

# THE NEW TEACHER

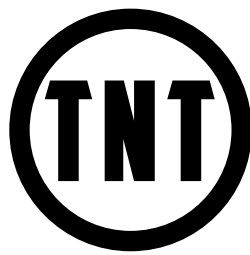
## MODULE 3: TEACHING

GRAY RINEHART

ZOE MATTHEWS

KATIE JULIAN





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**ZOE MATTHEWS**

**KATIE JULIAN**

### ပုံနှိပ်တိုက်အမည်

ဒေါ်ကလျာ၊ ရွှေပုံနှိပ်တိုက် (မြဲ - ၀၁၅၂၁)  
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(၂) ရပ်ကွက်၊ ပုဇွန်တောင်မြို့နယ်၊ ရန်ကုန်။

### ထုတ်ဝေသူ

ဦးအောင်မြတ်စိုး

### စာပေတိုက်အမည်

#### မုခ်ဦးစာပေ

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(၂) The New Teacher Module 3: Teaching

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# Module 3: Teaching

## Course and Module Themes and Main Ideas

This is the third 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 3 focuses on the third stage – teaching – looking at how you can develop styles of teaching that help your students learn better in any sized class. This involves using effective classroom management and employing a range of teaching strategies and techniques.

Module 3 covers the following topics:

- Styles of teaching;
- Rules, routines and discipline plans for classroom management;
- Tips for giving effective instructions;
- Ways of presenting new information and checking for understanding;
- Teaching for learning by engaging, motivating and challenging students; asking questions, manipulating classroom arrangements and student grouping; and giving feedback.

## Learning Goals

### Knowledge

**In this module you will increase your knowledge of:**

- three styles of teaching;
- rules and routines;
- discipline and consequences;
- instructions;
- eliciting and making connections;
- using the board and graphic organisers;
- checking for understanding;
- types of questions;
- class arrangements;
- feedback;
- differentiation.

### Skills

**In this module you will improve your ability to:**

- use different teaching styles;
- develop classroom routines;
- create and apply rules using discipline and consequences;
- give effective instructions;
- present new information;
- elicit ideas and make connections;
- use the board and graphic organisers;
- check for understanding;
- ask different types of questions;
- group students appropriately for different tasks;
- give feedback.

### Reflection

**In this module you will reflect upon:**

- the advantages and disadvantages of different teaching styles;
- the importance of rules and routines;
- the effects of discipline;
- the benefits of effective instructions;
- how new information can be presented;
- the importance of questions;
- Possibilities for class arrangements and student grouping;
- the importance of feedback;
- the importance of differentiation.

# 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."

[https://www.seameo-innotech.org/wp-content/uploads/2020/09/SEA-TCF\\_2018.pdf](https://www.seameo-innotech.org/wp-content/uploads/2020/09/SEA-TCF_2018.pdf)

## 1. What Is Teaching?

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

## 2. Classroom Management

ASEAN B8: Manage classroom activities

ASEAN D2: Promote a caring and learning-friendly environment

ASEAN D5: Respect diversity of learners

ASEAN G2: Uphold and model teachers' professional code of ethics

## 3. Presenting New Information

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

ASEAN B3: Communicate at learners' level

ASEAN B7: Contextualize teaching to local situations

## 4. Teaching for Learning

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

ASEAN B4: Promote students' participation and collaboration

ASEAN D3: Motivate active learning

ASEAN D6: Maintain a collaborative learning environment

ASEAN F2: Develop higher order thinking skills in learners

ASEAN F3: Strengthen higher order thinking skills in learners



# Myanmar's Teacher Competency Standards Framework

Myanmar's Teacher Competency Standards Framework was being developed alongside broader actions undertaken to raise the quality of 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.

## 1. What Is Teaching?

TCSF B1: Teach curriculum content using various teaching strategies

- TCSF B1.2: Demonstrate capacity to apply different strategies for teaching and learning

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

## 2. Classroom Management

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 B3.2: Demonstrate strategies for managing student behaviour

## 3. Presenting New Information

TCSF B1: Teach curriculum content using various teaching strategies

- TCSF B1.1: Demonstrate capacity to teach the curriculum-related subject concepts and content

## 4. Teaching for Learning

TCSF B1: Teach curriculum content using various teaching strategies

- TCSF B1.2: Demonstrate capacity to apply different strategies for teaching and learning



# 1 WHAT IS TEACHING?

## OBJECTIVES

- Trainees will compare different styles of teaching;
- Trainees will identify how teaching connects to other stages of the teaching cycle;
- Trainees will explore strategies for teaching and classroom management.

## GLOSSARY

### active (adj)

– တက်ကြွအားထုတ်မှုရှိသော

**assess (v)** – သင်ယူမှု အကဲဖြတ်ခြင်း

### body language (n)

– ကိုယ်နေဟန်ထား

**chunk (n)** – (စိတ်ပိုင်းခွဲထုတ်ထားသော) အစိတ်အပိုင်း

**content (n)** – အကူးအပြောင်း ပါဝင်သည့်အကြောင်းအရာ

**cue (n)** – သံလွန်စ

**direct instruction (n)** – တိုက်ရိုက် ညွှန်ကြားချက်

**discovery learning (n)** – ကိုယ်တိုင် ရှာဖွေတွေ့ရှိမှုမှတစ်ဆင့် သင်ယူမှု

**elaborate (v, n)** – ချဲ့ထွင်ရှင်းလင်းခြင်း/ ချဲ့ထွင်ရှင်းပြသည်

**energiser (n)** – ပြန်အားပြည့် တက်ကြွစေသည့် လုပ်ငန်းစဉ်

**engage (v)** – စိတ်ဝင်စားပါဝင်စေသည်

**evaluate (v)** – ဆန်းစစ်အကဲဖြတ်ခြင်း

**facilitate (v)** – ပံ့ပိုးကူညီခြင်း

**feedback (n)** – တုံ့ပြန်အကြံပြုချက်

**gesture (n, v)** – ကိုယ်လက်အမှုအရာ/ အမှုအရာပြသည်

**graphic organiser (n)** – သရုပ်ဖော် ပုံဖြင့် စုစည်းစီစဉ်ပြမှု

**infographic (n)** – သတင်း အချက်အလက် သရုပ်ဖော်ပုံ

**interactive (adj)** – အပြန်အလှန် ဆက်ဆံပြောဆိုမှုရှိသော

**learning objective (n)** – သင်ယူမှု ရည်ရွယ်ချက်များ

**learning preference (n)** – သင်ယူမှုအားသန်ပုံအမျိုးမျိုး

**mastery (n)** – ကျွမ်းကျင်ပိုင်နိုင်မှု

**monitor (n)** – ကြီးကြပ်စောင့်ကြည့်မှု

**passive (adj)** – အားထုတ်မှုမရှိ အပြုခံသဘော

**prior knowledge (n)** – ရှိနှင့်ပြီး အသိ

**recall (v)** – ပြန်မှတ်မိသည်

**rephrase (v)** – စကားပြေပြန်သည်၊ တနည်းအားဖြင့်ဆိုသည်

**routine (n)** – လုပ်ရိုးလုပ်စဉ် ဝတ္တရား

**timeline (n)** – အချိန်ပြမျဉ်း

**verbal (adj)** – စကားနှင့်ဆိုင်သော

**virtual (adj)** – အွန်လိုင်း

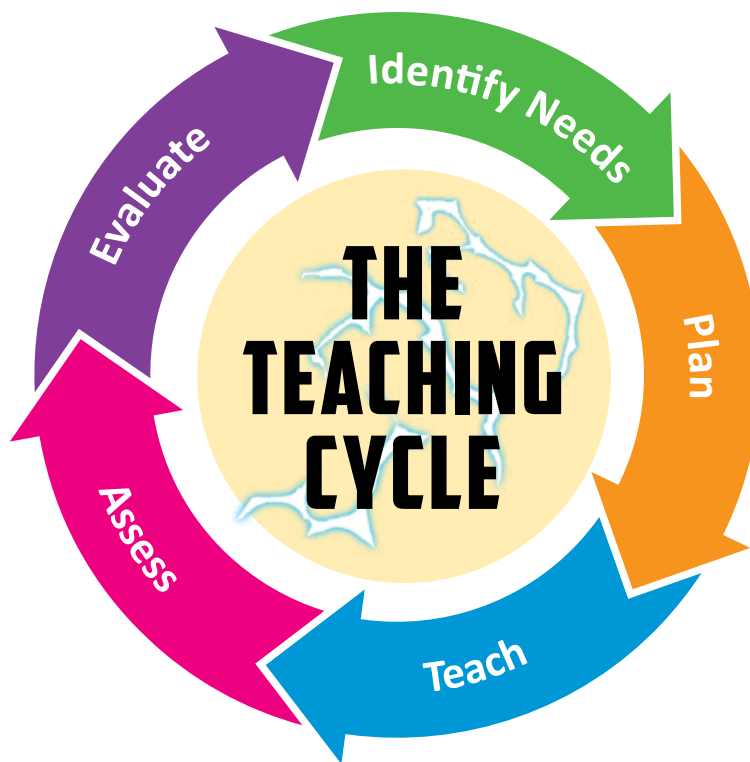
**visual (adj)** – အမြင်အားဖြင့်ဆိုင်သော

## 1.1 STYLES OF TEACHING

### PREVIEW

**A** Discuss the questions.

1. What does the teaching stage of the teaching cycle involve? What do teachers need to do during this stage?
2. What experience do you have with this stage? Discuss one positive experience and one negative experience.



### ACTIVITY

**B** Read the comic strip. How does it relate to the teaching stage?



The teaching stage involves teaching students new things, such as information and skills, and classroom management, such as rules and discipline. During this stage, teachers implement the plans that they have made. They use various techniques to help them deliver their lessons and manage the behaviour of their students.

In general, there are three styles of teaching that are most often used. **Direct instruction** is the oldest and most traditional style. It involves the teacher giving information directly to the students, who listen, read and memorise this information. It is teacher-centred and mostly **passive** learning.

The opposite of direct instruction is **discovery learning**, where students explore the world around them and develop their own understanding, such as by thinking about their experiences. Students therefore have a lot of responsibility for what they learn and the teacher's role is mostly as a **facilitator**. Discovery learning is very student-centred and is mostly **active** learning.

**Interactive** teaching focuses on interaction between the teacher and students. The teacher works with the students to develop their knowledge and understanding by building on what the students already know. The teacher also supports the students to develop their skills and connect what they are learning to real life. Interactive teaching involves a lot of teacher-student and student-student cooperation.

Teachers can use the three styles in different situations. For example, a teacher might use direct instruction in a lecture, interactive learning in a class discussion, and discovery learning in a roleplay activity and reflection.

## EXERCISE

**C** Match the style of teaching (1-3) to the phrase (a-c).

1. Direct Instruction
2. Discovery Learning
3. Interactive Teaching

- a. "You find out."
- b. "We work together."
- c. "I tell you."



## ACTIVITY

**D** Look at the activities in the table below and:

1. Identify which style of teaching they most relate to. Some activities may relate to multiple styles.

Activities	Direct Instruction	Discovery Learning	Interactive Teaching
a. lectures and note taking			
b. internet research			
c. discussions			
d. experiments			
e. essay writing			
f. asking and answering questions			
g. copying from a textbook			
h. individual and group projects			
i. creating a poster or slideshow			
j. participating in an online discussion forum			
k. watching a video			

2. Identify which of these activities you have experienced as a teacher and which you have experienced as a student.

## ACTIVITY

**E** Read the scenarios. Which style is each teacher most likely using?

**1.** Sayama Aye Aye has a list of class rules hung on a poster on the wall. She wrote these rules before the academic year began. Students sign a contract promising they will follow the rules. If anyone breaks a rule, they must face the discipline policy of the school. She spends the first week of class training students to follow classroom **routines**.

**2.** Thera Jobson has a blank list of rules for his class. He provides students with a box where they can anonymously provide **feedback** on behaviour that occurs within the classroom. He checks this box twice a week and if there is any feedback, he writes it on the list and shares it to the students. He doesn't spend time establishing classroom routines and instead lets the students do as they prefer.

**3.** Sayar Chit Marn spends time during the first week of the academic year creating rules with his students. He lets them make rules for the students and rules for the teacher. If they have missed a rule that he thinks is important to include, then he will add it. He usually has to add a few rules for the students. He shows his students how to do each classroom routine and they practise them until they can do them efficiently.

## ACTIVITY

**F** Write three paragraphs, each describing a time when you experienced one of these teaching styles.

1. What did you like and dislike about each experience?
2. In groups, compare and contrast your experiences.
3. Discuss the advantages and disadvantages of each style.

## DISCUSSION

**G** Discuss the questions.

1. In your experience as a student, have your teachers used an appropriate mixture of the three teaching styles? Why or why not?
2. In your experience as a teacher, have you used an appropriate mixture of the three teaching styles? Why or why not?
3. What are your greatest strengths with teaching?
4. What are the biggest challenges you face when teaching?

## 1.2 CLASSROOM MANAGEMENT AND TEACHING STRATEGIES

### PREVIEW

**A** How does the teaching stage relate to the other stages of the teaching cycle?

The teaching stage is influenced by and influences the other stages of the teaching cycle. For example:

**IDENTIFY NEEDS:** The ages and needs of the students affect classroom management and the types of behaviour that the teacher might expect to occur. The **learning preferences** of the students affect the ways the teacher might teach.

**PLAN:** Course plans and lesson plans determine the order of the **content** that is taught, what **learning objectives** need to be the focus, and which activities might be used in each class.

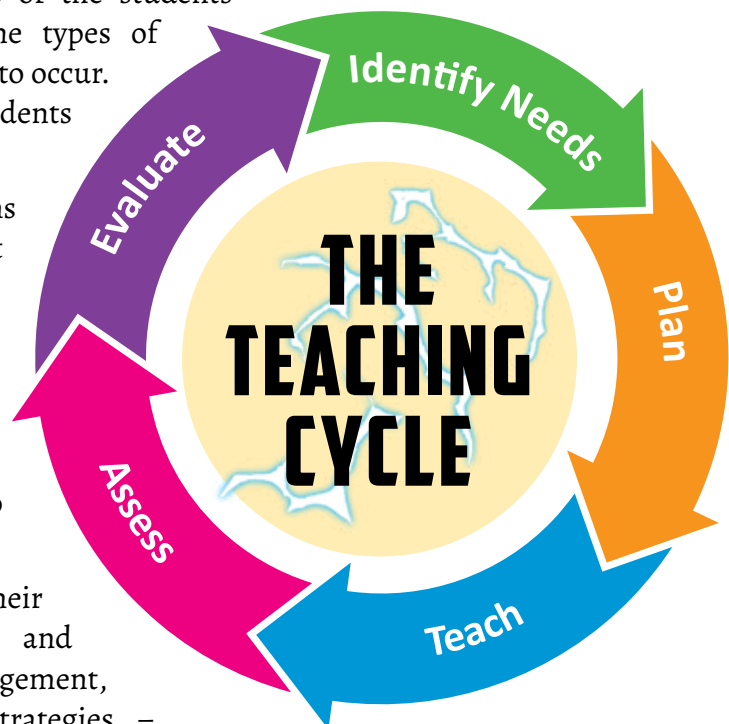
**ASSESS:** Students are **assessed** on the information and skills that are taught. Therefore assessment must relate to what and how the teacher teaches.

**EVALUATE:** Teachers can improve their teaching ability – including course and lesson planning, classroom management, delivering lessons and assessment strategies – through **evaluation**. This is a process of reflecting on their experiences of teaching, including classroom management.

Teaching requires making and enforcing expectations for how students will succeed both academically and behaviourally.

Teaching students requires presenting new information and skills to students and giving them opportunities to learn and practise these things before they are assessed. It is during the teaching stage that teachers actually deliver their lesson plans and guide students to learn the content and skills they will be assessed on. Teaching techniques are therefore essential for ensuring that lesson plans are delivered effectively and efficiently, and that students are prepared for assessment.

Teachers must also make sure that students' behaviour is controlled so that they are ready and able to learn. If students misbehave, it is difficult to teach them. Classroom management is therefore essential for learning, and teachers must create rules and routines, as well as ways to enforce these through discipline.





## EXERCISE

**B** Match the strategies (1-12) to their descriptions (a-l).

- a.** Help students thoroughly **recall** what they have been learning, by writing or drawing. They can check their notes afterwards to see how accurate they are and what important points they may have missed. Regularly review information from previous classes, not only the most recent class. This keeps information fresh. Encourage students to quiz themselves and each other.
- b.** Make sure students know the rules, routines and instructions they are expected to follow, and why these are important. Check that they understand these and remind them when needed. It can be useful to have a list of classroom rules on the wall.
- c.** Describe ideas in detail, and have students discuss ideas with each other. Explain how and why things work. Guide students to make connections between their **prior knowledge**, what they are learning, their own lives and the world around them.
- d.** Treat each student equally and fairly according to the rules of the classroom. Don't embarrass students in front of the class when they misbehave.
- e.** Learning new things is easier in smaller **chunks**. Explain things step by step. Break topics into smaller pieces, teach students each

Teaching Strategies	Classroom Management Strategies
1. <b>Elaboration</b>	7. Clear Expectations
2. Concrete Examples	8. Consistent Enforcement
3. Breaking Things Down	9. Showing Positivity
4. <b>Visuals</b>	10. Observation
5. Thinking Effort	11. Quick Intervention
6. Retrieving Information	12. Maintaining Interest

piece, and then put them together. Isolate areas that students misunderstand and re-teach individual areas of difficulty.

- f.** Use positive **verbal** and **body language** to communicate. When students misbehave, correct them by giving them an example of what they should be doing instead of repeating what they should not be doing. Do not use negative language about the student – instead, focus on their misbehaviour.
- g.** Use specific and relevant examples to help students understand difficult concepts. Make the link between the example and the concept clear. Have students create their own relevant examples.
- h.** Move around the classroom and **monitor** students so that misbehaviour can be more quickly dealt with. Use verbal and non-verbal **cues**, such as saying a name or using a hand **gesture**, to let students know they are misbehaving and need to stop.
- i.** Combine words and visuals. Identify useful visuals to go with written information.
- Represent information visually with a **graphic organiser** – an **infographic**, a **timeline**, a cartoon strip or diagram. Have students turn writing into visuals or visuals into writing.
- j.** Try to correct misbehaviour as soon as possible so that it does not escalate. Be strict and tell students why strictness is needed. Use quick reminders to address misbehaviour. If you need to discuss one student's behaviour, do this privately.
- k.** Students misbehave less when they are interested, so keep lessons **engaging**. They often misbehave when they are tired or bored. Take a break or do an **energiser**.
- l.** Make students do most of the mental work. Ask them questions – for evidence, examples, additional information, whys and hows, or to **rephrase** information that you have given them. Give students opportunities to independently and cooperatively practise using what they have learned. Repeated and varied practice help students achieve **mastery**.

## ACTIVITY

**C** Brainstorm effects these strategies will have on your students. Complete the chart.

If I use...	...then my students will...
1. elaboration	<ul style="list-style-type: none"> <li>■ better understand new information.</li> <li>■</li> <li>■</li> </ul>
2. concrete examples	<ul style="list-style-type: none"> <li>■ see how concepts exist in real life.</li> <li>■</li> <li>■</li> </ul>
3. breaking things down	<ul style="list-style-type: none"> <li>■ understand things piece by piece.</li> <li>■</li> <li>■</li> </ul>
4. visuals	<ul style="list-style-type: none"> <li>■ be more interested and engaged.</li> <li>■</li> <li>■</li> </ul>
5. thinking effort	<ul style="list-style-type: none"> <li>■ build on prior knowledge.</li> <li>■</li> <li>■</li> </ul>
6. retrieving information	<ul style="list-style-type: none"> <li>■ see how concepts exist in real life.</li> <li>■</li> <li>■</li> </ul>
7. clear expectations	<ul style="list-style-type: none"> <li>■ know exactly how to behave.</li> <li>■</li> <li>■</li> </ul>
8. consistent enforcement	<ul style="list-style-type: none"> <li>■ respect their teacher.</li> <li>■</li> <li>■</li> </ul>
9. showing positivity	<ul style="list-style-type: none"> <li>■ know what to do, not only what not to do.</li> <li>■</li> <li>■</li> </ul>
10. observation	<ul style="list-style-type: none"> <li>■ not be able to get away with misbehaviour.</li> <li>■</li> <li>■</li> </ul>
11. quick intervention	<ul style="list-style-type: none"> <li>■ quickly change their behaviour.</li> <li>■</li> <li>■</li> </ul>
12. maintaining interest	<ul style="list-style-type: none"> <li>■ be focused on the lesson.</li> <li>■</li> <li>■</li> </ul>

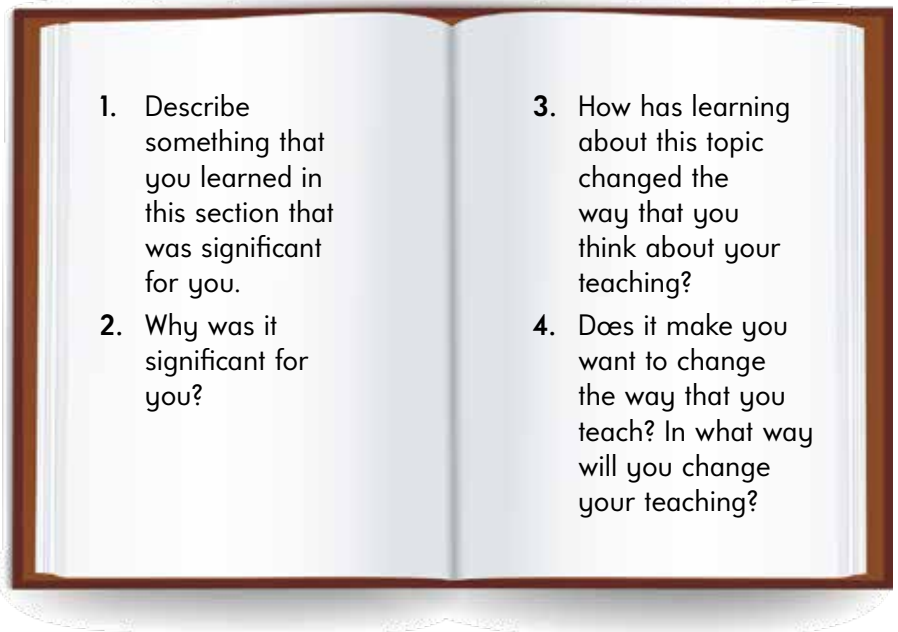
## DISCUSSION

**D** Discuss the questions.

1. In your experience as a student, have your teachers used an appropriate mixture of the three teaching styles? Why or why not?
2. In your experience as a teacher, have you used an appropriate mixture of the three teaching styles? Why or why not?
3. What are your greatest strengths with teaching?
4. What are the biggest challenges you face when teaching?

## REFLECTION

**E** 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 to help you reflect on your learning.



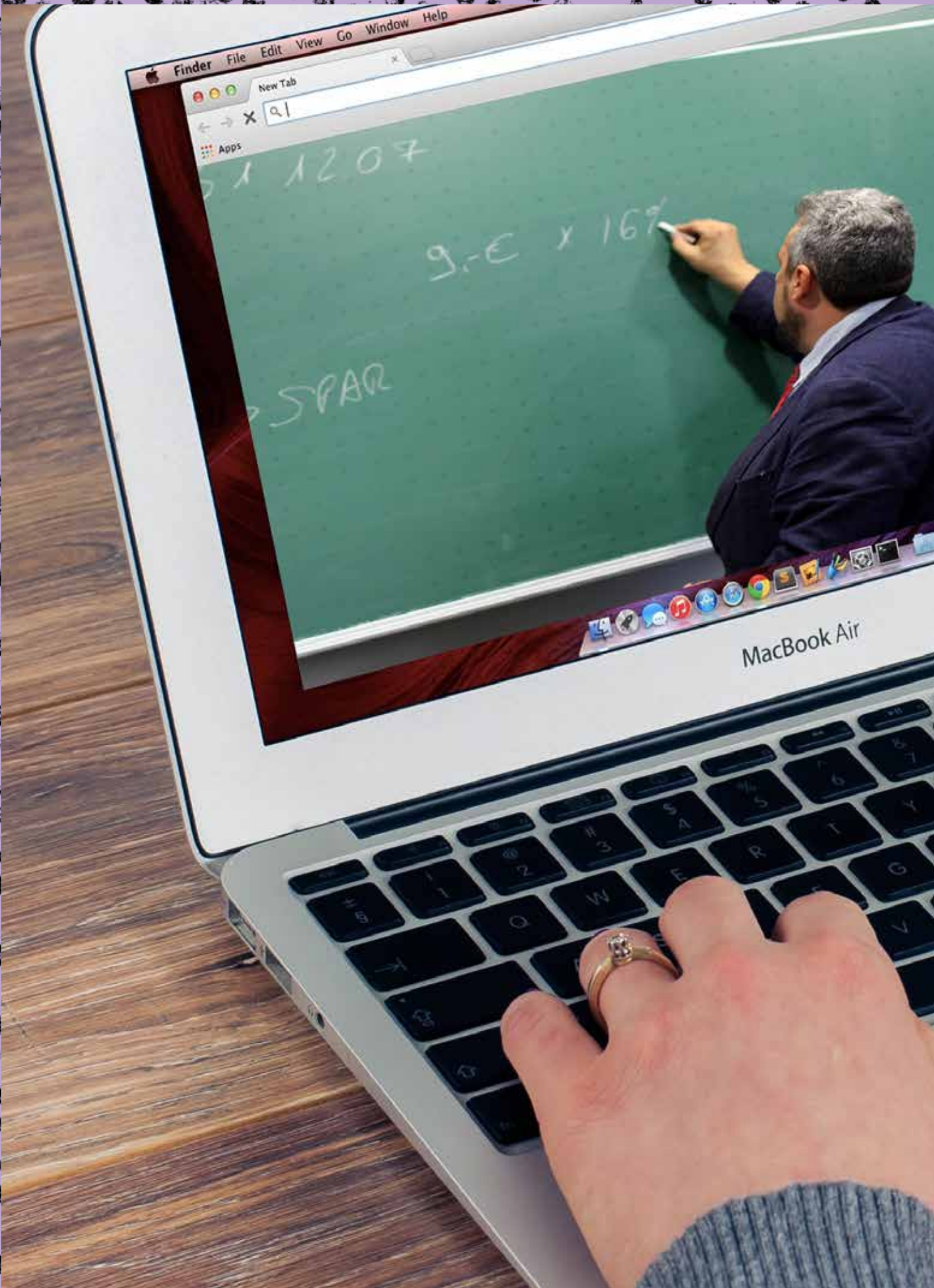
1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?

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 1: What Is Teaching?

