: **I like**.....by each of your two pictures

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Activity 4: ordering

Put the sentences in order to make a story.

Out comes a tiny caterpillar

An egg lies on a leaf.

Suddenly.....I can see a butterfly.

It eats and eats

The egg pops!

It gets fatter and fatter.

Draw a picture of the story.

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English

Compare these activities to ideas in the Year 1 Semester 2 Student Teachers' Textbook, pages 16 and 26.

Which activities are the same? Which are different?

2: Activity 3: What makes an effective reading activity?



2.3.1

Work on your own or with a colleague or with colleagues if you can.

What do you think makes a good reading activity for young learners?

For example:

The activity supports the development of children's reading skills through the use of visuals.

Make a list of the characteristics of an effective reading activity.

2.3.2

Compare your list to the list here. Are your ideas similar or different? Why/why not?

An effective reading activity for early readers is

- an activity in which children engage with meaning
- an activity in which reading is supported by visuals
- an activity in which children have to think for themselves: even at a simple level
- an activity in which the language being presented is graded and has a clear relationship to language introduced previously and language to come
- an activity which activates in some way children's real-world knowledge
- an activity in which children know what they have achieved and get a sense of achievement.

2.3.3

You can find some more ideas prepared by a group of Teacher Educators from Shan State in the key to this unit on page 26 of this handbook.

Do you agree with their ideas?

2: Activity 4: Over to you

Work with a colleague or colleagues if you can.

Step 1

Choose **one** reading activity from a primary grade coursebook (Grades 1 to 2) which children use in schools where you work.

Choose one activity which you think meets all the criteria you have looked at in Tasks 1 and 2.

Why do you think this activity is a good example?



Step 2

Plan a short activity around the coursebook reading text.

Try to make sure your activity meets all the criteria we have discussed in this unit.

Step 3

Think of some ways you can share your activity with your colleagues and/or Student Teachers.

Would it be a good idea to make a PowerPoint version of your reading activity?

Could you make a video version of your activity and share it with others?

Key

2.1.1: What makes an effective reader?

An effective reader can:

- choose what to read.
- choose when to read.
- chose why to read.
- read for a purpose.
- make predictions about what they are going to read.
- decode what is on the page – letters, punctuation, paragraphs etc.
- make sense of vocabulary and new words.
- identify main ideas.
- scan – looking for specific detail.
- guess words in context.
- use layout, paragraphs. pictures etc to help reading.
- identify relevant information.
- use signals – recognise links.
- draw conclusions/get ideas/use ideas from the text.

Characteristics we can expect from an effective early reader are shown in yellow.

Activity 2.3.3: What makes an effective reading activity?

These ideas were produced by a group of Teacher Educators in Shan State, Myanmar.
Do you agree?

- The activity arouses learners' interest.
- The activity makes learners think.
- The activity has a purpose for learners.
- The activity relates to previous learning.
- The context in the activity is related to students' lives.
- The instructions for the activity are not too difficult for learners to understand.
- The activity encourages learners to predict before reading.
- The activity includes graded language.
- The activity encourages learners to decode when they read.
- The activity helps learners to find out new words.
- Some words in the activity are familiar and some are unfamiliar for learners.
- The activity includes colourful, attractive pictures that can help learning.
- The activity helps learners to achieve learning outcomes.
- The activity does not take too long for learners to complete.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: Myanmar Teacher Educators/TREE project)

Unit 3: Using a phonics approach to develop early reading skills

Unit 3 Using a phonics approach to develop early reading skills

You will need a copy of the Year 1 Semester 2 Students' Textbook, Chapter 5.1, pages 10 to 16

You will need a mobile phone or a computer to follow the links in Activities 2 and 4.

3: Getting started: how much do you know about letter names and sounds?

Before you begin this session, complete the tasks here.

Task 1

Look at this word *ghoti*. How do you think you pronounce it? You'll find the answer at the bottom of this page!

Task 2

Can you remember learning to read when you were at school? What were some of the techniques your teacher used?

What are some of the similarities/differences between reading in Myanmar and reading in English?

Task 3

Every English letter has a name and a sound.

What are the names and sounds of these letters?

a b g j m u z

Group the letters of the alphabet which have names which sound similar:

Sounds like A	Sounds like B	Sounds like F	?	?	?	?
J	D	L				

You can find the answer to this activity in the key to this unit on page 34 of this handbook.

Answer to task 1

fish
gh, pronounced /f/ as in tough / enough
o, pronounced /ɪ/ as in women
ti, pronounced /ʃ/ as in nation / station

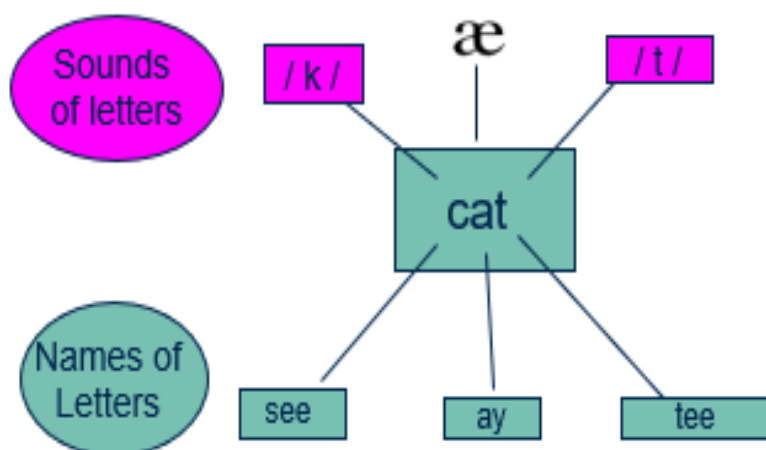
Answer to Task 1

3: Activity 1: An introduction to phonics

Read the text 'An Introduction to Phonics'.

Around the world, many teachers begin helping learners to read by focusing on the **NAMES** of letters. However, knowing the names of letters does not help learners to decode words. We need to encourage learners to think about the **SOUNDS** of the letters in a word.

Phonics is the relationship between letters and the sounds they represent. Children need to become aware that in writing each sound in a word is represented by a letter or letters. When we use these ideas to support our teaching, we say that **we are using/taking a phonics approach**.



In English the names of the letters are different from the sounds they make e.g. the name of letter '<c>' sounds like 'see', letter '<a>' as in cat is called 'ay' and letter '<t>' called 'tee'. But the sounds of these letters are different as we see in the diagram above.

When we see the word 'cat' we can read it aloud because we know what sound each letter makes.

When we want to write a word we often break it down into its individual sounds ku - ah -tuh and find the letters which represent those sounds, particularly if we are not sure of the spelling.

Many younger children do not realise that words are made up of different sounds and that these all have corresponding written symbols.

How many sounds are there in each of these words?

- 1 dog
- 2 start
- 3 telephone
- 4 thirty
- 5 ship
- 6 who

You can find the answer to this activity in the key to this unit on page 34.

3: Activity 2: Video watch: initial sounds

You are going to watch a video demonstration of a teacher using a phonics approach.

Step 1: before you watch

The **aims of the lesson** are to:

- teach children the link between the letter sound /ʃ/ and its written form (grapheme) <sh>
- help children to say the sound correctly
- practise forming the letters <s> and <h>.

How would you help young learners with these sounds?

Step 2: while you watch

Follow this link to find the demonstration of taking a phonics approach:

<https://www.youtube.com/watch?v=8aljylvCBzc>

Watch the video and note down the stages the teacher follows to introduce students to <sh>. Use your notes to put these steps in order:

- 1 Hold up alphabet letters <s> and <h> and trace them in the air together with learners to make sure they remember them.
- 2 Introduce grapheme card < sh> and say the sound it makes e.g. shhh. Explain why it is tricky.
- 3 Introduce a context for introducing words beginning with <sh> and create a meaningful reason for learners to practise /ʃ/ words e.g. a pirate who has hidden some treasure.
- 4 Ask learners to predict some things beginning with /ʃ/ that are in the box.
- 5 Say individual letter names <s> and <h> and show how these together make the sound shhhh (exaggerated) /ʃ/. Get two volunteers to hold letters and join hands.
- 6 Ask learners to practise writing the letters in the air and on other learners' backs.

You can find the correct order of steps in the key on page 34 of this handbook.

Step 3: after you watch

Is the sound <sh> likely to be a problem sound for children in your context?

- What sounds you teach before you teach <sh>?
- What are the other common two letter graphemes children need to be aware of when they are learning to read?
- What other sounds would cause difficulty when children are learning to read?
- Can the procedure you saw in the video be applied to other sounds?

You can find the correct order of steps in the key to this unit on page 34 of this handbook.

3: Activity 3: Blended words, sight words and digraphs

3.3.1 Blended words

Once learners can recognise the sound of a written letter, they can combine (blend) them to enable them to decode whole words.

d + o + g = dog

Think of four other examples of blended words.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3.3.2 Sight words

Not all words can be sounded out.

We can sound out **c a t**. We can't sound out **the**.

We call these **sight** (or **tricky** or **high frequency**) words.

Which words in the list below **can't** you sound out? Circle them.

sun	come	top	who	pan
he	stick	you	bed	said

You can find the answer to this activity in the key to this unit on page 35 of this handbook.

3.3.3 Digraphs

In a digraph, two letters represent one sound.

l **ea** f

d **ay**

g **oa** t

a r **ou** n d

s **oi** l

b l **ue**

Think of four other examples of digraphs.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3: Activity 4: Video watch: digraphs

You are going to watch another video demonstration of a teacher using a phonics approach.

Follow this link to find the demonstration:

<https://www.youtube.com/watch?v=x9Cd-CRbH6s>

Step 1

The teacher is introducing a **digraph**. Watch the video and order these steps of the activity. .

- a) The teacher introduces a new two letter sound (digraph).
- b) The teacher revises sight (high frequency) words.
- c) The teacher encourages children to write the new sound in a sentence.
- d) The teacher revises names of the letters.
- e) The teacher revises two letter sounds (digraphs).

There are two other steps in this activity. What are they?

You can find the correct order of steps in the key on page 35 of this unit.

Step 2

Here is some advice on introducing sounds.

What examples can you find in the video of the teacher implementing this advice?

- 1 Check children are familiar with the names of the letters and the sounds of the letters before introducing a new sound.
- 2 Grade the language you use at the children's level.
- 3 Elicit as much as possible – don't tell, ask.
- 4 Use pictures as much as possible.
- 5 Put the new sounds in context: pictures can be very useful to help you do this.

3: Activity 5: Over to you

Step 1 What do you think?

- Some experts think using phonics is essential. They recommend a systematic approach.
- Some experts say phonics is a complete waste of time – English spelling is not regular and phonics just confuses young children. Children can learn by seeing words and remembering them.
- Some experts think using phonics sometimes is useful – a little bit of phonics quite often and thinking especially about problem sounds.

What do you think? Which opinion do you agree with most?

Step 2 Review

Review the Year 1 Semester 2 Student Teacher Textbook, Chapter 5.1, pages 10 to 16.

- What do you like about the way it presents the phonics approach?
- In what ways do you think the unit can be improved or adapted?

Step 3 Demonstrate

Design and practise a short **practical phonics demonstration** that you can include when you teach this unit to develop Student Teachers' understanding of a phonics approach.

You can demonstrate teaching digraphs, blending, sight words vs phonic words – anything we have talked about which you think might be useful.

Record your demonstration on your mobile phone.

Share your demonstration with other Teacher Educators.

Key

3 Getting started: key: task 3

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

3: Activity 1: An introduction to phonics

- 1 dog (3)
- 2 start (4)
- 3 telephone (7)
- 4 thirty (4)
- 5 ship (3)
- 6 who (2)

3: Activity 2: step 2: key

The steps are in the following order:

- 1 Introduce grapheme card <sh> and say the sound it makes e.g. shhh. Explain why it is tricky.
- 2 Say individual letter names <s> and <h> and show how these together make the sound shhhh (exaggerated) /ʃ/. Get two volunteers to hold letters and join hands.
- 3 Hold up alphabet letters <s> and <h> and trace them in the air together with learners to make sure they remember them.
- 4 Ask learners to practise writing the letters in the air and on other learners' backs.
- 5 Introduce a context for introducing words beginning with <sh> and create a meaningful reason for learners to practice /ʃ/ words e.g. a pirate who has hidden some treasure.
- 6 Ask learners to predict some things beginning with /ʃ/ that are in the box.

3: Activity 2: step 2: key

Children need to learn how to recognise the sounds of single letters (graphemes) first e.g. <d>, <t> etc.

Common double letter graphemes include: wh, th, qu, ch, ck, ph.

Yes, this is a standard procedure which can be used for teaching any sounds.

3: Activity 3: 3.3.2

Blended	Sight words
sun top pan stick bed	come who he you said

3: Activity 4: Step 1

The steps are in the following order:

- 1 The teacher revises the names of letters.
- 2 The teacher revises two letter sounds (digraphs).
- 3 The teacher revises sight (high frequency) words.
- 4 The teacher introduces a new digraph 'oi'
- 5 The teacher shows the children how the letters combine to form words with the new sound: **soil**, **foil** and **coin**..
- 6 The teacher presents the sound in a sentence: in context.
- 7 The children write down a sentence with the words **coin** and **foil**.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: UNESCO)

Unit 4: Developing learners' skills in reading texts

Unit 4 Developing learners' skills in reading texts

You will need a copy of the Student Teachers' Textbook Chapter 5.3, pages 24 to 31.

You will need a mobile phone or a computer to follow the links in the activities in this unit.

4: Reading skills and strategies

Before you begin this session, complete the tasks here.

Task 1 What do you read?

What do you and your learners read – inside and outside the classroom?

Task 2 : What makes a good reader?

Which of the learners' comments below show that the learner is using an effective reading strategy?

What do you think makes an effective reader?

		Effective strategy?
1	I always look at the title and the pictures before I read to try to guess what it will be about. Then I check my predictions.	Yes
2	I find it difficult to read in English. Sometimes I see a sentence that doesn't make sense, and I spend a long time trying to understand it.	No
3	When I read, I like to translate into my own language. This means I get a deep understanding.	
4	You have to think about who is writing and why, before you can understand what they want to communicate	
5	I always read aloud in English so I practise my pronunciation	
6	I have a rule that I'm not allowed to check words in the dictionary while I'm reading. I underline difficult words. Then, at the end, I check a maximum of five words in a dictionary	
7	When I don't understand a word, I look at the sentence or paragraph to try to understand what it means. I think about words in my language that might work. It only takes a short time.	
8	I find a lot of articles in English, but most of them are not useful for me. I look at the title and key words to see what they are about. If they look important I read them more deeply.	
9	Reading is a great way to learn new words, so I highlight lots of words and check them in a dictionary. It takes a long time but I learn a lot of words this way.	

(Adapted from British Council: *Teaching for Success: Understanding Reading*)

Task 3 : What makes a good reader?

Read the Student Teachers' Textbook Chapter 5.3.

What skills and strategies are mentioned?

4: Activity 1: Demonstration reading**The Moon and the Village****A story from Nagaland**

In this activity, you will take part in a reading demonstration.

The activity was designed for Grade 4/5 learners in India, based on a legend from Nagaland.

Complete the pre-reading, while-reading and post-reading activities.

Work with a colleague or colleagues if you can.

When you have completed the activities, think about these questions:

Did you enjoy the story? Why/why not?

What were the pre-reading, while-reading and post-reading stages of the lesson?

How was vocabulary pre-taught before students read the text?

How appropriate do you think the story is for Myanmar children?

How appropriate do you think the post-reading activity is for Myanmar children?

Step 1: pre-reading

Before you read the story, complete these activities.

Pre-reading activity 1

New words

Match the word to the picture

moon

bruise

Earth

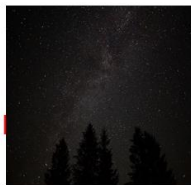
stone



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Pre-reading activity 2

The moon



Look at the moon.

Why is it different?

How often can you see a full moon?

© British Council India 2017

Pre-reading activity 3

Spelling

Say 'moon'. What's the sound in the middle of the word?

We can spell this sound in different ways.

Which words have the same sound as the sound in **moon**?

love

laugh

threw

stop

bruise

blue

hurt

soon

song

Step 2: while reading

Read the story

The Moon and the Village

The Naga people who live in the mountains of north-east India tell this story about the moon. It tells you why the moon is a long way away and why, every month, you can see the full moon.

The Nagas say that once upon a time the moon lived close to the Earth in their village. It loved to live near people. One day, though, an old woman was cleaning her house. She hit the moon with her brush. The moon was hurt and began to cry: 'Ow! Ow! Ow!'

All the children in the village began to laugh. They threw sticks and stones at the moon's face. Soon the face of the moon was covered in bruises.

Only one little girl felt sorry for the poor moon. The moon was her friend. She told the children to stop but they did not listen.

So soon the moon decided to go away and live far away from the earth in the sky where it was safe. That's why every month the moon hides its face and the sky is dark.

But the little girl wanted to see her friend again. She sang a song to make the moon come back. And that's why, every month, the moon looks at the Earth again and smiles down on its only friend.

Are these statements true or false?

- 1 The Naga people lived in a town.
- 2 The old woman was working in the garden.
- 3 The old woman hurt the moon.
- 4 The moon had many friends.
- 5 The little girl liked the moon.
- 6 The moon comes back once a year

Step 3: post reading

About you

Have you ever had a **bruise**?
How did you get it?
What were you doing?
Where were you?



Draw a picture to show how you got your bruise.

Write two sentences about your picture.

4: Activity 2: Developing learners' reading skills 1

Task 1

Read the short text. It is a short story by the Indian writer and philosopher **Rabindranath Tagore**.

I only said, 'When in the evening the round full moon gets entangled among the branches of that Kadam tree, couldn't somebody catch it?'

But dada laughed at me and said, 'Baby, you are the silliest child I have ever known. The moon is ever so far from us, how could anybody catch it?'

I said, 'Dada, how foolish you are! When mother looks out of her window and smiles down at us playing, would you call her far away?'

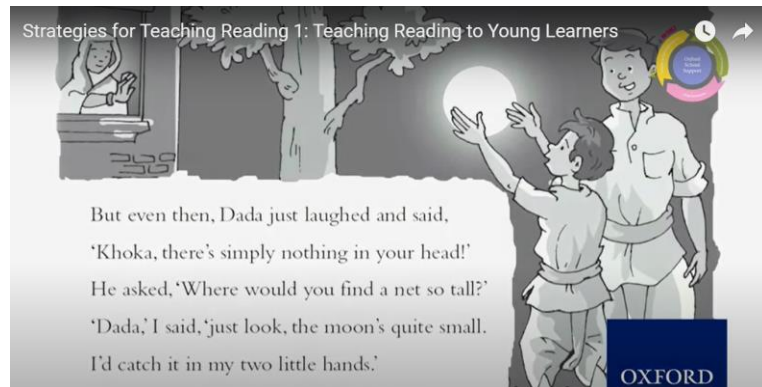
Still dada said, 'You are a stupid child! But, baby where could you find a net big enough to catch the moon with?'

I said, 'Surely you could catch it with your hands.'

But dada laughed and said, 'You are the silliest child I have known. If it came nearer, you would see how big the moon is.'

I said, 'Dada, what nonsense they teach at your school! When mother bends her face down to kiss us, does her face look very big?'

But still dada says, 'You are a stupid child.'



