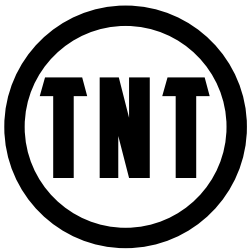

THE NEW TEACHER

Module 1: Identifying Needs

BRIANA ROGERS GRAY RINEHART ZOE MATTHEWS

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(၂) The New Teacher Module 1: Identifying Needs

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Module 1: Identifying Needs

Course and Module Themes and Main Ideas

This is the first module in the *The New Teacher* series (second edition). In total there are five modules in the series. Each module focuses on a different stage of the five-stage teaching cycle (identify needs, plan, teach, assess, evaluate).

Module 1 focuses on the first stage – identifying needs, looking at how you can identify both your students' needs for learning and your own needs for teaching. This will help you understand your students better, which will then help you to prepare your course and plan your lessons.

Module 1 covers the following topics:

- How you can use the teaching cycle as a step-by-step process for teaching;
- How we learn;
- What needs we have for learning, and what is needed to be an effective teacher;
- The needs that students have and how a teacher can create a positive classroom culture.

Learning Goals

Knowledge

In this module you will increase your knowledge of:

- the stages of the teaching cycle;
- the characteristics of active learning and passive learning, student-centred learning and teacher-centred learning;
- multiple intelligences and learning preferences;
- the needs of the brain;
- the actions, requirements and roles of an effective teacher;
- the cognitive, social, affective and physical needs that students have;
- inclusive education;
- needs assessments, student profiles and class profiles;
- the characteristics of positive learning environments.

Skills

In this module you will improve your ability to:

- choose classroom activities that lead to active learning;
- support the brain's needs for learning;
- perform the actions, requirements and roles of an effective teacher;
- identify students' internal and external motivators;
- create and conduct a needs assessment and needs analysis;
- create student profiles and a class profile;
- create positive classroom environments.

Reflection

In this module you will reflect upon:

- successes and challenges that you have had in your teaching;
- your experiences with learning as a teacher and as a student;
- your learning preferences;
- how the teacher affects the students;
- the actions, requirements and roles of an effective teacher;
- the importance and relevance of inclusive education;
- methods for creating and conducting needs assessments;
- the classroom environment and classroom cultures.

How to use
THE NEW TEACHER
in your training

The aim of this module is to develop the knowledge, teaching skills and reflective practices that are important for successful practitioners of learner-centred pedagogy.

This introduction will help you to understand the learning outcomes and learning strategies presented in the course.

In the module, you will find:

Previews. Every section starts with a Preview task to get you thinking and talking about the topic, and to activate your prior knowledge of the topic. Answers to Previews, where possible, are in the answer key at the back of the module.

Exercises. These tasks check your understanding of the ideas in the section. Answers to Exercises are in the answer key at the back of the module.

Activities. These tasks are designed to help develop the skills necessary for best practice in learner-centred pedagogy. These include planning, designing and adapting activities to suit different types of learners, classroom arrangements and class sizes. Answers to Activities, where possible, are in the answer key at the back of the module.

Discussions, which provide a chance to share your experiences and your own ideas about the topics.

Reflections, which ask you to think about your own teaching and learning. All learner-centred teaching practice involves a process of planning, teaching and evaluating your teaching to plan the next lesson, and reflections focus on how the knowledge and skills used in this book are applied in a classroom.

Summaries, which remind you of the main ideas of each chapter.

There are also *Key Words and Phrases*. You will see these words in **bold** in the text. A Myanmar translation of these words can be found at the beginning of that chapter, in the glossary.

Before and after the module...

Read the *Teacher Competencies* to see how the content of this module fits with Myanmar and ASEAN teacher competency frameworks.

Read the *Module Themes and Main Ideas* (left) to prepare you for the module.

Look at the *Learning Goals* (left) for knowledge, teaching skills and reflective practice. These outcomes will help you to identify which units of learning are most useful for your or your trainees' professional development.

They will help you to establish short-term and long-term goals for this training course and for future training.

Read the *Objectives* at the beginning of each chapter.

At the end of the module is an answer key. This has answers and example answers to many of the learning tasks. Some questions rely on your own opinions and experience. We don't provide example answers for all of these.

ASEAN Competencies

The ASEAN *Competency Framework for Southeast Asian Teachers* was developed to harmonise, complement and benchmark the standards used in the various ASEAN countries. Teaching competency standards represent an agreed definition for quality teaching.

> 'Having a quality teacher in every classroom is a goal all Ministries of Education aspire to attain. But we need to be more explicit about what teachers know and do, about what teachers need to know, and how well they need to perform in order to become more effective. The existence of teaching competency standards represents an agreed definition for quality teaching.'
>
> http://www.seameo-innotech.org/wp-content/uploads/2014/01/PolRes_TeachingCompetencyStandardsInSEA.pdf

2. How We Learn

ASEAN B2: Employ strategies that cater to students' learning styles and to elicit active learning

ASEAN C4: Consider diversity of learners in preparing lesson plans

ASEAN D3: Motivate active learning

ASEAN D5: Respect diversity of learners

3. Being an Effective Teacher

ASEAN D4: Foster an understanding to maintain a high standard of learning performance

ASEAN D5: Respect diversity of learners

ASEAN D6: Maintain a collaborative learning environment

4. Student Needs

ASEAN C1: Assess existing learning needs

ASEAN D2: Promote a caring and learning-friendly environment

ASEAN D5: Respect diversity of learners

5. Positive Learning Environments

ASEAN D1: Foster a safe, clean, and orderly learning environment

ASEAN D2: Promote a caring and learning-friendly environment

ASEAN D5: Respect diversity of learners

Myanmar's Teacher Competency Standards Framework

Myanmar's Teacher Competency Standards Framework is being developed alongside broader actions undertaken to raise the quality of the Myanmar education, recognising that an improving education system needs teachers with the knowledge, skills and values to be effective teachers.

> 'Myanmar needs a strong system of teacher education (pre-service and continuing), with programs that provide the theoretical foundations to produce graduates and a quality teacher workforce with the kinds of professional knowledge, understanding and skills associated with the role and duties expected of Myanmar's teachers and the process of teaching.
>
> Teacher Competency Standards Framework (TCSF) Draft Version 2.0, Ministry of Education, 18 July 2017

The following are competency standards and minimum requirements TCSF defines for beginning teachers.

2. How We Learn

TCSF A1: Know how students learn

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

3. Being an Effective Teacher

TCSF A3: Know how to communicate well with students and their families

- TCSF A3.1: Demonstrate understanding of the role and expected duties of teachers in Myanmar

TCSF C1: Service to profession

- TCSF C1.1: Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models

4. Student Needs

TCSF A3: Know how to communicate well with students and their families

- TCSF A3.2: Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities

TCSF B3: Create a supportive and safe learning environment for students

- TCSF B3.1: Demonstrate capacity to create a safe and effective learning environment for all students

TCSF C3: Promote quality and equity in education for all students

- TCSF C3.1: Demonstrate a high regard for each student's right to education and treat all students fairly
- TCSF C3.2: Demonstrate respect for diversity of students and the belief that all students can learn

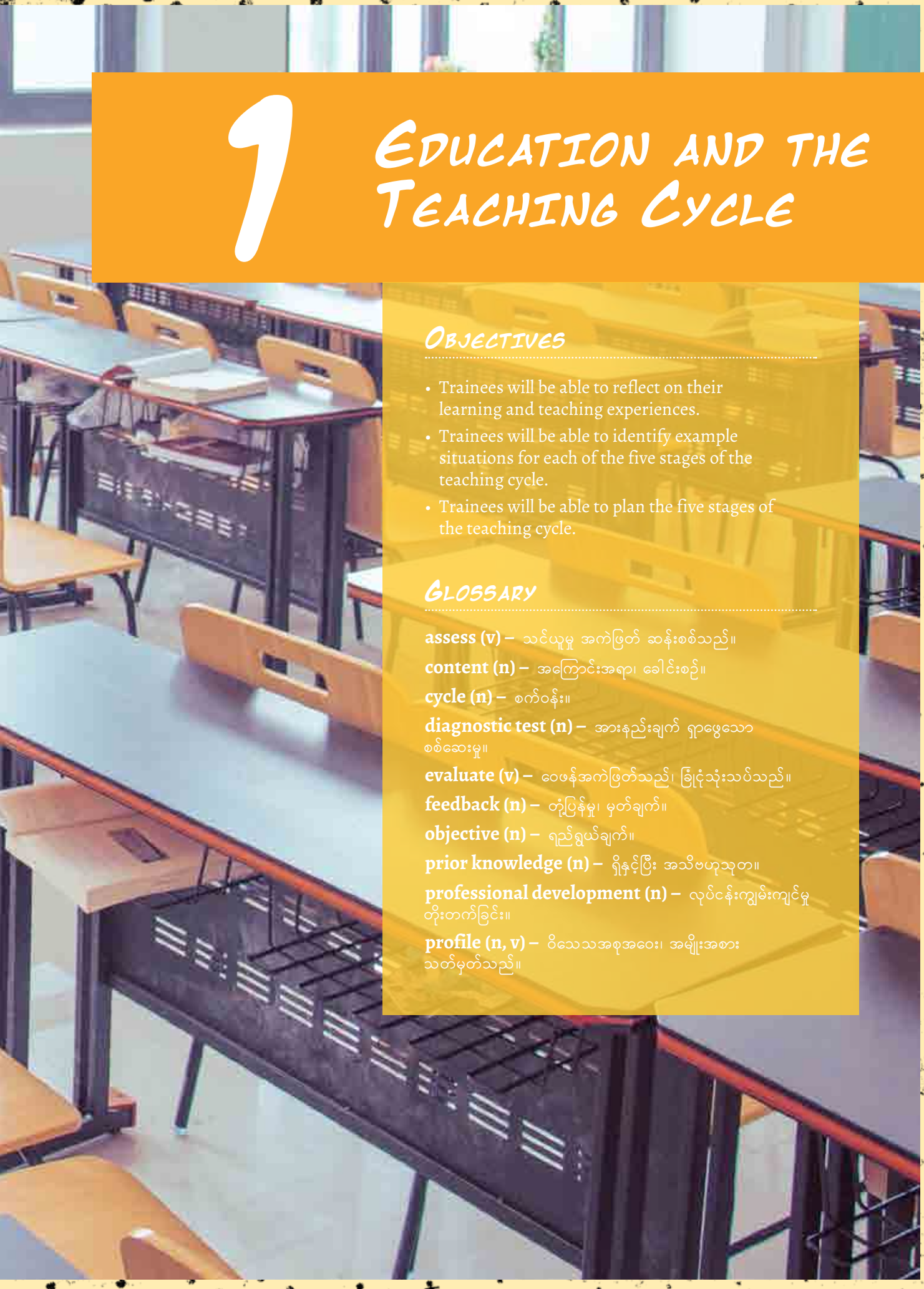
5. Positive Learning Environments

TCSF B3: Create a supportive and safe learning environment for students

- TCSF B3.1: Demonstrate capacity to create a safe and effective learning environment for all students

TCSF C3: Promote quality and equity in education for all students

- TCSF C3.1: Demonstrate a high regard for each student's right to education and treat all students fairly
- TCSF C3.2: Demonstrate respect for diversity of students and the belief that all students can learn



1 Education and the Teaching Cycle

Objectives

- Trainees will be able to reflect on their learning and teaching experiences.
- Trainees will be able to identify example situations for each of the five stages of the teaching cycle.
- Trainees will be able to plan the five stages of the teaching cycle.

Glossary

assess (v) – သင်ယူမှု အကဲဖြတ် ဆန်းစစ်သည်။

content (n) – အကြောင်းအရာ၊ ခေါင်းစဉ်။

cycle (n) – စက်ဝန်း။

diagnostic test (n) – အားနည်းချက် ရှာဖွေသော စစ်ဆေးမှု။

evaluate (v) – ဝေဖန်အကဲဖြတ်သည်၊ ခြုံငုံသုံးသပ်သည်။

feedback (n) – တုံ့ပြန်မှု၊ မှတ်ချက်။

objective (n) – ရည်ရွယ်ချက်။

prior knowledge (n) – ရှိနှင့်ပြီး အသိဗဟုသုတ။

professional development (n) – လုပ်ငန်းကျွမ်းကျင်မှု တိုးတက်ခြင်း။

profile (n, v) – ဝိသေသအစုအဝေး၊ အမျိုးအစား သတ်မှတ်သည်။

1.1 WHAT IS EDUCATION?

PREVIEW

A Discuss the questions.

1. What does the word "education" mean to you?
2. What does it mean to be an "educated person"?

"Education is the most powerful weapon which you can use to change the world."

– Nelson Mandela

"Education" is the teaching and learning of knowledge, skills, values, beliefs and habits. Sometimes it is compulsory and sometimes it is voluntary. Education can cover basic education from kindergarten to high school, it can include university and higher education as well as technical and vocational training. Education can happen in a classroom, but it can also happen outside the classroom. It may happen with a teacher, but it may be something that is self-guided.

Education is a big idea. The process of education includes lots of individuals – from teachers and students to parents, community members and government officials. The education system that you work in might be quite small, such as a single school, it might be very large, such as a national school system of thousands of schools, or it might be somewhere in the middle.

Studies have shown that the best way to improve the quality of education is to support teachers. This usually happens through continuous **professional development** and teacher training – giving teachers training so that they improve throughout their careers. Teachers *give* education to their students but they can also *receive* education from trainers, books, courses, their supervisors and each other.

ACTIVITY

B In your opinion, what are your biggest strengths as a teacher? What areas of teaching do you most want to improve? Complete the table.

My Biggest Strengths	My Areas to Improve

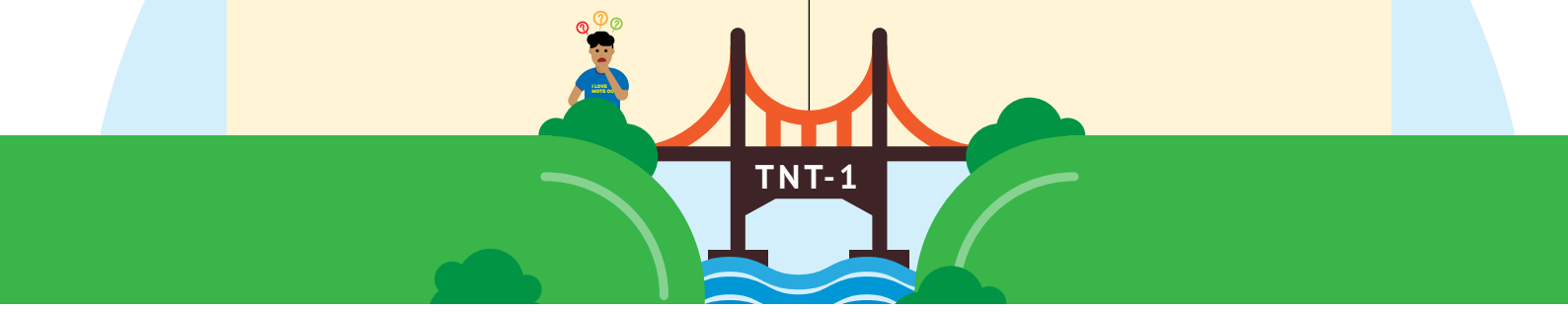
DISCUSSION

C Think about your experiences as a student. Who was your favourite teacher? Why? Discuss in pairs or groups.

ACTIVITY

D The table below is for recording your thoughts, beliefs and questions about teaching *before using* this book and again *after using* it. Now, complete the left column only. At the end of the book, you will be asked to complete the right column.

Now – Before Using *TNT1*	Later – After Using *TNT1*
Three thoughts about teaching and learning:	
1. 2. 3.	1. 2. 3.
Two beliefs about teachers and students:	
1. A teacher is like a... 2. A student is like a...	1. A teacher is like a... 2. A student is like a...
One question about being a teacher:	



2. Stand in two circles, an inner circle and an outer circle. The inner circle faces out and the outer circle faces in, so that each person is facing someone from the other circle.
   a. Swap thoughts, beliefs and questions with the person that you are facing.
   b. After four minutes, change partners. The inner circle dœsn't move. The outer circle moves one person to the right so that everyone has a new partner.
   c. Swap your answers again with your new partner.

1.2 THE TEACHING CYCLE

PREVIEW

A Think about a trip that you have been on. How did you choose the destination? How did you get there? What did you do there? What souvenirs and memories did you bring back with you, and why?

1. In pairs, discuss your trips.
2. How is your trip like a metaphor for teaching?

Teaching is like taking a trip. At the beginning, we identify where we want to go and why we want to go there. We need to plan how to get to our destination and which roads we will take. We need to think about roadblocks that we might encounter and detours that we might need to take. During the trip, we need to check to make sure that we are on the right path.

In teaching, we need to have clear **objectives** for our students' learning. We also need to have a plan to get our students to these objectives. We need to be prepared to check our students' learning and make changes to improve their learning.

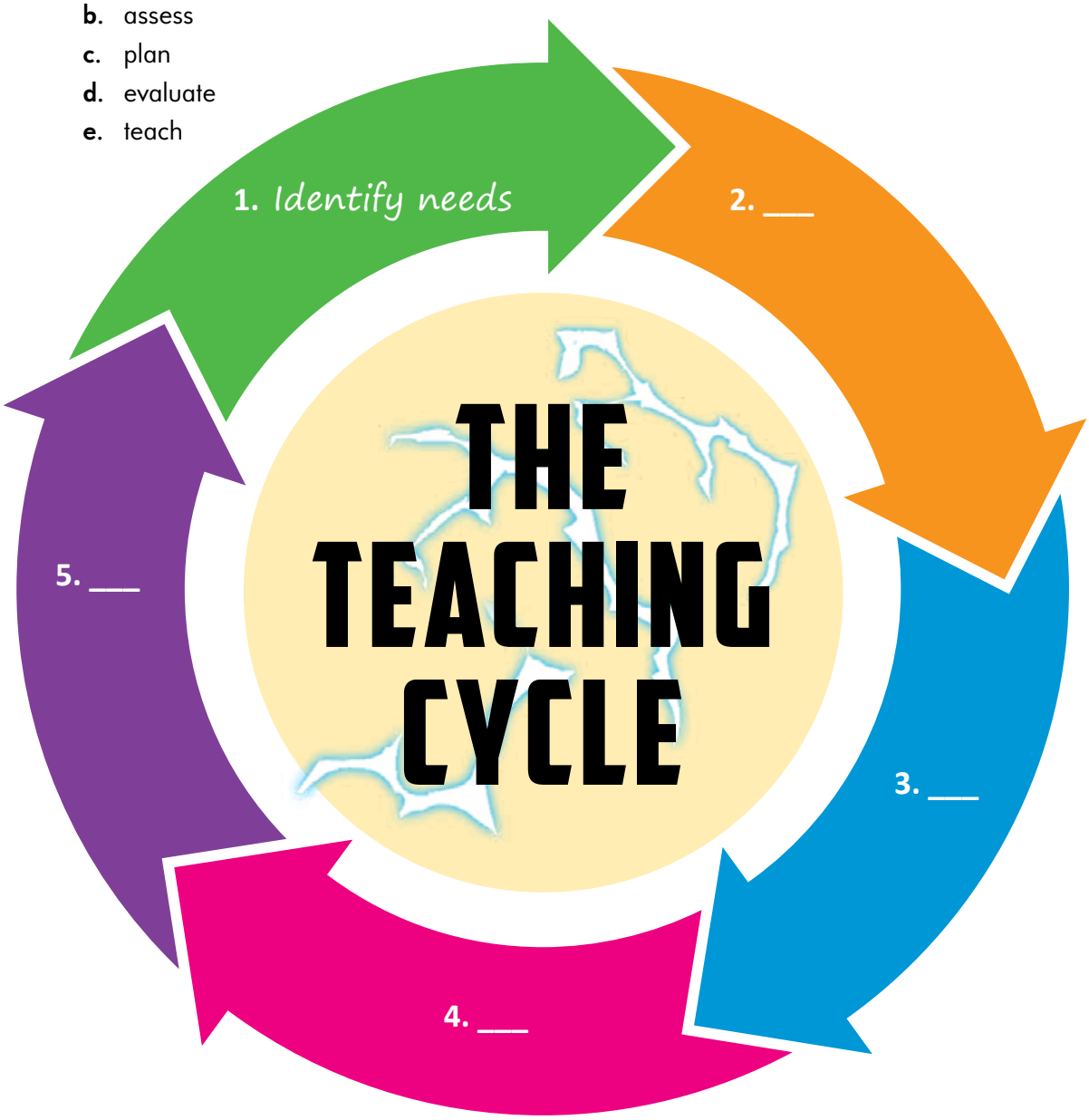
The teaching **cycle** provides us with a useful process for the work that we do as teachers. It helps to ensure that we reach our destination in the classroom.

The process of teaching is a cycle. Each stage leads to the next, and each cycle of teaching builds on the one before. A teacher identifies the needs of the students and then plans courses, lessons or activities. During a lesson, the teacher uses these plans to teach while the students learn. This includes teaching new **content** to the students as well as managing the behaviours of the students using classroom management. The teacher **assesses** students' learning while they are teaching and also after teaching. This leads to **evaluating** the teaching – the teacher learns how effective the teaching has been and reflects on how to improve it. Evaluation helps the teacher identify the needs of the students again, and the cycle continues.

EXERCISE

B There are five stages within the teaching cycle. Read the text and order the stages in the diagram.

a. ~~identify needs~~
b. assess
c. plan
d. evaluate
e. teach



ACTIVITY

C Work in five groups. Each group has a different stage of the teaching cycle.

1. Read the text about your group's stage.
2. Answer the questions.
   a. Why is this stage important? (E.g., "Why is it important to evaluate teaching?")
   b. How can the teacher do this? (E.g., "How can a teacher evaluate their teaching?")
   c. Give examples of good and/or bad practices that you have experienced.
3. Form new groups of five to ten. Each new group has people from each previous group.
4. Group member teach the others about the stage that they previously discussed.

Identify Needs

Identify your learners' needs so that you can plan the best teaching for them. With a new class, you need to find out their backgrounds, what they already know, what skills they have, their interests and how they learn best.

Find out what successful and unsuccessful learning experiences they have had. The more that you know about your learners and their learning, the better your teaching plans will be.

Plan

To guide your learners well, you need a plan. Planning involves building each new piece of learning onto earlier learning. Teachers guide this process so you need a clear idea of where the learning is going.

You need to plan the subject content that you are going to teach and the learning objectives for each lesson. You must plan them at the right level for your learners. You need to plan learning activities to help learners understand the content, practise the skills that they are learning and reach the learning objectives. You also need to plan how to assess learners' progress.

Teachers' workloads are all different. Some teachers plan their own courses, lessons, assessments, activities and materials. In some places, these things are planned by others, for example a national curriculum or a series of textbooks. Even if you are using pre-planned materials, you need to plan how to teach these materials to the needs of your learners.

EXERCISE

D Match the examples of tasks and activities with the stages in the teaching cycle. Some examples may match more than one stage.

1. Have students take a **diagnostic test**.
2. Arrange the desks.
3. Guide, facilitate and manage students.
4. Find out about students' interests.
5. Give a weekly quiz.
6. Give good instructions.
7. Get **feedback** from your colleagues.
8. Design a curriculum.
9. Join a curriculum development course.
10. Create a lesson plan.
11. Design a final exam.
12. Organise field trips.
13. Identify learning objectives.
14. Make learning materials.
15. Use questions to engage students.
16. Teach a lesson.

Teach

Teach your lesson so that your students can reach the learning objectives. Use a variety of teaching and learning activities to suit a range of learning styles and interests. This makes learning more interesting and motivates learners.

When you are teaching, make sure that the classroom is safe and comfortable for each learner. Make sure that all your learners are getting learning opportunities in class and that nobody is being left out because of ability, language, ethnicity, gender or age.

Assess

Assessment shows how well learners understand the things that they are learning. Teachers need to know this so that they can measure their learners' success. Learners need to know this so that they can do the work that is needed to succeed. Regular assessment helps both teachers and learners.

Assess learners' **prior knowledge** at the start of a course, their progress throughout the course and the results of their learning at the end of a course. Assessment can involve tests and exams, but it can also involve projects, assignments, homework, observation or class activities. The feedback that you give to learners is also part of the assessment.

Evaluate

Teachers use evaluation to answer questions like: How successful is the teaching? Are learners reaching their learning objectives? What worked really well? What didn't work? Why?

Think about the lessons you that deliver and the curriculum and materials that you are using. Take notes about what goes well and what doesn't go well. Look at your assessments of learners' progress. Get feedback from your learners.

Use this evaluation to help identify learner needs for the next cycle of teaching.

17. Help students take good notes.
18. Manage classroom time.
19. Check that students understood the lesson.
20. Find teaching resources.
21. Mark student's assignments.
22. Observe students during groupwork.
23. Ask yourself how successful the lesson was.
24. Interview new students.
25. Reflect on what was and was not successful.
26. Choose a coursebook.
27. Create rules for the classroom.
28. Find out about students' learning experience.
29. Create student **profiles.**
30. Ask students how much time they can spend on homework.

EXERCISE

E If teaching is like a trip, how does the teaching cycle fit into this trip?

1. Match the "trip" examples (a-e) to the five stages of the teaching cycle.
2. Match the examples from a teacher's experiences (i-v) to the five stages of the teaching cycle.

a. There's usually more than one road to each destination on our trip. We could choose the one that's the most direct or we could choose the one that has the most beautiful scenery.

b. When we drive for a long time, we get tired, and our car can also get tired. We should stop to make sure that everyone is feeling OK and that our car is working properly.

c. We took lots of beautiful photographs on our trip and made lots of great memories. Where should we go on our next trip and how can we make it even better?

d. Time to get in the car and drive.

e. We think about what we need to bring with us on our trip. If we're going somewhere hot, we won't need a heavy jacket.

i. A teacher delivers a ninety-minute lesson on the phases of the moon. The lesson has five stages and uses lots of visuals to present new information. During the lesson, he has to remind several of the students to raise their hands before calling out answers.

ii. Each month, the students have to sit an exam that covers what they have been taught that month.

iii. On the first day of English class, the teacher gives the students a test to check their English level. The teacher also checks to see how much space they have in their classroom for activities and groupworking.

iv. At the end of the school day and before going home, the teacher spends five minutes writing in her journal. She writes down two things that she enjoyed that day, one thing that she found challenging and one thing that surprised her.

v. Several teachers work together to outline a summer English course that they will be teaching to primary school students. They choose appropriate curriculum and divide teaching responsibilities according to different topics and language skills.

ACTIVITY

F Myo Min is going to teach Sam how to plant a tree. Read his plan.

1. Match the parts of his plan with the correct stage of the teaching cycle.
   - **a.** Myo Min gets information about planting trees and gathers the tools that he needs.
   - **b.** Sam has planted a tree on his own. Myo Min checks back to see how well Sam's tree is growing.
   - **c.** Myo Min reflects upon how well he did and how he could have taught Sam better.
   - **d.** Myo Min goes to where Sam will plant the tree. He uses his notes to guide Sam to plant the tree. He watches Sam planting the tree and gives advice.
   - **e.** Myo Min asks Sam if he has ever planted a tree before. They discuss what types of trees Sam likes and how Sam can recognise if a tree is healthy.

