

Initial Primary Teacher Education

English

Module 2

of

Year 1



Malawi Institute of Education

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English

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Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director
Malawi Institute of Education

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

Rationale

English is the most widely used international language in the world. In Malawi, it is a second as well as the official language used to transact business in government, education, commerce, industry and the legal system. English promotes unity and facilitates communication within Malawi's multilingual society, as well as with other countries.

Therefore, all students at all levels of education in Malawi need to develop a high level of competence in English for the following reasons:

- 1 It is a medium of instruction and should be mastered to ensure that students understand their books and materials most of which are in English.
- 2 Proficiency in English is essential for employment opportunities such as in the media, teaching, medical and the legal professions.
- 3 English is a major tool for dissemination of information on various critical issues such as HIV and AIDS, gender, democracy, human rights, the environment, population, and other contemporary issues through various media including the internet.
- 4 Proficiency in English allows people to experience other cultures through reading books, listening to the radio, television and other print and electronic media.
- 5 Literature provides people with a window into various aspects of the human condition and what it really means to be human.
- 6 Critical engagement with literature provides people with a guide to the ways in which human beings, as a species, relate to one another and to their environment.
- 7 Engagement with literary texts is essential for mastery of the skills of comprehension, analysis, interpretation and writing which students would later use to better educate themselves and the nation at large.

- 8 Literary study enables students to see a work of literature as a way to understand the time it was written, and the people who produced it, and to find what speaks to them in their time and place.
- 9 Literature stimulates the four processes of reading, thinking, discussing, and writing, and helps to improve the students' ability to perform them.
- 10 Through the study of literature students acquire a general verbal sensitivity and sophistication, correctness, clarity and precision of expression in speaking and writing.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

Summary of topics for the term and time allocation

MODULE 2			
No	TOPIC	ALLOCATED TIME	CORE ELEMENT
1	Approaches for teaching listening and speaking	4	Listening and speaking
2	Methods of teaching reading	8	Reading
3	Types of reading	3	
4	Teaching of reading skills	3	
5	Teaching of techniques for vocabulary development	4	
6	Questioning techniques	3	
7	Types of writing	3	Writing
8	Teaching of writing	5	
9	Literary analysis	4	Critical thinking and reasoning
10	Teaching of grammar	6	Structure and language use
11	Error analysis	3	
	TOTAL	46	

Topic 1: Teaching listening and speaking

Time: 4 hours

- practise teaching of listening and speaking using different techniques.

Introduction

Listening and speaking are skills that learners need in order to communicate effectively. The teaching of listening and speaking is vital in English. Children in primary school need to learn these skills because they help them to express themselves in so many situations. For example, children in lower primary school listen with enjoyment and respond to stories, songs, rhymes and poems. Later, they can create their own stories and poems. Learners also ask for and give information, express their feelings, attitudes and thoughts. They give and follow instructions as they interact with others in their everyday life. Learners should be adequately guided and given opportunities to practice the skills using a variety of activities and situations. However, student teachers may face challenges in the teaching of listening and speaking, if they lack the knowledge of appropriate approaches and procedures that facilitate the development of listening and speaking skills.

Success criteria

By the end of this topic, you must be able to:

- describe techniques for teaching listening and speaking .
- outline procedures for different techniques for teaching listening and speaking.

Background information

Listening and speaking are vital skills in language development. Crucial to the learners is the act of paying attention, analyzing, and critically understanding what they hear. Learners also need to acquire the ability to convey their thoughts, personal preferences and feelings or ideas about particular situations. This may also help them to discuss or debate about social issues through speaking in English. However, for this to happen, learners need to be engaged in a number of activities which give opportunities to practise listening and speaking skills through a variety of approaches such as exploring and experimenting with sounds and re-telling stories in the correct sequence.

Teachers need to explore a variety of clear and interesting activities as well as guidelines to the teaching of listening and speaking. For instance, the teacher can provide learners with the following guidelines to teaching listening and speaking: First, he /she can begin with a motivating pre-task activity. Thereafter, the teacher introduces the new task and explains what is expected in the task. He /she then introduces and reviews the key vocabulary or grammatical concepts learners will need to accomplish the

task. Learners can complete the task in pairs or small groups.

Another example is teaching listening using the story. The teacher can use the following procedure: First, write guiding questions on the chalkboard or flip chart paper and then read the questions to the learners aloud. After this, the teacher reads the story from a given source twice or more. This will allow learners to improve where they did not understand. He/ She proceeds by engaging learners in discussing answers to the questions and then asks learners to re-tell the story.

In lower primary, learners can listen to a tape recorded dialogue and answer questions about a dialogue or listen to instructions such as “close the door” or “open your books at page 5”, while in upper primary learners can be engaged in panel discussion, interviews, speeches or simulations. In all of these examples, different guidelines may be employed to help learners practice the language skills. Learners need to be guided on what to say, use of formal language, brevity, voice projection, audience, focusing and knowledge of subject matter as they engage in active listening and speaking activities.

Teachers can also ask learners to complete a true / false exercise after the listening, fill in blank spaces as they listen or write down the answers to the questions. In this activity, for example, you can give your class songs and lyrics with gaps they must complete. Add some spice and mix it up. Learners in micro groups can be

given tasks where gaps are different and be asked to work together and then ask each other questions to find the missing information. Thereafter, the learners listen to a poem and fill in the blank spaces as they listen. At the end, they confirm if their answers are correct as illustrated in the poem below:

Teacher’s task	Learner’s task
One, two, three, four, five	Listen carefully and fill in the missing words in the poem
Once I caught a fish alive	One, two, three, four, five
Six, seven, eight, nine, ten	Once I caught a _____ alive
Then I let it go again	Six, seven, eight, nine, ten
Why did you let it go again?	Then I let it _____ again
Because it bit my finger so	Why did you let it go _____?
Which finger did it bite?	Because it _____ my finger so
This finger on my right	Which _____ did it bite?
(Source: Activities with English)	This finger on my _____.

Learners can also be asked to watch a video on “You- tube” or CCN.com or weather bulletin on TV, and later fill a comprehension exercise or ask for clarification.

TASKS

For student teachers

Task 1: Identifying techniques that enhance the teaching of listening and speaking

- 1 Plan and arrange for a class observation at the Demonstration School or any nearby primary school on the teaching of listening and speaking. Collect as much information as you can on the approaches used to teach listening and speaking.
- 2 Compare and contrast your findings with information on the internet on a number of approaches to the teaching of listening and speaking in which learners can be engaged to acquire effective communicative skills.
- 3 Use Teachers' Guides for English for standard 1 to 8 and isolate the approaches that are used to teach listening and speaking. Relate your findings to what you have investigated on teaching of listening and speaking.

Tips

- Make prior arrangements with the Head teacher or members of staff at the Demonstration primary school or nearby primary school to observe a lesson on the teaching of listening and speaking.
- Plan in advance an observation checklist that you would use to record your observations on the approaches used in the teaching of listening and speaking lesson.
- Test in advance the workability of ICT tools such as video camera or computers if any that you would use in video shooting or recording the lesson as well as data collection for further reference.
- Organize in advance primary Teachers' Guide for English or library books containing information that you would use to isolate approaches used in primary school to teach listening and speaking.

Task 2: Outlining the procedure for teaching listening and speaking.

- a. In micro groups, describe the procedures for teaching listening and speaking using different approaches. Display your findings. Engage in "one stray three stay" to report results of your discussions and give necessary contributions to the procedure for teaching listening.

- b. Support your findings on the procedure for teaching listening and speaking with information from reliable sources such as books and credible internet sites.

Tips

- You may use a variety of teaching and learning methods such as brainstorming in groups to generate as many ideas as you can on the procedures for teaching listening and speaking.
- Check in advance the functioning of ICT tools such as computers or smart phones that you would use to collect information on the procedures for teaching listening and speaking.

Task 3: Practising teaching of listening and speaking using different techniques

- 1 Watch your lecturer model teaching a listening and speaking activity.
- 2 In small groups, design a lesson that you would use to actively engage learners in listening and speaking. Incorporate appropriate procedure and guidelines to teaching language activities.
- 3 Micro teach the lessons.
- 4 Peer evaluate the lessons focusing both on the preparation and presentation.

Tips

- Give equal opportunities to both boys and girls and encourage them to actively participate in speaking and listening activities.
- Create a good natural learning environment for all learners including those with learning challenges. Learners should know what to do, how to do and what materials are required to do the tasks.
- You may video tape the micro teaching or tape record to capture information for reference purposes.

Task 4: Peer teaching listening and speaking

In groups, choose one of the following activities and do peer teaching

- 1 Play a tape recorded dialogue and let learners answer questions.
- 2 Engage learners in a debate on a topic of their choice.
- 3 Ask learners to narrate short stories and answer questions from them.

Summary

This topic has discussed procedures for teaching listening and speaking such as beginning with a motivating pre-task, introducing the task and explaining what is expected in the task. It has further discussed use of approaches such as re-telling stories, gap filling using songs, lyrics and poems, and learners listening to a tape recorded dialogue and answering questions. The topic has also provided student teachers practice on the

techniques and procedures to use when teaching listening and speaking. Various activities have been explored that help in the teaching of listening and speaking skills. The knowledge and skills gained in this topic will help student teachers to use techniques and follow procedures that will help learners to acquire listening and speaking skills.

