

Initial Primary Teacher Education

English

Module 4

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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Foreword

Education is the lifeblood of the nation. It is a pre-requisite 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 purpose 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 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 this 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.

| | | |
|-----------------------------|---|---|
| Core element | : | Listening |
| Core element outcome | : | 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. |
| Core element | : | Speaking |
| 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 confidently express his/her own ideas fluently and respond appropriately to others orally in a wide range of situations. |
| Core element | : | Reading |
| 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 read fluently and critically understand and respond to different types of texts for enjoyment and information. |
| Core element | : | Writing |
| 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 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

| Module 4 | | | |
|-----------------|---|-----------------------|-------------------------------|
| No | Topic | Allocated time | Core element |
| 1 | Teaching types and forms of sentences | 7 | Structure and use of language |
| 2 | Teaching sentence analysis | 7 | |
| 3 | Teaching functional writing | 8 | Writing |
| 4 | Research in education | 6 | |
| 5 | Action research | 6 | |
| 6 | Dissemination of research results | 4 | |
| 7 | Professional communication | 5 | |
| 8 | Teaching writing for professional needs | 6 | |
| | TOTAL | 46 | |

TOPIC 1

Teaching types and forms of sentences

Time 7 hours

Introduction

Teaching types and forms of sentences is one of the aspects to be developed and promoted in the teaching and learning of language. Most primary school learners face challenges to make meaning out of what they learn in respect to types and forms of sentences. There is need to prepare learners effectively in order to achieve high literacy levels. Therefore, in this topic, you will learn types and forms of sentences.

Success criteria

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

- describe types and forms of sentences
- write types and forms of sentences
- teach types and forms of sentences appropriately

Background information

Sentences

You need to use a variety of sentences and forms in order to avoid boredom in your readers. The knowledge and skills about how to teach sentence types and forms can help you assess students' writing and understanding of sentence types and forms.

Types of sentences

Simple sentence

A simple sentence contains a subject and a predicate.

Example: Eliza writes well.

Complex sentence

A complex sentence is made up of one or more dependent clauses combined with an independent clause. The independent clause in complex sentences can stand alone as simple sentence.

Example: When the rain came, people rejoiced.

Independent clause: People rejoiced.

Compound sentence

A compound sentence contains two or more independent clauses. The independent clauses are either joined by a comma or a coordinating conjunction.

Example: July was hot, but August was even hotter.

Compound-complex sentences

This type is made up of more than one independent clause and one or more subordinate clauses.

Example: Some of the farmers who had left the area moved back gradually to their homes, but several years passed before

the land became as fertile as before.

Forms of sentences

There are four forms of sentences. Each form serves a particular purpose. The structure and function of a sentence can change to suit its purposes.

Statement

A statement expresses a fact, an opinion or a feeling.

Example: The sun rises in the east.

Question

This is an interrogative sentence and asks a question.

Example: Where are you going?

Command

This is an imperative statement and orders someone to do something.

Example: Shut the door.

Exclamation

An exclamation expresses shock, surprise or excitement and ends with an exclamation mark.

Example: What a decent suit!

Note: Statement, question and command are also referred to as declarative, interrogative and imperative respectively.

How to teach types and forms of sentences

Introduce the lesson by talking with students about the fact that there are different types of sentences. Next, point

to the sentence banners and ask students if anyone can explain or give an example of the sentence types or forms listed. Then, for example, go over the definitions of the four forms of sentences: declarative, imperative, interrogative and exclamatory. The declarative sentence makes a statement. The imperative gives a direction or command. The interrogative sentence asks a question. The exclamatory sentence makes a statement that shows strong emotion or excitement. The following games can be used to teach types and forms of sentences:

Whole-group game: four corners

- 1 Hang sentence banners in each corner of the classroom.
- 2 Students choose a corner in which to stand.
- 3 Teachers reads a sentence.
- 4 If students think it is the sentence type designated by their corner, they sit down.
- 5 If students are wrong (they stand up in the wrong corner/don't stand up in the correct corner) they are out of the game.
- 6 Students who are correct get a punctuation sticker.
- 7 Teacher reads 10 sentences (included in the list). The student with the most stickers is the sentence champion!).

Independent work: using facial expression

- 1 Have a list of sentences.

- 2 Students make different facial expressions to match over sentence forms.
Examples
 - i declarative- straight face
 - ii imperative - finger pointing/ stern face
 - iii interrogative - thinking/wondering
 - iv exclamatory - excited/smiling/ thumbs up/cheering
- 3 Check how the students have played the game.

Using exit slips

Pass out an exit slip and have students use a colour-coded system to write their punctuation and sentence-form names.

Example:

- i declarative - orange
- ii imperative - yellow
- iii interrogative - blue
- iv exclamatory - red

| Sentence | Sentence form |
|--------------------------------------|---------------|
| Pass the book to John. | Imperative |
| There is a fire upstairs! | Exclamatory |
| What is Tadala doing tomorrow night? | Interrogative |
| Close the windows before you go out. | Imperative |
| He is very intelligent. | Declarative |
| Watch out! | Exclamatory |
| She is wearing a striped dress. | Declarative |

Using reinforcement: real world applications of four sentence types/forms

For reinforcement, have students show their new knowledge and skills of sentence types/forms by using four different highlighters and finding the sentence types/forms in one of their writing compositions. Tell the students to choose one of their narratives in their writing notebooks. They can choose a highlighter colour to represent each type/form of sentence. Then they highlight sentences in their composition, colour-coding them. Once they are finished, have them check with you to see if they were able to identify the different types/forms in their own writing.

Tasks

Task 1 Describing types and forms of sentences

Teaching types and forms of sentences helps learners to make meaning out of what they read and write in order to achieve high literacy. In this task, you will be involved in describing types and forms of sentences.

Activity 1 Describing types of sentences

- 1 Discuss the five types of sentences using *group game*.
- 2 Share their work in a plenary.
- 3 Consolidate the activity.

Tips

- You can use the internet to get more information on types of sentences.
- Groups should comprise male and female student teachers

Activity 2 Identifying forms of sentences

- 1 Prepare sentences of different forms.
- 2 Let student teachers identify the forms of sentences using facial expression game.
- 3 Consolidate the activity.

Tip

Consider peer and teacher assessments.

Task 2 Writing types and forms of sentences

After describing types and forms of sentences, it is important to practise writing. This task will involve you in practising writing types and forms of sentences.

Activity 1 Practising writing types and forms of sentences.