2. You are planning to teach a friend one of these skills:
   - the words to a song;
   - how to cook a special dish;
   - how to draw a human hand;
   - how to make a paper airplane;
   - how to play a game on your phone.

   What will happen at each stage? Complete the table.

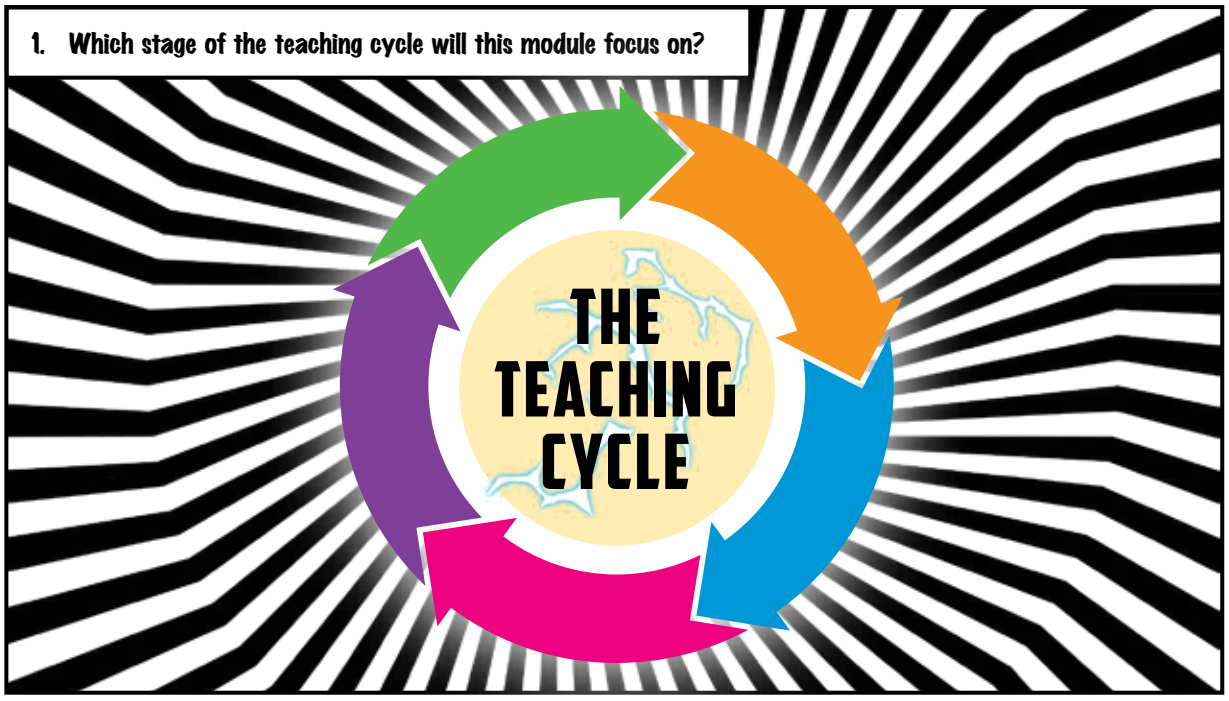
Identify Needs	
Plan	
Teach	
Assess	
Evaluate	

3. In pairs or groups, present your plan.
4. As a class, discuss how the stages connect to each other.

DISCUSSION

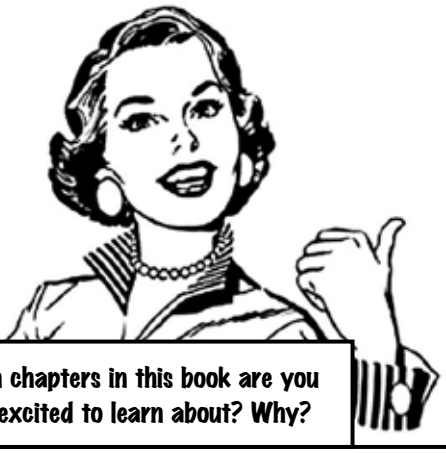
G Discuss the questions.

1. Which stage of the teaching cycle will this module focus on?



2. Which stage(s) of the teaching cycle do you feel most confident doing? Why?

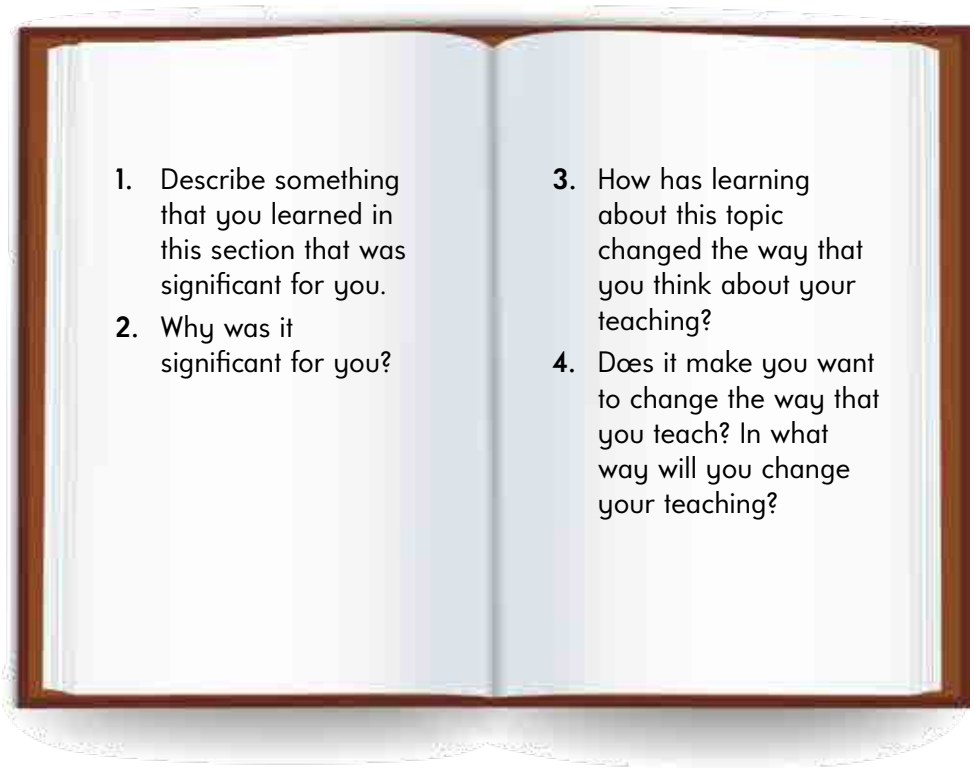
3. Which stage(s) of the teaching cycle are challenging for you? Why?



4. Which chapters in this book are you most excited to learn about? Why?

REFLECTION

After you have learned new things, it can be useful to reflect on what you have learned. One way to do this is to create a reflective journal where you write down your ideas about what you have learned. Use the questions below to help you reflect on your learning.

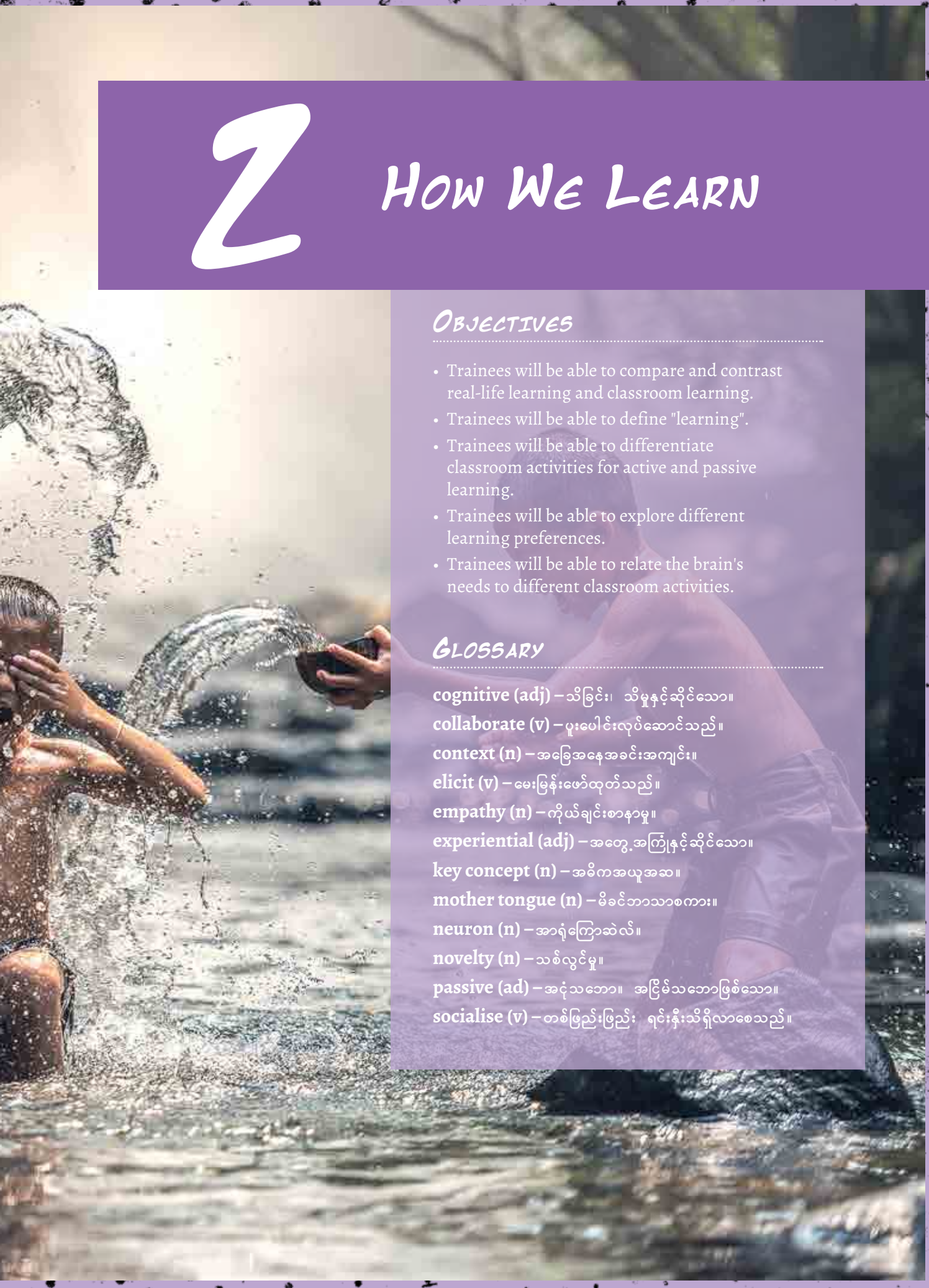


Summary – Chapter 1: Education and the Teaching Cycle

One of the most effective and efficient ways of improving education is by supporting teachers and investing in their professional development. This can be done through teacher training that empowers teachers in the five stages of the teaching cycle:

1. Identifying the needs of the school, the teachers, and their students.
2. Planning goals, objectives and content for courses and lessons.
3. Delivering lessons with effective classroom management strategies and teaching techniques.
4. Assessing the learning of the students during and after teaching.
5. Evaluating the experience of teaching to identify strengths and areas for improvement.

The teaching cycle is a very useful approach to think about the various experiences of teaching and learning. Because it is a cycle, it allows teachers to go through the process again and again, allowing for continuous improvement at each stage.



2 How We Learn

Objectives

- Trainees will be able to compare and contrast real-life learning and classroom learning.
- Trainees will be able to define "learning".
- Trainees will be able to differentiate classroom activities for active and passive learning.
- Trainees will be able to explore different learning preferences.
- Trainees will be able to relate the brain's needs to different classroom activities.

Glossary

cognitive (adj) – သိခြင်း၊ သိမှုနှင့်ဆိုင်သော။
collaborate (v) – ပူးပေါင်းလုပ်ဆောင်သည်။
context (n) – အခြေအနေအခင်းအကျင်း။
elicit (v) – မေးမြန်းဖော်ထုတ်သည်။
empathy (n) – ကိုယ်ချင်းစာနာမှု။
experiential (adj) – အတွေ့အကြုံနှင့်ဆိုင်သော။
key concept (n) – အဓိကအယူအဆ။
mother tongue (n) – မိခင်ဘာသာစကား။
neuron (n) – အာရုံကြောဆဲလ်။
novelty (n) – သစ်လွင်မှု။
passive (ad) – အငုံသဘော။ အငြိမ်သဘောဖြစ်သော။
socialise (v) – တစ်ဖြည်းဖြည်း ရင်းနှီးသိရှိလာစေသည်။

2.1 REAL LIFE AND THE CLASSROOM

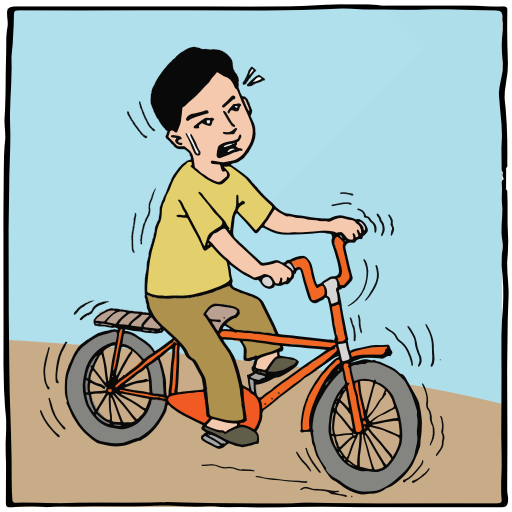
PREVIEW

A Close your eyes and think about the last thing that you learned.

1. What was it? How did you learn it?
2. As a class, brainstorm a list of the things that everyone has recently learned. Write them on the board.
3. Find a partner who has recently learned at least one thing similar to what you have learned.
4. In pairs, list information about what you learned. Include information about:
   - **a.** what you learned to do;
   - **b.** where you learned to do it;
   - **c.** when you learned to do it;
   - **d.** who helped you learn to do it;
   - **e.** how you learned to do it;
   - **f.** why you learned to do it.
5. Present your learning to the class.
6. After each group has presented, discuss the following questions:
   - **a.** Which things were learned in the classroom and which were learned in real life?
   - **b.** What differences are there between learning in the classroom and learning in real life?
   - **c.** In your opinion, which is more effective? Why?

Learning occurs both inside the classroom and outside, in our everyday lives. We sometimes call out-of-class learning "natural learning".

Children who are attending school for the first time already have a lot of experience with learning. They have probably learned to speak in their **mother tongue**, behave according to local culture and customs, walk, run, help their parents and much more. Even without a formal teacher in a school, children have lots of informal teachers in their lives, such as their parents and other family members, their friends and even themselves. Children naturally interact with the world around them by using their senses (sight, hearing, smell, taste, touch), and these experiences can teach them many things. For example, children learn about the pain of heat by touching something that is hot.



Often the learning that occurs before children enter school is **experiential**. This means that the child is learning through the experiences that they are having. This usually involves the child experiencing something multiple times and, each time they experience it, they learn from it. When a child learns to ride a bicycle, it is common for their parents, older siblings or friends to first show them how to do it. The child then tries to ride the bicycle on their own by going quite slowly. They might be scared and they will probably fall off. However, the child continues to practise by riding the bicycle again – they have more experiences with riding the bicycle – and soon the child can ride more confidently and go faster. The child has learned to ride the bicycle because they have actually done it – they have learned through a process of experiential learning.

Learning in the classroom mostly involves learning from teachers, classmates, textbooks and the curriculum. Students usually have more guidance inside the classroom than outside it. However, learning through experience and the senses is very important, both inside and outside the classroom.

EXERCISE

B True or false? If false, write a correct statement.

1. Children do not learn anything before they are old enough to go to school.
2. Outside the classroom, students cannot learn by themselves.
3. Learning in the classroom often follows a set curriculum whereas real-life learning does not.
4. Learners automatically use their five senses when they learn.
5. Outside the classroom, students only learn from each other.
6. Learning from experience is not a useful way to learn something.

ACTIVITY

C What are some advantages and disadvantages of classroom learning and real-life learning? Discuss and complete the table below.

	Advantages	Disadvantages
Classroom Learning		
Real-Life Learning		

DISCUSSION

D Discuss the questions.

1. What should be learned in the classroom and what should be learned in real life?
2. Which have you preferred more, learning in the classroom or learning in real life? Why?
3. How can a teacher make learning in the classroom more like learning in real life?
4. Why is it important to connect learning in the classroom to experiences in real life?

2.2 ACTIVE AND PASSIVE LEARNING

PREVIEW

A Read the quote and discuss the questions.

1. Why do *tell*, *show* and *involve* have different effects?
2. According to the quote, which way is the best for learning? Why do you think this is?
3. How does this quote connect to your experiences of learning in the classroom and learning in real life?
4. In your experience as a student, which is most common in the classroom – telling, showing or involving?

ACTIVITY

B In groups, write a 30-word definition of "learning".

1. Put your definitions around the room. Walk around and read other groups' definitions.
2. Tick your favourite definition.

Learning can be divided into two categories, **passive** learning and active learning. Passive learning is the "passing" of knowledge from the teacher to the student. Students memorise this knowledge, usually without questioning it or reflecting on it. Knowledge is often passed on through lectures, slides or videos. The teacher is often the focus of the classroom, and students just listen. This type of learning focuses more on what the teacher is doing and less on what the students are doing. We sometimes call this teacher-centred learning (or teaching).

Active learning is acquiring knowledge and skills through discussion, projects and activities that involve the students. This usually uses interactions between the teacher and the students – the students interact with the teacher and with each other. Common forms of interaction include asking and answering questions, cooperating and **collaborating** and solving problems. In active learning, students share their ideas and their experiences with their teacher and their classmates. Students have the opportunity to question and reflect on what they are learning. This type of learning focuses more on what the students are doing and less on what the teacher is doing. We sometimes call this student-centred learning (or teaching).

It is common for a teacher to use both active and passive learning within a lesson. For example, the teacher might present new information using a lecture while the students listen and take notes. Students might ask the teacher questions during the lecture, or the teacher might pause and ask the students questions to check their understanding. After the lecture, the teacher might give the students an activity to practise what they are learning. They might do this individually or in pairs or groups.

EXERCISE

C Read the list of classroom activities and:

1. Individually, decide which are active, which are passive and which can be both.
2. In groups, compare your answers.

	Active	Passive	Both
a. Students repeat what the teacher says.			
b. Students copy text from the board.			
c. Students do an activity in pairs.			
d. Students ask questions to find out more information.			
e. Students copy from the book on a new piece of paper.			
f. Students answer a question and give reasons for their answer.			
g. Students listen to a teacher lecture.			
h. The class has a discussion.			
i. Students perform a scientific experiment.			
j. Students read aloud from a textbook.			
k. Students create a class survey.			
l. Students watch a video.			
m. Students give a wrong answer and the teacher corrects them.			
n. The teacher shows students a PowerPoint presentation.			
o. Students reflect on their own learning.			
p. Students repeat answers on a test.			
q. Students brainstorm their ideas about a topic.			
r. Students watch a demonstration by the teacher.			
s. Students explain their opinions and why they have these opinions.			
t. The teacher guides the students through the textbook.			
u. Students choose which problems they will to do for their homework.			
v. Students summarise what they are learning.			
w. Students read a textbook on their own.			

3. Individually, identify which activities you have experienced the most as a student and which you use the most as a teacher.
4. In groups, compare your experiences.
5. What other passive learning and active learning activities can you think of? Make a class list.

ACTIVITY

D In groups, read these teachers' comments. What advice could you give to each teacher?

1. "I am worried that if I give my students more freedom with their learning, I won't be able to manage the class. If I do high-energy activities, I don't think I'll be able to control my students."

2. "I think I am a successful English teacher because my students are always laughing and having fun. We spend most of my classes playing games and singing songs."

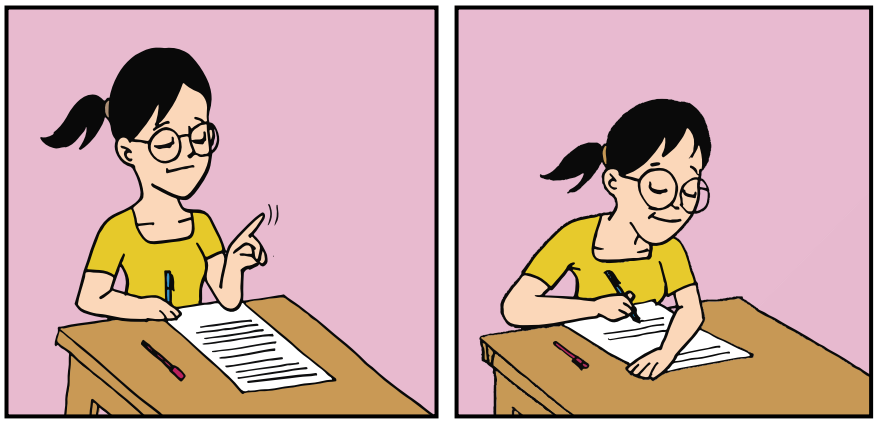
3. "When I let my students choose what they want to learn or do in my history class, they often don't have any ideas."

4. "My students must pass their English exam at the end of year, so I have to help them memorise everything they need to know."

5. "I have to teach six different classes in one day. I have to be teacher centred because I don't have enough time to plan all my lessons. However, at the end of the school day I still feel tired."

ACTIVITY

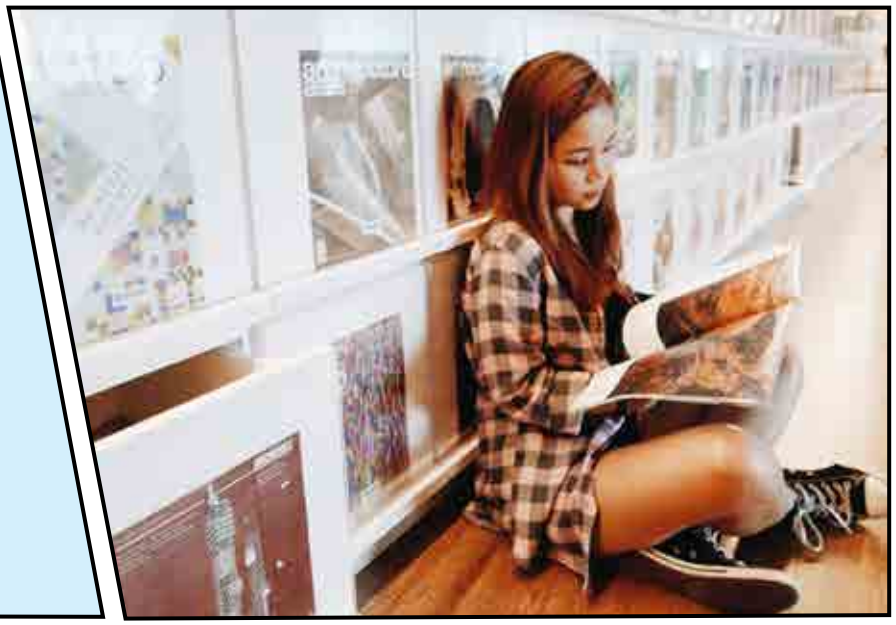
E Rewrite your definition of learning from 2.2 B. Incorporate ideas from your classmates' definitions as well as what you have learned about active and passive learning.



DISCUSSION

F Discuss the questions.

1. Which type of learning do you think is the most effective? Why?
2. How can you include more active learning in your teaching?
3. Why might teachers need to use passive learning?



2.3 LEARNING PREFERENCES

PREVIEW

A What are your favourite learning activities? In groups, make a list of your top five.

EXERCISE

B Read the statements below and score them by how similar they are to you.

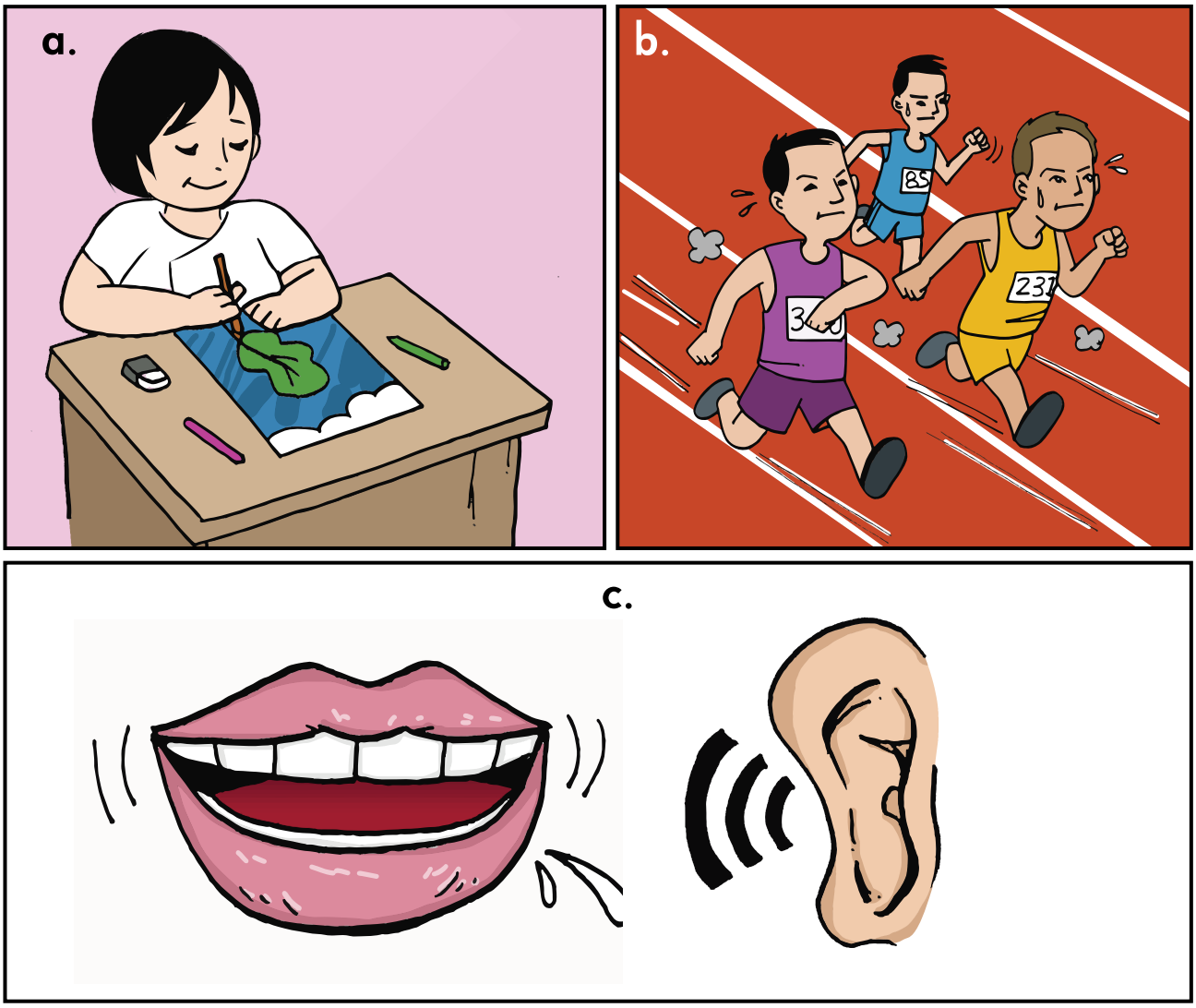
1 – not like me
2 – a little like me
3 – somewhat like me
4 – exactly like me

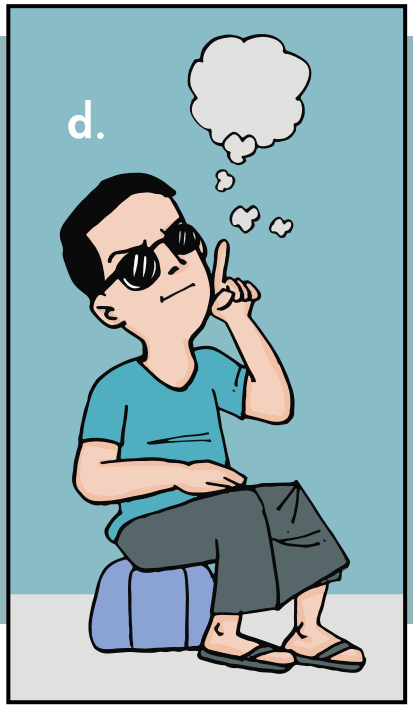
1. I know and use as many words as – or more different words than – other people.
2. When it comes to mathematics, I do as well as, or better than, other people.
3. I can usually look at the parts of a machine and figure out how to put them together.
4. I almost always have a song going in my head.
5. I can throw at least one kind of small object (ball, dart, etc.) very accurately.
6. I like meeting people who are from different cultures or who think differently from me.
7. I spend time trying to make sense of the world.
8. I like to understand and use words.
9. I like mathematical story problems.
10. I am good at drawing pictures. My pictures look a lot like the subject that I am drawing.
11. I can usually remember the tune of a song I just heard.
12. I like sports, dancing and/or physical exercise.
13. I get along well with the people that I work with.
14. I understand myself quite well.
15. If I come across a new word, I usually try to find out what it means.
16. I am good at test questions that ask me to compare two different things.
17. Pictures usually make more sense to me than words.
18. When I hear a song with a complicated rhythm, I can always tap along.
19. I have very good control over my body. I can usually get it to do what I want.
20. I usually know how other people feel without them telling me.
21. I am pretty happy with who I am.
22. I do a lot of reading on my own when I can.
23. I am good at thinking about several facts and arriving at a conclusion.
24. I could easily draw a detailed and accurate map of all the streets around where I live.
25. When I sing, I am able to stay on key.
26. I can learn new sports and dances easily.
27. I am good at role-playing and acting.
28. There are some things that I am working on to improve myself.
29. I can tell or write stories that other people like.
30. I am good at games where I am given certain information and have to solve something.
31. I could draw a 3D object on a flat piece of paper.
32. I often make up my own tunes or songs.
33. I am good at tasks that demand time and careful movements, like threading needles.
34. I am good at getting other people to agree with each other.
35. I am usually aware of how I feel and why I feel that way.