Reflection and assessment

- 1 What is the difference between listening and speaking?
- 2 Explain the importance of learning approaches and procedures for teaching listening and speaking to learners in primary school.
- 3 Describe how you would promote good listening and speaking skills in learners in English lessons.
- 4 Reflect on the approaches and procedures for teaching listening and speaking and explain the procedure for teaching a poem.

Glossary

Guideline: explanation to guide in setting standards.

Listening: the act of hearing attentively

Procedure: a logical step by step way of teaching a language activity that a teacher follows in lesson delivery.

Skill: ability acquired by training

Speaking: utterance of meaningful words

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- Jane Medwel, et al. (2007). *Achieving QTS; Primary English Teaching Theory and Practice (3rd edition)* London: Learning Matters Ltd
- Ministry of Education Science and Technology, *Student Teachers' Handbook 4 for MIITEP students (1st draft version)*. Lilongwe: Teacher Development Unit

Further reading

Skills and Strategies towards a New Methodology for listening

<http://doi.org/elt/skill-and-strategies-towards-a-new-methodology-for-listening/>

Listening Ideas that really work

<http://busyteacher.org/listening-ideas-that-really-work.html>

Topic 2 Methods of teaching reading

Time: 8 hours

Introduction

Reading involves looking at words or signs and understanding what they mean. One can read texts in books, articles in newspapers, magazines and journals. Reading helps learners to develop literacy because it also aids writing, since learners write what they can recognize. It is therefore important for learners to have good background in reading. It assists them to have sound foundation for further education because they will be able to read and understand their academic content and achieve their goals in life. The task of teachers is to assist learners to gain proficiency in reading. This topic will describe the reading methods that teachers should use to teach learners that are just starting to read.

Success Criteria

By the end of this topic, you must be able to:

- describe different reading methods.
- prepare resources for teaching reading.
- use procedures for reading methods.

Background information

Teaching learners to read requires proper choice of methods. There are several methods that a teacher can use to teach learners to learn to read. Among the methods include look and say, phonic, syllabic and alphabetic.

Look and say method is a method of reading in which learners look at the whole word and recognize it. It is also known as whole word approach because learners look at the whole word and try to sound it. The method is best taught using different teaching and learning resources like name cards, pictures and real objects. Children repeat reading the whole word accompanied by a picture or real object to teach reading and meaning at the same time. Look and say uses the phenomenon of whole language approach which looks at whole piece of item without breaking it into letter sounds and later combining them for them to be decoded.

Look and say method

Look and say is guided by the principles that new words are systematically introduced to the child by letting him/her see the word, hear the word and see that picture or sentence referring to the word. Flashcards are often used with individual words written on them, sometimes with an accompanying picture. They are shown repetitively until the learner memorizes the pattern of the word. Progressive texts are used with strictly controlled vocabularies containing just those words which have been learned. Initially, the child may concentrate on learning a few hundred words. Once these are mastered new words are systematically added to the repertoire.

Look and say has the following advantages: Learners easily learn meaning and reading at the same time because they are able to associate the word with meaning through the resources used. Learners remember the size and shape of the whole word since words have different shapes and sizes. Children learn to recognize a small selection of words automatically as a result those that learn reading through this method attain higher reading levels than those that do it using phonics.

The following are the disadvantages of look and say method: It is difficult for learners to read words they have never come across. Learners are limited to read words that they have already known and it becomes difficult to read texts that contain words they do not know. It is difficult for humans to memorize more than 2,000 symbols, therefore memorizing too many words and symbols for look and say method becomes very difficult for learners.

Phonic method

Phonic method is a method of teaching how to read where learners learn the sounds and blends of letters to form words. Phonics means associating letters or groups of letters with sound they stand for. Phonic method teaches reading by concentrating on sounds produced by such letters or groups of letters and pronunciations attached to them. This method has to be used as one of the methods because English is complex since it has many irregular words that cannot be taught using look and say method.

The following are tips for teaching children to read through phonics: teach the sound of letters before the names of letters. Teach the learners reading and writing at the same time. Teach the short vowels first. This will enable the children to read simple words such as cat, hot, cup, met or pig rather than complex ones such as name, seem, boat, ice, or cute.

Learners must be trained to listen to sounds of language. Play games to help the learner identify the beginning sound of her/his name and of common words such as baby, mama, dog and so on. It is important to use all the senses whenever possible.

Phonics can be successful when the teacher properly demonstrates, models and explains the phonics that learners are supposed to learn. The teacher has to scaffold learners such that they go out with proper sounding of letters. Guided teaching is very important in phonic method because the teacher knows what to expect from learners. The teacher needs to support the learners in order to succeed in the achievement of correct sounds of letters. Guided teaching must be followed with independent practice where the teacher makes a decision whether the students are ready to operate on their own. During this stage learners have control since they are self-directed in the activity.

Syllabic method

Syllabic method is a method of teaching how to read syllables of words. Longer words are broken down into parts of syllabic

segmentation that are manageable and normal English orthography. The learners are taught reading with the aim of developing confidence and fluency. Syllabic method has the following benefits to both the learner and teacher: it is quick way of teaching reading than only depending on the letter – sound of words. In addition, learners learn to read in a more real situation of learning English since they do not concentrate only on CVC words (Consonants + Vowel + Consonants) model as it is in other methods. Learners enjoy it because it is fun as they are physically and mentally engaged in the reading activity. Furthermore, it is useful to teach reading to special needs learners because the method deals with small parts of words as opposed to looking at the whole word.

Alphabetic method

Alphabetic method is a method of reading where all letters of alphabet are considered important to beginners. All letters of alphabet are taught to beginners in relationship with pictures whose names begin with that particular letter of alphabet. For example, if the letter that is supposed to be taught is 'a' the picture to go with it could be 'apple'. The teacher has to draw an apple, write the letter 'a' and the word 'apple' below it so that the learners associate the letter, drawing and word. This is done for all the letters of alphabet A to Z. English language is written using the letters of the alphabet therefore it is good for the learners to know all the letters of the alphabet before they are used or for

them to associate them in words. Alphabetic method can best be used when the teacher has resources. The teacher should make an initiative of preparing such materials from locally available materials. This means that apart from writing the words on the chalkboard, the teacher may also prepare some resources for learners to use when teaching reading through various methods.

Labeling classroom objects: Labeling objects assists learners to read their names and know the meanings by associating the objects with their names. Learners should learn how to read classroom objects and be familiar with them. Movie screen is another useful resource to be used in teaching reading. It is a locally made movie screen to display letters of the alphabet, words and stories to be read by the learners during lessons or at their own free time.

TASKS

For student teachers

Task 1: describing methods of teaching reading

- 1 In groups, select one reading method.
- 2 Conduct a research on the method.
- 3 Describe the reading method.
- 4 Present your findings to the class.
- 5 Consolidate the activity.

Task 2: Preparing resources for reading methods

- 1 In groups, prepare resources for teaching reading using the method you discussed in task 1.

- 2 Display the resources for the gallery walk.
- 3 Consolidate the activity.

Task 3: Observing lessons on methods of teaching reading

- 1 Go to a demonstration school and observe a teacher teaching reading.
- 2 Identify the method(s) used.
- 3 Discuss the lesson presentation.
- 4 Consolidate the activity.

Task 4: Teaching using look and say

- 1 Watch your lecturer model teaching using look and say method.
- 2 In groups, prepare a lesson using the look and say method.
- 3 Teach the lesson.
- 4 Discuss the way the method was used.
- 5 Consolidate the task.

Task 5: Teaching using phonic method

- 1 watch your lecturer model teaching using phonic method.
- 2 In groups, prepare a lesson plan using phonic method.
- 3 Teach the lesson.
- 4 discuss the way the method was used.
- 5 Consolidate the task.

Task 6: Teaching using syllabic method

- 1 Watch your lecturer model teaching using syllabic method.
- 2 In groups, prepare a lesson plan using syllabic method.
- 3 Teach the lesson.

- 4 Discuss the way the method was used.

Task 7: Teaching using alphabetic method

- 1 Watch your lecturer model teaching using alphabetic method.
- 2 In groups, prepare a lesson plan using alphabetic method.
- 3 Teach the lesson.
- 4 Discuss the way the method was used.
- 5 Consolidate the task by providing the right procedure for teaching reading through alphabetic method.

For primary school learners

In groups, choose one person to do the following:

- 1 Provide name cards for the learners.
- 2 Let learners label the classroom objects.
Let learners read the labels put on objects.

Tips

- Use think–pair–share and fish bowl methods.
- Involve both boys and girls in the labeling activities.

Summary

Among the various methods for teaching reading, this topic has covered four methods that teachers use to teach reading. These methods are look and say, phonic, syllabic and alphabetic. Student teachers have also been provided opportunity to practise using the methods to teach reading. It is hoped that the knowledge and skills

gained in this topic will help teachers to enable learners to learn to read.

Reflection and assessment

- 1 Describe the look and say method of teaching reading?
- 2 Differentiate alphabetic method from the syllabic method of teaching reading.
- 3 Explain how you can teach reading using phonic method?
- 4 Describe how you would prepare alphabetic book?

Glossary

Decode: to apply knowledge of letter-sound relationships to correctly pronounce or read written words.