Task 2

Follow this link to listen to a video 'Reading Strategies 1':

<https://www.youtube.com/watch?v=MS-5k-yj2w&t=138s>

In the video, Ray Mackay, a textbook writer, talks about effective strategies to use in reading lessons. One example he gives is how the story in Task 1 was adapted as an activity for early readers.

Make a list of the strategies he suggests.

Compare your answers to the suggestions in the key to this unit on page 46 of this handbook.

4: Activity 3: Developing learners' reading skills 2

Step 1

Read the text for learners **Are sharks dangerous to humans?**

- a) How can we create a reason for learners to read this text?
- b) What types of activity could we use before learners read the text to help them to get ready to read?



Are sharks dangerous to humans?

Sharks have been around for hundreds of millions of years. Even before dinosaurs roamed the earth there were sharks swimming in the sea. They live in oceans and seas all over the world. Some sharks live near the surface, some live deep in the water, and others on or near the ocean floor. They are even found in fresh water, sometimes swimming many miles up rivers like the Mississippi in the USA and the Amazon in Brazil.

We tend to think of sharks as big dangerous creatures. We sometimes read about shark attacks in the newspapers, and in 1975 the film Jaws terrified a whole generation of moviegoers with the story of a great white shark which attacked holidaymakers in a small seaside town in the USA. The great white is certainly a fearsome creature. It can reach 6 metres in length and up to 2000 kilograms in weight. It has as many as 3000 needle sharp teeth arranged in five rows, so it can sever a man's leg in a single bite.

But not all sharks are like the great white. The pygmy shark, for example, is only about 20 centimetres in length. There are almost 400 species of shark and more than half of these are under a metre in length. The biggest sharks of all are not at all dangerous to humans. The basking shark and the whale shark grow to around 12 metres, but they are quite harmless, feeding on plankton and small fish.

Only about 25 species are dangerous to people. Of these the bull shark is the one that is most likely to attack people. It swims in very shallow waters where people swim and is much more numerous than the great white, which is very rare. Less than one hundred people are attacked by sharks each year. Indeed you are far more likely to be killed by a dog or by bees than by a shark, and some scientists believe that sharks only attack people because they mistake them for seals and sea lions, the shark's favourite food.

Step 2

Now follow this link to an article **What is efficient reading?** by **Dave Willis**.

<https://www.teachingenglish.org.uk/article/reading-information-motivating-learners-read-efficiently>

Download the full article and read the Comments. Do you agree? Add any comments you would like to.

Read the article.

Which ideas in the article did you find most useful?

Would it be possible to apply Dave's suggestions in your teaching? Why/why not?

How could we help Student Teachers to focus on ways to encourage children to read efficiently?

4: Activity 4: Developing learners' reading skills 3



Watch a group of teachers from around the world demonstrating different reading techniques.

The video shows example of students practising reading skills. As you'll see these students are older but the video will give a good idea of the kind of reading skills we want primary school children to towards.

Follow this link to find the video:

You can find the activity at: www.teachingenglish.org.uk/article/unit-4-reading-skills

While you are watching, make a note of the skill which is being practised and make notes on the activity which is being used to practise it.

Skill	Activity
1	
2	
3	
4	
5	
6	

You will find a key to this activity on page 46 of this handbook.

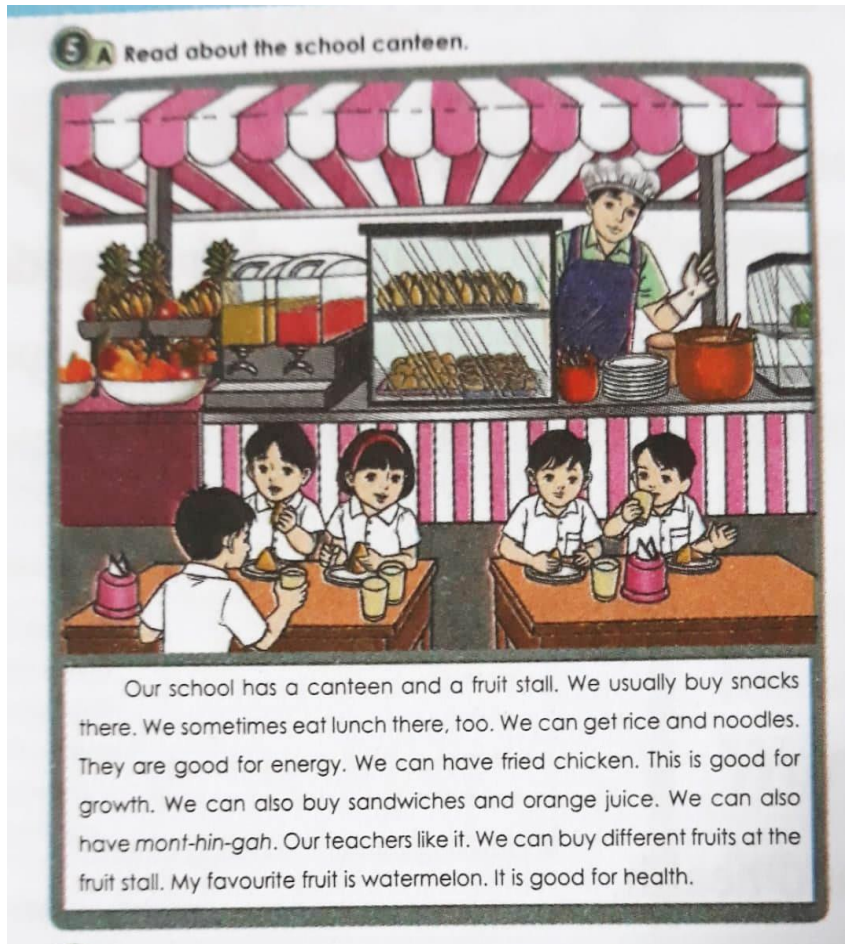
4: Activity 5: Over to you

Work with a colleague or colleagues if you can.

Step 1

Choose **one** reading text from a primary grade coursebook (Grades 3 to 4) which children use in schools where you work. You can see an example below.

How can you adapt this text so that learners develop more efficient reading skills?



Step 2

Write a lesson plan to show how you will encourage teachers to use this plan in class.

Step 3

Try to share your lesson plan with a colleague or colleagues.

Give each other some feedback about your plans.

Key

4: Activity 2: Developing learners' reading skills 1: Task 2

Ray suggests:

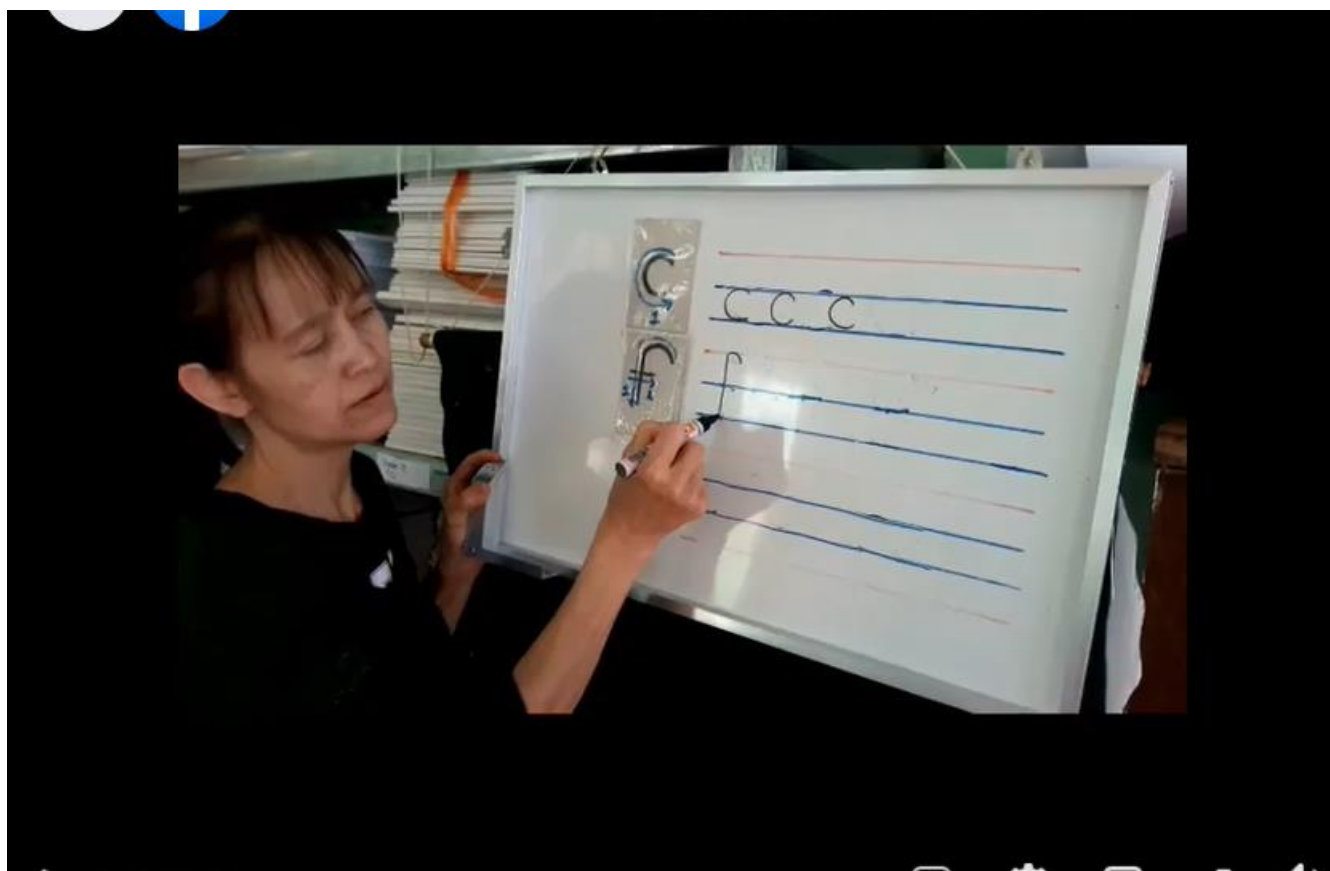
- avoiding asking children to read aloud
- scaffolding reading through pre-reading tasks
- preparing children before they read the text
- using visuals to support reading
- asking children to predict what they will read before they read
- pre-teaching: eliciting key words in advance
- the teacher reading aloud the text while the children follow silently
- asking children to complete tasks in pairs and groups
- asking children to note down their answers to tasks
- including a post-reading task
- asking children to summarise or retell the story as one option for a post-reading task.

4: Activity 4: Developing learners' reading skills 3

Skill	Activity
1 Predicting the content of a text	The teacher mentions lexical items (gravity/planets) and asks the learners what type of text they are going to read.
2 Scanning a text for specific details	The teacher gives figures mentioned in the text (130/150) and learners look through the text to find out what they refer to.
3 Identifying a text type and the purpose for reading	The teacher elicits the words 'film review' and 'film reviewer' and asks the learners to identify the purpose of a film review and if they use them personally.
4 Establishing a context for a reading text	The teacher uses visuals of stars, galaxies and plan to establish the context of what the learners will be reading.
5 Guessing the meaning of words from the context	The teacher asks learners to find new words in the text (e.g. optimum). She asks the learners to give meanings, collects three possible answers and asks the learners to decide on the best one.
6 Skimming a text for the main ideas.	The teacher gives instructions to learners to read for the main idea, ignoring unknown vocabulary and using key words to help them.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: Myanmar Teacher Educators/TREE project)

Unit 5: Beginning writing

Unit 5 Beginning writing

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook, Chapter 5, 5.2.1 and 5.2.2, pages 17 to 23.

You will need a mobile phone or a computer to follow the links in the activities in this unit.

5: Getting started

Before you begin this session, complete the tasks here.

Task 1: fine motor skills

If you usually use your right hand to write, use your left hand.

If you usually use your left hand to write, use your right hand.

Write this sentence:

My name is (write your full name).....and I live in (write where you live).....

- How easy it is to write with the hand you do not usually use?
- Which letters were the most problematical?
- How did you feel about your writing?
- How does your experience compare to that of a child learning to write for the first time?
- What do we mean by **fine motor skills**?

Task 2: what do we need to know?

Imagine you are learning to write in a new alphabet, this one (Armenian) for example:

**. Հետևյալ նախադասությունները
լարձնել ժխտական և հարցական.**

Make a list of things which a learner has to be able to do before they can form and use letters effectively.

For example:

- *You have to understand the direction in which letters are formed (directionality).*

Make some notes and write them here:

Compare your answers with the suggestions in 5: Activity 1.

5: Activity 1: What do we need to know?

5.1.1

In order to write a simple sentence in any script accurately and fluently, we need the answers to these questions:

Does the script have a left to right or a right to left **direction**?

What's the **name** of the letter? What **sound** does it correspond to?

Shape – what shape does the letter have?

Directionality – which direction do you form the individual letter?

Size – how big is the letter in comparison to other letters in the alphabet?

How do you **anchor** the letter on the line? Does it go above the line? Does it go below the line?

What other letters do you form in the same way?

How much **space** do you leave between letters? How do you **connect** the letters?

5.1.2 Video watch

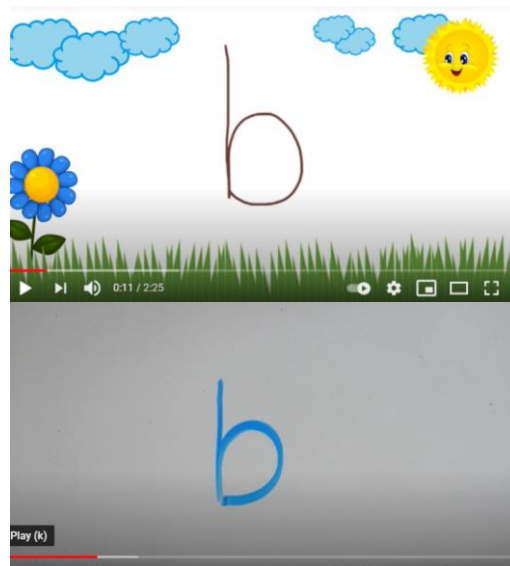
Now watch video 1, 2 and 3.

How many of the features of effective letter formation do they support children in applying?

Each one shows a slightly different approach. Why?

Video 1: Learning to Write with Correct Letter Formation

www.youtube.com/watch?v=TYYSBProJH4

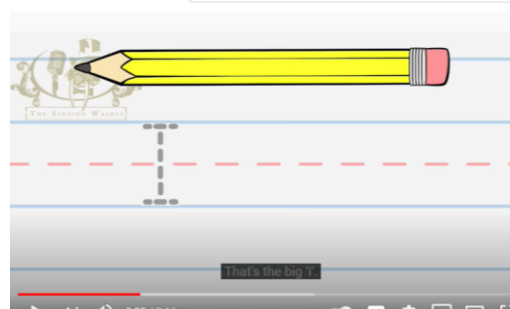


Video 2: Little Learners

www.youtube.com/watch?v=kon3vb2BipU

Video 3: Singing Walrus: Letter I

www.youtube.com/watch?v=n_sugoQFUCo



5: Activity 2: Letter formation

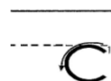
5.2.1 Letter formation

Look at the letters in the illustration below.

Which other letters are formed in the same way?

Which letters of the alphabet are formed in similar ways?

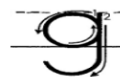
Letters that fill the space: example



Letters that stand up straight: example



Letters that go fishing: example



Implemented by:    



5.2.2 What we need to know

Each of the videos you watched in Activity 1 had limitations.

Watch how this video presents an approach to letter formation.

www.youtube.com/watch?v=4BcrxN9EKCc

How many skills we looked at in Activity 5.1.1 does this video develop?

5.2.3 Teaching letter recognition and formation in Myanmar

How do you think letter recognition and formation are taught in Myanmar schools at the moment?

Are there any ways current practice can be developed further?

5: Activity 3: Video watch; developing learners' skills



You are going to watch a demonstration of a teacher teaching letter formation.

Follow this link to find the video:

www.youtube.com/watch?v=DqiEb_-hl9k

Watch the video and answer these questions:

How does the teacher show learners the shape of the letters?

How does she help learners understand directionality?

How does the teacher show the similarities between how groups of letters are formed?

The teacher talks about 'tails' and 'heads'. Why are these important?

What support does the teacher provide for development of learners' fine motor skills?

How do the learners use guidelines?

Which of these activities did you think were most useful for young learners?

5: Activity 4: Low resource activities

The video you watched in Activity 3 shows some excellent resources we can use to support letter recognition and formation.

However, there are many **low resource** activities to help learners to develop their skills.

The teacher you watched in Activity 3 makes good use of **air writing**, as the picture below shows:



Back writing is also a very useful **low resource activity** to help learners develop their skills in letter recognition and formation.

Follow this link to find out more about **back writing**:

www.teachingenglish.org.uk/article/back-writing



5: Activity 5: Over to you

Step 1

Our Student Teachers need the awareness and skills to support young learners in developing letter recognition and formation.

Read these excerpts from the Student Teachers' Textbook.

The process of beginning to learn to write is a skill and cannot be simply acquired. The English alphabet is based on Latin script. English **characters** or letters are formed in a different way to those in the Myanmar language. The process of **tracing** and then **copying** letters and words has to be taught. As with learning to write in Myanmar, students should complete exercises that enable them to follow the direction of letter formation. They could be equipped with line guides to show them where the **arms** and **tails** go for individual letters. Ideally, learning to write is taught alongside learning to read. It is important to know some English before learning to write the letters. This will then have more meaning for the students and they will be able to make connections with their world

How can we make these texts are more engaging for Student Teachers while also making sure they are aware of the content of the texts?

Make some notes and write them here:

Step 2

One effective way to support Student Teachers is to provide some demonstrations (sometimes called modelling) of the kinds of activities you are encouraging them to use.

This is even more effective if it is followed by opportunities for Student Teachers to practice.

You are going to plan a demonstration of an effective letter recognition/formation activity.

Remember that you are demonstrating how to teach **young children** not student teachers so think very carefully about grading your language.

If your demonstration is graded for young children, it will be an effective model for Student Teachers.

Step 3

We looked at **air writing** and **back writing** in this unit.

Here are some more ideas for low resource activities to help learners develop skills in letter recognition and formation.

Developing letter recognition and formation

- Learners trace big letters with their arm in the air (**air writing**).
- Learners trace letters with their finger on their partner's back – the partner has to guess the letter (**back writing**).
- Fill trays with sand and learners practise writing letters in the sand.
- Learners form letters with a piece of string, making the letter sound as they do so.
- The teacher demonstrates how to write a letter on the whiteboard and then learners practice writing it on mini-whiteboards.
- Children model letters from an appropriate material.
- Children make the shape of a letter using buttons/popcorn etc and glue them onto paper.
- Have a 'touch and feel box' containing magnetic letters/cut out letters made of card for children to feel and identify without looking. Alternatively fill the box with objects which start with the same letter and ask children to work out what the letter is.
- Ask children to write out a letter on paper and trace it with glue. Sprinkle with glitter and then shake off the excess to see their magic letter appear.
- The teacher calls out the name of a letter and children have to make the shape of the letter with their body - this can be done individually or in pairs.
- Children make a collage of magazine pictures of objects which start with the same letter. This could then be compiled into a class picture dictionary.

Step 4

Plan a demonstration of how to teach three letters of the alphabet that have a similar formation e.g. f p q. Try to cover all the features of letter formation.

