

# **Initial Primary Teacher Education**

## **English**

### **Module 3**

**Malawi Institute of Education**

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## **English**

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**Malawi Institute of Education**

**Prepared and published by**

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First edition 2018

## 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 purpose of quality education is based on many factors and good quality 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**

## Acknowledgements

The Ministry of Education, Science and Technology and the Malawi Institute of Education would like to thank all people who participated in various activities, stages and levels in the development of this module.

Special thanks go to the Director of the Directorate of Inspectorate and Advisory Services (DIAS), Mr Raphael Agabu and his staff, the Executive Director of Malawi Institute of Education, Dr William Susuwele-Banda and his staff, Coordinator of the Initial Primary Teacher Education (IPTE) review process, E Gobede Mtonga and his team (Anthony Malunga, Loyce Chisale and Ms Catrin Anderer) for coordinating the process of developing the module.

The Ministry of Education, Science and Technology and the Malawi Institute of Education would also like to thank Patrick Mpoto, Antony Malunga, Thomas Mkandawire, Limited Chiziwa, Vincent Nkhonyo and Annie Mzumara for reviewing the module.

The Ministry of Education, Science and Technology acknowledges the technical and financial support generously provided by German Technical Cooperation (GIZ) and United Nations Children's Fund (UNICEF).

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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 and continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

## **National goals of primary teacher education in Malawi**

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 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 in the media, teaching, medical and the legal professions, for example.
- 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 process and implementation of this review is being guided by the teacher education philosophy which states: *"To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity"*.

### **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 the modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

## **IPTE outcomes based curriculum**

This outcomes-based curriculum is focused on student teachers' achievements. These achievements are teaching competences.

The teaching competences student teachers develop from the IPTE programme will be seen when student teachers are able to transfer the knowledge and skills directly in primary schools.

## **Subject and core elements**

The IPTE curriculum comprises of eleven subjects namely Agriculture, Science and Technology, Mathematics, Expressive arts, Chichewa, English, Education Foundation studies, Social studies, Life skills, Religious studies and Human ecology. Each subject has a rationale from which core elements are derived.

## **Teacher education core element outcomes**

Teacher education core element outcomes are descriptions of the competences to be acquired by the student teacher for successful teaching.

## **IPTE assessment procedures**

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual student teachers. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the student teachers' achievement of outcomes.

Assessment in initial primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical and reflective tasks, reports, researches, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two grades based on each module
- end of module examinations for terms 1 and 3 of year 1
- teaching practice grades
- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 1 of year 2
- national examinations to be administered in term 3 of year 2 based on the modules of terms 2 and 3 of year 2.

## Core elements and their outcomes

English is a skills subject. In order to communicate successfully in English, students need to practice all the language skills integrated with grammar and critical thinking and reasoning. Teachers are required to integrate them with when teaching.

- |                             |   |   |
|-----------------------------|---|---|
| <b>Core element</b>         | : | Listening   |
| <b>Core element outcome</b> | : | The student teachers will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to listen attentively and critically understand and respond to others in a wide range of situations through a variety of media. |
| <b>Core element</b>         | : | Speaking  |
| <b>Core element outcome</b> | : | The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment, and class management strategies. This is to enable the primary school learner to confidently express his/her own ideas fluently and respond appropriately to others orally in a wide range of situations.     |
| <b>Core element</b>         | : | Reading   |
| <b>Core element outcome</b> | : | The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment, and class management strategies. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.               |
| <b>Core element</b>         | : | Writing   |
| <b>Core element outcome</b> | : | The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment, and class management strategies. This is to enable the  |

primary school learner to write legible, factual and imaginative texts for wide range of purposes.

- Core element** : Critical thinking and reasoning
- Core element outcome** : The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment, and class management strategies. This is to enable the primary school learner to use language to think and reason as well as access process and use information for learning.

## Summary of topics for the term and time allocation

<b>MODULE 3</b>			
<b>No</b>	<b>TOPIC</b>	<b>ALLOCATED TIME</b>	<b>CORE ELEMENT</b>
1	Reflection on the teaching of reading components	7	Critical thinking
2	Reflection on the writing of schemes , lesson plans, lesson notes and records of work	8	
3	Reflection on the teaching of grammar	4	
4	Reflection on error analysis	4	
5	Reflection on the teaching of listening and speaking	5	
6	Teaching of reading aloud	7	Reading
7	Using supplementary reading materials	8	
8	Teaching of summary writing	3	Writing
	<b>TOTAL</b>	<b>46</b>	

## TOPIC 1

# Reflecting on the teaching and assessment of components of reading

**Time** 7 hours

### Introduction

A good teacher learns from previous experiences. This is why it is important for teachers to reflect in all endeavors. This topic will guide you on how you can reflect on the teaching of the five components of reading based on the experiences you had during your teaching practice. You will also be involved in finding solutions to the challenges.

### Success criteria

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

- reflect on the teaching of components of reading
- reflect on assessment tools for components of reading

### Background information

In the first term, you learnt about the five components of reading. In this term, you will reflect on the components, namely, phonological awareness, alphabetic principle, fluency, vocabulary and comprehension. It is important to reflect on your experiences in the teaching of the components. This will help you to think about how you used the techniques to develop reading abilities in the learners. You will be involved in sharing challenges you faced during teaching practice. You will

also describe strategies that worked and those that did not work in the teaching and assessment of components of reading.

### Phonological awareness

This is an ability to discriminate the sound of a language and the awareness that words can be broken up into sounds. Activities that can be done in primary schools to develop this component of reading may include identifying initial sound in a word, saying words that begin with the same in initial sound, and segmenting words into syllables.

### Alphabetic principle

This is an ability to associate sounds with letters and use those sounds to read and spell words. This component can be developed in primary schools by having the students do the following activities: point to a letter and ask the learners to make the sound and by making a sound and having the learners point to the letter that makes the sound.

### Fluency

This is reading with accuracy, speed and prosody. This can be developed in primary school if the teacher employs the following activities: choral reading, echo reading and read aloud.

## **Vocabulary**

This is the knowledge of words and word meanings in a language. Vocabulary development activities may include: identifying synonyms or antonyms, matching words with definitions, and simulations.

## **Comprehension**

This is the thinking about and responding to what you are reading or listening to. Comprehension activities may include retelling a story, making predictions, and story map.