Fluency: ability to read texts smoothly, accurately and with understanding.

look and say

method: method of reading in which learners look at the whole word and recognize it.

phonic method: method of teaching how to read where learners learn the sounds and blends of letters to form words.

reading : activity that involves a person to look at words or signs and understand what they mean.

reading methods: ways that a teacher or learner follows to teach or learn how to read.

Scaffolding: to provide support that will make learners gain new knowledge.

sight words : words that learners read using its shape, length and other features.

Vocabulary: having a wide range of words that you know and can read.

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Topic 3 Types of reading

Time: 3 hours

Introduction

Reading as a process has logical steps and strategies. The reading process that one follows prepares one to ably handle reading tasks. In this topic, you are going to learn the types of reading and strategies for teaching them. You will also be taught learners' faulty reading habits and how to help them improve.

Success Criteria

By the end of the topic, you must be able to:

- identify types of reading.
- explain the types of reading.

Background information

When learners start learning how to read they mostly engage in reading aloud. When they get more proficient, they start learning to read silently. These are the two types of reading. Reading aloud is usually done in standard 1 and 2. From standard 3 learners are required to start reading silently.

Reading aloud

Reading aloud is a type of reading where one reads by producing sound in a voice that is audible. It helps teachers to listen to how the learners are reading so that they are able to diagnose reading problems such as pronunciation, stress, and intonation.

The teacher detects problems of individual learners at the very initial stage as they try to sound words. Reading aloud therefore, gives learners an opportunity to have their pronunciation worked out. It also helps learners to develop confidence in word recognition, and the ability to share important and interesting points from the text they read. In upper primary, reading aloud is recommended for dialogues, poems and plays that appear in the learners' books. This skill trains learners to stand and express themselves in public by reading a speech with good pronunciation. Reading aloud also helps learners to accumulate vocabulary apart from improving fluency.

However, reading aloud has some limitations: When learners are reading in chorus, most of them only say the words after the teacher without really recognizing them from the book. Learners' fluency is affected because they concentrate on how to pronounce the words at the expense of their speed. Most learners depend on their friends and teachers to correct them on sounding the words, as a result they wait for assistance when they meet the new words. It makes the learners that are not reading aloud to be passive as others are reading the text. It is difficult to understand the passage being read when the learners read the text aloud. Reading aloud as a type of reading is further discussed in module 3.

Silent reading

Silent reading is used when the reader reads the passage for more details. It is done in total silence without producing any sound. It is a normal way of reading in the adult world, and helps learners to concentrate on meaning of words in complete sentences without wasting time on pronunciation, reading is faster and independent. In classroom situation the learners may be asked some questions from the passage to verify their understanding. This type of reading is mostly done from standard 3 to 8 after they have had background of reading aloud in standards 1 and 2.

There are several things that take place in silent reading which include pre-reading the text that involves identifying the purpose for reading, making predictions about what it contains, thinking of what you know about the text, developing interest in the text and focusing your mind about what you are going to read. During the reading process, the reader identifies main ideas and what details while looking for organizational patterns. This time the reader confirms or refutes the predictions made earlier on and one makes connections between the prior knowledge of the topic and you are reading as you ask yourself questions. After reading, the reader is supposed to confirm his/her understanding of the text by drawing conclusions and making generalizations based on the text. At this point, the teacher must ask questions to check the learners' understanding about the text.

However, when students are learning to read silently, they display different reading habits. Some of the faulty reading habits are finger-pointing, regression, eye-digression, sub-vocalization, and whispering. Teachers should make sure that learners do not develop these faulty habits.

TASKS

For student teachers

Task 1: Describing types of reading

- a. Research on types of reading.
- b. Describe types of reading.
- c. Present your findings to the class.
- d. Consolidate the activity.

TIPS

- For internet research, use ICT tools such as your school computer or a smart phone to access credible internet resources. Credible internet resources often end in '.gov' or '.edu'.
- Use think-pair-share, walk around and talk around and gallery walk.

Task 2: Discussing faulty reading habit

- 1 In your groups, describe with faulty reading habits.
- 2 Suggest ways of helping learners to avoid developing the faulty habits.
- 3 Present to the whole class.
- 4 Consolidate as a class.

TIPS

- Use demonstration, question and answer and modelling.
- Assist the visually impaired and those with hearing problems as you demonstrate the habits so that they grasp what they are learning.

Task 3: Discussing merits and demerits of the types of reading

In your groups,

- 1 Discuss merits and demerits of each type of reading.
- 2 Display your work for gallery walk.
- 3 Consolidate the task.

Summary

This topic has discussed two types of reading which are reading aloud and silent reading. In reading aloud, one reads by producing sound in a voice that is audible. It helps teachers to listen to learners reading and diagnose reading problems such as pronunciation, stress, and intonation. Silent reading is done in total silence. It is done when one reads a text for understanding and more details. The topic has further highlighted learners' faulty reading habits, which are finger-pointing, regression, eye-digression, sub-vocalization, and whispering. It has also provided student teachers opportunity for discussion and practice of techniques for the teaching of both types of reading. The knowledge and skills gained in the topic will help teachers to use strategies that will help learners to

read aloud fluently and read silently with understanding.

Reflection and assessment

- 1 Define reading aloud.
- 2 Explain silent reading.
- 3 Describe the procedure for teaching reading aloud using a poem.
- 4 Discuss techniques for teaching silent reading.

Glossary

- eye-digression:** when the eyes get lost from what one wants to read.
- finger-pointing:** putting a finger on the word that you are reading.
- reading aloud:** a type of reading, where one produces sound in a voice that is audible.
- Regression:** movement of the eyes back to words that have already been read to check them again.
- silent reading:** a type of reading that is done in total silence without producing any sound.
- sub-vocalization:** murmuring the words as one is reading.
- whispering:** producing soft sound when reading.

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Topic 4 Teaching of reading skills

Time: 3 hours

Introduction

Reading is done using several skills. The skills assist the learners to read various texts without problems. Reading skills should be taught to student teachers to equip them with knowledge on how to assist learners in the acquisition of these reading skills. Using this knowledge, student teachers will be able to handle reading activities in English lessons.

Success Criteria

By the end of the topic, you must be able to:

- describe reading skills.
- practise teaching reading skills.

Background Information

Reading is more than word recognition in a text. It involves interpreting and analysing texts. Student teachers need to be conversant with several reading skills to help learners in primary school improve in reading. These skills include scanning, skimming, fast reading, word guessing, predicting and critical reading.

Scanning is a skill that requires the reader to go through the text quickly in search for specific information. The teacher engages learners in looking for specific words, phrases and sentences from the text they have been provided. They can be asked to put a finger on a specific word, stand up and read the

sentence that contains a word in question. The teacher may use different techniques to get learners look for information. Words that have been scanned by the learners should be written on the chalkboard for them to practise reading.

Skimming is reading a text for main points and not finer details. This skill is used before the learners read the story where learners go through quickly. The teacher asks questions that are written on the chalkboard. These questions should cover the whole text. As learners answer the questions, they discover main points of the text. This skill employs silent reading as opposed to reading aloud.

Predicting is a reading skill where learners read a text and make informed guesses about what they will meet as they read the passage. This can be done from illustration of the story or title and some sentences. Learners are supposed to confirm or refute their guesses after reading the text.

In the fast reading skill, learners are given a text to read within a very short period with the aim of developing speed. After learners have read the text, they are asked questions to check how much they have understood from it.

Word guessing is a reading skill in which learners come up with meanings of words through guessing before reading the text. Learners must be encouraged to guess meanings of

some words that are simple while the teacher takes very difficult ones. The correct meanings of the words can be checked after they have read the text.

Critical reading involves reading silently and in a more detailed way. The reader may be asked questions later in order to check the understanding of that passage.

TASKS

For student teachers

Task 1: Identifying reading skills

- 1 Investigate or research on reading skills through internet and books from the library.
- 2 Write the points on the chart paper.
- 3 Present them to the whole class.

Tips

- For internet research, use ICT tools such as your school computer or a smartphone to access credible internet resources. Credible internet resources often end in '.gov' or '.edu'.
- Make sure the groups include both female and male students.
- Consider students with visual impairment when writing on the chart paper.

Task 2: Practising teaching scanning

- 1 Watch your lecturer model teaching scanning.
- 2 In groups choose a passage from learners' books to be used for scanning.

- 3 Choose words, phrases and sentences that you want learners to scan.
- 4 Prepare for an activity to be presented to the whole class.
- 5 Present the activity to the whole class as micro teaching.

Tips

- Use demonstration, modeling, Think-pair-share, question and answer methods
- Involve different members in presenting the activity.
- Involve both female and male students in the activities.
- For internet research, use ICT tools such as your school computer or a smart phone to access credible internet resources. Credible internet resources often end in '.gov' or '.edu'.
- Consider students with hearing impairment when mentioning the specific information to be scanned.

Task 3: Practising teaching skimming

- 1 Watch your lecturer model teaching skimming.
- 2 In groups choose a text from learners' books to be used for skimming activity.
- 3 Prepare questions that you can use to involve learners in skimming the text.
- 4 Prepare for an activity to be presented to the whole class.
- 5 Present the activity to the whole class.

TIPS

- Use demonstration, modeling and think-pair-share methods.
- Involve different members from the ones that are going to present the activity.
- Use peer, self and teacher assessment methods.
- Consider students with visual impairment when writing the questions on the chalkboard.