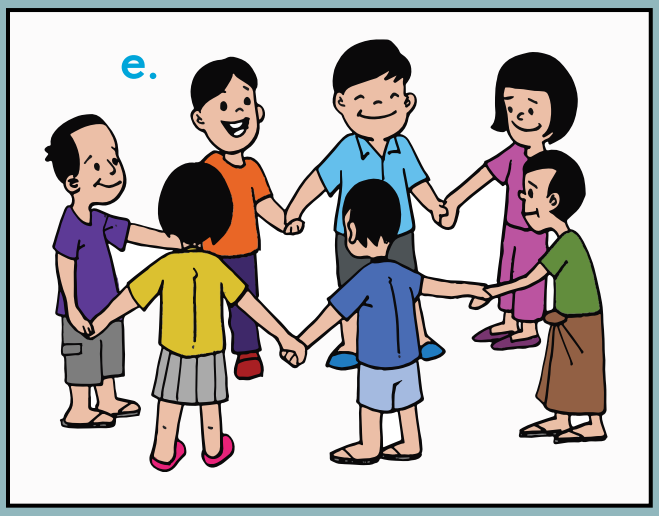
There are many theories about how we learn new things. One of the most well known is the theory of *multiple intelligences*. In 1983, psychologist Howard Gardner identified seven "intelligences" that humans use when they are learning something new. These intelligences don't relate to how smart we are, but to how we prefer to learn new knowledge and skills. Gardner called these seven unique preferences "multiple intelligences". The research and theory behind them is useful because it helps teachers to consider different ways that students prefer to learn.

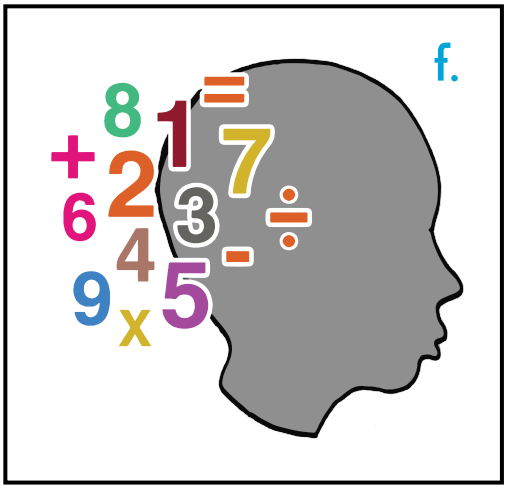
Gardner identified seven intelligences:

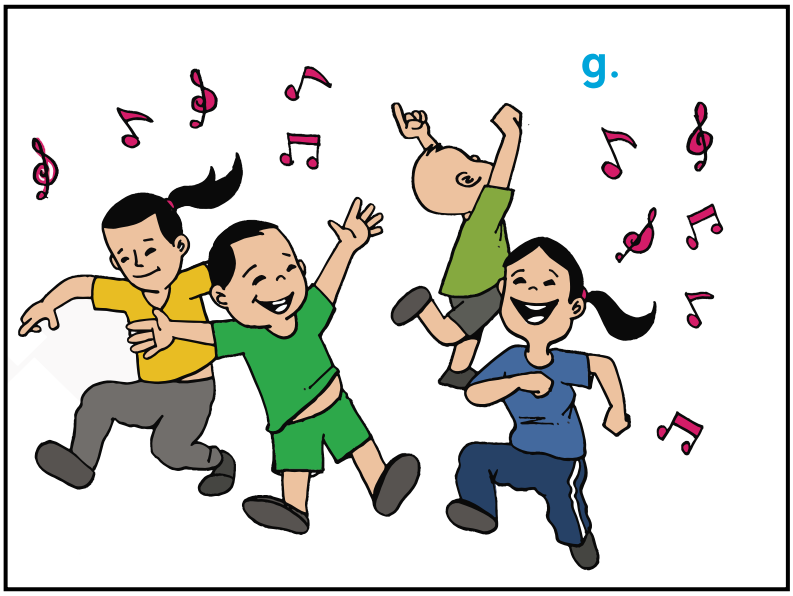
- **Verbal-linguistic:** Students like words and languages.
- **Logical-mathematical:** Students use reason, logic and numbers.
- **Visual-spatial:** Students think in pictures.
- **Musical-rhythmic:** Students think in sounds, rhythms and patterns.
- **Bodily-kinesthetic:** Students can control their body movements well and have good hand-eye coordination.
- **Intrapersonal:** Students are aware of their own thoughts and feelings.
- **Interpersonal:** Students can relate to and understand things from other people's points of view.











EXERCISE

C Read the text about multiple intelligences (left) then match the preferences (1-7 below) to the pictures (a-g) and the seven intelligences that are mentioned in the text.

1. Their preferences include listening and **empathy**.
2. Their preferences include reading, writing, painting, drawing and designing practical objects.
3. Their preferences include recognising their own thinking and reasoning and understanding their relationships with other people.
4. Their preferences include listening, speaking, story-telling and teaching.
5. Their preferences include singing, playing musical instruments and remembering tunes.
6. Their preferences include solving problems, organising things into categories and understanding the relationships between different things.
7. Their preferences include sports, dancing and acting.

ACTIVITY

D Look at your answers to 2.3 B.

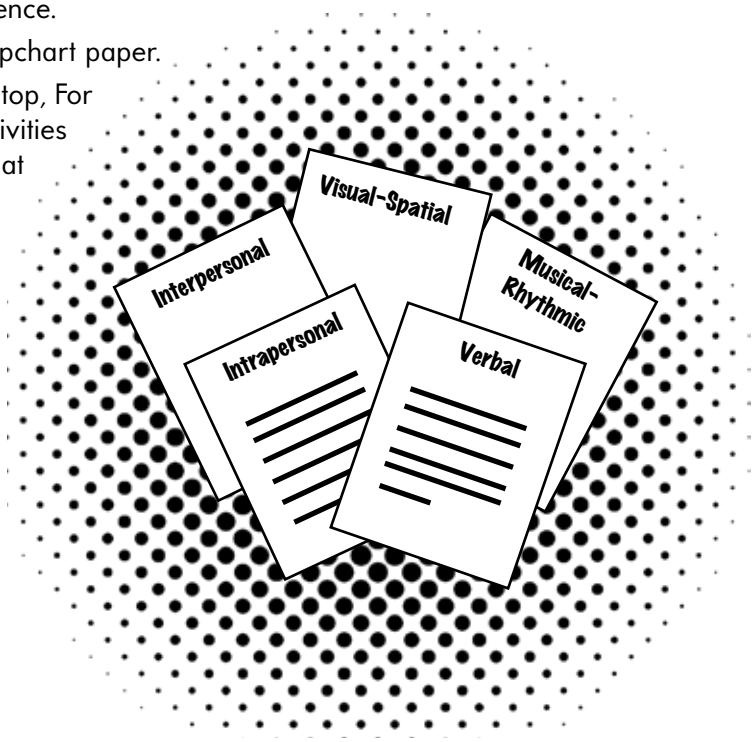
1. Put your scores from 2.3 B into the table then add them up. The highest scores are your learning preferences.
2. According to the table, which intelligences are you strongest in? Do you enjoy the kinds of activities that are related to these intelligences?
3. What sorts of activities do you most like doing in the classroom? Which intelligences do these activities connect to?
4. Share the results of the survey in groups. Which intelligences were the most common?

Intelligence	Statements					Totals
Verbal-Linguistic	**1**	**8**	**15**	**22**	**29**	
My Scores:						
Logical-Mathematical	**2**	**9**	**16**	**23**	**30**	
My Scores:						
Visual-Spatial	**3**	**10**	**17**	**24**	**31**	
My Scores:						
Musical-Rhythmic	**4**	**11**	**18**	**25**	**32**	
My Scores:						
Bodily-Kinesthetic	**5**	**12**	**19**	**26**	**33**	
My Scores:						
Interpersonal	**6**	**13**	**20**	**27**	**34**	
My Scores:						
Intrapersonal	**7**	**14**	**21**	**28**	**35**	
My Scores:						

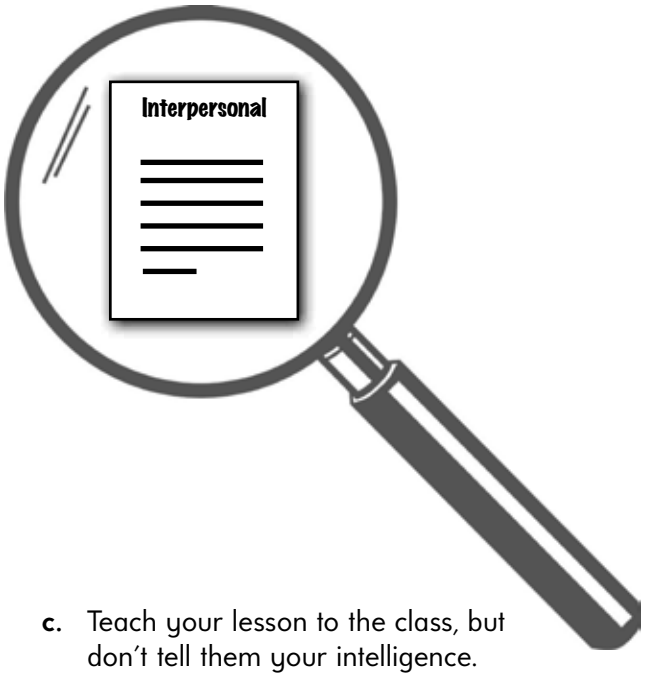
ACTIVITY

E Work in seven groups, one group per intelligence.

1. Create posters for each intelligence on flipchart paper.
   - **a.** Write your group's intelligence at the top, For two minutes, write down as many activities as you can think of that connect to that intelligence.
   - **b.** Move to the next flipchart. For two minutes, brainstorm and add activities that connect to the intelligence on that flipchart.
   - **c.** Continue to move from group to group and add new activities to each flipchart.
   - **d.** After your group has added activities to all seven posters, put the posters on the wall and walk around to see each group's ideas.



2. Practise teaching for multiple intelligences.
   a. Take the posters down, fold them up and mix them on the ground.
   b. Each group chooses a folded poster and creates a five-minute lesson using activities that connect to the intelligence for that poster.

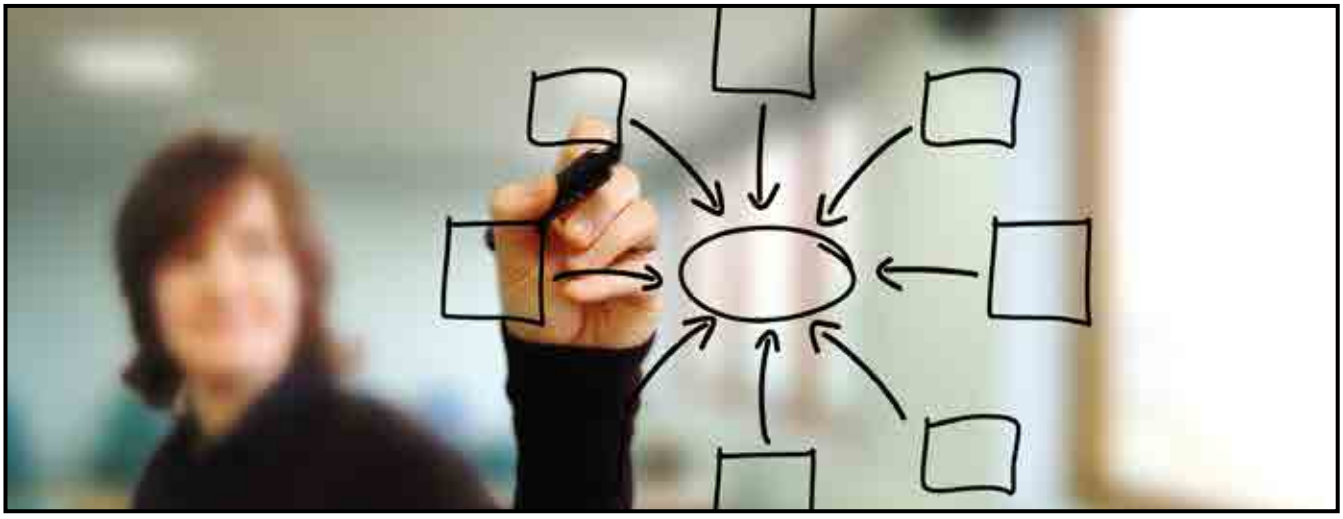


   c. Teach your lesson to the class, but don't tell them your intelligence.
   d. After each group has taught their lesson, guess which intelligence they were using.

DISCUSSION

F Discuss the questions.

1. What would happen if a teacher focused only on the same intelligences all the time?
2. Most students have several stronger intelligences, meaning that they prefer to learn in more than one way. How could you change your teaching to meet these needs?
3. How can a teacher prepare to teach a new class in a way that respects the intelligences of their students?



2.4 THE BRAIN'S LEARNING NEEDS

PREVIEW

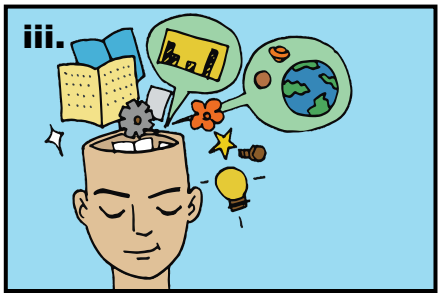
A What does our brain need to be healthy? Make a list.

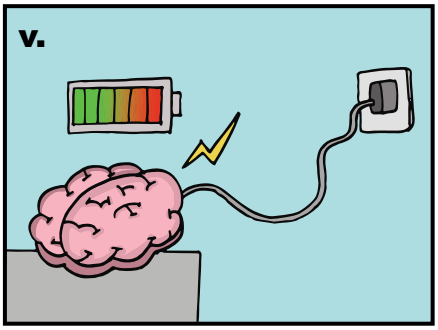
Modern science makes it possible to look at how our brains react when we learn. Scientists know that our brains receive, store and transmit information through nerve cells called **neurons**. Research shows that when our brains are "firing" (working hard), more neurons are active and more learning is taking place. Educators have looked at neuroscience (the study of brains) to get a better understanding about what works best for learning new things. They have learned that our brains are like muscles and, when our neurons are firing, our brains are growing stronger.

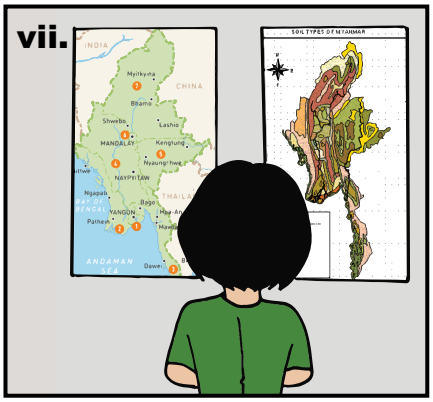
ACTIVITY

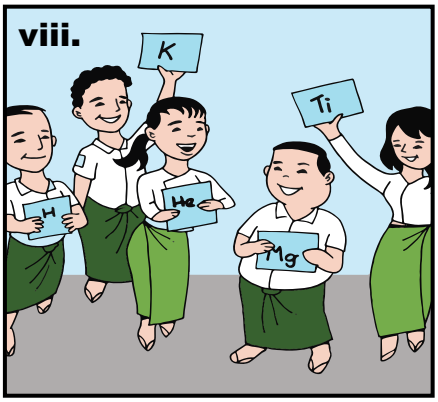
B There are many things that our brains need to learn effectively.

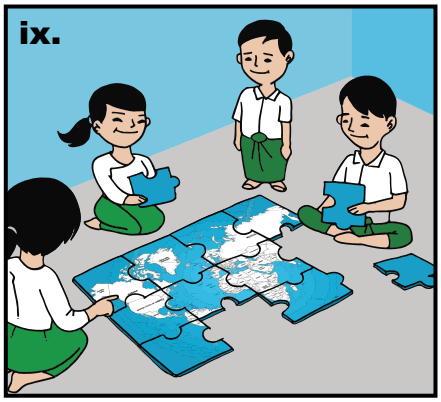
1. Match the nine needs (a-i on the next page) with the pictures (i-ix).











a. Recharging

Our brains are similar to batteries and can run out of energy. Luckily, they are easy to recharge by taking a break every 20-30 minutes. This allows our brains to re-energise and regain focus. If our brains get tired, it is important to rest.

b. Recycling

The more that we see, do and practise something, the better at it we become. It is important not to teach something only once then let it drop. Instead, recycle the content throughout the week, month and year.

c. Reflection

To learn effectively, we need to reflect on what we have learned. We should think about why it is important and what can we do with that knowledge. We should also reflect on our successes, challenges and mistakes so that we do better next time.

d. Novelty

If we use what we are learning in new or different ways, we will be challenging our brains and increasing our learning. It is important to practise applying our knowledge and skills in different situations so that we can learn and remember better.

e. Visuals

Our brains rely heavily on visuals and images. We are more likely to remember something that we have seen than something that we have been told. Visuals also help to give **context** to abstract ideas. They make it easier for us to "see" what we are learning when we are learning new ideas.

f. Movement and Oxygen

Our brains need blood to work at full capacity. Movement is one of the best ways to get blood flowing because it gives us more oxygen. Therefore, the best way to give our brains more oxygen is with physical exercise. It does not need to be really challenging or energetic exercise. Simple movement and stretching gives our brains more oxygen.

g. Socialising

More neurons are fired when we work with others. This doesn't mean that individual work is bad, but we learn and recall more when we share our knowledge and our thought processes with others.

h. Accessing Prior Knowledge

Students are not empty pots. They all come to us with knowledge. Our brains work best when we can connect new ideas to things that we are familiar with. Therefore, as teachers we need to find out what our students know. With difficult content, we need to figure out how students can relate to it.

i. Challenge

Our brains work more quickly when they are being challenged. However, our brains work best when we are happy and relaxed. When we are nervous or stressed it is more difficult for our brains to learn. We need challenges, but when we are doing challenging things, we should not feel too much stress.

2. On the next page are some classroom activities. Match the activities from the list (A-J) with the needs above. Activities can match more than one need and needs can match more than one activity.

Classroom Activities

A sample of some of the many activities you can use...

A. Texts around the Room
Choose three to six texts about a topic or divide a longer text into three to six parts. Stick them on the walls of your classroom. Write two to four comprehension questions for each text. Mix their order and write them on worksheets or on the board. Students move around the room reading the texts and answering the questions.

B. Backs to the Board
Divide the students into two teams. One person from each team sits in a chair facing away from the board. Write a word or **key concept** from an earlier class on the board, so that the students sitting in the chairs cannot see the word. Their teammates face the board so that they can see what is written. Each team gives clues to **elicit** the word or concept from their back-to-the-board student. The first student to say the word or concept wins a point for their team.

C. Running Dictation
Students work in teams of four to ten. Each team chooses one student to be the writer. The writer sits on the opposite side of the room from their team. Give each team a copy of the text. The first team member memorises the first part of the text, runs to the writer and dictates what they remember. The writer writes it down and the first team member returns to their team. The second team member memorises the next part of the text, runs back to the writer and dictates. Continue until each team has finished the whole text. After finishing, teams can compare what they wrote to the original text.

D. Word Webs Each student receives a card with a word on it. The students mingle and find classmates who have words that are related to their word and they form a group. Then they organise their groups together to show a relationship between words and groups, which will create a whole-class human web.

E. Predicting While reading out a text or watching a film, stop and let students predict what will happen next and why. Continue the text or film. Students check to see if their predictions were correct.

F. Why Why Why? Ask students a "why" question. Rephrase their answer to create another "why" question. Do this five times.

G. Answer Mingle In groups, students write questions about the lesson they have learned. For each question they write on small pieces of paper, they must write the answer on another piece of paper. Mix the questions and answers and give each student a piece of paper. The students mingle to match the correct questions and answers.

H. Apply It to My Life
Students write about their experiences of what they are learning and how it connects to their lives.

I. Posters Students design a poster about what they are learning. This might include quotes, pictures, cartoons, summaries, reflections, questions, opinions, etc. Put the posters on the wall and let students walk around and see each poster.

J. Vocabulary Cards
Students choose some useful words or concepts that they have trouble remembering. Write the word or concept on one side of a small piece of cardboard. On the other side, write a definition or synonym, an example sentence, a translation and/or a picture. Students put the cards in their pockets or bags. At any time – whether they are sitting at home, on the bus, waiting for someone – they can use these cards to test themselves.

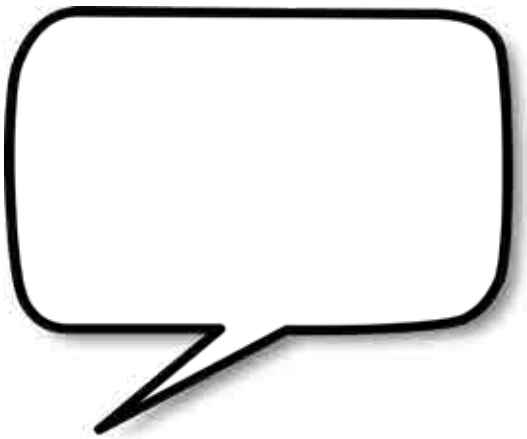
3. Discuss:
- **a.** What are the benefits of doing these activities in your class?
- **b.** What difficulties might you face in doing these activities?

ACTIVITY

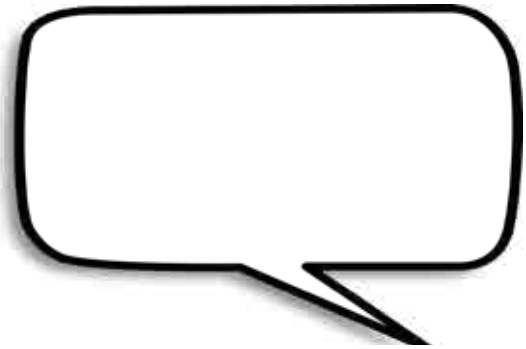
C Practise your teaching.

1. In pairs, choose one of the classroom activities from the previous page. Plan to use that activity and an appropriate textbook to teach some content from the subject that you teach.
2. Teach your activity, either to another pair or to the class.
3. Give feedback on another pair's activities. Use these sentences:

- I liked _____ (*e.g., "I liked your instructions."*)
- It would be better if _____ (*e.g., "It would be better if you moved around more."*)



4. In a group with your feedback pair, discuss each other's feedback.



DISCUSSION

D Discuss the questions.

1. Which of these nine needs might be easy to incorporate into your teaching? Why?
2. Which of these needs might be challenging to incorporate into your teaching? Why?
3. How can you incorporate each of the nine needs into your lessons?

i. Recharging

ii. Recycling

iii. Reflection

iv. Novelty

v. Visuals

vi. Movement & Oxygen

vii. Socialising

viii. Accessing prior knowledge

ix. Challenge

ACTIVITY

E Read the seven texts below then discuss the questions.

1. Which needs (from page 33) do the ideas in the texts relate to? Some texts may match more than one need and some needs may match more than one text.
2. How do the texts connect to your experiences as a teacher and as a student?

The Science of Learning

a. The Brain Needs Novelty

Boredom can have negative effects on your ability to pay attention and learn. Practising things multiple times is extremely important when learning new things, but what our brains really want is **novelty**.

Researchers have found that novelty releases the chemical dopamine throughout the brain. Dopamine is often considered the "feel good" chemical as it gives us feelings of pleasure. However, scientists have shown that it actually has a much bigger role because it encourages feelings of motivation and prepares the brain to learn. This discovery has changed the way that we think about learning. We now know that our brains want new and different learning experiences.

Adapted from http://niemanreports.org/articles/novelty-and-testing-when-the-brain-learns-and-why-it-forgets/

b. More Information Doesn't Mean More Learning

Our brains are able to receive quite a lot of information, but there is a point at which it becomes overwhelmed. Scientists call this "**cognitive** overload'. Although our brains do enjoy new information, when there is too much of it, our brains cannot process any more or divide our attention between all of the new information.