Use the resources to help you. You'll find a short video, an article about back writing and a summary of useful activities.

Make a short video of your demonstration. Make the video with your colleagues if you can.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: UNESCO)

Unit 6: Writing for a communicative purpose

Unit 6 Writing for a communicative purpose

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook, Chapter 5.2.

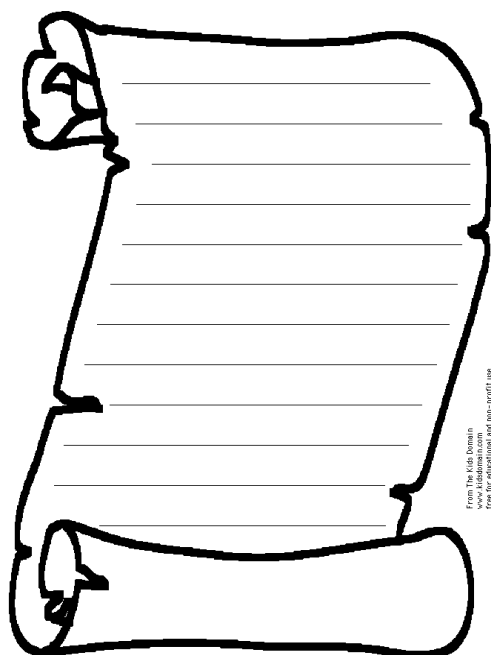
You will need a mobile phone or a computer to follow the links in the activities in this unit.

6: Getting started

Before you begin this session, complete the tasks here.

Task 1: What have you written?

Make a list of four things you have written (either by hand or on a computer, in any language) you have written in the last month.



For each item, make a note of:

- what you were writing
- who you were writing to
- why you were writing.

You can find an example in the table:

What did you write?	Who did you write it to/for?	Why did you write it?
A post on Facebook about my trip out on Sunday afternoon	Friends, acquaintances and colleagues on Facebook	To inform other people about my day out, to entertain them, to share my enjoyment of a great day out with them!

Task 2: Writing in the classroom

In real life – every time we write – we have a communicative purpose. We are aware of:

- **what** we are writing (a Facebook post, a report, an email etc) – this is often called a **text type**
- the **specific language** we use when we write this text type – this is often called the **register** we write in
- **who** we are writing for: an **audience**
- **why** we are writing: a **communicative purpose**.

Your list could include emails, love letters, lesson plans, poems, shopping lists, diary entriesanything. It's very unlikely that there are any items on your list that you wrote without knowing why.

It's also very unlikely that you were writing without having a clear idea of who your audience was – even if that audience was yourself!

Think about:

- a) a writing task you have asked Student Teachers to complete OR
- a) a writing task for children you remember from school OR
- c) a writing task you have completed in a face-to-face or online English class as an adult.

Answer these questions:

Did the task include a clear text type?

Did the task include any discussion of the language you needed to use to complete the task?

Did the writing have a clear audience (not just the teacher)?

Did the writing have a clear purpose (not just to be marked by the teacher)?

6: Activity 1: Communicative purpose?

Look at examples 1 to 3.

Is there a **communicative purpose**?

Is there a **genuine audience** (apart from the teacher who will mark the work)?

Are these activities you would ever do in real life?

Example 1

Make these sentences negative:

1. I love my mother.
2. My brother likes to draw houses.
3. We like to go to the zoo.
4. I like to play with my cat.

(a genuine examination question from the South Caucasus)

Example 2

Change each sentence in indirect speech into direct speech.

'I'll send you a postcard. ' *He told us that he would send us a postcard.*

'We've bought a new car. '

'I don't speak German. '

'You failed your art exam. ...

'I can't drive. ...

'You look nice. ...

'We're going ice-skating. ...

'The students aren't listening to me.....

(Online language learning activity)

Example 3

Write about the clothes you are wearing. For example:

'I am wearing black clothes'.

(School textbook, Ethiopia)

Compare your ideas with the suggestions in the key to this unit on page 64 of this handbook.

6: Activity 2: Communicative purpose?

6.2.1 Communicative purpose?

Now look at these examples. Think about the same questions:

Is there a **communicative purpose**?

Is there a **genuine audience** (apart from the teacher who will mark the work)?

Are these activities you would ever do in real life?

Example 1

Example 1

Read the letter from Juan to Pedro.

Write a letter to Alex who lives in England.

Tell Alex about yourself.

Tell Alex about Myanmar.

Hi Liam,

How are you? My name's Juan and I'm from Rio de Janeiro in Brazil. I'm eleven years old. How old are you?

I'm tall, I've got black hair and brown eyes, I've got one sister and two brothers.

I've got a dog called Pedro. Have you got any pets? I like football, beach volleyball and music. What do you like?

I speak Portuguese (the language in Brazil) and English. What languages do you speak?

It's sunny and hot in Rio. What's the weather like where you live in Canada?

Please write soon.

Best wishes,
Juan

(Model text: RETC Project Thailand)

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Example 2

Example 2: a writing frame/template

My favourite animal

Tell everybody:

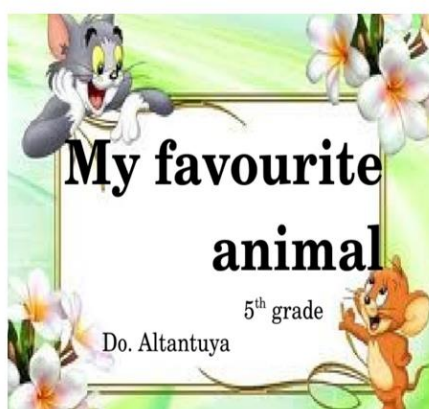
where your favourite animal lives

what it looks like

what it eats

what it can do

why you like it.



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Example 3

Example 3: messages

Sports

Think about **sports**. Maybe you like sports or maybe you don't!

Write **five questions** about sports on a piece of paper. For example: What is your favourite sport?

Put your questions in the message box.

Take another piece of paper from the message box. **Answer the questions!**



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6.2.2 Effective activity?

The Student Teachers' Textbook provides some useful criteria for a writing task:

An effective writing activity is:

- **practical**: consider how the activity is to be set up and managed
- **purposeful**: consider the outcome
- **productive**: consider how much writing will be generated
- **predictable**: consider the language the learners will need
- **adaptable**: consider if this activity type could be used for another topic or learning objective.

Think about the six writing tasks in **Activity 1** and **Activity 2**.

Which writing tasks meet these criteria?.

6: Activity 3: Activities and techniques for encouraging writing

6.3.1 Activities and techniques

In Unit 5, we looked at techniques and activities to support learners in beginning writing.

In this unit, Unit 6, we have looked at techniques and activities to support learners in writing longer texts.

The **Year 1 Semester 2 Student Textbook** (5.2.2, page 21) presents these activities to support young learners who are developing their writing skills:

- a) Modelling a story
- b) Tracing and copying words
- c) Writing frames, for example, sentence starters
- d) Tracing and copying letters
- e) Writing and editing a diary entry
- f) Multi-sensory approach such as finger or air writing

Which of these activities support learners in beginning writing?

Which of these activities support learners in writing longer texts?

6.2.2 Modelling writing

Look at **Example 1** in Activity 2. It is an example of **modelling**. The teacher presents a model, with an appropriate communicative purpose, audience and register.

- Learners read (and, in simple terms, analyse) the model.
- Learners use the model to produce their own writing.

Can you think of any other appropriate examples of modelling writing for contexts which you know?

6.2.3 Writing frames

Look at **Example 2** in Activity 2. It is an example of **a writing frame**.

Writing frames often include a topic and questions which help learners think about the topic.

However, the ideas which respond to these questions and the language learners use to express these ideas are the choice of the learner who is producing the writing.

Can you think of any other appropriate examples of writing frames for contexts which you know?

6.2.3 Messages

Look at **Example 3** in Activity 2. It is an example of **a messaging activity**.

Read the description of this activity in the Student Teacher Textbook ((5.3.2, page 28)

Learners write short messages to classmates and teachers. 1. A writing frame or gap fill template is given to the learners. They are asked to write a message to one of their classmates telling them what their favourite sport is and why. They also have to find out what their classmate's favourite sport is and why. 2. Ask learners to post their messages in the class 'letter box' and appoint a

'postman' to hand out the messages. 3. Ask learners to write a reply and message and return to sender.

6: Activity 4: Video watch: great ideas for primary writing

Follow the link to this Teacher TV video to watch an effective primary writing technique which provides support and a writing frame for young learners:

www.youtube.com/watch?v=TgWX43gZCR8

Watch the video from 0.00 to 5.13.

Super Sentence



How can you make a simple sentence such as '*Michael ran down to the river*' more interesting?

Think about these questions:

- 1 The teacher discusses seven ways to make a boring sentence more interesting with her learners. What are these ways?
- 2 How does the teacher use examples to show learners what they need to do?
- 3 What examples can you see of the teacher eliciting?
- 4 Learners are given a sentence which says '*the whale swam towards the sea*'. They are asked to make the sentence longer. How does the teacher organise the learners to do this activity?
- 5 How many sentences do learners have to write? How well do they respond to this task?
- 6 Are the learners expected to write their final sentence immediately or is there any evidence of drafting?
- 7 What advantages of this activity does the teacher describe?

Now compare your answers with the suggestions in the key to this on pages 64 to 65 of this handbook.

If you watch the rest of the Teacher Television video, you will find more effective writing activities. You may also like to follow this link:

www.literacyideas.com/7-fun-writing-activities-for-students

6: Activity 5: Over to you

We have now discussed all the topics introduced in Unit 5 (5.1, 5.2 and 5.3) of the Student Teachers Coursebook and Trainers' Guide.

Step 1: Textbook analysis

Which topics or concepts in this unit do you think will be most challenging for Student Teachers?

How can we make these topics and concepts more **accessible** to Student Teachers?

How can we make these topics and concepts more **engaging** for Student Teachers?

Step 2: Advice

What advice would you give to anyone writing teacher training materials about reading and writing for Student Teachers?

Step 3: Plan

How are you going to deliver Unit 5 sessions to Student Teachers? Make a plan.

Use these questions to help you:

- 1 Which activities do you like and which activities would you like to include?
- 2 Which activities need adapting? Why?
- 3 Do you like the sequence of activities? Are there any changes you want to make to the way the activities and topics are sequenced?
- 4 Are there any activities which are more effectively dealt with as pretasks/flipped learning?
- 5 Which additional activities (videos/PowerPoints/demonstrations/other materials) do you want to add? How can you most effectively share these with Student Teachers?

Key

6: Activity 1: Communicative purpose?

Example 1

There is no **communicative purpose** or **genuine audience** to this activity – it is a purely mechanical activity in which learners convert sentences from the positive to the negative. There is virtually no **meaning** to the activity: who is the boy who draws houses and why would you talk about someone not drawing houses in real life? While someone might say the negative of sentence 1, what would be the context?

Example 2

In real life, we do change direct speech into indirect speech (when we are recording a meeting for example, or a journalist recording an interview). However, all the statements here are completely decontextualised and there is no value to the task except for simple mechanical transformation.

Example 3

Example 3 looks like a task we might do in real life, but there is no communicative purpose to or audience for the task. In most schools in Myanmar, where children wear uniforms, many children will write exactly the same thing! There are many ways we can make this task communicative: using a guessing game for example (describe someone in the room but do not say their name) or even asking learners to imagine they are describing a fashion show.

In contrast, in **Activity 6.2.1**, there is a clear communicative purpose and audience for each task.

6.3.1 Activities and techniques

Early writing	Writing longer texts
b) Tracing and copying words d) Tracing and copying letters f) Multi-sensory approach such as finger or air writing	a) Modelling a story c) Writing frames, for example, sentence starters e) Writing and editing a diary entry

6: Activity 4: Video watch: great ideas for primary writing

Key to questions

1 *The teacher discusses seven ways to make a boring sentence more interesting with her learners. What are these ways?*

- Add in words
- Drop in chunks
- Add on at the beginning
- Add on at the end
- Change words
- Add a simile
- Alliterate

2 *How does the teacher use examples to show learners what they need to do?*

She asks learners to choose a sentence from a 'magic bag'

3 What examples can you see of the teacher eliciting?

She elicits throughout the lesson: she asks which ways have been used, builds on learners' responses, praises and asks learners to pin the sentence on the board to match the strategy.

4 Learners are given a sentence which says 'the whale swam towards the sea'. They are asked to make the sentence longer. How does the teacher organise the learners to do this activity?

Learners work in pairs.

5 How many sentences do learners have to write? How well do they respond to this task?

They discuss all seven ways first and make notes.

6 Are the learners expected to write their final sentence immediately or is there any evidence of drafting?

Once they have had chance to discuss, learners select their best sentence and draft a final version.

7 What advantages of this activity does the teacher describe?

The teacher suggests:

- it stimulates and develops their writing skills
- it provides lots of practice
- it helps them to write more independently
- it helps them to become more confident writers.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: British Council Myanmar)

Unit 7: Looking at culture in the primary classroom

Unit 7 Looking at culture in the primary classroom

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook, Chapter 6, pages 32 to 47.

You will need a mobile phone or a computer to follow the links in the activities in this unit.

7: Getting started

Before you begin this session, complete the tasks here.

Task 1



1a How would you define the word '**culture**'?

Culture' means: _____

1b What examples can you think of – for example, 'the food people eat'?

1c Which of your examples are **visible**? For example, we can see the food people eat – it's visible.

Which of your examples are '**invisible**'? For example, we can't 'see' ways of being polite.

Task 2

2a Follow this link to read the article '*Culture - the fifth language skill*' by Barry Tomalin.

www.teachingenglish.org.uk/article/culture-fifth-language-skill

2b How does the article define culture?

2c Why does Barry suggest introducing culture into the classroom is important?

What distinction does Barry make between knowing about other people's culture and the skills of being able to appreciate and understand other people's culture?

7: Activity 1: What is culture?

7.1.1: Definitions

Read these excerpts from the Student Teachers' Textbook, Chapter 6.1, page 34.

Do you agree?

'Culture is reflected everywhere we look and in everything we do.

We can think of it in the narrower sense when it is reflected in our language, dress, food, laws, history, architecture or technology.

We can also think of it in its wider sense in terms of our behavior, customs, attitudes and beliefs.

These 'forces' have a powerful effect on our identities and the identity of others. Developing an awareness of this is an important step towards understanding the communities in which we live in and our vision for the future'.

7.1.2: Learning about culture

To understand someone else's culture, we need to be aware of:

Cultural knowledge

The knowledge of the culture's institutions, culture with a capital C

Cultural values

The 'psyche' of the country, what people think is important: things like family, hospitality, patriotism, fairness etc.

Cultural behaviour

The knowledge of daily routines and behaviour: culture with a small c

Cultural skills

The development of intercultural sensitivity and awareness, using the English language as the medium of interaction.

7: Activity 2: What is culture?

7.2.1 What do you think?

Do you agree or disagree with these statements?

Try to compare your answers with a colleague or colleague if you can.

1 All Myanmar students have a very similar culture: they don't need to talk about their own culture with their peers.

2 To learn English successfully, it's essential to have to have a knowledge of the culture of first language speakers.

3 Being able to deal effectively with people from other cultures is a skill we can teach.

4 Most students studying English will never meet a first language speaker so they have no need to find about western culture.

5 Even at primary level, it's important to help students to respect and appreciate a variety of human cultures as well as developing an interest in different cultures.

7.2.2 Cultural appropriacy



The way we greet people and what we call them is a simple – but quite demanding – aspect of culture.

Imagine you are a student on a course and you are thanking your teacher for some helpful feedback.

- Which of these expressions do you think are most appropriate when you are talking to a teacher?
- Which expressions do you think that native speakers of English would use?

Thank you very much, teacher, the feedback was very helpful.

Thank you very much, sir, the feedback was very helpful.

Thank you very much, sayar, the feedback was very helpful.

Thank you very much, Andy [the teacher's name], the feedback was very helpful.

Compare your ideas with the suggestions in the key to this unit on page 75 of this handbook.

7: Activity 3: Culture in the classroom

7.3.1 Culture in the classroom

Think about these questions. Discuss your answers with a colleague or colleague if you can.

1 When should we introduce culture in English language teaching? Can beginners learn about the culture of another country?

2 Do you think school textbooks should include information about western cultures?

3 Should we have special lessons about culture or should we try to include 'culture' in every lesson?

4 Which do you think is more important in learning about other cultures: learning information about other countries or learning how to interact with people from other cultures?

Compare your ideas with the suggestions in the key to this unit on page 75 of this handbook.



Children in Kolkata engaging in a British Council India cultural activity.

7.3.2 Activities to support learning

What activities can you think of that will help children think about culture at primary school level?

Brainstorm as many activities as you can.

Share your ideas with a colleague or colleagues if you can.

7: Activity 4: Activities to develop cultural awareness

Here are some ideas for activities for developing learners' cultural awareness, including some ideas from the Student Teachers' Textbook.

Choose **three** activities which you think are the most effective and which you would like to share with Student Teachers.

Some ideas for introducing culture: younger children

Draw a picture of your family and talk about the relationships between the people in the picture: for example, does 'auntie' mean the same in Myanmar culture as in Western culture?

Organise food items from a list and talk about kinds of food you eat/don't eat in your culture.

Talk about festivals which are important to you and your culture. Learn about someone else's culture.

Talk about colours. What do different colours mean in your culture? How are colours used in flags of your state/country/other countries?

Find about another state in your country. What jobs do people do there? What food do they eat? Is your state the same or different?

Read/listen to a traditional folk tale. Tell a traditional folk tale from your country.

Learn and sing a popular song from another country/culture.

Some ideas for introducing culture: older children

Listen to a weather report

Talk about role models e.g. singers or actors

Produce a tourist leaflet or booklet for your town or village

Discuss attitudes towards everyday life e.g. wearing school uniform

Roleplay situations where you need to think about politeness and formality: in a shop, in a restaurant, inviting people.

You can find more ideas from Teacher Educators for ideas on developing young learners' cultural awareness on page 76 of this handbook.

7: Activity 4: Using models to develop cultural awareness

In Unit 6, we looked at the use of model texts to help young learners develop their writing.

One advantage of using a model text is that we can ask learners to read about one aspect of a culture which is not their own and then produce a piece of writing which describes their own culture. Even young learners can think about the similarities and differences between their own culture and other people's. This activity was used in an online lesson with adults from Myanmar at Elementary level.

Step 1

Read the model text which describes in the United Kingdom

Andy's lunch

Britain is five and a half hours behind Myanmar. When it's 6pm in Myanmar it's time for my lunch.

I usually have lunch at home. I have a sandwich and a cup of coffee.

Sometimes I don't eat at home. I live in the city centre so near my flat there are lots of shops. Here I am outside the fish and chip shop near my house. Many people say you can buy the best fish and chips in England in my town!



Step 2

- Now read a response from a student.
- Which language from the model text has she used?
- Which language reflects her own ideas?
- How effectively has she described her own culture?

I usually have lunch in the department room from Monday to Friday and I have lunch at home every Saturday and Sunday. I always have lunch time at 12:30pm. I like eggs, vegetables, some fish so I always eat rice, fried vegetables and fish curry. I sometimes eat chicken curry, some vegetables with pea soup. On holiday sometimes my family eats Myanmar food (Moh hin khar).



7: Activity 5: What is YOUR culture?

7.5.1 Your culture

Read the questions below.

They are taken from an article by Mari Haas called 'Strategies for Teaching Culture in Grades K-8'.