Teaching involves presenting new information and skills to students so that they can engage and use what they are learning. It also involves managing the students so that their behaviour encourages learning. Teaching occurs in physical and **virtual** classrooms but preparation for teaching occurs outside the classroom, such as by identifying what teaching and classroom management techniques to use. Strategies for classroom management and teaching are important for classes of any size.

There are generally three teaching styles that teachers use – direct instruction, discovery learning and interactive teaching. These styles differ in terms of how student-centred or teacher-centred and how active or passive they may be. Teachers often use all three styles of teaching at different times, perhaps during the same lesson, or across multiple lessons. Each style can be beneficial to teachers and learners. In addition to using different teaching styles, teachers also use different teaching and classroom management techniques. Teachers often develop many of these techniques over time.



# Z

# CLASSROOM MANAGEMENT

## OBJECTIVES

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- Trainees will explore different techniques for building good relationships with students;
- Trainees will differentiate between rules and routines;
- Trainees will consider types of punishment and reward;
- Trainees will identify and use effective instructions.

## GLOSSARY

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**adapt (v)** – လိုက်လျောညီထွေပြောင်းလဲသည်

**boundary (n)** – စည်းဘောင် အကန့်အသတ်/ နယ်နိမိတ်

**breakout room (n)** – အခန်းခွဲ

**bully (n, v)** – အနိုင်ကျင့်သူ/ အနိုင်ကျင့်သည်

**chat box (n)** – ပြောလိုသည့် စကားများ စာရေးထည့်သွင်းရန် အကွက်

**deadline (n)** – အချိန်ပြည့်ပြီဟု သတ်မှတ်သည့် အချိန်

**model (n, v)** – သရုပ်ပြချက်၊ သရုပ်ပြသည်

**mute (v, adj)** – အသံပိတ်ထားသည်/ သော

**peer (n, adj)** – အဖော်အဖက်များ

**plagiarise (v)** – ခိုးကူးသည်၊ ကိုယ်ပိုင်သွယ် အတုခိုးသည်

**praise (v, n)** – ချီးမွမ်းသည်

**process (n, v)** – ဖြစ်စဉ်၊ စီမံကိုင်တွယ်ခြင်း

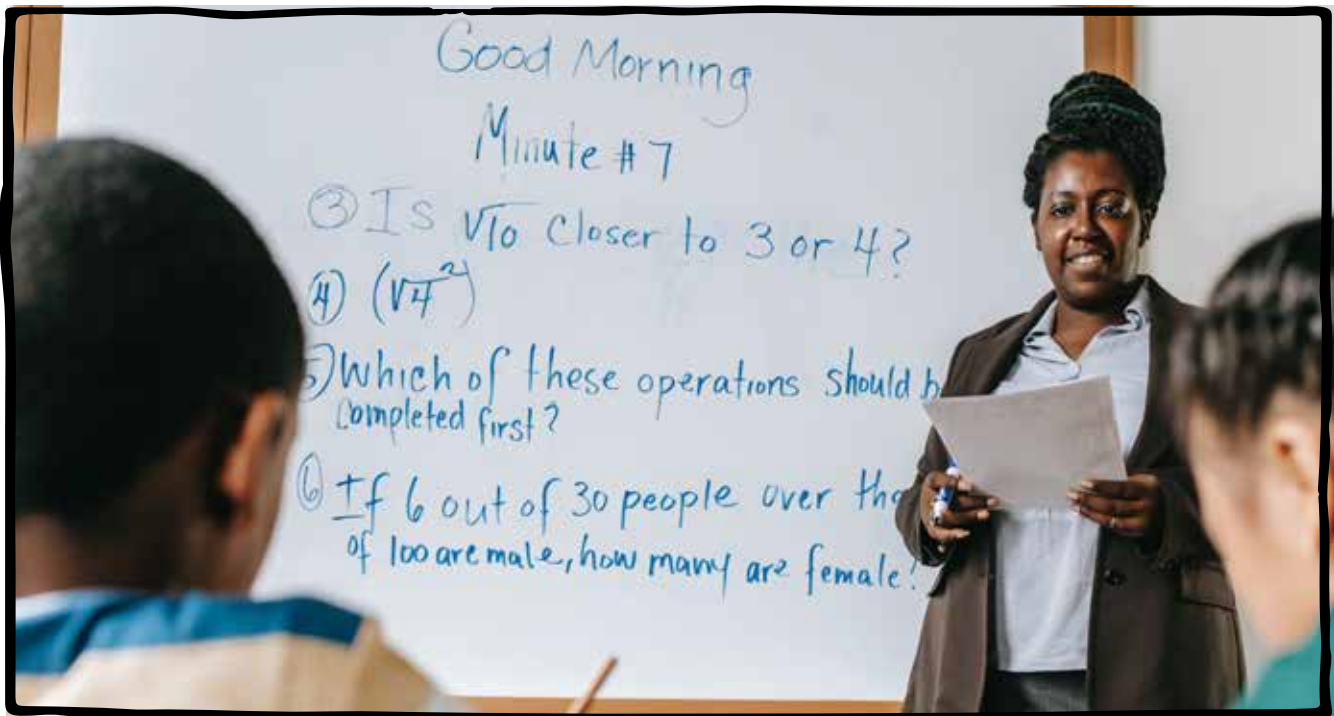
## 2.1 BUILDING GOOD RELATIONSHIPS WITH STUDENTS

### PREVIEW

**A** How can a teacher build good relationships with their students?

Examples:

- They can build trust by being clear and consistent with the rules.
- They can encourage students to learn from their mistakes.



It is very important to have good relationships within the classroom. This creates a positive classroom culture and supports classroom management. Good relationships have the following characteristics:

- **UNDERSTANDING** – actively listening to others and knowing their feelings, opinions and perspectives.
- **RESPECT** – treating others as worthwhile and in the same way that you would like to be treated.
- **RESPONSIBILITY** – letting others know that they can depend on you.
- **EFFORT** – consistently working hard to improve relationships with others.
- **CARING** – being interested in others' ideas, showing concern for their feelings and offering help when needed.

Students that feel comfortable, interested, motivated and engaged in the classroom are less likely to misbehave and more likely to learn.

## EXERCISE

**B** Match the techniques (1-7) to the strategies (a-g) that you can use to build good relationships.

# Techniques for Good Relationships

a.

- Publicly acknowledge good behaviour
- Tell students that their answers are thoughtful and well-reasoned.
- Give applause to excellent answers.
- Give positive feedback (such as drawing a smiley face) on homework.

b.

- Students identify how they will use what they are learning
- Students share their own experiences related to the lesson topic.
- Show why learning is important.

c.

- Give each student an opportunity to speak in each class
- Call on different students, including students who have not raised their hands, students who are considered "weaker," and regardless of gender, ethnicity, religion or disability.
- Do not rely on certain students to always give the correct answer.
- Allow students to make mistakes and correct themselves.
- Teach for different learning preferences.

d.

- Listen when others are speaking
- Greet students when they enter the classroom.
- Be honest and fair.
- Accept different opinions and viewpoints.
- Avoid embarrassing or shaming students.

e.

- Choose activities that are not too easy or too difficult
- Tell students how much they have learned and accomplished.
- Have students reflect on what they have learned.
- Give students encouragement and show that you believe in them.

f.

- Have students follow the rules and do routines
- Tell students exactly what they should be doing.
- Practise routines that students do not do appropriately.
- Share responsibility with students to keep the classroom clean, organised and orderly.
- Use a firm voice, speak directly to students, and control your emotions.

g.

- Start the lesson with an interesting introduction
- Ask questions to generate curiosity in students.
- Propose problems for students to find solutions to.
- Use visuals.
- Use engaging facial expressions, body language and tone of voice, and show interest in what you are teaching.

### Strategies

1. Show respect to students
2. Make students interested to learn
3. Build confidence
4. Connect learning to real life
5. Give **praise**
6. Encourage participation
7. Have high expectations

## ACTIVITY

- C** For a class that you teach or plan to teach, make an action plan for using the seven strategies for building good relationships.

Strategy	When and How Will You Use It?
1. Show respect to students	
2. Make students interested to learn	
3. Build confidence	
4. Connect learning to real life	
5. Give praise	
6. Encourage participation	
7. Have high expectations	

## DISCUSSION

- D** Discuss the questions.
1. Do you have a good relationship with your students? Why or why not?
  2. In what ways can you build a better relationship with your students?
  3. What classroom management issues do you most often experience as a teacher?
  4. What ideas do you have for addressing these classroom management issues?



## 2.2 RULES AND ROUTINES

### PREVIEW

**A** What types of student misbehaviour have you experienced? Make a list.



### ACTIVITY

- B** Look at the table below. It identifies examples of misbehaviour and ways to address it.
1. Fill in the missing information with your own ideas.
  2. List two examples of student misbehaviour you have experienced, and how you addressed them.

Student Misbehaviour	Ways to Address the Behaviour
Students consistently do not complete their homework.	Collect the homework and give students a grade on their performance.
a. _____	Rules about food in the classroom.
A messy classroom.	b. _____
Posting screenshots of a classmate without their consent.	c. _____
d. _____	Students must agree to not <b>plagiarise</b> and if they do, they receive a score of zero until they have fixed all instances of plagiarism.
Students look at their phones during the lesson.	e. _____

### ACTIVITY

- C** Brainstorm ideas about classroom management into a chart like the one below. In pairs, compare your charts.

What I <i>definitely know</i> about classroom management	What I <i>think I know</i> about classroom management	What I <i>want to know</i> about classroom management



Good classroom management creates classroom environments where all students are engaged in their learning and treat each other and the teacher with respect. Classroom management requires all students to follow rules and routines, accept discipline for misbehaviour, and be interested and motivated to work hard and learn.

Rules are the ways that students must behave. This includes things that they can and cannot do so that they have behavioural **boundaries**. Rules make classrooms safer and give teachers control. Rules have consequences. If students break a rule, they receive discipline. Rules may be given by the educational institution or teacher, although it is also possible for teachers and students to create classroom rules together. Rules must be clearly presented to students, such as by being listed on a poster in the classroom or being included in a student handbook.

Routines are classroom procedures that students follow regularly and efficiently. Establishing routines saves time, confusion and disruption. Routines have reminders. If students do not follow a routine, they are reminded that they must follow it and given time to practise it. Routines are often decided by the teacher. There are three steps to teaching routines:

1. Explain and demonstrate the routine to the students.
2. Students practise the routine to become more efficient.
3. If students don't follow the routine correctly, re-teach it and let them practise again.

At the beginning of a course, it is very important to present and explain the rules and routines to the students so that they know the teacher's expectations. They also need to know what happens if they break a rule or if they do not correctly follow a routine.

## EXERCISE

**D** Put the examples in the correct column.

Rules	Routines

1. Sit in your assigned seat.
2. When students enter the classroom they put their homework in the homework box, go to their desk, take out their notebook and a pencil and put their backpacks under their seats.
3. Phones must be on silent during class and cannot be checked after class.
4. Respect others and be polite.
5. When the teacher says "All eyes on me"., the students immediately stop what they are doing, put their materials beside them or on their desk and face the teacher with eye-contact.
6. Physical violence and rude language are unacceptable.
7. At the beginning of each class, the teacher writes the instructions for a warm-up activity on the board, which students begin doing as soon as they have sat down.
8. Turn on cameras during video session and **mute** when not speaking.
9. If a student wants to go to the toilet, they raise their hand to signal to the teacher.
10. No interruptions when the teacher or other students are speaking.
11. Bring your textbook every day.
12. Worksheets and other materials are always distributed right-to-left down each row of seats and collected right-to-left up each row.
13. Raise your hand before speaking.
14. Students have assigned seats, which change each month, so the teacher can easily take attendance at the beginning of the lesson.
15. No eating in the classroom. Only water is allowed for drinking.
16. Students are put into teams of four and each week one team is responsible for making sure that the classroom is tidied after each lesson.
17. Arrive to class on time each day.
18. When students join a video session, they close all other windows and **chat boxes**.

## ACTIVITY

**E** Read the scenario on pages 24-26 and answer the questions.

1. Do you think the students learned much during this lesson? Why or why not?
2. What rules and routines might benefit the teacher?

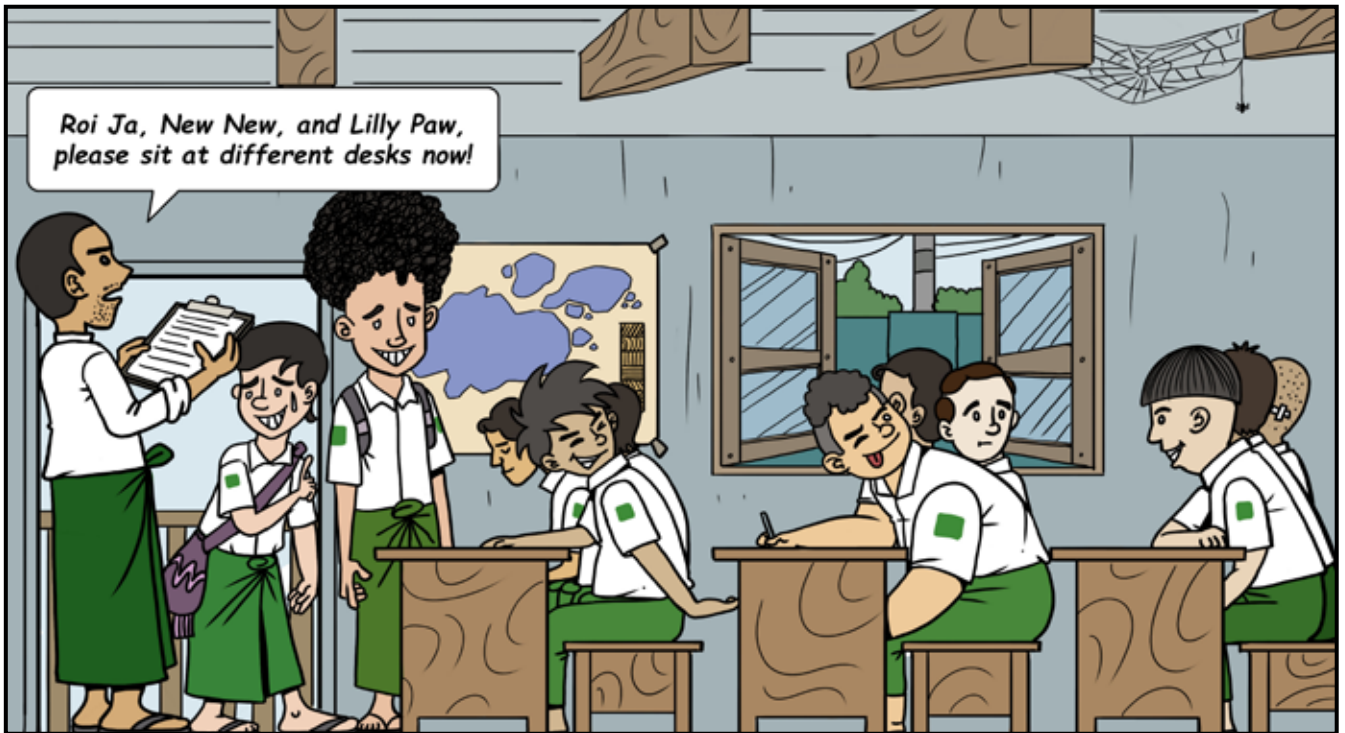


# SAYAR TUN TUN'S TERRIBLE DAY

**SAYAR TUN TUN ARRIVES A FEW MINUTES LATE. MOST STUDENTS ARE SITTING IN THEIR SEATS BUT A FEW ARE PLAYING WITH THE WHITEBOARD. WHEN SAYAR TUN TUN ENTERS THE CLASSROOM, THEY HURRY BACK TO THEIR SEATS.**



**Sayar Tun Tun orders every student to be quiet while he takes attendance. Two students arrive late and sit at the back of the class. He calls out each name one by one and tries to find each student. Some students say "here" after he calls their name but other students like to joke around and remain silent, so he has to find them.**

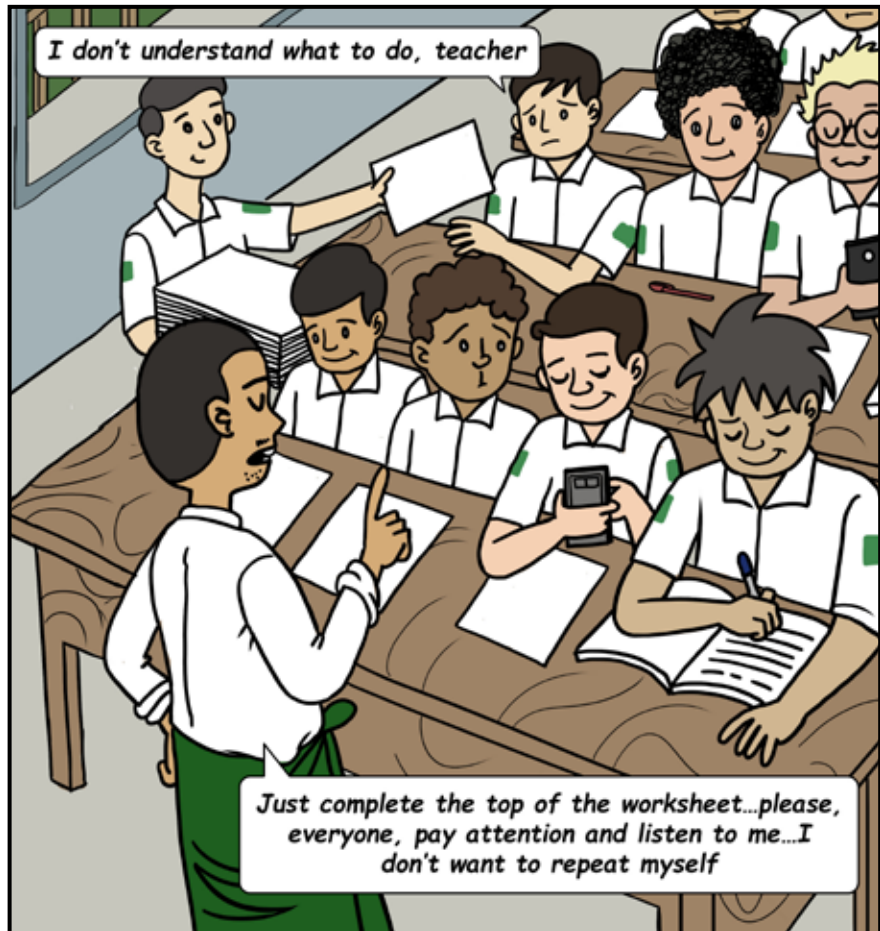


*On some days, it takes as much as five minutes to take attendance because students sit in different seats. Today he notices that three students who like to joke with each other are sitting next to each other. He tells them to find different seats and waits while they exchange seats with their classmates.*

*When Sayar Tun Tun turns to write on the board, he turns his back to the class and some of the students begin chatting with each other. One student accidentally knocks over their juice on his coursebook. His friend calls out to Sayar Tun Tun for help.*



**Sayar Tun Tun is getting upset at how much time is being wasted and bangs his hand on the desk. All students go quiet. Sayar Tun Tun calls one student to the front of the class to hand out the lesson's worksheet. The student slowly gives one worksheet to each student while Sayar Tun Tun begins giving the instructions. He observes some students checking their phones and other students not paying attention to what he is saying. He tries to get attention from the students again to repeat his instructions, but the student who was passing out the worksheet did not hear him. Therefore, he has to repeat the instructions a third time.**



**After the students complete the worksheet, they check their answers in small groups. Some students playfully slap their classmates on the leg when they provide a wrong answer. Sayar Tun Tun does not like to see his students do this, even if it doesn't hurt, and so he plans to keep these students after class so he can talk to them privately. However, when the bell rings to signal the end of class, the students all quickly leave the classroom. He notices that some students have thrown their worksheets on the floor and that some students forgot to pack up their pencils.**

## ACTIVITY

- F** Think about a class and/or the age group that you teach.
1. Make a list of at least five rules that are needed in the class to ensure it is a safe and respectful environment.
  2. In groups, discuss your ideas. Did others come up with rules that could be useful in your classroom?

## ACTIVITY

- G** Look at the lists of questions.
1. Which questions (or lists) are appropriate for the classes that you teach?
  2. Create routines for a class that you teach. Use the questions to guide you. Some questions are suitable for different classes.
  3. In groups, discuss your ideas. Did others come up with routines that could be useful in your class?

# CLASSROOM MANAGEMENT CONSIDERATIONS

## Classroom interactions

- How will students get permission to speak?
- What should students do when someone else is speaking?
- How will students signal they need to leave their seat?
- How can students get the teacher's attention?

## Online Teaching and Learning

- How should students access online content?
- How will students interact during video sessions?
- How should students organise their documents and files?
- How can students contact the teacher?

## Maintaining a clean classroom

- When should students clean up after themselves?
- How should students store classroom materials and resources?
- How will the desks be organised?

## Managing materials

- How should students submit homework?
- How are materials passed out to students?
- How are materials collected?

## Student movement

- How should students enter the classroom?
- When can students leave the room? Do they need permission to leave?
- What happens when a student arrives late?
- How should students leave the classroom?

## DISCUSSION

- H** Discuss the question.

**How can you make sure that your students know the rules and routines that you expect them to follow?**

## 2.3 DISCIPLINE

### PREVIEW

**A** If a student misbehaves and breaks a rule, what discipline might they receive? List the types of discipline you have experienced as a teacher or a student.

**B** Look at the list of possible responses to misbehaviour. Which do you think are acceptable and which do you think are unacceptable?

1.

Clean the public bathrooms.

3.

Lose five participation points.

5.

Come to the classroom at lunchtime.

7.

Stand up and apologise to the class.

9.

Sit in the corner and face the wall.

11.

A public reminder of the rules.

13.

5-10 minutes litter picking outside school.

2.

Stand on one leg for ten minutes.

4.

Three beatings with the stick.

6.

No recess.

8.

Do extra homework.

10.

Do one hour of additional work with the teacher after school.

12.

The whole class must work in silence.

14.

Lose the opportunity to eat lunch.



Following rules and breaking rules both should have consequences. Consequences are used to impact the student's behaviour. Depending on whether students follow or break the rules, consequences can be good (rewards) or bad (punishments). If students are behaving well, the teacher might want to reward them so that they continue that behaviour. If students are misbehaving, the teacher will need to punish them so that the misbehaviour does not reoccur. Increasing a desired behaviour requires rewards and decreasing an undesired behaviour requires punishment.

The goal of punishment is to reduce the frequency of misbehaviour. Punishment should not intentionally embarrass students, should not physically harm students and should not take away their opportunity to learn. Punishments involve giving something that is undesirable or taking away something that is desirable. For example, if a student breaks a rule, they have to write an apology to their teacher. The students do not want to write the apology so they avoid the misbehaviour. Or if a student breaks a rule, they have to eat their lunch by themselves silently in the classroom. The students want to eat lunch with their friends so they avoid the misbehaviour.



The goal of rewards is to increase the frequency of good behaviour. Rewards should be genuine and meaningful to the students. Reward involves giving something that is desirable or taking away something that is undesirable. For example, if students do not break any rules for an entire week, they get to watch a movie on Friday afternoon. The students want to watch the movie so they behave well. Or if a student works well in their group, they do not need to do homework. The students do not want to do homework so they behave well.

Students must know what the possible consequences are for their behaviour. In general, rewards are more effective than punishment. Rules may also require reminders, so that students remain aware of the consequences.

## EXERCISE

**C** Classify the scenarios.

Reward	Punishment

**1.** When students turn in their homework on time, the teacher draws a smiley face on their paper and they get three points.

**2.** If students keep their desks tidy during the lesson, they don't have to clean up at the end of class.

**3.** If a student uses their phone during class without permission, the teacher calls their parents.

**4.** Students who break two or more rules in a week have to stay beside the teacher during recess.

**5.** Students lose an attendance point if they are late to class.

**6.** Students who break rules get publicly reminded to follow the rules in front of their classmates.

**7.** Students who follow the rules get publicly praised in front of their classmates.

**8.** During a video session online, if all students keep their video on and mute when not speaking, they are given a shorter homework assignment.

**9.** If all students submit their homework on time for an entire month, the teacher brings in cake on the final class of the month to share.

**10.** If students are too noisy during a lecture, they have to work silently for the rest of the class.

**11.** Each student begins with five stars. Each time a student breaks a rule, they lose a star.

## ACTIVITY

**D** In groups, read the scenarios then answer the questions.

1. Do you think each discipline plan is useful? Why or why not?
2. Would you use any of these plans in your classroom?

**a.** A teacher often has to deal with students who misbehave. The teacher privately speaks with each student to try to understand the student's perspective. She then shares with the student her own perspective. She then works with the student to brainstorm ways to support them to avoid similar disruption and misbehaviour in the future.

**b.** A teacher uses a lot of positive rewards in his class. Every time students do well, he gives them a piece of candy.

**c.** A teacher has a three-level discipline system. The first time a student breaks a rule, they are publicly reminded to follow the rule. If they break the rule again, they have to stay after school for 15 minutes. If they break the rule a third time, the teacher contacts their parents.

**d.** At the beginning of the year, the teacher and students negotiate what discipline happens for different types of misbehaviour.

**e.** A teacher makes sure to publicly praise students for following the rules. She does this every day, usually after each activity. She believes that praise can motivate students to follow the rules more than punishment.

**f.** A teacher believes that strict punishment strongly discourages students from ever breaking rules. The first time they break a rule, they have to publicly apologise to the teacher and their classmates, remove a star next to their name and do five additional practice problems for homework.

**g.** If a student breaks a rule, the teacher gives the entire class the same punishment. If a student does well, the teacher gives the entire class the same reward. She believes that this causes the students to support each other.

**h.** If students talk when they are not supposed to, the teacher puts his finger to his mouth and says "shh". If students misbehave in a bad way, such as arguing, or if they continue to break the same rule, he puts them in "time-out" by removing them from the classroom. If they do not improve over the week, he requires them to come to school on the weekend and help clean the classroom for one hour.

**i.** In an online course, students sometimes do not use the discussion forum appropriately, complete their work past the **deadline** and do not follow the rules during video sessions. Each time a student breaks a rule, the teacher sends them an email that identifies the misbehaviour, reminds them of the rule that they broke, asks why the misbehaviour occurred and asks the student to identify how they can stop breaking the rule in the future.

## ACTIVITY

**E** Read the scenarios.

1. In groups, decide on at least one punishment and one reward for each.
2. Which do you think will be more effective for each scenario, rewards or punishments?

**a.** You have several students who refuse to participate in your class and interact with other students. You want to encourage them to participate and interact more.

**b.** You want your students to be polite to each other. For example, you want them to ask politely for permission, share materials with their classmates and say "thank you" to you and each other.