- 1 In groups, write a text containing different types and forms of sentences.
- 2 Present your work to the class for discussion.
- 3 Consolidate the activity.

Tip

Consider learner diversity.

Task 3 Conducting micro-lessons on types and forms of sentences

This task will involve you in practising teaching types and forms of sentences.

Activity 1 Modelling the teaching of types of sentence

- 1 Observe your lecturer model the teaching of types of sentences.
- 2 Discuss the lesson.

Activity 2 Conducting micro-lessons on types of sentences

- 1 Prepare a lesson plan for teaching types of sentences using games.
- 2 Using the lesson plan, micro teach types of games.
- 3 Peer evaluate the lesson.

Activity 3 Modelling the teaching of forms of sentence

- 1 Observe your lecturer model the teaching of forms of sentences.
- 2 Discuss the lesson.

Activity 4 Conducting micro-lesson on forms of sentences

- 1 Prepare lesson plans for teaching forms of sentences using games.
- 2 Using the lesson plan, micro-teach forms of sentences.
- 3 Peer evaluate the lesson.

Summary

This topic has provided you with knowledge and skills on how to approach the teaching of types and forms of sentences. It has also provided an opportunity for you to practise teaching types and forms of sentences.

Reflection and assessment

- 1 Why is it important to teach types and forms of sentences?
- 2 Describe how a teacher can teach types and forms of sentences using whole group games.
- 3 In your opinion, how best can primary school learners be involved in using the correct types and forms of sentences?

Glossary

Complex sentence: sentence having one main clause and one or more subordinate clauses joined by subordinating conjunctions

Compound-complex sentence: sentence that has two or more main clauses and one or more subordinate clauses and normally introduced by subordinating conjunctions

Compound sentence: sentence that has two main clauses joined by a coordinating conjunction

Sentence: group of words which gives a meaning

Sentence forms: statements or sentences which are in form of questions, commands and exclamation

Simple sentence: group of words containing one finite verb and gives a complete sense

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- Hodson, P & Jones, D (2010). *Teaching children to write*. London: David Fulton.

TOPIC 2 Teaching sentence analysis

Time 7 hours

Introduction

In teaching sentence analysis topic, teachers should help primary school learners to understand what sentence analysis is all about at the earliest levels. Therefore, this topic equips you with knowledge and skills on how to handle analysis of sentences.

Success criteria

By the end of this topic, you must be able to examine parts of speech and other grammatical items.

Background information

A sentence is composed of word groups categorised into phrases and clauses. Analysing a sentence requires breaking it into small parts of classes of speech by means of using simple item identification and syntactical analysis. Knowledge of how to arrange different words in the most effective way depends on successful construction of ideas and meanings in sentences.

Analysing a sentence and its components helps you understand the function of each of its nouns, verbs and modifiers. This can help learners to write better sentences.

You can determine the function of each component of a sentence from its

position in the sentence. You can also organise words into a diagram to graphically display their functions.

Meanings of sentences

The following sentences show how arrangement of words can change the meaning of a sentence:

- i Maria only speaks English.
Maria does not read or write English.
- ii Only Maria speaks English.
Nobody else speaks English.
- iii Maria speaks English only.
Maria does not speak any other language apart from English.

Sentence patterns

Sentences can be analysed using patterns as shown below:

- i Subject verb
The rain came.
- ii Subject verb direct object
Alex plays soccer.
- iii Subject verb complement
Regina is the queen
- iv Subject verb indirect object direct object
The minister gave the student certificates of excellence.
- v Subject verb direct object object complement
Macdonald considered the educational visit successful.

Item identification

In item identification, sentences are analysed by looking at their parts of speech and functions.

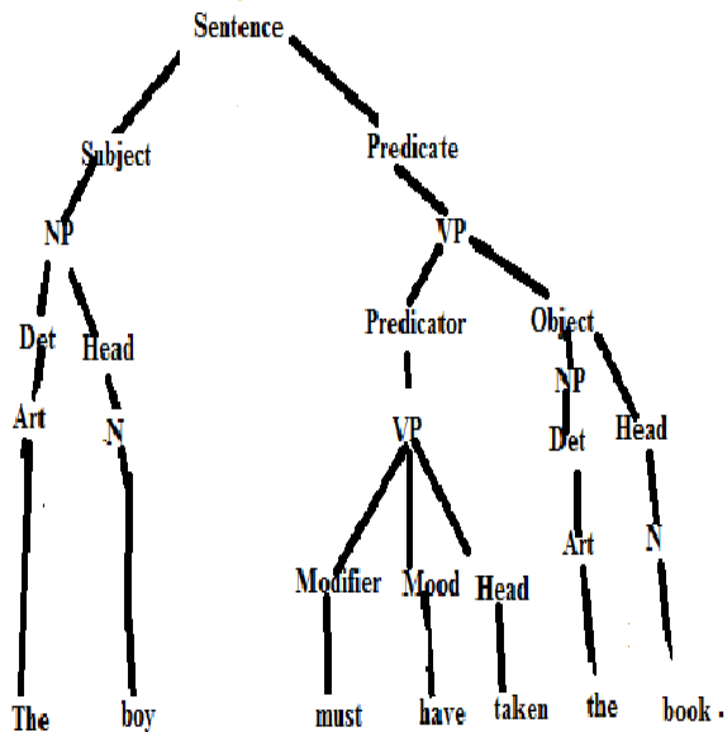
Example: Thom danced *malipenga*.

| Item | Identification | Function |
|-----------|----------------|-------------------------------|
| Thom | Noun | subject of the verb "danced." |
| danced | verb | expressing an action |
| malipenga | Noun | object of the verb 'danced' |

Syntactical analysis

A sentence can be analysed by looking at its major parts such as subject and predicate. The subject can take the form of a noun or noun phrase composed of an article and a noun (head). The predicate may include a verb phrase which has a predicator and the object. The predicator may include a verb phrase which has a modifier, a mood indicator and a verb (head). The object may be a noun phrase consisting of an article and the noun. The following is a diagrammatic presentation of this analysis:

The boy must have taken the book.



Tasks

Task 1 Examining parts of speech and other grammatical items

Sentence analysis helps learners to learn how to break a sentence into small parts of classes of speech. It is important for student teachers to be equipped with knowledge and skills on how to handle analysis of sentences. In this task, you will be involved in examining parts of speech and grammatical items.

Activity 1 Identifying grammatical items

- 1 Provide different sentences to the student teachers.
- 2 In groups, analyse the sentences using item identification.
- 3 Present to the whole class.
- 4 Consolidate the activity.