## **Task**

### **Task 1 Reflecting on the teaching of components of reading**

The task will involve you in reflecting on the teaching of components of reading by sharing the challenges faced during teaching practices. You will describe the strategies that worked and those that did not work, elements of the reading components that were easy to teach and those that were difficult.

### **Activity 1 Reflecting on phonological awareness**

- 1 Describe the strategies you used to teach phonological awareness during your teaching practice.
- 2 Discuss which strategies worked well and which did not work.
- 3 Describe the challenges you encountered when using the strategies that you highlighted in 1.
- 4 Brainstorm the possible solutions to the challenges you mentioned in 3.

### **Tips**

- Use appropriate ICT tools and library resources to crosscheck the challenges that have been highlighted and their solutions.
- You may also consult experienced primary school teachers at a nearby school to see if they also encounter the same challenges and ask how they deal with them.

### **Activity 2 Reflecting on the teaching of alphabetic principle**

- 1 Brainstorm your experiences when teaching alphabetic principle.
- 2 Where did you find challenges when teaching alphabetic principle using the strategies that you learnt?
- 3 Discuss as a class how you can deal with the challenges stated in 2.
- 4 Discuss the impact that you noticed on learners when you taught the alphabetic.
- 5 Share your findings as a class.

### **Tips**

- Use appropriate ICT tools and library resources to crosscheck the challenges that have been highlighted and their solutions.
- You may also consult experienced primary school teachers at a nearby school to see if they also encounter the same challenges and ask how they deal with them.
- Consider accommodating those students with diverse learning needs.



- Ensure that both males and females are being involved in the discussions and presentations.

### Activity 3 Reflecting on the teaching of fluency

- 1 In groups, discuss the successes and challenges experienced when teaching fluency.
- 2 Brainstorm the way forward for the challenges on teaching of fluency.
- 3 Discuss what elements of fluency were easy or difficult for the learners.

#### Tips

- Use appropriate ICT tools and library resources to crosscheck the challenges that have been highlighted and their solutions.
- You may also consult experienced primary school teachers at a nearby school to see if they also encounter the same challenges and ask how they deal with them.
- Consider that the strategies should accommodate learners with diverse learning needs.
- Both male and female students should be involved in the discussions and presentations.

### Activity 4 Reflecting on the teaching of vocabulary

- 1 Based on your teaching experience, how best do you think vocabulary should be handled in primary schools?
- 2 Why do you think it should be handled in that way? What are the

issues that you encounter that made you think that way?

- 3 During your teaching practice, what were the best techniques for assessing vocabulary?
- 4 Share with the class the impact that you noticed on your learners after several vocabulary lessons.

#### Tips

- Use appropriate ICT tools and library resources to crosscheck the challenges that have been highlighted and their solutions.
- You may also consult experienced primary school teachers at a nearby school to see if they also encounter the same challenges and ask how they deal with them.
- Consider accommodating learners with diverse learning needs.
- Ensure the involvement of both male and female students in the discussion.

### Activity 5 Case study on the teaching of reading comprehension

Mr Bwelera is a Standard 4 teacher at Kodola Primary School. He teaches reading comprehension without modelling the use of strategies for his learners. He tells his fellow teachers that it's a waste of time modelling the use of reading comprehension strategies. Mr Bwelera claims that the strategies were clearly explained to learners.

### Questions

- 1 What challenges did Mr Bwelera's learners face during reading comprehension lessons?
- 2 What advice can you give Mr Bwelera in order to address challenges in 1 above?
- 3 In your opinion, why should Mr Bwelera model the use of reading comprehension strategies to his learners?

#### Tips

- Use appropriate ICT tools and library resources to crosscheck the challenges that have been highlighted and their solutions.
- Consider giving equal chances to males and female student teachers in all the discussions.
- Consider learners with diverse learning needs.
- Consult experienced primary school teachers at a nearby school to see if they also encounter the same challenges and ask how they deal with problems.

### Activity 6 Reflecting on the teaching of vocabulary

- 1 In groups, reflect on the challenges you experienced in formulating questions for reading comprehension.
- 2 How did you deal with the challenges in 1 above?
- 3 Write your responses on chart paper.
- 4 Display your work and conduct a gallery walk.
- 5 Consolidate the activity.

### Task 2 Reflecting on assessment tools for components of reading

In this task, students teachers will reflect on how they used assessment tools for phonological awareness, alphabetical principle, fluency, vocabulary and comprehension. They will discuss successes and challenges they encountered using assessment tools during teaching practice and suggest solutions to the challenges.

#### Activity 1 Reflecting on assessment tools for components of reading

- 1 Discuss the assessment tools that were effectively used to assess phonological awareness, alphabetic principle, fluency, vocabulary development and comprehension during teaching practice.
- 2 Describe the challenges that you faced in assessing phonological awareness, alphabetic principle, fluency vocabulary development and comprehension during teaching practice.
- 3 Write what you have discussed on chart paper.
- 4 Present your work in a plenary.

#### Tips

- The lecturer should model how to deal with most common challenges
- Student teachers should search for information on the internet and library to support the solutions they suggest to address challenges

## Summary

Teaching the five components of reading is critical in building the foundation for reading in emergent readers. These components should be well taught and developed because they work as building blocks in reading. It is important that teachers should use only those strategies that may pose less challenges to both the teacher and the learners in order to enhance the acquisition of reading skills. This can only be done if teachers are reflective after teaching each component in order to find solutions to the challenges encountered in the process of teaching.

## Reflection and assessment

- 1 What is the most critical component that forms the foundation of the rest of the components of reading?
- 2 Which reading component gave you a challenges when you were teaching? Why?
- 3 Describe how you assessed phonological awareness, alphabetic principle, fluency, vocabulary and comprehension.
- 4 Describe strategies that can be used to address the challenges you encountered during the teaching of the five components of reading.

## Glossary

- Accuracy:** reader's ability to identify words correctly
- Prosody:** reader's ability to apply the appropriate amount of stress, emphasis and intonation so that the reading sounds like how we talk
- Segmenting:** breaking something into parts

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## TOPIC 2

# Reflecting on schemes of work, lesson plans, lesson notes and records of work for English

**Time** 8 hours

### Introduction

In term one, you learnt how to write and use schemes of work, lesson plans, lesson notes and filling records of work. You used the knowledge during your teaching practice in writing schemes of work, planning, organising and presenting new information in a classroom situation and evaluate the effectiveness of the lessons. This topic will guide you to reflect on how you used the knowledge and skills in writing schemes of work. It will also give you an opportunity to reflect on lesson preparation and records of work.