**c.** Your students are not taking notes, listening to your lectures, or doing their homework thoroughly. You are worried that they are not learning. You want them to pay attention and be more responsible for their assignments.

**d.** You teach English online. Three times a week you have a video call with all students so they can practise their English speaking. Recently, a lot of students have been skipping these classes. You want them to regularly attend and participate so they can improve their speaking ability.

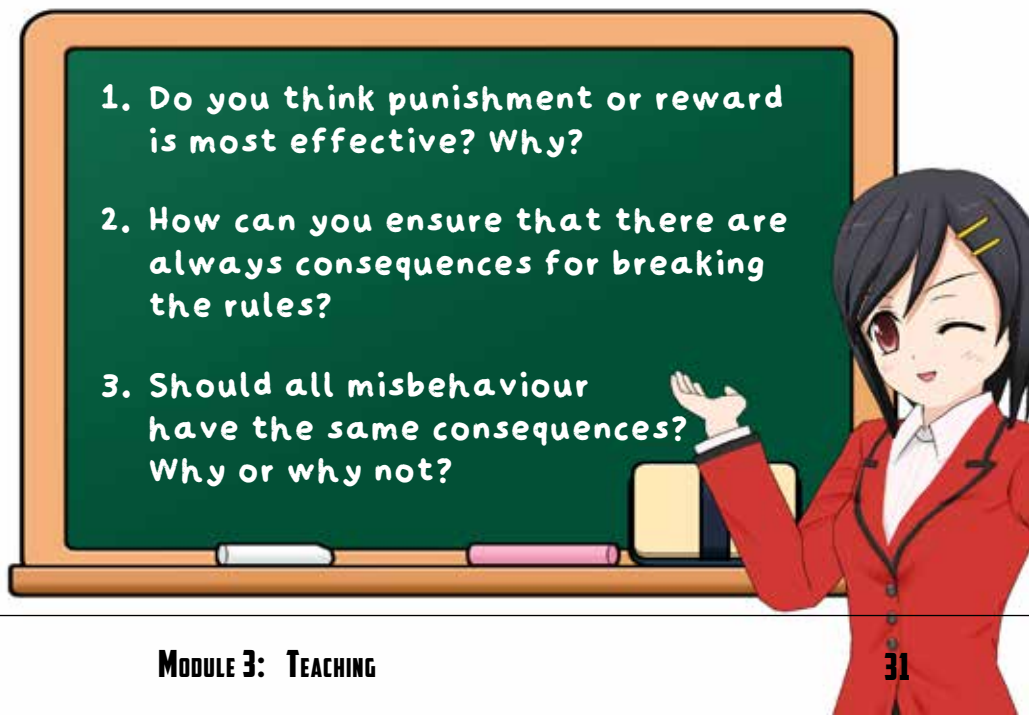
**e.** Most students in your history class don't like to answer the questions you ask the class. They are worried about making mistakes and embarrassing themselves in front of their classmates. When you ask a question, it seems to always be the same few students who answer. You want to encourage all students to try to answer questions.

**f.** You are a school principal. You want to encourage students to help each other inside and outside of class by having study groups, **peer** tutoring and keeping the school environment clean. You want to discourage students from behaviour such as **bullying**, fighting, not sharing materials and not taking care of coursebooks.

## DISCUSSION

**F** Discuss the questions.

1. Do you think punishment or reward is most effective? Why?
2. How can you ensure that there are always consequences for breaking the rules?
3. Should all misbehaviour have the same consequences? Why or why not?

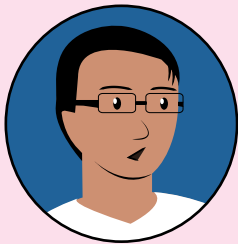


## 2.4 GIVING INSTRUCTIONS

### PREVIEW

**A** Read the teacher's instructions. Are these good or bad instructions? Why?

#### Teacher Lin's Classroom Instructions:



OK everyone, please listen to me. I'm going to give you all instructions for this next activity. Listen to me, please. OK, I'd like you to get out your English books, turn to page 40, and halfway down the page you'll see an exercise, a gap-fill exercise. You'll be able to find it. It's halfway down. I'd like you to get into pairs and complete this together, writing your answers on a piece of paper which you are going to give me at the end. Don't write in your books, whatever you do. Just write on a piece of paper. So, yeah, you'll need a piece of paper too. Don't forget that. So, I'll take your piece of paper, after you have written the answers, of course, and then I'll mark it and give it to you next time, so you can see how you did. OK everyone, go ahead now.



Instructions occur very frequently in lessons. Each activity should begin with instructions. Good instructions make the class more efficient, but bad instructions can waste a lot of time, especially if the teacher has to re-explain or re-clarify the instructions. Teachers should think about the instructions for an activity when planning their lessons. Some teachers find it useful to write down the exact things they want to say when giving instructions.

Good instructions tell students what to do and how to do it. They can help control misbehaviour and can become routines. Good instructions use the following characteristics:

1. **ATTENTION:** Get attention from all students before you begin to give instructions. Make sure that all students are facing and looking at you.
2. **STARTING SIGNAL:** Don't let students begin doing something before you have finished the instructions. It can be useful to use a word or gesture to signal when to begin.
3. **STEPS:** Give instructions step by step. This is especially important if giving instructions for a more complicated activity.
4. **CLEAR:** Tell students exactly what they need to do. Speak clearly so they can all hear you.
5. **ADDRESS POSSIBLE MISTAKES AND MISBEHAVIOUR:** Give instructions that clarify what to do and what not to do.
6. **Model:** If needed, show students how to do it first by demonstrating the instructions and giving examples.

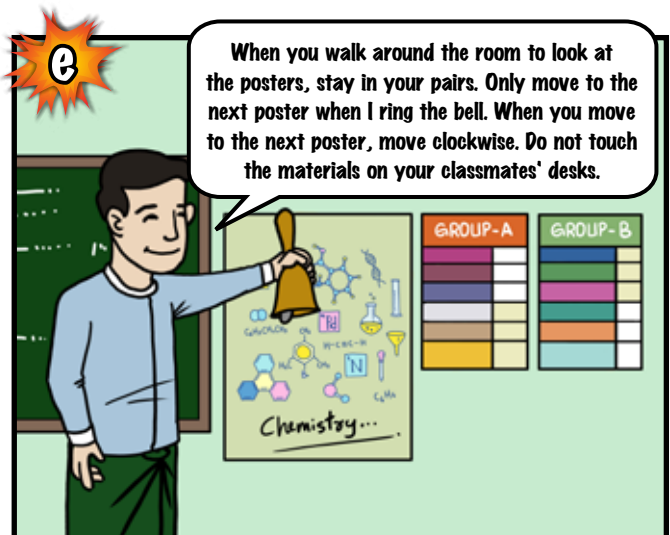
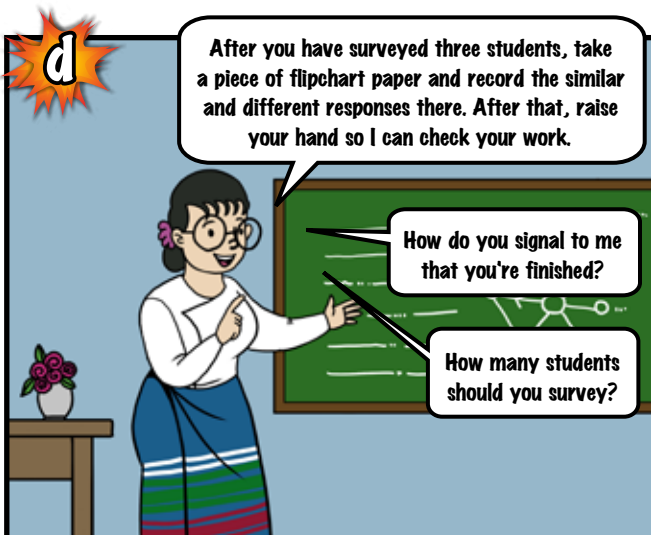
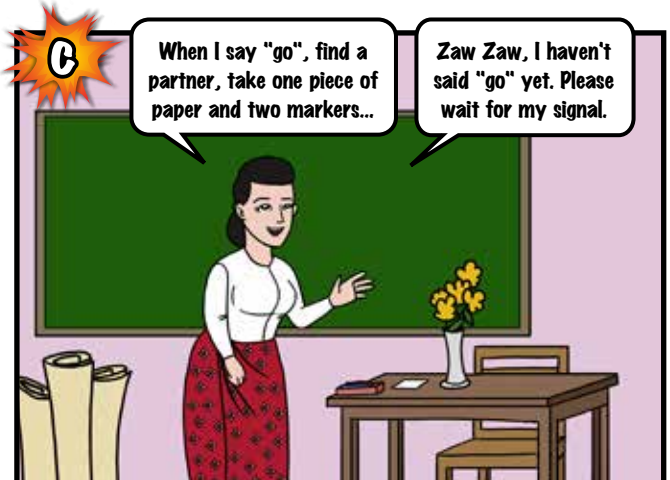
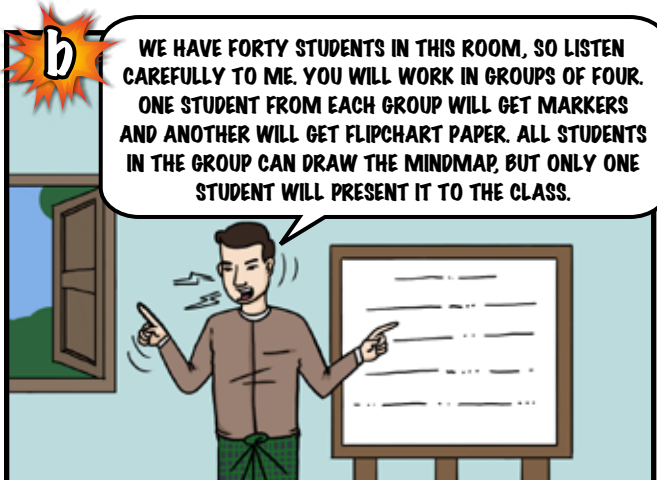
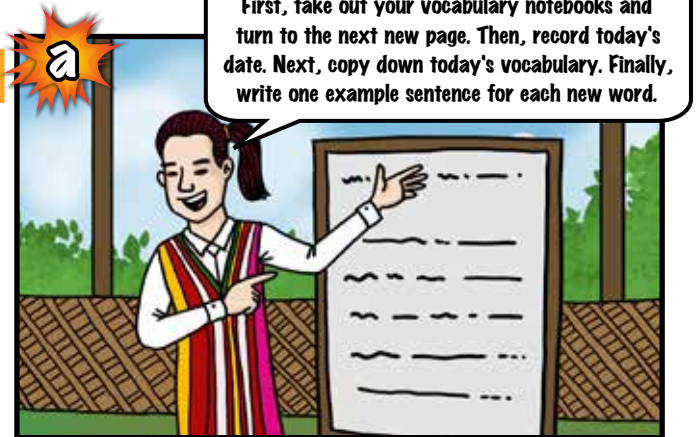
7. **EFFICIENT AND ECONOMIC:** Keep instructions as simple as possible. Limit how long you talk when giving instructions.
8. **CHECK FOR UNDERSTANDING:** After giving instructions, ask the students a few simple questions to check that they understand what to do and how to do it.

## EXERCISE

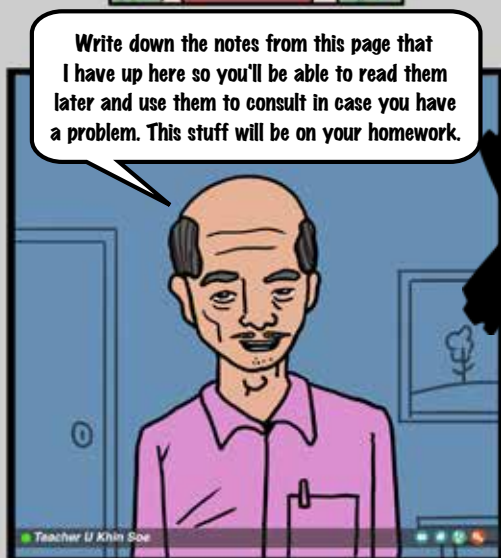
**B** Match the strategies (1-8) to the pictures (a-h)

### CHARACTERISTICS

1. Attention
2. Starting signal
3. Steps
4. Clear
5. Address possible mistakes and misbehaviour
6. Model
7. Efficient and economic
8. Check for understanding



**DON'T GIVE INSTRUCTIONS LIKE THIS:**



**Online English Class Day-3**

8 Persons online now.

**GIVE THEM LIKE THIS:**



**Online English Class Day-3**

8 Persons are available now.



g

Draw a line from the left column to the right column, like this.



Please stand up, everyone.



Please listen, and look at me.



Zoom Meeting



I need cameras on and all eyes on me.

Still waiting on four more pairs of eyes. All eyes, please.

Teacher Phyu Phyu

**Intro to Social Science :**  
Why do we study Social Science ?

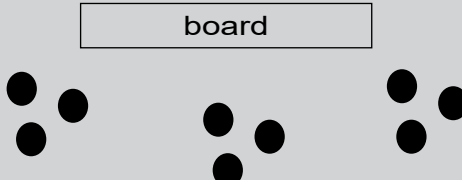
11 Persons are available now.



h

## ACTIVITY

- C** Look at the instructions for an activity with worksheets.
1. Order them into a logical sequence.
  2. Practise giving these instructions to a partner.

ORDER	TEACHER ACTIONS
	a. Check if everyone is looking at the same page of the worksheet.
	b. Give instructions about the worksheets.
	c. Hand out the worksheets.
	d. Give each learner a group/pair number.
1.	<p>e. Draw a diagram on the board of how and where you would like the groups/pairs to sit, e.g.:</p> <div style="text-align: center;"> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">board</div>    </div>
	f. Tell them to start.
	g. Check learners' understanding of the instructions.
	h. Tell them to move into this arrangement.



## EXERCISE

**D** Put the steps for each activity in a logical order, from beginning to end.

# COMMON ACTIVITIES: ORDER THE STEPS

### 1. Swap Questions

- a. \_\_\_ Swap your questions.
- b. \_\_\_ Walk around the classroom and find a partner.
- c. \_\_\_ Stand up.
- d. \_\_\_ Find another partner and repeat the **process**.
- e. \_\_\_ Ask each other your questions and listen to the answers.

### 2. Jigsaw Reading

- a. \_\_\_ Make notes in the table about your partner's information.
- b. \_\_\_ Read your information.
- c. \_\_\_ Listen to your partner and make notes in the table about the missing information.
- d. \_\_\_ Use your notes to summarise your information to your partner.
- e. \_\_\_ Make notes in the table about your information.

### 3. Problem-Solving Roleplay

- a. \_\_\_ Come back to the main video session and change partners.
- b. \_\_\_ Come back to the main video session. Tell the class if you resolved the problem and, if so, how you did this.
- c. \_\_\_ Read the information on your card about your role.
- d. \_\_\_ Act out your situation with your new partner in a new **breakout room**.
- e. \_\_\_ With your partner in the breakout room, make notes about what you have to say.

### 4. Essay Writing

- a. \_\_\_ Write the first draft.
- b. \_\_\_ Brainstorm your ideas.
- c. \_\_\_ Edit the language for accuracy.
- d. \_\_\_ Organise your ideas into a mind map and make an outline.
- e. \_\_\_ Revise the content in your first draft.

### 5. Community Survey Project

- a. \_\_\_ Decide on the questions you are going to ask.
- b. \_\_\_ Decide on the roles that each group member will have.
- c. \_\_\_ Compile your findings and present them to the class.
- d. \_\_\_ Sit with your group members.
- e. \_\_\_ Conduct the survey in your community.



## ACTIVITY

**E** Read the descriptions of the activities.

1. Choose the best question to ask students to check their understanding of the instructions.
2. What other questions can you ask students to check that they have understood the instructions?

Activity	Questions
A. Gap-fill	i. Why do you have to fill in the gaps?
	ii. Do you use only one word or more than one word?
B. Matching	i. How long do you have to find a set of three?
	ii. Are percentages useful in your life?
c. Multiple Choice	i. How many votes do UK voters get?
	ii. How many answers do you have to circle?

### A. Gap-fill

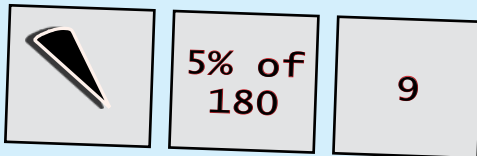
a. Learners fill the gaps with the correct form of "do".

1. \_\_\_\_\_ you live in Bago in 2005?
2. \_\_\_\_\_ your mother learn English?
3. Who \_\_\_\_\_ he meet?
4. Why \_\_\_\_\_ they go to Thailand?

b. They check the answers in pairs, and then as a class.

### B. Matching

Give each learner a piece of paper with either a pie chart piece, a problem (with the percentage represented in a pie chart piece) or the answer to the problem. No learner has the same paper.



Learners have two minutes to move around the classroom, compare their papers and find the other two learners with matching pieces.

### C. Multiple Choice

Give learners a worksheet with multiple choice questions about the UK and Myanmar electoral systems, e.g.:

1. In the UK, each voter gets \_\_\_\_\_ vote(s).  
i. 0    ii. 1    iii. 2    iv. 5

Learners choose the correct answer. They have five minutes to answer 20 questions.

## ACTIVITY

**F** Practise giving instructions, first non-verbally and then verbally.

1. In groups, choose a non-verbal instruction from the list below. Do not say what it is. Use body language to demonstrate it, but do not speak. The other group members guess which instruction it is.
2. In groups, practise giving instructions by **adapting** from the list below. This time, you can speak. Use body language and a clear voice to give each instruction. Make sure to check for understanding.

### NON-VERBAL

- a. Stand up.
- b. Work with a partner.
- c. Listen to your partner.
- d. Work in two groups – group A go to the left side of the room and group B go to the right.
- e. Copy the text on the board.
- f. Stop.
- g. Come here.
- h. Work in groups of three.
- i. Sit back-to-back.
- j. All eyes on the teacher.
- k. Sit down.
- l. Return to your seats.

### VERBAL

- a. In their coursebook, students need to read a text, put the pictures in the order that they happened and check their answers with the person sitting beside them.
- b. Students are given different pictures. They will work with a partner. They need to describe their picture to their partner. They should not let their partner see the picture. The partner needs to listen and draw what is described.
- c. You give a handout to the students. They need to read the first paragraph, but not the other paragraphs. Afterwards, they need to write a sentence that summarises this paragraph.
- d. Students are put into pairs, with one student as "A" and the other student as "B". Everyone in group A needs to come to the front of the class to get a worksheet. They should not show the worksheet to their partner.
- e. By the end of today, your students need to write down five questions about the lesson topic in the online discussion forum. By the end of tomorrow, they need to answer one question from five of their classmates. If they see a word that they do not understand, they should look it up in an online dictionary.
- f. Each student receives a worksheet. They work in groups of three. They need to sit opposite their partners. They read the text on the worksheet and write down three true statements and three false statements about it. They then ask their partners to identify which are true and which are false.

## ACTIVITY

- G** Read the text. In pairs or groups, choose one of the activities that goes with the text.
1. Decide how you will give instructions for the activity.
  2. Give instructions for the activity and act out the activity.
  3. Observe the other groups giving instructions and acting out the activity. Use the checklist.

### Perspectives on History

Why do people have different perspectives on history? Because they have had different experiences and they have had access to different information. Many factors affect people's perspectives on history, including the gender, age, ethnicity, social class, nationality, religion, political ideology, level of education and occupation. These characteristics, and many others, make up your identity, or your idea of who you are.

– Histories of Burma, Mote Oo Education, 2013

### True and False (Easy)

- a. Write some true and some false statements about the text on the whiteboard.
- b. Learners decide whether the statements are true or false.
- c. If false, they write a true statement, e.g.:

*Nationality does not affect people's understanding of history.*

*False. Different nationalities might have different perspectives on history.*

### Running Dictation (Difficult)

- a. Make copies of a short text, one copy per team.
- b. Learners work in teams of up to ten. Each team appoints a writer. The writer sits away from the team. Each team then appoints the first runner, then second runner, then third runner, and so on.
- c. Give a copy of the text to each team.
- d. The first runner memorises the first part of the text, runs back to the writer and dictates what they remember. The writer writes it down.
- e. When the writer has finished writing what the first runner dictates, the second runner runs to the text, memorises the next part, runs back to the writer and dictates.
- f. Continue until you reach a time limit (e.g.: ten minutes) or until a team finishes the whole text.

Did you Notice?	Y/N
1. The teacher got the attention of all students before giving the instructions.	
2. The teacher used a starting signal to indicate when students should begin.	
3. The teacher broke down the instructions into simple steps, one by one.	
4. The teacher identified the correct behaviour for the activity.	
5. The teacher spoke clearly and at a suitable speed.	
6. The teacher demonstrated how the activity works and used appropriate gestures.	
7. The teacher did not speak too much or speak confusingly.	
8. The students understood the instructions. They did not feel frustrated or confused.	

## DISCUSSION

**H** Discuss the questions.

1. In the past, have you been able to give instructions effectively? Why or why not?
2. What advice for giving instructions has been the most useful for you?
3. Why is it important to tell the students not just what to do but also how to do it?

## REFLECTION

**I** 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: Classroom Management

Positive relationships are built upon understanding, respect, responsibility, effort and care. Students that are comfortable, interested, motivated and engaged are less likely to misbehave and more likely to learn.

Establishing rules and routines is essential for teaching. Rules and routines must be clearly communicated to students at the beginning of the course. If students do not follow a routine efficiently or exactly right, they could practise that routine again until it becomes easier to do. Having routines will save time and make classrooms run more smoothly.

Behaviours should have consequences. There can be rewards for good behaviour, which aim to increase good behaviour, and punishments for misbehaviour, which aim to decrease misbehaviour. It is good to have a mix of rewards and punishments. Simple, everyday rewards such as praise and encouragement are typically more effective than punishment because it can be more powerful to encourage good behaviour than discourage bad behaviour. Physical punishment and humiliating punishment are never acceptable. These types of punishment cause the students to lose trust in their teacher, which has a negative effect on classroom management.

Giving good instructions is an essential part of classroom management because it happens so frequently. Good instructions tell students what to do and how to do it. They can save time, can prevent misbehaviour before it happens, and can establish classroom routines.

Rules, routines and discipline systems should be created and introduced to students at the beginning of the academic year. Teachers may choose to plan the instructions before the class begins so that they are prepared to give the instructions efficiently and effectively.



# 3

## PRESENTING NEW INFORMATION

### OBJECTIVES

- Trainees will use different techniques for eliciting;
- Trainees will plan how to use the board and use graphic organisers;
- Trainees will create comprehension checking questions.

### GLOSSARY

**cause and effect (n, adj)** – အကျိုးအကြောင်း

**compare/contrast (v, adj)** – တူညီကွဲပြားချက် နှိုင်းယှဉ်ခြင်း

**comprehension checking question (n)** – နားလည်မှု စစ်ဆေးသော မေးခွန်းများ

**elicit (v)** – မေးမြန်းဖော်ထုတ်ခြင်း

**flow chart (n)** – လုပ်ငန်းစဉ်အဆင့်ဆင့်ပြ သရုပ်ဖော်ပုံ

**hierarchy (n)** – အထက်အောက် အဆင့်ဆင့်ဆက်သွယ်မှု

**key point (n)** – အဓိကအချက်

**mime (v, n)** – ကိုယ်အမူအရာဖြင့် သရုပ်ဖော်ခြင်း

**mind map (n)** – အတွေးမြေပုံ

**problem tree (n)** – ပြဿနာသစ်ပင်

**prompt (v)** – သဲလွန်စပေးသည်

**pyramid (n)** – ပိရမစ်ပုံ

**reference (v, n)** – ကျမ်းကိုး

**spectrum (n)** – အတိုင်းအတာပြ ရောင်စဉ်မျဉ်း

**storyboard (n)** – ဇာတ်လမ်းပြကွက်

**T-chart (n)** – ဒေါင်လိုက် နှစ်ကွက်ပါ ဇယား

**target (adj)** – ဦးတည်ထားသော

**theme (n)** – အဓိက လေ့လာမှုနယ်ပယ်

**Venn diagram (n)** – ဗင်ဆက်စပ်မှုပြ စက်ဝိုင်းသရုပ်ဖော်ပုံ

## 3.1 ELICITING AND MAKING CONNECTIONS

### PREVIEW

**A** Complete the survey. Use the words in the to identify how often each event occurs in your classroom. Then survey three other people. Were your experiences similar?

never rarely sometimes usually always

	How often...?			
	You	Person 1	Person 2	Person 3
Teacher gives a lecture without any visuals (no board, posters, etc.).				
Teacher gives a lecture with visuals (board, posters, etc.).				
Students read information in their coursebook.				
Students read information from a handout.				
Students arrange a cut-up text.				
Students watch a movie.				
Students listen to an audio text.				
Students answers questions about what they have read, watched or heard.				
Students teach each other.				
Teacher <b>elicits</b> prior knowledge from students before introducing new information.				



## ACTIVITY

**B** Read the situations and answer the questions.

1. What subject is being taught? What is the lesson about?
2. How are the situations different?

Situation A	Situation B
<p>Teacher: There are four main directions. They are north, south, east and west.</p> <p><i>The teacher writes the four directions on the board.</i></p> <p>Teacher: We use a compass to know which direction is north.</p> <p><i>The teacher writes "compass" on the board.</i></p>	<p><i>The teacher draws a "+" and writes "north" on the board.</i></p> <p>Teacher: There are four main directions. One is north. What are the others?</p> <p>Student 1: South.</p> <p>Student 2: West.</p> <p>Student 3: East.</p> <p><i>Student 1 writes the other three directions on the board.</i></p> <p>Teacher: Does anyone know how we can know which direction is north?</p> <p><i>The teacher waits for ten seconds.</i></p> <p>Teacher: We can use a c...</p> <p>Student 2: A compass!</p>

There are many ways to present new information to students. Lectures and coursebooks are the most common. Students often read new information from a coursebook and other texts that the teacher provides. No matter what format is used to present new information, there are some general elicitation strategies that teachers can use to make presenting new information an interactive and engaging experience for the students.

Eliciting involves getting students to give information from their prior knowledge and generate ideas about what they are currently learning. The prior knowledge the teacher tries to elicit is usually called the "**target** item". Teachers often elicit from students by **prompting** – giving clues in different ways until they name the target item. Sometimes when teachers elicit there may be many target items, such as when they ask students to brainstorm about a topic.

Eliciting from students engages them and requires them to think actively and participate. Eliciting also helps students store new information by connecting what they are learning to what they already know.