She suggests that if teachers think about their own answers to these questions, they can reflect more effectively about culture and how to help students focus on culture.

Where were you born?

What language(s) or dialect(s) were spoken in your home?

Where did you grow up? Describe your neighbourhood.

What is your ethnic or racial heritage?

Was religion important during your upbringing? If yes, how?

Who makes up your family?

What traditions does your family follow?

What values does your family hold dear?

How do members of your family relate to each other?

How is love/caring expressed?

How is your culture expressed in your family?

Discuss your answers with a colleague or colleagues if you can.

7.5.2 Suggested activities

You can read the whole article at:

<https://files.eric.ed.gov/fulltext/EJ1104033.pdf>

Which activities Mari describes would be relevant for young learners in Myanmar?

7: Activity 6: Over to you

You are going to plan an activity to develop the cultural awareness of young learners you know.

Step 1

Think about these objectives of developing young learners' cultural awareness:

In introducing culture into the primary classroom, our objectives include:

- to help children to become aware of their own culture and increase this awareness
- to help children to take a positive attitude to their own culture
- to help children to increase their knowledge of other cultures
- to help children understand other cultures
- to help children to appreciate other cultures and empathise with people from other cultures – developing intercultural competence
- to help children to take a positive and sometimes appropriately critical attitude to other cultures.

Step 2

Think about these criteria for activities which aim to develop young learners' cultural awareness:

Do your activities give students the opportunity to....

- talk about the similarities and differences of social custom between different cultures?
- talk about aspects of daily life which they have in common with children in different countries?
- look at the similarities and differences between their own locality and that of another country?
- learn about symbols such as flags, objects and products that represent countries?
- compare attitudes of different cultures?
- discuss stereotypes and reflect on the importance of developing tolerance and understanding between people?

Step 3

Plan your activity.

Step 4

Think of some ways you can share your activity with your colleagues and/or Student Teachers.

Would it be a good idea to make a PowerPoint version of your reading activity?

Could you make a video version of your activity and share it with others?

Key

7.2.2 Cultural appropriacy

All these expressions are very polite!

However, calling someone ‘**teacher**’ in English does sound strange – a little like saying ‘good morning, shopkeeper’ or ‘hello bus driver’.

‘**Sir**’ is very polite but it is rarely used in the United Kingdom nowadays except by young children in school, very old shopkeepers and (possibly) the police.

Most native-speaking adults usually call each – and their teacher – by their first name.

An old English saying reads:

‘You can call me anything you want as long as you don’t call me early in the morning.....!’

7.3.1 Culture in the classroom

Many experts would say.....

1 Elements of culture can be introduced from the very beginning in English language teaching.

2 There are lots of different opinions as to whether school textbooks should include information about western cultures. Some people feel that the English language belongs to everyone – not just a small minority who live in the west. Other people feel that you cannot speak a language effectively unless you understand the culture of people who speak it. Perhaps the balance is somewhere in the middle; introducing learners to the cultures of other people around the world while at the same time asking them to reflect on their own cultures.

3 The **Student Teachers’ Textbook** states:

‘It is important that in the primary English language classroom that we do not see the teaching of culture as a separate skill but as a skill that is interwoven into the four language skills of speaking, listening, reading and writing’.

While many institutions around the world find it useful to organise special lessons about culture, we can also integrate aspects of culture into our regular lessons.

4 Information about western cultures can be very useful and interesting. However, young children also need to be aware of and take a positive attitude to their own culture. In addition, ‘**English belongs to everybody**’ and discussion of culture in the English language classroom does not need to be limited only to English speaking countries.

Learning information about other countries is of course really useful but maybe learning how to interact with people from other cultures (**intercultural competence**) is even more important. Both learning information about other countries and learning how to **empathise** with people from other cultures are important – but **empathy** is key.

Appendix

Here are some ideas from Teacher Educators in Myanmar for activities which develop young learners' cultural awareness.

We hope you find them useful!

1 Ideas from Taunggyi Education Degree College.....

Activities for Primary Level (Culture)

- Role play
- Interviewing (pair work)
- Diadic exchange
- Presentation
- Celebrating events (Thingyun, Halloween)
- Guessing
- Listening (listen & circle)
- Watching short videos (Moana, Frozen, Tom & Jerry)
- Reading short stories and discussing (Hungry caterpillar)

Thank You!

2 Ideas from Lashio Education Degree College

A summary of making culture happen

1. Culture fits everywhere. Eg.community of practice, business, organization, learning environment,etc..
It belongs to academic discipline; linquistics and psychology.
2. Yes, we should introduce the teaching of culture in ELT at primary level. We should be teaching the culture of target language and we should teach cultural awareness at primary level.
3. Materials address the issue of culture by providing more cultural input or reducing them in our teaching materials and it's not adequate.
4. Audios: Songs and Rhymes, recordings, DVD & CDs, interviews
Texts: newspapers, magazines, pamphlet, websites
Visual aids: plays, illustrations, films & videos, DVD, photos, TV
5. Task-based learning is the best.
6. Activities: role plays, dramatizing, crafts, field trip, project, debate, showing pictures, using authentic materials and conversations

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Communities of Practice: Develop your Semester 2 skills



(Photograph: Myanmar Teacher Educators/TREE project)

Unit 8: Tell me a story: using published sources

Unit 8 Tell me a story

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook Chapter 7, pages 49 to 57.

You will need a mobile phone or a computer to follow the links below

8: Getting started

Before you begin this session, complete the tasks here.

Task 1: Your memories

The best story I ever heard.....

Think back to when you were a child and an experience that you really enjoyed of listening to a story.

What was the story and what was it about?

Why did you like that story in particular?

Who told it to you and where did you hear it?

How did the story teller tell the story? What did you enjoy about the way the story was told?

Why do you think you still remember the experience now?

Task 2: Why do children like stories?

Stories and imagination.....

Many years ago a British child was once asked: 'Which do you prefer – watching television or listening to the radio?'

She replied: 'Listening to the radio, because the pictures are better.'

What did she mean?

Task 3: Effective story telling

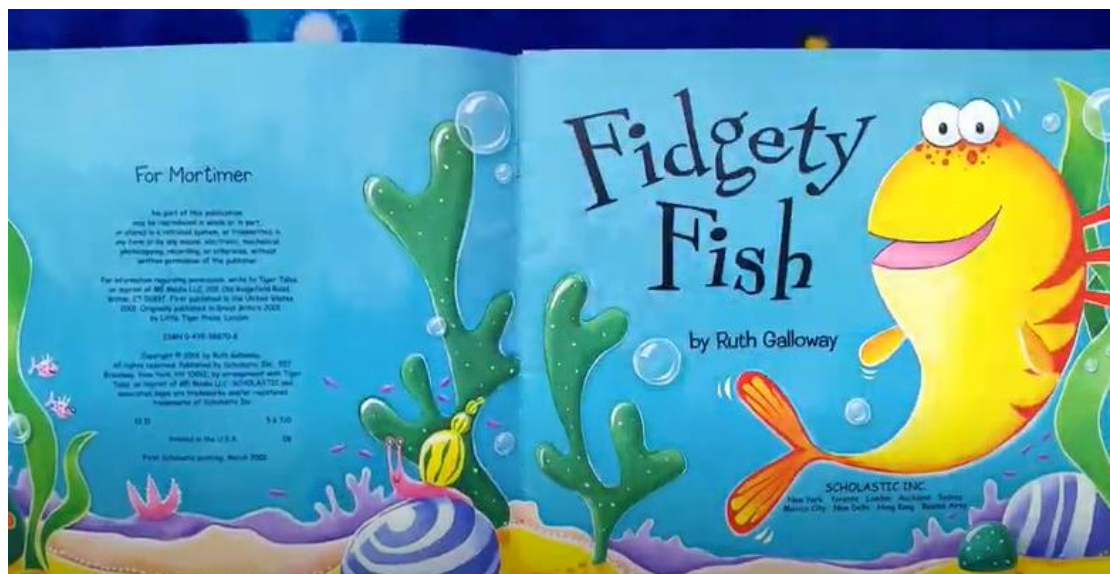
What do you think makes storytelling to young children difficult?



How can we engage children's attention when we are telling a story?

What advice would you give to someone telling a story?

8: Activity 1: Effective storytelling: Fidgety Fish



Task 1

Watch the short excerpt of a video of teacher delivering the story *The Fidgety Fish*.

<https://www.teachingenglish.org.uk/article/telling-a-story-0>

The video suggests six tips for effective storytelling.

What are they?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

How does she make the story-telling interesting and involving for the children she is telling the story too?

Compare your answers with the suggestions in the key to this unit on page 87 of this handbook.

Task 2

Follow this link to watch the complete story of the Fidgety Fish.

www.youtube.com/watch?v=TLW_jwXqbRg

Do you think this is an appropriate story for young learners?

Why/why not?

8: Activity 2: VIVID

Step 1

If a story-telling session is **VIVID**, it is memorable and enjoyable. What do you think the letters of **VIVID** stand for? Before you read the advice below, think of an adjective or noun which begins with each letter of **VIVID**. For example: **V** for **visuals**.

V

I

V

I

D

Step 2

Read the advice on storytelling:

V	I	V	I	D
<i>VOICE</i>	<i>INVOLVEMENT</i>	<i>VOCABULARY VISUALS</i>	<i>INTEREST</i>	<i>DELIVERY</i>

VOICE

Using our voice effectively means:

- reading the story at an appropriate speed – not so quickly that the audience (the children we are reading to) cannot follow the story, not so slowly that things get boring.
- reading the story with emotion so that important points are emphasised
- using different tones and volume to show that different characters are speaking
- using our voice to express different emotions throughout the story.

INVOLVEMENT

Involving the audience throughout the story and making sure that they are not simply asked to listen passively increases their enjoyment.

VOCABULARY

We can deal with new vocabulary in the story by:

- helping the audience to get ready to listen and making sure some of the vocabulary is familiar to them before we start reading
- encouraging the audience to identify the vocabulary as it is introduced through the story.

VISUALS

Using **pictures**, **real things** and **gestures** to make the story come to life.

INTEREST and DELIVERY

Making sure we get the **interest** of the audience before, during and after our story reading activity by concentrating on our **delivery** of the story.

8: Activity 3: Storytelling practice

The *Fidgety Fish* is an example of a published source. In the next unit, we'll look at a different type of story: folk stories.

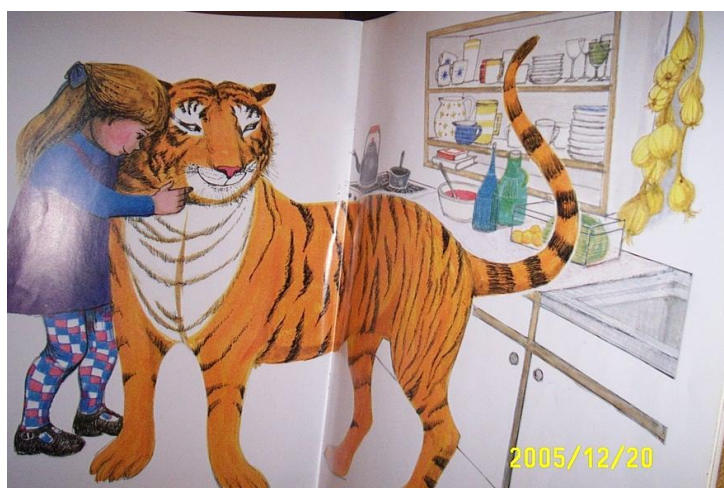
Another well-known example of a story is *The Tiger who Came to Tea* by Judith Kerr

Here is the story.

First, read the story to yourself.

Now practise reading the story aloud. Think about how you use your **voice**, the **volume** of your voice and your **intonation patterns**.

The Tiger who Came to Tea



Once there was a little girl called Sophie, and she was having tea with her Mum, in the kitchen. Suddenly, there was a ring at the door.

Sophie's Mum said: I wonder who that can be!

It can't be the milkman because he came this morning.

And it can't be the boy from the grocer, because this isn't the day he comes.

And it can't be your Dad because he's got his key.

We better open the door and see!

Sophie opened the door and there was a big, furry, stripy tiger.

The tiger said 'Excuse me but I'm very hungry. Do you think I could have a cup of tea with you?'

Sophie's Mum said 'Of course! Come in!'

So the tiger came into the kitchen and sat down at the table.

Sophie's Mum said 'Would you like a sandwich?'

But the tiger didn't just take one sandwich. He took all the sandwiches on the plate and swallowed them in one big mouthful!

And he still looked hungry so Sophie passed him the buns.

But again the tiger didn't eat just one bun.

He ate all the buns on the dish.

And then he ate all the biscuits and all the cakes until there was nothing left to eat on the table.
So Sophie's Mum said 'Would you like a drink?'
And the tiger drank all the milk in the milk jug and all the tea in the teapot.
And then he looked round the kitchen to see what else he could find.

He ate all the supper that was cooking in the saucepans.

'Mmm!' he said 'That tastes good!'

And then he ate all the food in the fridge.
And all the packets and tins in the cupboard.
He drank up all the water, all the milk and all of Dad's lemonade.

And then he said 'Thank you for the nice tea. I think I'd better go now'. And he went. Sophie's Mum said 'I don't know what to do. I've got nothing for Dad's supper. The tiger has eaten it all'.

Just then Sophie's Dad came home.
So Sophie and her Mum told him what had happened and how the tiger had eaten all the food and drunk all the drink.
So Sophie's Dad said 'I know what we'll do. I've got a very good idea. We'll put on our coats and go to a café'.

So they went out in the dark and all the street lamps were lit and all the cars had their lights on and they walked down the road to the café and had a lovely supper.

In the morning Sophie and her Mum went shopping and they bought lots of things to eat



8: Activity 4: Planning a storytelling session

8.4.1 Key questions

An effective storytelling session is not just about reading the story aloud.

We can plan an effective storytelling session around our story.

Answer these questions to plan a storytelling session around *The Tiger who Came to Tea*.

V for vocabulary

Which words in the story will be unfamiliar to learners before you tell the story?

Which of these words are the most **important** for learners to understand to follow the story?

Are there any interesting ways in which you can pre-teach these words?

V for visuals

How can you use visuals effectively to help learners understand as you tell the story?



V for voice and delivery

How can you use your voice to make the story as engaging as possible?

I for interest and involvement

How can you make sure your listeners are involved as you tell the story?

What can you ask them to do?

How could you involve learners after you have told the story?

What types of post-story listening activities could you include in the session?

Now read the advice in 8.4.2 on the next page.

8.4.2 Using VIVID: some suggestions on how the story could be told

1 Vocabulary

The most important word in the story and one that children really need to understand is 'tiger'. This may not be difficult for Myanmar children to understand but a picture (or, even better, a real toy tiger) would be really useful.

Other words in the story that might or might not be familiar to the audience are words for food:

tea	sandwich	bun	biscuits	cake
saucepan	water	lemonade	milk	

One suggestion would be to find a real example of each item. Before the audience arrive, put the items in a bag so the children cannot see the items. Before reading the story, ask the children to come up one by one, close their eyes and take one thing out of the bag. As they take out the items, they can name them. This will also give the chance to deal with the words 'tin' and 'packet'. You could also include the toy tiger in the bag and even a tin of tiger food – just take an old tin and add a homemade 'Tiger Food' label.

2 Visuals

If you have appropriate visuals, use them to ask the children questions **before** you read and **while** you are reading. Here is an illustration from 'the Tiger who came to Tea'.

Look at the visuals again in Activities 8:3 and 8:4:1.

Ask the audience:

- Who can you see in the picture?
- Is he a friendly tiger or a dangerous tiger? (If you have younger learners, maybe ask them to make tiger noises)
- What is the little girl doing? Why?
- Where are they? What else can you see in the picture?

3 Voice and delivery

Now begin telling the story. Here are some suggestions as to how you can use your voice.

<i>Once there was a little girl called Sophie, and she was having tea with her Mum, in the kitchen</i> <i>Suddenly, there was a ring at the door.</i>	Make a ringing sound or change the story a little so that the tiger knocks on the door.
<i>Sophie's Mum said: I wonder who that can be!</i>	Think about your voice – make your voice go up and down: <i>I WONder who THAT COULD BE</i>
<i>It can't be the milkman because he came this morning.</i>	Make your voice go down on <i>IT caaaaan't be</i>

<i>And it can't be the boy from the grocer, because this isn't the day he comes. And it can't be your Dad because he's got his key.</i>	Get the children to say this with you on the third occasion.
<i>We better open the door and see! Sophie opened the door and there was a big, furry, stripy tiger.</i>	Lower your voice on the words <i>there was</i> . Increase the volume of your voice on each word: <i>big furry STRIPY</i> and encourage the children to say the word <i>tiger</i> with you.
<i>The tiger said 'Excuse me but I'm very hungry. Do you think I could have a cup of tea with you?' Sophie's Mum said 'Of course! Come in!'</i>	Through the tone of your voice, make sure the tiger sounds very polite (although he eats everything, he is a very polite tiger) and make sure Sophie's Mum sounds enthusiastic.

4 Involvement and interest: during the story

As the tiger begins eating the sandwiches and the buns (etc.), hold up each item and ask the audience to call out the words as the tiger eats each one:

Sophie's Mum said '*Would you like a* [hold up the sandwich and ask the audience to call out the word]

But the tiger didn't just take one sandwich. He took all the [ask the audience to call out the word] *on the plate and swallowed them in one big mouthful!*

And he still looked hungry so Sophie passed him the [hold up the buns and ask the audience to call out the word].

5 Involvement and interest: after the story

You have now completed the story but a good follow-up activity will bring your story telling to a conclusion. This will depend on the age and language ability of the children. You could, for example:

- ask the audience what they would do if a tiger rang their doorbell and asked to come in: you can help them to tell a simple story of their own.
- ask the audience to tell the story to each other in pairs.
- ask the audience to draw a picture of the tiger in their own house and award a prize or prizes.

8.4.3 Benefits of using stories with young learners

What do you think are the benefits of telling stories to young learners?

Make some notes and write them here:



Compare your answers with the suggestions in the key to this unit on page 87 of this handbook.

8: Activity 5: Over to you

Step 1

1 Follow this link to watch a video of a Thai teacher telling the story of the *Little Red Hen*.

How does she make her delivery **VIVID**?

www.viddler.com/v/4b142f9f?secret=79787078

2 Choose a story which you think will be suitable for Grade 3 or Grade 4 students.

Your story can be from a book if you have one. An alternative is to choose a story from YouTube, turn down the volume and tell the story yourself as the visuals are shown.

You can make pictures or choose real things to make your story more **VIVID**.

3 Practise telling the story as **VIVIDLY** as you can. Practise with real children (family members for example!) if you can. Practising in front of a mirror is also a good idea.

4 Make a video of yourself telling the story. Share it with others if you can!

Key

8: Activity 1: Effective storytelling

Here are the six tips suggested by the video:

- Getting attention.
- Raise their interest.
- Tell the story with feeling.
- Let them guess what happens next.
- Discuss the story afterwards.
- Give praise.