Task 4: Practising teaching prediction

- 1 Watch your lecturer model teaching predicting.
- 2 In groups, choose a text from the learners' books which can be used for predicting.
- 3 Prepare questions that you can use to ask learners to predict.
- 4 Prepare for an activity to be presented to the whole class.
- 5 Present the activity to the whole class.

Tips

- Use demonstration, modeling and Think-pair-share methods.
- Involve different members from the ones that are going to present the activity.
- Use methods such as self and peer assessment methods.
- Consider students with hearing impairment when mentioning the specific information to be scanned.

Task 5: Practising teaching fast reading

- 1 Watch your lecturer model teaching fast reading.

- 1 Look for any text from the learners' books and internet.
- 2 Prepare questions that you would ask after learners have read the text.
- 3 Practice the skill in groups.
- 4 Prepare an activity to present to the whole class.
- 5 Present the activity to the whole class

TIPS

- For internet research, use ICT tools such as your school computer or a smart phone to access credible internet resources. Credible internet resources often end in '.gov' or '.edu'.
- Use demonstration, modeling and Think-pair-share methods.
- Involve different members in the activity.
- Consider students with learning difficulties.

Task 6: Practising teaching word guessing

- 1 Identify a text to be used for word guessing activity.
- 2 Decide the words that you are going to ask student teachers to guess their meanings.
- 3 Watch your lecturer model teaching word guessing.
- 4 Ask student teachers to guess the meanings of the words.

Tips

- Use Think - pair – share method, modeling and active inquiry skills.
- Consider students with learning difficulties.

Task 7: Practising teaching critical reading

- 1 Watch your lecturer model critical reading.
- 2 Look for any text from the learners' books and internet.
- 3 Prepare pre-reading questions and comprehension questions.
- 4 Practice the skill in groups.
- 5 Prepare an activity to present to the whole class.
- 6 Present the activity to the whole class.

Tips

- For internet research, use ICT tools such as your school computer or a smart phone to access credible internet resources.
- Credible internet resources often end in '.gov' or '.edu'.
- Use demonstration, modeling and Think-pair-share methods
- Involve different members in the activity.
- Consider students with learning difficulties.

Summary

The topic has described a number of reading skills which assist learners when they read texts for various purposes. The skills include scanning, skimming, predicting, fast reading, word guessing and critical reading. It has also provided practice to student teachers on how to develop activities that help learners to acquire reading skills. The knowledge and skills acquired in the topic will help teachers to develop activities that are relevant in helping learners acquire the different reading skills.

Reflection and assessment

- 1 Define reading skills?
- 2 Explain the importance of practising reading skills.
- 3 Describe how you can help learners to acquire the following reading skills: scanning skimming and critical reading.

Glossary

critical reading: reading for understanding

fast reading : reading a text in a very fast way for speed development.

predicting: means making informed guess about the text that learners are going to read which can either be refuted or confirmed after reading.

scanning: reading for specific information.

skimming: reading for main points.

word guessing: guessing the meaning of words from the context.

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Topic 5 Teaching of techniques for vocabulary development

TIME: 4 hours

Introduction

Vocabulary is important in reading. For effective reading, learners need knowledge of new word meanings. When learners acquire new words, they are better able to communicate. As children learn to read, they draw from the oral vocabulary they have learned by listening and speaking to others at home, school and in the community. Children who have a well-developed vocabulary tend to read better than those who do not. This is why it is essential that student teachers should learn to use good strategies to develop vocabulary in learners. This topic therefore, explores techniques that are used to develop vocabulary in the primary school learners.

Success criteria

By the end of this topic, you must be able to:

- describe techniques for teaching vocabulary.
- practice teaching of vocabulary using different techniques.

Background Information

Vocabulary is knowledge of words and word meanings in language. The number of words children know, words they can read and for which they can provide meaning, impacts on their ability to understand text. This is

why it is critical to teach children meaning of words as they begin to decode especially when they are learning to read in the second language. There are many strategies that can help children to develop vocabulary. Some of the strategies presented here are: real things-word association, simulating real experiences, use of morphemic patterns and word wonder.

Real things-word association is a technique where a teacher brings real things to classroom and anchor words or their name to them. The teacher can also use many adjectives in talking about the object and many verbs can be used to talk about what you do with the object.

Simulating real experiences is a technique where the teacher uses word dramatization to help learners build vivid word meanings. The teacher does this by selecting words and writing them on index cards. The teacher then prepares learners to do vocabulary skits (a quick little play to demonstrate the word given). The teacher should demonstrate the skit several times with other learners and allow them to practice.

Use of Morphemic patterns is a technique where a teacher uses prefixes to help learners build meanings of words. Morphemes are prefixes, roots and suffixes, which are meaningful parts of words. The teacher teaches morphemes to help

learners build meanings for words. The teacher starts with the most commonly used prefixes but one prefix is introduced at a time. The teacher uses a chart with the prefix and its meaning. For example, prefix “re” with the meaning of “back” or “again”. The words formed by that prefix are listed, for example ‘return’, ‘rewrite’, ‘remove’. The teacher makes sure that the words used are commonly used.

Word wonder is a technique where a teacher cultivates the natural enthusiasm in the learners to wonder about words. This is done on the basis that children are usually enthusiastic about new words, repeating them over and over and enjoying the sound of language. The teacher can do this by presenting words in a humorous and unusual way, or displaying words that were dramatized and illustrated in various ways, for example on reading boards and word trees.

TASKS

For student teachers

Task 1: Teaching of Vocabulary

- 1 Find out other strategies for teaching vocabulary using appropriate ICT tools and library resources. Alternatively, you may visit a nearby school to find out from the experienced teachers, what strategies they use to build vocabulary in their learners.
- 2 From your findings state which techniques are suitable for infant or junior students to use on their own as they read independently and explain why.

- 3 Analyse the challenges that can be experienced when using the vocabulary techniques mentioned in task 1(b).
- 4 How would you deal with the challenges that you highlighted in task 1(c)?

Tip

In your information search, be mindful of vocabulary development techniques that might not be applicable to Malawian setting.

Task 2: Teaching of vocabulary strategies.

- 1 Watch your lecturer model teaching vocabulary.
- 2 In pairs, design a vocabulary development lesson to demonstrate each technique of the vocabulary development you have learnt.
- 3 Present the lesson to the whole class and let other student teachers observe, and later comment on the lesson presentation.

Tip

- The observer of the lessons should find out the following elements from the lesson presentation:
 - Names of the techniques used in the lesson.
 - How the techniques were used in the lesson?
 - What challenges were experienced with the techniques.
 - Brainstorm how best the challenges could be addressed.

Summary

This topic has described techniques that help learners to acquire new vocabulary such as real things-word association, simulating real experiences, use of morphemic patterns and word wonder. It has further given practice to student teachers on how they can use the strategies to help learners understand meanings of new words. Knowledge of these techniques will help teachers to teach children to learn new vocabulary independently.

Reflection and assessment

- 1 How can you help primary school learners to build meanings of new vocabulary?
- 2 Why is vocabulary critical to the development of literacy?
- 3 Explain how you can teach new words using the 'real things word-association' technique?

Glossary

morphemes : parts of a word for example prefix, suffix, roots.

simulating : act of imagining, imitating and acting somebody's behaviour.

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Topic 6 Questioning techniques

Time: 3 hours

Introduction

Questions are very useful in the process of teaching and learning. They are used to check learners' prior knowledge, understanding and assess progress. In the teaching of reading, questions are very useful. It is therefore important for student teachers to learn questioning techniques. When student teachers know questioning techniques, they are able to formulate suitable questions during reading lessons. In addition, teachers can transfer the questioning skills to the learners. In this topic, you will explore the teaching of questioning techniques by describing types, levels and structure of questions.

Success criteria

By the end of the topic, you must be able to:

- describe types of questions.
- practise formulation of questions.

Background information

In the teaching of language skills especially reading, questions are asked before, during and after reading of a text. Before reading, questions can create curiosity in learners and develop a desire to read the text. During reading, questions can guide

learners on what information to look for when they are reading. After reading, questions can help learners to check their understanding of the text. Teachers ask questions for reasons such as to involve learners in a lesson, increase motivation, assess learners, develop learners' critical thinking and promote independent learning. A teacher must be able to formulate different types of questions for different purposes, including assessment. The structure and level of the questions should match with the level and understanding of the learners. Different types of questions also help to accommodate learners of diverse learning styles and needs.

Questions are of different levels. There are low order and high order questions. Low order questions demand facts and are closed and direct. They are also called recall and knowledge questions. On the other hand, high order questions are open ended. They are also called inquiry, inferential, and synthetic questions. High order questions involve mental manipulation and critical thinking to produce or support an answer. There is usually not one set, concrete answer. However, all answers should be logically supported by the text.

There are many types of questions. **Yes or No questions** are low order questions. They are closed and do not allow for flexibility. There is a clear correct answer. For example:

- a. Are you a Malawian?
- b. Do you like oranges?

In **A or B questions**, teachers offer two alternatives, and learners choose the correct one. These are also a type of low order questions.

Example: Did Jona go by bus or train?

The **'wh' questions** begin with what, why, who, when, where, which, and how. Usually, 'wh' questions are considered to be low order questions as they typically have direct answers.

Example: Low order -What is your name?

Low order-Who is your father?

High order-What would you do if you were in the main character's situation?