If students remain silent for a long time or give incorrect answers, they may not have the necessary prior knowledge. If this happens, the teacher can review and clarify the prior knowledge.

You should praise and encourage learners when they give good suggestions and answers. The more you use eliciting, the more the students will expect it. Eliciting can be used throughout the lesson whenever you want the students to recall and share ideas that they have.

## EXERCISE

**C** Match the prompts for eliciting with the descriptions and examples.

Prompt	Description	Example
1. Gesture or <b>mime</b> .	<b>a.</b> Describe the target item.	<b>i.</b> Elicit <i>bigger</i> by moving your arms away from each other.
2. Verbal cue, question or examples.	<b>b.</b> Make a picture of the target item.	<b>ii.</b> Elicit <i>elephant</i> by drawing a trunk on the board and slowly adding more features until the students guess it.
3. Write part of word or phrase.	<b>c.</b> Use your body to show the target item.	<b>iii.</b> Elicit <i>Nelson Mandela</i> by saying: "He lived in South Africa, he helped end apartheid and he died in 2013".
4. Draw picture or diagram.	<b>d.</b> Write the first letter or first word of the target item.	<b>iv.</b> Elicit <i>participation</i> by writing p, then a, then r until the students guess it.



## ACTIVITY

**D** Look at the target items. In pairs, choose four target items and elicit them from your partner using one of the prompts. Use a different prompt for each target item you choose.

malnourishment   New Delhi   member of parliament   molecule   software  
 The 30 Comrades   carbon dioxide   86%   funding proposal   great-grandmother  
 gender discrimination   multiply   several   transitive verb   rubber band  
 duck   slowly   video camera   non-violent communication   1988   pie chart

## ACTIVITY

**E** The teachers below are using the two main ways of presenting information, telling (Situation A) and eliciting (Situation B). Read both and add some more eliciting questions in Situation B.

	Subject and Topic	Situation A: Teacher Tells Information	Situation B: Teacher Elicits Information
1.	<p><b>Learning Skills – Plagiarism</b></p> 	<p>There are multiple reasons for avoiding plagiarism.</p> <ol style="list-style-type: none"> <li>Copying someone else's words is not active learning. If you think about what you read and change it into your own words, you will understand it better.</li> <li><b>Referencing</b> adds support to your written assignments.</li> <li>References are useful for other people who want to get more information.</li> </ol>	<p>Give me some reasons for avoiding plagiarism.</p> <ol style="list-style-type: none"> <li>Which way will help you understand better – copying someone else's words, or writing something in your own words?</li> <li>How does referencing make your written assignments better?</li> <li></li> </ol>
2.	<p><b>Geography – Southeast Asia</b></p> 	<p>Southeast Asia can be divided into mainland Southeast Asia and maritime Southeast Asia.</p> <ol style="list-style-type: none"> <li>Mainland Southeast Asia is joined to the rest of Asia.</li> <li>Maritime Southeast Asia is separated from the mainland by sea.</li> <li>Most countries in Southeast Asia are on the mainland or in maritime Southeast Asia, but Malaysia has two regions. West Malaysia is part of the mainland. East Malaysia is on the island of Borneo.</li> </ol>	<p>Southeast Asia can be divided into mainland Southeast Asia and maritime Southeast Asia.</p> <ol style="list-style-type: none"> <li>Which part is joined to the rest of Asia, mainland or maritime?</li> <li></li> <li></li> </ol>

## ACTIVITY

**F** Read the texts from a coursebook on social sciences. How can you elicit information from each text? List ways you might elicit more information.

1

Maybe the word "environment" makes you think of trees, mountains, animals, plants and rivers, or even clouds, rain and wind. These are examples of the natural environment. The natural environment is everything around us that was not created by humans.

Perhaps you also think about things made by people, like towns, cities, roads and bridges. These are also examples of the environment. They are part of the human-made or "built" environment.

What is the "environment"?



*Ways to Elicit Information*

- Ask the students to give some examples of things that can be found in the natural environment.
- 

2

How do you feel when you are "healthy"? How do you feel when you are "sick"? Before we look at public health, it is helpful to think about what we mean by "health". We often think of being healthy as "not being physically sick". However, being healthy is more than just not being sick. Health includes things such as:

- mental health and wellbeing;
- a balanced diet;
- access to safe drinking water;
- access to health services;
- mothers giving birth safely;
- protection from preventable infectious diseases.

What does "health" mean?



*Ways to Elicit Information*

- Ask the students "What kinds of illnesses have you and your family had?"
- 

3

"Development" means to be in a process of growth and improvement. When we talk about development in relation to communities or entire countries, we are usually talking about either economic development or social and community development.

Economic development aims to improve people's lives through growing the economy of a country. Economic growth can create more jobs and raise the amount that people earn (income). This helps them to pay for needs, like food and housing. As people earn more, they can then afford more of the goods that they want, like computers or cars.

Social and community development focuses more on education, health and people's well-being. Social development often encourages people to be more involved in economic and political decisions that affect them and their communities.

What is "development"?

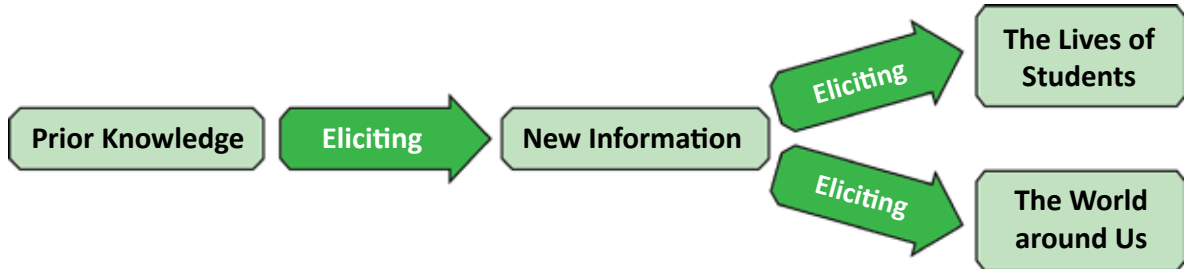


*Ways to Elicit Information*

- Ask the students to classify examples of economic and social and community development.
-

## Making Connections

When presenting new information, it is very useful to connect the new information to prior knowledge the students have, to the lives of the students and to the world around you. Building connections will make learning more meaningful for students and help them remember and use what they have learned.



## ACTIVITY

- G** Imagine that you are teaching topics a-f below. What connections can you make to:
1. the lives of the students?
  2. the world around you?

- |  |  |
|--|--|
| <p>a. Using percentages.</p> <p>b. Making introductions in English.</p> <p>c. The life cycle of plants.</p> <p>d. Core ideas of the market: goods, service, supply and demand.</p> | <p>e. The physical features of Myanmar topography.</p> <p>f. The ways that elections are held in representative democracies.</p> |
|--|--|

## ACTIVITY

- H** Consider a subject and topic that you teach. Make a poster that addresses the questions below. Write the subject and topic in the middle of the poster.
1. What prior knowledge related to that topic do your students likely have?
  2. What strategies might you use to elicit that prior knowledge?
  3. How does the topic connect to the lives of the students? How does it connect to the world around you?
  4. How can you guide the students to make these connections?

## DISCUSSION

- I** Discuss the questions.
1. Where does prior knowledge come from?
  2. What are the benefits of finding out what your students already know?
  3. How can a teacher ensure that they elicit and make connections in every lesson?

## 3.2 USING THE BOARD AND GRAPHIC ORGANISERS

### PREVIEW

**A** What are some of the things that teachers write on the board? Make a class list.

**B** A teacher has filled the board during their lesson.

1. Look at the board below and match the labels to the sections.

- |               |                        |                                    |
|---------------|------------------------|------------------------------------|
| a. homework   | d. learning objectives | g. presentation of new information |
| b. date       | e. activity            |                                    |
| c. vocabulary | f. title of lesson     |                                    |

- What subject and level is this?
- Are there any sections on the board that stay the same throughout the lesson? If so, which sections?
- Are there any sections that are added during the lesson? If so, which sections?
- Do any of the sections change during the lesson? If so, which sections?
- What other things might you write on the board for this lesson?

i.  
Tuesday 26 July

ii.  
Describing Your Family

iii.  
I can:

- iv.
- \* relative (n): ဆွေမျိုး
  - \* in-law (n): someone who is your relative by marriage
  - \* divorce (v): to stop being married
  - \* pregnant: (adj) ကိုယ်ဝန်ရှိသည်
  - \* middle child (n) - not the oldest or the youngest in your family
  - \* ancestors (n) - ဘိုးဘေးဘီဘင်များ

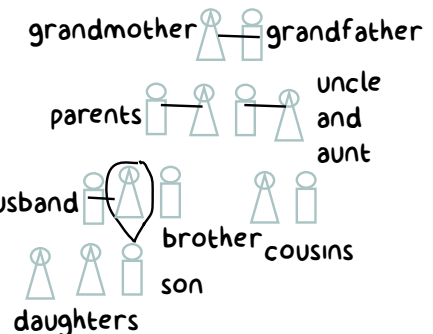
v.  
Who is speaking? Who are they talking about? Match them to the family tree.

- use the possessive "s" to talk about my family.
- describe members of my family.

- "I have two sisters. My grandmother is a teacher."
- "My wife runs a business. I look after out three children and study for a law degree."
- "I like visiting my cousins, and I love playing with my young niece and nephew."
- "My son-in law comes from husband England. He 's of Indian origin."

vi.

#### A FAMILY TREE



vii.

By Tomorrow:

1. Page 24, ex 5-7

2. Bring a photo or drawing of a member of your family, write a short description of him/her.

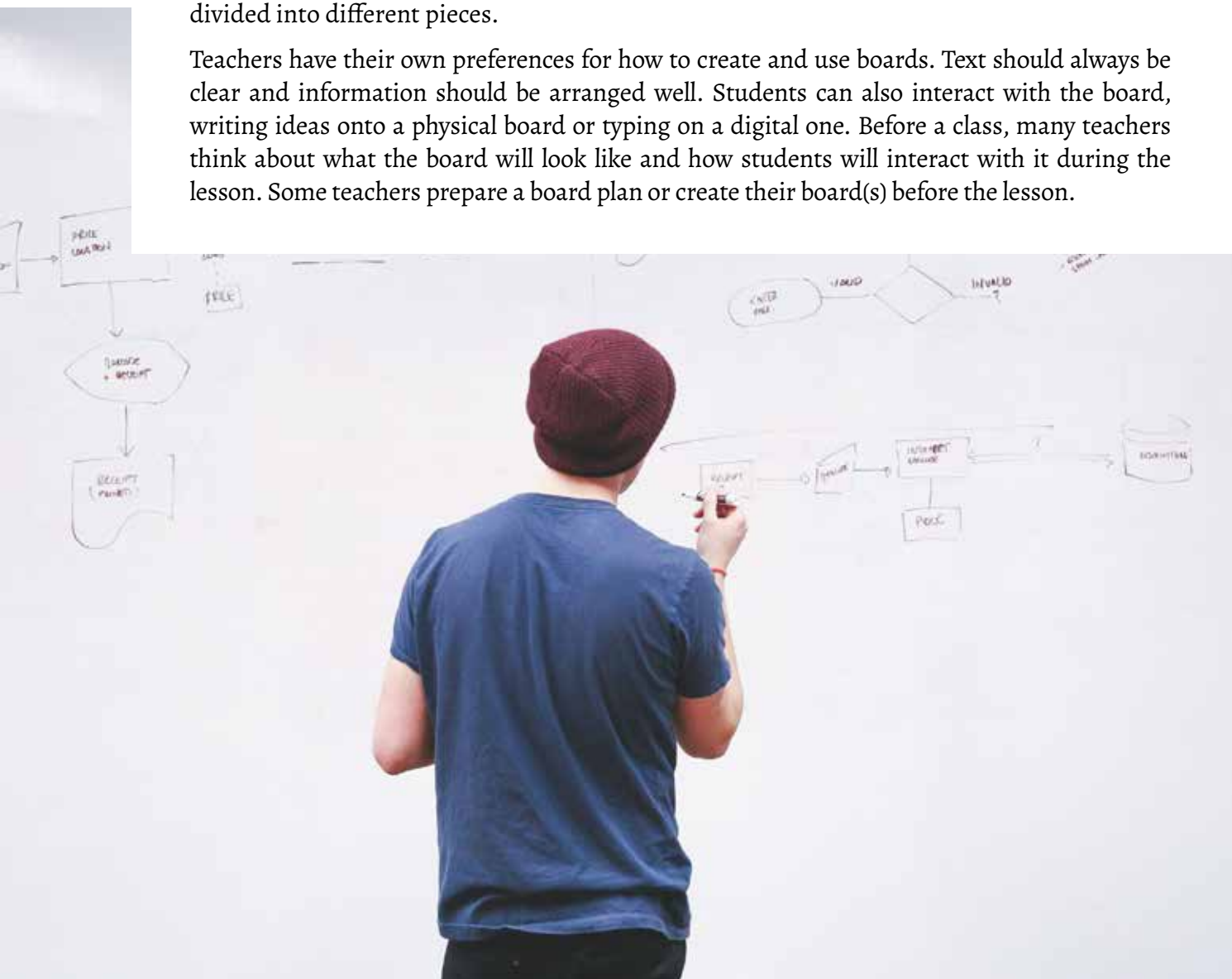
The board is the most commonly used classroom resource. Any type of board is useful, whether it is a blackboard, whiteboard, electronic whiteboard, computer and projector, a slideshow, or a digital board used online. It is important for all students to be able to see the board clearly. The board must be well organised so that students can read everything that they need to. The amount of information that goes on a board depends on the size of the board. If using a smaller board, not all sections may fit, so the teacher must decide what the most useful information is for writing on the board.

Many teachers are consistent with how they organise their boards. For example, they may write the title of the lesson, the date and the learning objectives at the beginning of every lesson. If using a slideshow, this would likely go on the first couple of slides.

On a physical board, the middle of the board is used for the presentation of new information and/or the instructions for activities because these are important for students to easily see. Some teachers use the side of a physical board to record important vocabulary and key concepts for each lesson. In general, teachers write things on the side of the board that may stay for the entire class and use the middle of the board to write things that may be added or changed during the lesson.

If using a slideshow or digital board, it is likely that teachers will have to use multiple slides/boards. Therefore, the information that would go on a physical board will likely be divided into different pieces.

Teachers have their own preferences for how to create and use boards. Text should always be clear and information should be arranged well. Students can also interact with the board, writing ideas onto a physical board or typing on a digital one. Before a class, many teachers think about what the board will look like and how students will interact with it during the lesson. Some teachers prepare a board plan or create their board(s) before the lesson.



## EXERCISE

**C** Look at the sections for a science class board.

1. Identify each section.
2. Make a board plan. Decide where each section could go, either in a slideshow or a single board.

a.

- \* explain the difference between weight and mass
- \* use the units of measurement for weight and mass
- \* calculate weight and mass
- \* build a tool for measuring mass

b.

Mass - grams (g)  
- kilograms (kg)

Weight - Newtons (n)

W - mg

g - gravitational force

c.

19/12/22

d.

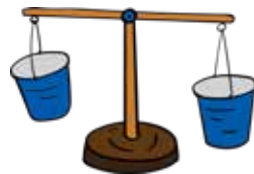
Measuring Mass and Weight

e.

Mass measures an object's resistance to acceleration. Mass is not the same as weight. The Earth has a large mass. It attracts a human (who has a small mass) with enough force to stop the human from floating away. This force is gravity. You can use plastic cups for measuring volume, and you can also use the same cups for mass.

f.

- \* measure the mass of three objects.
- \* present your results to the class tomorrow.



g.

1. Make two holes in the tops of two plastic cups.
2. Tie a piece of string around each end of a stick. Attach the cups. They must hang at exactly the same level.
3. In the exact middle of the stick, tie on another piece of string so that you can hang the whole balance from a nail.
4. Pour water into the cup and mark off lines every 10 mL (equal to 10 g). You can use this balance to measure the mass of objects.

## ACTIVITY

**D** Choose two of the classes. What information might go on the board?

1. A high school chemistry class.
2. A kindergarten class learning handwriting.
3. A civic education class for adults.
4. A middle school geography class.



## EXERCISE

**E** Read the tips for using physical and digital boards and classify each tip. Some tips may go in more than one category.

<b>EFFECTIVE</b> These tips help students learn more easily and quickly	<b>INCLUSIVE</b> These tips make sure all students learn well	<b>PARTICIPATORY</b> These tips help students take control of their learning

- Clearly identify what information students need to copy into their notebooks. Don't waste time having students copy text that they don't need to keep, such as questions and instructions.
- Use visuals. Pictures, diagrams and charts are more interesting and more motivating than a board with only words.
- Regularly clean old and unimportant information off a physical board. The new information should be the focus.
- Make sure that all students can see the board, including students sitting at the back of a physical classroom and all students in an online classroom. After you write on a physical board, move away so that all students can read it. Make sure you give enough time for students to read the information from the physical or digital board.
- Have students put sticky notes, posters, diagrams and other work on a physical board and on the walls around the room. Have students put digital notes and visuals on a digital board and give them access to the slideshow if useful.
- If possible, use different colours for different types of information, headings, or odd and even numbered exercises. Underline, star or circle important information. Colours and symbols can make the information easier to read.
- Make your board interactive. Let students write and draw on the physical or digital board when appropriate. Have students use the board to share their ideas.
- Use the physical or digital board to support **key points**. When you are speaking, write down or type important information you want the students to remember.
- Put learning objectives for each lesson on the physical or digital board so students know what their goals are.
- When you are having a class discussion, brainstorming, or eliciting information, record students' ideas on the physical or digital board.



## ACTIVITY

**F** Individually or in pairs, create a board plan for a class you plan to teach.

1. What will the board look like during the lesson? Include:

- A lesson title
- Learning objectives
- Presentation of new information
- Vocabulary and/or key ideas
- An activity
- Homework

2. In groups, explain your boards.



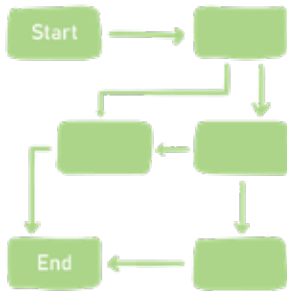
### Graphic Organisers

Graphic organisers are visuals that help express knowledge, concepts and ideas, and show the relationships between pieces of information. They support learning both verbally and visually. Graphic organisers can be created by the teacher or by the students. They can go on the physical or digital board, slideshows, posters, worksheets and in notebooks.

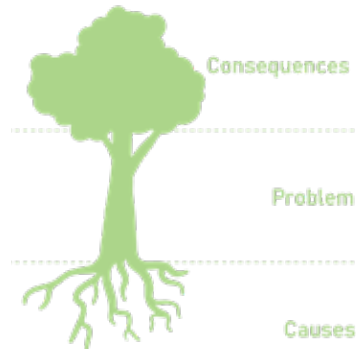
## EXERCISE

**G** Match the descriptions (1-9) with the graphic organisers (a-i).

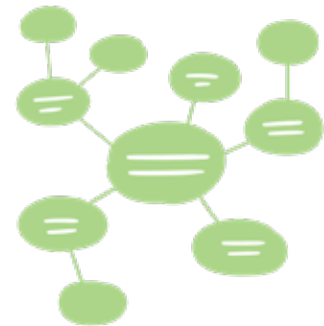
- |  |  |   |
|--|--|---|
| 1. Shows relationships between a central idea, concept or <b>theme</b> and other ideas, concepts and examples. | 4. Identifies important events or dates across a specified period of time.   | 7. Analyses issues where the trunk is the main issue, the roots are the causes of the issue, the branches and leaves are the consequences of the issue. |
| 2. Compares and contrasts two or more ideas or things and what they share in common.                           | 5. Identifies two opposites on either end and the different degrees that exist between them.                                       | 8. Visualise a story with images, like a simple comic strip.  |
| 3. Captures the stages within a process or chain of events and/or shows <b>cause and effect</b> .              | 6. Uses columns to list or <b>compare/contrast</b> ideas about two items; additional items can be included by adding more columns. | 9. Shows a <b>hierarchy</b> of related items.   |



a. Flow Chart



b. Problem Tree



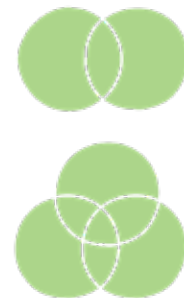
c. Mind Map



d. T-Chart



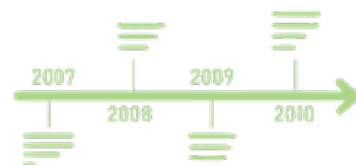
e. Pyramid



f. Venn Diagram



g. Spectrum



h. Timeline



i. Storyboard

## EXERCISE

**H** Which graphic organisers would be the most useful for organising the following pieces of information? There may be more than one possible answer for each piece of information.

1. The main characters in a story and their characteristics.
2. The digestive system of an animal.
3. The histories of the Kingdom of Ava and Prome Kingdom.
4. The possible causes of, effects of and solutions to climate change.
5. The differences between rural and urban economies.
6. How to apply for a job.
7. Adverbs of frequency.
8. The order of operations when solving a math problem.
9. The different levels of government within a country.
10. The similarities and differences between Shan and Lao languages.
11. How to plan a lesson.

## ACTIVITY

- I** Choose a topic you teach.
1. Make a graphic organiser to help you teach it.
  2. In groups, present your graphic organiser

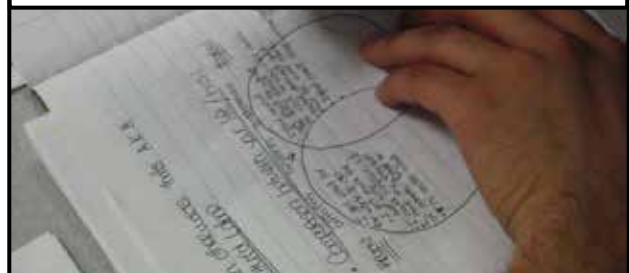
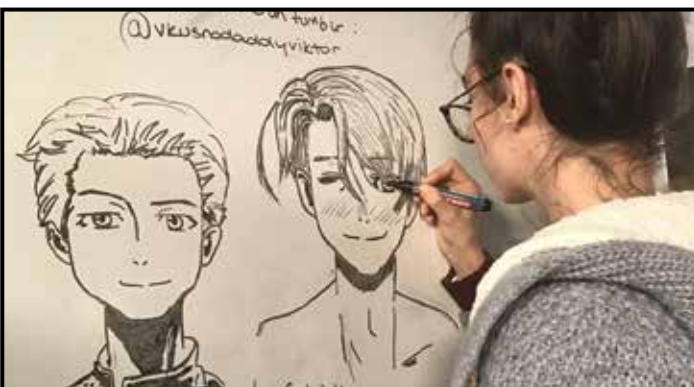
## DISCUSSION

**J** Discuss the questions.

**1. How can you ensure you are always prepared to use the board?**



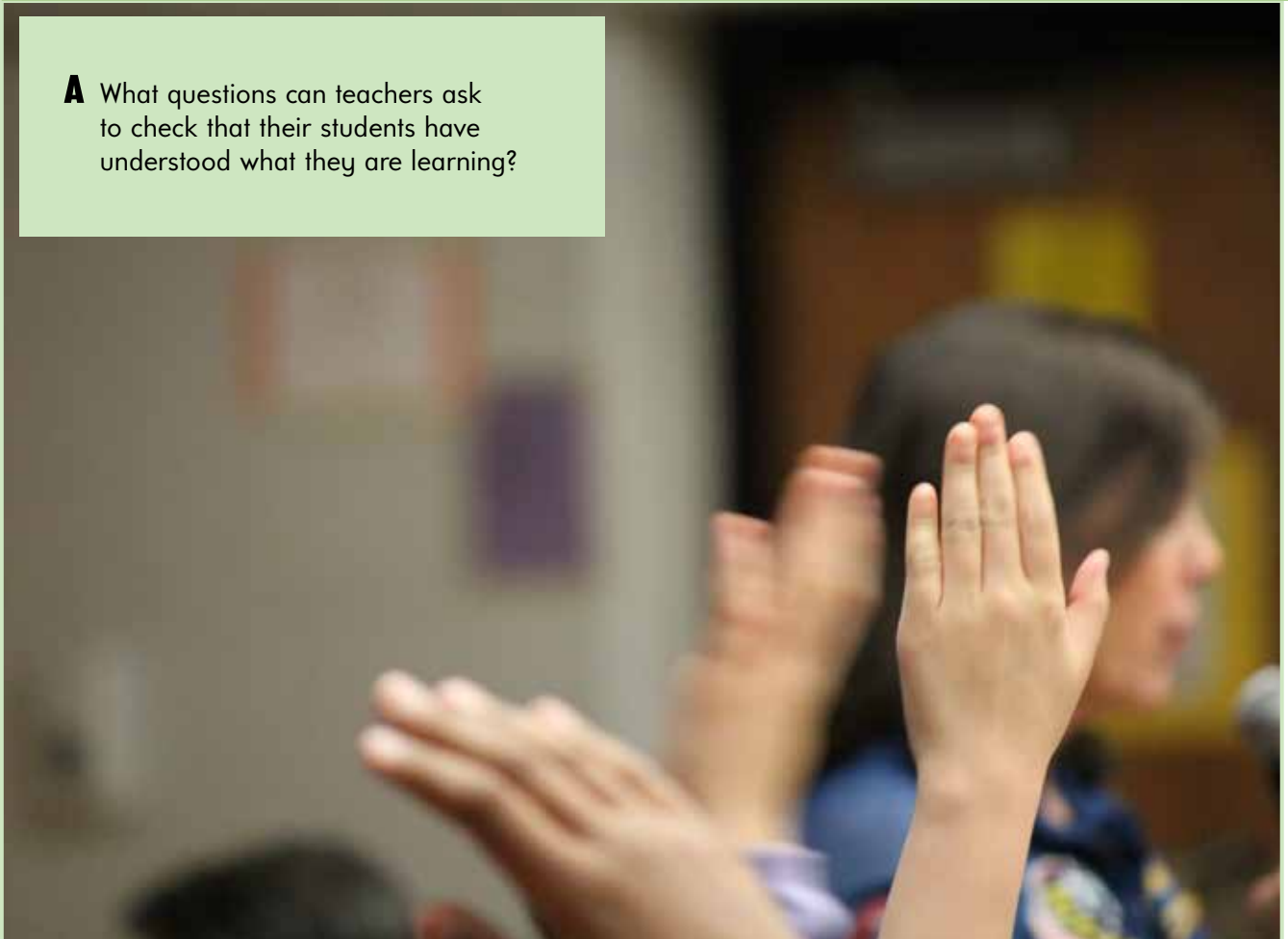
**2. Which graphic organisers will be most useful for the classes you teach?**



## 3.3 CHECKING FOR UNDERSTANDING

### PREVIEW

**A** What questions can teachers ask to check that their students have understood what they are learning?



Throughout a lesson it is very important for the teacher to check that the students understand what they are learning, especially concepts that are unfamiliar to students. This can be done by asking **comprehension checking questions (CCQs)**. These are typically simple questions that have short answers.