Activity 8.4.3: benefits of storytelling

- Story telling is enjoyable and motivating and engages students.
- Effective learning takes place when learners are engaged. Storytelling can encourage participation and collaboration.
- Story telling provides opportunities to consolidate language which has been learnt and which is familiar to students.
- Story telling provides opportunities for new language to be introduced in context in an understandable and meaningful way.
- Story telling can help young children to explore other cultures.
- Story telling can give children the opportunity to talk about issues which are important to them and talk about real life situations that they need help to deal with
- Story telling develops listening skills and can be used to develop oral fluency.
- Stories can encourage children to predict and be creative and imaginative.
- Story telling can lead to many other activities, across the curriculum.
- Some research shows that children who regularly listen to and discuss stories are more able to relate to and empathise with other people.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



Unit 9: Tell me a story: using folk tales in the classroom

Unit 9 Tell me a story: using folk tales in the classroom

9: Getting started

Before you begin this session, complete the three tasks here.

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook Chapter 7, pages 49 to 57.

You will need a mobile phone or a computer to follow the links below to find out more about using folk tales in the classroom.

Task 1: Your course materials

Read pages 37 to 41 in the Student Teachers' Textbook, Semester 2.

Task 2: the 5Rs

Read the article by David Heathfield: '*Rhythm, rhyme, repetition, reasoning and response in oral storytelling*'.

You can find this link at:

<https://www.teachingenglish.org.uk/article/rhythm-rhyme-repetition-reasoning-response-oral-storytelling>

David calls these the **five Rs of storytelling**. Why does he say the 5Rs are important?

Task 3

There are two types of stories:

- published sources such as *the Fidgety Fish* and *the Tiger who came to Tea* which we talked about last week
- folk tales: oral (not written) stories from your own culture or the culture of others.

What do you think the differences are between the two types?

Can you think of a folk tale from your own culture?

Follow this link to find an example of a folk tale from the United Kingdom: *Lazy Jack*:

www.longlongtimeago.com/once-upon-a-time/folktales/lazy-jack/

Read the story.

If you were telling this story, which of the 5Rs would be the most important?

9: Activity 1: Cultures in Myanmar 1

Answer these questions to help you think more about using folk tales in the classroom.

If you can, share your opinions with a colleague or colleagues.

1 What language do you speak as a first language? How about Student Teachers you work with? How about children whom Student Teachers teach?

2 Would you describe Myanmar as an **ethnically diverse** country? Why/why not?

3 Do children in schools you know have a **homogenous** (all the same) culture or a **heterogenous** (a variety of different types) culture?

4 Do you think local cultures within your country are **acknowledged** and **valued** enough? Why/why not?

5 The story of **Lazy Jack** is a folk tale from the United Kingdom.

a) What is the difference between a folk tale such as Lazy Jack and a published story such as the stories we looked at last week?

b) What folk tales do you know from your own culture and country?

c) What could be the benefits of using a folk tale from children's own background or other cultures in the classroom?

Make some notes here:



Make some notes before you complete Activity 3 and write them here:

When you have answered the questions, read the benefits suggested In 9: Activity 3. .

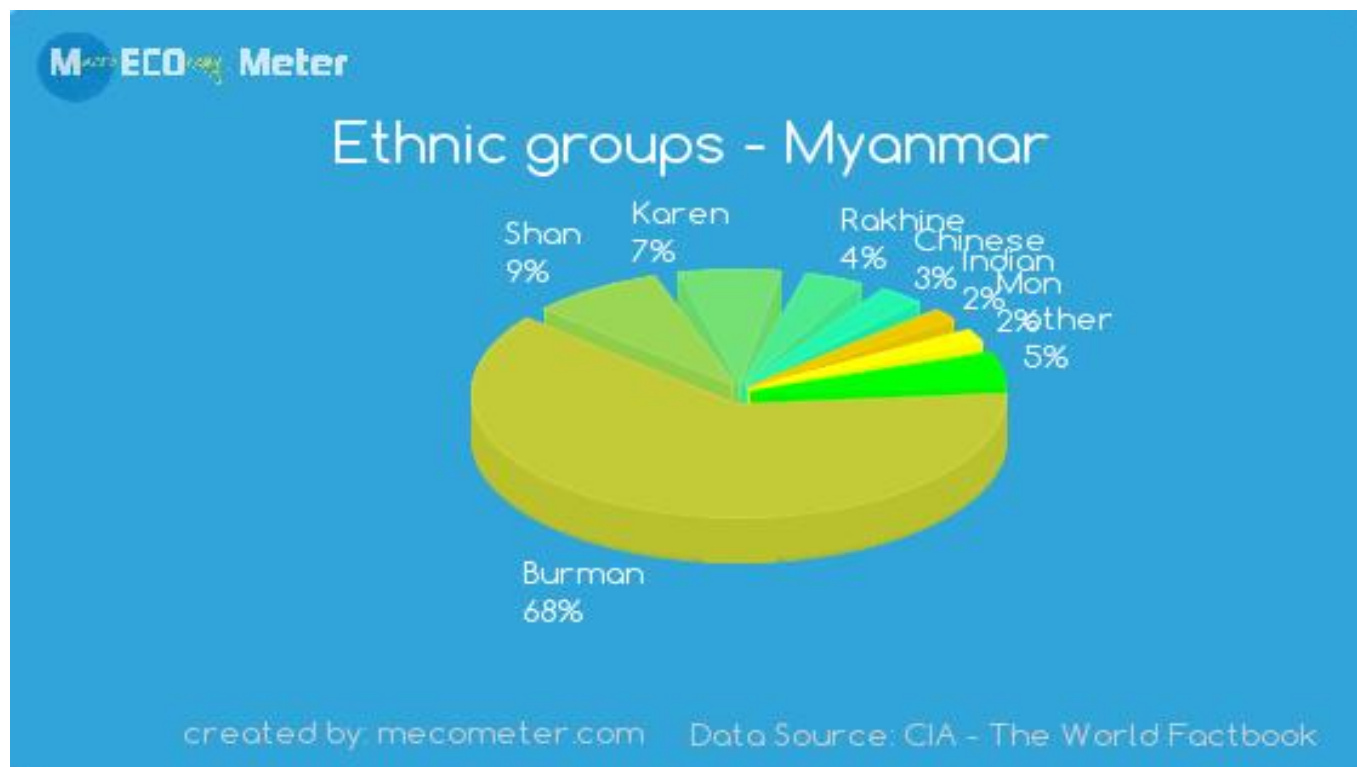
Were your answers similar or different? Why?

9: Activity 2: Cultures in Myanmar 2

9.2.1 A diverse culture

As you'll know, there are many different languages spoken in Myanmar. Perhaps your first language is Myanmar. Perhaps your first language is different to that from spoken by your Student Teachers and perhaps they speak a different language to the children they teach.

The diagram below shows some of the languages which are spoken in Myanmar:



Like many countries in South and East Asia, Myanmar would generally be described as an **ethnically diverse** country with a **heterogenous** culture.

It is very much your opinion as to whether local cultures are **valued** and acknowledged **enough** but, around the world, many experts would emphasise that there is not enough acknowledgement of local cultures and that this creates significant problems for young children when they enter mainstream education.

The more we can help to show children that we value their personal culture in the classroom, the more effectively they will learn.

9.2.2 Teacher Educator opinions

Here is what some Teacher Educators in Myanmar said in reply to the questions in Activity 1.

Do you agree with all the statements?

Many but not all Teacher Educators speak Myanmar as a first language.

However, many Student Teachers speak a different first language – Shan, for example.

Student Teachers who are posted to places in Shan State, for example, are quite likely to teach children who do not speak Burmese as a first language.

Burmese is used as an official language and the language of communication.

Student Teachers may encounter children who cannot speak Burmese well, in the Highlands for example, and several languages may be used in school at the same time (we call this a multilingual environment).

Myanmar has many different cultures – there are 135 official different ethnic groups in total and eight major ethnic groups.

We feel that local cultures are valued and appreciated in schools and colleges in Myanmar.

The use of the local curriculum encourages an appreciation of local cultures.

Topics which are explored in schools which help children to value their own and other people's cultures include festivals, food, weddings, religion.

Using folk stories in the classroom can provide moral training and helps children learn about life.

9: Activity 3: Why use folk tales?

Folk tales are not published in the way but handed down from one generation to the next.

They are examples of **oral literature**: older people remember them and pass them down to younger children.

There may be more than **one version** of the same story.

Folk tales are not produced by one person but are the result of a story developing and changing over time.



If we use folk tales in the classroom, we can:

- help to maintain cultural heritage, tradition and customs
- help children find out more about their own culture
- help children to value their own culture, literature, art and traditions and become more confident
- show that we as teachers value children's cultures and their first language
- help children to appreciate the values of their group and reflect on the culture from which they come
- help children to value other cultures
- provide background knowledge to children of their own culture and other people's cultures
- help children to empathise with people from other cultures
- help children to consider new ideas
- help children value words, language and stories
- provide a positive impact on children's language skills, imagination, critical thinking and reasoning skills.

9: Activity 4: Telling a folk tale: video watch 1

David Heathfield suggests **5 Rs**:

Rhythm: the language of many folk tales has a natural rhythm which makes it easy to remember.

Rhyme: short and simple rhymes which are easy for students to learn and join in.

Repetition: folk tales often have words, phrases, sounds and gestures which are repeated and therefore support the learning of language.

Reasoning: stories teach people about life. Students can predict what will happen next and after listening reflect on the meaning of the story.

Response: Stories touch listeners' emotions, especially when they are told orally. Children can respond verbally and non-verbally.

Follow this link to find a video of a story telling session.

www.youtube.com/watch?v=FsQ1iu4LNLc

Watch the video. What examples of the 5 Rs did you see?

Look for any evidence of:

- the story teller using gestures and encouraging the listeners to use gestures
- the story teller using real things
- the story teller using different voices
- the story teller repeating language patterns
- the story teller involving the listeners by asking questions
- listeners responding verbally or non-verbally: how do you know the listeners understand?

Key question: post-listening activities

What can children do after they have listened to the story? What kind of post-listening activities can we use?



Make some notes before you complete Activity 3 and write them here:

9: Activity 5: Telling a folk tale: video watch 1

David suggests that after children have listened to the story, they can:

- tell each other the story again in pairs
- think about a different ending for the story and tell each other the ending
- mingle and use some key language from the story
- act out a scene from the story but with no language: we call this a **still**
- act out part of the story in pairs or small groups using language.

You can see these activities in David's video of a story telling workshop for teachers in Nepal.

Follow this link to see the video:

www.youtube.com/watch?v=dcswOfe_G-k



9: Activity 4: Cultures in Myanmar: 'The moral of the story.....'

Discuss these questions with a colleague or colleagues if you can:

9.4.1: Many teachers will say 'every story needs to have a moral'. Stories are often seen as ways to educate and train children.

Do you agree?

Record your answer: tick an appropriate statement:

Yes, definitely

Up to a point

I don't really agree

No, certainly not

Undecided

9.4.2 Not everyone agrees!

Here are some statements from an online site about storytelling: tick an appropriate statement:

Yes, definitely

Up to a point

I don't really agree

No, certainly not

Undecided

There are two wholly different kinds of story which are equally necessary for children,

1 Stories which specifically teach a certain ethical or conduct lesson: received ideas on manners and morals

2 Stories with no moral to offer and just says 'These things are' and means children can pass judgements and come to their own conclusions.

I believe stories ought to be given in about the proportion of one to three, in favour of the second kind'.

4.3 Suggestions for the story teller

You can find more discussion of this topic and other topics related to storytelling at:

www.bookwolf.com/Wolf/pdf/SomeSuggestionsForTheStoryTeller.pdf

Have a look at the site and read a section you think looks interesting.

9: Activity 5: Over to you

You are going to design an activity in which you tell a folk tale.

Step 1

Watch the two videos by David Heathfield again. Which ideas can you use in your own storytelling activity?

Step 2

Think of a folk tale you know which you can use for your story telling session.

Try NOT to choose a story from a school textbook or the Internet.

Try to use a story you know from your own culture.

3 Plan your story telling session. Think about any visuals or real things you can use but remember it is YOU telling the story not the materials.

Step 3

Practise telling your folk story.

Step 4

Make a video of your story.

- What did you find difficult about making your recording? How did you solve the problems?
- What did you learn from making your recording?
- Would it be helpful to ask Student Teachers to do something similar? How could we organise it?

Step 5

If you can, share your video with your colleagues.

Give each other some feedback.

What did the story teller do well?

Are there any ways to develop the way the story is told further?

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: British Council)

Unit 10: Literature and the primary classroom

Unit 10 Literature and the primary classroom

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook Chapter 7, pages 58 to 73.

You will need a mobile phone or a computer to follow the links in Activity 4 and 5.

10: Getting started

Before you begin this session, complete the tasks here.

KWL: literature and the primary classroom

In Units 8 and 9, we discussed using published stories and folk tales in the primary school classroom.

In this unit, Unit 10, we will talk about making use of literature in general in the primary school classroom.

Under the **letter K**, write an item of information, an idea or opinion which you feel you **know** about using literature in the primary classroom.

Under the letter L, write something you have **learnt** from our discussions about using published stories or folk tales in the primary classroom.

Under the **letter W**, write something you **want** to learn from this unit about using literature in the classroom. Write your want as a question: for example: *'How I can make more use of literature in my own classroom?'*

K	W	L

At the end of this unit, decide if your W question was answered.

Do you need to do more research yourself to find the answer to your question?

10: Activity 1: Defining 'literature'

10.1.1

How would you define 'literature'? You can Google a definition if you want to but if you do, let everyone know the link that you found.

Write your definition here.

Make some notes and write them here:



10.1.2

Look at the types of writing below. Which types of writing would you say are types of literature?

Which would you say are not types of literature?

- a poem
- an extract from an encyclopedia for children: non-fiction
- a play
- a clip from a film
- a radio advertisement
- a short story
- a novel
- a nursery rhyme
- a comic story
- a news report
- a children's cartoon

Compare your answers to the suggestions in the key to this unit on page 107 of this handbook.

10.1.3

Read the three **definitions of literature** on page 101 to 102.

Which one do you find the most helpful?

Do you agree with the ideas here?

What is literature? Definition 1

First of all, any method or approach towards using literature in the classroom must take as a starting point the question: What is literature? The Macmillan English Dictionary gives the following definition:

Literature: noun: 1. stories, poems, and plays, especially those that are considered to have value as art and not just entertainment.

Many authors, critics and linguists have puzzled over what literature is. **One broader explanation of literature says that literary texts are products that reflect different aspects of society.** They are cultural documents which offer a deeper understanding of a country or countries. Other linguists say that there is no inherent quality to a literary text that makes a literary text, rather it is the interpretation that the reader gives to the text. This brings us back to the above definition in the sense that literature is only literature if it is considered as art.

From:

www.onestopenglish.com/methodology/teaching-articles/teaching-materials/teaching-materials-using-literature-in-the-efl/-esl-classroom/146508.article



What is literature? Definition 2

John McRae (1994) distinguishes between literature with a capital L - the classical texts e.g. Shakespeare, Dickens - and literature with a small l, which refers to popular fiction, fables and song lyrics. The literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries e.g. UK, USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English.

Literary texts can be studied in their original forms or in simplified or abridged versions. An increasing number of stories in English are written specifically for learners of other languages. The types of literary texts that can be studied inside and outside the ELT classroom include:

- 1 Short stories
- 2 Poems
- 3 Novels
- 4 Plays
- 5 Song Lyrics

www.teachingenglish.org.uk/article/using-literature-introduction

What is literature? Definition 3

What is literature?

Literature is a broad term that encompasses almost everything we read, see and hear. It helps to be able to break it down into categories, for ease of understanding and analysis.

In ancient civilization, literature was divided into two main categories: tragedy and comedy. Nowadays the list is much more extensive, but it is still possible to narrow down the vast amount of literature available into a few basic groups: poetry, drama, prose, non-fiction and media.

Poetry is often considered to be the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, although it is often performed, too. Some forms of poetry follow a rhyming pattern, others are written in free form. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences. Poetry is nearly always written lines, creating a unique look on the page.

Prose is written text that is not poetry; it is written in complete sentences and paragraphs. The most typical types of prose are novels, short stories, letters, diaries journals and non-fiction. Whereas poetry focuses on sound, prose will focus on plot and characters.

A text that is written to be performed rather than read is considered to be **drama**. The bulk of a drama is dialogue, along with stage directions and instruction on how to perform the dialogue. Dramas or plays should be acted out to an audience, as it is hard to appreciate them when looking at pages of text.

Poetry and drama both belong to the broader category of fiction that feature invented events and characters. This is termed as fiction. **Non-fiction** is another form of prose but has the purpose of passing on information and to educate the reader about certain facts, ideas or issues. Genres of non-fiction include textbooks, travel books, and newspapers.

The newest type of literature that has been defined as a distinct genre is **media**. This category was created to encompass movies and films, websites, commercials, billboards and radio broadcasts. Any work that doesn't exist primarily as a written text can probably be considered media, particularly if it relies on recently developed technologies. Media literature can serve a variety of purposes – it can educate, entertain, advertise or persuade.

From: Student Teachers' Textbook, Chapter 7.1.4, page 60.

10: Activity 2: Technical terms

10.2.1: Technical terms

Look at the technical vocabulary for story components below.

Can you match a technical term to a definition?

- | | |
|-------------------------|--|
| 1 characters | f) the people in the story/film etc. |
| 2 protagonist | h) the main character in a story (often the 'hero') |
| 3 antagonist | c) in many stories, the person or people the hero is opposing or fighting against |
| 4 plot | g) the structure of the story/the arrangement of events and actions within the story |
| 5 exposition | e) the start of the story, the situation before the action starts |
| 6 rising action: | i) the series of conflicts and crisis in the story that lead to the climax |
| 7 climax | a) the turning point in the story – the most intense moment |
| 8 falling action | b) all of the actions which follow the climax |
| 9 resolution | d) the conclusion of the story in which all the threads are tied together |

You can find the answers to this activity in the key to this unit on page 107 in this handbook.

10.2.2: Analysing a story

Look back at one of the stories we discussed in Unit 8 and 9.

How many of the elements 1 to 9 can you identify in the story you have chosen?

10: Activity 3: Why use literature?

10.3.1 Your ideas

Can you think of five advantages of using literature in the primary classroom?

Make a list. Compare your list with a colleague or colleagues if you can.

10.3.2 Using literature in the primary English classroom

Read the text '*Advantages of using literature in the primary classroom*'.

How many of these advantages did you identify in 10.3.1?

Do you agree with all the advantages described here?

Advantages of using literature in the primary classroom

1 Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.

2 Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions. Using literature in the primary classroom provides a natural opportunity for pair or group work and accommodates everybody's ideas and contributions. It can support activities which are collaborative, communicative and fun.

3 Literature expands language awareness. Asking learners to examine examples of language which occur in literary texts makes them more aware of the norms of language use. It is a starting point for speaking, reading and writing and a good basis for expanding vocabulary

4 Literature is enjoyable and motivating. Literature holds a high status. For this reason, learners can feel a real sense of achievement at understanding a piece of highly respected literature.

5 Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom. It can widen students' horizons by providing knowledge about the culture which is the background to the text.

6 Literature can promote and encourage creativity in the classroom, for example, children can create a different story using the formulaic story plot structure. Using literature can encourage children to produce creative language for useful purposes and can be a fun and engaging way to practice all four skills.