### Success criteria

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

- examine challenges on the writing of schemes of work, lesson plans and lesson notes
- describe strategies used to address teachers' challenges on writing schemes
- prepare lesson plan for English
- reflect on the writing and importance of records of work

### Background information

You learnt that schemes of work are an interpretation of the syllabus indicating the amount of ground to be covered

during each term. It is necessary to reflect on schemes of work because they help the teacher to know the topics which have been covered. They are also important because they guide the teacher to ensure that all the work outlined in the syllabus is taught. It is difficult to teach a topic in a systematic order without schemes of work. During your teaching practice, you wrote, and used schemes of work. You prepared lesson plans/lesson notes which helped you in teaching and learning processes. The teaching and learning processes were reflected in records of work. It is important that you share your experiences with your colleagues on writing schemes of work, lesson plans, lesson notes and records of work. You will be involved in examining the challenges you faced during teaching practice when writing schemes of work, lesson plans, lesson notes and filling records of work. You will also suggest solutions to the challenges.

### Tasks

#### Task 1 Examining challenges on writing schemes of work

In this task, you will be involved in examining experiences you had during teaching practice when writing schemes of work. You will then suggest solutions to any challenges you encountered.

### **Activity 1 Analysing experiences in writing and using schemes of work**

- 1 Brainstorm successes and challenges that were encountered in writing and using schemes of work during teaching practice.
- 2 In groups, analyse the challenges brainstormed in Activity 1.
- 3 Suggest solutions to the challenges that were analysed in Activity 1.
- 4 Present your findings to the class for discussion.

#### **Tips**

- Present your ideas in relation to the real situations that you encountered during your teaching practice.
- Consider choosing both male and female presenters.
- Consider student teachers with diverse learning needs.

### **Activity 2 Describing strategies to address challenges in writing schemes of work**

- 1 Brainstorm strategies that can be used to address the challenges encountered in writing schemes of work during your teaching practice.
- 2 In groups, analyse the strategies brainstormed in Activity 2.
- 3 Present your finding to the class for discussion.

#### **Tips**

- Consolidate the activity.
- Consider to have groups that are composed of both male and female students.
- Accommodate learners with diverse learning needs.

### **Activity 3 Practising writing schemes of work based on reflection**

- 1 Choose a topic from any class to write schemes of work.
- 2 Write two week English schemes of work that reflect the ideas that were discussed in Activities 1 and 2.
- 3 Submit your work to the lecturer for assessment.

#### **Tips**

- Assign the activity to individual student teachers.
- After marking, consolidate the activity.

### **Task 2 Reflecting on writing lessons plans, lesson notes and records of work**

Student teachers will reflect on the writing and importance of records of work by sharing experiences of writing lesson plans, lesson notes and records of work during teaching practice and describing strategies for addressing the challenges they faced.

### Activity 1 Case study

Mrs Bonda teaches at Liuni Primary School in Standard 6. She hardly plans for her lessons. She uses her long serving experience when teaching her lessons. The headteacher persuades her to write lesson plans but she insists she sees no reason to write lesson plans because she says she can teach without any problems.

- 1 What challenges can Mrs Bonda's class face during her lesson?
- 2 Suppose you were the headteacher of the school where Mrs Bonda works, what would you do with her? Why?
- 3 Would you agree that Mrs Bonda teaches her class effectively? Explain your answer.

### Activity 2 Reflecting on writing records of work and their importance

- 1 Using your experiences on completing records, what were the most successful part of filling records of work?
- 2 What were the challenges that you encountered when filling records of work?
- 3 In groups, discuss what could be the solutions to the challenges that you encountered during completing records of work.
- 4 Share your work with the class for comments.

### Tips

- You may use sample records of work when discussing the successes, challenges and way forward in order to be specific on the elements being discussed.
- The environment where you did your teaching practice might be different. Therefore, experiences may also vary from one student teacher to another. The lecturer should make sure that each student teacher shares his or her experiences to the class in order to have rich information of experiences.

### Summary

A good teacher is the one who is reflective and a life-long learner. When teachers reflect on their lessons. They can learn a lot correct the mistakes they made in previous lessons. It is important that teachers should learn how to reflect on schemes of work after each term so that they can draw schemes of work that do not repeat the mistakes made in previous schemes of work. It is also important that teachers should reflect on lesson planning and records of work. This helps the teacher to work on areas which need improvement for effective teaching and learning.

### Reflection and assessment

- 1 What are the challenges that might be there when preparing and using:
  - a. schemes of work?
  - b. lesson plan or lesson notes?

- 2 Suggest solutions to the challenges in 1.
- 3 Explain how schemes of work, lesson plans, lesson notes, records of work and the teaching process are related.
- 4 Why is it important to reflect on records of work?

process of doing something and ways to enhances successes and solve any challenges

**Reflection:** act of looking back and examining has been done

**Systematic:** logical developmental sequence

## Glossary

**Lesson plan:** pre-arranged structure of important ideas to be presented during lesson delivery.

**Records of work:** records of what a teacher has taught

**Reflect:** recall or think about what one encountered in the

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## TOPIC 3 Reflecting on the teaching of grammar

**Time** 4 hours

### Introduction

Teaching grammar is one of the important aspects in the teaching of English. In dealing with this aspect, teachers should emphasise the pedagogical aspect so that learners gain required knowledge and skills. Therefore, this topic, will reflect on how to teach grammar.

### Success criteria

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

- reflect on the teaching of parts of speech
- reflect on the teaching of other grammatical items

### Background information

It is important to consider the effectiveness of the approaches that you used when teaching grammar. Reflecting on the approaches helps you to use appropriate communication in both spoken and written language. In this topic, you will reflect on how you used deductive and inductive approaches when teaching grammar. You will be involved in examining the experiences you had when teaching parts of speech and other grammatical items.

### Tasks

#### Task 1 Reflecting on the teaching of parts of speech

Reflecting on the teaching of parts of speech is important because it helps you to consider the effectiveness of the approaches you use. This task will help you to reflect on the teaching of parts of speech.

#### Activity 1 Examining grammatical items

- 1 Provide a text to the student teachers comprising various parts of speech.
- 2 In groups, let them examine the parts of speech in the text.
- 3 Write the findings on chart paper.
- 4 Present your work in a plenary.