Asking CCQs can be done at any point in the lesson. If students are unable to answer CCQs and the teacher is not confident that the students understand what is being taught, it may be necessary to re-teach the content.

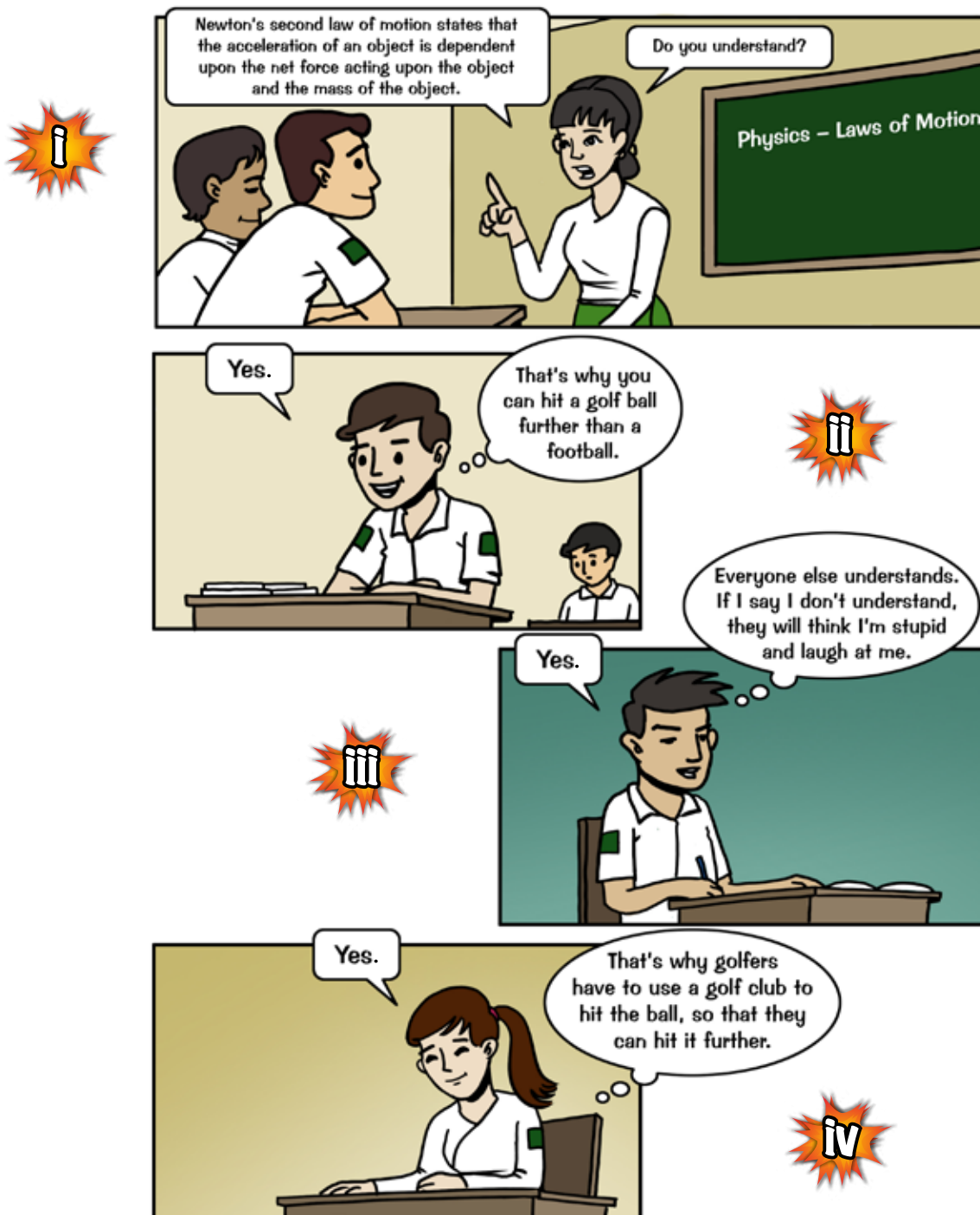
Some teachers may think that this is enough to ask students "Do you understand?" as a CCQ. Unfortunately, students may say they have understood even if they did not. They may be embarrassed to admit that they don't understand in front of their classmates and the teacher. Sometimes, students may think they understand but actually do not. Therefore, it is crucial for teachers to ask good CCQs to check the understanding of all students. The teacher should not assume that students understand, even when they say they do.

## EXERCISE

**B** Read the comic.

1. When does the teacher actually know if the students have understood?
2. Match the descriptions (a-h) to the pictures (i-viii).

- a. A student thinks they have understood, but hasn't.
- b. A student writes the wrong answer on the quiz.
- c. The teacher asks if students have understood.
- d. A student doesn't want to be embarrassed and so doesn't say that they don't understand.



- e. A student writes the correct answer on the quiz.
- f. The teacher thinks that everyone has understood and so goes on to the next topic.
- g. A student understands.
- h. A student cannot answer the question.

**v**



One Week Later



**vi**



**vii**



**viii**



## EXERCISE

**C** Below is some new information that you are teaching, and some CCQs. In each case (1-7), choose the best CCQ and explain what is wrong with the other CCQ.

Example:

- a. How do volcanoes contribute to climate change?
- b. What happens when a volcano erupts?

Answer:

*"a" is the best because "b" requires a long answer and is not very relevant to the topic of climate change.*

1.
  - a. What is the chemical formula for carbon dioxide?
  - b. What happens to most of the radiation from the Sun?
2.
  - a. Why is the greenhouse effect important for life on Earth?
  - b. How can life on Earth exist?
3.
  - a. What gas is produced when fossil fuels are burnt?
  - b. What are fossil fuels?
4.
  - a. How do trees benefit the environment?
  - b. Why are humans cutting down more trees?
5.
  - a. What happens to the Earth's atmosphere as CO<sub>2</sub> increases?
  - b. If the amount of CO<sub>2</sub> in the atmosphere hadn't risen, how would this have affected the climate?
6.
  - a. How is the warming of the Earth causing changes to the weather and how is this affecting the Earth?
  - b. What effects is climate change having on the Earth?

### Natural Climate Change

The climate has always changed. There are many natural reasons for this. They include the Earth's orbit around the Sun, radiation from the sun and the activity of volcanoes pushing gasses into the atmosphere. One of those gases is carbon dioxide (CO<sub>2</sub>). CO<sub>2</sub> together with other gasses (like methane) and water vapour, traps some of the radiation from the Sun when it is reflected back away from the Earth towards space. This is a natural process called the "greenhouse effect". It keeps the atmosphere warm enough for life to exist on Earth.

### Human-Made Climate Change

The element carbon makes up most of what is in fossil fuels. When fossil fuels are burnt, they produce CO<sub>2</sub>, which goes into the atmosphere. Scientists know that the amount of CO<sub>2</sub> in the atmosphere has always changed. However, more and more CO<sub>2</sub> is released by human activity through the burning of fossil fuels. Humans are also cutting down more and more trees so there are fewer trees to absorb the increasing CO<sub>2</sub> in the atmosphere.





# Climate Change:

## Its Causes and Effects

### Effects of Climate Change

As CO<sub>2</sub> increases it traps more and more radiation in the Earth's atmosphere, so the Earth gets warmer. The warming of the Earth is causing changes to both the weather and to the long-term climate. There are more floods and storms in some places and less rain in others. It is also causing sea levels to rise because polar ice caps are melting. The effects of climate change are especially serious for low-lying places near the sea, for example coastal Bangladesh and the Ayeyarwaddy Delta in Myanmar

Climate change will affect what foods people can grow, what diseases they get and where they can live. Crops will not grow where salt water from rising seas has affected the land. In other places, it may be too dry to grow crops anymore. Places where the climate was previously too cool for diseases like malaria will start to experience them. People will have to move away from low-lying areas as sea levels rise. As people move to other places, this may lead to overcrowding, pollution, and even problems between communities.

## EXERCISE

**D** Create two or more CCQs for each text.

### 1. Calculating Fractions

A fraction has a numerator (number on the top) and a denominator (number on the bottom). Multiplying two fractions involves three steps.

1. Multiply the numerators of each fraction. The result is the numerator of the answer.
2. Multiply the denominators of each fraction. The result is the denominator of the answer.
3. If possible, simplify the answer.

### 2. Information Technology

Information technology (IT) refers to everything that professionals use computers for. This includes for storage, networking, processing, securing and exchanging different forms of electronic data. IT refers to professional operations, as opposed to technology used for personal or entertainment purposes. The phrase "information technology" was first found in a 1958 article published by the Harvard Business Review, which defined different types of information technology:

- Techniques for the fast processing of information.
- The use of statistical and mathematical models for decision-making.
- The "simulation of higher-order thinking through computer programs".

Since the mid 20<sup>th</sup> century, computing capacity has increased, and computing cost and energy consumption has decreased. Many new technologies have emerged and will continue to emerge.

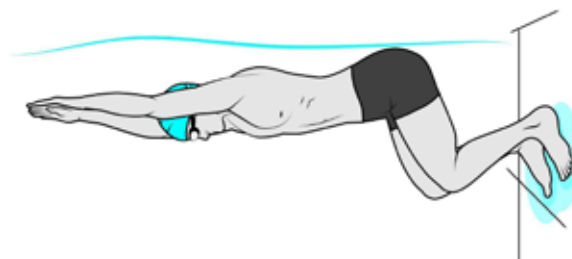
There are different professions within the IT field. These include: computer support specialists, network and computer systems administrators, database administrators, computer systems analysts and information security analysts.

### 3. Newton's Third Law of Motion

Newton's third law of motion states that if one object exerts a force on a second object, then the second object must exert a force of equal magnitude and in the opposite direction back on the first object.

Forces always occur in pairs. One object cannot exert a force on another object without experiencing a force itself. This law is sometimes referred to as "action-reaction" where the initial force exerted is the action and the force experienced as a consequence is the reaction.

In this example, a swimmer pushes against the pool wall with his feet and accelerates in the opposite direction. The wall has exerted an equal and opposite force back on the swimmer. These forces do not cancel each other out because they act on different systems: the swimmer and the wall. Notice how the swimmer pushes in the direction opposite to the direction he wants to move. He pushes on the wall and the reaction is in the direction he wishes to move.



## ACTIVITY

- E** Identify a subject and topic that you teach.
1. Write down at least three CCQs you can use when teaching new information related to the topic.
  2. In groups, teach this new information to your group members and ask them the CCQs.

## DISCUSSION

- F** Discuss the questions.
1. Why is it important to check for understanding?
  2. What should you do if your students are unable to answer CCQs correctly?

## REFLECTION

- G** 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?

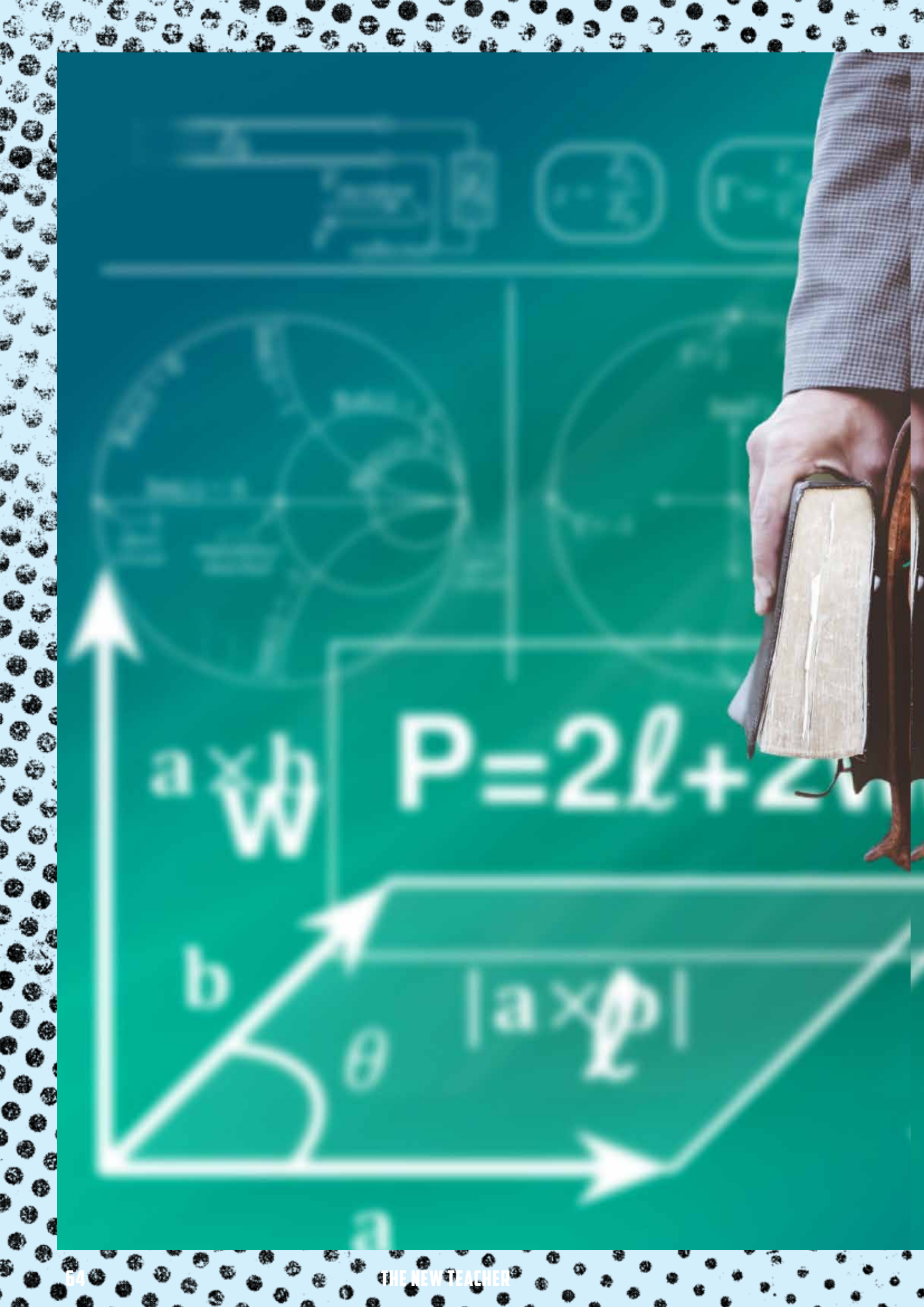


### Summary – Chapter 3: Presenting New Information

Teaching requires presenting new information to students. Teachers use different activities to present this information, such as lectures, reading texts and watching videos. When presenting new information, it is always useful to elicit the prior knowledge and ideas that students have. This engages them in learning and helps them connect what they are learning to what they already know, their own lives and the world around them.

The physical or digital board is a common resource for storing and presenting visual information, including text, pictures and graphic organisers. Creating well organised boards may take practice.

When presenting new information, it is very important for teachers to regularly check that their students understand what they are being taught. Comprehension checking questions are simple and direct ways to do this. You may need to ask multiple CCQs after new information has been presented. If students are unable to satisfactorily answer the CCQs, review and/or re-teach the new information before moving on.



# 4 TEACHING FOR LEARNING

## OBJECTIVES

- Trainees will explore techniques for motivating, engaging and challenging students;
- Trainees will identify opportunities to ask different types of questions;
- Trainees will evaluate ways of arranging classrooms and grouping students;
- Trainees will develop their ability to give feedback;
- Trainees will identify opportunities to use differentiation in the classroom.

## GLOSSARY

**affective (adj)** – စိတ်ပိုင်း  
သက်ရောက်မှုဆိုင်ရာ

**curriculum (n)** – သင်ရိုးညွှန်းတမ်း

**differentiation (n)** – အဆင့်အလိုက်  
ခွဲခြားသင်ကြားခြင်း

**divergent (adj)** – ကွဲပြားခြားနား  
ကွဲလွဲသော

**drill (v, n)** – အကြိမ်ကြိမ် နမူနာ  
လေ့ကျင့်ခြင်း

**eye contact (n)** – အကြည့်ဆုံခြင်း

**foundation (n, adj)** – အခြေခံ

**higher/lower order thinking  
skills (n)** – အဆင့်မြင့်နှင့်  
အခြေခံစဉ်းစားခြင်း စွမ်းရည်များ

**linguistic (adj)** – ဘာသာစကားဆိုင်ရာ

**open/closed (adj)** – အဖွင့်/အပိတ်

**outcome (n)** – ရလဒ်များ

**pace (n, v)** – အရှိန်နှုန်း၊ အရှိန်တစ်ခု  
ထိန်းခြင်း

**precise (adj)** – တိကျသော

**predict (v)** – ခန့်မှန်းသည်

**probe (n, v)** – တူးဆွ  
မေးမြန်းသည်/ခြင်း

**product (n)** – ထုတ်ကုန်၊ ရလဒ်

**rubric (n)** – အမှတ်ပေးဇယား

**socialise (v)** – ရင်းနှီးနားလည်စေသည်

**spatial (adj)** – နေရာနှင့်ဆိုင်သော

**transition (n)** – အကူးအပြောင်း

## 4.1 MOTIVATING, ENGAGING AND CHALLENGING STUDENTS

### PREVIEW

**A** Complete the survey. In groups, compare your answers.

# Teachers' attitudes towards Teaching and Learning

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers have more responsibility than students in the classroom.				
2. All of my students are intelligent and want to do the right thing.				
3. Groups can make better decisions than a single person.				
4. Everyone's opinion is equally valuable.				
5. Teachers are the source of all knowledge in the classroom.				
6. Students are more committed to ideas and plans that they have helped create.				
7. Students will act responsibly for the decisions that they make.				
8. The teacher is there to support and guide the students.				
9. Feedback is essential for students to know how they are doing and how they can progress.				
10. It is inappropriate for a student to ask a teacher a question that the teacher might not have the answer for.				



One goal of teaching is to make sure that all students are motivated, engaged and challenged at all times. This will actively involve students in learning.

Students have different motivations for learning. Teachers can support these motivations when teaching. Motivations include:

- usefulness for future life;
- pressure from family;
- approval from teacher and classmates;
- interest in the topic;
- enjoying learning new things;
- wanting good grades;
- greater self-confidence and self-esteem;
- enjoying interacting with classmates.

Students are engaged with learning when they are actively paying attention and participating. The students feel like they are a part of the lesson. The pacing of the class affects how learners are engaged. Different learning experiences make the class interesting and energising.

Students also need to be challenged. This means that all students are expected to be working hard during the lesson. This involves choosing a variety of activities that use different levels of thinking, frequently asking questions to students and making all students push themselves.

## EXERCISE

- B** Put the teaching technique in the correct category. Some techniques may go in multiple categories.

Motivation	Engagement	Challenge

### 14 Techniques for **Motivation | Engagement | Challenge**

- Everybody Writes:** Before students discuss their ideas, they reflect on their ideas by writing them down on a piece of paper. This gives each student a chance to prepare their ideas and be ready to participate.
- Summarise in a Sentence:** Students create one well-written sentence that contains all of their main points.
- Cold Call:** Call on students who have not yet raised their hands. This helps the teacher ensure that all students participate.
- Without Apology:** Don't apologise to students for giving them difficult work. Give students encouragement and let them know that either individually or together they will achieve success.
- Change the Pace:** Shift between faster and slower moments in a lesson by changing the types of activities and by varying the independent work and group work.
- Make Connections:** Connect new information to prior knowledge, the students' lives and the world around you.
- Smooth Transitions:** Have a clean start and clean finish to every activity. When students are doing the same activity, have them begin at the same time and give them a reminder before ending the activity.
- Track the Speaker:** When someone is speaking, everyone else in the classroom should be giving them full attention. All students face the speaker, give them consistent **eye contact** and have their hands down.
- Use the Clock:** Make sure that everyone can see the clock. Try to always tell students how much time they have to complete each activity.
- Time Matters:** Try to use time productively during the lesson. This is especially important in classes that are less than 60-minutes long. Ensure that students always are working during the class by giving them enough to do.
- Make Predictions:** Have students make predictions about what they are learning, why it is important and how it is useful.
- Teacher Talk Time:** Try to have only one-third or less of the talking in your lesson involve the teacher talking. The other two-thirds of talking should involve the students talking and participating in learning.
- Show Your Work:** Have students share their work with each other. Have them identify what they like in their classmates' work and give positive feedback.
- Towards Careers:** With older students, identify how what is being learned is relevant for different careers. Have them identify the careers they might like and the knowledge and skills they should acquire for those careers.



## ACTIVITY

**C** Think about the fourteen techniques for motivation, engagement and challenge on the previous page.

1. Individually, complete the chart.

Techniques I Do Well	Techniques I Want to Improve

2. In pairs, discuss your charts. Identify the three techniques you most want to improve. Brainstorm ways that you can improve these three technique



## DISCUSSION

**D** Discuss the question.

**Do you know any additional strategies or techniques related to motivation, engagement and challenge?**

## 4.2 ASKING QUESTIONS

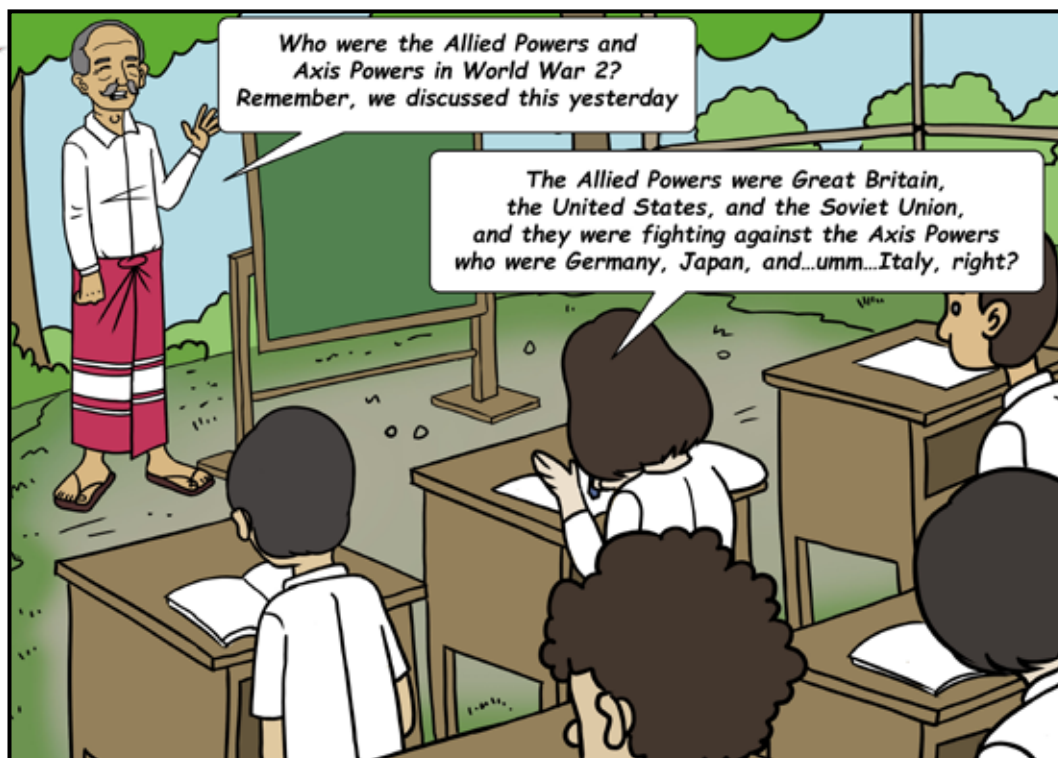
### PREVIEW

**A** During a lesson, when and why do you ask questions?

1



2

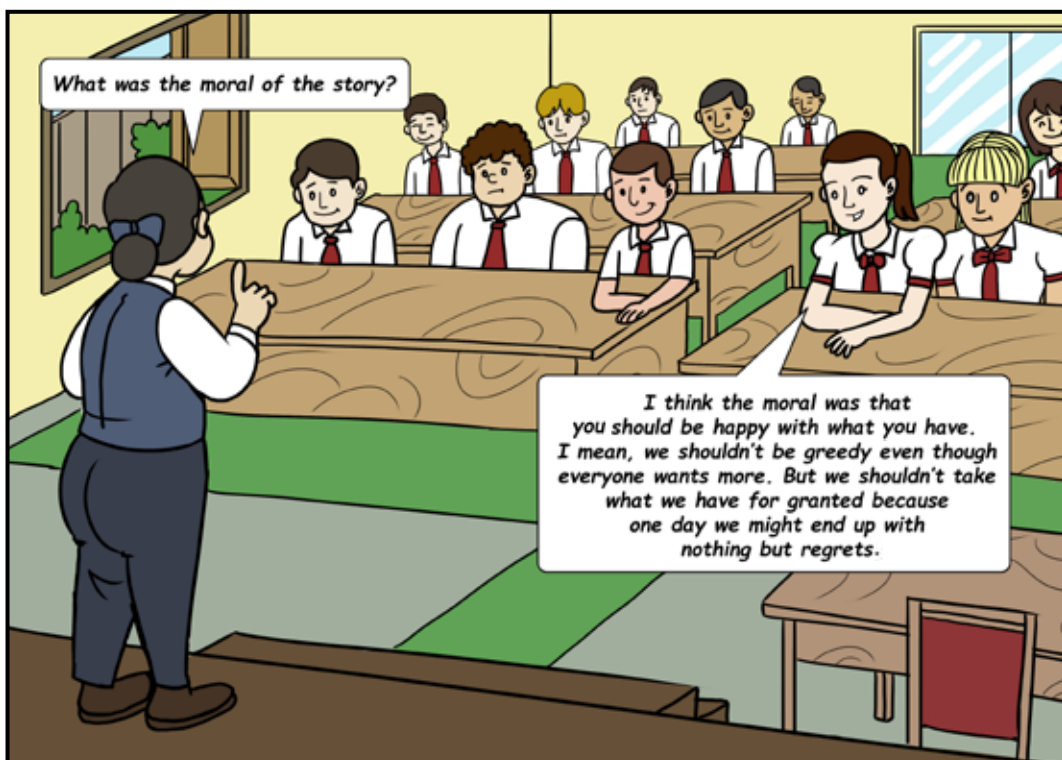


**B** Look at pictures 1-4. In each, Is the teacher asking an **open** or a **closed** question? Read the text on the next page and check your answers.