To reduce the possibility for cognitive overload, teachers need to be careful about how much new information they present during a lesson and how they present it. Scientists recommend that teachers present information in groups (known as chunking), connect new information to past experiences and prior knowledge of students and reduce the amount of non-essential information.

Adapted from http://clive-shepherd.blogspot.com/2007/02/science-of-learning.html

c. Use It or Lose It

There is a reason that people might forget how to speak a language or forget how to do certain mathematical problems. If you don't use these skills regularly, the neural pathways in the brain that store this information can weaken over time. If these pathways become weaker, the information that they contain can eventually be lost.

Research has found that the brain generates more cells than it needs, but the brain cannot keep all of these cells. For a cell to survive, the brain must give it chemical and electrical stimulation. This stimulation occurs when the brain is using the information that is stored in the cells. If a cell doesn't receive chemical and electrical stimulation and it isn't being used, that cell will die and the stored information will be lost. If you don't use information, your brain won't give it attention and it will be lost. This might explain why, when some students come back from school holidays, they are much more likely to have forgotten important skills and knowledge in reading and mathematics.

Adapted from http://www.sciencedaily.com/releases/2008/02/080207091859.htm

d. Mistakes Are an Essential Part of Learning

Often, "failure" is a word that teachers and students do not want to hear. However, research shows that failure is actually an essential part of learning. A 2012 study found that students performed better in school and felt more confident when they were told that failure was a normal part of learning.

It usually takes a lot of practice to learn how to ride a motorbike or play football well. It can also take multiple tries to master

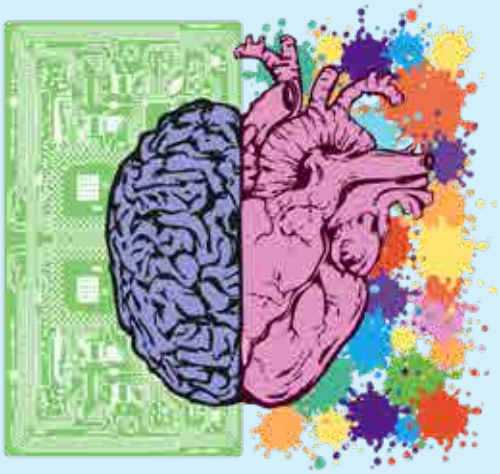
an academic task. Neuroscience research suggests that the best way to learn something new is to identify the mistakes that you may have made and then concentrate on how to do the task correctly. Focusing only on mistakes can actually increase the chance that the same mistake will happen again. Focusing on both mistakes and improvement, on the other hand, helps learners become more creative and better problem solvers.

Adapted from http://www.sciencedaily.com/releases/2012/03/120312101439.htm

e. Emotion Influences the Ability to Learn

The ability to learn, remember and use information is influenced by our emotions and how we feel. Situations where students feel stressed, ashamed or uncomfortable can make it more difficult for them to learn. If students face difficulty in learning, this can make them feel even stronger negative emotions, which creates a dangerous cycle.

Research has shown that the emotional part of the brain, (called the limbic system) has the ability to open up or shut off access to learning and memory. When we feel stress or anxiety, our brain blocks access to learning and memory, which makes it difficult or even impossible to learn. Therefore, teachers must be aware of the



emotions of their students and the effects of students' emotions on their learning.

Adapted from http://www.greatschools.org/parenting/teaching-values/751-the-role-of-emotions-in-learning.gs

f. Our Brain Is a Very Dynamic Organ

Until the past few decades, many people thought that the connections between the neurons in your brain were fixed by the time you became a teenager. One of the biggest findings in the science of learning was when scientists realised that this is actually not true. In fact, the brain can change at any age and it can grow neurons and adapt to new situations. However, the speed that this happens does slow down with age.

We call the brain's ability to change *neuroplasticity*, and this discovery has been very important in our understanding of how the brain works. Now we know that anyone has the ability to learn new information and skills, from the youngest child to the oldest adult.

Adapted from: http://www.infoq.com/articles/science-of-learning

g. Learning Is Social

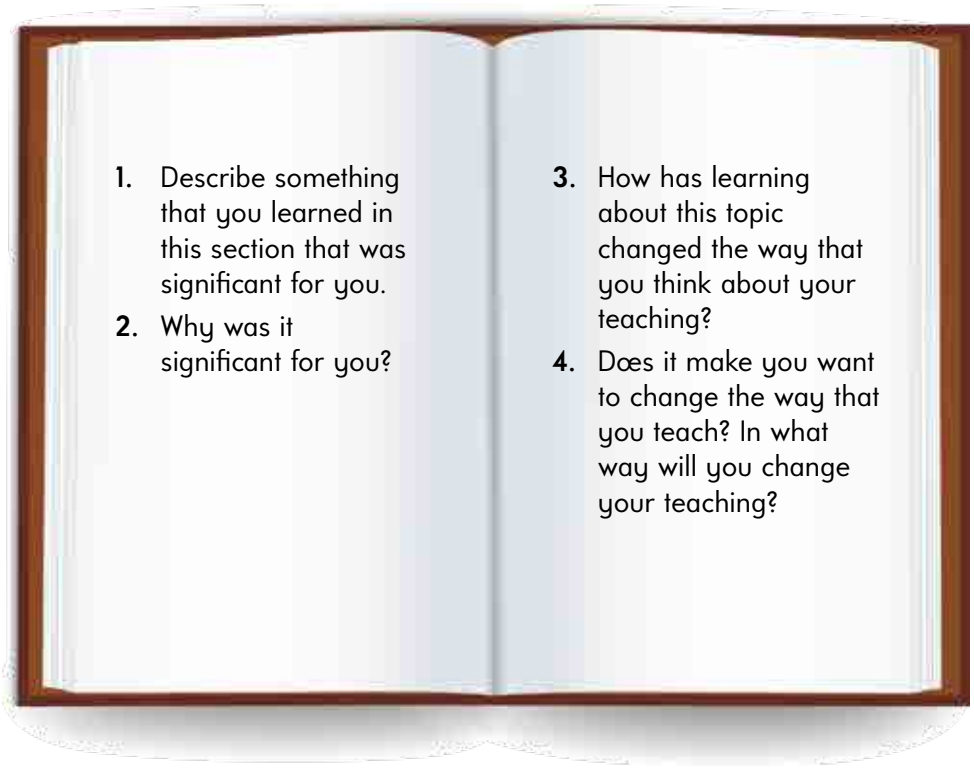
Although some people might learn best individually, the majority of people need a social environment to maximise their learning. Research has found that from childhood through to adulthood, we learn better through social cues, such as recalling or copying the actions or words of another person.

Socialising has been shown to have other learning benefits. Collaborating and learning with peers gives students access to a wider set of experiences and it requires the use of nearly all of the body's senses. Using more senses when learning activates your brain more and improves long-term memory. Therefore, groupwork can be a useful opportunity for greater learning.

Adapted from http://www.nwp.org/cs/public/print/resource/3555l

REFLECTION

F In a *reflective journal*...



1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 2: How We learn

Before a teacher can identify specific student needs, it is necessary to understand how we learn. Students have different preferences for learning. Therefore, it is important for a teacher to view each class as a group of unique individuals who bring their own preferences and past experiences into the classroom.

The best way to plan for students' different learning preferences is to use a mixture of learning activities in each lesson and throughout the course. Try to increase the amount of active learning in class. Try also to change how you do activities from time to time. If you do the same thing in the same way each lesson, your students may feel bored and their brains won't be challenged in new and different ways.

Our brains need exercise to work at their full capacity. If you plan your teaching to respect the different learning needs of your students, their brains will grow stronger and develop more.

3 Being an Effective Teacher

Objectives

- Trainees will be able to give examples of the cause-and-effect relationship between teacher and students.
- Trainees will be able to categorise the knowledge, skills, attitudes and behaviours that are required to be an effective teacher.
- Trainees will be able to explain some of the different roles of a teacher.

Glossary

attitude (n) – စိတ်နေစိတ်ထား။

cause-and-effect relationship (n) – ကြောင်းကျိုးဆက်စပ်မှု။

clarify (v) – ရှင်းလင်းပေးသည်။

expectation (n) – မျှော်လင့်ချက်၊ လိုလားချက်။

humiliation (n) – နှိမ့်ချမှု။

mentor (v, n) – အနီးကပ်ဆရာ၊ လမ်းညွှန်သူ။

methodology (n) – နည်းလမ်း။

monitor (v) – စောင့်ကြည့်လေ့လာသည်။

rank (v) – အဆင့်ခွဲသည်။

toolbox (n) – နည်းလမ်းကိရိယာများ စုဝေးမှု။

trial and error (n) – စမ်းသပ်ရင်း မှားရင်း သင်ယူသိရှိမှု။

3.1 A GREAT CLASS

PREVIEW

A Think about your favourite class.

1. Why did you like it? What made it interesting? Who was the teacher? What did they do? In a table, list adjectives, phrases and examples that describe this class.
2. In pairs, discuss these classes.

Adjectives	Phrases	Examples
Example: cooperative	*working together as one*	*We worked in small teams to create projects that reduce pollution in our community.*

Cause and Effect in the Classroom

One of a student's biggest learning needs is an effective teacher. This is because of the strong **cause-and-effect relationship** between teacher and students.

Often the learning, behaviour and feelings of the students are the result of what the teacher does in the classroom. The teacher is a mirror for the students – if the teacher shows boredom or annoyance, the students will too. If the teacher shows enthusiasm and curiosity, the students will too.

ACTIVITY

B What is the cause-and-effect relationship between teacher and students? In pairs or groups, list some ways a teacher can affect their students. Use your ideas above to help you.

If the Teacher Does (Cause)	The Students Will Do (Effect)
If the teacher praises students who ask questions...	*... the students will ask more questions.*

ACTIVITY

In groups, make a list of *dos and don'ts* for teachers.

1. What should a teacher do to have a positive effect on their students? Make a list of six things that they should do.
2. What should a teacher not do because of the negative effects that it would have on their students? Make a list of six things that they shouldn't do.
3. Put your list on the wall. Walk around looking at other groups' lists. Draw stars next to the ideas that you like the most.
4. Read and review the following nine habits of an effective teacher. How are they similar and different from the list you created in question 1, above?

The 9 Habits of an Effective Teacher

1. ENJOY: A teacher loves what they do. Their love of teaching is shown through their enjoyment and enthusiasm in the classroom. If a teacher shows their passion for teaching, the students will respond by seeing class as an engaging and interesting experience.

2. CLARIFY: A teacher **clarifies** their **expectations**. They explain what is to be taught and why, so that students know what they need to do to be successful in class.

3. FACILITATE: A teacher should try to facilitate learning through group discussions, projects, tasks and other activities. They know that education is not about only giving knowledge, but also about leading students through an process of exploration.

4. GIVE FEEDBACK: Teachers give feedback so students know that they are heading in the right direction. Students need praise and encouragement if they are doing well, and they need guidance if they are having problems. Teachers can also receive feedback from their students so that they can make changes, to more effectively meet their students' needs.

5. GET PERSONAL: Teachers need to know their students. They need to know not only each student's name but who they are as people. What are their needs? What motivates them? What are their likes and dislikes? What are their strengths and concerns? This means also sharing some information about yourself to make a true connection between you and your students.

6. HAVE EXPECTATIONS: There must be a set of expectations that both students and teachers are aware of and need to meet. From the beginning of a class, make sure students know what behaviour is expected of them. An effective teacher models these expectations. If they ask students to not look at their mobile phones in the class, they should not use their own phone either.

7. STAY ORGANISED: To be effective you need to be organised and keep on top of all the paperwork – marking, planning and record-keeping.

8. ENCOURAGE PARTICIPATION: Students are more engaged in the learning process if they have a voice in how things are done. An education isn't just about knowledge but about learning life skills, like planning, organising and decision making.

9. UNDERSTAND THAT THEY MAKE A DIFFERENCE: Teachers can change lives. An effective teacher inspires greatness. Teachers have a responsibility to their students to provide a safe, secure, positive environment that might not be available to them outside the classroom.

ACTIVITY

D Look at the nine habits of an effective teacher from pages 43 and 44 and:

1. In pairs, choose the six habits that you like the most and **rank** them, with your favourite as number one.
2. How would you help a teacher develop these habits? Make recommendations.
3. Present one or two of your habits and recommendations to the class.
4. In groups, choose one of the habits from your list. Create a role play that shows this habit and your recommendations.
5. Perform your role play to the class. Don't tell the class which habit you are role-playing. Guess which habits other groups are role-playing.

Six Habits

Favourite

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

DISCUSSION

E Discuss the questions.

1. How can a school encourage teachers to do the *dos* that you listed and not do the *don'ts* that you listed?
2. Of the nine habits of an effective teacher from pages 43 and 44, which action is the easiest and which is the most challenging for you? Why?

3.2 REQUIREMENTS OF AN EFFECTIVE TEACHER

PREVIEW

A Discuss and predict the answers to the questions.

1. What is the difference between knowledge and skills?
2. What is the difference between **attitudes** and behaviours?
3. What is the relationship between attitudes and behaviours?
4. What knowledge, skills, attitudes and behaviours do effective teachers need?

Read the text below and check your answers.

The Role of the Effective Teacher

The role of the effective teacher is to guide, facilitate and manage high quality learning for each student equally. To do this, we need to have certain qualities – the knowledge, skills, attitudes and behaviours needed to fulfil this role:

Knowledge

Teachers must have enough information about, and understanding of, the subjects that they are teaching, and also about teaching itself.

Skills

Teachers must have the ability to guide, facilitate and manage their students when they are teaching.

Attitudes

Teachers must have thoughts and feelings that have a positive effect on their students.

Behaviours

Teachers must behave appropriately with their students so that they feel safe and motivated to learn.

ACTIVITY

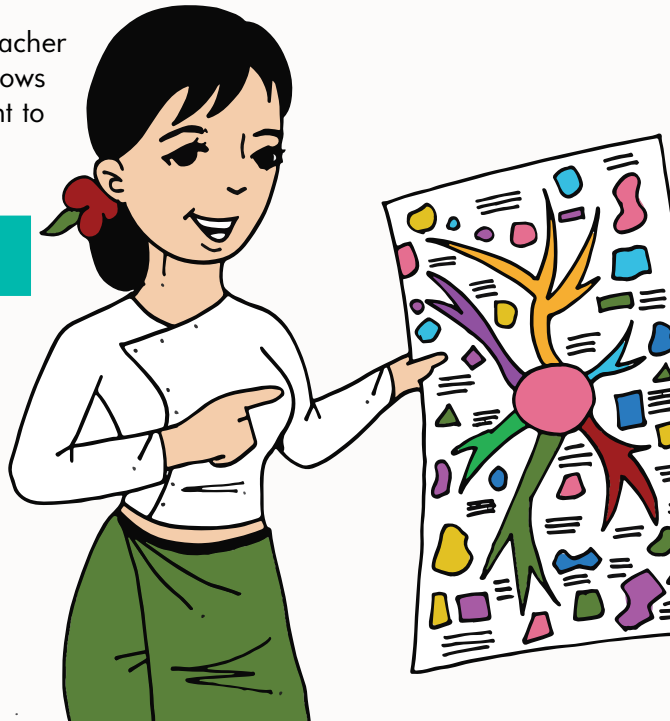
B Put the effective teacher qualities in the table.

Knowledge	Skills	Attitudes and Behaviours

1. has patience
2. knows about the subject
3. is fair to all students
4. explains clearly
5. listens to students
6. gives praise
7. understands how people learn
8. has learned about teaching
9. knows how to research about a topic
10. gives clear instructions
11. cares about students
12. dœsn't shout
13. controls their emotions
14. dœsn't use physical punishment or **humiliation**
15. makes the subject interesting
16. makes the subject fun
17. creates mutual respect in the classroom
18. is calm
19. creates lesson plans
20. creates rules for the classroom
21. uses practice activities
22. presents new knowledge and skills
23. connects classroom learning to real life
24. encourages students
25. assesses students' learning
26. gives feedback to students
27. attends workshops and trainings
28. observes other teachers to get new ideas

ACTIVITY

C In pairs or small groups, choose six of the effective teacher qualities from 3.2 B. Create a mindmap poster that shows the relationship between these qualities. You may want to add examples and illustrations to your poster.



DISCUSSION

D Discuss the questions.

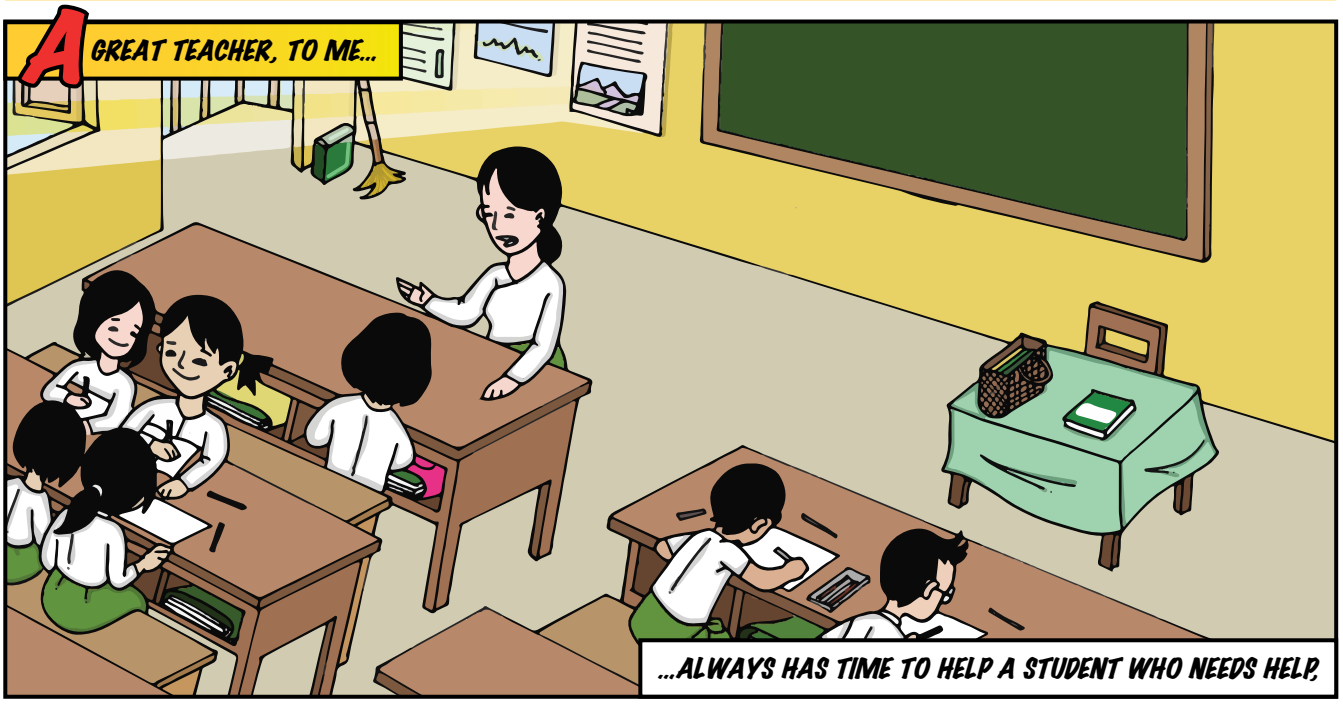
1. How do knowledge, skills, attitudes and behaviours relate to each other? Give examples to support your answer.
2. How can a teacher improve their knowledge, skills, attitudes and behaviours?

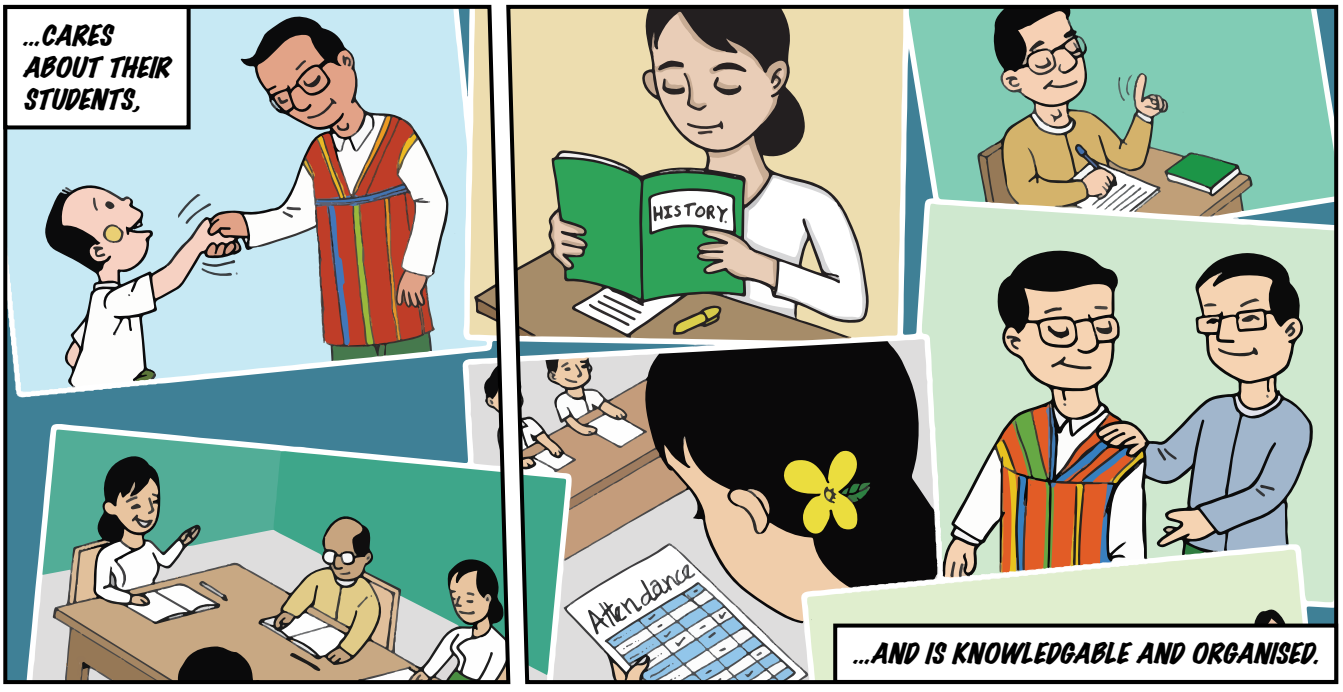
3.3 A GREAT TEACHER

PREVIEW

A Think back to a great teacher who strongly influenced you.

1. Describe them. What knowledge and skills did they have? What attitudes and behaviours did they have?
2. What roles and responsibilities did they take? Were they just a teacher, or were they more?





Roles of a Teacher

A teacher takes on many roles throughout each class and throughout a school day. Teachers plan lessons, deliver lessons and assess lessons. They **monitor** and **mentor** their students and try to understand the difficulties that students are having and why they are having those problems. Teachers also do paperwork, attend meetings and work with parents, colleagues and supervisors. Teachers teach, but they also do much, much more.

ACTIVITY

B Think about a typical day as a teacher, and:

1. In groups, think about the various roles that the teacher plays throughout the day. Here are some examples – add them to the table.

a. ~~Planner~~
b. Organiser
c. Psychologist
d. Administrator
e. Mentor
f. Assessor
g. Monitor
h. Friend
i. Researcher

The Roles of a Teacher		
In the classroom	**In the school**	**In the community**
	a. planner	
Before a lesson	**During a lesson**	**After a lesson**
a. planner		

2. What other roles do teachers play? Add them to the table.
3. Present your ideas to the class or to another group.
4. Check your answers for questions 1 and 2 with the possible answers in the back of the book. Do you agree with the answers? Why or why not?

THE ROLES OF A TEACHER

C Play the game.

1. In groups of three to six, each player finds a marker (e.g., a coin, eraser or stone).
2. Write 1, 2 and 3 on slips of paper and fold each so that you can't read the number.
3. Everyone places their marker on the start box. Player 1 picks a slip of paper and moves their marker forward that number of boxes.
4. When they land on the box, they say what role they think the teacher is playing and why.
5. Once they have finished, fold the paper back and put it with the other slips. It is now the next person's turn.

I need to give attendance sheets to the principal.
I wonder why Hkaw Lwi is so quiet today?
Are the desks organised correctly for today's lesson?
Where can I find an interesting activity to use with this topic?
Why doesn't Eh Gay want to work with his group?
"Do you need help with this?"
How can I make this lesson more meaningful for my students' lives?
"What is the definition?"
How much time do my students need to complete this activity?
"List three ways this lesson connects to your own lives."
I need to check to see if the groups are following the instructions.
I need to bring extra markers for tomorrow.
FINISH
Why did only three students get the right answer?
Will this lesson work with my students' learning preferences?
Will I ask my students to work in pairs or small groups?
"You have five minutes left to finish the activity."

ACTIVITY

D Look at the different teaching and training situations.

1. Identify three of the most important roles and one of the least important roles (from page 49) for each situation.

	a. Grade Two Class	b. University Lecture	c. Military Training	d. Cooking School	e. Grade Eleven Tuition	f. Human Rights Workshop
Most Important						
Least Important						

2. Check your answers with the possible answers at the back of the book. Do you agree with each answer? Why or why not?

DISCUSSION

E Read the statements. Do you agree or disagree with each? Why? Discuss in groups or as a class.

1. Great teachers are born, not made.
2. Good teachers are also good students.
3. Good teachers are like parents to the students.
4. Our ideas of what makes a good teacher come from how we were taught.
5. Good teachers are like gardeners who help seeds to grow.
6. Good teachers are like factory workers – building great students.

ACTIVITY

F Here is some advice for teachers.

1. Match the headings (a-h) to the advice (i-viii).

a. Collaborate with Colleagues	**e.** Reflect
b. Find Inspiration	**f.** Create a **Toolbox**
c. Take Risks	**g.** Always Develop
d. Focus on the Hard Stuff	**h.** Be Flexible

i. "Don't try to create too many new things on your own. Use the resources around you to find inspiration. Look online and in books for activities, games, songs, projects, etc., and see what others have done."

ii. "Create a professional learning community to share ideas, discuss issues and get help. Team-teach and share classes. Get and give support. Discuss what works and what doesn't."

iii. "Seek out conferences and training opportunities. Look for videos and online classes to learn about new **methodologies**. Do not get stuck in a routine or think that you know it all. Great teachers need to be great students and always try to improve."

iv. "Don't fear failure. Try new things. Show your students that it is OK to take risks and fail and try again. If an activity doesn't go well, don't give up; try again. Few things are perfect the first time. Don't let others tell you what is not possible or can't be done."

v. "Think about the teaching that you have just done – both the good and the bad. Ask yourself:

- What was the class or activity?
- What happened during it?
- What were the outcomes and the results?
- What are you going to do next?
- How do you change what went wrong and how do you reuse what went well?

Remember to give students the opportunity to reflect on their own learning as well. Give them time to think about and focus on what they are learning."

vi. "Take time to focus on things that are difficult for you. Often teachers teach to their own strengths and avoid teaching in ways that show their weaknesses. Also, focus on where your students are struggling and give them extra time and practice on it."

vii. "Don't worry if things don't go as planned. Always go to class prepared, but don't worry if things don't go as planned. Changing your plan is fine. Try new things."

viii. "Track what methods and styles work and when they work. This way you are always prepared for the unexpected and can easily find appropriate activities. Save any worksheets and activities that you have made. Don't just do something once and then never do again. Reuse the things that work well and that your students like. Work smart, not hard."