#### Tips

- Invite comments from other groups.
- Involve both male and female student teachers during presentations.

#### Task 2 Reflecting on the teaching of grammatical items

Teaching grammar also involves teaching other grammatical items such as use of tenses, verbal phrases and voice. In this task, you will be involved in reflecting on the successes and



challenges that you encountered when teaching these grammatical items.

### Activity 1 Reflecting on the teaching of grammatical items

- 1 From your experiences in the teaching of grammar, what were your successes?
- 2 Which grammatical items did you find challenging in the course of teaching?
- 3 Brainstorm what could be solutions to the challenges that you encountered in Activity 2?
- 4 Share your work with the class for discussion.

#### Tips

- Consolidate the activity.
- Consider learner diversity.
- When dealing with successes and challenges consider reflecting on the grammatical errors learners made.

### Activity 2 Practising teaching grammatical items

- 1 Reflect on the methods you used in teaching grammatical items.
- 2 In groups, choose one grammatical item and prepare a lesson.
- 3 Teach the lesson in class.
- 4 Evaluate the lessons.

#### Tips

- Involve both male and female student teachers during the lessons.
- Consider learner diversity.

## Summary

This topic discussed the teaching of grammar. It has involved student teachers to share knowledge and experiences gained during teaching practice. Reflection on such experiences will help to inform the teaching of grammar.

## Reflection and assessment

- 1 What challenges might be there when teaching grammar?
- 2 Explain the solutions to the challenges in question 1.
- 3 Examine the relationship among different grammatical items.
- 4 Why is it important to reflect on the teaching of grammar?

## Glossary

**Deductive approach:** teaching of a grammatical item starting with a definition and then providing examples to illustrate the rule

**Inductive approach:** teaching of grammatical items starting with examples for learners to work out the rule

## References

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### **Further reading**

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## TOPIC 4 Reflecting on experiences in error analysis

**Time** 4 hours

### Introduction

Following your teaching practice, you have had an experience of finding errors learners make. You had an opportunity to describe the errors and then help learners to correct their errors. You analysed grammatical errors by identifying them, their causes and types following stages and procedures in error analysis. Now that you have the experience of error analysis, reflect on what procedures worked and the challenges you faced.

### Success criteria

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

- reflect on analysis of grammatical errors
- reflect on strategies used in error analysis

### Background information

Error analysis is an ongoing assessment process which helps a teacher to check learners' progress when teaching grammar. It is important for teachers to reflect on causes and types of errors that learners make and explore procedures that work effectively in error analysis. Reflecting on experiences of error analysis helps teachers to prepare remedial exercises to help learners to deal with their grammatical errors. You will be involved in sharing experiences

of the challenges that you faced in finding errors that learners made during teaching practise. You will also describe strategies that were used to address the challenges. In addition, you will observe a lesson on error analysis and micro teach a remedial lesson.

### Tasks

#### Task 1 Reflecting on grammatical errors

It is important for you to reflect on errors made by learners particularly when teaching grammar. This task will involve you to reflect on and share the experiences of finding errors made by learners during teaching practice. You will reflect on grammatical errors made by students.

#### Activity 1 Reflecting on error analysis

- 1 Reflect on error analysis in the teaching of grammar during your teaching practice.
- 2 What challenges did you encounter when doing error analysis during your teaching practice?
- 3 Suggest solutions to the challenges experienced.
- 4 Present your work to the class in plenary.

### Tip

You can use think-pair-share, walk around and talk around, and gallery walk.

## Task 2 Describing the strategies used to address challenges in error analysis

In this task, you will describe the strategies you used to address the challenges you encountered when analysing grammatical errors during teaching practice.

### Activity 1 Reflecting on strategies to address challenges on error analysis

- 1 In groups, reflect and describe strategies you used to address challenges that you faced when analysing errors during your teaching practice.
- 2 Present your work to the whole class in plenary.

### Tip

You may use variety of methods that promote critical thinking.

### Activity 2 Observing a lesson on error analysis

- 1 Observe your lecturer, model teaching a remedial lesson on error analysis.
- 2 In groups, discuss the strategies used in 1 above.
- 3 Present your work in plenary.

### Activity 3 Micro-teaching of remedial lesson on error analysis

- 1 In groups, identify an error mostly made by learners during teaching practice.
- 2 Prepare a remedial lesson.
- 3 Present the lesson.
- 4 Discuss the lesson.

## Summary

In this topic, you have reflected on error analysis by describing the challenges faced during teaching practice. The topic has also provided you with an opportunity to reflect and discuss solutions and strategies teachers can use to help learners to deal with their errors. The knowledge and skills gained from this topic will help you to follow error analysis procedures and prepare remedial exercises that will help learners to effectively deal with grammatical errors.

## Reflection and assessment

- 1 Explain the lessons that you have learnt from the challenges and strategies that you have shared during reflection.
- 2 What is the importance of reflecting on error analysis?

## Glossary

**Error:** Incorrect form of spoken or written language that learners may not correct on their own

**Error analysis:** process of collecting and explaining errors from

learners' work to help them use correct form of grammar

**Reflection:** looking back and examine what is done.

## References

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## TOPIC 5

# Reflecting on the teaching of listening and speaking

**Time** 5 hours

### Introduction

Teaching practice provided you with practical experiences on the use of techniques for teaching listening and speaking in lessons. You had an opportunity to evaluate the effectiveness of the procedures that you used in lessons when teaching listening and speaking. You observed how the learners participated in the lessons. With the experience of using the techniques for teaching listening and speaking in this topic, you will reflect on the techniques that you used and procedures that were effective as well as challenges that you faced.

### Success criteria

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

- reflect on techniques for teaching, listening and speaking skills
- reflect on procedures for teaching listening and speaking skills
- conduct micro lessons on the teaching of listening and speaking skills

### Background information

It is important for teachers to reflect on the effectiveness of techniques and procedures used to teach listening and speaking skills. This helps teachers to explore the techniques that facilitate

effective teaching of listening and speaking. Examples of techniques include *using story-telling, tape recorded dialogue, completing a true/false exercise after listening and filling blank spaces as they listen to or write down answers to questions*. Teachers' ability to reflect on what they do and think about why they do them and whether they are effective or not is crucial. For example, a teacher can look back at the effectiveness of techniques used in teaching listening and speaking as well as the suitability of activities. You will be involved in reflecting on techniques and procedures used during teaching practice. You will also conduct micro lessons on the teaching of listening and speaking.