High order-Why do you think she chose to take the bus instead of the train?

The True/False questions are statements of ideas or facts from a text which may be true or false. True/False questions are low order questions.

Example: Nile is the longest river in Africa. True or False?

Statements with question tags may be positive statements with negative question tags or negative statements with positive question tags. These are low order questions.

Example: Your mother is a teacher, isn't she?

They do not live in Mitundu, do they?

In **multiple Choice questions**, a teacher offers more than two alternatives. Learners choose the correct one. They are usually low order questions because there is one possible answer and no explanation. Example: The capital city of Malawi is _____

- a. Zomba
- b. Blantyre
- c. Lilongwe
- d. Mzuzu

TASKS

For student teachers

Task 1: Exploring and formulating questions of different levels.

- 1 In groups, use learners' books from Standard 3 to 8, sample out comprehension questions at the end of the different texts in the books, and categorize the questions as low or high order. Give reasons for each question placement. Present your findings in class.

- 2 Identify a text from learners' books and formulate low and high order questions. Explain why you think the questions are low or high order. Present your work in plenary.

TIPS

- Formulate as many questions as you can to master the questioning skill.
- Peers evaluate each other's questions constructively.

Task 2: Exploring and formulating different types of questions.

- 1 Using different books and the internet investigate different types of questions.
- 2 Identify a text in learners' books for Standard 3 to 8 and formulate different types of questions.
- 3 Present your questions on a chart and display them in class for a gallery walk.
- 4 Do peer evaluation of the questions.

Tip

Practice formulating different types of questions.

Task 3: Practicing questioning techniques

- 1 Watch your lecturer model questioning techniques.
- 2 Involve student teachers in a panel discussion on a topic of their choice. Assign roles of members on the panel discussion, for

example Member of Parliament, Councilor, Chief, Field Assistant, nurse and head teacher to learners. Identify some learners to be journalists and others community members to ask questions on the presentations by panelists.

- 3 Alternatively, involve in a press conference on a topic of their choice. Assign roles of government officials or politicians addressing the press conference and journalists to ask questions.

TIP

Advise learners to formulate different types and levels of questions.

Summary

This topic has discussed types of questions, which are 'Yes or No', 'A or B', 'Wh', 'True/False', statements with question tags and multiple choice questions. It has also presented two levels of questions, which are low order and high order. Low order questions demand facts and are closed and direct, while high order questions are open ended and involve mental manipulation and critical thinking. The discussion of types of questions with examples and levels of questions has provided knowledge to student teachers on questions that they can ask during reading lessons. The topic has further provided practice to student teachers on how to formulate low and high order questions, and different types of questions. The knowledge and

skills gained in the topic will help teachers to ask questions in different ways in order to help learners of diverse needs.

Reflection and assessment

- 1 Why should a teacher ask different levels and types of questions?
- 2 How would you make questions useful during the teaching of reading?

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Topic 7: Types of writing

Time: 3 hours

Introduction

Learners must be exposed to writing at the earliest stages of their education. When learners develop writing skills, they use writing as a learning tool. For learners to become skilled and independent writers, they need to learn different types of writing. In this topic, you will learn about different types of writing and how you can teach learners to become independent writers. Therefore, the knowledge of the types of writing will help you to assist learners to develop various writing skills.

Success criteria

By the end of this topic, you must be able to:

- describe types of writing and basic writing skills.
- practise writing various types of writing.

Background information

Writing is an essential skill in literacy development. It is important for student teachers to have adequate knowledge and skills in teaching types of writing in order to help learners develop the writing skill. It is important to give learners time to practice writing because writing like any other skill develops through practice. Teachers should remember

that when learners are practicing writing, it is important to concentrate on meaning rather than mechanics and perfection. Once the learners have developed capability to write, it is when other aspects can be brought in. There are different types of writing also known as text types which include: creative, narrative, informative, descriptive, and argumentative writing.

Creative writing

In creative writing, one writes text based on an imagination. Its main objective is make the audience enjoy the final piece of writing. It requires time and positive feedback. Learners need a supportive environment to get through the complex process of writing creatively. Teacher's support and guidance are important at each stage of the writing process. You can use various ways to teach and help learners develop the skills in writing. The main creative writing learners can be asked to write include: short stories, plays, poems and cartoons. Creative writing as a formal mode of writing is more appropriate for upper primary school learners.

Stages of creative writing

Some of the stages in creative writing include:

a) Selecting a topic

Learners can select a topic of their interest or the teacher may select a topic after considering the interests

and capabilities of the learners.

b) Generating ideas

After the topic is selected, then ideas are generated and organized to be included in the piece of writing. The sequence of the basic elements should be arranged in which they occur.

c) Drafting

Drafting involves writing down the ideas that have been generated. The writer should also follow organized sequence for logical flow of ideas in the piece of writing.

d) Proofreading

This gives chance to check the written work and correct any errors. The writer should verify if the ideas that were generated are well presented in the piece of writing.

e) Editing

At this stage, the piece of writing is improved by refining it while checking for the finest details such as spelling, punctuation and grammar.

Narrative

In a narrative, the writer focuses on the events that make up a story. Narration develops by arranging in sequence the events that constitute the story.

Learners must be taught to organise the story into beginning, middle and end. Learners should be advised that most often these parts are arranged in their natural order. However,

sometimes they can be reversed so that the story opens with the end and then turns back to the beginning and then middle. This is called flashback.

Descriptive

Descriptive writing involves describing something, someone or a place in a way that allows the reader to visualize through the use of concrete sensory details. There are two types of descriptive writing. These are:

- Objective descriptive writing in which the writer reports accurately details as they are in reality.
- Subjective or impressionistic description in which the author includes his/her personal impressions in describing an object.

Argumentative writing

Argumentative writing is using evidence and facts. It presents two sides of a single issue and covers the most important arguments for and against.

Informative Writing

The aim of informative writing is to provide information in a way that will tell the reader what they need to know. The text answers the 'Wh' and 'H' questions (who, what, where, why, when, how) relevant to a given topic. You must give relevant and clear information. This needs careful thought and planning about the audience and topic. As the source of

information, give the balance range of opinions and unbiased facts from different sources.

Elements of informative writing

a) Ideas or content

The writer should present interesting and relevant ideas which are well focused. Main and supporting ideas must be developed in proportion to their importance.

b) Organization

The piece of writing must be organized in a way that enhances meaning or helps to develop the central idea. Each developmental paragraph must address a specific aspect of the content.

c) Voice

The writer's enthusiasm and interest should bring the topic to life. Tone should be controlled appropriately and consistently to bring out the correct effect of the content.

d) Word choice

The writer must choose the correct words that suit the level of the audience in a more powerful and interesting way.

e) Sentence fluency

A piece of writing must have a natural flow. The writer must consider varying the sentences to convey meaning and a good piece of writing develops expressive reading in the readers.

TASKS

For Student teachers

Task 1: Identifying writing activities

- 1 Using Teachers guides and learners books for English of different class levels; identify the different writing activities and exercises.
- 2 In groups, compare the teaching of writing for lower classes and upper classes.
- 3 Present your work in class in plenary.

Tips

- Relate your own primary school experience to identify writing activities.
- Ask experienced teachers how they teach writing to their learners

Task 2: Describing types of writing

- 1 In groups, explore different pieces of texts from learners' book for a particular class and identify the types of writing, then outline the distinguishing features of each type.
- 2 Present the features in a table and display in class for a gallery walk.
- 3 Consolidate the activity.

Tip

Use the internet, library books, newspapers and magazines to explore more on types of writing.

Task 3: Practicing different types of writing

- 1 Watch your lecturer model writing different types of writing.
- 2 Write a text of your choice regarding the types of writing.
- 3 Present your work in class for discussion.
- 4 Display your work for a gallery walk
- 5 Comment on your work and your friend's work.

Tips

- Give learners guidelines to follow when writing their texts.
- Allow learners to choose the type of writing they want.
- Guide learners to peer edit their work.

Summary

This topic has discussed types of writing also known as text types such as creative, narrative, descriptive, informative and argumentative writing. It has further given practice to student teachers on how to identify, describe and write different types of writing. With this knowledge, it is hoped that teachers will help learners appropriately and effectively to develop writing skills.

Reflection and assessment

- 1 In your own words, describe creative, narrative, informative,

descriptive, and argumentative writing?

- 2 Explain the importance of considering the stages of creative writing in a piece of writing.
- 3 Why should learners be engaged in creative writing?
- 4 In brief write an informative passage on any topic of your interest.

Glossary

argumentative: a type of writing whereby a student presents opposing views with evidence.

creative: ability to produce new and original ideas.

descriptive: statement or account about something.

drafting: preparing a preliminary version of a text.

editing: correcting a written text.

informative: providing useful information.

poem: a piece of writing often having figurative language and lines that have rhythm and sometimes rhyme.

proof-reading: to look at the finer details of a piece of writing.

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Topic 8 Teaching of writing

Time: 5 hours

Introduction

Writing is a very important skill in literacy development. When learners have developed the writing skill in the lower classes, there is need for them to start using writing as a learning tool. For learners to become skilled and independent writers, teachers need to use different techniques when teaching writing. In this topic, you will learn about the different techniques that help learners become good writers. Before, you will identify writing activities that you can engage your learners in for them to develop the writing skill.