Tips

- Texts can be sourced from the library or any other sources.
- Consider learner diversity.
- Mix male and female student teachers in the groups.

Task 2 Analysing sentence patterns

Teachers need to examine a sentence and understand what it expresses based on how it has been used in a text. This task will involve student teachers in analysing sentence patterns.

Activity1 Examining different sentence patterns

- 1 Provide different simple sentences to the student teachers in their groups.

- 2 In groups, identify the sentence patterns.
- 3 Present to the whole class.
- 4 Consolidate the activity.

Activity2 Analysing sentences using tree diagrams

- 1 Provide the student teachers with a set of sentences.
- 2 In groups, analyse the sentences using the tree diagram.
- 3 Present your work to the class for discussion.
- 4 Consolidate the activity.

Tips

- Search for information for syntax from the library and use ICT tools such as your school computer or a smart phone to access credible internet resources.
- Consider learner diversity.

Summary

The topic has examined different ways of analyzing sentences. Knowledge of sentence analysis helps you to demonstrate an understanding and correct use of the parts of speech and other grammatical items in order to assist learners competently.

Reflection and assessment

- 1 Explain three ways in which you can analyse sentences.
- 2 Define syntactical analysis.
- 3 Analyse the following sentences syntactically:
 - a. The man is working in the garden.

b. Sheila cooks nice porridge.

presentation of classes of
speech

Glossary

Connotative meaning: meaning of word(s) in a sentence or passage using the context or personal suggestion

Denotative meaning: dictionary meaning of the word(s) in a sentence as perceived by readers

Sentence analysis: process of breaking sentence into small parts of classes of speech by means of using simple, item identification and syntactical analysis

Syntactical analysis: type of sentence analysis which deals with the syntactical

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Further reading

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TOPIC 3 Teaching functional writing

Time 8 hours

Introduction

Functional writing aims at expressing specific information about processes or procedures about something. It assists learners to express their ideas in the right manner. This topic explores how to teach functional writing for purposes of informing, persuading, describing and narrating.

Success criteria

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

- describe how adverts should be worded
- develop advertisements for different purposes

Background information

Functional writing is the practice of expressing specific information to mirror real-life scenarios. Examples are making advertisements, posters and notices, how to make or do something, giving advice, inviting someone to something or telling what happened in a specific situation. Functional writing often turns a complex concept into something that is more understandable to a reader.

Functional writing aims at expressing specific information about process or procedures about something. This

assists learners to express their ideas effectively. The following are types of functional writing:

The first type is expository or informative writing. Teachers can help learners to master infrastructure writing by assigning various activities such as explaining in details how tasks are done like 'how to wash a car', 'how to draw an elephant' and which information to use in advertisements, notices, posters and banners. Learners can also be asked to write about a book that they recently read. Letter writing for purposes of "applying for a job, leaving a job or asking for permission also serves the same function.

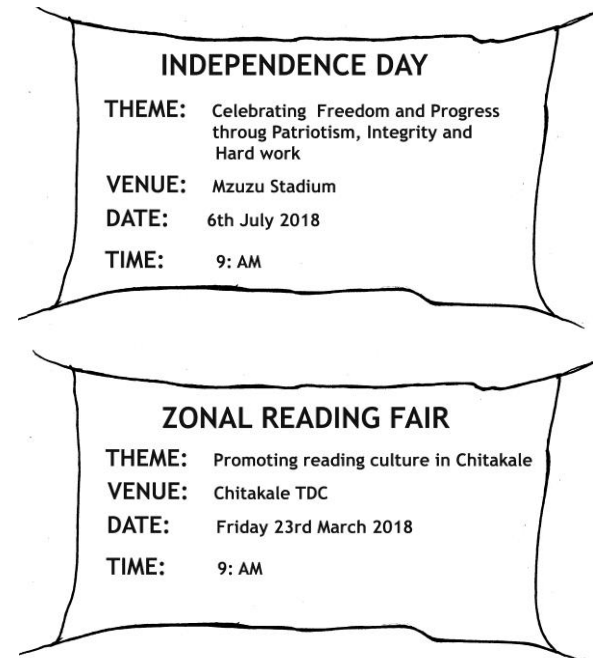


Fig. 3.1 banners with information

Teachers can also have learners create notices that can be hung around the classroom or school. Examples are: *Do not disturb. Keep the lights on. No food outside cafeteria* and *Examinations in progress*.

Persuasive writing is another type of functional writing. It appeals to emotions and reasons. It is used in advertisement to make readers think or feel a certain way about an idea or product. Teachers can promote the skill in learners by engaging them in creating advertisements of various kinds. Examples are: 'Buy Malawian products', 'Buy one, pick one' and 'Our school is probably the best in the country'.

Narrative is another type of functional writing which you can use to promote writing skills in learners. Learners can write stories about what happened or how something operates. Learners should be given the opportunity for more practice in writing real-life stories and imaginative stories at different levels. Consequently, learners can write an account of particular advertisements explaining how products are produced.

Being creative is another type of functional writing. You should provide opportunities to learners to create advertisements to increase their mastery in functional writing. You should guide learners in the basic tenets of advertising on how to plan, write, design and test an advertisement.

Therefore, teachers need to strive to make sure that their learners are writing texts that serve a particular purpose.

Learners must be exposed to a process of writing which include:

- Preparation for a writing task
The teacher with the learners should discuss and identify the type of writing, the purpose of writing, the key words or phrases to include and style of writing to use.
- Things to think about while writing
They should analyse the flow of the language, appropriateness of tense and point of view (who is speaking).
- What to do to review the draft
The teacher and the learners should discuss how to proof read, correct grammatical mistakes and check for connection between ideas.

Tasks

Task 1 Describing wording of advertisements

Functional writing helps learners with knowledge and skills on how to write for different purposes. This task will expose student teachers to explore how to teach different functions of writing. Student teachers will be involved in describing appropriate wording of advertisements.

Activity 1 Describing functional writing

- 1 Carry out an investigation in the library and internet about functional writing.
- 2 In group, discuss what you have collected.

- 3 Present your work to the class.

Tips

- Make available the following materials; magazines, newspapers, short stories, plays, poems and other non-fictional books /material, instruction manuals.
- Choose materials that are gender sensitive and show inclusive education.

Activity 2 Identifying types of functions of writing from texts

- 1 Provide various texts from magazines, newspapers and learner's books.
- 2 In groups, identify various functions of writing from the materials provided: persuasive, informative texts, creative texts and narratives.
- 3 Present your work to the class for discussion.
- 4 Consolidate the activity.