### Tasks

#### Task 1 Reflecting on techniques for teaching, listening and speaking skills

Reflecting on techniques used when teaching, listening and speaking is essential in order to evaluate the effectiveness of these techniques. In this task, you will reflect on techniques for teaching listening and speaking skills by describing the techniques you used during teaching practice.

### **Activity 1 Reflecting on the techniques for teaching listening and speaking**

- 1 In groups, reflect on the techniques that you used when teaching, listening and speaking during teaching practice.
- 2 Which techniques did you find challenging?
- 3 Explain the reasons that made the techniques challenging in 2 above.
- 4 Present your work in plenary.

### **Activity 2 Reflecting on classroom discourse**

- 1 Using *think-pair-share*, reflect on your experiences on classroom discourse during your teaching practise.
- 2 In groups, discuss how you dealt with the challenges in 1 above.
- 3 Share the responses with the class.
- 4 Consolidate the activity.

#### **Tips**

- You may use a teaching diary or audio recorded lessons if any to help you reflect in the lessons you conducted on the teaching of listening and speaking.
- Post your findings on a chalkboard or a flip chart and conduct a gallery walk.

### **Task 2 Reflecting on procedures for teaching listening and speaking**

It is important for you to reflect on the effectiveness of procedures that you used during teaching practice. You will reflect on procedures for teaching, listening and speaking skills by sharing

the successes and challenges you faced and suggesting solutions.

### **Activity 1 Reflecting on the procedures for teaching listening and speaking**

- 1 Reflect on the procedures that you used when teaching listening and speaking during teaching practice and discuss the successes.
- 2 Describe the challenges that you faced when using the procedures.
- 3 Suggest strategies for dealing with the challenges.
- 4 Present your work in plenary.

### **Task 3 Conducting micro-lessons on teaching listening and speaking**

In order to appreciate the solutions you suggested to the challenges you faced, you will observe a lesson modelled by your lecturer and thereafter conduct micro-lessons on the teaching of listening and speaking.

### **Activity 1 Observing a lesson on the teaching of listening and speaking**

- 1 Observe your lecturer model the teaching of a lesson on listening and speaking.
- 2 In pairs, discuss the technique and procedure used in 1 above.
- 3 Share your observations with the class.

## Activity 2 Conducting micro lessons on the teaching of listening and speaking

- 1 In groups, prepare micro lessons on the teaching of listening and speaking.
- 2 Micro teach the lessons.
- 3 Reflect on the suitability of the techniques and procedures when teaching listening and speaking.

### Tips

- Make groups of mixed abilities and gender balance in the activities.
- Consider diverse learning needs as you use procedures for teaching listening and speaking using the story or role play.
- Use smart phones or video cameras to tape or audio record the lessons for reference during reflection time.
- Involve peers to talk about the successes and challenges of the micro lessons.

### Summary

Reflecting on the teaching of listening and speaking is important in improving teaching and learning. Not only does it provide teachers and learners with opportunities to look back on the successes and challenges on what they have learned, but also it helps them to improve their teaching skills. Therefore, teachers need to explore ways of improving the procedures and techniques of teaching listening and speaking.

## Reflection and assessment

- 1 Explain the importance of reflecting on the teaching of listening and speaking.
- 2 Describe how you would help learners to reflect on their own learning in listening and speaking.

## Glossary

**Procedure:** particular course of action intended to achieve a result

**Technique:** practical method or art applied to some particular activity

## References

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## TOPIC 6 Teaching reading aloud

**Time** 7 hours

### Introduction

In this topic, you are going to learn the teaching of reading aloud. The discussion will dwell on the meaning, strength and limitations of reading aloud. You will also discuss techniques for teaching reading aloud. You will also interact with appropriate techniques in reading poems, plays and dialogues to enable them handle such texts during reading aloud.

### Success criteria

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

- describe the techniques for teaching reading aloud
- demonstrate teaching reading poems, plays, and dialogues using techniques for teaching reading aloud

### Background information

Reading aloud as a component of reading involves a teacher or learner reading a section of text aloud to others as they listen. Reading aloud has valuable functions. This component of reading trains student teachers to develop good tone and expression that lead to smooth oral reading. Reading aloud is an important aspect of reading because it aids pronunciation since the teacher can detect problems of

individual learners early as they try to sound words. Teachers can assist learners in discovering speech properties like stress, rhythm and intonation. In this way, reading aloud provides the opportunity for learners to have their pronunciation worked out. Effective reading aloud is said to be efficient when the one reading clearly articulates the pronounced words.

Reading aloud trains learners to express themselves in public. During reading aloud, the classroom atmosphere becomes active. In addition, fluency is improved. As learners listen to their friends' reading, they may enjoy the intonation, phrasing and pausing at the right places to portray the meaning of different words. This facilitates literacy learning.

There are many techniques that teachers can use to make reading aloud meaningful including *reading-and-look*, *dramatised reading*, *reading in pairs*, and *reading in groups*. A teacher must always model the technique to the learners before engaging them in reading aloud.

### Read-and-look-up

In this technique, a learner looks at a meaningful chunk of words, as opposed to individual words, and reads it out.

The sentence is cut into parts as the learner reads. One part of the sentence is read while the learner is looking at the text and says out the other part of the sentence while looking at the audience. This is a sign of a good reader.

### **Dramatised reading**

This is a technique where the learner acts out what is being said in a poem, dialogue or any text. This can be done through gestures, body movements and facial expressions. It may be done using a poem, for example 'Red ants'.