2. These new teachers are looking for advice. Match their questions and issues (A-H) to the advice (i-viii on the previous page).
3. In groups, explain the reasons that you made each match.

A. "I really enjoyed pre-service training. How can I keep learning more, even when I am an experienced teacher?"'

B. "It is difficult to think of ideas for activities and resources, and I don't have much time to make them."

C. "Sometimes I spend a long time planning a lesson, but during the class, I need to do things differently. Is that OK?"

D. I am afraid to make mistakes. What if an activity doesn't work? What if my students see that I am wrong?

E. I make lots of resources and plan a different lesson for every class. This is not very efficient – how can I reduce planning time?

F. How can I get more help and support from colleagues in my school?

G. Sometimes my lesson plans work, sometimes not so well. I want to remember what works well and what to change for future classes.

H. I like organising activities with a lot of action – running, shouting and competition. My students enjoy them. However silent writing activities are hard to manage in my classes.

4. Choose one of the pieces of advice (i-viii on the previous page) that you might follow in the near future. Write down why you chose it and how you are going to use it to be a more effective teacher. In groups, explain your plans.

Advice	Reason for Choosing	How You Will Use It
vi – Take time to focus on things that are difficult	*I usually only teach things I know a lot about, so students miss out of things I am not an expert in.*	*I will look up some practical science teaching techniques and do more science experiments in my class.*

ACTIVITY

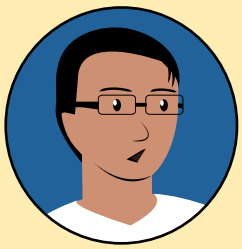
Sayar Nai Lin teaches at a government middle school. Sayama Roseline teaches at a higher education programme for adults. They are being interviewed for an education journal. Read what they say about their teaching experiences then answer the questions on the next page.

How would you describe what it is like to be a teacher?

Sayar Nai Lin: Oh wow, it is a really challenging – but also really amazing – job. I truly feel like I am making a difference in my students' lives – all 80 of them! I teach several different classes so I have lots of opportunities to help my students learn, but I also had to learn so many names. It took several weeks, but now I can confidently say that I know the name of each student. My students are great, but they are also very energetic. I have definitely learned that it is really important to plan everything in my classroom so that I can more easily control the class.

Sayama Roseline: Yes, it's important to be a good planner. My students are quite a bit older than your students, and they are coming to class because they want to be better prepared to find a job. I believe I have a really important role to play in preparing them to get the kinds of jobs that they are interested in. My students are really active and share their ideas, opinions and experiences. I often find myself facilitating discussions and helping them connect what they are learning to previous experiences.

What has been the most surprising thing about being a teacher?



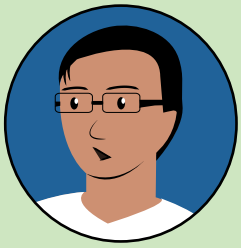
Sayar Nai Lin: Giving feedback is so important! I make sure that all of my students receive feedback after each activity, and at least once a month I give them a progress report with their marks in the class. I obviously have to be really organised with my grading, but it is totally worth it because my students like to know how they are doing in class. I believe that their marks motivate them to try harder too.

Sayama Roseline: I don't give as much feedback as you, but I do make sure to talk to my students as often as possible. I have office hours each week where they can come and talk to me about their learning experiences. Often, they want to talk about their goals for after our programme. We discuss how their learning in the classroom can help them get the jobs that they want in the future. I like to chat with my students to make sure that they feel comfortable in our class.

Do you believe that you have to become a better teacher?

Sayama Roseline: Practise definitely makes perfect! I received some teacher training before I took this position, so I had some knowledge about teaching and had some skills. I knew that I was going to make some mistakes during my first months of teaching, however, I also know that we can learn from our mistakes, so I thought about my performance after each class and identified the areas of my teaching that I most wanted to improve.

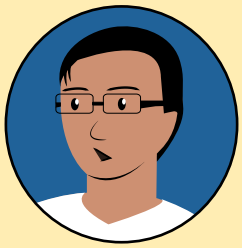
Sayar Nai Lin: Yeah, I needed to read more about science to help me become a more knowledgeable, confident teacher. Luckily, I was able to find materials on the internet. I also made sure to read through the textbook before I started teaching so that I would be familiar with the content. If I don't understand something, I use the internet to research more about it.



What advice would you give to new teachers?

Sayama Roseline: Well, the most important thing that a new teacher can have is a positive attitude. Making mistakes is natural, and we can learn from our mistakes. We don't have to be perfect. We just have to be willing to try hard with planning before the lesson, teaching during the lesson and thinking about our strengths and weaknesses after the lesson.

Sayar Nai Lin: We definitely need to keep organised after our lessons. We should store our materials and resources safely. We should remember what activities worked well, so that we can use them again. We should keep our students' marks recorded. The more organised we are, the easier it is to plan for future lessons. Also, don't forget to talk to other teachers and get their advice. I have found that "two heads are better than one", so talk to your colleagues and learn from them as much as possible.



1. How does each of the concepts from this chapter connect to the discussion?
   - **a.** Being a Planner
   - **b.** Collaborating with Colleagues
   - **c.** Knowledge and Skills
   - **d.** Giving Feedback
   - **e.** Reflection
   - **f.** Understanding That You Make a Difference
   - **g.** Getting Personal
   - **h.** Staying Organised
   - **i.** Always Developing
   - **j.** Attitudes and Behaviours
   - **k.** Finding Inspiration
   - **l.** Being a Researcher
2. What questions would you like to ask these two teachers? Write at least two questions.
3. Discuss your questions in small groups. Predict how the teachers would answer these questions based on what and where they teach.
4. Explain your questions and answers to the class. How would your trainer answer the questions?

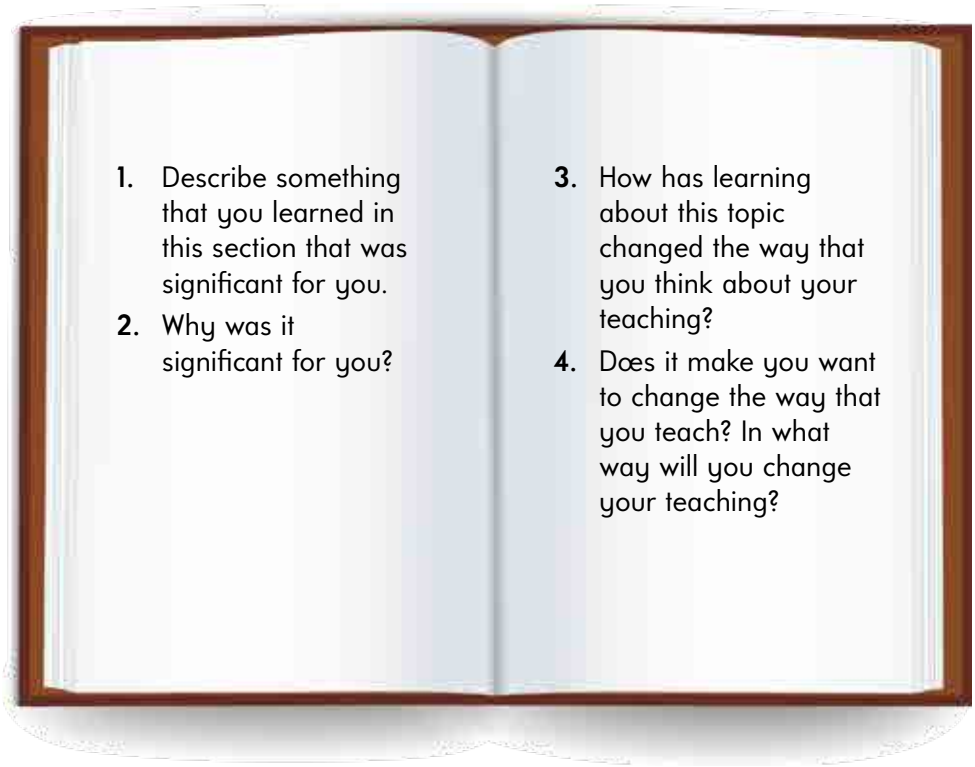
DISCUSSION

H Discuss the questions. You can refer back to the advice on page 53.

1. What advice do you think is most important for new or inexperienced teachers?
2. What advice do you think is most important for experienced teachers?

REFLECTION

I In a *reflective journal*...



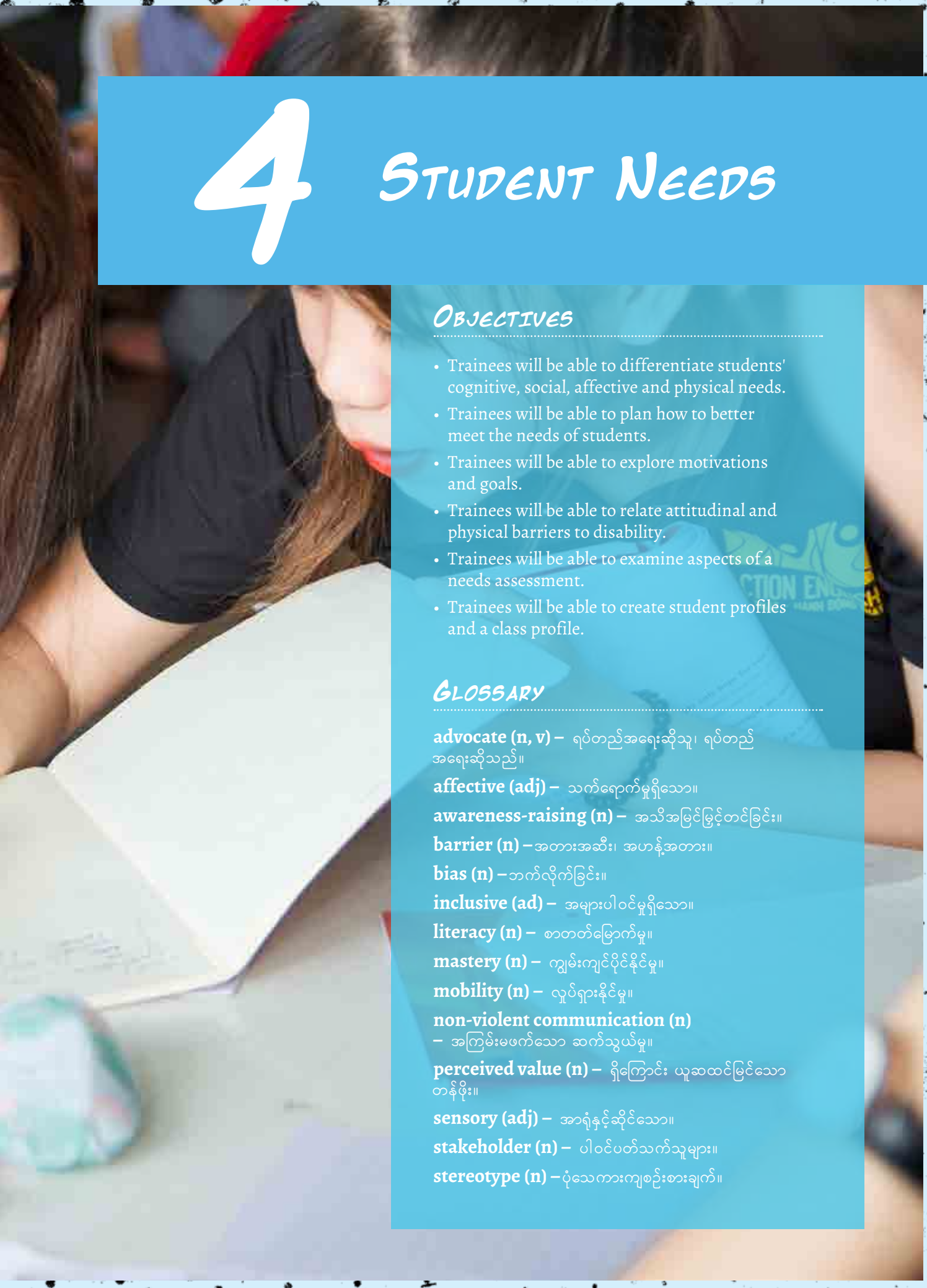
Summary – Chapter 3: Being an Effective Teacher

The role of the teacher is to guide, facilitate and manage high quality learning for all students equally. To do this effectively, the teacher needs to recognise that there is a cause-and-effect relationship in the classroom between the teacher and the students.

Students learn from the lessons that we give and also from how we act. Our actions often speak louder than our words. If our students see us learning from our mistakes, trying hard to solve a problem, or seeking answers to a difficult question, they will do the same. What students do is often a result or effect of what teachers have done.

Effective teachers share common characteristics. These characteristics relate to the knowledge, skills, attitudes and behaviours that they have. Effective teachers perform a variety of roles inside and outside the classroom, and these characteristics can be useful for each role.

Effective teachers develop over time, with practice and through **trial and error**. It is important to recognise that becoming an effective teacher is itself a journey. The journey will be bumpy and we may take some wrong turns or need to take a detour, but the final destination is worth the effort.



4 Student Needs

Objectives

- Trainees will be able to differentiate students' cognitive, social, affective and physical needs.
- Trainees will be able to plan how to better meet the needs of students.
- Trainees will be able to explore motivations and goals.
- Trainees will be able to relate attitudinal and physical barriers to disability.
- Trainees will be able to examine aspects of a needs assessment.
- Trainees will be able to create student profiles and a class profile.

Glossary

advocate (n, v) – ရပ်တည်အရေးဆိုသူ၊ ရပ်တည်အရေးဆိုသည်။

affective (adj) – သက်ရောက်မှုရှိသော။

awareness-raising (n) – အသိအမြင်မြှင့်တင်ခြင်း။

barrier (n) – အတားအဆီး၊ အဟန့်အတား။

bias (n) – ဘက်လိုက်ခြင်း။

inclusive (ad) – အများပါဝင်မှုရှိသော။

literacy (n) – စာတတ်မြောက်မှု။

mastery (n) – ကျွမ်းကျင်ပိုင်နိုင်မှု။

mobility (n) – လှုပ်ရှားနိုင်မှု။

non-violent communication (n) – အကြမ်းမဖက်သော ဆက်သွယ်မှု။

perceived value (n) – ရှိကြောင်း ယူဆထင်မြင်သော တန်ဖိုး။

sensory (adj) – အာရုံနှင့်ဆိုင်သော။

stakeholder (n) – ပါဝင်ပတ်သက်သူများ။

stereotype (n) – ပုံသေကားကျစဉ်းစားချက်။

4.1 THINKING ABOUT STUDENTS' NEEDS

PREVIEW

A A social media site asked students to post messages beginning, "I wish my teacher knew..."

#IWMTK... that the other students make fun of my disability.

#IWMTK... I don't have much time for homework because I have to help my family at home.

#IWMTK... I worry because my mother is getting sick.

#IWMTK... I don't know how to study very well.

#IWMTK... I have a different culture and first language from my classmates.

#IWMTK... it is difficult for me to understand what I am reading.

#IWMTK... I don't have enough money to buy school supplies.

#IWMTK... I want my teacher to notice me.

#IWMTK... I want to go to university.

#IWMTK... the reason that I talk so much is because my only chance to see friends is in school.

#IWMTK... I have difficulty hearing what people say in the classroom.

#IWMTK... the textbook does not include my ethnic group.

#IWMTK... I want my parents to be more involved with my education.

#IWMTK... I hate myself because I am not able to live up to expectations.

1. How should these messages affect the way that a teacher teaches?
2. How could you use this activity in your own classroom?

LEARNERS' NEEDS

What you need to know to meet your learners' needs in the classroom

We are all different, with different backgrounds, knowledge and personalities. Creating "one-size-fits-all" lesson plans does not allow for these differences and might leave some learners behind. To create lessons that respect and inspire a large range of learners, teachers need to take time to learn about their students. Each student is different and has their own personal needs that a teacher should be aware of. The needs of learners can be divided into four major categories:

1. **Cognitive:** Things that learners need to help them think.
2. **Social:** Things that learners need to learn to interact with other people.
3. **Affective:** Feelings and emotions that the teacher should be aware of.
4. **Physical:** Things that learners' bodies and brains need.

All four of these categories of needs can affect how a student learns in the classroom. For example, a student who is sad because she lives away from her family has an **affective** need that will affect her performance in the classroom. It is important to consider what learners need from their school, which could be such things as fairness, access, feedback and support.

It is also important to recognise that learners of different ages can have different needs. For example, kindergarten-age students have a strong need to move their bodies. However, a teenager can sit still for longer periods of time. Younger learners have physical needs that rely on their home, such as diet, transport and sleep. Adult learners are often more independent and may have needs that are based on family and work responsibilities.

ACTIVITY

B What needs do students have?

1. As a class, close your books and brainstorm a list of student needs. Write them on the board.
2. Compare your class list to this list. Which of these needs did you include?

feedback exercise food and drink friends rest time for reflection money
someone to listen challenge safety appreciation learning skills interaction
empathy **literacy** transportation motivation and encouragement relationships
parents or caregivers practice fun quiet time creativity independence

3. Put all the needs from questions 1 and 2 into the table below.

Cognitive	Social	Affective	Physical

4. Explain some of your choices to a partner.

ACTIVITY

C In pairs, look at the needs from 4.1 B.

1. Decide which five student needs are the most important or most critical.
2. Join with another pair and compare lists. Create a new list of the five most important student needs.
3. Join with another group of four and compare lists. Create a new list of the five most important student needs.
4. As a class, create a new list of the five most important student needs on the board.

Most important

1.

2.

3.

4.

5.

ACTIVITY

D Work in groups with people who teach the same level and/or subject as you.

1. Choose one important need (from page 62). On a large piece of paper, write the need and draw two columns titled "Meeting Needs" and "Concerns'.
2. Write as many things as you can think of to meet students' need in the *Meeting Needs* column. Write concerns that you have about meeting that need in the *Concerns* column.
3. After three minutes, groups move to a different piece of paper. Read what the previous group wrote for that need then take two minutes to write new ideas in *Meeting Needs* and *Concerns*.
4. Continue moving until your group has read and responded to each need.
5. Put the posters on the wall.
6. Read each poster again. Put a tick next to ideas that you like or agree with.

STUDENT NEED: "Feedback"

Meeting Needs	Concerns
Write detailed advice Add comments to students' assignments after marking.	Takes a long time to do for all Takes time when marking; What should I focus on?

7. In groups, discuss the questions.
   a. Which ideas had a lot of ticks? Why did people like these ideas?
   b. What resources will you need to meet the students' needs?
   c. How can we address the concerns that we have for meeting these needs?

DISCUSSION

E Discuss the questions.

1. What specific cognitive, social, affective and physical needs have you observed in your class?
2. What concerns do you have about meeting students' needs?
3. How can you address these concerns?

4.2 MOTIVATION

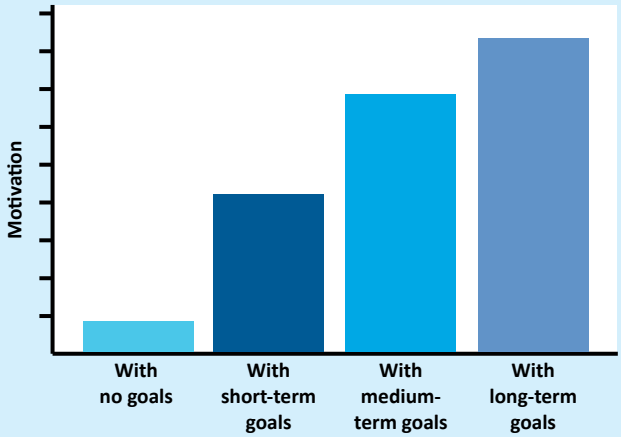
PREVIEW

A Look at the bar chart (right).

1. What does it show?
2. What is an appropriate title?

B In pairs, discuss your goals.

1. In two weeks, I would like to be...
2. In two weeks, I would like to have...
3. In two years, I would like to be...
4. In two years, I would like to have...
5. In five years, I would like to be...
6. In five years, I would like to have...



Motivation and Goals

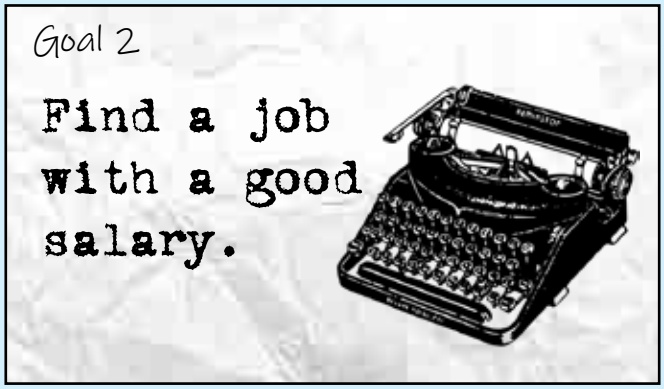
Long-term goals are often the best motivation. When we are bored or frustrated, we can use our long-term goals to motivate us to work through our issues.

Short-term goals are useful to help us reach our long-term goals. Each short-term goal that we achieve is one step closer to achieving a long-term goal. Each goal that we achieve is more motivation to achieve another goal.

Identifying goals can be an important part of motivating students. The teacher can actively help students to identify goals that are realistic, flexible and achievable. This will help the students become more motivated. However, if students set goals that are too difficult or not achievable, they can lose motivation.

EXERCISE

C Nilar is a final-year university student. Match her two long-term goals (1 and 2, below) with her short-term goals (a-h on the next page).



Goal a: Enrol on a business English course.

Goal b: Pass final exams.

Goal c: Watch a lot of foreign movies.

Goal d: Move to Mandalay or Yangon.

Goal e: Make friends with people from different countries.

Goal f: Improve public speaking skills.

Goal g: Design an impressive CV.

Goal h: Look for an internship in an English-speaking organisation.

ACTIVITY

D Nilar completed a form that was provided by her English teacher. It is about students' English language learning goals for that course. Read the form and answer the questions.

Daw Yee Yee's Business English Class, Intermediate Level | "My Course Goals"

Name: Nilar Win _____ Date: 18 May, 2020

Complete the sentence below with as many goals as you want to. When you have finished, rank them in order of priority. You will keep this and monitor your goals over the course.

To become fluent in business English, I would like to...

Goal	Priority	Achieved?
1. improve my pronunciation of vowel sounds	10	
2. more accurately use past simple and present perfect tenses	11	
3. develop my paragraph writing skills	1	Yes!
4. develop my report writing skills	5	
5. plan and write persuasive essays	6	
6. increase my reading speed	12	Yes
7. improve my listening skills for social conversations	9	
8. increase my confidence when speaking in class	7	Yes
9. express opinions more clearly	2	Yes
10. increase my social science vocabulary	8	Yes
11. develop my public speaking skills	3	
12. design an effective CV	4	

1. Which English skills is she more confident in?
2. Which English skills does she want to focus on?
3. What advice would you give Nilar?

ACTIVITY

E What short- and long-term goals do you have for improving your teaching? What would you most like to achieve?

1. Complete the table.
2. In small groups, discuss your tables. Give feedback and suggestions to each other.

Long-Term Goals:		
1.		
2.		
Short-Term Goals:	**Priority**	**Achieved?**
1.		
2.		
3.		
4.		
5.		

Internal and External Motivation

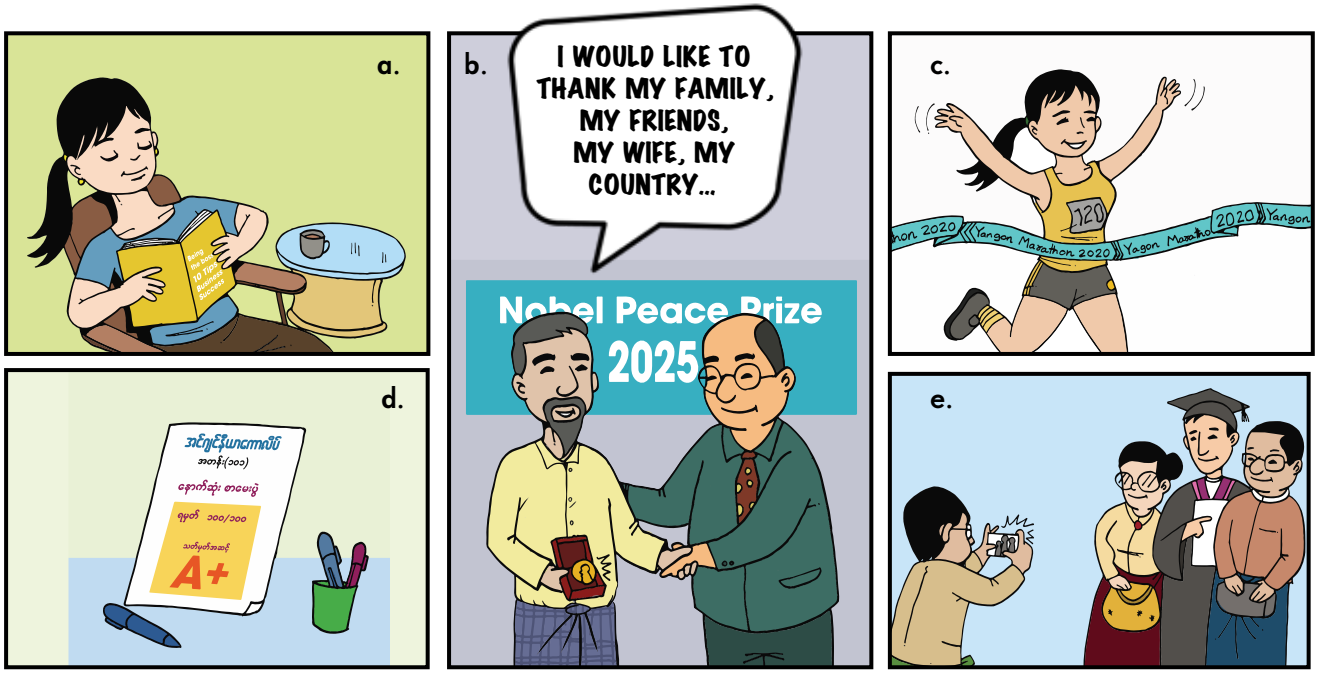
Students have different reasons for feeling motivated. Some motivators are internal and some are external. Motivation that comes from inside can include the short-term and long-terms goals that the student has.

Family, friends and the teacher are all examples of external motivators who can influence the motivation of a student to learn. Other external motivators include the background of the students, the curriculum, the classroom environment and the political situation in the local community. Learning preferences are another example of external motivators – if a teacher uses activities that respect a student's multiple intelligences, then that student will be more interested and more motivated to learn.

One important thing to remember is that we are more motivated when we are learning about things that we care about and believe are important. Nowadays, a lot of curriculum is designed to help motivate students by connecting the topics and lessons with the lives of the students. Making connections between your lessons and the lives of your students is a good way to make sure that their learning is meaningful and motivating.