Success criteria

By the end of the topic, you must be able to:

- describe techniques for teaching the writing skill.
- use techniques for teaching writing .

Background information

Writing is an essential skill in literacy development. It is important for student teachers to have adequate knowledge and skills in teaching types of writing in order to help learners develop the writing skill. There are several activities that enhance writing in learners which include copying

words and sentences, writing paragraphs, stories, composition, letter writing, dictation, making sentences, matching and substitution tables, re-ordering sentences, completing tables, dialogues, sentences, close passages and spellings. It is important to give learners time to practice writing because writing like any other skill develops through practice. Teachers should remember that when learners are practicing writing, it is important to concentrate on meaning rather than mechanics and perfection. Once the learners have developed a willingness to write, it is when other aspects can be brought in.

The right procedure for teaching writing exercises should be followed. First, there should be an oral preparation. Oral preparation is done when the teacher goes over the exercise orally with the learners. After the oral preparation, learners can do the exercise individually, in pairs or in groups. Writing may be done during the lesson or after the lesson outside learning time. When teaching composition and letter writing, it is advisable that a teacher must develop a sample for use during oral preparation.

There are two main ways of engaging learners in writing. These are free

writing and guided or controlled writing. In free writing, learners are given a chance to write anything they want on a topic of their choice. While in guided or controlled writing, the teacher gives learners what to write and guides them how to write. In guided writing, the teacher uses different techniques that help learners develop writing abilities as follow.

Questioning technique

In this technique, the teacher asks guiding questions on a given topic to help learners build ideas in a systematic order. The answers to the questions make a series of sensible sentences making a coherent paragraph.

Gap Filling

This technique helps learners to complete gaps by providing suitable answers to a composition provided by the teacher. The gaps may be based on items such as tenses, articles, signaling devices or punctuation. Below is an example on simple present tense.

Fill in the blank spaces with a correct verb tense

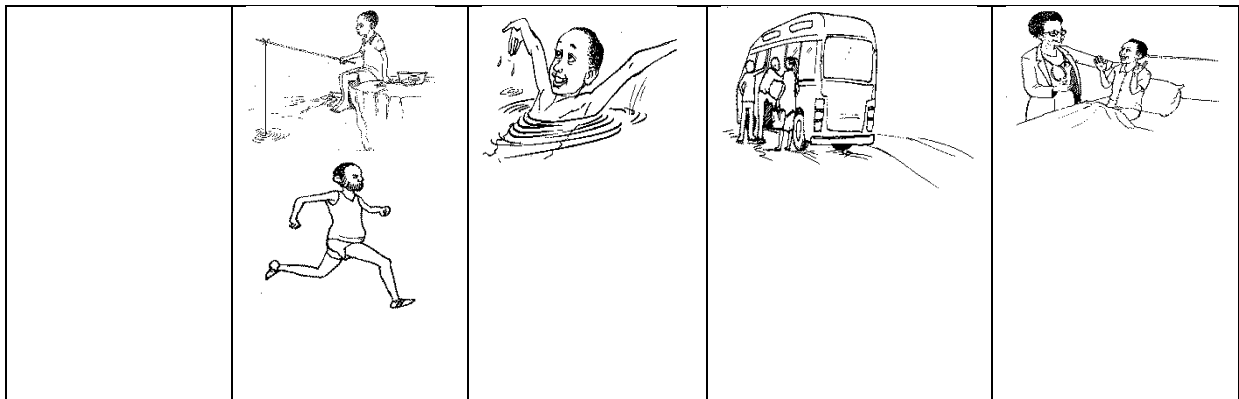
Everyday John _____ up early in the morning. He _____ a bath and

_____ himself ready to go to school. He _____ off from his home at 6 o'clock in the morning. His first lesson _____ at half past seven.

The expected model answers are *wakes, takes, dresses, starts, begins* respectively.

Picture Technique

A teacher shows a picture to learners with guiding questions. Learners come up with a composition by answering the questions. Another way is by showing learners a series of pictures with or without questions. Learners study the pictures and write a composition. A teacher can also give a series of pictures in a jumbled manner and ask learners to arrange them in a proper order. The pictures make up a picture story. This is usually done in lower classes. An example of a pictorial story is illustrated below. A boy is fishing and accidentally falls in the water in the river. Then he shouts for help. Someone hears and runs to the river to rescue the boy. He is rescued and rushed to the hospital by mini-bus. Later, he is assisted by a doctor.



Jumbled Sentences

A teacher provides a story or passage with sentences that are jumbled. Learners are asked to re-order them. This activity is ideal for learners who are working on developing basic writing and reading abilities.

Transformation technique

The teacher writes a paragraph and asks learners to 'transform' (to change) one tense to another e.g. change past tense verbs to present tense verbs; singular words to plural words or one gender to another.

Story re-telling technique

The teacher may tell a story. Once the teacher has finished telling the story, he/she asks the learners to write the story using their own words.

Substitution table

The teacher provides a substitution table and asks learners to develop

sentences from it. The sentences will make a paragraph or passage.

Example:

	goes	a blue uniform.
	has	to Chiseka School.
Joy	is	reading story books.
She	Walks	to school with her brother Jack.
	Likes	in standard 4.

Joy

Joy goes to Chiseka School. She is in standard 4. She walks to school with her brother, Jack. Joy has a blue uniform. She likes reading story books.

Dictation

This is a technique where a teacher reads a passage aloud and learners write the sentences word for word. Dictation helps learners to develop

listening skills, practice spelling patterns or rules, improve retention (memory), improve writing speed, improve punctuation skills and practice new words. The following is the procedure for teaching dictation:

- Write the brief dictation passage on the chalkboard.
- Explain difficult or new words with the learners and then erase the passage.
- Read the passage at normal speed while learners are listening.
- Read sensible chunks of words twice while learners are writing.
- Read the passage again so that learners should check and correct their mistakes.
- Write the passage on the chalkboard again and mark.

TASKS

For student teachers

Task 1: Identifying writing activities

- 1 Using Teachers guides and learners books for English of different class levels; identify the different writing activities and exercises.
- 2 Compare and contrast the activities for lower classes and upper classes.
- 3 Present your work in class in plenary.
- 4 Consolidate as a class.

Tip

Relate your own primary school experience to identify writing activities.

Task 2: Observing the teaching of writing activities

- 1 Arrange to visit demonstration school or the nearest school.
- 2 Observe the teaching of a writing activity.
- 3 Discuss the techniques used.
- 4 Consolidate the discussions.

Task 3: Demonstrating using techniques for teaching writing

- 1 Watch your lecturer model techniques for teaching writing.
- 2 In groups, select a technique for teaching writing skills.
- 3 Prepare a mini-lesson using the selected technique.
- 4 Present your lesson to the class.
- 5 Discuss the lesson presentations.

Tip

Ensure that groups have selected different techniques.

Task 4: Teaching of dictation

- 1 Assign one student teacher to prepare a dictation lesson.
- 2 Let the student teacher present the lesson to peers.
- 3 Using the procedure for teaching dictation, critique the lesson.
- 4 Consolidate the discussions.

Tips

- If time allows, ask more student teachers to present lessons on dictation consider gender.
- Those who will teach should use different passages of their choice.

Summary

This topic has discussed the teaching of writing. Learners need much practice in writing, and therefore, they should be given different types of writing activities. Learners must be well guided as a way of helping them develop the writing skill. However, they should be allowed sometimes to write anything they want to write as in free writing. The topic has also presented techniques for teaching guided writing such as questioning, gap filling, jumbled sentences, picture, story re-telling, transformational and substitution table. A good procedure for teaching writing exercises should start with discussing the exercise orally before learners do the exercise individually, in pairs or in groups.

Reflection and assessment

- 1 What is the importance of guided and free writing?
- 2 Why should learners be engaged in dictation writing?
- 3 Which of the techniques for teaching guided writing are

suitable for lower and upper primary?

Glossary

dictation: the act of writing from oral sources to test one's ability to hear and write a language.

guided writing: an exercise whereby the teacher provides the learners with topic and directions.

oral: spoken rather than written

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Lps.lexingtonma.org

www.readingrockets.org

Topic 9: Literary analysis

Time: 4 hours

Introduction

Literary analysis is about how to use literary terms in different forms of literature. There are four main forms of literature, also known as literary genres. These are poetry, drama, short story and novel. In the teaching of English language, teachers use literary texts. It is for this reason that student teachers need to be equipped with knowledge, skills and understanding of elements in each form of literature. It is important that teachers know how to analyse and use the literary forms and terms.

Success criteria

By the end of this topic, you must be able to:

- describe the literary forms in literature.
- analyse the literary forms in different texts.

Background information

Literary analysis is the art of identifying and separating each component of literature. It is important for student teachers to understand how to identify and separate components of literature in order to ably handle literature lessons. Literary analysis promotes critical thinking in learners. In this topic, three literary

forms are presented namely poetry, play and short story.

Poetry is a type of literature that shares intense experiences or unique insights through imaginative use of language. Poets rely on the form of the writing to convey meaning by using lines and stanzas. Although poems are read and recited with excitement, most learners in primary school face challenges in understanding the meanings of poetic devices used in poems. If student teachers understand poetic devices used in poems, they will ably help primary school learners to read poems not only for enjoyment but also for meaning.