Tips

- Involve both male and female students.
- Source the materials in advance.

Task 2 Developing advertisements for different purposes

Since functional writing is about expressing specific information, student teachers need to learn to develop advertisements. In this task, will be involved in developing advertisements for different purposes.

Activity1 Developing advertisements on tourism in Malawi

- 1 In a bid to persuade people to promote tourism in Malawi, develop posters, brochures and articles about the beautiful places in Malawi.
- 2 Display your work and conduct a gallery walk.
- 3 Consolidate the activity.

Tips

- Use vivid illustrations and pictures with clearly labelled features where possible.
- Avoid use of discrimination against those with special needs.

Activity2 Creating a poster on promoting home industry

Imagine there is an international trade fair for local industries which will be held in few weeks' time. The organisers have requested all exhibitors to make posters to persuade people to buy products and services made within Malawi.

- 1 In groups make posters on any local product and service made within Malawi.
- 2 Display your work and conduct a *gallery walk*.
- 3 Consolidate the activity.

Tips

- Involve both male and female students.
- Posters made should be large enough.

Activity3 Conducting micro-lessons on advertisements and posters

- 1 Prepare a lesson plan to be used to teach the topic 'Functional writing'.
- 2 Using the lesson plan, micro-teach.
- 3 Peer evaluate the lesson.

Tips

- Assign functions to different groups.
- You may sample groups to present the work

Summary

The topic of teaching functional writing is important because it helps learners to create advertisements that are informative, persuasive, descriptive and narrative. The advertisements could be in form of posters or could be placed in magazines and newspapers. It is important for you to learn how to teach learners the right language to suit the functional of writing.

Reflection and assessment

- 1 Explain the different types of functional writing.
- 2 Differentiate an advertisement from a notice.
- 3 How would one make an advertisement appealing to the reader?
- 4 How would a teacher engage learners effectively in functional writing?

Glossary

Advertisement: document designed to sell a commodity or service

Expository writing: type of writing that shares knowledge. This may be referred to as informative writing. It explains thoughts, explores ideas and presents information, the writing one encounters most often

Functional writing: type of writing that provides an individual with essential

knowledge, understanding and skills to enable one to work with confidence and independence in school, at work and lifelong experiences.

Function: normal or proper activity of a thing. Provides writers or learners with skills and abilities take into account when communicating in their communities, educational settings and workplace.

Imagination: ability to form mental images

Narrative: story that answers the question "What happened?" A good narrative must capture

Notice: a reader's attention from the beginning. written or printed announcement

Persuasive writing: type of writing that has power to influence or convince others believe or take what one wishes to do. A good example of such writing is a speech written to address people on a political campaign.

Poster: advertisement to be posted on a wall or notice board to publicise something

Procedure: step followed, way of doing, or getting in doing something

Process: continued set of actions performed intentionally in order to reach some results

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TOPIC 4

Research in education

Time 6 hours

Introduction

There are many problems that affect education. A good teacher should be able to investigate these problems in order to find solutions. In other words, a good teacher should be able to conduct research. It is said that knowledge grows, and knowledge grows with research. Research increases or revises current knowledge by discovering new facts. Research shapes how we behave in different situations. Teachers should keep abreast of new knowledge in order to teach more effectively.

Success criteria

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

- describe research elements
- identify ways of collecting and analysing data

Background information

Research can be defined as searching for and gathering information, usually to answer a particular question or problem. It is a systematic investigation because it involves a process whose steps must be followed in the proper order. The process includes:

- a. identification of a problem or question
- b. clarification of the problem
- c. determining the information needed and how to obtain it

- d. organization of information
- e. interpretation of results

The essence of all research originates in curiosity. That is, a desire to find out how and why things happen, including why people do things they do, as well as whether or not certain ways of doing things work better than others.

There are different types of research based on what one wants to find out. Some scholars have categorized research as:

- a. basic/fundamental/pure research
- b. applied research
- c. problem oriented research
- d. problem solving
- e. quantitative research
- f. qualitative research

Others have categorized research as:

- descriptive versus analytical research
- applied versus fundamental research
- qualitative versus quantitative research
- conceptual versus empirical research

Here is a brief description of the main types of research.

Basic research

Basic research is also known as fundamental research or pure research. It is purely scientific in nature and it is usually carried on in a laboratory. It is done for human, animal and plant kingdom welfare. It is for knowledge's sake, and not for immediate application.

Applied research

This type of research is aimed at improving a product, a process or human welfare. In education, applied research attempts to develop generalizations about teaching and learning processes, instructional materials and the behaviour of learners among others. Applied research can further be classified as problem oriented and problem solving research.

Problem oriented research

This type of research is conducted to find out the exact nature of the problem that is to be solved.

Problem solving

The main aim of problem solving research is to discover some solutions for some pressing practical problem.

Quantitative research

Quantitative research mostly uses statistics or numbers. It is aimed at measuring the quantity or amount of certain variables and making comparisons between the variables.

Qualitative research

This type of research is concerned with collecting, analysing and interpreting information by observing what people do and say, by interviewing people or by analysing documents. There is more of description than use of statistics or numbers. Qualitative research can also be classified into *descriptive research*, *analytical research*, *conceptual research*, and *empirical research*.

Descriptive research

This type of research describes what exists and may help to uncover new facts and meanings. The purpose of descriptive research is to observe, describe and document aspects of a situation as it naturally occurs.

Analytical research

Analytical research focuses much on the final results rather than giving importance to the results. It involves critical thinking skills and the evaluation of facts and information relative to the research being conducted. The information is used to explain complex phenomena.

Conceptual research

This type of research focuses on the concept or theory that explains or describes the phenomenon being studied. The researcher thinks about questions and tries to solve them. No experiments are done, but the researcher makes use of observations by others.

Empirical research

In this type of research, knowledge is gained by means of direct and indirect observation or experience.

Ways of collecting data

In order to answer a research question or to find a solution to a research problem, you will need information (data) to help you in answering the question or in solving the problem. You have to identify appropriate and effective ways of collecting the data. Think of a time you had some questions to be answered. How did you get the answers to the questions?.

Some of the ways of collecting data include observation, use of questionnaire, conducting interviews, document analysis and administering a test.

Observation

This method depends on the researcher's ability to perceive and record data on the activities as they unfold. Observation may be done using a checklist or without any aid at all.