*Red ants in my shoes*

*Red ants in my shirt*

*Red ants in my shorts*

*Red ants in all my clothes*

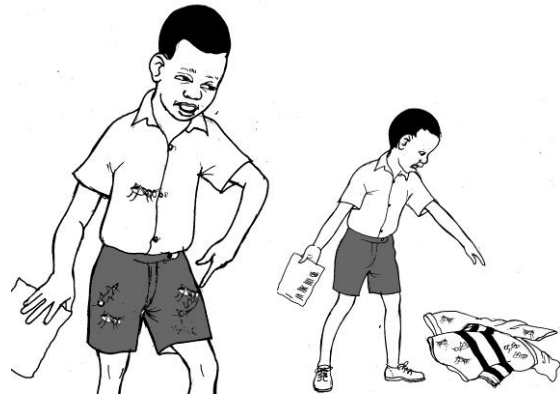
When doing dramatised reading of this poem, the reader may show gestures, facial expressions, body movements as she/he points at the shoes, shirt, shorts and all the clothes. She/he should relate the words to the actions as shown in the illustration below:



*Ants in my shoes*



*Ants in my shirt*



*Ants in my shorts*

*ants in all my clothes*

### **Reading in pairs**

This is when two learners read aloud a text together. One of the two should be a good and strong reader than the other. This is mostly done in a choral way which may involve a parent and a child, a teacher and a child, an older learner and a younger one and/or two children in the same class where one is more proficient than the other. Paired reading assists learners in decoding words and fluency. Under paired reading, there is buddy reading where learners of the same reading proficiency are paired and given a reading activity. The teacher may ask them to read chorally or individually giving each other turns to read. For example, sentence by sentence, paragraph by paragraph, and page by page. The main aim of buddy reading is to assist each other understand the text. When one of the pair does not understand what has been read, the two agree to read certain pages at home to assist them in understanding the text. Reading in pairs may be done as shown in the illustration below:

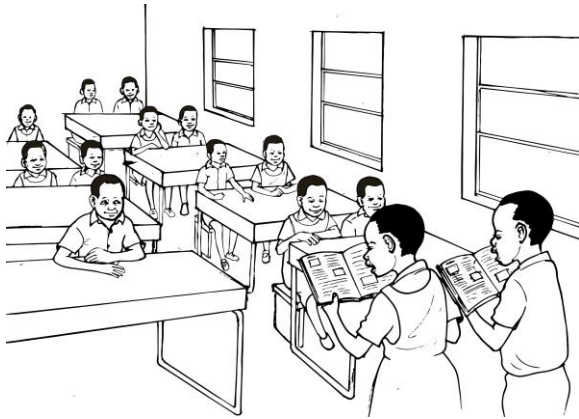


Fig.6.2 Reading in pairs

### Choral reading

In this technique, the teacher engages all learners in reading one text aloud. This technique assists learners who have problems with fluency. It also assists slow readers to gain confidence in reading and pronunciation after listening to how their friends are doing it. Choral reading can be done in several ways such as *refrain, line-a-child, dialogue, cumulative choral reading* and *choral singing*.

### Repeated reading

The teacher allows learners to read the same passage aloud several times. As this happens, the learners get used to the words. The reading is concerned with basic skills to enable the one being helped to decode the words being read without much effort. Repeated reading is helpful because learners are able to decode words and create meaning from the words. In so doing, learners read with accuracy, comprehension and speed as they improve fluency.

### Advantages of repeated reading

- Helps good as well as poor readers recall facts from their reading.
- It also aids good readers in focusing on remembering higher level and important information.
- It is an excellent study strategy, equal to or better than other more complex and cumbersome strategies such as note taking, outlining, summarizing, or recalling information.
- It improves story comprehension and leads to more sophisticated questioning and insights when a text is presented as a 'repeated read aloud'.
- It promotes faster reading with greater word recognition accuracy.
- It helps strugglers break out of word-by-word reading to read with more meaningful phrasing.

### Procedure

- Sit next to a learner in a comfortable quiet location.
- Choose a passage and make sure it is at or near the learner's instructional reading level, which means that, upon a first oral reading of a passage, he exhibits 85 to 95 percent word recognition accuracy.
- Have the learners orally practice an appropriate passage until he/she has achieved the criterion reading rate on the passage, using guideline (2) to determine individual students' rates.
- Once learners have achieved the target criterion level, assign a new passage that is as difficult as or

slightly more difficult than the passage they just practised.

- Keep a log of the passage, learners are working on daily and the dates on which they master them.
- Track learners progress by administering an oral reading probe weekly, biweekly or monthly on passages the learners have not previously read.

### Tasks

#### Task 1 Describing techniques for teaching reading aloud

This task will involve you in reflecting on teaching reading aloud by sharing and describing the strengths and limitations of the techniques as you used them during teaching practice.

#### Activity 1 Describing techniques for teaching reading aloud

- 1 Conduct research on the strengths and limitations of techniques of teaching reading aloud using the library and the internet.
- 2 Write your findings on chart paper.
- 3 Present your findings in a plenary.

#### Task 2 Demonstrating teaching reading poems, plays and dialogues using techniques for teaching reading aloud

Student teachers will also demonstrate teaching reading poems, plays and dialogues. The task will help them to practise how to use the techniques effectively.

#### Activity 1 Practising read-and-look up reading

- 1 In groups, prepare and practise *the read-and-look-up* technique.
- 2 Do the activity before the class for observations.
- 3 Assess each other.

#### Tips

- Use demonstration, self and peer assessment method.
- Consider both female and male students to practise the activity

#### Activity 2 Practising dramatized reading

- 1 In groups, practise dramatised reading using a poem provided by the lecturer.
- 2 Show the dramatised reading activity to the class.
- 3 Comment on the activity and assess each other as groups perform the dramatised reading.

#### Tips

- Use demonstration peer and self-assessment.
- Consider boys, girls and learners with special needs when doing dramatized reading.

#### Activity 3 Practising reading in pairs

- 1 In groups, choose a text, prepare and practise paired reading.
- 2 Present the activity to the class for discussion.
- 3 Assess each other.

### Tips

- Use peer, self, teacher assessment.
- Make sure you pair girls and boys.
- Consider learners with special needs.

#### Activity 4 Practising choral reading

- 1 In groups, prepare a poem to be used for choral reading in a class.
- 2 Practice choral reading using the poem.
- 3 Micro teach choral reading.
- 4 Use peer and teacher assessment.

### Tips

Consider those with hearing impairment.

#### Activity 5 Practising repeated reading

- 1 In groups, select a text from any source in the library to be used for repeated reading.
- 2 Practise repeated reading.
- 3 Micro teach repeated reading.
- 4 Use peer, self and teacher assessment.

### Tips

- Student teachers with hearing impairment should be considered so that they get the right sounding of words.
- A lecturer may combine two techniques in a lesson

### Summary

Reading aloud is vital to language learning and reading. It assists learners

to improve their pronunciation as they express themselves in public or in class. Teachers need to thoroughly prepare for the different techniques discussed in this unit for their lessons to be a success. They need to think about interactive methods when teaching reading aloud using the discussed techniques, which include dramatised reading, reading in pairs, read and look up, choral reading and repeated reading.