A play is a story that is written to be performed by actors for audience. In order to visualize what happens, the playwright writes stage directions which explain how characters should look, speak, act and move on stage. Plays are of different types like comedy, tragedy and tragi-comedy. A comedy is light hearted with a happy ending with the objective of making people laugh. Tragedy is a play that treats a serious theme in life and ends on a sad note usually death of a hero. Tragi-comedy is a play that combines both tragedy and comedy.

A short story is a brief piece of fiction, usually focusing on a single major event and a few characters. It is important for student teachers to

understand literature elements in a short story such as figures of speech, point of view, tone and mood. If teachers do not understand literature elements, a short story may only be used for comprehension, which is not the purpose of teaching literature. The literary aspects in a short story help to broaden the learners' understanding and promote critical thinking.

Literature elements to look at when analysing a short story include setting, time, characters, theme and plot.

TASKS

For student teachers

Task 1: Discussing literature elements of poetry

- 1 In groups, brainstorm the various elements of poetry in the given poems.
- 2 Use the poems to explain the meanings of persona, rhythm, rhyme.
- 3 Identify poetic devices used in the poems such as; alliteration, assonance, onomatopoeia and imagery.
- 4 Identify figurative language used such as similes, metaphors, symbols and personification.

Tips

- Supplementary poems from other sources apart from the ones in learners' books.
- Use appropriate methodologies such as question and answer, group discussion and gallery walk reporting.

Task 2: Identifying literature elements in a play

- 1 In groups, find a play from any source and identify the literature elements in it.
- 2 Describe all the elements of the play.
- 3 Write your responses on a chart paper and display for walk around and talk around.

Task 3: Analysing a short story

- 1 Watch your lecturer model analyzing a short story.
- 2 Identify a short story from any source.
- 3 Analyse the following literature elements: characters, setting, point of view and theme.
- 4 Write responses on chart paper and present to the whole class in plenary.

Tip

Use methods like quick write, discussion, gallery walk, fish bowl and Socratic questioning.

Task 4 : Analysing a poem

- 1 Watch your lecturer model analyzing a poem.
- 2 Read a poem from learners' book or any source and identify the following poetic devices: rhymes, alliteration, onomatopoeia and persona.
- 3 Ask them to discuss the mood and tone of the poem.
- 4 Tell them to write responses on chart paper and present in plenary.

Tips

- Choose poems that have as many figures of speech as possible so that learners practise describing and identifying them.
- Use methods such as peer assessment, self – assessment, teacher assessment.

Task 5: Analysing a play

- a. Provide a play to the learners.
- b. Watch your lecturer model analyzing a play.
- c. Identify the type and explain why they have given that answer .
- d. Ask learners to discuss the characters, setting and plot.
- e. Tell them to write responses on chart paper and present in gallery walk.

Tips

- Consolidate the activity
- Use play that is simple and easy to follow

Summary

The topic has presented three forms of literature namely poetry, play and short story. It has also provided practice to student teachers on how to analyse poems, plays and short stories by identifying and discussing literature elements used in each of the literary genres. These literature elements are figurative speech, point of view, setting, characters, plot, and poetic devices such as persona, similes, metaphors, rhymes, alliteration and onomatopoeia. The knowledge and skills gained from the topic will help student teachers to analyse literary genres.

Reflection and assessment

- 1 Define literary analysis.
- 2 Write poetic devices that are used in poems.
- 3 What literature elements would you ask learners to analyse in a short story?
- 4 How is a metaphor different from a simile?
- 5 What is the difference between a poem and a play?

Glossary

Alliteration: repetition of consonant sound at the beginning of words.

assonance: repetition of vowel sounds within words in a line.

comedy: a light hearted play with a happy ending and main objective is to make people laugh.

consonance: repetition of consonant sounds within words or at the end of words.

imagery: descriptive language that evokes an emotional response and appeals to the senses sight, sound, touch, taste or smell.

literary analysis: art of identifying and separating each component of literature.

metaphor: Direct comparison of unlike things.

persona: voice that talks to the reader such as fictional person, animal or object.

personification: a figure of speech in which an animal, an object or an idea is given human characteristics.

rhyme: repetition of similar sounds that appear at end of the line.

rhythm: a pattern of sound formed by arrangement of stressed and unstressed syllables.

simile: comparison of unlike things by the use of 'as' and 'like'.

symbol: may be a person, a place or an object that has meaning in itself and also stands for something other than itself.

theme : central/ main idea of the story.

tragedy: a play that treats a serious theme in life and ends on a sad note like death of a hero.

tragi-comedy: a play that combines both tragedy and comedy.

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Topic 10: Teaching of grammar

Time: 6 hours

Introduction

The teaching of grammar is important in learners' acquisition and use of English language. It is a basis for effective communication. Grammar is about the understanding of correct usage of structure of language based on fixed set of word forms and rules of usage. Grammar therefore, helps learners to understand language structure and usage. In this topic you, will learn to describe the context, approaches and procedures for teaching grammar.

Success criteria

By the end of this topic, you must be able to:

- describe the approaches to teaching grammar.
- explain procedures for teaching grammar.
- conduct micro lessons on teaching grammar.

Background information

Grammar should not be taught in isolation, rather in the contexts of its use. It requires that learners should be given opportunities to see the relationship between their verbal expressions and writing, and the form, meaning and use of the target language. This involves teaching grammatical items and giving learners practice orally, in reading, writing or through play, games and songs rather

than simply giving them a set of rules and asking them to memorize.

There are two main approaches to the teaching of grammar, which are deductive and inductive. Deductive approach, involves the learners being given a general rule, which is then applied to specific language examples and later practiced through language exercises. It is also known as a top-down approach as it begins from the definition (top) and moves 'down' to the exercise. In this approach, the teacher explains grammatical rules first and then gives several examples to illustrate a rule. This approach is time saving and allows the teacher to deal with a particular grammatical item at a time. The deductive approach is teacher centered and learners serve as passive recipients of information.

Inductive approach is also called the bottom-up approach. In this approach, learners are given opportunities to develop their own understanding of the grammatical principle of a particular language item. The role of the teacher in this approach is to guide learners in working out or discovering the rules for themselves from the examples given. This approach to teaching grammar is often seen as advantageous because the learner is more active in the learning process. Learners develop deeper understanding on how to form structures correctly and use them to communicate meaning. However, the inductive approach can be more time and skill demanding from the teacher and the learners. It is possible that

during the process, learners may arrive at an incorrect inference or may produce an incorrect rule and it may also frustrate learners who prefer to be told the rules.

It is important for student teachers to learn procedures for teaching grammar. This is a step by step way of teaching grammar items in order to help learners understand the form, function and meaning of language. For instance, below is a procedure that combines deductive and inductive approaches to teaching grammar. The teacher might teach the grammar point by first building upon learners' knowledge of the rule. At this stage the learners may be asked to answer questions orally in complete sentences before the teacher explains the grammatical item. For example the teacher might model a dialogue to practise the present perfect tense; "has / have" as illustrated below:

Teacher: *Have* you ever *been* to Lilongwe, Mayamiko?

Mayamiko: No, I *have* never *been* to Lilongwe.

Teacher: Then, what places *have* you *visited* in Malawi?

Mayamiko: I *have visited* many places along the lakeshore such as Salima and Zomba.

Teacher: Oh! That's nice.

Mayamiko: Thank you, teacher.

Based on the task above, the teacher can proceed by making clear the functions of the grammatical item accompanied with examples. The teacher can also explain the verb form, time signal commonly used and the functions of the present perfect tense. After practice, the teacher may give learners some exercises to practice the rule in use, check for comprehension, and encourage active learner involvement. Learners can be asked to write their answers in full sentences using the rule given or may be asked

Change the word in brackets with an appropriate form.

1. She has not (attend) any meeting since last year.
2. I have never (see) a lion before.
3. We have (visit) many places in Malawi
4. I have not (tell) her for years.
5. You have (be) here for six hours.

The teacher can thereafter check the learners' understanding of the grammatical item by administering an assessment that might be in the form of sentence construction. In this case learners can be asked to make sentences in present perfect tense.

Learners should be provided with opportunities to explore grammatical structures in a variety of contexts including writing. They can be involved in punctuation, correct verb form completion, transforming sentences, organizing jumbled sentences and sentence composition. However, a good grammar activity should make learners' goals clear and simple and should focus on the

particular grammar point targeted. For example, the teacher can use the substitution table below to help learners make correct sentences in lower classes.

Make sentences using the words provided in the table below:

Masozi's pot				Mrs Phiri's.
Mary's pestle	is	smaller		Mrs Banda's.
John's spoon		bigger	than	Upile's.

- c. Compare the information from the English teachers' guides and learner's books with that from the internet. What similarities and differences do exist between the two sources of information on the contexts and approaches to teaching of grammar?
- d. Present your work to the whole class in plenary.

Task 2: Identifying procedures for teaching grammar

- a. Using internet sources and English teachers' guides for standard 5 to 8, outline the procedure for teaching grammar through deductive and inductive approaches.
- b. Describe how procedures outlined in task 2a would help learners to build up their knowledge of the rules of language.
- c. Present your work in a gallery walk.