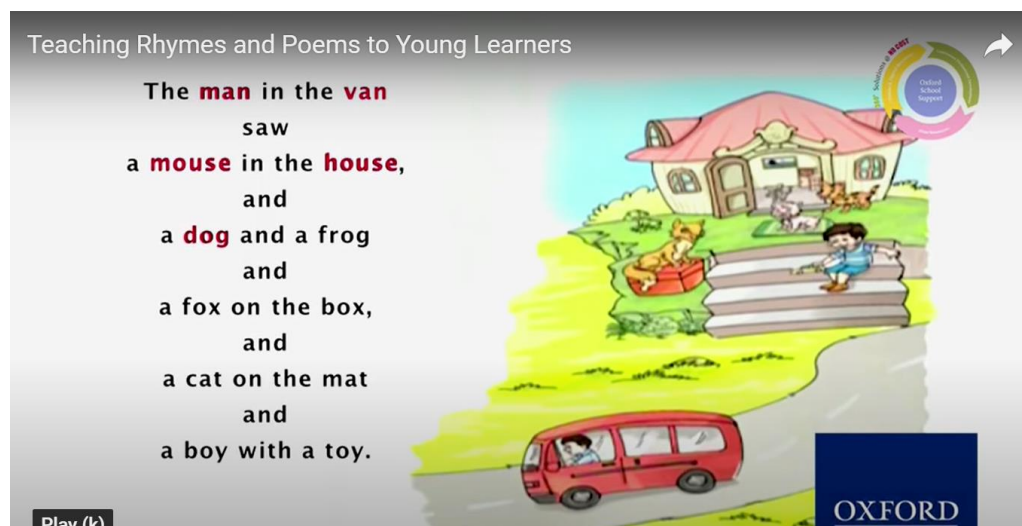
10: Activity 4: Using rhymes and poems

Rhymes and poems are perhaps the most familiar forms of literature to young children.

Follow this link to find another video by Ray Mackay about **Teaching Rhymes and Poems**:

www.youtube.com/watch?v=l3LWGFguPiE

Watch the video and answer these questions:



1 What does Ray mean by the term '**oracy**'? Why does he suggest using rhymes and poems supports young learners in developing oracy?

2 What ways does Ray suggest providing '**scaffolding**' for young learners when we use rhymes and poems in the primary classroom?

3 What are Ray's **6 Rs**? Why do you think these are important?

4 In what ways does you Ray suggest children learn '**unconsciously**'? Do you agree?

5 What **steps** does Ray suggest teachers should use to introduce rhymes and poems in the primary classroom?

Now turn down the volume on your phone or laptop. Practise reading the rhymes and poems yourself following Ray's instructions.

10: Activity 5: Over to you

Step 1

Follow this link to find an article about **Teaching Materials: using literature in the primary classroom**:

www.onestopenglish.com/methodology-tips-for-teachers/teaching-materials-using-literature-in-the-efl/-esol-classroom/146508.article

The article provides detailed advice about:

- Stage one: warmer
- Stage two: pre-reading/listening
- Stage three: understanding the text, general comprehension
- Stage four: understanding the language
- Stage five: post reading or listening

Read the advice.

Step 2

Find EACH of these stories online.
You will need to use Google to find them.

- *The Very Hungry Caterpillar*
- *Brown Bear, Brown Bear, What Do You See?*
- *Mr McGee*
- *Meg's Eggs*
- *The Clever Tortoise*
- *Billy Goats Gruff*
- *Funny Bones*

Listen to each of the stories. Choose the story you like best.

Step 3

Make a lesson plan for the story. In your lesson plan, provide full details of:

- the learning outcome(s)
- lesson stages and steps
- possible problems and solutions.

Key

Activity 10.1.2

Most writers agree now that **ALL** these examples are types of literature.

When we think of literature, we usually think of poems, stories and novels.

Today, most experts would say films, adverts and even cartoons are types of literature and these are often referred to as media literature.

a poem

an extract from an encyclopedia for children: non-fiction

a play

a clip from a film: **media literature**

a radio advertisement: **media literature**

a short story

a novel

a nursery rhyme

a comic story: **media literature**

a news report: **media literature**

a children's cartoon: **media literature**

10.2.1: Technical terms

1 characters	a) the turning point in the story – the most intense moment
2 protagonist	b) all of the actions which follow the climax
3 antagonist	c) in many stories, the person or people the hero is opposing or fighting against
4 plot	d) the conclusion of the story in which all the threads are tied together
5 exposition	e) the start of the story, the situation before the action starts
6 rising action:	f) the people in the story/film etc
7 climax	g) the structure of the story/the arrangement of events and actions within the story
8 falling action	h) the main character in a story (often the 'hero')
9 resolution	i) the series of conflicts and crisis in the story that lead to the climax

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: *The Star, Myanmar*)

Unit 11: Approaches to assessment

Unit 11 Approaches to assessment

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook, Chapter 8. pages 82 to 86.

You will need a mobile phone or a computer to follow the links in Activities 2 and 3.

11: Getting started

Before you begin this session, complete the tasks here.

Task 1: Your assessment memories

Answer these questions. Discuss them with a colleague or colleagues if you can.

Think about a test or form of assessment you have undertaken.

- 1 What did you have to do in the test or assessment? What did the teacher do?
- 2 What do you think was the aim of the assessment? What was the assessment measuring?
- 3 Did the teacher ask you to do any preparation before the test? Did you prepare?
- 4 Was there anything you liked about the way you were assessed or tested? Why?
- 5 Was there anything you didn't like about the way you were assessed or tested? Why?
- 6 Do you think this was a fair test of your ability? Why/not?

Task 2: Assessment literacy

The term '**assessment literacy**' is used around the world..

What do you think the term 'assessment literacy' means?

Use Google to find out what the term 'assessment literacy' means. Did you find any interesting information?

Write a definition.



Now read the text 'What is assessment literacy?' on page 110 of this handbook.

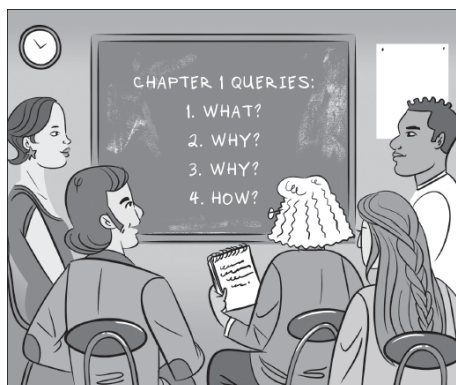
The text explains what teachers and trainers who have assessment literacy can do.

What can you do well already? What would you like to know more about?

Choose two of the characteristics in the list which you think you can do already.

Choose two of the characteristics which you would like to know more about.

11: Activity 1: Assessment literacy



What is 'assessment literacy'?

If you are literate, it means you can read and write effectively. Literacy is something we use every day in ordinary life.

If teachers and Teacher Educators have **assessment literacy**, it means that they understand the principles of how to assess learners effectively and can apply these principles in their own teaching and training.

Language assessment literacy is all about the **WHY** and **WHAT** and **HOW** of assessing learners' language skills.

If you have language assessment literacy it means:

- you understand the purposes of assessment, why assessing learners is important
- you can use assessment to identify what learners know and what learners can do
- you are familiar with WHY we assess learners – the concepts behind testing and assessment
- you understand how assessment works and we how assess SOME features of learners' performance and do NOT assess others
- you are familiar with HOW to assess learners: the procedures of how to assess them and some of the technical terms connected to assessment
- you can develop effective assessment for yourself – for example, writing effective tests
- you are familiar with a range of different ways to assess learners and how to choose the most effective methods to assess them
- you can evaluate ways of assessing learners and decide for example which is a 'good' test and which is a 'bad' test
- you can develop ways of assessment that challenge and motivate learners and build their confidence
- you can understand and 'read' what the results of assessment are telling you and identify and discuss the quality of your learners' learning
- you can use the results of assessment to help you make decisions about WHAT to teach or train and HOW to teach or train and how to choose the most effective methods for your classroom teaching
- you can use the results of assessment to help you think about effective learning outcomes
- you can share information with learners about assessment so they can use this information to become more independent learners.

Assessment literacy is important for everybody – teachers, trainers, learners, management and policy makers.

11: Activity 2: To test or not to test?

11.2.1 Shall we test Iman?

This is Iman.....she's just learning to walk



- Does she attend walking lessons?
- Does anyone advise her not to walk yet because she hasn't studied walking sufficiently yet?
- Does anyone tell her that she will never learn to walk?
- Does anyone correct her walking?
- Does anyone evaluate her walking?
- Does anyone grade her out of ten for walking?
- Does she have to pass an examination in walking?

Now change the word **walking** for **speaking English**. What does this tell us about learner progress can be measured?

11.2.2 Disadvantages of assessment

Can you think of any reasons why testing and assessment do **NOT** help learners to learn effectively?

Make a list and compare your ideas with a colleague or colleagues if you can.

Compare your ideas to the suggestions in the key on page 116 of this handbook.

11.2.3 So why test?

What do you think are the purposes of testing and assessment?

Why **SHOULD** we use testing and assessment in the English language classroom?

Make a list and compare your ideas with a colleague or colleagues if you can.

Compare your ideas to the suggestions in the key to this unit on page 116 of this handbook.

11.2.4 Further reading

You can also compare your ideas to those presented by David Petrie in his article about testing. Follow the link to find this article:

www.teachingenglish.org.uk/blogs/david-petrie/david-petrie-test-or-not-test

11: Activity 3: Video watch: purposes of testing

11.3.1 Purposes of testing

Before you watch this video, write a definition of;

- diagnostic assessment
- formative assessment
- summative assessment

What are the differences between these types of assessment?

11.3.2 Video watch

Follow this link to watch the video '**Some thoughts on testing in English language teaching**'.

www.youtube.com/watch?v=rHR1f9LqiXI

Watch the video from 0.00 to 2.04.

Compare your ideas from Activity 11.3.1.

11.3.3 Purposes of testing: diagnostic, formative or summative?

Which purpose refers to diagnostic, formative or summative assessment?

- a) helps to identify students' initial knowledge of a subject
- b) provides information and feedback at the end of a period of learning for the purpose of evaluation
- c) identifies if learners have achieved what the course of teaching or training set out to do once it is complete
- d) feeds back to the teacher about whether their teaching has had the impact they had hoped
- e) provides feedback and useful information about students' progress whilst the learning is still taking place
- f) helps to identify misunderstandings before any teaching takes place so that these can be addressed straight away.

Make a list and compare your ideas with a colleague or colleagues if you can.

Compare your ideas to the suggestions in the key to this unit on page 116 of this handbook.

11: Activity 4: What makes a good test?

11.4.1 What makes a good test?

Think again about the memories of assessment you described in the **11 Getting Started** activity.

What did you like about the tests you took? What didn't you like? What do you think makes a good test?

For example:

A good test has clear instructions.

A good test is neither too long or too short for test-takers to complete.

Make a list. Compare your ideas with a colleague or colleagues if you can.

11.4.2 Evaluating tests

a) Example 1

Example 1

Change each verb into the past simple

- 1 Hetelevision yesterday (watch).
- 2 The rabbit very fast down the road (run).
- 3 Su to the market yesterday (go).
- 4 The students until five o'clock last week (study).
- 5 He to class half an hour late this morning (come).
- 6 The ship a year to sail from China to Australia (take).

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b) Example 2

Example 2

Who worked at the college the longest?

- 1 Bill was at the college for twelve years.
- 2 Harry worked at the college from 2002 to 2011.
- 3 Sam began work at the college in 2010. He still works there.
- 4 Duncan worked at the college twice. The first time he worked there from 1999 to 2004, The second time he worked there for five years.
- 5 Anne retired in 2019. Her first day at work was fifteen years earlier.

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c) Example 3

Example 3

Complete each sentence with a verb in the past simple.

- 1 Myanmar.....in 1948.
- 2 The Second World War.....in 1945.
- 3 The Tower of London.....in 1086.
- 4 Coronavirus.....in China in 2019.
- 5 Barack Obama.....president of America in 2009.



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d) Example 4

Example 4

Writing

Write about what you did yesterday.

Use the past simple.

Use correct punctuation and paragraphs.



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Compare your ideas to the suggestions in the key to this unit on page 117 of this handbook.

11: Activity 5 Over to you

Step 1

How important do you think it is for your Student Teachers to have '**assessment literacy**'? Why/why not?

Step 2

Read Chapter 8, 8.1 and 8.2, pages 81 to 89 in the Year 1 Semester 2 Student Teachers' Textbook..

The Student Teacher's Textbook asks students to read about different types of testing.

What do you like about the way the Student Teachers' Textbook presents ideas?

Are there any ways that you will need to adapt the texts and activities?

Step 3

What **techniques and activities** will help you to share the ideas we have looked at this week with your Student Teachers?

What types of activity can you use to make discussion of definitions of diagnostic, formative and summative assessment more **interesting, memorable** and **interactive**?

Step 4

Work with a colleague or colleagues if you can.

Make a plan to support you in delivering this chapter to Student Teachers.

Key

11.2.2 Disadvantages of assessment

One argument is that assessment and testing in particular prevent learner progress because they:

- do not help learners make effective progress
- do not help learners perform to their full potential
- prevent learners from developing appropriate skills and learning behaviours
- mean students waste time on test preparation rather than on effective learning
- mean teachers waste time on testing and test preparation rather than on effective teaching.

11.2.3 So why test?

One way of describing the purposes of assessment is to say:

- assessment can show us **where we are starting from** and **where we need to go to**
- assessment can show us **where we are now** and **where we need to go to next** – what still needs to be learnt?
- assessment can show **what has been achieved** and if **teaching and learning was effective**.
- assessment can provide a **record of achievement** which can be shared with stakeholders including management, parents and future employers.
- effective assessment **can help learners focus** and if appropriate can be very **motivating**.

11.3.3 Purposes of testing: diagnostic, formative or summative?

Diagnostic	Formative	Summative
a) helps to identify students' initial knowledge of a subject?	d) feeds back to the teacher about whether their teaching has had the impact they had hoped?	b) provides information and feedback at the end of a period of learning for the purpose of evaluation?
f) helps to identify misunderstandings before any teaching takes place so that these can be addressed straight away?.	e) provides feedback and useful information about students' progress whilst the learning is still taking place?	c) identifies if learners have achieved what the course of teaching or training set out to do once it is complete? d) feeds back to the teacher about whether their teaching has had the impact they had hoped?

Both formative and summative assessment may feed back to the teacher about whether their teaching has had the impact they had hoped.

11.4.2 Evaluating tests

All four examples show tests which have many limitations and are not effective tests – for different reasons.

Example 1 simply tests if learners know the past simple form of the present simple verb but there is no attempt to test if they understand any of the verbs or if they can use them appropriately.

Although it looks as if learners are completing the gap fill sentences, they do not need to understand the meaning of any of the sentences in order to be able to do this.

We say that this is a mechanical exercise – no comprehension is necessary to score full marks.

If we do the same activity with nonsense words, it's just as easy to score full marks as long as you know the past simple forms.

Example 1

Change each verb into the past simple

- 1 ickymanganata bee bum silly it toe (see).
- 2 The deedaw very spurg down the (walk).
- 3 Hog..... to the eern yesterday (hurry).
- 4 The wallopers hee haa hoo pog (hold).
- 5 He to miinmmo ackly this podbop (write).
- 6 The mmi.....a nbbn ad a ffgh (eat).



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Example 2 looks like a fair test. However, while it is testing understanding of time expressions such as for/from/still/earlier, in order to succeed in the test, you also need to be good at arithmetic – this is as much a test of learners' skills in Maths as English. For this reason, we say that this is not a **valid** test.

Example 3 has a similar problem. In order to succeed, you need to be familiar with all the historical facts involved in the activity. This test is also not valid as it tests knowledge of history as much as skills in English. Many students in Myanmar would not have enough background knowledge to answer Question 3 but many native speakers in the United Kingdom would not be able to answer Question 1.

Example 4 is not an effective test because it does not provide enough support for learners. Also, as it has no communicative purpose and no audience, learners have no idea why they are describing what they did or who they are writing for. Other problems are that learners are not given any support in how to organise their writing and that correct punctuation is only one of a range of criteria we should use to assess writing.

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: *Frontier Myanmar*)

Unit 12: Principles of effective testing

Unit 12 Principles of effective testing

You will need a copy of the Year 1 Student Teachers' Textbook, Chapter 8 and any written tests or examinations you have designed for Student Teachers.

You will need a mobile phone or a computer to follow the links in Activity 6.

12: Getting started

Before you begin this session, complete the tasks here.

Task 1: An effective test?

At present, the Ministry of Education asks Teacher Educators at each Education Degree College to design written tests (examinations) for Student Teachers.

This is a challenging task and, as we will see in this unit, there are advantages and disadvantages to organising things in this way.

In Unit 11, we began looking at what makes a good test. In this unit, we will look at some more ideas to identify what makes a test effective.

First, look at this test (**Example 1**) which a group of Teacher Educators have designed for Student Teachers.

Do you think this is an effective test? Why/why not?

Share your ideas with a colleague or colleagues if you can.

Examination question 1

'Write about what makes a good teacher.'

Write about 500 words.

Use your ideas from your training.



Task 2: Principles of effective testing

We sometimes talk about the principles of effective testing.

What do you think those principles are?

In this unit, we will look at the principles of effective testing.

12: Activity 1: Principle 1: Make sure your test is valid.

12.1.1 What does 'valid' mean?

Many people use the word 'valid' but not everybody uses it correctly or appropriately!

When we use the word 'valid' in the world of testing, it has a very precise meaning.

Before you continue, try to write your own definition of 'validity'.

Make some notes and write them here:



12.1.2 Defining validity

Ask yourself these questions:

- Does your test really test what it says it tests or what you want it to test?
- Does your test really test the skills and knowledge that you want to test?

In Unit 11, we looked at these tests:

<p>Example 2</p> <p>Who worked at the college the longest?</p> <ol style="list-style-type: none">1 Bill was at the college for twelve years.2 Harry worked at the college from 2002 to 2011.3 Sam began work at the college in 2010. He still works there.4 Duncan worked at the college twice. The first time he worked there from 1999 to 2004, The second time he worked there for five years.5 Anne retired in 2019. Her first day at work was fifteen years earlier. <p>Implemented by: </p>	<p>Example 3</p> <p>Complete each sentence with a verb in the past simple.</p> <ol style="list-style-type: none">1 Myanmar.....in 1948.2 The Second World War.....in 1945.3 The Tower of London.....in 1086.4 Coronavirus.....in China in 2019.5 Barack Obama.....president of America in 2009. <p>Implemented by: </p>
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We said that even though it looks as if these examples are testing English language skills, in reality, Example 2 is more a test of skills in **arithmetic** and Example 3 is more of a test of **historical knowledge**.

The tests are not testing what they say they test.

They are not **valid** tests.

12.1.3 Does it really wash whiter?

Think of adverts you see on television or online.

They often make claims for their products but there is little evidence that they actually do what they say they do.

Does it do what it says on the packet?



We really need to make sure our test tests what it says it does!

Ask yourself these questions:

- 1 Is the **content** of our test really testing the skills and knowledge that we want to test?
- 2 Do the **methods** we have chosen to test learners really test the skills and knowledge that we want to test?
- 3 Will learners (and other people such as parents and management) think the test is **a fair test** of their skills and knowledge?
- 4 Do the **results** of the test really tell you what you want to know about learners' skills and knowledge?

Think of a test you have designed or a test you have used at your Education Degree College.

Would your answers to each of these questions always be yes?

Compare your answers with a colleague or colleagues if you can.

12.1.4 A valid test

Here is another test for Student Teachers at an Education Degree College (**Example 2**)

How valid do you think this test is?

Drag and drop the items on the right to match the items on the left.