Questionnaire

There are two types of questionnaire:

- i. Structured questionnaire which is a document with a list of questions given to people (respondents) to be answered orally or in writing in their numerical order.
- ii. Unstructured questionnaire has topics or a checklist to be used in

oral questioning with the respondents.

Interviews

During interviews, the researcher asks questions to respondents and records their answers. The interviews can be conducted with individuals or groups of interviewees.

Document analysis

In this method, a researcher finds out information from books, magazines, newspapers or any other documents.

Test

A test is administered to participants to measure the quantity or value of certain variables. The test scores give the researcher the information about the quantity of the variable.

Ways of analyzing data

After collecting data using different instruments, a researcher analyses the data in order to make sense of it. Sometimes the data is just too much to communicate the essence of what it reveals. What the researcher does is to first of all organize the data. Organizing data may involve reducing the volume of information, identifying significant patterns, grouping the information and computing statistics. Organizing data may require use of tables, graphs or pie charts. The second step in data analysis is description. The researcher describes the important aspects of the study including individuals being studied and

the setting. Below are examples of data analysis.

Table 1 Number of teachers according to mode of training

| Mode of teacher training | Number of teachers | |
|--------------------------|--------------------|---------|
| | Implementing | Control |
| ODL | 51 | 62 |
| IPTE | 100 | 94 |
| MIITEP | 55 | 51 |
| MASTEP | 6 | 5 |
| One -year training | 12 | 8 |
| Two-year training | 10 | 6 |

Table 1 shows that the respondents underwent six different modes of training. The findings revealed that most teachers who took part in the study went through IPTE training mode, followed by ODL training mode with 62 teachers from comparison schools and 51 teachers from implementing schools. The MIITEP came third and the rest of the training modes had few participants.

Table 2 Comparison of mean scores for the experimental group

| AVERAGE SCORE | | | | |
|---------------|----------|----------|----------|------------|
| | Reading | Meaning | Spelling | Whole Test |
| Pre-test | 3.470588 | 0.794118 | 2.470588 | 6.735294 |
| Post-test | 4.705882 | 4.147059 | 2.823529 | 11.676471 |
| Difference | 1.235294 | 3.352941 | 0.352941 | 4.941177 |

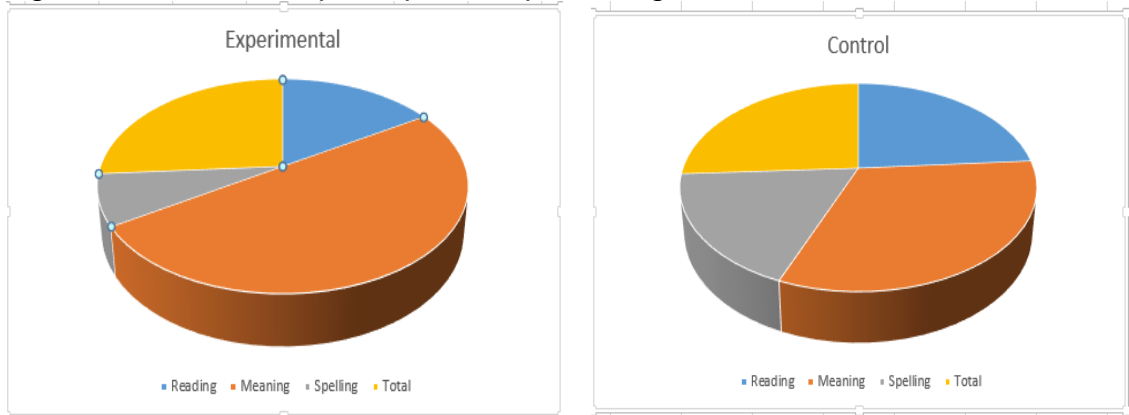
Table 2 shows that the experimental group had gains in vocabulary on average, with a minimal gain in spelling.

Table 3 Comparison of mean scores for the control group

| AVERAGE SCORE | | | | |
|---------------|-----------|-----------|-----------|------------|
| | Reading | Meaning | Spelling | Whole Test |
| Pre-test | 1.941176 | 1.058824 | 1.205882 | 4.205882 |
| Post-test | 4.1470588 | 3.7647059 | 2.0294118 | 9.9411765 |
| Difference | 2.2058828 | 2.7058819 | 0.8235298 | 5.7532945 |

Table 3 shows that the control group had gains in vocabulary and word recognition on average, with a minimal gain in spelling.

Fig. 1 Performance of participants in percentage



The figure shows that participants in both groups performed best in giving meanings of vocabulary. The participants had problems with spelling words.

Fig. 2 Average gain for both groups

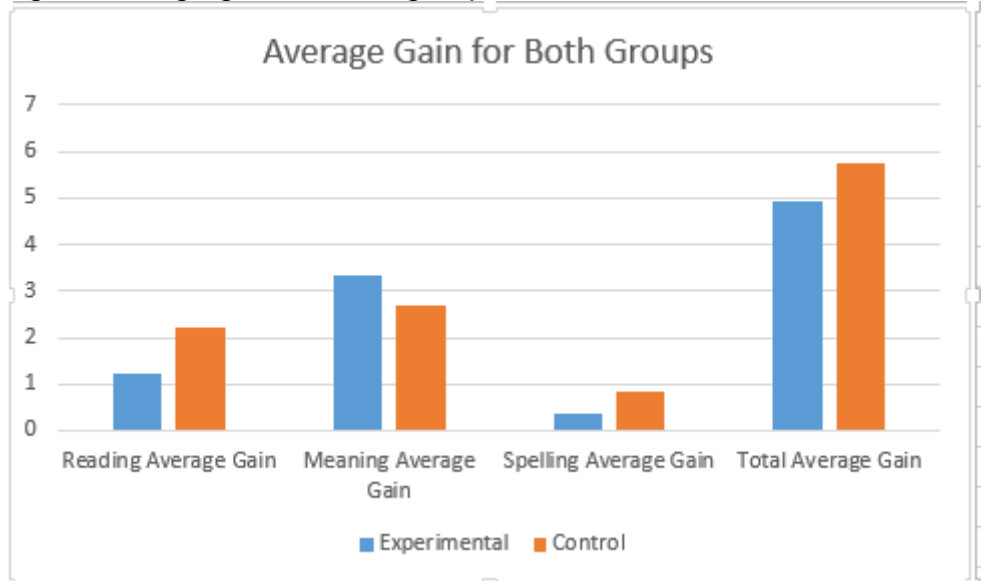


Figure 2 shows that among the three parts of the test, participants in both groups had the largest gain in meaning of the words taught during the study. Contrastingly, both groups registered a minimal gain in spelling the words. This was due, among other reasons, to the fact that some participants in both groups registered losses in spelling of the words as can be observed in Table 2 and 3.