TASKS

For student teachers

Task 1: Identifying context and approaches for teaching grammar

- a. Using English teachers' guides and learner's books for standard 5 to 8, explore a number of contexts and approaches through which grammar is taught in primary school.
- b. Find out from the internet, a variety of contexts and approaches to the teaching of English grammar that help learners in second language learning

Tip

You may use a variety of instructional methods such as individually, think-pair-share

Task 3: Identifying activities for teaching grammar

- a. Identify activities for teaching grammar from teachers' guides and learners books.
- b. Write them on the chart, lower and upper primary, respectively.
- c. Compare the findings at a class level.

Task 4: Observing grammar lessons

- a. Go to a demonstration school or any school and observe a teacher teaching a grammar lesson .
- b. Identify the approach used.
- c. Discuss the lesson presentation.
- d. Consolidate the activity.

Tip

Arrange in advance for the observation lesson.

Task 5: Practising teaching grammar

- a. Watch your lecturer model teaching grammar.
- b. In groups plan a lesson where you want to teach learners parts of speech such as verbs, nouns, adjectives and adverbs using deductive or inductive approach.
- c. Micro-teach the lesson.
- d. Reflect on the micro lesson after teaching.

Tip

Consider context in the use of the approaches and procedures.

Summary

This topic has discussed context, approaches and procedures for the teaching of English grammar. It has highlighted play, games and songs as contexts in which the teaching of grammar should be used. The contexts help learners to see the relationship between their speech and writing, and form, meaning and use of English language. The topic has also presented

two main approaches to the teaching of grammar, which are deductive and inductive. Deductive approach involves the learners being given a general grammar rule. In the inductive approach, learners are given opportunities to develop their own understanding of the grammatical principle of a particular language item. Procedures for teaching grammar items in order to help learners understand the form, function and meaning of language have been discussed. The topic has also provided student teachers practice on planning activities for teaching grammar and teaching grammar using the discussed approaches and procedures in context. The knowledge and skills gained in the topic will help teachers to effectively teach English grammar.

Reflection and assessment

- 1 What are the two main approaches for teaching grammar?
- 2 State two contexts in which grammar can be taught.
- 3 Explain the importance of teaching grammar to learners in primary school.
- 4 Compare and contrast the application of deductive and inductive approaches to the teaching of English grammar.

Glossary

approaches: ways that the teacher uses to teach.

context : a situation in which a grammatical item is used to

deductive : help learners
relate its use.
involving
inferences from
general principles
to specific

inductive : proceeding from
particular to
general
conclusion.

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Topic 11: Error analysis

Time: 3 hours

Introduction

Children make errors and mistakes as they learn. This is a normal process in any learning. Errors help teachers to measure children's progress in their learning. In this topic, you are going to learn how to analyse grammatical errors and prepare remedial exercises that help learners deal with errors.

Success criteria

By the end of this topic, you must be able to:

- analyse grammatical errors.
- prepare remedial exercise.
-

Background information

Error analysis is a systematic process of examining learners' understanding by collecting samples of errors from learners' work and then critically describing what errors have occurred. Error analysis is important because it helps teachers to know the challenges learners face as they are learning English. Furthermore, it indicates the level of progress made by the learners and suggests possible changes to methods used by teachers when teaching English.

Errors are incorrectness of spoken or written language which are caused by faulty learning or lack of knowledge. On the other hand, mistakes are

incorrectness of spoken or written language due to carelessness, fatigue or lapse of memory. Unlike errors, mistakes can immediately be corrected by the learner him/herself. It is therefore important to emphasise on errors because they reflect on how learners are learning, and also reveal problems that may be associated with the teaching and learning strategies. This is why it is necessary for student teachers to acquire knowledge and skills in error analysis. Some errors that learners make include:

- a Unnecessary repetition of subject such as: My mother **she** is a nurse.
- b Wrong subject- verb- agreement such as: We **goes** to school every day.
- c Poor punctuation such as: I like swimming?
- d Unnecessary word order such as: Malawi is a country **beautiful**.

In the first sentence there are two subjects, **mother** and **she** while in the second sentence, the learner uses the singular simple present tense verb **goes** instead of the plural verb **go**. In the third sentence, the learner puts a question mark (?) instead of a full stop or a period (.) Lastly, the learner misplaces the adjective **beautiful** which should have come before the word country.

Before error analysis, there is a need to identify and seek out errors that learners make during their learning process. This can be done by first

collecting samples of learners' work. Teachers can collect several samples of language use from a number of learners in order to compile a comprehensive list of errors. It is necessary for the teacher to know how to identify errors in learners' work. For example, the teacher should be able to distinguish an error from a mistake as they check learners' grammatical accuracy in their writing in English. Errors and mistakes can be differentiated by looking at how the learners correct their own work. When learners are given opportunity to correct their work they will only manage correcting mistakes unlike errors. Remember that mistakes are able to be self-correct. Therefore, the incorrect responses left over after self-correction indicate an error on a content that learners need more practice on or that the teacher needs to teach using a different approach. Also the pattern of how similar words have been written in a paragraph can help the teacher to identify mistakes from errors. For example, in the sample below the learner is able to write the capital letter 'W' in the pronoun 'We' when used at the beginning of the sentence but makes a mistake in the second from last sentence and makes persistent wrong tenses such as come, go, buy and tell. This can help the teacher to distinguish errors from mistakes.

Sample of learner's work

Mayamiko he come to our home. We go to market together. We buy tomatoes and pumpkin leaves. We also go to grocery and buy soaps. We go home late and my father was hungry. We tell him we will not repeat it again.

Teachers need to be knowledgeable of the main causes of errors such as: interference in the learning process by mother tongue language, poor teaching of language due to lack or limited teaching resources, overgeneralization about rules of the target language based on limited knowledge and attempting to use language structures not yet mastered. Teachers should therefore clearly show the similarities and differences between L1 and L2 languages which would help learners to acquire the second language.

Error analysis involves five stages: collecting data from learners' work, identifying types errors and the causes, explaining the errors to the learners, comparing the errors and evaluating the errors.

A remedial exercise is a language task that the teacher constructs after reflecting on the errors that learners make in learning of the language in

order to help them use the correct forms of the second language. For the remedial task to achieve the intended objectives, teachers should construct tasks that have: clear instructions, a clear example which shows learners how to do the task, several items for learners to work on, a marking key or model answers for teachers to use when marking the exercise, and a focus on errors that learners have been making in lesson. Teachers therefore need to have knowledge on how to construct good remedial exercises.

Below is an example of a remedial task.

Error: Unless if it stops raining I will not go to the market.

Type of error: Incorrect use of conditional clause

Exercise Instruction: Begin sentence (b) with 'unless' instead of 'if' in each of the following pairs of sentences

Example:

- a. If the rain does not stop, I will not go to the market
- b. Unless the rain stops, I will not go

Model answers.

- a. Unless I study hard, I will not pass the examination
- b. Unless you come to school today, you will not learn English.

You can show learners, errors and mistakes by underlining, circling or using symbols that learners are familiar with. There are three ways of correcting learners' errors and mistakes. A teacher can correct the errors and mistakes, learners correcting other learners' errors and mistakes, and learners' self-correction.

TASKS

For students teachers

Task 1: Identifying errors from learners work.

- a. In groups, go to a demonstration or nearby school and observe an English language lesson in any class of your choice.
- b. Record problems that you hear from learners when they are speaking English during lesson observation. Alternatively request learners' written work in English and look for errors.
- c. Distinguish errors from mistakes, and explain why some are errors and others mistakes.
- d. Discuss the findings and present them in plenary to the whole class.

Tips

- Collect samples of learners' work from both boys and girls.

Task 2: Analysing types and causes of errors

- 1 In groups, find information on internet and other sources in the library about types and causes of errors that second language learners make.
- 2 Share your findings in a gallery walk.

Tip

Consider learners with diverse learning needs as you collect samples of learners' work.

Task 3: Preparing remedial exercises

- a. Watch your lecturer model teaching a remedial lesson.
- b. In groups prepare a remedial exercise lessons in which learners will be assisted to correct a selected error.
- c. Show model answers.
- d. Present your work in a gallery walk.

Tip

The groups should consist of male and female student teachers.

Summary

The topic has presented the definition of error as opposed to mistakes made by learners. Errors are incorrectness of spoken or written language which are caused by faulty learning or lack of knowledge while mistakes are incorrectness of spoken or written language due to carelessness, fatigue

or lapse of memory. It has further presented the main causes of errors and stages in error analysis. The main causes of errors are interference in the learning process by mother tongue language, poor teaching of language due to lack or limited teaching resources, overgeneralization about rules of the target language based on limited knowledge and attempting to use language structures not yet mastered. There are five stages in error analysis which are collecting data from learners' work, identifying types of errors and the causes, explaining the errors to the learners, comparing the errors and evaluating the errors. Finally, the topic has discussed how teachers should prepare remedial exercises and also given practice to student teachers on identifying errors, analysing types and causes of errors and preparing remedial exercises. The knowledge and skills gained from the topic will help teachers to analyse learners' errors and prepare remedial exercises that will help learners to effectively deal with the problem of making errors.

Reflection and assessment

- 1 Describe stages involved in error analysis.
- 2 What is the importance of error analysis?

- 3 Explain how to prepare a remedial exercise.

Glossary

error :Incorrect form of spoken or written language learners make and cannot correct on their own.

mistake : Incorrect form of spoken or written language that learners can correct on their own.

remedial tasks :Language tasks given to the learners in order to help them use correct forms of language.

error analysis:process of collecting and explaining errors from learners' work to help them use correct form of English language

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