

Audio 1.2

Many teachers don't give enough time for learners to answer a question and end up answering it themselves. Try and give your learners time to think. By waiting after asking a question, there is an increase in:

- the length of the learners' answers
- the number of learners offering responses
- the frequency of learners' questions
- the number of responses from less capable learners, and
- positive interactions between the learners.

If one learner has the wrong idea you can be sure that many more have as well, and there are many ways to correct wrong answers and misconceptions. Try and encourage your learners to try again by using the following techniques:

- Pick out parts of the answer that are correct and ask the learner to think a bit more about their answer.

This helps your learners to learn from their mistakes. For example, you can respond to an incorrect answer in a supportive way. As in... 'yes you were right about evaporation forming clouds, but I think we need to explore a bit more what you said about rain. Can anybody else offer some ideas?'

By responding in this way, you do not discourage the initial student, but you encourage others to participate.

- You could also write on the board all the answers that learners give and then ask the class to think about them. What answers do they think are right? Are there other correct answers? This helps you to understand the way your learners are thinking and gives them a chance to correct any misunderstandings they may have without feeling threatened.

It's important that you, the teacher, listen carefully. If you ask for further explanation for answers, whether they are right or wrong, learners will often correct their answers themselves. You don't want your learners to feel afraid of giving the wrong answer.

Audio 1.4

Pair work is about involving everyone and can be done successfully with a large class. But pairs need to be managed so that everyone knows what they have to do, what they are learning and what your expectations as the teacher are. To establish pair work routines in your classroom, you should do the following:

- Manage the pairs that the learners work in. So sometimes they can work in friendship pairs; sometimes they will not. Make sure they understand that it is you who will decide the pairs in order to help them maximise their learning.
- Sometimes you could pair learners of mixed ability together so that they can help each other; and at other times pair learners working at the same level.
- Keep records so that you know your learners' abilities and can pair them together accordingly.
- At the start, explain the benefits of pair work to your class, using examples from family and community contexts where people collaborate.

- Model the task at the front with 2 learners, or with you and a learner, so that everyone is clear on what they have to do.
- Keep initial tasks brief and clear; and monitor the learner pairs to make sure that they are working as you want.
- Make sure that learners can also turn or move easily to sit and face each other.

During pair work, tell learners how much time they have for each task and give regular time checks. Praise pairs who help each other and stay on task. Most learners enjoy the atmosphere of everyone talking and working. As you move around the class observing and listening, make notes of who is working well together, be alert to anyone who is not involved and note any common errors, good ideas or summary points for you to share with the class.

Audio 2.5

Martin, a grade 6 teacher, taught his Grade 6 learners about keeping money safe. His lesson lasted 40 minutes and he planned 4 activities.

For the first activity Martin used a full class brainstorm to find out what learners already knew. He followed this with an explanation of different methods of keeping money safe reinforcing those learners had mentioned and adding some additional methods. During this activity he asked a range of different types of questions to elicit some of the advantages of each method. He made a table on the chalkboard with three columns: method, advantages and disadvantages. He filled in the 'method' column.

After this full class activity, Martin put learners in pairs. He asked them to copy the table and to work together to fill it in, based on the whole class discussion. To ensure all the methods were discussed he asked the pairs in the front half of the class to start working from the top of the list, and the pairs in the back to start from the bottom of the list. As the learners were working, he moved around the pairs and talked to them, asked some individual questions, noticed who was doing well or struggling. There was a little bit of noise, but this was good as Martin could see learners were really interested in the topic. To finish this activity, he returned to the list on the chalkboard and asked some pairs the advantages and disadvantages they had identified for each method, writing these in the table on the chalkboard. He asked learners to listen carefully as they could not repeat anything someone had already said.

For the third activity, Martin worked again with the full class and he told a short story about two people who borrow some money to buy something. One uses a bank and one uses a local unofficial person. In the bank the interest rate is fixed, whereas the local person keeps putting up the interest rate. Martin wrote on the board 5 questions related to interest rates. He divided the class in 5 groups and asked each group to discuss the questions for a few minutes.

To finish the lesson, Martin returned to the table on the board showing methods of saving money/keeping it safe followed by the 5 questions on interest rates. He asked the learners to add any advantages or disadvantages they had not thought of, to their own table and to work in pairs to answer the questions.

As the learners were working in pairs, Martin noticed that although learners had been confident identifying advantages and disadvantages of the different methods, they found it more difficult to answer the interest rates questions. After the lesson Martin decided to talk to the numeracy teacher

and ask them to revise percentages in the next numeracy lesson, using real examples involving money.

Audio 3.3

I am the teacher of a large Grade 6 class and I had become more and more concerned that I just didn't have time to check the reading ability of all my students during normal lesson time. A few of my students are great readers and I know that I tend to use them a lot when I want a learner to read aloud from the textbook because it saves time. I needed a better way of monitoring the skills of the whole class, as there are some students I had not heard read aloud for quite some time. So, for a month, every time I listened to a learner read, I made a note of it and how they did in my mark book. I deliberately created opportunities for less confident readers to read to me individually, rather than to the whole class.

It took a few weeks, but now I have listened to all the learners in my class and I have now been able to group them into reading sets which I believe will help them improve and practise their skills. Thanks to this information, I also sometimes use learners from the top reading groups to help learners who find reading more difficult.