3



4



## The Role of Questions in the Classroom

Questions have many purposes, including:

- developing interest;
- motivating students to become actively involved in lessons;
- building critical thinking skills;
- reviewing learning.

Questions help students to process the information that they are learning. Teachers should ask a variety of questions throughout their lessons and students should be encouraged to ask each other and the teacher questions.

### Open and Closed Questions

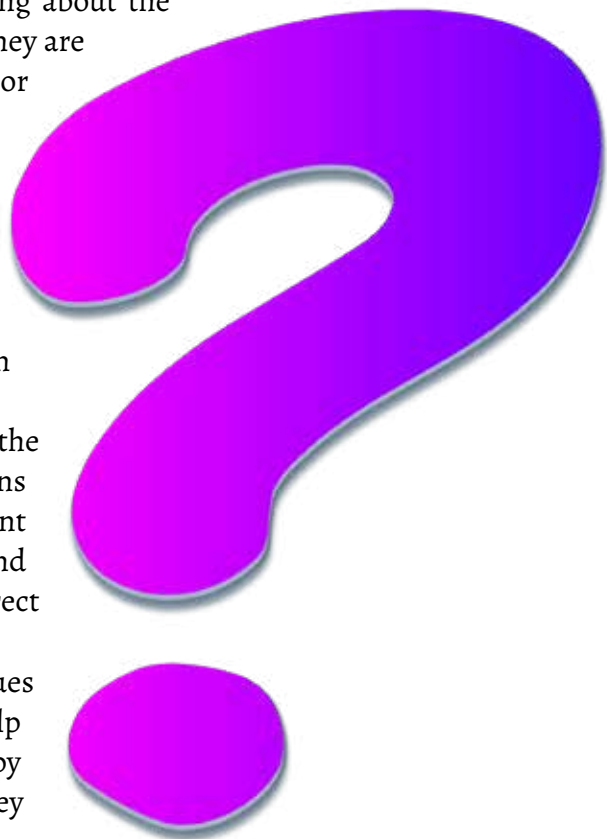
Questions can be either open or closed. Open questions have many possible answers. Closed questions have one correct answer or a limited set of possible answers. Open questions are broader and can be answered in more detail whereas closed questions are narrower in focus.

Open questions elicit a meaningful answer from students based on their feelings, thoughts, beliefs, experience and knowledge. They often require longer, more descriptive and explanatory responses. Closed questions often receive shorter, factual responses.

### Common Types of Open Questions

There are many types of open questions that can be used during a lesson. Four common types are:

- Prompting questions get students thinking about the topic of the lesson or upcoming activity. They are good to ask at the beginning of a lesson or activity to generate some initial ideas.
- **Probing** questions expand on and go deeper into ideas that students have already shared. They require students to go beyond their first response, such as by giving reasons or evidence, and therefore would be asked in response to an answer that has already been given.
- **Divergent** questions encourage the exploration of possibilities. These questions ask students to consider different possibilities, such as through cause and effect, and do not necessarily have correct and incorrect answers.
- **Affective** questions elicit attitudes, values and feelings. These questions help personalise the learning experience by encouraging students to connect what they are learning to themselves.



## EXERCISE

**C** Classify the questions.

OPEN QUESTIONS	CLOSED QUESTIONS

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. What recommendations would you give to the main character?</li> <li>2. Did you enjoy this activity?</li> <li>3. Who is the main character of the story?</li> <li>4. How many wars were fought between the British and the Burmese?</li> <li>5. What was your favourite part of the lesson?</li> <li>6. What formula do we use to measure the area of a circle?</li> </ol> | <ol style="list-style-type: none"> <li>7. How could we improve the soil quality?</li> <li>8. Did Thailand participate in World War II?</li> <li>9. Which has a heavier atomic weight, magnesium or aluminium?</li> <li>10. How did you come up with that answer?</li> <li>11. What do you think will happen next?</li> <li>12. Have you ever used non-violent communication?</li> </ol> |
|---|---|

## EXERCISE

**D** Match the type of open question (1-4) to the examples (a-d).

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Prompting questions</li> <li>2. Probing questions</li> </ol> | <ol style="list-style-type: none"> <li>3. Divergent questions</li> <li>4. Affective questions</li> </ol> |
|--|--|

- What might happen if...?
- How would this be different if...?
- In what ways would this change if...?
  - Imagine...
  - What if...?

**a.**

- What do you already know about...?
- How do you feel about the issue of...?
- Why might this topic be useful for...?
- Think of a time when this happened...

**b.**

- How do you feel about...?
- Is this important to you?
- Would you like to...? Why or why not?

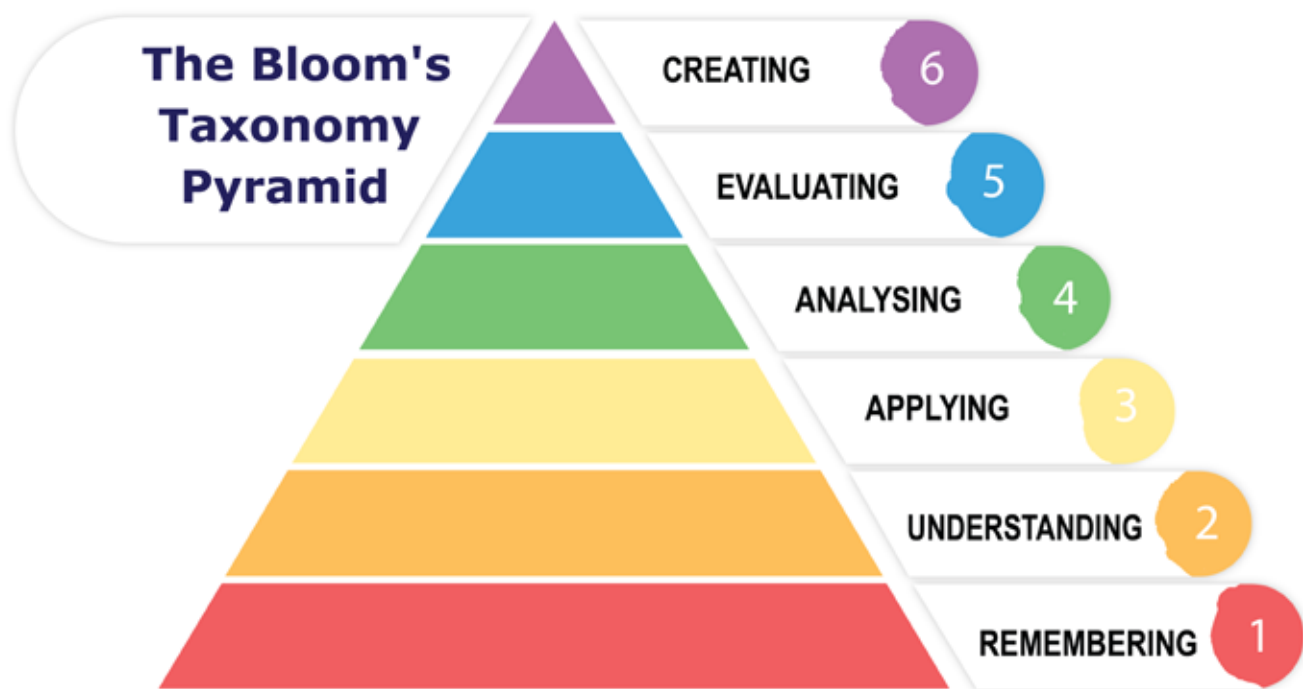
**c.**

- What do you mean by...?
- Tell me more about...
  - Why do you say...?
- Can you give me an example of...?
- If this is true, what are the implications for...?
  - How might you rephrase...?

**d.**

## ACTIVITY

- E** Choose a subject and topic that you teach.
- Write at least one type of question for each:
    - Prompting questions
    - Probing questions
    - Divergent questions
    - Affective questions
  - Find someone who teaches the same subject as you. Make a combined list of useful open questions for your subject and topic.

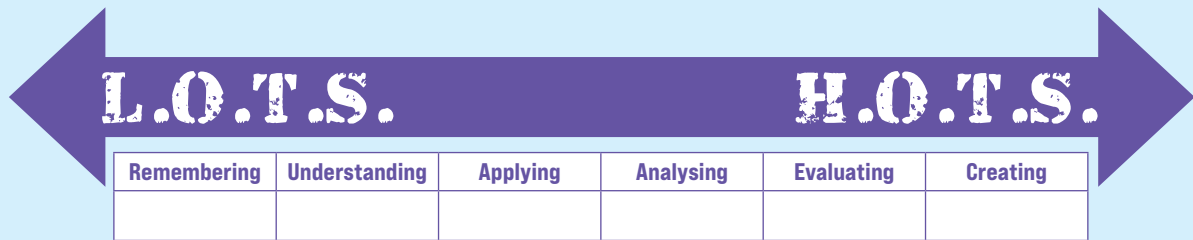


### Bloom's Taxonomy and Questions

It is also possible to create questions based on the **lower-order thinking skills** (LOTS) and **higher-order thinking skills** (HOTS) of Bloom's taxonomy. Teachers can ask questions that engage with the different levels of thinking. For example, a teacher might first ask a question at the *remembering* or *understanding* levels and then ask a follow-up question that requires students to apply their answer. More information about Bloom's taxonomy can be found in *The New Teacher 2*.

## EXERCISE

**F** Match the questions to the level of Bloom's taxonomy.



1.

- How would you summarise...?
- How would you describe...?
- Can you explain what is happening...?
- What do you predict...?
- What facts or ideas show...?
- How would you compare...?

2.

- How would you make...?
- What would happen if we changed...?
- How might you design...?
- Can you think of an invention...?
- How would you test...?
- What **outcome** would you predict for...?
- What could be changed to improve...?

3.

- What are the differences between...?
- What evidence can you find for...?
- How would you classify...?
- What patterns do you notice in...?
- What parts are within...?
- What is the relationship between...?

4.

- Who is...?
- What is...?
- When was...?
- Where was...?
- Can you identify...?
- Why did...?

5.

- How can we demonstrate...?
- How might you solve...?
- Can you show me how...?
- How can we use...?
- What approach works best...?

6.

- How would you prove...?
- How would you prioritise...?
- Which do you judge to be...?
- What conclusion can you make from...?
- What information supports your opinion about...?

## ACTIVITY

**G** Choose a subject and topic that you teach.

1. Write at least one question for each questions type:
 

<ol style="list-style-type: none"> <li>a. Remembering questions</li> <li>b. Understanding questions</li> <li>c. Applying questions</li> </ol>	<ol style="list-style-type: none"> <li>d. Analysing questions</li> <li>e. Evaluating questions</li> <li>f. Creating questions</li> </ol>
---	--
2. Find someone who teaches the same subject as you. Make a combined list of useful open questions for your subject and topic.

## EXERCISE

**H** Match the technique for asking questions (1-4) to the effect (a-d) that it has.

# Technique

- 1. Wait and Think Time:** Give students time to process questions before answering. Ask questions to the whole class, allow them time to wait and think, and then call on individual students to answer.
- 2. Call and Response:** Reinforce important correct answers to the whole class by having all students repeat that answer.
- 3. Stretch It:** When a correct answer has been given, ask follow-up questions that extend knowledge and go deeper. Common ways to "stretch it" include asking how or why, asking for evidence, asking for examples or asking for more specific words.
- 4. Pass It:** If a student asks a question to the teacher, the teacher can pass that question to another student.

# Effect

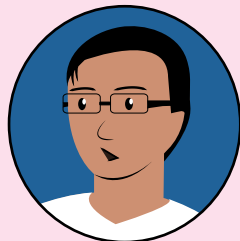
- a.** Students build on their answers by thinking more about them. It challenges students to explain their answers or use their answers in new ways.
- b.** More students will respond to the question and fewer students will have no answer. Their answers will likely be more correct and longer.
- c.** Highlights the importance of an answer and helps all students remember and recall the information.
- d.** Gets other students involved instead of relying on the teacher to answer all questions coming from the students.

## EXERCISE

**I** Look at situations 1-4. Which technique is being used in each?

1.

**TEACHER:** Who can tell me what this part of the maths expression is called?



**PAW HTOO:** It's called the exponent.

**TEACHER:** Thanks Paw Htoo. Yes, that's the exponent. Class, what's it called again?

**ALL STUDENTS:** The exponent.

2.

**TEACHER:** How did Thakin Kodaw Hmaing influence the independence movement

*Teacher waits for five seconds. Students begin to raise their hands.*

**TEACHER:** Let's see if we can get three more hands.

*Teacher waits for an additional five seconds. Three more hands raise.*

**TEACHER:** Great. Khaing Win, what do you think?



3.

**KHIT SAN:** But, Teacher, why do many people think sustainable development is important?

**TEACHER:** That's a very interesting question, Khit San. Let's see if we can get some ideas on this. Class, what do you think?

**HSENG:** It can help both the environment and also our society.

**TEACHER:** Good, can you give me a specific example?

**HSENG:** In the reading, it says that sustainable development aims to preserve the natural environment, such as ecosystems, but we also must think about wealth inequalities between people.

**HTEE SAING:** Yeah, and it gives the example of renewable energy that can be more affordable for poorer communities.

4.

**TEACHER:** How far is it from Yangon to Mandalay?

**THAN THAN AYE:** About 390 miles.

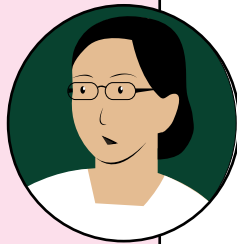
**TEACHER:** How'd you get that?

**THAN THAN AYE:** By using my ruler to measure the distance on the map. Then I added 100 miles three times and estimated another 90 miles.

**TEACHER:** How did you know how to calculate the distance?

**THAN THAN AYE:** I used the scale in the map key.

**TEACHER:** Now everyone, use your map key to determine how many kilometres it is from Yangon to Mandalay and how many miles it is from Yangon to Mawlamyine.



## ACTIVITY

- J** Think about your experiences as a teacher. In pairs, identify situations when using each technique might be useful.
1. Wait and think time
  2. Call and response
  3. Stretch it
  4. Pass it

## ACTIVITY

- K** Choose a topic that you are familiar with. In groups, facilitate a five-minute discussion about this topic. Use different open questions and levels of Bloom's taxonomy. It may be useful to prepare your questions in advance.

## DISCUSSION

- L** Discuss the questions.
1. Do you think it is a good idea for teachers to prepare some questions before the lesson?
  2. Which types of questions do you most often ask your students?
  3. Which types of questions would you like to ask more of in the future?
  4. Which techniques do you think are the most useful? Why?

## 4.3 ARRANGING THE CLASS

### PREVIEW

**A** When do these interactions happen in a class? List some more examples.

1. Teacher-Students (T-Ss)	2. Teacher-Student (T-S)	3. Student-Student (S-S)	4. Students-Students (Ss-Ss)	5. Student (S)
<ul style="list-style-type: none"> <li>The teacher asks a question to the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>An individual student asks a question to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students check their answers in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Students do a project in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students do worksheets by themselves.</li> </ul>

**B** Think about when you were a student.

1. What kinds of activities did you most often do during lessons?
2. How often did you work individually, with a partner and in groups?

**C** Think about a class that you teach.

1. Complete the survey below.
2. In groups, discuss your responses.

### 1. What is in your class? Circle all that apply.

tables   desks   chairs   benches

### 2. In my classroom...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. teachers and students can easily move around.				
b. it is easy to change from one activity to another.				
c. it is easy to change the classroom arrangement.				
d. there is a lot of interaction.				
e. there is a variety of individual, pair, group and whole class work.				
f. it is easy to change the grouping of students.				
g. students enjoy working in pairs and groups.				
h. students enjoy working individually .				
i. students enjoy working as a whole class.				

Students learn from their teacher, from themselves and from each other. Therefore, interaction and **socialising** can be very important for effective learning. During a lesson, teachers can give opportunities for learners to work individually, in pairs and in groups.

Working individually allows students to work at their own pace and reflect on what they are learning. Pair and group work allows for students to share ideas with, give support to and teach each other. In general, teachers should aim to have variety within a lesson, such as by giving students at least one pair or group activity.

Pairing and grouping can happen by moving the students around the class. It can also happen by rearranging the chairs, desks and tables into different positions in a classroom. The class arrangement depends on what type of activity the students will be doing and how the classroom can be arranged. In some physical classrooms, it is very difficult or impossible to move the desks, tables or benches. When possible, teachers should be creative in arranging the classroom. For example, in larger classes, the teacher might remove the chairs and tables and put mats or rugs on the floor that students can sit on.

It can take time to change the classroom arrangement during a lesson. Therefore, teachers might want to plan and prepare the best arrangement for the class before the lesson starts. If the lessons are short, it might not be worth spending time changing the arrangement of the class during the lesson.

In online teaching, teachers can move students around virtually. In a video session or online seminar, they can move students into breakout rooms for group work. They may assign students to complete pair or group work using applications.

## EXERCISE

**D** Look at the list of activities.

1. Which way of grouping students would work best? Put them in the correct place(s) in the table. Some activities might be suitable for more than one type of grouping.

Whole Class	Groups	Pairs	Individually

- |                               |                          |                                  |                                      |
|-------------------------------|--------------------------|----------------------------------|--------------------------------------|
| <b>a.</b> taking notes        | <b>f.</b> discussions    | <b>k.</b> brainstorming          | <b>o.</b> cooperative activities     |
| <b>b.</b> debates             | <b>g.</b> silent reading | <b>l.</b> teaching each other    | <b>p.</b> <b>drilling</b> vocabulary |
| <b>c.</b> presentations       | <b>h.</b> roleplays      | <b>m.</b> quizzes, tests, exams  | <b>q.</b> watching a film            |
| <b>d.</b> science experiments | <b>i.</b> projects       | <b>n.</b> competitive activities | <b>r.</b> field trips                |
| <b>e.</b> writing summaries   | <b>j.</b> homework       |                                  |                                      |

2. In groups, list more examples.

## ACTIVITY

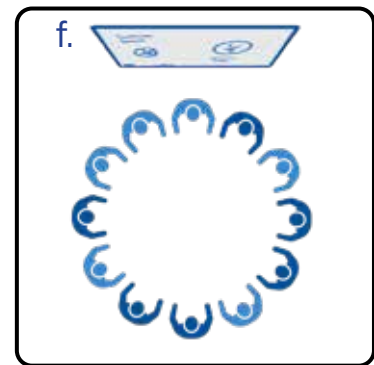
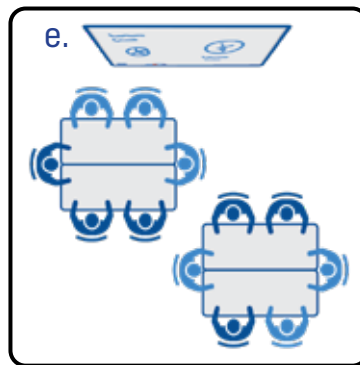
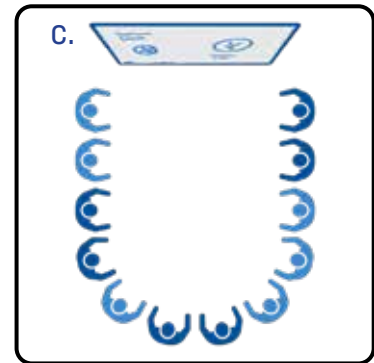
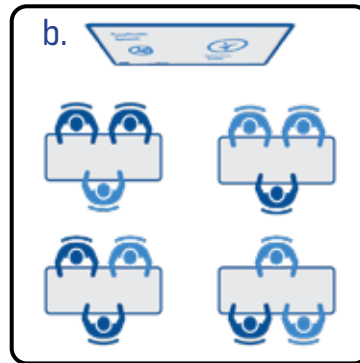
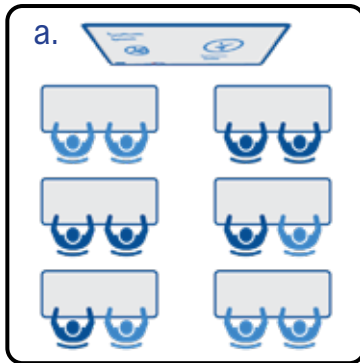
**E** Look at the lesson plan and identify the grouping for each activity.

<b>English</b>		<b>Students: 31 aged 10-12 (Grade 5)</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to identify common daily routines.</li> <li>• Students will be able to describe their daily routine.</li> </ul>			
<b>Lesson Details:</b> <ul style="list-style-type: none"> <li>• Use the 12-hour clock.</li> <li>• Give ten phrases for daily routines.</li> <li>• Present present simple tense (regular and repeated events/habits).</li> </ul>			
<b>Stage</b>	<b>Activities</b>	<b>Grouping</b>	<b>Resources</b>
Introduction	<ul style="list-style-type: none"> <li>• Board race for reviewing 12-hour clock.</li> </ul>	Whole class	
Presentation	<ul style="list-style-type: none"> <li>• Present and drill vocabulary for daily routines.</li> <li>• "Slap the board" game.</li> </ul>	1. _____	Flashcards Tape
Controlled Practice 1	<ul style="list-style-type: none"> <li>• Listen to description of woman's daily routine.</li> <li>• Write down times she does each routine.</li> </ul>	2. _____	Audio, Worksheet
Controlled Practice 2	<ul style="list-style-type: none"> <li>• Write down times she does each routine.</li> <li>• Ask partner what time they do each task in their daily routine.</li> </ul>	3. _____	Worksheet
Free Practice 1	<ul style="list-style-type: none"> <li>• Write paragraph to describe partner's daily routine.</li> </ul>	4. _____	Notebooks Pens
Free Practice 2	<ul style="list-style-type: none"> <li>• Describe partner's daily routine to others in group.</li> </ul>	5. _____	
Review	<ul style="list-style-type: none"> <li>• Teacher ask students questions about their partner.</li> <li>• Teacher corrects mistakes.</li> </ul>	Whole class	

## EXERCISE

**F** Match the classroom arrangement descriptions (1-6) to the pictures (a-f).

- |                       |                       |              |
|-----------------------|-----------------------|--------------|
| 1. Circle             | 3. Large workstations | 5. Rows      |
| 2. Small workstations | 4. Free space         | 6. Horseshoe |



## EXERCISE

**G** Which arrangement is best for each situation? Some situations have many possible answers.

Circle	Large Workstations	Small Workstations	Rows	Horseshoe	Free Space

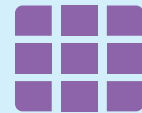
- |  |  |                                  |
|--|--|----------------------------------|
| 1. Doing an activity with the whole class.         | 5. Doing an activity where students need to be able to see each other. | 9. Doing projects.               |
| 2. Fitting many students into a smaller classroom. | 6. Writing individually.   | 10. Taking an exam.              |
| 3. Having small group discussions.                 | 7. Playing games that require moving around.                           | 11. Monitoring the students.     |
| 4. Presenting new information to the students.     | 8. Doing pairwork.   | 12. Having a class discussion.   |
|  |  | 13. Having group discussions.    |
|  |  | 14. Taking notes from the board. |

## ACTIVITY

**H** In groups of five, each person reads a different text.

- Read your text and make notes.
- Use your notes to summarise the information to your group members.
- Listen to each other and complete the table.

# Classroom Arrangements



**a. Rows:** In many classrooms, students sit in rows. This is the most efficient way to fit a lot of students into a classroom. This arrangement is good for exams, and when you want students to work individually. It is also quite easy for students to do pairwork if you want them to work with the person next to them. However, if you want students to change partners during the lesson, this is more difficult. One solution is to have students alternate between working with classmates in four directions: to their right, their left, in front of them and behind them.

**b. Workstations:** Workstations are good for working in groups, such as discussions and projects. However, it can

be difficult for all students at workstations to pay attention to the teacher if some students are sitting with their backs to the board. You may need to ask students to turn their chairs to face you.

**c. Horseshoe:** The U shape of the horseshoe makes it very easy for the students and teacher to see each other. It is very useful when presenting new information to the class. But the horseshoe can be difficult to use with a big class. To work in groups, students need to change how they are positioned in the horseshoe by having some sit inside it.

**d. Free Space:** Free space involves moving desks and chairs to the side of the

classroom so that students can freely move around the centre of the classroom. This is very useful for any activities that involve movement, or it can give students an opportunity to sit and work individually. Without desks, students will need to use the floor to write. It may also take time to clear the room to create free space.

**e. Circles:** Circles are most often formed by removing the desks and using chairs to form the circle. A circle is good for whole class discussions and when teachers want to sit with all their students and join the activity. Circles are difficult for group work and writing activities.

	1. Good for?	2. Disadvantages	3. How to Address Disadvantages
a. Rows			
b. Workstations			
c. Horseshoe			
d. Free Space			
e. Circle			

## Tips for Grouping Students

Create rules for how students should work. For example, set time limits and give roles to students such as timekeeper, notetaker, reporter, etc.

When students are working in groups, you can put one student in charge of each group. This student is responsible for managing the group by making sure that their classmates are participating and that the task is completed on time.

It is sometimes useful to group students in similar-ability groups or pairs. Each group or pair can then work at its own pace. The stronger ones may complete the task more quickly, so the teacher will need to have additional work to give them after they have finished.

It is sometimes useful to group students in mixed-ability groups or pairs. This allows stronger students to support their classmates, such as by teaching them, and encourages teamwork. However, in these pairs and groups, it is important for the teacher to make sure that the stronger students do not dominate and do all of the work by themselves.

Try to have groups of equal numbers. If a group must have fewer students, it may be advantageous to make this a group of stronger students.

Use different ways of grouping students, such as:

- Choose a partner or group.
- Work with a different person/group than you last worked with.
- Work with one person/group for three minutes and then another for three minutes.
- Work with the person or people sitting next to you.
- Divide into groups by counting 1, 2, 3, 4, etc..
- Line students up by date of birth, height, alphabetical order of names or favourite foods, colours, etc. and divide into groups.
- Choose the groups yourself based on ability.



## EXERCISE

I Match the questions (1-4) to the advice (a-d).

1. My students don't listen to me when I want to move them into groups. What should I do?

2. My students always like to sit with their friends. Is this OK? Should I always use the same groups in every class?

3. My class is quite short and I don't want to waste time changing classroom arrangements. However, I still want to use pairs and groups. What can I do?

4. How can I ensure that students work with different classmates?

## Advice for Grouping Students

- a. Be imaginative, clear and well-organised when creating pairs and groups. Plan carefully before each class to figure out how you can make new pairs and groups. In general, it is good to give students experience working with different classmates.
- b. Choose the classroom arrangement that works best for each lesson and arrange the classroom before the class begins.
- c. Be polite but firm when giving instructions. Establish rules to address misbehaviour. Make sure to get the attention of all students before putting them into groups. Make sure students know the benefits of group work and why they are doing it.
- d. You should mix up the grouping to add more variety. In general, it is better for the teacher to make the groups so that friends are not always working together and there are not too many talkative students in one group.