### Reflection and assessment

- 1 Explain the following reading aloud techniques:
  - a. choral reading
  - b. Reading in pairs
  - c. Read and look-up
- 3 Describe the procedure teaching repeated reading.

### Glossary

**Reading aloud:** type of reading that involves a teacher or learner sounding out a text aloud to learners as they listen

**Read-and-look-up:** reading technique in which a reader looks at a meaningful chunk of words as opposed to individual words and reads it out

**Dramatized reading:** refers to reading or reciting a piece of written work in form of a poem or any text done in public accompanied by gestures

**Limitation:** means something that hinders a quality or standard of achievement

**Reading in pairs:** read out technique in which two readers read a single text together aloud

**Choral reading:** read out technique in the school where groups of learners read one text aloud

**Repeated reading:** read out technique where learners read the same passage several times

**Poems:** pieces of writing in which the expression of feelings and ideas is given intensity by paying particular attention to diction, imagery and rhythm

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## TOPIC 7

## Using supplementary reading materials

**Time** 8 hours

### Introduction

This topic aims at equipping you with knowledge on the importance of using supplementary reading materials as a tool in teaching reading. The topic explains how you can use the materials effectively. It will also provide you with an opportunity to produce supplementary reading materials using locally available resources. Finally, the topic will also outline factors to consider when choosing supplementary reading materials. It will also discuss how supplementary materials can be used.

### Success criteria

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

- describe supplementary reading materials
- use supplementary reading materials for wide reading

### Background information

Supplementary reading materials refer to all additional reading materials given to learners to read apart from prescribed textbooks. Involving learners in reading prescribed textbooks only does not give them enough reading practice. For this reason, learners need to interact with other reading materials. Supplementary reading materials assist learners to develop the desire for reading which leads to accumulating of vocabulary

and knowledge. The materials also assist learners develop to fluency, comprehension and critical thinking as they read and analyse them. The learners develop positive attitudes towards reading, and gain pleasure through it. In so doing, learners not only learn to read but also read to learn and become independent readers. Therefore, teachers must make a deliberate effort to expose learners to other reading materials apart from their textbooks.

There are different types of sources that teachers can use as supplementary reading materials. They are expected to be resourceful in getting materials for reading. The materials include newspapers, magazines, stories, cartoons, poems, wall newsboards, newsletters and story books. The choice of materials depends on the age and level of the learners. The stories should be interesting and not too long. The background of the stories should be familiar to the learners. Teachers are advised to prepare supplementary readers for learners to read in their free time.

The following is the procedure for using supplementary reading materials:

- Display all reading materials on a table. The materials may include



books, posters, newsletters and newspapers.

- Ask the learners to get a book or any material of their interest.
- Let them read the materials.
- Ask individual learners some questions on the materials they have read for example;
  - i. What did you like/dislike in what you read?
  - ii. Why did you like/dislike in what you read?
- Allow learners to borrow books to read at home.

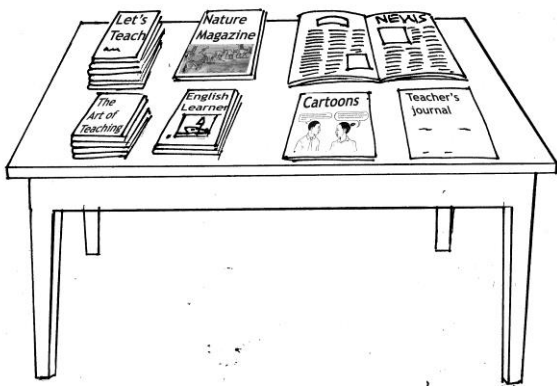


Fig 7.1 Supplementary reading materials on display

## Tasks

### Task 1 Describing supplementary reading materials

Learning how to use supplementary reading materials helps teachers to understand the importance of the materials as a tool in teaching reading. This task will involve you in describing supplementary reading materials.

### Activity 1 Brainstorming the importance of supplementary reading materials

- 1 In groups, discuss the importance of supplementary reading materials.
- 2 Present your work in a plenary.

#### Tips

- Use think-pair-share and brainstorm methods.
- Consolidate the activity.

### Activity 2 Discussing sources of supplementary reading materials

- 1 Discuss sources of supplementary reading materials.
- 2 Research sources of supplementary reading materials using the library and the internet.
- 3 Present your findings to the class for discussion.

#### Tip

- For internet research, use ICT tools such as your school computer or a smart phone to access credible internet resources.

### Activity 3 Discussing factors to consider when choosing supplementary reading materials

- 1 In pairs, discuss factors to consider when choosing supplementary reading materials.
- 2 Present your work to the class in plenary.

### Tip

- Consolidate the activity.

#### Activity 4 Preparing supplementary reading materials

- 1 Brainstorm resources for preparing supplementary reading materials.
- 2 In groups, write different supplementary reading materials.
- 3 Display your work in the classroom.
- 4 Conduct a gallery walk.

### Tips

- Encourage them to use locally available materials (TALULAR) for best results.
- Groups should have both male and female student teachers.
- The prepared supplementary reading materials should have both male and female characters.

#### Task 2 Using supplementary reading materials for wide reading

It is important for teachers to be able to produce supplementary reading materials from locally available resources. This task will involve you in producing and using supplementary reading materials for wide reading.

#### Activity 1 Discussing procedure for using supplementary reading materials

- 1 In groups, discuss the procedure for using supplementary materials.
- 2 Let student teachers write the points on chart paper and paste them on a wall.

- 3 Let students conduct a gallery tour.

### Tip

Consolidate the activity.

#### Activity 2 Observing teaching using supplementary reading materials

- 1 Observe your lecturer teaching using supplementary materials.
- 2 Discuss the lesson.

#### Activity 3 Practising teaching using supplementary reading materials

- 3 In groups, prepare micro lessons on how to teach reading using supplementary reading materials.
- 4 Micro teach the lessons.
- 5 Analyze the lessons.

### Tips

- Student teachers should use the procedure when presenting the micro lesson.
- For internet research, use ICT tools such as your school computer or a smart phone to access credible internet resources.
- Display work for both girls and boys.
- Consider those with visual impairment when displaying.
- Use demonstration and modelling.

## Summary

This topic looked at a number of aspects regarding the use of supplementary reading materials in reading. These aspects include meaning, importance of using supplementary reading materials, sources of supplementary reading materials, factors to consider when choosing supplementary reading materials, preparation of supplementary reading materials and procedure for using the supplementary reading materials.