EXERCISE

F Look at the pictures. What might be the motivators in each? Are they internal or external?



ACTIVITY

G Look at the list of motivators (a-j). Match each motivator (a-j) with the questions (i-x) about what is important to the student.

Internal Motivators

- **a.** interest in the task
- **b.** **perceived value** of the task
- **c.** sense of control or ownership of work
- **d.** **mastery**
- **e.** attitudes to learning
- **f.** other emotions
- **g.** self-confidence

External Motivators

- **h.** family and friends
- **i.** learning environment
- **j.** broader context

Questions

- **i.** How confident is the student in their own learning abilities?
- **ii.** Does the student feel that they belong in the classroom community? Are they learning in a comfortable classroom culture?
- **iii.** Does the student feel anxious or bored (for example, because the task is too difficult)?
- **iv.** Does the student feel that their long-term goals match community expectations?
- **v.** Is the student interested in the subject and topic that they are learning?
- **vi.** What pressure or encouragement to learn does the student have from friends and family?
- **vii.** Does the student feel responsible for their own achievements?
- **viii.** Does the student believe that learning the topic is useful and relevant for their future life?
- **ix.** Does the student think that they should be learning this subject and topic?
- **x.** Does the student see any results from their learning? Do they see their skills increasing?

ACTIVITY

H Sai Sai is a high school student who wants to become an engineer. He has been reflecting on his motivations for learning. His motivators (a-j) are below.

1. Which motivators are helping him to focus on studying economics and social science?
2. Which motivators might cause Sai Sai to lose motivation?
3. What could teachers do to help Sai Sai?

Internal Motivators	
a. Interest in the Task	I really want to work to improve living conditions for people here, but there are some subjects, like English, that I am not very interested in.
b. Perceived Value of the Task	I want to participate in community development projects so learning economics is really important.
c. Sense of Control or Ownership of Work	We do group projects where we can share ideas with each other. I feel I am contributing to my classmates' learning as well as my own.
d. Mastery	I'm not very good at English and I don't enjoy it so I feel like I am behind the other students.
e. Self-Confidence	I feel that I have a lot of skills to offer my community, but I should learn more social science as well as science and maths.
f. Attitudes to Learning	I think a good engineer should also know about human issues, such as philosophy and development.
g. Other Emotions	I feel quite anxious about my English grades.
External Motivators	
h. Family and Friends	My parents are very proud of me and always encourage and help me to do my best.
i. Learning Environment	I don't like sitting and listening to the teacher all the time. I like doing practical activities – I think that I learn more that way.
j. Broader Context	I think my goal to become an engineer is important because we need to help our communities deal with climate change.

DISCUSSION

I Answer the questions.

1. Which do you think provides stronger motivation, internal or external motivation? Why?
2. How can we motivate our students?

4.3 INCLUSIVE EDUCATION

PREVIEW

A In pairs, discuss the questions.

1. Is a person with a disability usually sick?
2. Are people with disabilities born that way?
3. If someone cannot speak, do they have an intellectual disability?
4. Are all people who are deaf alike?
5. Should we expect all children or teenagers to act the same way?
6. Should you pity a person who has a disability?
7. Do all people have a right to attend your school?

According to Article 26 of the *Universal Declaration of Human Rights*, everyone has a right to attend school. It is therefore not acceptable for schools to discriminate against or exclude individuals based on gender, ethnicity, religion, culture, first language, physical disability, **sensory** disability or intellectual disability.

A disability is something that disadvantages a person. One way to think about disability is the *social model of disability*. In this way of thinking, the disability is a product of the environment because of attitudinal and physical **barriers**. It is these barriers that cause problems and not the person who has the disability. Therefore, the responsibility for change would be on society rather than the person.

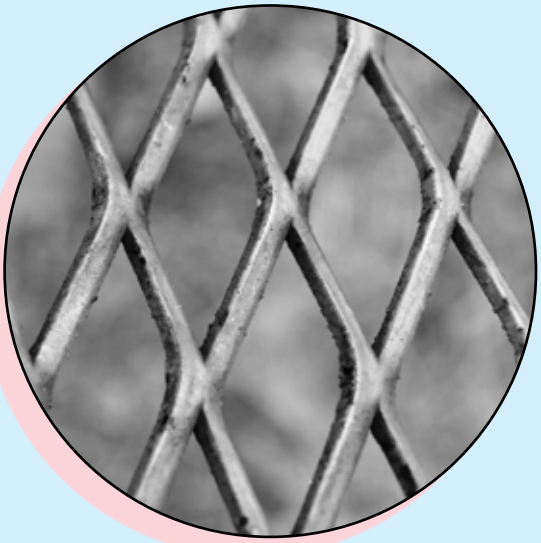
Attitudinal barriers are ways of thinking or feeling that can limit the inclusion of others. **Biases** against people of a certain ethnic group or **stereotypes** about people who are slower learners, are examples of attitudinal barriers. If we want to erase attitudinal barriers, we need to change the way we think about, and behave towards, the people around us.

Physical barriers make it difficult or impossible for everyone to have equal opportunity within a school. They can make it challenging for a person with a disability to enter or move around a building. Buildings with only stairs make it impossible for people in wheelchairs to go above the ground floor, and narrow classrooms can make it challenging for a blind person to safely move around. The seating arrangement in a classroom might act as a physical barrier for some students if it negatively affects their ability to learn. The language of the curriculum might be a physical barrier if it is in a language that some students do not understand. If we want to erase physical barriers, we need to change the environment around us.

Inclusive education means that all attitudinal and physical barriers at a school have been reduced so that everyone is able to attend and succeed in school, regardless of ethnicity, religion, culture, first language, physical, sensory or intellectual disability.

EXERCISE

B Read the scenarios. Do they show an attitudinal barrier or a physical barrier? Some scenarios may show both. Explain your answers.



1. A teacher is overprotective of a student who has an intellectual disability. This teacher doesn't let the student make her own decisions because he is afraid that the student might make a mistake and become embarrassed.
2. A child who has to use crutches to walk cannot use the toilet by himself so the teacher must always assist him.
3. The classroom has thin walls and is always noisy. A student who has trouble hearing can't easily hear the teacher or his classmates.
4. The school curriculum mostly focuses on Bamar history and does not include anything about local Shan or Pa-O history.
5. The headteacher tells his teachers to speak Myanmar language in their primary school even though most of the students only speak S'gaw Karen. The headteacher believes that using mostly Myanmar will help the students learn the language faster.
6. The state government has told the school that they need to celebrate the next full moon with traditional Myanmar dancing, even though most of the students at the school are Kachin.
7. When the other students are doing games that require lots of movement, the teacher asks a student in a wheelchair to come beside her and help her give instructions.
8. A student who is three years older than his classmates typically dominates groupwork. The teacher allows the student to do this.
9. A girl who usually wears boy's clothes is teased by the teacher. Other students see this and also tease her.
10. A partially blind student wants to sit the IELTS exam. A private language school wanted to accept him but couldn't because they said they didn't know how to teach him.
11. The boy's toilets and the girl's toilets are next to each other. The boys usually tease the girls when they go to the toilet. Some girls try not to go the toilet during school hours and some girls are not comfortable going to school.

ACTIVITY

C Read these students' issues.

1. Have you had similar experiences in your own classroom, either as a teacher or as a student?

i

I am from a small village in the mountains and Myanmar language is not my mother tongue. Although I learned Myanmar in government school, I still do not have a lot of confidence speaking or writing it. I am currently studying at a political science programme in a big city and, though I can understand everything I read and everything my teacher and classmates say, I struggle when I have to debate, give presentations or write essays. My accent is difficult for them to understand so sometimes my teacher and classmates think that I'm wrong, although I'm sure that I'm not.

I am a student in a higher education programme. I am studying community development and civic education. My teacher is very active and usually plans a lot of activities for us. I find many of the activities enjoyable and helpful for my learning. One thing I find a bit challenging is doing physical activities that involve moving quickly around the classroom. To all of my classmates, these are really helpful activities, I think. But to me, it is difficult because I am the only disabled student in my classroom.

ii

2. Is the barrier in each scenario physical or attitudinal?
3. In groups, discuss for each scenario:
   a. What might be the effects on the student?
   b. If you were the teacher, how would you help the student and remove the barrier?
4. Create a presentation or role play that shows a solution. Present this to the class.

DISCUSSION

D Discuss the questions.

1. What attitudinal barriers have you observed as a teacher or as a student? How did these create disabilities in yourself or in others?
2. What physical barriers have you observed as a teacher or as a student? How did these create disabilities in yourself or in others?
3. How well prepared is your classroom and school to include students that have disabilities? What challenges do you think you would face as a teacher?

4.4 ASSESSING NEEDS

PREVIEW

A Before you begin teaching a course, what information can you learn about your students?

1. Make a list of all the things that are useful to know.
2. How might knowing this information help you plan and prepare your course?

Creating a Needs Assessment

Learning about the needs of your students at the beginning of a course can be useful. If a teacher learns about their students, they will be able to change their classroom and the way that they teach to benefit their students. There are quite a few things that we can learn about our students. Below are five areas that are useful to learn more about.

1. **Prior Knowledge** – What do your students already know about the topic that you are going to teach? What skills do they already have?
2. **Physical Needs** – Do any of your students have a physical disability? Are there any physical barriers in your classroom that you need to fix?
3. **Motivation** – Why are your students taking this course? What short-term and long-term goals do they have? What are they interested to learn about?
4. **Learning Preferences** – What learning preferences do your students have? What activities will most help them learn?
5. **Social Needs** – Which ethnicities, languages and cultures are present in your classroom? How could this affect student relationships?

Additionally, there are many ways to collect information on these topics. Teachers can choose which information they would like to get and which method(s) they will use to get it.

Common methods of collecting information include:

- pre-tests;
- student surveys;
- student interviews;
- discussions;
- observations.

EXERCISE

B Look at the methods that teachers can use to find out students' needs, and:

1. Identify which method from the previous page is being used in each (*survey, pre-test, interview discussion or observation*).
2. Match the needs assessment topics (1-5 on the previous page) with the methods. Topics might match to more than one method and methods might be used for more than one topic.
3. Is it possible to use all of the needs assessment methods for each topic?

a. The teacher observes the students' behaviour during the first week of class and identifies the languages that students use during groupwork.

b. On the first day of class, the teacher gives the students a short quiz about the geography of Southeast Asia.

c. After her class finishes, the teacher chats to a student with a physical disability about the activities that he feels comfortable doing.

d. During the first week of class, the teacher has students draw pictures of what they want to be when they grow up.

e. The teacher gives his students this survey:

Which types of activities do you like doing in class? Rank them 1-5. (1 = "I like this the most.")

__ listening to the teacher explain

__ making posters

__ singing songs

__ moving my body

__ working in groups

__ working by myself

__ copying notes

__ doing activities from the textbook

__ teaching myself

f. On the first day of a university course, groups of students complete tables:

What I know about politics	What I want to know about politics

g. A new teacher speaks to her colleagues about the ethnic and religious backgrounds of her students so she can better understand them.

h. After the first month of class, the teacher asks his students to complete a reflection journal that asks them about what they found easy and what they found challenging.

i. The teacher closely observes her students to identify if any of them have problems with their sight or hearing.

j. The teacher asks his students what they need to help them study in the evenings.

ACTIVITY

C Read the scenarios. For each one:

1. Choose a needs assessment method to collect the data.
2. Identify when you could collect the data.
3. Identify how you could collect the data.
4. In groups, compare your methods. Choose the best method for each scenario.

Needs Assessment Methods

- pre-tests
- student surveys
- student interviews
- discussions
- observations

a. A university lecturer wants to find out the motivations of students who are attending a biology class.

b. A primary school teacher wants to find out about the social needs of students in Grade 4.

c. A teacher in a post-secondary school wants to find out the prior knowledge of the students in his politics course.

d. A teacher wants to find out the learning preferences and prior knowledge of the students in her pre-intermediate English class.

e. A new principal at a high school wants to find out about the physical and social needs of all 200 students in the school.

ACTIVITY

D Design a needs assessment plan for a class that you will be teaching.

1. Answer the questions for each step.

Step 1: What do you want to learn about your students?	
Step 2: What needs assessment method(s) will you use?	
Step 3: When will you conduct the needs assessment?	
Step 4: How will you conduct the needs assessment?	

2. Create a draft of the plan. For example, you may need to create multiple choice questions and/or interview questions.

Using Needs Assessments

After a needs assessment, the teacher makes changes to make the environment, curriculum and teaching more inclusive for all students. The needs of the students influence how the teacher teaches. If the goal is to make education inclusive of all students, the teacher might need to design the curriculum, the teaching methods and/or the classroom to be more appropriate for all students. The needs of the students must influence how the teacher teaches.

After doing a needs assessment, the teacher should analyse the results by looking at patterns and finding the most important and surprising information. The teacher can ask themself, "What have I learned about my students?", and make a note of this information.

This information will give the teacher a student profile for each of the learners in the classroom. The student profile will include information about the individual abilities, interests, needs and preferences of each student. It can also be useful to create a class profile, which is a more general summary about the entire class. The class profile will summarise the strengths, weaknesses and needs of the group that you will be teaching. Use the information from your analysis – in the student profiles and class profile – to help you plan how you will teach.

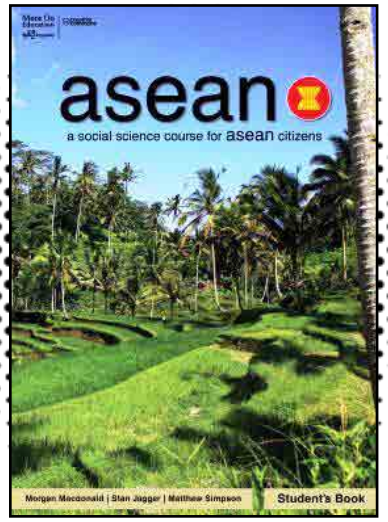
ACTIVITY

E Read the scenarios of changes that teachers made based on the results of needs assessments. For each, decide if the change was appropriate or inappropriate, and why.

1 Students take a test at the start of their English course. The teacher then divides the class into two groups, one for slower students and one for faster students.

2 The science curriculum that a teacher is teaching is quite difficult for the students and they often don't understand the main points of the lessons. She cannot change the curriculum, however she does not change her teaching or how she prepares students for exams.

3 After the first month of teaching, a teacher notices that his students have trouble understanding concepts about the environment because the coursebook includes lots of examples from foreign countries. In the second month of teaching, the teacher decides to explain ideas by using examples from a locally produced textbook. These examples connect to the communities that the students are from.



4 A Myanmar language teacher learns that some of her students have a low level of Myanmar language. She wants her students to learn Myanmar quickly so she makes the rule that students lose participation points if they speak in their first language.

5 A teacher realises that sometimes her students do not work well when she allows them to make their own groups. Now she often puts students into random groups.

6 During the first few weeks of school, a teacher identified the students who were the quickest to share their ideas to the class and scored the highest on the entrance test. From then on, the teacher most often calls on the those students to share their ideas first.

7 During a civic education course for adults, the teacher discovers that some students have experience working with civil society organisations. She decides that throughout the course, these students should share their experiences when they are relevant to the topic.

8 A teacher learns from her colleagues that last year many of the students in her new class bullied each other. During the first week of school, the teacher delivers a lesson on **non-violent communication**.

ACTIVITY

F What changes might a teacher make based on the results of a needs assessment? In groups, discuss these scenarios and make recommendations.

1. One student has a limp and cannot run comfortably.

2. Some of the students come from rural Mon villages and the rest are Bamar and from urban areas.

3. Five students wear glasses.

4. Most of the students feel bored when the teacher explains for a long time.

5. A few of the students do not like working in groups.

6. The class is a mix of slower students and faster students.

7. One student has just returned to school after being away for two years.

8. The students are interested in learning about how the Hluttaw works.

9. Several students have low Myanmar literacy.

10. Some students attend private language classes. Others can't afford to.

ACTIVITY

Read the student profiles (below) and teacher's notes (opposite) from a higher education programme then summarise the information about the students in the class profile. Include goals and future plans as a teacher for this course.

Name, Gender, Age	First Language(s)	Medical Notes	Interests and Motivations	Learning Contexts	Other Comments
Khin Sandar, F, 17	Myanmar		History, English; reads a lot	Likes working individually	Gets pressure to succeed from family; parents often visit the school
Naing Win, M, 22	Myanmar, Chinese	Wears glasses	Wants to study education in Thailand	Likes working in groups	Orphan; looks after his younger brother
Htun Htun, M, 20	Pwo Karen	Has difficulty focusing for a long time	Works for ethnic political party	Likes working in groups, talks a lot	Has a car; is getting married next year; is always trying to check his mobile phone
Lu Reh, M, 20	Kayah, Myanmar	Has a limp	Wants to be a musician	Likes working with his two best friends	Grandfather is village head
May, F, 20	Myanmar	Has asthma	"Making family proud"	Likes working in groups	Not confident speaking in class; good at drawing; is always trying to check her mobile phone
Htoo Aung, M, 28	S'gaw Karen	Wears glasses	"Improving job skills"	Likes working individually	Has ten years of work experience; often helps other students
James, M, 19	S'gaw Karen, Myanmar	Has glasses but won't wear them	Is an environmental activist	Only likes working with some students	Gets angry easily; sometimes fights; likes singing
Hla Han, F, 21	Shan. Kayan, Myanmar		Likes sports and nature	Prefers working with other females	Entered with a lower English level; very hardworking
Mahn Htun, F, 18	S'gaw Karen, Pwo Karen	Has trouble hearing	Likes reading the news; plans to teach	Likes working in groups	Good with computers

Teacher's Notes (after two weeks of teaching)

- Students lack prior knowledge about politics and democracy.
- They are easily bored if they have to listen to the teacher talking.
- They like PowerPoint presentations and videos.
- Many students know each other because they attended the same high school.
- Some students have high elementary English and other students have pre-intermediate English.
- Some students don't like competitions.
- They often feel embarrassed when they make mistakes in English class.
- They prefer to discuss things in Myanmar language in social science classes.
- Most students have trouble giving opinions, but answer closed questions well.
- Some are very tired in the afternoon.
- Most students enjoy working on group projects.
- Some are not very efficient with taking notes or copying from the board.
- They like having charts and diagrams.
- Most students don't want only to read from the book.
- A few students draw a lot in their notes, and almost all students enjoy making posters about what they are learning.
- They work at different speeds when working independently and I need to monitor the slower students a lot and give them extra help.

Class Profile			
Class Strengths:		**Class Needs:**	
Goals:		**Future Plans:**	
Learning Needs			
Cognitive	**Social**	**Affective**	**Physical**

ACTIVITY

H Think about some of the students and classes that you teach, or have recently taught, and:

1. Make student profiles of three of your students.

Name, Gender, Age	First Language(s)	Medical Notes	Interests and Motivations	Learning Contexts	Other Comments

2. Make a class profile for a class. Create and complete a table, as on page 78.

ACTIVITY

I Read the case study on the next page.

1. Which of these words relate to the information given in the case study?
   - a. Cognitive need
   - b. Social need
   - c. Affective need
   - d. Physical need
   - e. Motivation
   - f. Inclusive
   - g. Attitudinal barrier
   - h. Physical barrier
   - i. Needs assessment
   - j. Needs analysis
   - k. Student profile
   - l. Class profile
2. Why do you think ECDC also delivered awareness-raising trainings to principals, township education officers, teachers and government officers? What might be the long-term effects of this?
3. Do you have any experiences that connect to this text? Discuss in groups or as a class.

CASE STUDY

THE JOURNEY TOWARDS
INCLUSIVE EDUCATION IN MYANMAR

The Eden Centre for Disabled Children (ECDC) has been **advocating** for inclusive education in Myanmar for many years. ECDC is a non-governmental organisation for children with physical and intellectual disabilities. It was established in Yangon in April 2000 by U Tha Uke and Daw Lillian Gyi. They have worked to increase disabled children's access to government schools in ten townships in Yangon Division. They have successfully conducted **awareness-raising** and experience-sharing workshops on inclusive education and disability for principals, township education officers, teachers and officers from the Department of Social Welfare. They have also given learning materials and assistive and **mobility** devices to children.

Maung Saing Win Htay has physical disabilities and has benefited from ECDC's work. ECDC provided him with a wheelchair, renovated his school to have a walkway that he can use with his wheelchair, and installed appropriate toilet seats. In addition, if he feels unwell, ECDC supports him to visit the community health clinic. ECDC has also raised awareness of inclusive education among teachers, students, parents and community leaders. These efforts have helped Maung Saing Win Htay access and remain in school, when he might otherwise have had to stay at home. Now in his community, it is no longer considered unusual to use a wheelchair when attending school. His teachers have learned a great deal about disabilities and are ready to welcome other students with disabilities into their school.

Adapted from https://www.eenet.org.uk/enabling-education-review/enabling-education-review-2/eer-2/2-14

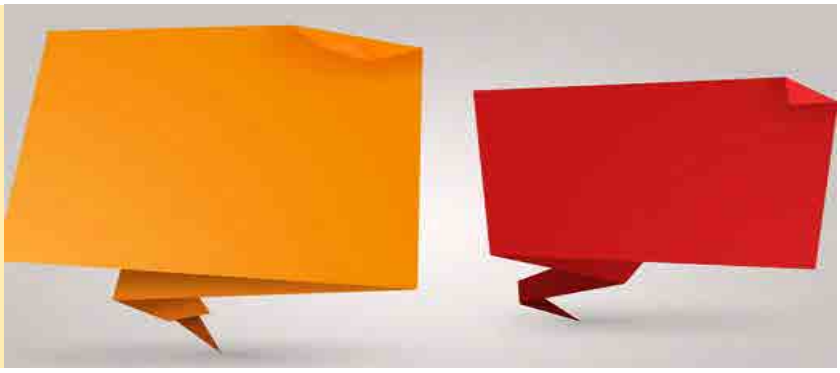
DISCUSSION

J Discuss the questions.

1. What do you think would be most challenging thing about conducting a needs assessment?

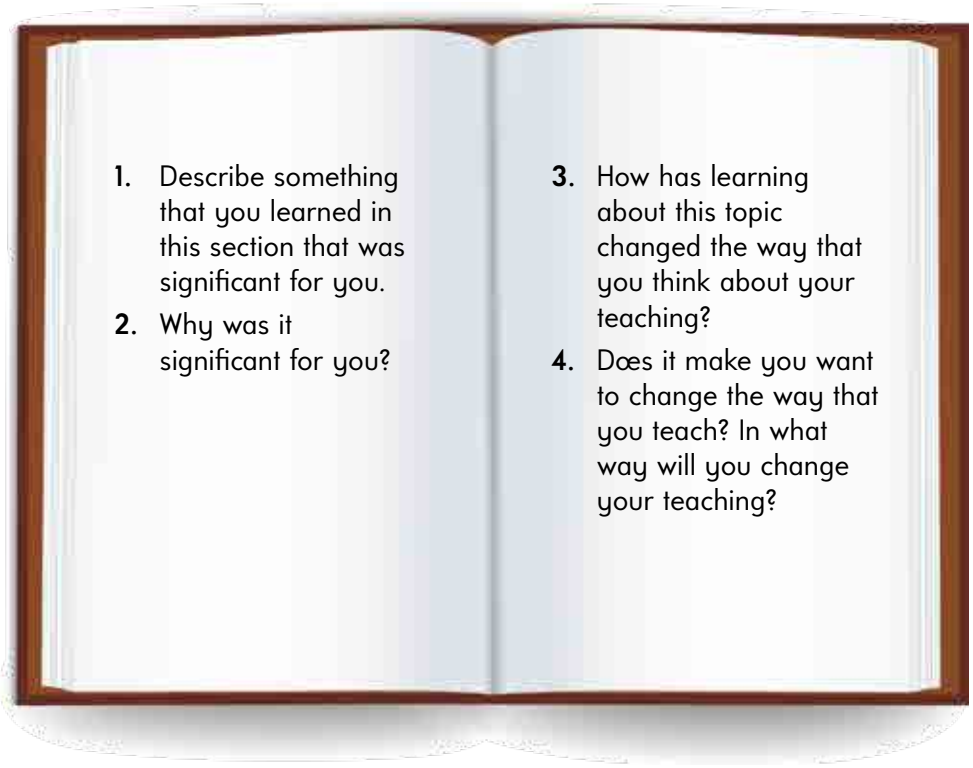
2. How can a teacher involve the principal and other **stakeholders** (e.g., parents, community leaders) in a needs assessment?

3. What resources are needed for a needs assessment? What resources are needed for the teacher to make changes after conducting a needs assessment?



REFLECTION

K In a *reflective journal*...



Summary – Chapter 4: Student Needs

Each student is a unique individual. Therefore, each student brings into the classroom their own personal motivations and needs. Your students will have their own short-term and long-term goals, and they will have their own internal and external motivators for learning. They will also have their own unique cognitive, social, affective and physical needs.

It is important that teachers make their classrooms and schools inclusive. This means that teachers should work hard to reduce attitudinal and physical barriers.

Knowing your students better means that you, as their teacher, can make their experiences more meaningful. Making connections with our students is one of the most important things we can do as teachers. You can make connection thorough learning about them, their histories and relationships to others, their likes and dislikes, their goals, their preferences. You can then use these connections to create activities that you can use in class to guide, facilitate and manage their learning in a more personal way.

A good way to prepare for teaching a course is to conduct a needs assessment when the course begins (or before the course begins). This can be done by giving surveys or a pre-test, by interviewing students, or by simply observing your students and learning more about them.

5 Positive Learning Environments

Objectives

- Trainees will be able to practise creating teaching and learning environments where students feel safe, comfortable and motivated to learn.
- Trainees will be able to improve teaching and learning environments using guidelines for a positive classroom culture.
- Trainees will be able to reflect on what they have learned in this course.

Glossary

autonomy (n) – မိမိဆန္ဒအလျောက် လုပ်ပိုင်ခွင့်ရှိသော။
consistent (adj) – တစ်သမတ်တည်းဖြစ်သော။
criteria (n) – စံနှုန်းများ။
scaffold (v) – အဆင့်ဆင့်တည်ဆောက်သည်။
sensitive (adj) – သိရှိခံစားလွယ်သော။

5.1 THE CLASSROOM ENVIRONMENT

PREVIEW

A Look at the photos of the different seating styles below through the eyes of:

1. A student who will be learning in that classroom.
2. A teacher who will be teaching in that classroom.

Answer these questions according to whether you are thinking as a student or teacher.

- Is the space inviting?
- Would it meet your needs?
- Does it support learning?

Traditional Rows

Lecture Hall

Work Stations

Flexible Seating

Creating a Quality Teaching and Learning Environment

Classroom environment plays a key factor in students' success. Teachers should provide safe, stimulating spaces for students to learn in. The teacher might consider how to arrange the seating in the classroom to support learning so that the students can move around, interact with each other easily and see and hear the teacher well. The teacher can also consider how to make an environment where the students feel safe, comfortable and motivated to learn.

When creating supportive learning environments for students, it is important to think about students' basics needs. Chapter 4 discussed how students have cognitive, social, affective and physical needs. It also looked at how attitudinal and physical barriers can cause disability. We must consider these ideas when creating an inclusive learning environment in our schools. Teachers might do this independently, or they might collaborate with colleagues and school administrators.