## ACTIVITY

J How might you address the following problems? Think of one suggestion for each problem.

1. Some students don't participate in activities and let others in the group do the work.
2. Students always choose to work with the same pairs.
3. Three students dominate class discussions. Some students are too shy to speak during class discussions.
4. Some students are having a hard time making friends and are always last when finding a partner.
5. Some students depend on asking the teacher for help.
6. Groups with stronger students always finish quickly and then they have nothing to do.
7. Some students get frustrated because their pair or group doesn't have enough time to finish the activity.
8. There are over 40 students in the classroom and the teacher wants to ensure all students work hard.



## ACTIVITY

**K** Read the lesson plan and:

1. Draw a classroom arrangement of the students (s) and teacher (T) for each stage in this lesson. There are sixteen students in the class. How might you arrange the class using rows, workstations, a horseshoe, free space and/or a circle?
2. In groups, share your classroom arrangements. Are there any stages where different classroom arrangements could be used?

<b>Subject:</b> Social Science		<b>Students:</b> 16 young adults (18 – 25 years old)	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to analyse environmental issues in Singapore and Indonesia.</li> <li>• Students will be able to present and justify opinions on environmental issues.</li> </ul>		<b>Lesson Details:</b> <ul style="list-style-type: none"> <li>• Environmental issues in Southeast Asia.</li> <li>• Focus on air pollution in Singapore and Indonesia.</li> </ul>	
Stage	Activities	Grouping	Resources
1. Introduction (5 minutes)	<ul style="list-style-type: none"> <li>• Teacher pre-teaches vocabulary needed for radio programme.</li> <li>• Students discuss new vocabulary and predict what radio programme is about.</li> </ul>	Whole class	
2. Presentation (10 minutes)	<ul style="list-style-type: none"> <li>• Students listen to radio programme and answer questions on worksheet.</li> </ul>	Individually	Computer speakers, Audio worksheets
3. Peer Checking (10 minutes)	<ul style="list-style-type: none"> <li>• Students compare answers.</li> <li>• Students discuss what they learned about the situation between Singapore and Indonesia from the radio programme.</li> </ul>	Pairs	Audio worksheets
4. Roleplay Preparation (15 minutes)	<ul style="list-style-type: none"> <li>• In groups, student receive a role and its description (Singaporeans, Indonesian Plantation Owners, Indonesian Leaders, Singaporean Leaders).</li> <li>• Groups prepare their arguments for a debate.</li> </ul>	Groups	Role cards
5. Roleplay Debate (20 minutes)	<ul style="list-style-type: none"> <li>• Representative from each group delivers their arguments.</li> <li>• Groups debate the issues.</li> <li>• Teacher summarises the key points.</li> </ul>	Whole class	

## DISCUSSION

**L** Discuss the questions

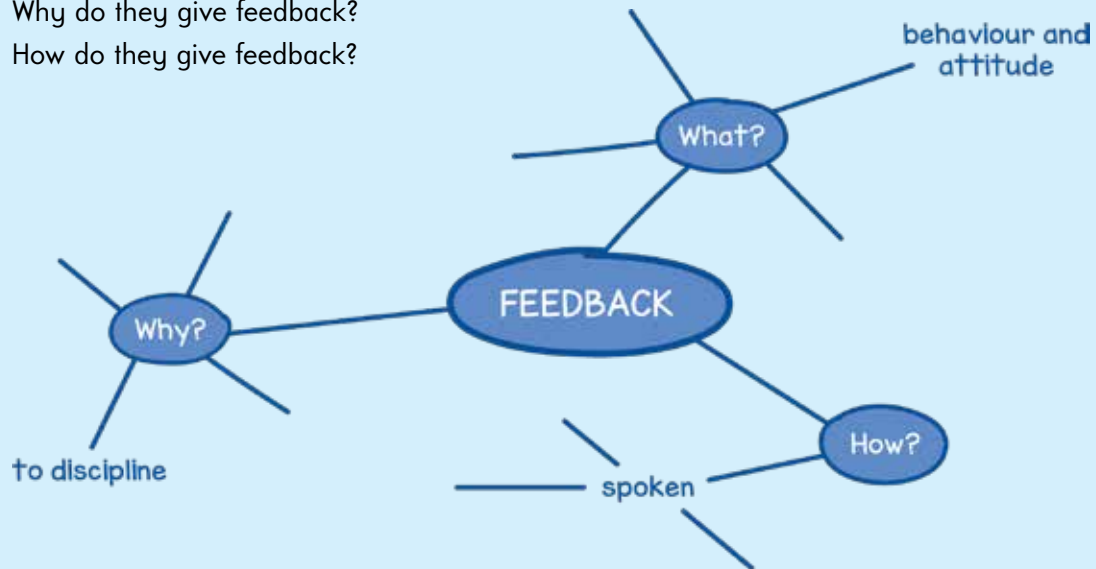
1. What classroom arrangements are most common in your educational institution?
2. Are there any arrangements you would like to use more of?

## 4.4 GIVING FEEDBACK

### PREVIEW

**A** Complete the mind map.

- What do teachers give feedback on?
- Why do they give feedback?
- How do they give feedback?



Feedback is a loop. After students have done something, or while they are still doing it, the teacher can give them feedback. Feedback can be given on all aspects of learning, from behaviour in the classroom to performance on an assignment. Students need feedback so that they know what they have done well and what they need to improve. In order for them to improve, they will need additional opportunities to practise and try again.

### THE FEEDBACK LOOP



Feedback involves praise and correction. It encourages students to continue to do what they have done well and fix things they have not done well. Giving praise for strengths will motivate students. Giving corrections on weaknesses must also involve telling students how they can improve. If you would like to give detailed feedback, a good formula is:

- one comment on what a student has done well
- one comment on what they can improve
- specific advice on how they can improve.

Feedback should be **precise** and encouraging. Teachers are responsible for telling students why and how they did or did not do a good job and why and how they can improve.

Feedback can be given while students are doing something or after they have finished. It can be given to a single student, a group of students or all students. Students should receive some feedback every day and then be given opportunities to apply the feedback.

Throughout the lesson, teachers should monitor the students while they are working. This allows the teacher to observe if students are working correctly and offer assistance to those that need it. While monitoring, teachers can give praise and offer quick correction.

When possible, it is good to give feedback on process and **product**. Product refers to what the student has produced. Process refers to what they have done to produce it. For example:

- In mathematics, the answers that students have given is the product and the maths that they have used to get the answers is the process.
- In problem-solving group work, the solution is the product and the teamwork that the group members have used is the process.

Most feedback will be given by teachers to students. Sometimes a teacher may give feedback directly to a single student or more general feedback to the entire class. If a teacher notices common strengths and/or weaknesses, they should include this in feedback to the entire class.

### **Peer Feedback and Self-Feedback**

Students can also give each other feedback, such as when they check their answers in pairs or small groups, or when they give suggestions to each other on a piece of writing. When students reflect on their performance and their learning, they are giving feedback to themselves. For example, the teacher might ask students to individually identify their strengths and weaknesses and how they would most like to improve.

### **Reporting Back**

When students work in pairs or groups, it is useful to have them share the main points from their work or discussion. In large classes, having two or three pairs/groups report back is useful. Reporting back gathers feedback on the activity. Rules and routines for reporting back might include:

- setting time limits, such as two minutes for each group to report;
- asking for a few key points from each group;
- after one group has reported some ideas, asking other groups to only report additional ideas so that they don't repeat each other;
- giving different groups different topics to report;
- allowing time for questions after each group has reported;
- summarising the key points after each group has reported.

## EXERCISE

- B** Are the statements true or false? If false, explain why.
1. Only teachers give feedback.
  2. Feedback is most useful when students can apply it to future practice.
  3. Feedback is only important about academic achievement.
  4. It's OK to get angry when giving feedback because this motivates students.
  5. Praise is a type of feedback.
  6. Feedback should usually be specific.
  7. If teachers list ten strengths and ten weaknesses, that will motivate students.
  8. Feedback can only be given to individuals.

## ACTIVITY

- C** Look at the feedback.
1. Does each have:
    - A. one comment on what the student has done well?
    - B. one comment on what they can improve?
    - C. specific advice on how they can improve?
  2. Choose four of the feedback examples and improve them if needed.  
Example: a. *You have made a lot of spelling mistakes here.*

*You have some good ideas in your writing, but there are too many spelling mistakes, which makes it difficult to read. Please make sure you check your spelling and use a dictionary if you have any confusion.*

- a. *You have made a lot of spelling mistakes here.*
- b. *Well done! Excellent essay!*
- c. *Your picture is very detailed. I can tell you spent a lot of effort drawing it. However, you were supposed to also write a description of it. Did you run out of time?*
- d. *Don't forget to edit for grammar and spelling next time!*
- e. *Your writing is very descriptive and you use regular verbs in the past simple tense well. However, there are a few errors with irregular verbs, so review the notes from the last lesson.*
- f. *Your essay was very interesting, but you didn't give any examples to support your opinions.*
- g. *You didn't label the organs of the body correctly.*
- h. *You got a 7 out of 10. Good work but try harder next time.*
- i. *Nice job solving the problem using the quadratic formula. Notice how your graph is in the wrong direction. If you need to, use your class notes when trying new problems.*

## EXERCISE

**D** Match the questions (1-6) to the advice (a-f).

1. Should I always give the same amount of feedback?

2. What are some ways of giving written feedback?

3. What should I do after I give my class feedback?

4. Is reporting back after group work useful?

5. When my students take quizzes, they get a score. Is this enough feedback?

6. How do I choose what feedback to give?

## Advice for Giving Feedback

- a. You can write comments on students' completed work. You can also use report cards and **rubrics** to communicate feedback.
- b. Reporting back allows the teacher and other groups to give feedback. It increases opportunities for students to learn from each other.
- c. Although scores are useful for grading, they are not that useful for feedback. Therefore, it is good to add feedback (strengths, weaknesses, ways to improve) to the score. Alternatively, you can have the students reflect on their score and identify where they did well, where they didn't do as well, and how they might improve.
- d. Feedback is usually proportional to the size of the work. The larger the assignment, the more feedback you will likely give on it.
- e. Give feedback that you feel is the most meaningful, such as feedback that relates to the learning objectives.
- f. If your feedback is mostly praise, then you can move on to the next stage of your lesson. But if students receive a lot of corrections, then it is good to give them additional practice opportunities so they can use their feedback to improve their work.

## ACTIVITY

**E** What advice would you give to these questions?

1. "How can I use feedback to motivate my students while they are working?"
2. "Sometimes when I check answers, I notice that many of my students make the same mistakes. What can I do to address this?"
3. "I usually tell my students, "Nice job", or, "Try harder". Is this precise?"
4. "How can I increase the amount of peer feedback in my class?"

## ACTIVITY

**F** For each type of feedback, list some more ideas about when and how feedback can happen.

1. To Individual Students	2. To Groups or the Whole Class	3. Written Feedback	4. Quick Praise	5. Peer and Self Feedback
<ul style="list-style-type: none"><li>• When they answer a question correctly or incorrectly.</li></ul>	<ul style="list-style-type: none"><li>• At the end of each class to summarise their performance during the lesson.</li></ul>	<ul style="list-style-type: none"><li>• When they submit written assignments.</li></ul>	<ul style="list-style-type: none"><li>• When students answer questions correctly, give them a thumbs up.</li></ul>	<ul style="list-style-type: none"><li>• At the end of each week students can write in a reflective journal.</li></ul>

## DISCUSSION

**G** Discuss the questions.

1. What are your strengths in giving feedback?
2. What are your weaknesses in giving feedback?
3. How can you improve these weaknesses?

## 4.5 DIFFERENTIATION

### PREVIEW

**A** Complete the survey. In groups, compare your answers.

Survey on Student Learning:	Yes	No	Unsure	If unsure, how can you find out?
1. My students learn at different speeds.				
2. Some students like to participate in class whereas others do not.				
3. Some students prefer learning together whereas others prefer learning individually.				
4. My students like to learn in different ways.				
5. My students have different needs in learning.				
6. My students have different motivations for learning.				
7. My students have different interests while learning.				
8. My students have different abilities, strengths and weaknesses.				

Students are unique individuals with their own abilities, levels, needs, learning preferences, motivations, interests, strengths and weaknesses. The more students there are in a class, the greater variety of differences there is likely to be. Different students need different things to help them succeed.

**Differentiation** refers to how the teacher can adjust their teaching to ensure that all students can receive the learning experiences they need to succeed. This occurs when a teacher plans and teaches a lesson that adjusts the content being taught, the process used to learn, the work expected of the students (the product) and/or the learning environment according to the differences between students.

Teachers can adjust the *content* of the lesson by delivering different parts of the **curriculum** to different students depending on their starting level and what the teacher expects them to learn in the lesson. Some students may need to focus on learning the **foundations** of a topic whereas other students may be able to extend themselves deeper into the topic.

Teachers can adjust the *process* of learning by changing the methods used to teach each lesson. Teachers can adjust the *product* of learning by changing what assignments are done and what students are expected to create to show that they have learned. Teachers can also teach in different ways that engage different learning preferences. For more on learning preferences, see *The New Teacher 1*.

Finally, teachers can adjust the *learning environment* to support opportunities for moving around the classroom and grouping students in different ways, while ensuring that the learning environment is safe and supportive.

It is important to let students ask questions and give feedback to the teacher. Teachers can offer time outside the lesson to speak privately with students. This feedback gives teachers further ideas into how they can adjust their planning and teaching to make sure that each student is being taught appropriately.

## EXERCISE

**B** Match the students' comments (1-6) with the ideas for things that they need (a-f).

**1. I have trouble focusing on one thing for more than 15 minutes.**



Prepared notes; taking notes on a computer (if available)

**2. I can focus and think better when my hands are busy.**



Creating a video or giving a presentation instead of writing a paper

**3. I can talk about what I know better than I can write about it.**



Activities that involve using hands

**4. It's difficult for me to grip a pen or pencil.**



Classroom breaks; a variety of shorter and longer activities

**5. I cannot access the internet at my house.**



Energisers; group work

**6. I have to wake up at 4 am each morning to work so I'm tired in the afternoons.**

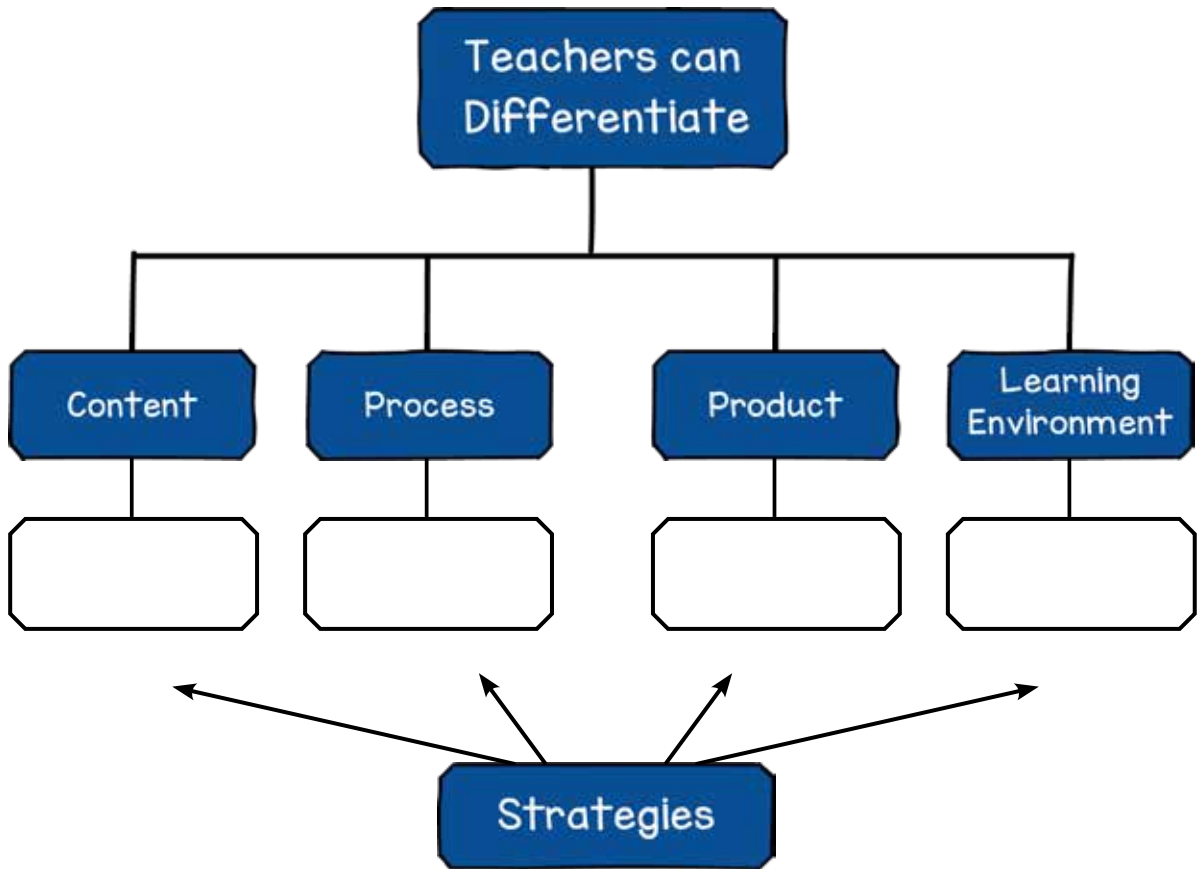


Printed materials to take home



## EXERCISE

Classify the strategies for differentiation into the correct place on the diagram.



1. Present new information in a variety of ways, with different kinds of visuals, and through different activities.
2. Give students the choice of working individually, in pairs or in small groups.
3. Use a mixture of direct instruction, discovery learning and interactive teaching.
4. Adjust the difficulty of questions that you ask students, based on how deeply they have learned the lesson. Ask more challenging questions to students who have understood the lesson more deeply.
5. Use Bloom's taxonomy. Some students may need to focus on lower-order thinking whereas others can move to more higher-order thinking during a lesson.
6. Use mixed-ability groups to foster peer learning. Use similar-ability groups to focus on a specific learning need.
7. Give students options for how they demonstrate their learning. For example, let them choose between writing a summary, giving a presentation or performing a roleplay.
8. Use a variety of individual, pair and group work.
9. Use a variety of activities that engage with different learning preferences.
10. Let students choose the activities that they would like to do or prepare different activities for different students.
11. Give students plenty of time to complete assignments.
12. Let students choose which topics they learn about.
13. Set different amounts of reading, with easier short texts, and longer more complex ones for enthusiastic readers.
14. Write different learning objectives at different levels for your course.

## ACTIVITY

**D** Read the scenario. How would you differentiate the lesson? Identify one thing that you could do for each category of differentiation:

1. Content
2. Process
3. Product
4. Learning environment

### Language Class, Grade 8

#### Learning Objective:

Students will be able to demonstrate understanding of the main themes and morals of a short story that they will be reading in class.

- **Seng Li** likes to be asked to do things by the teacher. He is interested in fitting in and often speaks out in class. He has a strong imagination and loves to read, but his comprehension skills are weaker than his classmates.
- **Khaing Khaing** is very active and likes to dance around the room near the end of class. She is a verbal/**linguistic** and visual/**spatial** learner, loves reading and enjoys being the "best". She gets very excited to read new stories, but has trouble paying attention for a long time.
- **Van Lian** does not feel a connection to school. He is a very intelligent student, but he tends to follow others and doesn't like being a leader. He seems to do well in activities when he applies himself. He has shown strong reading skills, but does not always complete his work.
- **Aung Kyaw Moe** has failed his last three reading assignments. He is an expert hunter and fisher and knows more about the outdoors than anyone else. He learns best with hands-on activities. His reading and writing skills have only slightly improved over the last two years.
- **Lu Meh** is a very quick learner. She seems to understand things just by listening. She likes to excel and always follows the rules. She is a natural leader. Her reading and writing skills are some of the strongest in the class.

## ACTIVITY

**E** In groups, make a checklist to help you differentiate your lessons.

- *Do I have easier and more challenging activities for practice?*
- *Will my students be able to ask questions during the lesson?*

## DISCUSSION

**F** Discuss the questions.

1. Do you believe that differentiation is important for your teaching?
2. How can you give more choice to your students?
3. Can differentiation be used in any class size?
4. How can you get and use feedback from your students?

## REFLECTION

**G** 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 4: Teaching for Learning

Teaching lessons that motivate, engage and challenge students will involve them in their learning. Students should enjoy their teacher and the learning process and experience, but they must also be challenged. Asking questions is an essential part of learning, so teachers should become confident and competent in regularly asking them during lessons. There are a variety of questions that can be asked and a variety of ways to ask them.

Students learn by interacting with the teacher and with each other. It is therefore important for teachers to consider how their classrooms are arranged and how students are grouped. It is good for students to have a mixture of individual, pair and group work during lesson, which may require adjusting the arrangement of the classroom.

Learning occurs by succeeding and making mistakes. Students must receive feedback so they can know what their strengths and weaknesses are and how they can improve on their weaknesses. Giving feedback must therefore be a regular part of lessons. Teachers should monitor students' work, note what successes and challenges students are facing and turn this into feedback. For feedback to be most useful, students will need opportunities to apply it, so give students additional practice if they need it.

Because students are unique, teachers can differentiate their teaching to provide different learning experiences for each student. Use a variety of teaching techniques and make adjustments to the content of lessons, the learning process, the product of learning and the classroom environment. Differentiation occurs both in planning and teaching lessons.

## Final Project: Teach a Practice Lesson

**Task 1:** In pairs or individually, plan a lesson based on a subject and topic that you teach. If you use a coursebook, you can use it when planning your lesson.

Use this checklist to help you plan.

When planning, did I...?	Yes	No	Partially
Identify the rules and routines that would be important for the lesson.			
Identify consequences for student misbehaviour.			
Prepare clear instructions that cover what students should do and how they should do it.			
Consider when and how to elicit ideas from students and help them make connections.			
Prepare to present new information using the board and/or graphic organisers.			
Prepare comprehension checking questions for new information.			
Identify teaching techniques that will motivate, engage and challenge students.			
Identify different types of questions to ask students.			
Identify teaching techniques to use related to asking questions.			
Plan for the classroom arrangement and the grouping of students.			
Identify when to give feedback and what feedback could be on.			
Identify ways to differentiate the lesson.			

**Task 2:** Teach your lesson. If there is not enough time to teach a complete lesson, try to teach at least the introduction stage, the presentation stage, and either a controlled or free practice stage. If teaching this as a demonstration lesson to your classmates or colleagues, make sure to tell them what age and/or level your students are.

Have some of your classmates or colleagues observe your lesson. If possible, also observe their lessons. When observing a lesson, use the rubric to record feedback. You can adapt this rubric as needed.

<b>Observation Rubric</b>					
<b>Name of Teacher:</b>					
<b>Subject:</b>					
<b>Topic:</b>					
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Not Observed</b>	<b>Notes</b>
The teacher effectively used teaching styles (direct instruction, discovery learning, interactive teaching).					
The teacher used rules and routines for good classroom management.					
The teacher used appropriate consequences when students misbehaved.					
The teacher gave clear and detailed instructions and checked that students understood them.					
The teacher elicited ideas from students and helped them make connections.					
The teacher effectively presented new information using the board and/or graphic organisers.					
The teacher checked that students understood new information.					
The teacher asked a variety of questions to students.					
The teacher arranged the classroom appropriately for activities.					
The teacher used appropriate student grouping for activities.					
The teacher gave appropriate feedback that helped the students know how to improve.					

**Task 3:** Review the feedback you have received. Are there any criteria you want to improve? What improvements can you make to your teaching? You can use the following chart to help you organise your ideas.

<b>What I want to improve</b> Strategies and techniques? Situations to improve?	<b>Why I want to improve it</b> Benefits for students? Benefits for teacher?	<b>How I will improve it</b> Changes to make? Ways to prepare and practise?

## Appendix : List of Strategies and Techniques

The following strategies and techniques are presented in this module. Teachers can choose the strategies and techniques that are the most useful for their teaching.

Strategy	Description	Section
Direct Instruction	A teaching style in which the teacher gives information directly to the students.	1.1
Discovery Learning	A teaching style in which the teacher works with the students during the learning process.	1.1
Interactive Teaching	A teaching style in which the students develop their own understanding while learning.	1.1
Elaboration	Give examples of concepts and ideas while teaching.	1.2
Concrete Examples	Teachers should give examples of concepts and ideas	1.2
Break Things Down	Teach information in smaller pieces, which add up to a whole, to help students learn.	1.2
Visuals	Teach using words and images together, which makes learning more effective.	1.2
Thinking Effort	Have students work harder than their teacher during the lesson.	1.2
Retrieve Information	Have students review what they have been learning.	1.2
Clear Expectations	Make the teacher's expectations clearly known to the students.	1.2
Consistent Enforcement	Consistently enforce rules, routines and discipline.	1.2
Show Positivity	Tell students how to behave (rather than only how not to behave).	1.2
Observation	Monitor students' behaviour throughout the lesson.	1.2
Quick Intervention	Intervene when students misbehave so that the misbehaviour does not escalate.	1.2
Maintain Interest	Students will behave better when they are interested in what they are doing.	1.2
Show Respect to Students	Treat all students with equal respect.	2.1
Make Students Interested to Learn	Make the lessons interesting for the students.	2.1
Build Confidence	Support the confidence of all students.	2.1
Connect Learning to Real Life	Relate learning to real life to make it more meaningful for students.	2.1
Give Praise	Give praise to motivate students.	2.1
Encourage Participation	All students should be actively participating.	2.1
Have High Expectations	Expect students to follow the rules and routines that the teacher establishes.	2.1
Punishment	Give something undesirable or take away something desirable in order to reduce the frequency of misbehaviour.	2.3
Reward	Give something desirable or take away something undesirable in order to reduce the frequency of misbehaviour.	2.3
Attention	Get attention from all students before giving instructions.	2.4
Starting Signal	Use a word or gesture to signal when students should begin doing something.	2.4
Steps	Give instructions step by step.	2.4
Clear	Tell students exactly what they need to do.	2.4

Strategy	Description	Section
Address Possible Mistakes and Misbehaviour	Give instructions that clarify what to do and what not to do.	2.4
Model	Show students how to correctly follow the instructions.	2.4
Efficient and Economic	Keep instructions as simple as possible.	2.4
Check for Understanding	Ask short, simple and direct questions to check that students have understood what they are learning.	2.4 and 3.3
Eliciting	Give clues to guide students to share their knowledge and ideas.	3.1
Everybody Writes	Have all students write down their ideas when answering questions.	4.1
Summarise in a Sentence	Have students summarise all of their ideas in a single sentence.	4.1
Cold Call	Call on students even if they have not raised their hands.	4.1
Without Apology	Do not apologise to students for demanding work.	4.1
Change the Pace	Vary the pace of lessons and type of activities.	4.1
Make Connections	Connect learning to the lives of students and the world around them	4.1
Smooth Transitions	Have a clean start and clean finish to each activity.	4.1
Track the Speaker	Students should give attention to the person who is speaking.	4.1
Use the Clock	Give time limits for activities.	4.1
Time Matters	Use time in the lesson productively.	4.1
Make Predictions	Regularly have students predict what will happen next.	4.1
Teacher Talking Time	Reduce the time the teacher speaks and increase the time the students speak.	4.1
Show Your Work	Have students share their work with each other.	4.1
Towards Careers	With older students, connect learning to careers.	4.1
Prompting Questions	Ask questions that get students to think about what they will be learning or doing.	4.2
Probing Questions	Ask questions that expand on and go deeper into ideas that students have shared.	4.2
Divergent Questions	Ask questions about possibilities.	4.2
Affective Questions	Ask questions about attitudes, values and feelings.	4.2
Wait and Think Time	Give students time to think and answer after asking a question.	4.2
Call and Response	Reinforce answers by having all students answer together.	4.2
Stretch It	Ask follow-up questions after the first question is answered correctly.	4.2
Pass It	When a student asks the teacher a question, have another student answer it.	4.2
Peer Feedback	Students give feedback to each other.	4.4
Self-Feedback	Students give feedback to themselves.	4.4
Reporting Back	Pairs/groups share their ideas to the class after they do an activity.	4.4
Quick Praise	Giving students a quick signal that they have done well.	4.4
Content Differentiation	Delivering different parts of the curriculum to different students.	4.5
Process Differentiation	Changing the methods used to teach each lesson.	4.5
Product Differentiation	Changing the assignments that are done and how students show what they have learned.	4.5
Learning Environment Differentiation	Adjusting the learning environment.	4.5



# ANSWER KEY

## 1 What is Teaching?

### 1.1 Styles of Teaching

#### **B** Possible answers:

The cartoon shows that there is a difference between teaching and learning. Teaching does not always lead to learning. Therefore successful teaching must also result in successful learning.