Table 4 Number of participants who registered losses

| Group | Reading | Meaning | Spelling | Total |
|--------------|---------|---------|----------|-------|
| Experimental | 0 | 2 | 8 | 10 |
| Control | 0 | 1 | 6 | 7 |

Ways of interpreting data

Data interpretation involves explaining the findings, answering questions and attaching significance to particular results. It is important to look at how seasoned researchers interpret data. An example of data interpretation is given below.

Question 1 How will flash cards impact students' abilities to pronounce or decode Chichewa words?

The control group which was taught without using flash cards performed better than the experimental group which was taught using flash cards. The control group had a mean difference of 2.2 in the reading test, whereas the experimental group had a mean difference of 1.2 (Table1). Therefore, flash cards have little impact on students' abilities to pronounce or decode Chichewa words as compared to teaching without flash cards in Malawi.

Question 2 How will flash cards impact students' abilities to spell Chichewa words?

The control group had a mean difference of 0.8, whereas the experimental group had a mean difference of 0.35. This means that the control group performed better in the spelling part of the post-test than the experimental group. Therefore, flash cards have little impact on students' abilities to spell Chichewa words as compared to teaching spelling of words without using flash cards in Malawi.

Question 3 How will flash cards impact students' understanding of meanings of Chichewa words?

It is only in the meaning test that the experimental group performed better than the control group. The experimental group had a mean difference of 3.35, whereas the control group had a mean difference of 2.7. This means that using flash cards has more impact on students' understanding of meanings of Chichewa words as compared to teaching without using flash cards in Malawi.

Summary of results

In general, the results showed that flash cards have little effect on students' abilities in learning Chichewa vocabulary in Malawi. It is only in the teaching of meaning of Chichewa vocabulary that flash cards proved to be effective. In spite of these findings, however, the mean differences between the experimental and control groups were minimal. This could mean that with slight changes to the study, there is a probability that flash cards could be more effective on Chichewa word recognition among third grade students in Malawi.

Drawing conclusions and recommendations

After interpreting your data, you need to draw conclusions. The conclusion highlights the main topics of your research study. It involves looking at your research questions and answering them based on the data. Then, you must make recommendations for new areas of future research. The recommendations must be supported by the findings of the study. Drawing conclusions and making recommendations may be part of discussion section or chapter of a research report.

Compiling a research report

A research report is a document presenting a description of a research study. There are different structures or formats of a research report. However, the most important areas are background of the research, methodology used (ie how did you collect the data), results and discussion of the results (interpretation of the results).

In the background section, you state the research problem or question and review some related literature. In the methodology section, you describe the procedures, the sample and the data collecting instruments used. The results section presents the data analysis and description of the findings. In the discussion section, you give a summary of main areas of the research. You also

interpret the research findings, draw conclusions and make recommendations

Note: Summary of the results is followed by disseminating the results to various stakeholders. Hence, *ways* of disseminating results will be discussed in the topic 'Disseminating research findings' later.

Tasks

Task 1 Describing research elements

Conducting research helps teachers to gain new knowledge on teaching approaches and techniques. This is why it is important for teachers to be well informed of new knowledge about teaching through carrying out research. This task will involve you in describing research elements.

Activity 1 Discussing types of research

- 1 In groups, carryout book review on types of research. Get more information on the types of research. Also look at the examples of research questions on the type of research.
- 2 Each group should share its findings with the class for discussion.
- 3 Consolidate the activity.

Tips

- For group membership, consider mixing male and female student teachers in groups.
- Consider class learning needs diversity.

- Use your library or the internet to get information on types of research.

Activity 2 Discussing possible research questions or problems on types of research

- 1 In groups, take one type of research and brainstorm five possible research questions it.
- 2 Share as a class the possible questions.
- 3 Explain why the questions are related to the type of research you chose.
- 4 Comment on the suggested research questions given by groups.

Tips

- Make sure that the research questions are feasible i.e. realistic and not broad.
- Make a table to show the type of research and examples of research questions like this:

| Type of research | Research questions |
|------------------|--------------------|
| | |
| | |
| | |
| | |
| | |

Task 2 Identifying ways of collecting and analysing data

In the process of conducting research, one important step is data analysis in order for the data to make sense. In this task, you will be involved in analysing data.

Activity 1 Identifying ways of collecting research data

- 1 In groups, choose one way of collecting data.
- 2 Discuss what is involved when using the way of collecting data you have chosen.
- 3 Identify questions from the table you made in activity 2 and match them with the way of collecting data you have chosen.
- 4 Share your work as a class.
- 5 Consolidate on the activity

Tips

- Make another table showing a question against possible ways of collecting data. Your table may look like this:

| Research question | Data collecting tools |
|-------------------|-----------------------|
| | |
| | |
| | |
| | |

- Use more than one way of collecting data for one research question.

Activity2 Discussing ways of analysing data

- 1 In groups, get research report and go to data analysis section.
- 2 Discuss how data are organized in the research report.
- 3 Find out the aspects that have been described in the research report.
- 4 Share your findings as a class.

Tips

- Use different research types to compare how data have been analysed.
- Use the internet to get samples of data analysis.

Activity3 Describing different ways of interpreting data

- 1 In groups, locate a research report or thesis and go to the discussion section.
- 2 Discuss how data is interpreted in the research report to answer research questions.
- 3 Share your findings as a class.

Tip

Use the internet to get samples of research reports or theses.

Activity4 Making conclusions and recommendations

- 1 In your groups, get a research report or thesis from your lecturer or the internet.
- 2 Study the conclusions and recommendations in the research report or thesis.
- 3 Find out the aspects that have been described in the research report.
- 4 Present your work to the class for discussions.

Tip

You can display your work in the classroom and have a gallery walk and then hold a discussion based on the observation made.

Summary

Research is a systematic investigation in some field. As teachers, you should be able to carry out research. This will help you teach effectively. The knowledge of research will also help you learn from other people's research.

Reflection and assessment

- 1 Why is conducting research important?
- 2 Describe the differences among the types of research.
- 3 What is the general process in carrying out a research?
- 4 Identify a research problem or question in education and state how you would:
 - a. collect data for the research.
 - b. analyse the data.
- 4 What does interpretation of data in research involve?