## Reflection and assessment

- 1 Explain the importance of using supplementary reading materials in reading.
- 2 How can you choose supplementary reading materials for your learners?
- 3 Suppose the school you are teaching at has inadequate supplementary reading materials, what could be other sources of supplementary reading materials for your learners?

## Glossary

**Class newsletter:** learners' written articles on the same theme bound together into a booklet

**Supplementary reading materials:** additional reading materials given to learners to read apart from the prescribed textbooks teaching and learning using locally available resources.

**TALULAR:**

**Wall newsboard:** specially place in the classroom prepared where reading materials and pictures kept for learners to read

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## TOPIC 8

## Teaching summary writing

**Time:** 3 hours

### Introduction

Summary writing is an important skill because it helps one to learn to identify important points and write them in brief. It is important for you to learn how to summarise texts in order to be able to teach summary writing. In this topic, you will learn about summary writing skills such as paraphrasing, use of linking words and coming up with topic sentences.

### Success criteria

By the end of the unit you must be able to:

- explain correct summary writing
- explain the purpose for summarising texts
- summarise texts

### Background information

Summary writing means coming up with a short version of a long text. It is saying the same thing in fewer words. Vocabulary and sentences can be changed in structure while maintaining the main ideas. Summary writing helps learners to learn to focus on important information in a text. Summarising also improves reading skills as students are able to pick out main ideas from texts. In addition, it helps with vocabulary skills as students paraphrase a text, altering the vocabulary and grammar as they do so.

Critical thinking skills can also be improved as students decide on the main ideas of a text to be included in the summary. Finally, writing and editing skills are improved as students draft and edit their summaries.

In summary writing, learners should be taught how to use linking words, paraphrase and come up with topic sentences.

Linking words, also known as signalling devices, are words that connect other words, phrases, clauses and sentences. They help learners in summary writing because they assist them in discovering main points from a text. They perform different functions in writing such as showing time, sequence, conclusion, contrast and condition.

Paraphrasing means putting a structure in one's own words while maintaining the meaning of the original. It involves re-ordering facts and opinions while keeping the writer's original meaning. Learners, therefore, should be taught how to identify topic sentence and supporting sentences from texts because they guide to find main points and supporting points to be included in a summary.

A topic sentence provides the main idea about what the reader is going to meet in the paragraph. Learners should be taught to write topic sentences to be followed by sentences that support it.

## How to teach summary writing

One of the procedures for teaching summary writing is given here.

- 1 As a class read a short text. This can be a short biography or an informational text on a given topic.
- 2 Have students underline the main ideas as they read.
- 3 Open a discussion on summaries. Focus on what it is. For example, ask students/learners: "If someone asked you to tell him about a movie you watched for three hours, would you take three hours to tell him about the movie? This gets students/learners focused on the notion of summarising as something they actually do in their everyday lives.
- 4 Provide an example. The teacher should take a different text from the one read in step 1.
- 5 Discuss the ideas. At this point, discuss the ideas students/learners underlined in their readings. Call on students/learners to share the main ideas they underlined and write them on the chalkboard.
- 6 Focus on main ideas. As a class, decide on the main ideas for the summary.
- 7 Work on ordering the sentences and connecting them with linking words.
- 8 Paraphrase the sentences. Change the summary significantly from the

original. Model changing the vocabulary and grammar of the sentences, and have the students/learners help with this.

- 9 Give out another short text for learners to summarise on their own using the steps above.

It might be helpful for students/learners to first read and mark the main points and then close the text. Let the learners tell their partner what the text was about. The partner can take notes and then can compare them with the original, making adjustments wherever necessary; such as adding missed main points or deleting details.

Summary writing is not easy and is not a skill that comes naturally but through practice.

## Tasks

### Task 1 Explaining the importance of summarising texts

Summary writing helps learners to know how to identify important points and write them in brief. In this task, you will explain the purpose of summarizing texts by identifying skills needed in summary writing.

### Activity 1 Explaining the purpose for summarising texts

- 1 In groups, brainstorm the purpose of summarising texts.
- 2 Research on internet purpose for summarising texts.
- 3 Present your findings in plenary.

### Tip

- Remind student teachers about skimming, scanning, critical thinking and paraphrasing as necessary skills in summary writing.

### Task 2 Summarising texts

Summary writing is about coming up with a short version of a long text. In this task, you will practise summarising texts.

### Activity 1 Classifying signalling devices according to their functions

- 1 Brainstorm different types of signalling devices.
- 2 Identify signaling devices from a given text.
- 3 Classify them according to their functions.
- 4 Present your work on chart paper and conduct a gallery walk.

### Tips

- Provide the text for classifying signalling devices.
- Consolidate by assisting the students to come up with proper functions of different signalling devices.

### Activity 2 Identifying topic sentences and main points from a text

- 1 Use *think-pair-share* to identify the topic sentence from a given text.
- 2 Identify main points from the text.
- 3 Write the points on chart paper.
- 4 Display your work and conduct a gallery walk.

### Tip

- Consider learners with visual impairment.

### Activity 3 Paraphrasing a text

- 1 Identify a text from any source.
- 2 Use *think-pair-share* to paraphrase the sentences in the text.
- 3 Present the work in plenary by sampling pairs.

### Tip

Consolidate the Activity.

### Activity 4 Practising summary writing

- 1 In groups, discuss skills involved in summary writing.
- 2 Identify a text of your choice for summary writing.
- 3 Summarise the text.
- 4 Display it and conduct a gallery walk.

### Summary

This topic has discussed skills required in summary writing such as paraphrasing, use of linking words and writing topic sentences. Paraphrasing involves writing sentences from a text in one's own words. Linking words are signalling devices and show learners main points in a text.

A topic sentence provides the main idea in a paragraph. Using these skills you can effectively help learners to acquire summary writing skills.

## Reflection and assessment

- 1 How does paraphrasing assist in summary writing?
- 2 What is the importance of summary writing?
- 3 Explain the purpose of signalling devices?
- 4 Explain how you can teach summary writing.

## Glossary

**Summary writing:** coming up with a short version of a long text

**Paraphrasing:** putting the sentence in your own words while maintaining the ideas and meaning of the original source

**Signaling devices/ linking words:** words that connect ideas, other words and sentences

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## Further reading

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