#### **C** Answers:

1. c
2. a
3. b

#### **D** Possible answers:

1. a. direct instruction  
b. discovery learning  
c. discovery learning, interactive teaching  
d. discovery learning, interactive teaching  
e. discovery learning  
f. discovery learning, interactive teaching  
g. direct instruction  
h. discovery learning, interactive teaching  
i. discovery learning, interactive teaching  
j. discovery learning, interactive teaching  
k. direct instruction

#### **E** Possible answers:

1. direct instruction
2. discovery learning
3. interactive teaching

### 1.2 Classroom Management and Teaching Strategies

#### **B** Answers:

- |      |       |
|------|-------|
| 1. c | 7. b  |
| 2. g | 8. d  |
| 3. e | 9. f  |
| 4. i | 10. h |
| 5. l | 11. j |
| 6. a | 12. k |

#### **C** Possible answers:

1.
  - Give examples about what they are learning.
  - Connect learning to real life.

2.
  - Create their own meaningful examples.
  - More easily remember what they have learned.
3.
  - See the parts that make up a whole.
  - Know how things work step by step, sequentially, or procedurally.
4.
  - Learn verbally and spatially.
  - Understand things in different ways.
5.
  - Work hard.
  - Answer lots of questions.
6.
  - Review what they have been learning.
  - Connect information between lessons.
7.
  - Follow the teacher's expectations.
  - Be reminded if they forget or make a mistake.
8.
  - Not feel that their teacher is biased.
  - Be treated fairly and equally.
9.
  - Be encouraged and motivated to do better.
  - Have a good relationship with their teacher.
10.
  - Know when they are misbehaving.
  - Be aware of the teacher policing misbehaviour.
11.
  - Receive appropriate feedback on their behaviour.
  - Not escalate their misbehaviour.
12.
  - Not be bored.
  - Pay attention.

## 2 Classroom Management

### 2.1 Building Good Relationships with Students

#### **A** Possible answers:

They can...

- offer assistance to students;
- regularly use students' names;
- treat all students equally;
- be reliable and dependable;
- show interest in the students' ideas;
- ask students how they are feeling.

**B Answers:**

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

**C Possible answers:**

1.
  - I will greet students when they enter the class.
  - I will never let students feel shame or embarrassment for an incorrect answer.
  - I will accept that my students may have different opinions than I do.
2.
  - I will show excitement and enthusiasm with my voice and body language.
  - I will use more visuals when I give a lecture.
  - I will begin each lesson with a warm-up activity.
3.
  - I will regularly give feedback to my students.
  - I will give hints to my students so they can correct their mistakes.
  - I will ensure different students speak during each lesson.
4.
  - I will emphasise how the lesson topic applies to the real world.
  - I will ask students to share their own experiences related to what they are learning.
  - I will design activities that connect to the real world.
5.
  - I will acknowledge very strong answers.
  - I will write positive notes to students on their assignments.
  - I will praise good behaviour when I see it.
6.
  - I will ensure that students work together in pairs and groups.
  - I will adapt activities that may be too challenging.
  - I will tell my students that there is no shame in making mistakes.
7.
  - I will never complain to my students.
  - I will let my students practise routines if they make a mistake.
  - I will remind students what rules and routines they need to follow.

**2.2 Rules and Routines****B Possible answers:**

- a. Eating food during class.
- b. Students are responsible for keeping their area clean.
- c. Permission must be sought and granted before posting a photo of someone else.
- d. Plagiarism.
- e. Students are asked to turn their phones off and put them away before the lesson begins.

**D Answers:**

Rules – 1, 3, 4, 6, 8, 10, 11, 13, 15, 17

Routines – 2, 5, 7, 9, 12, 14, 16, 18

**E Possible answers:**

1. It is unlikely that students learned very much because they spent so much time misbehaving that they probably spent little time learning.
2.
  - He could make a rule that the teacher and students must arrive to class on time.
  - Students need a routine for how to begin the class.
  - He could assign seats so that it is quicker to take attendance.
  - There could be a rule that students must speak up when he calls their name during attendance.
  - He could make a rule that drinks are not allowed at desks.
  - Multiple students can pass out worksheets to make this a more efficient routine.
  - There should be a rule against teasing and slapping.
  - Students could be required to silently listen to the person who is speaking.
  - There could be a routine for how to exit the classroom after getting permission from the teacher.

**H Possible answer:**

- The rules can be written on a piece of flipchart paper and hung on the wall of the classroom for the students to refer to.
- Students could be asked to sign a contract that identifies each rule and routine and asks the student to try as hard as possible to follow them.
- Teachers can verbally remind students what routines are expected and, if the students have trouble following routines, the teacher can review and demonstrate the routine step by step.

## 2.3 Discipline

### **B** Possible answers:

1, 2, 4, 7, 9 and 14 are unacceptable.

### **C** Answers:

Rewards – 1, 2, 7, 8, 9

Punishments – 3, 4, 5, 6, 10, 11

### **D** Possible answers:

- This teacher has a good strategy for dealing with very disruptive students by trying to understand why they are disruptive and working together with the student to help their behaviour improve
  - Not very useful because the teacher is giving rewards too frequently and so students may stop caring about receiving candy. In general, positive rewards should be used more sparingly
  - This is useful because it allows students to learn from their mistakes without receiving a harsh punishment the first time they break a rule
  - If students participate in creating a discipline plan, they feel like it is theirs and are more invested in following it.
  - This can be very useful because simple, everyday positive rewards, such as praise, let students know they are having good behaviour and should continue to behave this way
  - This discipline is too harsh. The consequences of breaking a rule should match the severity of the rule. Especially since there are times where they accidentally break the rules and need to learn from their mistakes.
  - This can be a useful strategy so that the students feel like they must cooperate to follow the rules, although the teacher should be careful that the students don't get angry or blame each other.
  - These are examples of useful punishment that get more serious the more the student misbehaves
  - It is useful to try to understand the experiences of the students, to privately remind them of the rules and give them responsibility to fix their behaviour.

### **E** Possible answers:

- Punishment:** Students who do not participate lose a participation point.  
**Reward:** Students who participate get a bonus point on their final report card.
  - Punishment:** Students who are impolite have to apologise for being impolite and explain why they were.  
**Reward:** Students who are polite get praised in class.
  - Punishment:** If a student does not work hard, the teacher will talk to their parents.  
**Reward:** If all students work hard, they are assigned less homework.
  - Punishment:** Students who do not attend class lose an attendance point for each class they are absent without a reason.  
**Reward:** Students who attend class are given a song to listen to from their teacher for each class they attend.
  - Punishment:** Students who do not try to answer a question lose a participation point.  
**Reward:** If a student answers a question, they receive praise from the teacher even if the answer is incorrect.
  - Punishment:** Students who act inappropriately have to attend a meeting with the principal.  
**Reward:** Students who behave positively get their photo put on the "All-Star Student" wall in the main hallway.

### **F** Possible answers:

- It is generally thought that reward is more effective than punishment because it reinforces positive behaviours and can be more motivating. Therefore, try to reward students when they behave correctly and meet your expectations.
- Create a discipline plan at the beginning of the course and follow it throughout the course. Share the plan with your students so they know what to expect.
- More serious misbehaviour often deserves more serious consequences because the effect of the misbehaviour can be more harmful and therefore the misbehaviour should not occur ever again.

## 2.4 Giving Instructions

### A Possible answers:

These are bad instructions because they are very long and not very well organised.

### B Answers:

1. h
2. c
3. a
4. b (the teacher is speaking loudly)
5. e (the teacher is making sure students stay in pairs)
6. g
7. f (in the bottom picture the teacher is efficient and economic)
8. d

### C Possible answers:

e, h, d, b, c, a, g, f

### D Possible answers:

1. c, b, e, a, d
2. b, e, d, c, a
3. c, e, a, d, b
4. b, d, a, e, c
5. d, a, b, e, c

### E Possible answers:

#### A.

1. ii
2. "What do you write in the gaps?"  
"Do you check your answers individually?"

#### B.

1. i
2. "Do any of you have the same paper?"  
"How long do you have to find your matching piece?"

#### C.

1. ii
2. "What topic does this worksheet cover?"  
"How many answers do you choose?"

### H Possible answer:

3. Students need to know what sort of behaviour is expected when they follow instructions and what steps should be followed.

## 3 Presenting New Information

### 3.1 Eliciting and Making Connections

#### B Possible answers:

1. geography, directions
2. In Situation A the teacher provides all of the information to the students. In Situation B, the teacher elicits information from the students.

#### C Answers:

1. c, i
2. a, iii
3. d, iv
4. b, ii

#### E Possible answers:

1. c. Who might use your references?
2. b. Which part is separated by the sea, mainland or maritime?  
c. Can you think of any country that is one both mainland and maritime Southeast Asia?

#### F Possible answers:

1.
  - Ask students to list parts of a human-made environment.
  - Ask students the difference between a natural environment and a human-made environment.
  - Ask students to categorise things into a natural environment or a human made environment, such as trees, towns, etc.
2.
  - Ask students to give examples of being healthy.
  - Ask students if mental health, diet and water relate to health.
  - Ask students how health is more than "just not being sick".
3.
  - Ask students to give an example from their own lives about economic and social and community development.
  - Ask students "What does economic development focus on? What does social and community development focus on?"

#### G Possible Answers:

- a.
  1. Ask students when they have needed to find out 50%, 33% or 25% of something.
  2. When shopping you use percentages to calculate the sales price of items.

**b.**

1. Ask students when they have met English speakers.
2. Identify jobs where one would need to interact with English speakers.

**c.**

1. Students discuss their gardens at home.
2. Examine how farmers determine when they plant their crops.

**d.**

1. Students can brainstorm examples of the core ideas in their local market.
2. Read a case study of an international company that does business in Myanmar.

**e.**

1. Students can survey each other about times they have visited mountains, cities, rivers, dams, etc.
2. Have a class discussion about the possible effects of climate change on these topographical features.

**f.**

1. Students can have small group discussions about how they experienced a recent election.
2. Compare and contrast elections in Myanmar with those in other ASEAN countries.

### **I Possible answers:**

1. From what the students have already learned in prior classes, prior courses, prior grades and prior experience.
2. Teachers can identify to what extent students already know about something, identify what students might incorrectly know, and see how they can connect new knowledge to and build upon students' prior knowledge.
3. Teachers can prepare questions and strategies for eliciting prior to teaching. They can regularly pause while teaching to elicit ideas from their students.

## **3.2 Using the Board and Graphic Organisers**

### **B Answers:**

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

2. Elementary level (CEFR A1/2) English
3. The date, lesson title and learning objectives stay the same throughout the lesson.
4. The vocabulary list and homework could be added and expanded during the lesson.
5. The presentation of new information and activities are usually erased after they have been completed.
6. More activities, more vocabulary, more new information and key points and some answers to exercises could also be written on the board.

### **C Answers:**

1. **a.** learning objectives  
**b.** vocabulary (including abbreviations)  
**c.** date  
**d.** title of lesson  
**e.** presentation of new information  
**f.** homework  
**g.** activity

### **D Possible answers:**

1. formula, chemical compounds and names, diagrams and pictures of experiments
2. Letters, pictures of things starting with each letter, words, names, diagrams of how to make letters
3. Key ideas and vocabulary, people, places and events
4. Key ideas and vocabulary, maps, diagrams, graphs

### **E Possible answers:**

**Effective** – 1, 2, 3, 6, 8

**Inclusive** – 2, 4, 6, 8

**Participatory** – 5, 7, 9, 10

### **G Answers:**

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

## H Answers:

1. Mind map
2. Flow chart, Mind map
3. Timeline
4. Problem tree, Mind map
5. Venn diagram, T-chart
6. Storyboard, Flow chart
7. Spectrum
8. Flow chart
9. Pyramid
10. Venn diagram, T-chart
11. Flow chart, Storyboard, Mind Map

## J Possible answer:

1. When you plan your lessons, also plan how you would like to use the board. If possible, arrive to class early to prepare your board. While teaching, visualise how you will use your board.

## 3.3 Checking for Understanding

### B Answers:

1. After the students have taken the quiz.
2. a. iv  
b. viii  
c. i  
d. iii  
e. vi  
f. v  
g. ii  
h. vii

### C Answers:

1. b. (a is not relevant to the topic of climate change.)
2. a. (b is a very big question with many possible answers that may not relate to the new information that was presented.)
3. a. (b would be difficult for students to answer because it was not covered in the new information although this question could be used to elicit ideas before presenting the new information.)
4. a. (b requires a longer answer that is not covered in the new information and is therefore not relevant.)
5. a. (b is too complex for a CCQ.)
6. b. (a is a two-part question and is therefore too complex for a CCQ.)

## D Possible answers:

1.
  - What is the difference between a numerator and denominator? (numerator is on the top and denominator is on the bottom)
  - Do we multiply the numerator with the denominator? (no, we multiply the numerators together)
  - What do we do with the denominators? (we multiply them together)
2.
  - What does IT refer to? (the use of computers professionally)
  - What sorts of things are computers used for in IT? (storage, networking, processing, securing and exchanging different forms of electronic data)
  - When was the term first used? (1958)
  - Is the IT field increasing or decreasing? (increasing)
  - What sorts of job exist in the IT field? (computer support specialist, network and computer systems administrator, database administrator, computer systems analysts, information security analyst)
3.
  - What does Newton's third law say about forces between two objects? (the force of the first object on the second object is equal to the force of the second object on the first object)
  - Which force is the action and which is the reaction? (the first force is the action and the resulting force is the reaction)
  - Is the reaction greater than, less than, or equal to the action? (equal to)
  - If the forces always act in opposite directions, do they also always cancel each other out? (no, they don't)
  - Is movement caused by Newton's third law? (yes, such as in swimming or walking)

## F Possible Answers:

1. Checking for understanding lets the teacher see whether or not students are comprehending what is being taught.
2. If students are unable to answer CCQs correctly, the teacher ought to review the lesson content that they are struggling to understand.

## 4 Teaching for Learning

### 4.1 Motivating, Engaging and Challenging Students

#### **B** Possible answers:

Motivation – 6, 10, 12, 13

Engagement – 1, 3, 4, 5, 6, 7, 8, 9, 10, 12

Challenge – 1, 2, 9, 10

### 4.2 Asking Questions

#### **A** Possible answers:

- At the beginning of a lesson, teachers might ask students questions about their prior knowledge.
- When presenting new information, teachers often ask questions to check the students' understanding.
- Teachers often ask questions to begin and facilitate class discussions.
- At the end of a lesson, teachers often ask questions to see what students have learned.

#### **B** Answers:

1. closed
2. closed
3. open
4. open

#### **C** Answers:

Open Questions – 1, 5, 7, 10, 11

Closed Questions – 2, 3, 4, 6, 8, 9, 12

#### **D** Answers:

1. b
2. d
3. a
4. c

#### **F** Answers:

1. understanding
2. creating
3. analysing
4. remembering
5. applying
6. evaluating

#### **H** Answers:

1. b
2. c
3. a
4. d

#### **I** Answers:

1. Call and Response
2. Wait and Think Time
3. Pass It
4. Stretch It

#### **L** Possible Answers:

1. It can be very useful to prepare questions and write them into a lesson plan. This helps the teacher remember to ask these questions.

### 4.3 Arranging the Class

#### **A** Possible answers:

1.
  - The teacher facilitates a whole class discussion.
  - The teacher gives a lecture to the class.
2.
  - The teacher calls on a single student to answer a question.
  - The teacher gives feedback to a student.
3.
  - Students do an activity in pairs.
  - Students turn and talk to a classmate.
4.
  - Students have small group discussions.
  - Students prepare and perform roleplays.
5.
  - Students copy notes from the board.
  - Students write in a reflection journal.

#### **D** Possible answers:

Whole class – a, b, c, d, f, k, p, q, r

Groups – c, d, f, h, i, k, l, n, o, r, s

Pairs – c, d, h, k, l, n, o, s

Individually – a, e, g, j, k, m, n, s

#### **E** Answers:

1. whole class
2. individual
3. pairs
4. individually
5. groups

#### **F** Answers:

1. f
2. b
3. e
4. d
5. a
6. c

**G Possible answers:**

**Circle** – 1, 4, 5, 7, 8, 11, 12

**Small workstations** – 3, 4, 6, 11, 13

**Free space** – 1, 5, 6, 7, 10, 11

**Large workstations** – 8, 9, 11, 13

**Rows** – 1, 2, 4, 6, 8, 10, 11, 14

**Horseshoe** – 1, 4, 5, 6, 7, 8, 11, 12, 14

**H Possible answers:**

**a.**

1. Exams, fitting many students into the classroom, pairwork
2. Changing partners for pairwork
3. Have students change partners in four directions

**b.**

1. Working in groups
2. Not all students face the front of the classroom
3. Tell students to move their chairs or turn around

**c.**

1. Presentations
2. Not easy for a big class; not great for groupwork
3. Change arrangement for groupwork

**d.**

1. Activities that require a lot of movement; exams
2. Not great for writing, requires moving many things to side of classroom
3. Have students write on the floor, make sure students efficiently follow instructions

**e.**

1. Teacher sitting with students; whole class discussions and activities
2. Not great for writing
3. Have students write on their knees or change arrangements

**I Answers:**

1. c
2. d
3. b
4. a

**J Possible answers:**

1. Make rules and give roles that make every student participate.
2. Assign pairs or give instructions to form pairs with new people.
3. Put students into small groups for discussions and consider putting the three students together so they cannot dominate other groups.
4. Assign groups so that no one feels left out when choosing partners. Encourage students to have fun and become friends with their partners and group members.
5. Put students in pairs where they have to work together and not depend on the teacher.
6. Prepare an activity for fast finishers to do or have them go around the class and join other groups.
7. Set time limits and give reminders of how much time is remaining; allow students to complete unfinished work at home.
8. Use pairs and groups so students have more opportunities to work.

**K Possible answers:**

Rows, workstations, horseshoe, free space and a circle could work for stages 1-3. Workstations works best for stage 4. Rows, workstations and horseshoe work best for stage 5.

**4.4 Feedback****A Possible answers:**

**What** – ideas and knowledge, progress, test results, effort, grades

**Why** – to praise, to suggest and recommend improvements, to inform students of their performance, to motivate students

**How** – written, to the entire class, to groups of students, to individual students

**B Answers:**

1. F – Students can also give feedback to each other.
2. T
3. F – It can also be about behaviour, for example.
4. F – Teachers should try to be positive when giving feedback because negative emotions can demotivate students.
5. T
6. T



7. F – This is likely too much feedback for a student to receive and can overwhelm them.
8. F – It can also be given to the whole class, groups, or pairs.

### **C** Answers:

1.
  - a. Only includes B
  - b. Doesn't include any (because it doesn't specify what the student did well)
  - c. Only includes A and B
  - d. Only includes C
  - e. Includes A, B and C
  - f. Only includes A and B
  - g. Only includes B
  - h. Doesn't include any (because it doesn't include strengths, weaknesses, or specific feedback for how to improve)
  - i. Includes A, B and C
2.
  - a. Your writing is good but there are too many spelling mistakes, so it is difficult to read. Always check your spelling and use a dictionary if you need to.
  - b. Great work on this assignment because you followed the instructions exactly and expressed your ideas very clearly. Next time, I want you to challenge yourself by writing an additional paragraph.
  - c. Nice work on your picture – it's very detailed. However, I notice you didn't write a description. Please make sure to follow the instructions and allow yourself enough time to complete everything.
  - d. You show improvement in your writing and present some interesting ideas, but there are still some issues with grammar and spelling. Make sure to check your grammar and spelling after you write. You may want to use your notes to help you.
  - e. Everything is good with this feedback.
  - f. Your essay was very interesting, but you didn't give any examples to support your opinions. When you give an opinion, make sure to also give an example that supports it. If you create an outline for your essay, you might want to brainstorm possible examples you can use.
  - g. I can tell you tried hard on this quiz, but you made a lot of errors when labelling the organs of the body. Please go back and review your notes and let's see if we can do better next time.

- h. You did quite well on this quiz, especially the matching. However, it looks like the gap fill with verb tenses was tricky, so review your notes and pay attention to the clues that suggest tense.
- i. Everything is good with this feedback.

### **D** Answers:

1. d
2. a
3. f
4. b
5. c
6. e

### **E** Possible answers:

1. When circulating and monitoring while your students are working, give praise to the entire class based on how they are performing. For example, you may say "Number 4 was challenging but I can see most of you have got it right. Nice work!" or "Lots of good cooperation happening here. Keep it up everyone". Students will hear this public praise and it will motivate them.
2. When monitoring your students, if you notice that many of them are doing the activity incorrectly or getting the answers wrong, you should stop the activity and clarify the instructions and/or aspects of your lesson. When you notice that students are making mistakes, it is good to give immediate feedback, especially to the whole class.
3. Students need to know what they did well on and/or what they did less well on and how they can improve. Simply saying "Nice job" or "Try harder" does not identify what was "nice" or how a student should "try harder".
4. Try to let students check their answers in pairs as often as possible. You can also use rubrics for students to give each other feedback on writing assignments.

**F Possible answers:**

1.
  - Say "good job" when students answer correctly.
  - When grading individual work.
2.
  - After group work I can give feedback to everyone.
  - I can give feedback to the whole class based on what I notice when monitoring.
3.
  - On quizzes, tests and exams.
  - On report cards and rubrics.
4.
  - When students have good behaviour I can give them public praise
  - Can give while students are working
5.
  - Students check their answers in pairs
  - Students use a rubric to give themselves feedback

**4.5 Differentiation****B Answers:**

1. d
2. c
3. b
4. a
5. f
6. e

**C Answers:**

**Content** – 5, 12, 13, 14

**Process** – 1, 3, 4, 9, 10

**Product** – 7, 11

**Learning Environment** – 2, 6, 8

**D Possible answers:**

**Content** – provide different short stories based on students' interests and allow them to choose the story they are most interested in; break the learning objective into different levels "all students..." "most students..." "many students..."

**Process** – take breaks during the lesson to allow Khaing Khaing to re-focus; use auditory, visual and kinesthetic activities during the lesson

**Product** – let Aung Kyaw Moe demonstrate his learning without having to write; assess the work of stronger students such as Lu Meh differently than the work of weaker students like Aung Kyaw Moe.

**Learning Environment** – used mixed-ability groups and give Lu Meh the role of group leader to help her classmates; used similar-ability groups to put weaker students together and give them additional attention and support

**E Possible answers:**

- Do I have different expectations for my students' learning?
- Do I have additional practice activities for faster learners?
- Do the practice activities use different skills?
- Do I have different questions and activities for the levels of Bloom's taxonomy?
- Do students have options for how they demonstrate or show what they have learned?
- Do I have opportunities for individual and cooperative work?
- Do students have the opportunity to learn from each other?
- Will I use visuals?
- Will I use different teaching styles?
- Does my lesson engage with different learning preferences?

**F Possible answers:**

2. By letting students decide what kinds of things they would like to learn about and what sorts of activities they would like to do.
3. Yes, differentiation can be used in any class size if the teacher is familiar with the students and their needs.
4. Teachers can give anonymous feedback forms on a regular basis, such as weekly, monthly, or after each unit. Feedback can be used to plan future units, lessons, activities and assessments.

## Picture Acknowledgements.

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# THE NEW TEACHER

## MODULE 3: TEACHING

**The New Teacher** is a series of short training courses for Myanmar teachers. Each module looks at a different aspect of teaching and learning, and takes trainees step-by-step through the teaching cycle.

**Module 3** looks at various strategies and techniques for teaching lessons. It engages with different teaching styles and methods for ensuring strong classroom management. It also explores how to use questions, the board and classroom arrangements to support the teaching of new content to students, with the aim of empowering teachers to engage, motivate and challenge students throughout the lesson.

Each module in this fully revised second edition of the **The New Teacher** series is a self-contained resource with an answer key at the back. Modules in the series can be taught one after the other or individually. They can be used for self study, as part of a larger training programme for new or in-service teachers, or can be adapted as required, depending on the needs of the trainees or the requirements of the training course. **The New Teacher** modules are clear, simple and reflect the approach of other **Mote Oo Education** books.

### Series Features:

- Practical tasks to help learners apply knowledge and skills from the module to their own life experiences and professional contexts;
- Reflections and summaries to reinforce main concepts;
- Full Myanmar glossary of important technical terms;
- Reference to both Myanmar's *Teacher Competency Standards Framework* and the *ASEAN Competency Framework for Southeast Asian Teachers*.

**Our Vision:** All peoples of Myanmar can access quality, inclusive education.

**Our Mission:** To promote social justice through context-appropriate education materials and services for the adult education sector.



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