Glossary

- Checklist:** list of things to be observed or checked.
- Data:** information that has been collected
- Data analysis:** organizing and describing information.
- Disseminate:** to cause information to go to many people. In this case, to make people know about research results
- Methodology:** set of methods for collecting and analysing data
- Phenomenon:** observable fact or event

Questionnaire: written set of questions that are given to people in order to collect facts or opinions about something

Research: process of searching for and gathering information, usually to answer a particular question or problem.

Research report: document that describes a research study

Variable: Something that changes or that can be changed

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TOPIC 5 Action research

Time: 6hours

Introduction

Teachers and other education stakeholders need to examine or assess what they are doing. You will have to determine if a procedure is working for you or whether you need to try something new with a particular learner or class. You will have to do this to improve your skills of teaching and learning. This topic guides you on how to improve school practices by conducting action research. You will carry out action research and analyse research data.

Success criteria

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

- examine the importance of action research in language
- conduct an action research

Background information

In education, action research is a strategy for getting information with the aim of improving classroom practice. It also helps in identifying and solving classroom problems.

Action research is also known as *reflective research*. It is carried out in order to accomplish a certain purpose. This type of research is focused on immediate application. Its emphasis is on a problem here and now in a local

setting such as a school or classroom.

The process in action research is the same as in any type of research as discussed in the previous topic.

Regardless of the type, almost all research plans include a problem statement, research questions, definitions, review of related literature, sample, data collecting instruments, procedures and data analysis. For a research report, there is an additional presentation of results and discussion of the results. Just as in other types of research, there are several ways of collecting data in action research such as:

- observation by the teacher, researcher, learners or other teachers
- research logs filled in by the teacher, learners or other teachers
- video recording of lesson activities for the teacher to watch himself/herself in action

Using observation method in a lesson, below it is example of a checklist that a teacher can use to find out the effect of using flash cards on word recognition.

Class: Standard 4
 Number of learners: 35

Words with 5 letters

| Words | Numbers of learners: | |
|-------|----------------------|------------------|
| | able to read | not able to read |
| Area | | |
| Dirty | | |
| Show | | |
| Water | | |
| Eager | | |

Words with 8 letters

| Words | Numbers of learners | |
|----------|---------------------|------------------|
| | Able to read | Not able to read |
| Potatoes | | |
| Practice | | |
| Disagree | | |
| National | | |
| Equality | | |

The teacher will record the number of learners who are able to read and not able to read in the table at the end of the lesson. During the lesson, the teacher will take note but record the total numbers in the table at the end of the lesson.

Most learners in primary schools in Malawi struggle to learn English. Therefore, there is need to do action research in the teaching and learning of English to find out how to facilitate the teaching and learning of English. Action research in English would help a teacher to:

- reflect on and improve classroom practice
- reduce monotony in teaching by changing language learning activities
- try out new strategies for language teaching
- identify and solve classroom problems

How to select a topic for action research

The topic for action research is derived from the problem or question you want to investigate. It should specify the research question you want to answer through your action research. For example, your learners might have problems in word recognition. You would want to find out why the learners have this problem. You would reflect on the method or approach you use in teaching word recognition. If you use flash cards to teach word recognition, you might want to find out whether or not flash cards are effective on word recognition. The topic for your action research could be: *The effect of using flash cards on word recognition*. This topic specifies the research question: What is the effect of flash cards on word recognition?

Making a research plan

A research plan, also known as a research proposal, is a written outline for a study. In the plan, you explain in detail what you intend to do. This helps others to learn about your intended research and to offer suggestions for

improving the study. Among others, the research plan should include a problem statement, research questions, definitions, review of related literature, sample, data collecting instruments, procedures and data analysis.

Tasks

Task 1 Examining the importance of action research in language teaching

Action research helps teachers to improve on their practice of teaching. In this task, you will be involved in examining the importance of action research in language teaching.

Activity 1 Discussing the importance of action research in language teaching and learning

- 1 In groups, conduct an investigation into the reasons why learners struggle to learn English.
- 2 Think of how action research would help in solving the problems that teachers and learners face in the process of teaching and learning English.
- 3 Share your findings as a class.

Tips

- Reflect on your experiences in learning English.
- You can interview people in your investigation and record the interview using any recording device such as a cell phone. This will help you to review and refer to the interview later.

Task 2 Conducting action research

Since most learners in Malawi struggle to learn English, it is important for teachers to learn how to conduct action research in the teaching of the subject. This task will involve you in conducting action research in the teaching of English.

Activity 1 Selecting a topic for action research

- 1 In groups, brainstorm problems or questions for action research.
- 2 In groups, select a problem or question to investigate the teaching and learning of English.
- 3 Formulate a topic from the problem or question you have selected.
- 4 Present your topic to the class for discussion.

Tips

- You can select a problem from what you discussed in activity 1 on the reasons why learners struggle to learn English.
- Consider mixing male and female student teachers and student teachers' diverse learning needs.
- Make sure the topic is narrow and doable.

Activity 2 Drawing a research plan

- 1 In groups, make a research plan for the topic you have selected in Activity 2.
- 2 Present your plan to the class for discussion.

Tips

- Make reference to sample proposals which you can get from the internet or your lecturer.
- The review of literature section can be left out and done later.

Activity 3 Conducting action research

- 1 In groups, conduct an action research on your topic using the research plan.
- 2 Analyse the data you have collected.
- 3 Consult your lecturer in the process of collecting and analysing data for advice.

Tip

Conducting the action research and analysis of data may require extra time. Arrange for this extra time. Student teachers may do this for a week or two weeks.

Summary

Action research is important for improving school practices. Teachers should know how to conduct action research and be able to carry out the same in order to improve teaching and learning. The process of conducting action research is the same for all types of research.

Reflection and assessment

- 1 Explain how the action research you conducted would help in the teaching and learning of English.

- 2 How did the data collecting instruments you used inform you?
- 3 Was there anything that was not done according to your research plan during the action research? Explain.
- 4 What were your experiences during data analysis?

Glossary

Action research: strategy for getting information about classroom successes and challenges with the aim of improving classroom practice

Collecting data: gathering information

Data analysis: process of organising information that has been gathered in order to understand it better

Data collecting instruments: tools that are used to gather information to be used to answer research questions.