ACTIVITY

B Read the guidelines (a-g) and explanations (i-vii), and:

1. Match the guidelines with the explanations.

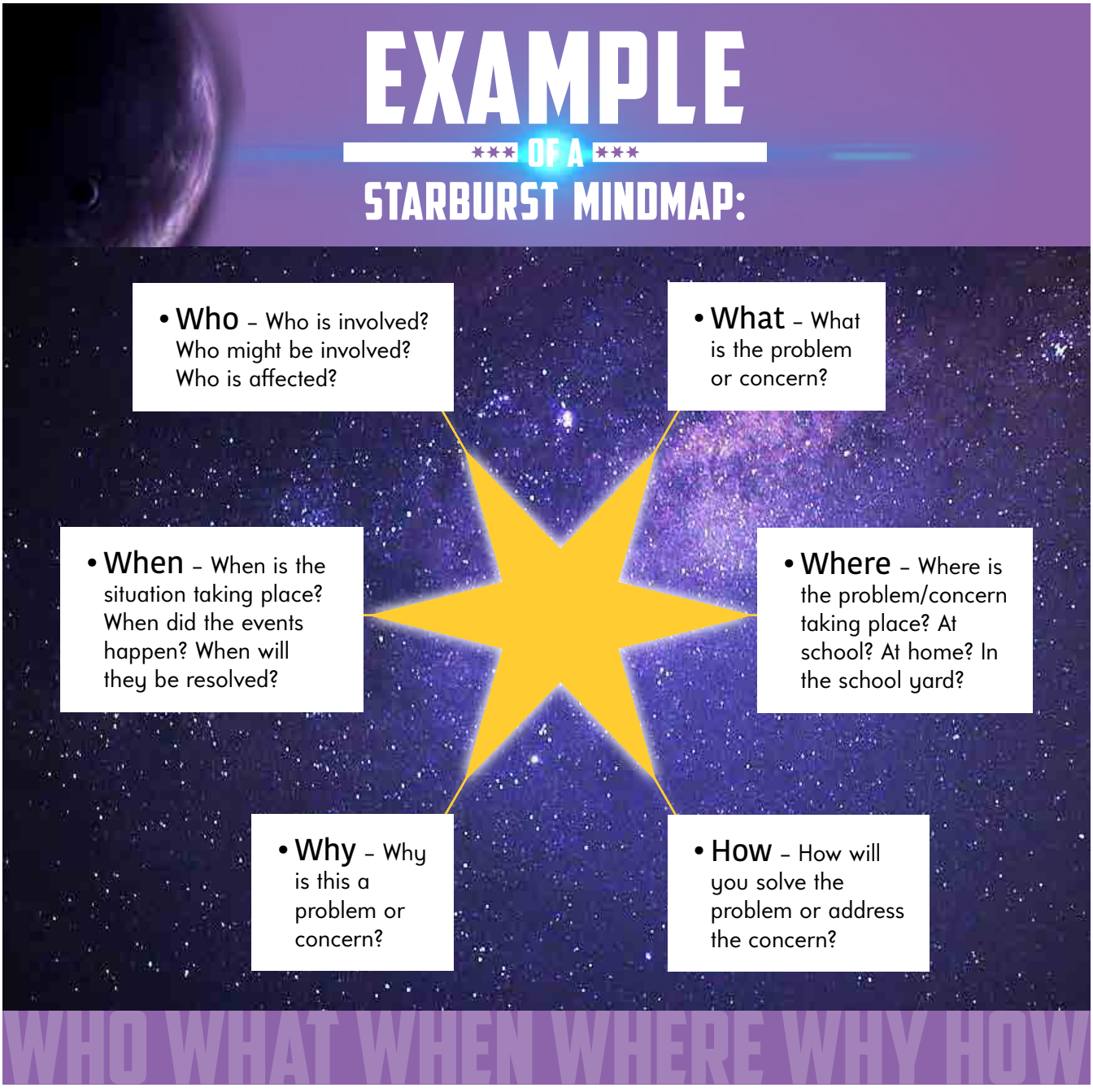
a. Do not prejudge students.	**i.** Do not offer help until students have tried to do something on their own. When you offer support, don't do the whole task for them.
b. Develop respect.	**ii.** Believe in your students and encourage them to believe in themselves. This doesn't mean that you can't **scaffold** or assist them.
c. Encourage students to take risks.	**iii.** Teach them to look critically at their mistakes so that they can learn from them. If someone isn't making any mistakes, they probably aren't trying.
d. Set high expectations.	**iv.** Just because a student has a bad reputation, do not expect bad behaviour. That is likely to produce more bad behaviour.
e. Let them know that failure is part of learning.	**v.** Let students know what you expect from them. Set clearly defined objectives. It is hard to keep motivated to continue if you do not know where you need to go.
f. Set **criteria**.	**vi.** Learning doesn't take place on a timeline. Just because it is next in the book doesn't mean that it is right for your students. Take the time to establish a strong, positive classroom culture. It will then be easier to teach your students the knowledge and skills that are required by the curriculum. If you don't build a positive classroom culture, it will be more difficult to teach them.
g. Be flexible.	**vii.** It should be both teacher-to-student and student-to-student. Create an environment where a student feels safe to express their ideas. Also respect students' different needs.

2. Rank the guidelines on their importance in creating a quality teaching environment. 1 is the most important and 7 is the least important.
3. In pairs of groups, agree on a ranking.
4. Present your list to the class.

ACTIVITY

C Create a *starburst mindmap*. Think about *who, what, when, where, why* and *how*.

1. In groups, choose a scenario. Each group should have a different scenario.
2. On a large piece of paper, make a starburst about your scenario.
3. Put your starburst on the wall. Walk around and read other groups' starbursts.
4. In groups, discuss:
   a. What ideas did you like in the starbursts?
   b. What concerns or suggestions do you have about the ideas you read in the starbursts?
   c. Which situations do you think will be the most challenging to solve?
   d. Which situations do you think most connect to your own teaching situation?



SCENARIOS

i. Hkun Htee has a physical disability. He is often late and has trouble joining in because he can't move around the class well.

ii. Su Su is always calling out mistakes that you make when writing words on the board, or trying to correct things that you are saying in class.

iii. Thida dœsn't participate in groupwork and often sits alone in class. She avoids eye contact with you and whispers answers when called upon. If anyone moves too close to her, she moves away.

iv. Thiri is a younger student and always answers, even when not called upon. Saw Htoo, on the other hand, is older and never answers.

v. Kyaw Kyaw is usually very excited to be in class and participates eagerly but you have noticed that after breaks he is quieter and dœsn't answer questions.

vi. You assign a group project. David sits back and dœsn't do his work. When you ask why, he says that it is a waste of time and that teachers should teach during class.

vii. You have noticed that most students choose to work in the same groups whenever possible. This has begun to divide the class, as the groups always want to compete with each other instead of working together.

viii. Naing Naing is always shouting out, joking and not paying attention. He is smart but never tries.

ix. You are teaching a geography class but some students don't speak English and some speak only a little Myanmar.

x. You have a class on peace studies and students are coming from all around the country. You are nervous about how they will discuss **sensitive** topics.

ACTIVITY

D Create a role play.

1. Decide on a solution to your scenario from 5.1 C. Use what you learned in earlier chapters. Create a role play about your solution.
2. Join with another group and present your role play. Give each other feedback about your role plays:
   - Did you show the situation clearly?
   - Did you solve the situation effectively, efficiently and clearly?
   - Did your solution use idea from earlier chapters?
3. Use the feedback to revise and improve your role play.
4. Perform your improved role play to another group or the class.

DISCUSSION

E Discuss the questions.

1. What are the biggest challenges in your school for a quality learning environment?
2. Predict what affect a quality learning environment might have on your students.
   - How will you create a better physical environment?
   - How will you create a better social environment?
   - How will you create a better affective environment?

5.2 CLASSROOM CULTURES

PREVIEW

A Look at the words and phrases on the right and discuss the questions.

- How do these things affect how a classroom feels?
- How do they affect what happens in a classroom?
- How do they influence how well students learn?

1. Power
2. student **autonomy**
3. Cooperation
4. Fairness
5. Classroom Atmosphere

ACTIVITY

B Which of the things below are important in a classroom?

1. The teacher should be fair.
2. Students should not be afraid to make mistakes.
3. The teacher should give a lot of tests to make sure that students study hard.
4. Students should not expect the teacher to tell them everything that they need to know.
5. The teacher should have complete power in the classroom.
6. Teachers should not admit mistakes to students or they will lose their respect.
7. Students should be encouraged to take responsibility for their own learning.
8. The classroom should be quiet most of the time, with students silently copying notes.
9. Students should know that they will be punished if they do not work hard enough.
10. The teacher should have high expectations of the students.
11. Students should be encouraged to help each other.
12. The teacher should be approachable and caring.
13. There should be an atmosphere of trust in the classroom.

"Classroom culture" can be described as how each classroom feels to the teacher and students who use it. If we want our students to enjoy learning, it is important to create a positive classroom culture – one that is fair, inclusive and unbiased. In a classroom with a positive culture, the teacher and the students trust and respect one another. A positive classroom culture encourages students to try hard because the teacher believes that all of the students can be successful. A positive classroom culture is only possible if the teacher works hard to model the behaviour that they expect of their students.

Some fundamental rules for creating a positive classroom culture are:

- be a role model for your students and lead by example;
- show fairness in your class by giving all of your students the same chances;
- have **consistent** rules in your class and make sure that you follow them;
- give your students responsibility.

ACTIVITY

Below are some more guidelines for creating a positive classroom culture. Match the guidelines (1-8) to the scenarios (a-h on the opposite page).

1. **BE FAIR** – Make sure that you ask questions to all students equally. Avoid picking favourite students. Don't ask misbehaving students repeatedly. Apply the same rules to everyone.

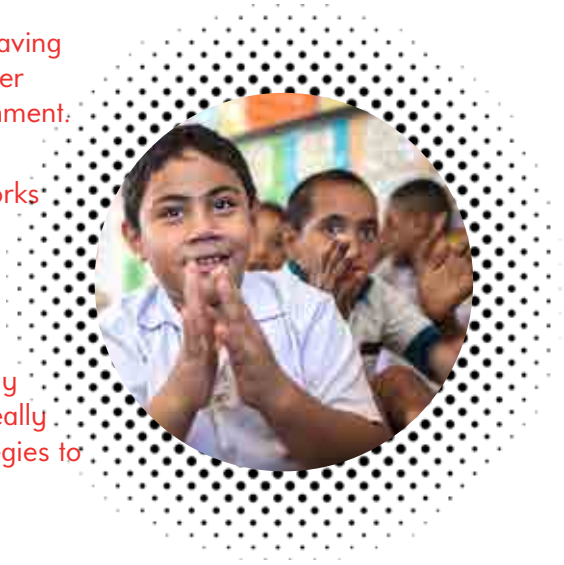
2. **BE WARM AND STRICT** – A good teacher expects students to follow the rules while being encouraging at the same time.

3. **ALWAYS USE NAMES** – Use students' names as much as possible. This will show the students that you care about them as well as create a closer relationship between the teacher and the students.

4. **AUTHORITY IS NOT THE SAME AS POWER** – The teacher needs to keep control of the class, but this dœs not mean that the teacher always has to be right and that students have no say in what happens in the classroom or how they learn.

5. **MISTAKES ARE OK** – Don't punish or shame students if they make a mistake. Encourage them to try again and thank them for trying. Always stay positive. This will increase student participation.

6. **ENCOURAGE STUDENTS TO HELP EACH OTHER** – Having a collaborative classroom where students work together some of the time promotes a positive learning environment.



7. **CELEBRATE SUCCESS PUBLICLY** – When a student works hard and tries their best, recognise their achievement. Make sure that you share a student's success with all students in the class. This will encourage participation.

8. **PROMOTE STUDENT AUTONOMY** – Students can only learn a certain amount from the teacher. If students really want to progress, they need to develop learning strategies to help them be in control of their own learning.

a. Hein Oo keeps asking to leave the room. The teacher says to him, "Hein Oo, you know that break time is in ten minutes. I know you can answer this question. Let me see what you can do."

b. At the beginning of the first lesson with a new class, Sayar Lin asks students to make name cards using folded pieces of paper and to keep them on their desks until he has learned all their names.

c. Nge Nge studied hard and improved her maths grade. The teacher says to the class, "I want to recognise the hard work of Nge Nge, she has really improved her maths score this term and I am proud of her achievement!"

d. Write student names on pieces of paper and put them in a cup. When asking questions, pick a student's name from the cup to make sure everyone has an equal chance of getting asked the next question.

e. Sometimes it is useful to put students into groups so that they work together. You can give students different roles such as note-taker reporter and facilitator so that they take on different responsibilities while working together.

f. At the beginning of the academic year, the teacher asks students to make a list of classroom rules. The teacher also contributes to the list. They discuss them together and agree on the ones that they are going to enforce in the classroom.

g. Mi Chan answers a question incorrectly. The teacher says, "Not quite, but it's OK, Mi Chan. This is a difficult question, so let's see if we can do it together".

h. At beginning of the academic year, the teacher asks students to think about things that they are weak at and ways to improve. Students keep a record of the extra work that they do outside class and a journal about their progress.

Scenarios

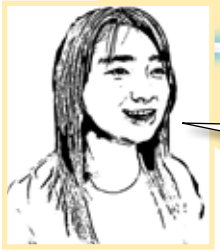
ACTIVITY

D In groups, read these teachers' comments. Decide what advice you could give them.

1.

When I ask the class a question, the same four students always raise their hands. I want all the students to participate but I don't know how to motivate them.

2. Students are often afraid to make mistakes in class. They remain silent when I ask a question.

3. 

The class has a large range of abilities. It is difficult to keep all the students challenged. The strong students are bored. The weak students don't understand.

4. The students in my class only do the minimum amount of work. They do what they are told during lessons, but are clearly just waiting for the end of the lesson. They do their homework, but spend as little time on it as possible. I want them to realise that they should work harder to benefit themselves.

5.

My students frequently have competitions. Some students are very serious about grades. They get upset if they score low.

6. The students treat me like I'm their friend, not their teacher. Many of the students are close to my age and don't take my class seriously.

ACTIVITY

E Ask for advice.

1. Think of a concern that you have that relates to *creating a positive classroom culture*. This might be a problem that you have experienced, or something that you are not sure about. Write it on the top of a piece of paper and stick it on the wall.
2. Walk around the room reading people's concerns. Think of some helpful advice for them. Write your advice on the piece of paper.
3. After a few people have written you some advice, take your paper and read the advice.

DISCUSSION

F Discuss the questions.

1. How important is the culture of the classroom?
2. How do you think the teacher can influence classroom culture?

5.3 YOUR TEACHING FUTURE

PREVIEW

A Look back at your definition of "education" and "educated person" from page 8. How would you revise your definitions of these two terms?

On your journey as a teacher, it is important to take the time to reflect on what you are learning and how you plan to use it in your classroom.

There is a saying that, "By learning you will teach and by teaching you will learn". It is the responsibility of the teacher to learn about the students, and in your classroom you will have many opportunities to learn about them. This will allow you to change the way that you teach, to adapt the curriculum that you use and to improve the classroom environment to better meet the unique needs of your students.

To have a positive influence on your students and their learning, you must be able to identify and understand both their needs and your own needs.

ACTIVITY

B Review 1.1 D in Chapter 1.

1. Complete the "after" section now that you have finished your journey through TNT1. Feel free to write new thoughts, questions, metaphors and analogies that reflect what you have learned during this course.
2. Stand in two circles, an inner circle and an outer circle. The inner circle faces out and the outer circle faces in, so that each person is facing someone from the other circle.
   a. Swap thoughts, beliefs and questions with the person that you are facing.
   b. After four minutes, change partners. The inner circle dœsn't move. The outer circle moves one person to the right so that everyone has a new partner.
   c. Swap your answers again with your new partner.

ACTIVITY

C Make a body diagram with a large piece of flipchart paper.

1. In groups, one person lies on their back on the flipchart. Other group members trace around this person, making an outline of a teacher.
2. Write as many ideas from this course as possible that might connect to different parts of the teacher. For example, actions could connect to limbs, emotions could connect to the heart, language could connect to the mouth and thoughts could connect to the brain.
3. Present your teacher to the class.

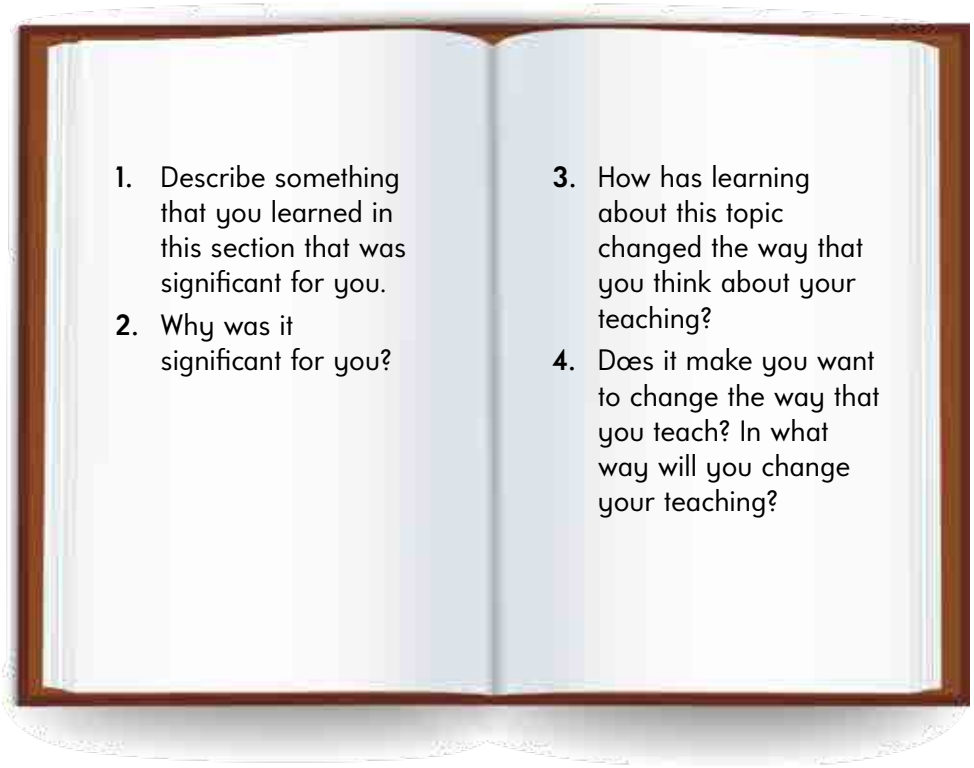
DISCUSSION

D Discuss the questions.

1. What was the most interesting that thing you learned in this book?
2. What will you do after this course to continue to improve your teaching?
3. What three recommendations would you give to a new teacher who has not yet taken this course?

REFLECTION

E In a *reflective journal*...



Summary – Chapter 5: Positive Learning Environments

Our classrooms can have a major effect on how our students think, feel and interact. As teachers, we need to be aware of how the physical space of the classroom affects our students, and we also need to be aware of the classroom culture that we create. A positive classroom culture starts on the first day of class and must continue to be developed each day. It is important for teachers to model and encourage the positive classroom behaviours that they expect of their students.

CHECKLIST

Go through this checklist of topics from TNT1. For each topic, identify if you do or have done it as a teacher and reflect on how you did it.

CONDUCT A NEEDS ASSESSMENT		
Prior Knowledge	Yes / No	How?
Physical Needs	Yes / No	How?
Motivation	Yes / No	How?
Learning Preferences	Yes / No	How?
Social Needs	Yes / No	How?

CREATE STUDENT PROFILES			
Name, Age, Gender	Yes / No	**First Language**	Yes / No
Medical Notes	Yes / No	**Interests and Motivations**	Yes / No
Learning Contexts	Yes / No	**Other Comments**	Yes / No

CREATE A CLASS PROFILE			
Class Strengths	Yes / No	**Class Needs**	Yes / No
Goals	Yes / No	**Future Plans**	Yes / No
Cognitive Needs	Yes / No	**Social Needs**	Yes / No
Affective Needs	Yes / No	**Physical Needs**	Yes / No

CREATE AN INCLUSIVE CLASSROOM		
Remove Attitudinal Barriers	Yes / No	How?
Remove Physical Barriers	Yes / No	How?

CREATE A POSITIVE CLASSROOM CULTURE		
Be Fair	Yes / No	How?
Authority, Not Power	Yes / No	How?
Mistakes are OK	Yes / No	How?
Encourage Students to Help Each Other	Yes / No	How?
Celebrate Success Publicly	Yes / No	How?
Promote Student Autonomy	Yes / No	How?

TEACH FOR DIFFERENT LEARNING PREFERENCES		
Visual-spatial	Yes / No	How?
Verbal-linguistic	Yes / No	How?
Bodily-kinesthetic	Yes / No	How?
Musical-rhythmic	Yes / No	How?
Intrapersonal	Yes / No	How?
Interpersonal	Yes / No	How?

ADDRESS THE BRAIN'S NEEDS FOR LEARNING		
Recharging	Yes / No	How?
Recycling	Yes / No	How?
Reflection	Yes / No	How?
Novelty	Yes / No	How?
Visuals	Yes / No	How?
Movement and Oxygen	Yes / No	How?
Socialising	Yes / No	How?
Access Prior Knowledge	Yes / No	How?

DO THESE TEACHER ACTIONS		
Enjoy	Yes / No	How?
Clarify	Yes / No	How?
Facilitate	Yes / No	How?
Get Personal	Yes / No	How?
Have Expectations	Yes / No	How?
Stay Organised	Yes / No	How?
Encourage Participation	Yes / No	How?
Understand You Make a Difference	Yes / No	How?

USE THIS ADVICE		
Collaborate with Colleagues	Yes / No	How?
Find Inspiration	Yes / No	How?
Take Risks	Yes / No	How?
Focus on the Hard Stuff	Yes / No	How?
Reflect	Yes / No	How?
Create a Toolbox	Yes / No	How?
Always Develop	Yes / No	How?
Be Flexible	Yes / No	How?

ANSWER KEY

1 Education and the Teaching Cycle

1.1 What is Education?

A **Possible answers:**

1. A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.
2. This might be a person who has completed a certain level of formal education and has received formal qualifications.

   It might also be a person who has done a lot of informal learning through reading, self-study, work experience (life-long learning), etc.

1.2 The Teaching Cycle

B **Answers:**

2. c
3. e
4. b
5. d

C **Possible answers:**

Identify Needs

- **a.** To learn about background, skills, interests of students and how they learn best; to learn about the successes and challenges of students' previous learning experiences.
- **b.** Through student surveys, pre-tests, entrance assessment, placement assessment, diagnostic assessment, observations, interviews, discussions.

Plan

- **a.** To prepare courses, lessons, assessments, activities and materials; to prepare the content that is going to be taught.
- **b.** By creating course plans, lesson plans, activities, teaching and learning resources, assessment systems.

Teach

- **a.** You need to have classroom management for a safe learning environment; need to give all students an opportunity to reach the learning objectives.
- **b.** By creating learning objectives, using classroom management, using a variety of teaching and learning activities.

Assess

- **a.** To check how well students are learning; give feedback to students.
- **b.** Using quizzes, tests, exams, projects, assignments, homework, observations, class activities.

Evaluate

- **a.** To identify how successful your teaching is,
- **b.** Reflecting on lessons, curriculum and materials; take notes about successes and challenges; look at student assessment; get feedback from students.

D **Answers:**

1. Identify Needs, Assess
2. Plan
3. Teach
4. Identify Needs
5. Assess
6. Teach
7. Evaluate
8. Plan
9. Evaluate
10. Plan
11. Assess
12. Plan
13. Plan
14. Plan
15. Teach
16. Teach
17. Teach
18. Teach
19. Assess
20. Plan
21. Assess
22. Assess
23. Evaluate
24. Identify Needs
25. Evaluate
26. Plan
27. Plan, Teach
28. Identify Needs
29. Identify Needs
30. Identify Needs

E **Answers:**

1. a – Plan, b – Assess, c – Evaluate, d – Teach, e – Identify Needs
2. i – Teach, ii – Assess, iii – Identify Needs, iv – Evaluate, v – Plan

F **Answers:**

1. a – Plan, b – Assess, c – Evaluate, d – Teach, e – Identify Needs

4. Identifying needs lets us know what support our students may need to help them learn. We can then use this information to help us plan how we will teach our students. We then use this plan and our teaching techniques when we teach our lesson. After we teach, we use assessment to check what our students have and have not learned successfully. After all of these experiences, we reflect so we can better understand how well we are being a teacher.

G **Answer:**

1. Identify Needs

2 How We Learn

2.1 Real Life and the Classroom

B **Answers:**

1. False – children learn many things before going to school.
2. False – children can learn from their parents, for example.
3. True
4. True
5. False – they can learn by themselves, such as through experiential learning.
6. False – learning from experience can be useful.

C **Possible Answers:**

Classroom Learning

Advantages – Has a curriculum; teacher can guide the learning process and give feedback; students can work together and learn from each other; includes different types of assessment.

Disadvantages – Content depends on the curriculum; assessment may be unsuitable for students; the quality of the learning depends on the quality of the teacher.

Real-Life Learning

Advantages – Students can follow their own interests; can learn at their own pace; good opportunity for experiential learning.

Disadvantages – No teacher to guide learning; depends on self-guided feedback; students may be unmotivated to learn without a teacher.

2.2 Active and Passive Learning

A **Possible answers:**

1. "Tell", "show" and "involve" have different effects because they have different levels of effectiveness: if you hear something, you are likely to forget it; if you are shown something, you may or may not remember it; if you are involved you are more likely to learn.
2. Involvement is best for learning because it is active; the students are participating with the teacher in the learning process, such as by asking and answering questions.

C **Answers:**

1.

a. Passive
b. Passive
c. Active
d. Active
e. Passive
f. Active
g. Both
h. Active
i. Active
j. Both
k. Active
l. Both
m. Passive
n. Passive
o. Active
p. Passive
q. Active
r. Both
s. Active
t. Both
u. Active
v. Active
w. Active

Note: Some classroom activities can be both active and passive, or can be made more active by the teacher. For example, if the teacher asks the students questions while they are doing a relatively passive classroom activity.

D **Possible answers:**

1. Not all student-centred activities involve lots of movement and action, so you can choose activities that involve students working independently, or quietly in small groups. For each activity you do, carefully plan your instructions and what classroom management is needed to do that activity successfully.
2. Students may be having lots of fun, but they might not actually be learning anything if they are only singing songs and playing games. It is important that the teacher also teaches new content and gives the students classroom activities so they can practise using the content that they are learning.
3. You could give your students a list of topics that they could learn about. You might want to decide the topics for the beginning of the course, and then let students choose topics later on in the course. Clearly explain to the students what they might learn about each topic, and/or what skills each task might focus on, so they know what they are choosing from. It is good if there is a mix of things that the teacher chooses and things that the students choose.
4. It is important for students to be prepared to pass the exam but learning only through memorisation is quite passive. The teacher can use different classroom activities for students to practise what they are learning in more active ways. Try to do tasks that are similar to tasks that the students will to do in the exam.
5. Not all student-centred activities take a long time to plan. For example, group discussions or activities that involve writing your opinions are quite easy to plan. If you have co-teachers, talk to them and learn what classroom activities they have used

successfully and if they have any tips about how to plan student-centred lessons.