Check

drilling	What's unusual about the words in red?
encouraging noticing	What do you think this gadget here does?
using real-life materials (realla)	Can you put the pictures in order and make a story?
instruction checking	Are you working alone or in your groups?
activating the learners' knowledge of the world	NO MATCH!
using visual aids	Is she talking about a plan or a certain future?
concept checking	Work with a partner and think of six forms

12: Activity 2: Principle 2: Make sure your test is reliable.

12.1.1 What does 'reliable' mean?

When we use the word 'reliable' in the world of testing, it has a very precise meaning.

Before you continue, try to write your own definition of 'reliability'.

Make some notes and write them here:



12.2.2 Defining reliability

Ask yourself these questions:

- 1 Can you rely on your test to give you results which are accurate?
- 2 Will your test give the same result regardless of who is the examiner?
- 3 Is everybody (including the candidates) familiar with and using the criteria through which success will be assessed?

Thinking about test results: example 1

Look at the results from a real school. Why do you think the results are so different each year?

Year	2005	2006	2007	2008	2009
Success rate (%)	78	43	90	51	84

Thinking about test results: example 2

What makes tests unreliable?

2a: In a school, a teacher gives her students a test every month. Other teachers in the school also give monthly tests. The results are very important for the learners. Teachers do not look at or discuss each other's test.

2b: Five Teacher Educators at College A write their own test for Student Teachers based on their interpretation of the course materials. Six Teacher Educators at College B write their own test also based on their interpretation of the course materials. The Teacher Educators at College A do not communicate with the Teacher Educators at College B.

Compare your answers with a colleague or colleagues if you can.

You will find some suggestions in the key to this unit on page 128 of this handbook.

12.2.3 Key questions:

If two different teachers mark the test, will they give the student the same score?

If a teacher marks two different tests by two students who have achieved the same level of achievement in the test, will she give the students a similar score?

If a student takes the test and does the same test again, will the student's scores be similar?

Are all the questions around the same level? Are there any questions which are extremely difficult or any questions which are extremely easy?

Can you mark the test objectively? Are there any criteria to help you?

12.2.4 Using criteria

We need criteria we can use to assess writing effectively and to make sure that our test is reliable.

We can express our criteria as a **statement**:

The writer uses connecting expressions (linkers) well to organise the writing.

We can express our criteria as a **question**:

Does the writer use connecting expressions (linkers) well to organise the writing?

Both ways are effective also long as we are consistent.

What criteria can we use to assess writing? Make a list.

Work with a colleague or colleagues if you can.

You will find some suggestions in the key to this unit on page 129 of this handbook.

12: Activity 3: Principle 3: Make sure your test is practical.

Ask yourself these questions:

- 1 Is it easy to organise and deliver your test?
- 2 How long does it take for test-takers to complete your test?
- 3 Do test-takers have enough time to complete each question?
- 4 Do examination markers have enough time to read and grade/score your test?
- 5 Are the instructions clear and unambiguous?
- 6 Are the instructions at or (even better) BELOW the test-takers language level?
- 7 Is it practical to organise your test in a fair way?
- 8 Does everybody have all the resources you need for the test? Does your test make the best use of the resources you have?

A speaking test for Student Teachers

You want to organise a speaking test for your Student Teachers.

In a speaking test, ONE or sometimes TWO candidates are tested by ONE examiner and the test can take up to ten to fifteen minutes.



Is it practical to organise a speaking test at your college?

If so, what do you need to think about to organise a speaking test?

Looks easy? You've probably forgotten something!

12: Activity 4: Principle 4: Make sure your test has a good backwash effect

12.1.1 What does 'backwash' mean?

Have you come across the term 'backwash' before? What do you think it means?

Backwash (washback is also correct) means: what teachers do in the classroom as a result of tests or examinations learners will take.

Sometimes this is positive. Sometimes this is negative.

Ask yourself this question: What is the impact of the test on teaching and learning?

12.1.2 'Backwash': an example

Step 1

In this country, the design of the high school examination has not been changed for years. It includes many multiple choice and true/false questions to test grammar.

Many teachers have participated in training courses. They understand and want to use communicative language learning techniques and activities.

Question: Do you think teachers use the techniques and activities they have learnt about in their classes? Why/why not?

Step 2

Teachers use the techniques and activities a lot in the lower years at high school. However, they spend most of the time with the higher level classes giving lectures about grammar.

This is because they want their students to do well in the exam. This is an example of **negative backwash**.

Question: What can be done to improve this situation?

Step 3

The government appoints a new testing team.

The testing team design a new examination. There is a speaking examination. In the writing examination, students have to write a letter to a friend.

The new examination reflects communicative teaching.

It actively encourages teachers to use their learning from the training course and make their classrooms more interactive.

This is an example of **positive backwash**.

Step 4

Can you think of any changes in the context you work in that would have a positive backwash effect?

12: Activity 5: Principle 5: Make sure your test is authentic

12.5.1 What does 'authentic' mean?

We talk about an effective test being 'authentic'. The term has a very precise meaning.

Before you continue, try to write your own definition of 'authenticity'.

Make some notes and write them here:



12.5.2 Defining authenticity

If a test is **authentic**, it is testing skills that learners may need (now or later) in real life. The task they complete has a context, a purpose and (often) an audience.

Ask yourself this question: Does your test assess skills which learners need in real life?

Here is an example of a test for Grade 4 learners which is reasonably authentic.

How authentic is this test task?

Question 1

A friend is going to visit you from another country. Your friend has never been to your country.

Write a letter to your friend.

Tell your friend:

- about the town or village you live in and things your friend can do in your town or village
- What the weather is like in your town or village
- Things your friend needs to bring when he/she comes to stay with you.



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Work with a colleague or a colleague if you can. Answer these questions:

Why is this task more authentic than other examples we have looked at in this unit?

You can compare your answers with the suggestions in the key to this unit on page 128 of this handbook.

12: Activity 6: Over to you

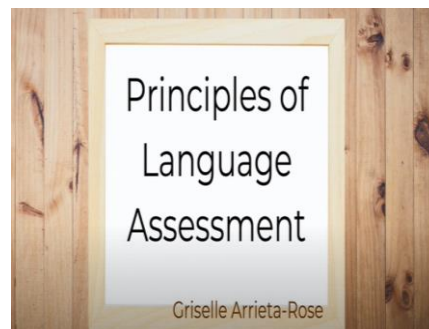
Step 1

Follow these links to develop your awareness of the principles of effective testing.

Principles of Language Assessment

Griselle Arrieta Rose

www.youtube.com/watch?v=IMVOs1vR0fM



Validity

British Council: Introducing Language Assessment:

www.youtube.com/watch?v=z5R3af8ap7g



Step 2

Imagine that you are designing a writing test for Student Teachers at your college.

The Student Teachers have just completed Year 1.

Design a writing test for your Student Teachers.

Think carefully about what you are asking Student Teachers to do and the instructions you will need to give them for the task.

Your writing task needs to be

- valid
- reliable (think about criteria and how it will be graded)
- practical (think about time, for example)
- likely to have a positive backwash effect on teachers and learners
- authentic (think about purpose, audience and register).

Discuss your test with a colleague or colleagues if you can.

Key

12.2.2 Defining reliability

It is very unlikely that the ability of the learners varies so enormously from one year to the next and it is also unlikely (although possible) that the effectiveness of teaching would be so different from year to year. This is a real example (from a school in Ethiopia). The consultant who was at the school discovered that a different teacher wrote the test each year without any discussion with other teachers. Some teachers made the test very easy and some teachers made the test very difficult. The test results tell you a lot about different teachers' abilities but virtually nothing about the learners' ability.

Year	2005	2006	2007	2008	2009
Success rate (%)	78	43	90	51	84

What makes tests unreliable?

2a: *In a school, a teacher gives her students a test every month. Other teachers in the school also give monthly tests. The results are very important for the learners. Teachers do not look at or discuss each other's test.*

If teachers do not compare their tests, the same problem will arise as in Example 1. Tests are only reliable if everybody is testing similar things in similar ways.

2b: *Five Teacher Educators at College A write their own test for Student Teachers based on the course materials. Six Teacher Educators at College B write their own test. The Teacher Educators at College A do not communicate with the Teacher Educators at College B.*

Just the same problem! When Teacher Educators are asked to write tests at Education Degree Colleges, the first step needs to be for them to compare ideas with other colleges. Otherwise, Student Teachers will end up doing very different tests with very different results. Ideally, all Student Teachers at all colleges would be taking the same examination so comparisons could be made nationally.

12.5.2 Defining authenticity

This task is something learners are likely to do in real life. It has a genuine communicative purpose (to give information to someone who has never been to your country). It has a genuine audience. Candidates know what to include in the letter so they can think about test fulfilment and organisation. We also know that because we are writing to a friend, it is quite appropriate to use informal language.

12.2.4 Using criteria

Task fulfilment	<p>Does the writer's response meet all the requirements of the task and the purpose of the task?</p> <p>For example, if the task is to argue something is true or to say if you agree or disagree, are both sides of the argument discussed sufficiently?</p> <p>Is all the content relevant?</p> <p>Are enough details provided?</p> <p>Does the writing address all aspects of the task?</p> <p>Does the writer provide examples and explanations of their ideas (we often call these supporting arguments)?</p> <p>Is there any evidence of the writer writing in an effective formal or informal register?</p>
Organisation (sometimes called coherence and cohesion)	<p>Are the ideas and details in the writing logically sequenced?</p> <p>Is the content of the writing organised in effective paragraphs?</p> <p>Are the paragraphs linked together effectively?</p> <p>Is the content of each paragraph well organised? Do the paragraphs use topic sentences, for example?</p> <p>Are the sentences within paragraphs linked together effectively using connecting expressions?</p>
Grammar	<p>What kinds of grammatical structures are used? Are they high frequency or low frequency? Is there a range of grammatical structures?</p> <p>Are grammatical structures used accurately?</p> <p>Does the writer generally make errors made with low frequency grammatical structures or high frequency grammatical structures?</p> <p>Are writing conventions (spelling, punctuation and capitalisation for example) used effectively?</p> <p>To what extent do errors in grammar or writing conventions make the writing difficult to understand?</p>
Vocabulary	<p>What kind of vocabulary is used? Are high frequency or low frequency vocabulary items used?</p> <p>Is there a range of vocabulary? Are the same vocabulary items often repeated?</p> <p>How appropriate is the vocabulary used? If there are problems with vocabulary, are the problems with high frequency or low frequency vocabulary?</p> <p>Does the writer generally make errors with low frequency vocabulary or high frequency vocabulary?</p> <p>To what extent do errors in vocabulary make the writing difficult to understand?</p>

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: British Council)

Unit 13: Assessing young learners: formal assessment

Unit 13 Assessing young learners: formal assessment

You will need a copy of the Year 1 Student Teachers' Textbook, Chapter 8 and any forms of testing or assessment for young learners in your context which you may have.

You will need a mobile phone or a computer to follow the links in activities in this unit.

13: Getting started

Before you begin this session, complete the tasks here.

Task 1: Assessment in Myanmar

Answer these questions. Discuss them with a colleague or colleagues if you can.

Think about the types of assessment that currently take place in Myanmar primary schools.

Which age groups complete formal tests in English in Myanmar primary schools?

What do they do in these tests? What test tasks (multiple choice/gapfill, for example) are used in examinations for Myanmar school children?

What do you think are the strengths of current ways of assessing English language in Myanmar primary schools?

What do you think are the areas for development in current ways of assessing English language in Myanmar primary schools?

Task 2: Tests for young learners

a) What do you think are the differences between young learners who are taking a test and adult learners who are taking a test?

For example:

Children are at a different stage of cognitive development from adults.

Compare your answers with the suggestions in the key to this unit on page 138.

b) What do test developers who are writing a test for young learners need to think about?

For example:

Tasks with a physical response are often the most suitable for young learners.

13: Activity 1: Children of different ages.....

13.1.1 Younger children/older children



Many developers of tests for young learners focus on differences between these age groups:

5 to 8

9 to 12

13 to 17

What do you think are the differences between these age groups?

What can older children do that younger children cannot do?

What do we need to remember when we are testing very young children?

13.1.2 Different skills for different age groups

Which age groups we looked at in 13.2.1 do you think these descriptions match?

- a) Learners know words in English but cannot form sentences.
- b) Learners are increasingly self-conscious and may prefer to speak to friends rather than adults.
- c) Learners' knowledge of the world is developing but they still like fun.
- d) Learners are increasingly interested in other cultures, countries and ways of life
- e) Learners are not ready for written tests yet.
- f) Learners are beginning to develop communication skills and are able to take part in simple role plays.
- g) Learners respond most effectively to tasks in which they simply say single words or point.

13.1.3 Video watch

Follow this link to watch a video about assessing young learners.

www.britishcouncil.org/exam/aptis/research/projects/assessment-literacy/assessing-young-learners

While you watch, compare your answers to the two activities above with the suggestions the video makes.

You can find the correct matchings in the key to this unit on page 138.

13: Activity 2: What makes an effective speaking test for young learners?

13.2.1: DOs and DON'Ts

How can we test young learners effectively?

Make a list of **DOS** – things we should do.

For example: *Use visuals so children are talking about the concrete and the specific.*

Make a list of **DON'Ts** – things not to do.

For example: *Don't expect young learners to give lengthy answers*

DOs	DON'Ts

13.2.2: Young learner testing

Now read the article **Young Learner Testing** by Lynda Taylor.

Follow this link to find the article:

<https://www.teachingenglish.org.uk/article/young-learner-testing>

Lynda Taylor is a professor who contributes to the development of the Cambridge Young Learner examinations.

Answer these questions. Share your answers with a colleague or colleagues if you can.

- a) Are Lynda's ideas similar or different to your ideas in question 1?
- b) Do you agree with Lynda's ideas? Why/why not?
- c) Was there anything you found interesting or surprising in Lynda's article?

13.2.3: Summary of DOs and DON'Ts

You can find a summary of suggestions for designing tests for young learners in the key to this unit on pages 138 to 139.

13: Activity 3: a sample Young Learners' speaking test

In this activity you can find a sample speaking test produced by **Cambridge English Young Learners**.

This sample is from the **Flyers** series, which tests learners at an A2 stage of language learning.

Look at the samples. Answer these questions:

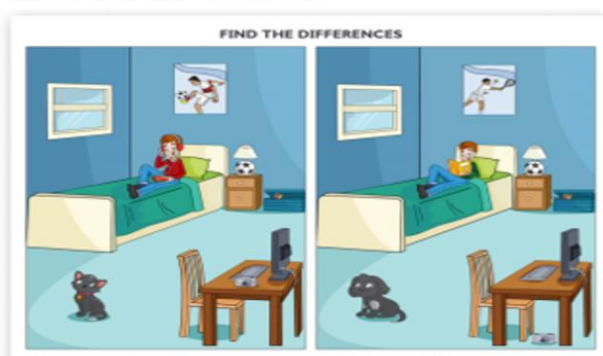
- What tasks does the child have to complete in each test?
- How is the child asked to respond? Is the child expected to respond with long answers or short answers?
- What types of language do the tests assess? What types of vocabulary/grammar does the child need to be able to use to perform well in the test?
- Which test do you think is more appropriate for young learners you know? Why?

Speaking Part 1

The examiner greets the student and asks their name and age – this is not assessed.

The examiner shows the student two pictures. The examiner reads a sentence to describe a difference between the two pictures. The student then identifies another four differences and describes them.

This is what Part 1 looks like.



Speaking Part 2

The examiner shows the student a sequence of four pictures, which tell a story. The examiner tells the student the title of the story and describes what's happening in the first picture. The student then describes what is happening in the remaining three pictures. Students are not expected to give a continuous narrative of the story, but are being tested on describing each picture in turn.

This is what Part 2 looks like.



Speaking Part 3

The examiner shows the student four sets of four pictures. One picture in each set is the odd one out. The examiner will describe the odd one out in the first set of four. The child must identify the odd ones out in the remaining three sets of four and describe why each picture is unlike the others in the set.

This is what Part 3 looks like.



The examiner might say:

Now look at these four pictures. One is different. The bed is different. You can find a toothbrush, a towel and a shower in the bathroom. But you can't find a bed there. You find a bed in the bedroom. Now you tell me about these pictures. Which one is different? Why? ...

Speaking Part 4

The examiner asks the student some personal questions about topics such as their families and friends, their homes, their school and free time activities, their likes and dislikes. There are no pictures in this part.

The examiner might say:

*Now, let's talk about your home. Do you live in the country or a city? ...
How many bedrooms does your house have? ...
What do you like doing in your living room? ...
Tell me about your bedroom. ...*

You can find more samples of these examinations for young learners at:

<https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

13: Activity 4: a sample Young Learners' speaking test



Follow this link to watch a learner called Jacopo participating in a speaking test similar to the one you looked at in Activity 13:4

www.youtube.com/watch?v=ARZReSPVnIU

Watch the video and answer these questions:

- a) What types of task does Jacopo complete in the speaking test?
- b) How are these tasks scaffolded? How do they progress from easier tasks to more difficult tasks?
- c) What do you think Jacopo does well?
- d) What do you think Jacopo still has to learn?

Share your answers with a colleague or colleagues if you can.

Compare your answers with the suggestions in the key to this unit on page 139 in this handbook.

If you are interested, you can find more examples of young learners taking Cambridge Assessment speaking tests on YouTube.

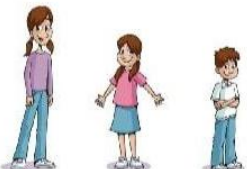
13: Activity 5: Over to you

Design **ONE** activity that you could use in a speaking test for young learners which is similar to the kind of test we have looked at this week.

Here is an example from a group of Teacher Educators from Myanmar:

Speaking Test

Set 22: Examiner's copy

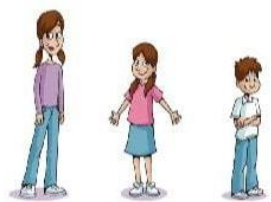


Anna's sister		Anna's brother	
Name	Sally	Name	?
Age	14	Age	?
Tall / short	tall	Tall / short	?
Like doing	computer games	Like doing	?
Favourite food	pizza	Favourite food	?

Examiner's copy

Examiner says: You know about Anna's sister but I don't. So I'll ask questions and you have to answer.

Set 22: Candidate's copy



Anna's sister		Anna's brother	
Name	?	Name	Richard
Age	?	Age	?
Tall / short	?	Tall / short	short
Like doing	?	Like doing	riding his bicycle
Favourite food	?	Favourite food	chocolate

Candidate's copy

Examiner says: Now, ask me about Anna's brother and I'll answer.

*We can also use this activity in an interview, pair works and mingle.

Design your task: Choose the materials (look online).

Your task could include:

- a set of questions
- a set of visuals
- an information gap type activity
- a 'naming' activity
- any other useful idea you have.

Your test will need to:

- be simple
- focus on what children can do with language rather than on grammar or pronunciation
- at lower levels, focus on responses at word level not at sentence level
- include content that is familiar to young learners e.g., everyday objects, animals, food.

Design your task: Write some instructions.

Key

13: Getting started: Task 2: Tests for young learners

What do you think are the differences between young learners who are taking a test and adult learners who are taking a test?

Young learners are different because:

- Children are at a different stage of cognitive development from adults. Good tests for Young Learners need to take this into account.
- Topics must be relevant and easily comprehensible to young children – many adult topics are not relevant.
- Tests need to focus on everyday language which is comprehensible to young children.
- Tests need to be motivating for young learners and encourage them to want to learn more.
- Tests for young learners need to reward children for what they do know, not penalise them for what they don't.

Young learners are different because:

- Young learners may have higher levels of anxiety than adult learners.
- At primary level, speaking and listening are more of a priority than reading or listening – with adults all skills are important.
- Unlike adults, children do not have enough imagination or organising ability to produce extended writing in their first language.
- Tasks with a physical response are often the most suitable for young learners.

13.1.2 Younger children/older children

5 to 8	a) Learners know words in English but cannot form sentences. g) Learners respond most effectively to tasks in which they simply say single words or point. e) Learners are not ready for written tests yet.
9 to 12	c) Learners' knowledge of the world is developing but they still like fun. f) Learners are beginning to develop communication skills and are able to take part in simple role plays.
13 to 17	b) Learners are increasingly self-conscious and may prefer to speak to friends rather than adults. d) Learners are increasingly interested in other cultures, countries and ways of life.

13.2.1: Summary of DOs and DON'Ts for designing tests for young learners

Do:

- make the test English fun and enjoyable
- keep it simple
- focus on what children can do with language rather than on grammar or pronunciation
- at lower levels, focus on responses at word level not at sentence level
- include a variety of tasks
- use simple communicative tasks
- include content that is familiar to young learners e.g., everyday objects, animals, food
- use tasks that require total physical response
- use visuals so children are talking about the concrete and the specific
- make materials used in the speaking test bright, colourful and interesting

- provide scaffolding for tasks
- make sure there is a clear progression in each skill from controlled tasks/questions to more open-ended ones (i.e., more to less scaffolding)
- reward for achievement rather than penalise for errors
- help children celebrate their achievements.

Don't:

- assess young children in the same way as adults
- expect young learners to give lengthy answers
- use tasks that require extensive world knowledge
- ask young learners about complex or abstract ideas
- make young learners feel that they are under pressure
- use tasks that require dependency on memory
- use tasks that require reading – this is a separate skill to be tested
- create young learner anxiety.

13: Activity 4: a sample Young Learners' speaking test

a) What types of task does Jacopo complete in the speaking test?

1 The examiner greets the child and asks for their name, family name and age. Then they look at the two pictures which are similar but with some differences and the child describes four differences.

2 The examiner and the candidate have different information about a picture and ask and answer questions about the two pictures (information gap).

3 The examiner shows the candidate four pictures and describes the first picture. The candidate describes the next three pictures.

4 The examiner asks questions about the candidate's school, holiday, birthday and/or hobbies. The candidate answers the questions.

b) How are these tasks scaffolded? How do they progress from easier tasks to more difficult tasks?

The candidate can complete Part 1 simply by giving a few words or fragments of sentences. Part 2 is more demanding and is in the first step, the candidate has to respond to questions and in the second part, form questions for him/herself. In Part 3, the candidate has less support and has to use more language to tell the story and in Part 4 must respond without any support except from the question itself.

c) What do you think Jacopo does well?

d) What do you think Jacopo still has to learn?

Jacopo's is a good performance. You can find detailed information about the way he was assessed at:

<https://camengli.sh/3mFUPn4>

Towards Results in Education and English

Communities of Practice: Develop your Semester 2 skills



(Photograph: UNICEF)

Unit 14: Assessment for learning

Unit 14 Assessment for Learning

You will need a copy of the Year 1 Semester 2 Student Teachers' Textbook, Chapter 8, pages 87 to 95.

You will need a mobile phone or a computer to follow the links in activities in this unit.

14: Getting started

Task 1: entry tickets: video watch

Before you begin this session, complete the tasks here.

In Unit 13, we talked about the formal assessment of young learners.

In this unit, Unit 14, we'll talk about a very different approach: **Assessment for Learning**.

One popular Assessment for Learning activity is to ask learners to complete an entry ticket.

Follow this link to find out more about entry tickets:

www.theteachertoolkit.com/index.php/tool/entry-ticket

Task 2: entry tickets: KWL

Before you begin this unit, complete this KWL entry ticket activity.

K	W	
Something I know about Assessment for Learning	Something I want to know about Assessment for Learning: write at least one question.	Please don't write in this column yet.

Task 3: entry tickets: True or False?

Do you think these statements are true or false?

- a) Learners have their own opinions about how effectively they have learnt.
- b) We only need to focus on assessing learners in the closing stages of the lesson.
- c) An assessment tool is always a kind of test which decides who has been successful and who has not.
- d) Asking learners to write is the only way to assess them effectively.
- e) Self-assessment can be an enjoyable activity for learners.

14: Activity 1: What is Assessment for Learning?

14.1.1 Defining assessment for learning

Imagine your Student Teachers have asked you to explain the idea of **Assessment for Learning (AfL)**.

Write an explanation which is clear and simple to help your Student Teachers.



You can use these questions to help you:

- When can we use Assessment for Learning?
- Why do we use Assessment for Learning?
- What are the advantages of Assessment for Learning?
- Why is Assessment of Learning a more inclusive approach to teaching and learning?

Compare your ideas with a colleague or colleagues if you can.

14.1.2: Introducing Assessment for Learning 1

Follow this link to read an article about Assessment for Learning (AfL) and compare your ideas:
www.teachingenglish.org.uk/article/assessment-learning

The article mentions eight ways of introducing AfL into your classroom e.g. *Use questioning*

Read the eight ways and think about your own teaching/training of Student Teachers.

Choose **ONE** way which you think use regularly in your own classroom. Why do you use it?

Choose **ONE** way which you think you could use more in your own classroom. Why do you think it is important?

Choose **ONE** way you would recommend your Student Teachers to use in their Practicum. Why do you think it is important?

14.1.3: Introducing Assessment for Learning 2

Read the explanation of Assessment for Learning on page 85 in the Student Teacher Textbook.

How clear and accessible is this explanation for Student Teachers?

How could you make it more accessible?

14: Activity 2: Assessment for Learning: what, when and why?

Read the text below. Compare the ideas from the text with your ideas from the 14: Activity 1 activity..

1 What Assessment for Learning is NOT.....

- Assessment for Learning is **NOT** formal.
- Assessment for Learning is **NOT** summative but formative.
- Assessment for Learning is does **NOT** involve only the teacher.
- Assessment for Learning is does **NOT** only take place at the end of a course or a term.
- Assessment for Learning is does **NOT** only involve giving grades.
- Assessment for Learning is does **NOT** only consist of pass or fail.

2 When can we use Assessment for Learning?

- Assessment for learning occurs at all stages of the learning process.

3 Why do we use Assessment for Learning?

Assessment for Learning is **helps teachers and learners to decide:**

- where they are in their learning
- where they need to go
- how best to get there.

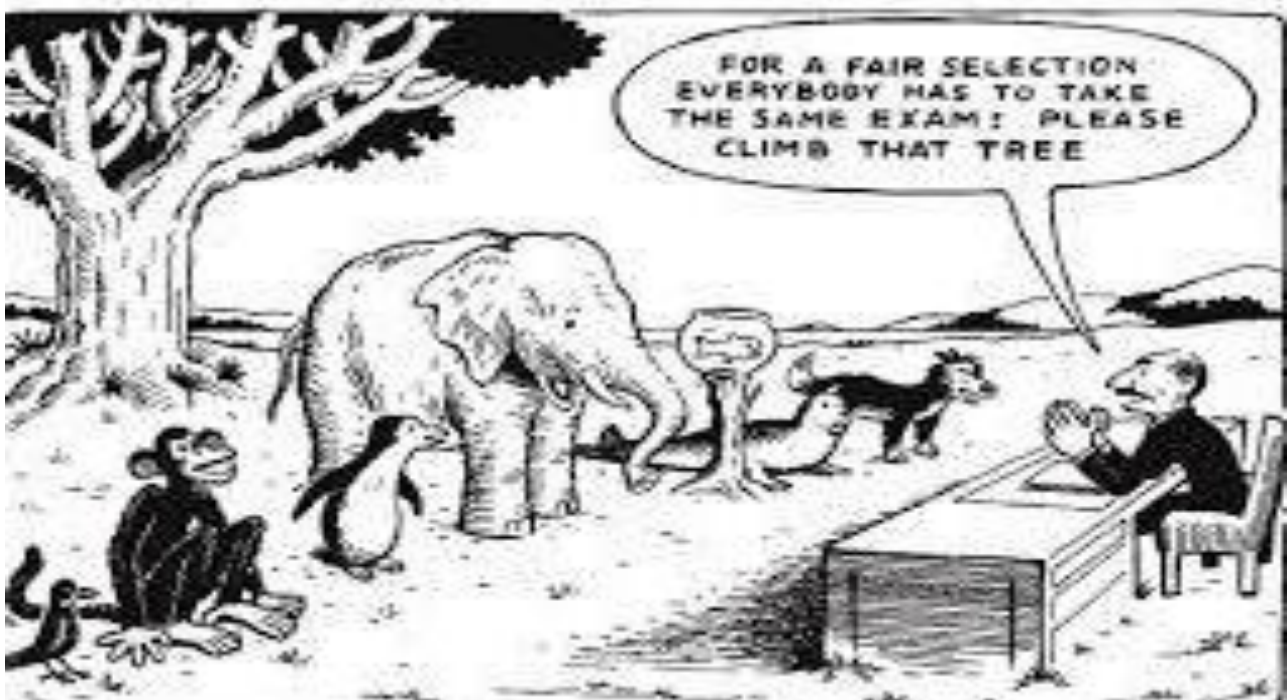
4 What are the advantages of Assessment for Learning?

Assessment for Learning:

- provides **information** that teachers can act on – and adjust teaching strategies
- provides **information** students can act on - and adjust learning strategies
- emphasises **progress** not failure
- helps students to become **more active learners**
- helps students to become **self-regulated learners**
- has a very positive effect on **achievement**
- has a very positive effect on **results**.

Why is Assessment for Learning a more inclusive approach to teaching and learning?

You will find the answer in this cartoon!



14: Activity 3: Inside the black box

You are going to read about and listen to the results of a study about formative assessment and Assessment for Learning called '**Inside the Black Box**'.

14.3.1: The study

Dylan William and **Paul Black** **are** two professors from Kings College London.

They carried out a study that lasted two years.

They looked at seven hundred research projects.

They looked at the difference formative assessment and Assessment for Learning can make.



14.3.2: What did they find?

They compared classes in which one class used Assessment for Learning and the other did not.

They looked at the difference in impact of Assessment for Learning (this is called **effect size**).

The impact was very significant.

It was enough to move an **average** student into **the top 35 per cent** of the class.

It was enough to move the scores of a country which was in the middle of **forty** countries into the top **five** countries in the world.

14.3.3: What did they find?

- Using formative assessment and Assessment for Learning has a more **positive** impact on success **than anything else in the classroom**.
- Using formative assessment and Assessment for Learning has an enormous impact on students who are **low-achievers**.
- Using formative assessment and Assessment for Learning has an enormous impact on students who have **discipline problems**.
- Giving students grades does not help them achieve more. Giving students **comments on their work** does help them achieve.
- Asking students to do **a self-assessment** has an enormous effect on their success.
- If students are in competition with each other, they do not achieve more. If they are in **competition with themselves**, they do.

14.3.4: Video watch

Follow this link to find a video by Dylan William talking about the study:

<https://www.youtube.com/watch?v=sYdVe5O7KBE>

Watch Dylan's video (00.00 to 2.18)

- How does Dylan describe formative assessment?
- How often does Dylan say we need to think about formative assessment?

14: Activity 4: Assessment for Learning: before, during and after

14.4.1 Before, during and after 1

You have helped your Student Teachers understand the idea of Learning for Assessment. Now your Student Teachers ask you: *'So what do we need to do in the classroom to carry out Learning for Assessment? What techniques and activities can we use?'*

We can think about what techniques and activities we can use by focusing on what happens **before, during and after** learning.

before learning	during learning	after learning
For example: Learners complete an entry ticket in which, working individually or in groups, they decide which statements in a list are true or false and compare their answers to those they would give following learning.	For example: The teacher uses an appropriate balance of open and closed questions. The teacher uses an appropriate balance of high order and low level questions.	For example: Learners have opportunities to provide feedback to their peers about the work that they have completed.

Add three more practical ideas to each column. Share your ideas with a colleague or colleagues if you can.

14.4.2 Before, during and after 2

Read the techniques and activities below.

Which activities refer to the teacher? Which activities refer to learners?

Which techniques or activities will the teacher use before, during and after learning?

Which activities will learners be involved in before, during and after learning?

- a) Make posters or give presentations to show how much they have learnt.
- b) Monitor and observe learners working individually and in groups as learners engage with a new topic.
- c) Give learners chance to discuss how much they know about the content of the lesson and what they are going to be learning.
- d) As new learning takes place, make sure that learners have the chance to learn from each other and not only from the teacher.
- e) Deal with mistakes in ways that support learning and don't discourage learners.
- f) Encourage learners to reflect for themselves how much progress they have made during the lesson: **self-assessment**.
- g) To make sure new learning happens, use questions effectively so all learners are involved.
- h) Make predictions about lesson content – through a true/false activity or by answering questions.
- i) Look again at their answers to activities which they completed at the beginning of the lesson and compare their ideas in groups.
- j) Give feedback which is individual to the learner through **comments** – not just numbers or scores.
- k) Make the learning outcomes of the lesson clear to learners.
- l) Complete an activity such as KWL in which they decide what they know about the topic already.

Compare your ideas with a colleague or colleagues if you can.

You can find suggested answers for this activity in the key to this unit on page 150.

14: Activity 5: Techniques and activities for Assessment for Learning

The Teacher Toolkit website has a wide range of techniques and activities we can use for assessment of learning.

Follow this link to find the website:

<http://www.theteachertoolkit.com/index.php/tool/all-tools>

Look at the activities below.

Choose three activities that look interesting.

Answer these questions:

- What do the teacher and the students do in this activity?
- What are the advantages of this activity?
- Could you use this activity in your own teaching? Why/why not?
- Would you recommend this activity to Student Teachers? Why/why not?

Consensogram	Four Corners	Inside/outside circles
One minute note	One minute sentence	Popsicle sticks
Stop and jot	Study cards	Walk, Talk, Decide

Share your learning with a colleague or colleagues if you can.

14: Activity 6: Your exit ticket

6.1.1 Exit tickets

Another popular Assessment for Learning activity is to ask learners to complete an exit ticket.

Follow this link to find out more about exit tickets:

<http://www.theteachertoolkit.com/index.php/tool/exit-ticket>

6.1.2 Exit tickets

Review the KWL table you completed in the **14:Getting Started** entry ticket activity.

K	W	L
Something I know about Assessment for Learning	Something I want to know about Assessment for Learning write at least one question.	Something I learnt

Has your **K**nowledge of Assessment for Learning changed as a result of completing this unit?

Think about the question you wrote in the **W** column. Did you find the answer to your question? Why/why not?

If the unit answered your question, make a note of answer in the **L** column.

If the unit didn't answer your question, what do you need to do to find the answer?

6.1.3 Exit tickets

Exit ticket: True or False?

Look again at the true/false statements you looked at in 14:Getting started

Do you still have the same opinion? Why/why not?

- a) Learners have their own opinions about how effectively they have learnt.
- b) We only need to focus on assessing learners in the closing stages of the lesson.
- c) An assessment tool is always a kind of test which decides who has been successful and who has not.
- d) Asking learners to write is the only way to assess them effectively.
- e) Self-assessment can be an enjoyable activity for learners.

Compare your answers with the suggestions in the key to this unit on page 149.

14: Activity 7: Over to you

Your learning

In Unit 1 of this handbook, you completed a **self-assessment activity**.

Look at the self-assessment activity again.

How confident do you feel now?

Which ratings have changed? Which are the same?

What can **YOU** do to help you feel more confident about supporting Student Teachers in developing their skills?

Self-assessment

How confident do you feel about each of the skills below? Do you feel.....

very confident quite confident not very confident not confident at all?

- a) Writing effective learning outcomes and success criteria
- b) Deciding how effectively my own lessons have met learning outcomes and success criteria
- c) Developing my Student Teachers' awareness of how to teach reading effectively
- d) Using a range of appropriate activities and techniques to plan and deliver effective lessons
- e) Developing my Student Teachers' awareness of how to teach writing effectively
- f) Developing my Student Teachers' ability to tell stories in the classroom
- g) Developing my Student Teachers' ability to use a range of appropriate literature in the classroom
- h) Developing my Student Teachers' awareness of the place of culture in the classroom
- i) Developing my Student Teachers' awareness of effective assessment
- j) Using principles of effective assessment in my own approach to assessing Student Teachers.

Thank you!

Good luck with your teaching and training in the future and we hope you have enjoyed working with this handbook!

Key

14: Getting Started/Activity 6.1.3

True: There is general agreement that:

a) Learners have their own opinions about how effectively they have learnt.

Learners are quite capable of assessing, monitoring and discussing their progress – as long as we show them how to.

e) Self-assessment can be an enjoyable activity for learners.

Being in charge of your own self-development can be empowering, involving – and enjoyable.

False: Most professionals who are experienced with using Assessment for Learning would strongly disagree that:

b) We only need to focus on assessing learners in the closing stages of the lesson.

Assessment can take place at all stages of the lesson.

c) An assessment tool is always a kind of test which decides who has been successful and who has not.

Effective assessment does not only compare learner with learner but helps a learner to compare their knowledge and skills following learning with the knowledge and skills they had before learning.

d) Asking learners to write is the only way to assess them effectively.

Learners need support in assessment of all skills: and many Assessment for Learning activities do not require learners to write. Some effective Assessment for Learning activities involve non-verbal responses or use of visuals.

14: Activity 4: Assessment for Learning: before, during and after

Before	Teachers need to..... <ul style="list-style-type: none"> • assess how much learners already know about the content of the lesson • make the learning outcomes of the lesson clear to learners • help learners see what they need to do to complete activities successfully: the criteria for success • give learners chance to discuss how much they know about the content of the lesson and what they are going to be learning. 	Learners can..... <ul style="list-style-type: none"> • complete an activity such as KWL in which they decide what they know about the topic already • produce their own questions which they want answered during the lesson • make predictions about lesson content – through a true/false activity or by answering questions • share what they know and their predictions about lesson content with other learners.
During	Teachers need to: <ul style="list-style-type: none"> • make sure that learners have the chance to learn from each other and not only from the teacher • organise group work so learners are able to learn from each other and collaborate • involve as many learners as possible and meet their different needs • use questions effectively so all learners are involved • monitor and observe learners working individually and in groups. 	Learners can..... learn!
After	Teachers need to.... <ul style="list-style-type: none"> • not only assess how much learning she thinks learners have made but encourage learners to reflect for themselves how much progress they have made. We call this self-assessment. • provide feedback which helps learners think about the progress they are making – both strengths and areas for development • give feedback which is individual to the learner through comments – not just numbers or scores • deal with mistakes in ways that support learning and don't discourage learners • encourage learners to give feedback to each other. 	Learners can..... <ul style="list-style-type: none"> • look again at their answers to activities which they completed at the beginning of the lesson and compare their ideas • express their feelings about how effectively (or not) they have learnt using pictures or symbols, in short writing activities such as a <i>one minute paper</i> or in longer pieces of writing • make posters or give presentations to show how much they have learnt • give their opinions about which learning outcomes have been met and how confident they feel about new learning.