F **Possible answers:**

2. When you choose activities for your lessons, you can decide to choose activities that require more active learning. You can reduce the amount of teacher-talk-time in the lesson and increase the amount of student-talk-time. An easy way to do this is to reduce the amount of lecturing in your class.
3. Passive learning can be useful. For example, if you need to give your students information you might choose to use a lecture, or you might have the students observe you doing a demonstration. Some textbook work can be quite passive, but textbooks can still be useful resources for learning.

2.3 Learning Preferences

C **Answers:**

1. e., Interpersonal
2. a., Visual-spatial
3. d., Intrapersonal
4. c., Verbal-linguistic
5. g., Musical-rhythmic
6. f., Logical-mathematical
7. b., Bodily-kinesthetic

E **Possible answers:**

1. The following are examples of activities that correspond to each intelligence:

   Verbal-linguistic – lectures, discussions, speeches, debates, listening to audio, writing stories, role plays, vocabulary games, creating a poster or advertisement, watching a movie

   Logical-mathematical – solving mysteries and riddles, making predictions, solving number and logic problems, working on budgets, creating a flowchart or sequence, sorting information into categories

   Visual-spatial – art and painting activities, creating a map, drawing pictures, colouring, creating a comic strip, creating a mindmap, making posters, watching a movie

   Musical-rhythmic – creating and performing songs, creating and performing dances, creating something to a beat or a melody, writing pœtry and rhymes

   Bodily-kinesthetic – role plays, acting out what one is learning, playing games that involve body movement, cutting and gluing to create something, demonstrations using one's body

   Interpersonal – working in pairs and small groups, cooperative and team-based games, role plays, interviews, group projects, discussions, team debates

   Intrapersonal – writing in a journal, writing about one's experiences, working independently, self-study, meditation, writing essays

F **Possible answers:**

1. The students would likely become bored with the teaching style and any students that have different learning preferences would become less and less engaged with their learning.
2. You could plan your lesson so that it has activities that connect to different learning preferences, or plan a week of classes so that the classes include a different learning preference each day. Your students will likely appreciate learning in different ways.
3. At the beginning of the school year, try to learn which learning preferences your students have. You can ask your students which ways they prefer learning. Choose activities for presenting new information and activities for practice that use different learning preferences. Be varied in the types of activities you use in your classroom so that all students have an opportunity to use their learning preferences.

2.4 The Brain's Learning Needs

A **Possible answers:**

sleep, food, oxygen, stimulation, enjoyment, fun, rest, education, challenge, practice

B **Possible answers:**

1. **a.** v
   b. vi
   c. iv
   d. viii
   e. vii
   f. ii
   g. ix
   h. iii
   i. i
2. **Possible answers:**
   A. Novelty, Movement and Oxygen
   B. Recharging, Recycling, Socialising, Access Prior Knowledge, Challenge
   C. Novelty, Movement and Oxygen, Challenge

D. Visuals, Socialising, Access Prior Knowledge, Challenge

E. Reflection, Access Prior Knowledge, Challenge

F. Reflection, Novelty, Challenge

G. Recycling, Reflection, Socialising, Challenge

H. Recharging, Recycling, Reflection, Novelty, Access Prior Knowledge, Challenge

I. Recycling, Reflection, Novelty, Visuals, Movement and Oxygen

J. Recharging, Recycling, Reflection, Visuals, Access Prior Knowledge

3. Possible answers:

a. These activities can address different needs that our brains have for learning.

b. Some activities might be new for students and therefore require clear instructions and explanations.

The teacher may need to prepare materials for some of these activities.

The students might need additional resources to do some of the activities.

None of these activities really allow students time to "recharge".

Note: "Recharging" is typically done with energisers (unrelated to the lesson) and simple review activities that the students can do fairly easily. Recharging activities are meant to give the students a break from having to learn and use new information.

D Possible answers:

3. i. Try to make sure that the students aren't doing one thing for more than 20 minutes. Change activities after 20 minutes.

ii. Review things that students have learned in previous classes. Try to review regularly. Give students more practice opportunities, such as through homework. Do weekly review quizzes.

iii. Have students keep reflection journals. Encourage them to discuss what they have learned, why it is useful and how they can use it.

iv. Do different types of activities in class. Present new information in different ways that connect to different learning preferences.

v. Use posters, graphs and charts, photos and other visuals when presenting new information. Let students create their own posters, graphs, charts and other visuals.

vi. Do some activities that involve moving around the room (or outside the room). Create groups during class so that students need to move to new seats and work in new groups.

vii. Try to have regular groupwork. This can be an activity where the students have to cooperate to do the activity, or it could be a group discussion. You can also make opportunities for students to teach each other, such as by checking their classmate's answers.

viii. Begin each topic by brainstorming or discussing what the students already know about the topic for that lesson.

ix. Choose activities that are neither too easy nor too difficult. Give students enough time to complete the activity, and try to have extra work planned for students who finish the activity before their classmates. Give your students positive encouragement if you give them a challenging activity. If some students are struggling with an activity, have them work together in pairs or small groups.

E Answers:

1. a. connects to novelty.

b. connects to recharging and recycling.

c. connects to recycling.

d. connects to reflection.

e. connects to challenge.

f. connects to all of the needs on page 33 because meeting all of those needs helps our brain to change and grow.

g. connects to socialising.

3 Being an Effective Teacher

3.1 A Great Class

B Possible answers:

- If the teacher asks the students questions, the students will have to think about what they are learning.
- If the teacher gets angry, the students will feel angry or embarrassed.
- If the teacher gives practice activities, the students will practise what they are learning.
- If the teacher gives a long lecture, the students will feel bored.
- If the teacher is regularly late to class or forgets materials, the students will become less responsible.
- If the teacher has strong classroom

management, the students will follow the rules and be well behaved.

C **Possible answers:**

1. Teachers should:
   - be kind;
   - guide students;
   - give feedback;
   - be organised;
   - plan lessons for active learning;
   - encourage and motivate students;
   - facilitate practice activities;
   - give assessments;
   - use fair classroom management;
   - ask questions.
2. Teachers shouldn't:
   - be biased or unfair towards students;
   - talk all the time;
   - only use passive learning classroom activities;
   - give homework that is too challenging;
   - only give feedback about mistakes students have made;
   - show negative emotions towards students.

D **Possible answers:**

2. Some things that teachers could do to better perform the nine habits of an effective teacher include:
   - making an action plan that has goals, and steps to reach those goals;
   - learning those skills from co-teachers and colleagues, through observing them or asking them for advice;
   - identifying and using specific new techniques and skills that are known to be effective;
   - developing a positive mindset about teaching by celebrating successes and learning from mistakes;
   - always believing that they can improve and seeking ways to do so;
   - practising specifically what they want to improve before they give a certain lesson;
   - planning for more active learning and student-centred classroom activities;
   - giving feedback after each classroom activity;
   - creating a classroom management plan;
   - calling on different students during each lesson.

3.2 Requirements of an Effective Teacher

A **Possible answers:**

1. Knowledge is facts and information that people remember and understand. Skills are abilities that people have.
2. Attitudes are what people think, feel and believe; Behaviours are how a person acts.
3. Your behaviours are affected by your attitudes and your attitudes affect your behaviours.

B **Answers:**

Knowledge: 2, 7, 8, 9

Skills: 4, 10, 15, 16, 17, 19, 20, 21, 22, 23, 25, 26

Attitudes and Behaviours: 1, 3, 5, 6, 11, 12, 13, 14, 18, 24, 27, 28

D **Possible answers:**

1. The things that we know and learn (knowledge) can affect what we are able to do (skills); the more we know, the more we can usually do. However, knowing something is not always useful by itself. For knowledge to be useful, we should be able to use it with a skill that we have. Often, our behaviour is influenced by our attitudes. If we have a positive attitude, then we will behave in a positive way, and the opposite is also true.
2. Learning more about teaching can improve knowledge. Learning more about how to teach can improve skills. Practising having more positive thoughts and greater optimism can improve attitudes. Acting more positively and optimistically towards students and co-workers can improve behaviour. Knowledge, skills, attitudes and behaviours can all be improved by a teacher reflecting on their strengths and weaknesses. The teacher can then identify what they would like to improve and make a plan about how to improve these things. This is related to Stage 5 (evaluate) of the teaching cycle.

3.3 A Great Teacher

B **Possible answers:**

1. In the classroom – b, c, e, f, g, h, i
   In the school – a, b, c, d, e, f, g, h, i
   In the community – b, e, h, i
   Before a lesson – a, b, d, i
   During a lesson – b, c, e, f, g, h, i
   After a lesson – d, f, h, i

2. actor, counsellor, entertainer, evaluator, motivator, presenter, tutor, etc.

D **Possible answers:**

1. a. **Most important** – planner, organiser, psychologist, monitor, friend, assessor

   Least important – mentor, researcher

   b. **Most important** – planner, organiser, administrator, mentor, assessor, monitor, researcher

   Least important – researcher, friend

   c. **Most important** – planner, organiser, administrator, mentor, assessor, monitor

   Least important – psychologist, friend

   d. **Most important** – planner, organiser, mentor, assessor, monitor

   Least important – psychologist, administrator, friend, researcher

   e. **Most important** – planner, organiser, administrator, mentor, assessor, monitor

   Least important – psychologist, friend, researcher

   f. **Most important** – planner, organiser, monitor, researcher, psychologist, mentor, friend

   Least important – administrator, assessor

F **Answers:**

1. a. ii
   b. i
   c. iv
   d. vi
   e. v
   f. viii
   g. iii
   h. vii
2. A. iii
   B. i
   C. vii
   D. iv
   E. viii
   F. ii
   G. v
   H. vi

G **Possible answers:**

1. a. **Being a planner:** Both teachers believe that it is important to be a good planner.
   b. **Collaborating with Colleagues:** Sayar Nai Lin recommends that you get advice from other teachers.
   c. **Knowledge and Skills:** Sayama Roseline improved her teaching skills by learning from mistakes. Sayar Nai Lin needed to learn more about science.
   d. **Giving Feedback:** Sayar Nai Lin believes feedback is very important.
   e. **Reflection:** Sayama Roseline recommends that teachers should reflect after each lesson.
   f. **Understanding That You Make a Difference:** Both teachers say that they make a difference in the lives of their students.
   g. **Getting Personal:** Sayama Roseline tries to chat with students after class to learn more about them.
   h. **Staying Organised:** Sayar Nai Lin recommends that you keeps organised – store resources carefully and record grades.
   i. **Always Developing:** Both teachers believe that we should always work to develop ourselves as teachers.
   j. **Attitudes and Behaviours:** Sayama Roseline thinks a positive attitude is important.
   k. **Finding Inspiration:** Both teachers are inspired by their students and both teachers want to become better teachers.
   l. **Being a Researcher:** Sayar Nai Lin needed to do research to learn more about science.

4 Student Needs

4.1 Thinking about Student Needs

A **Possible answers:**

1. These messages let the teacher learn more about the thoughts and feelings of their students, so they can plan or make changes to their classroom and their lessons to respond to the needs of the students.
2. A teacher might let students write private notes about thoughts and feelings they are having in the teacher's class. The students could then share these thoughts and feelings secretly to the teacher. This will allow the teacher to learn more about their students without the students feeling embarrassed to tell the teacher.

4.2 Motivation

A **Possible answers:**

1. The chart shows that by making short-term goals, we can double our motivation. By making medium-term goals, we increase our motivation more. We can further increase our motivation by making long-term goals.
2. Possible titles might be: *The Effect of Goals on Motivation*, or *The Relationship between Goals and Motivation*.

C **Answers:**

1. a, b, c, e, f
2. d, g, h

D **Possible answers:**

1. She is likely more confident with reading, grammar and pronunciation because these are all low priority for her. She may also be confident with listening as this is also low priority.
2. She wants to focus on writing the most – writing paragraphs, a CV, reports and persuasive essays. Additionally, she is interested in improving her public speaking and confidence to speak. She also wants to improve her ability to express opinions, which is useful for both writing and speaking.
3. One piece of advice for Nilar might be to focus on learning vocabulary for professional English, especially vocabulary that is used in an office. Also, she could benefit from focusing on skills such as job interviews, writing emails, giving presentations and facilitating a meeting or discussion because these are more specific professional skills.

F **Possible answers:**

2. **a.** pleasure, feeling relaxed, interest in the topic of the book, enjoying a hobby (internal)
   b. recognition for achievement, being recognised by your peers (external)
   c. setting a personal best, exercise, being fit and healthy, having fun (internal); winning a competition (external)
   d. receiving a high grade for personal satisfaction, (internal); having others know that you have done well, being on the path to university (external)
   e. completing intensive study (internal); making others feel proud, getting a degree, being prepared for a good job (external)

G **Answers:**

a. v
b. viii
c. vii
d. x
e. ix
f. iii
g. i
h. vi
i. ii
j. iv

H **Possible answers:**

1. b, e, f
2. a, d, g, i
3. Teachers might want to offer Sai Sai additional opportunities to learn and practise English. They might want to show Sai Sai how he has improved in English class, even if he is not getting the highest grades. A teacher might want to give Sai Sai more opportunities to practise what he is learning, and spend less time lecturing during class.

I **Possible answers:**

1. Many people believe that internal motivation is stronger than external motivation because it can often be more powerful and meaningful for us to motivate ourselves. If we do something because we want to do it and because we believe in it, we are more likely to try hard, not give up, learn and succeed. External motivation can be useful, however, if someone dœs not have strong internal motivation. It is recommended that we try to find our own internal motivation before relying on external motivation.
2. We can motivate our students by getting them interested in what they are learning. We can show them how their learning is useful for their lives. We can connect what they are learning to their own short-term and long-term goals. We can give them feedback and show them how they are improving, which can help them increase their confidence. We should also give them encouragement. We can make learning fun and enjoyable, but also challenging, so that when students are learning, they are having fun but also working hard to achieve success. Giving students regular grades and scores can also motivate them to want to improve. Sometimes competitions (with themselves or with other students) can be useful. We can make the classroom a place they want to be in.

4.3 Inclusive Education

A Possible answers:

1. No, although it is possible that a disability has been caused by a sickness.
2. Sometimes, but also disability can be caused by an accident or illness or condition that happens later in life.
3. Maybe. They might have an intellectual disability, but there are other reasons why someone might not be able to speak, such as by having an injury to their vocal cords.
4. No, for example some deaf people might know sign language but others might not.
5. No, because our bodies, minds, emotions and social skills develop at different speeds.
6. It is better to support a person and treat that person as an equal than it is to pity them.

B Answers:

1. attitudinal
2. physical
3. physical
4. attitudinal
5. attitudinal
6. attitudinal
7. physical
8. attitudinal
9. attitudinal
10. attitudinal
11. both

C

2. **Answers:**
   Scenario i: attitudinal
   Scenario ii: physical
3. **Possible answers:**

Scenario i:

a. The student might quit the course.

b. You could ignore unimportant issues in the student's grammar, vocabulary and pronunciation, as long as the meaning is correct and clear. You could help everyone in the class understand that in this class, the point is not to have perfect Myanmar, that people have different first languages and that is fine.

Scenario ii:

a. The student might feel like they are not equal to their classmates. The student might feel that the teacher has some bias against them or dœs not care about their disability.

b. You could ask the student if they would like to participate in physical activities, or if they would prefer you to reduce the amount and frequency of physical activities in your lesson. You could find out which physical activities are OK for the student. You might reduce the number of physical activities used in the class or remove any competitive games that require fast movements to succeed. You may speak to the student privately and see if they would like to help you facilitate the activity rather than participate in the activity. You should try to plan activities that do not require too much movement or plan activities that allow some students to move and other students to not have to move as much.

4.4 Needs Assessment

A Possible answers:

1. It can be useful to know gender and age of students, if they have other siblings in the school, what students have learned in the past, their marks in previous classes, what their interests and motivations are, what learning preferences they have, what needs they have, if they have any disabilities, etc.
2. This information will help you prepare your classroom, your curriculum and your lessons to better meet the needs of the students.

B

1. **Answers:**
   a. observation
   b. diagnostic test
   c. interview/discussion
   d. observation
   e. survey
   f. survey
   g. interview/discussion
   h. interview/discussion
   i. observation
   j. interview/discussion

2. **Possible answers:**
   - **a.** 5 – social needs
   - **b.** 1 – prior knowledge
   - **c.** 2 – physical needs
   - **d.** 3 – motivation
   - **e.** 4 – learning preferences
   - **f.** 1 – prior knowledge, 3 – motivation
   - **g.** 5 – social needs
   - **h.** 1 – prior knowledge, 4 – learning preferences
   - **i.** 2 – physical needs
   - **j.** 4 – learning preferences

3. **Answers:**

Yes, it is. The teacher might choose the one assessment method that is the easiest to do in their class, or they might use multiple methods.

E Possible answers:

1. **Inappropriate**, because splitting into two groups might demotivate or embarrass the students in the "slower" class. It might also take away learning opportunities from them where they could learn from their "faster" classmates. Or:

   Appropriate, because the teacher may be teaching to an exam which some students do not have the necessary skills to pass all of. She may want to teach the easier part of the exam to the lower-level group so that they can score highly on part of it and teach the whole exam to the higher-level group so that they have a chance to score highly on all of it.
2. **Inappropriate**, because a teacher should always be willing to adjust the content they are teaching to be at an appropriate level for the students. She can change the amount of curriculum that she covers each day and how quickly she covers it so that it is more appropriate for the needs of students who are studying for exams.
3. **Appropriate**, because the teacher is making the lessons more relevant for his students.
4. **Inappropriate**, because the students should be allowed to use their first language if it helps them feel comfortable and learn. Or:

   Appropriate if the teacher and the students both agree to have a rule against using their first language.
5. **Appropriate**, because the teacher has made groups that help them learn better.
6. **Inappropriate**, because the teacher is showing bias towards some students and taking away learning opportunities from many other students.
7. **Appropriate**, because the teacher is making good use of the prior knowledge and experience of the students.
8. **Appropriate**, because the teacher is responding to the needs of the students to make the learning environment safer for everyone.

F Possible answers:

1. Use fewer classroom activities that require running.
2. Allow students to use their mother tongue in the classroom. Encourage students to work in mixed groups of Mon and Bamar. Ensure your lessons are relevant for both the Mon students and the Bamar students.
3. Allow students who wear glasses to sit closer to the board. Write in big lettering on the board and create larger visuals so all students can see more easily.
4. Reduce the amount of lecturing and time that the teacher speaks during each lesson.
5. Give students the option of working independently instead of in groups. Use a mixture of groupwork and individual work in your lessons.
6. Prepare additional practice problems for faster students to do if they finish more quickly than their classmates. Use mixed groups to allow faster and slower students to work together.
7. Treat the student as equal to the rest of the students. Check with the student in private to see if they feel comfortable being back in school again. Offer to help if the student is having trouble adjusting to being back in school.
8. Find time to teach lessons on topics or skills that interest the students.
9. Have realistic expectations for students with lower literacy levels. Provide them with additional support and practice. Allow them to do tasks in their first language, if possible.
10. Let these students work together so they can learn from each other. Be careful not to show bias towards the students with higher language ability.

G Possible answers:

Class Strengths – Students are familiar with each other, many students have visual-spatial learning preference, many students have interpersonal learning preference, English level is similar (only

two levels), students can answer closed questions.

Class Needs – Active learning, especially in the afternoon, encouragement when making mistakes with English, posters and other resources for visual learning, support with prior knowledge in politics and democracy, encouragement to use English in social science classes, support sharing opinions and answering open questions, help copying notes.

Goals – Improve knowledge in politics and democracy, improve note-taking ability, improve student confidence in English so they feel comfortable using it outside of English class, improve students' ability to give opinions.

Future Plans – Use lots of visuals such as graphs and charts, reduce lectures and teacher-talk-time, let students with visual disabilities sit closer to the teacher and the board, use group activities, connect lessons to student interests and motivations, plan for more active learning in the afternoons.

Cognitive Needs – Giving opinions, answering open questions, lacking prior knowledge in politics and democracy, strong visual learning preferences.

Social Needs – Multiethnic and multicultural class, different first languages, many students like working together.

Affective Needs – One student can get angry and be aggressive, students feel embarrassed when making mistakes.

Physical Needs – Some students have visual disabilities, one student has hearing disability, one student has mobility disability (has a limp), one student has trouble paying attention.

I **Possible answers:**

1. Physical needs, Social needs, Inclusive, Attitudinal barrier, Physical barrier, maybe also: Student profile, Needs assessment, Needs analysis
2. ECDC wanted many different people, all of whom have a responsibility within education, to learn about disabilities. One possible long-term effect is that these different people will cooperate to make schools more inclusive.

J **Possible answers:**

1. It can sometimes be challenging to find time to conduct a needs assessment, which is why it is good for teachers to schedule time at the beginning of the academic year or start of a new class for this. Teachers should choose the best needs assessment method according to how much time they have available.
2. The teacher can interview or survey the principal, parents and/or community leaders to find out what their expectations for the school are. The teacher can share the results of student needs assessments with the principal, parents and/or community leaders.
3. Timing is the most important resource for needs assessments. If a teacher wants to make changes after a needs assessment, they need flexibility from the school to be allowed to do this. If a teacher wants to change the curriculum, they need time to develop new curriculum.

5 Positive Learning Environments

5.1 The Classroom Environment

A **Possible answers:**

Traditional Rows

1. As a student – have my own space, quite independent from classmates.
2. As a teacher – easy to create a seating plan, can move easily around the classroom to circulate and monitor, good for independent work.

Lecture Hall

1. As a student – have to focus on the teacher, sitting very close to classmates, no personal space, difficult to move around.
2. As a teacher – all students can see me, easy to observe all students, difficult to move around and engage with individual students, pairwork is possible but groupwork is extremely challenging.

Work Stations

1. As a student – easy to work with friends, might be difficult to see the board, good for supporting teamwork.
2. As a teacher – great for groupwork, more challenging for individual work and pairwork, easy to walk around the classroom, might be difficult for some students to see the board.

Flexible Seating

1. As a student – many choices, can sit where and how I like, and can change each day.
2. As a teacher – many possibilities for seating and pairwork/groupwork, have to create seating plans more often, have to plan how to move around the classroom.

B **Answers:**

1. **a.** iv
   b. vii
   c. i
   d. ii
   e. iii
   f. v
   g. vi

5.2 Classroom Cultures

A **Possible answers:**

1. **Power** affects who has authority and control within the classroom. If the teacher is seen as having the most power, then it is likely the classroom will be under control. Too much power, however, could make students feel nervous or scared about trying new things and taking risks. On the other hand, if the students have more power than the teacher, then the class is likely to be out of control, which makes it really challenging for all students to learn.
2. **Student autonomy** affects how much decision making students can have within the classroom. It gives students the opportunity to make decisions for themselves, such as who to work with or what to work on. It can make the classroom more student centred.
3. **Cooperation** affects how well the students work together and how well the teacher works with the students. Classrooms with lots of cooperation feel safe for all students because the teacher and students are comfortable working with each other. Learning can be cooperative, and students can learn from each other and help each other to complete tasks and do activities.
4. **Fairness** affects how equally students feel treated. If students do not feel like they are being treated fairly – by the teacher or by each other – they will likely not enjoy being in class. Students will lose motivation if they feel that the class is unfair. They will lose trust in the teacher if they feel that the teacher is unfair.
5. **Classroom atmosphere** affects how the classroom feels for the students and teacher. All of the concepts above – power, student autonomy, cooperation, fairness – affect the atmosphere of the classroom. If everyone has positive feelings in class, then it will be easier to teach and easier for students to learn. If someone has negative feelings in class, then it will be much more difficult to teach and more difficult for students to learn.

B **Answer:**

1, 2, 4, 7, 10, 11, 12 and 13 are important in a classroom.

C **Answers:**

1. d
2. a
3. b
4. f
5. g
6. e
7. c
8. h

D **Possible answers:**

1. You may want to call on students randomly or draw names from a cup. Make sure to tell your students that you expect them all to try to participate. Be sure to give them enough time to come up with answers.
2. Remind your students that it is perfectly acceptable to make a mistake. Call on students randomly if they are too shy to raise their hands. Give students plenty to time to create their answers.
3. Used mixed groups and let students support each other and learn from each other. Be prepared to give the stronger students additional practice and be prepared to give extra attention and support to the weaker students. Show appreciation for both the stronger students and the weaker students when they succeed.
4. Let students set goals for their learning and reflect on how well they are meeting these goals. Be clear with your expectations for students and give them a grade for how well they are completing their homework. Challenge your students and let them challenge themselves and each other.
5. Consider reducing the amount of competition in your class. Let students set their own individual goals for learning that are not always related to grades and scores.
6. Create rules and responsibilities for your students at the beginning of the year. Treat your students with respect but also make sure that they know how you expect to be treated, and treat you with respect.

F **Possible answers:**

1. The culture of a classroom is important because it affects how the students feel while they are learning. If the culture is bad – negative, frightening, very competitive – the students might be afraid to make mistakes, and this may mean they don't want to try to answer questions. On the other hand, a positive culture – encouraging, cooperative, respectful – the students will feel comfortable trying new things, making mistakes and working independently and with others.
2. The teacher can influence the culture of the classroom by using the guidelines in 5.2 C. It can be useful to think of the cause-and-effect relationship between the teacher and students. Teachers' attitudes and behaviours are the cause and their students' attitudes and behaviours are the effect, so if a teacher works hard to make the classroom culture strong and positive, it is likely that the students will experience this.

5.3 Your Teaching Future

C **Possible answers:**

Head – knowing about student needs, knowing about teacher needs, knowing how to do a needs assessment and needs analysis, etc.

Eyes – observing students' needs, etc.

Heart – showing empathy to students, being fair and equal to all students, etc.

Hand – creating needs assessments, planning lessons and classroom activities, etc.

Leg – moving around the classroom, changing roles during a lesson, collaborating with colleagues, etc.

Picture Acknowledgements.

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Credit Where It's Due:

Mote Oo Education would like to thank everyone involved in this project. Without you all, it would never have been possible. Below are those who have worked on this project in various roles (by role, in alphabetical order).

Writing, Editing and Proofreading: Briana Rogers, Gray Rinehart, Jordan Pescrillo, Katie Fisher, Katie Julian, Matthew Simpson, Zoe Matthews

Glossary Translation and Editing: Kaung Hla Zan, May Htut Pan Moe, Nila Win

Cover: Pixel Brush Art Studio: https://www.facebook.com/pixelbrushtheartstudio

Illustrations: Kargyi, Myo Min Thant

Layout: Matthew Gibbons, Matthew Simpson

Additional Help and Support: Thank you to Mote Oo's trainers for trialling and feeding back on the content.

If we have missed anyone out, we apologise. Please contact us and we will add your name on future editions.