Definition: explanation of a word, concept, term or phenomenon used in the research report

Procedure: detailed description of how research will be conducted

Problem statement: clear description of the issue to be investigated

Research logs: records for performance, events or day-to-day activities used for research purposes

Research plan: written plan for a research study that explains in detail what a researcher wants to do

Research questions: questions that formulated to guide research derived

Review of related literature: summary of what other researchers have written on topics similar to the one under study

Sample: selected individuals or organisations from a group of people or organisations with same characteristics that participate in a research study

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TOPIC 6

Dissemination of research findings

Time 4 hours

Introduction

It is of no value doing research if you do not let people know about its findings and recommendations. In the previous topic, you conducted action research and analysed the data. In this topic, you will interpret and discuss the research findings. You will then compile a research report and disseminate the results.

Success criteria

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

- describe ways of disseminating research findings
- disseminate research findings

Background information

Disseminating research results is a critical part of any research. It is the process of getting your research findings to the target audience. As teachers, your target audience could be fellow teachers, educational officials, parents and other stakeholders in education.

A research is carried out for a purpose. It is therefore important to disseminate the results of the research for the audience to respond accordingly. To do this, you have to compile a research report after conducting a research. The

most important areas to be included in the report are the background of the research, methodology used (ie How you collected the data), results and discussion of the results (interpretation of the results). Refer to the topic “Research in education for more information”.

There are various methods of disseminating research results. In academic institutions, it is common to hold research conferences where researchers present and discuss their research findings. Some researchers publish their research findings as articles in journals and magazines. You can also find a lot of research studies on the internet. Drama is also becoming an innovative and creative way of disseminating research findings. Others even use videos and exhibitions.

When choosing a method of disseminating research findings, you should consider a number of factors which include the levels of interest and understanding of the target audience and their time and availability. These factors also influence the choice of language in the presentation of research findings.

Research conference

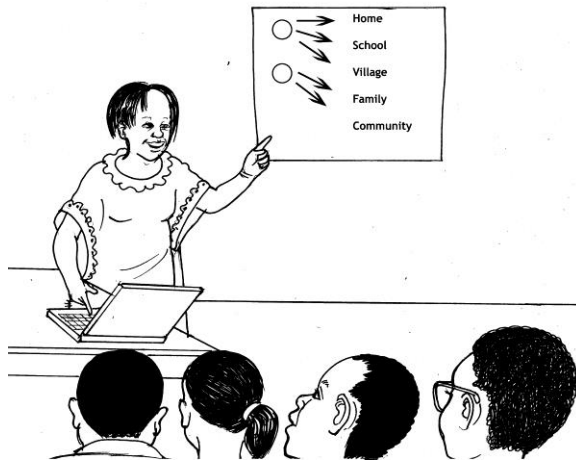


Fig 6.1 Research conference

Tasks

Task 1 Describing ways of disseminating of research findings

It is important to let people know about research findings. Otherwise research would not be of any value. In this task you will be involved in describing ways of disseminating of research findings.

Activity 1 Discussing ways of disseminating research results

- 1 Individually, write down ways of disseminating research results.
- 2 Share with a partner how the ways inform the audience.
- 3 In groups, discuss advantages and disadvantages of each way of disseminating research results.
- 4 Share your findings as a class.

Tip

Reflect on how you once got information to others or from others.

Task 2 Disseminating research findings

Disseminating research results is about getting your research findings to the target audience. Since research is carried out for a purpose, it is important for teachers to learn how to disseminate research results in order to make the audience respond accordingly. This task will engage you in learning how to disseminate results of the research.

Activity 1 Disseminating research findings

- 1 In groups, select one way of disseminating research findings.
- 2 Prepare for disseminating your research findings to the class using the method you have selected.
- 3 Disseminate your research findings to the class.

Tips

- Consider methods of disseminating research findings that are practical and relevant to a classroom situation.
- Groups should select different methods of disseminating research findings in order to have a variety.

Summary

After conducting a research study, you should compile a research report. You have to decide on a method for disseminating the research findings to the target audience. Of the many methods available, you have to choose

the ones which are suitable for your audience.

Reflection and assessment

- 1 In your opinion, which of the methods of disseminating research findings are most effective and least effective for the Malawian context? Explain why.
- 2 Throughout your research study you made reference to some research reports or theses. What did you learn from those research reports or theses?
- 3 How would your experiences in conducting research help you in your teaching career?

Glossary

| | |
|-----------------------------|---|
| Audience: | people who watch, read or listen to something |
| Disseminate: | cause information to go to many people |
| Exhibition: | display of something (eg research results) for public viewing |
| Research conference: | meeting at which research results are shared or disseminated |

Research report: document that describes a research study

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TOPIC 7

Professional communication

Time 5 hours

Introduction

Communication in school or colleges is the hub to improved school or college educational practices. In Malawi, different organisations or institutions have a defined structure of communication and the Ministry of Education, Science and Technology is not spared. Schools or colleges may have internal communication in a number of ways such as assemblies or caucuses. Teachers and learners gather together in school assemblies for common interests that contribute to smooth running of the school. Therefore, this topic, explores how to manage assemblies and caucuses professionally and practise hospitality.

Success criteria

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

- manage professional assemblies and caucuses
- practise hospitality

Background information

Professional communication refers to the exchange of thoughts, ideas or information at an institution through writing, speaking or use of symbols. It is the backbone in creating good relationships amongst teachers and learners in the school. Through

collective understanding between teachers and learners, effective communication in the school helps teachers and learners to make wise educational decisions about teaching and learning.

In primary schools or colleges, communication may be done through assemblies or caucuses. School assemblies are important occasions where teachers and learners meet together to share knowledge, skills and encourage best practices to bring about quality education. For example, during assembly, the head teacher gives brief, clear and simple reports on issues that have been investigated or incidents that happen. They also communicate allocation of teachers, learner and teacher responsibilities, sickness of a teacher or learner, emphasizing cleanliness of learners and surroundings, and making internal school rules such as punctuality to school activities. Likewise, communication can also be done through caucuses. For example, allocation of teachers, responsibilities, sickness and emphasis on cleanliness of teachers and code of ethics. These situations allow teachers to identify practices that improve student learning through common planning of school or

college activities and programs. These caucuses can be formal or informal depending on the circumstance that surround the event. Formal caucuses include staff meetings. These are procedural meetings where teachers discuss various issues that affect the school. They have defined agenda that might address school discipline, planning teaching records, continuous professional development activities, or giving information based on circular's from the ministry.

Visits in and out of schools or colleges are also necessary for improving educational standards of any institution. Head teachers and teachers should establish effective communication with other school or college professionals through use of collaborative formal language. Also important is the active involvement of learners in welcoming visitors to their school or college. For example, English language needs to be used when welcoming visitors from the ministry such as Primary Education Advisors (PEA) and District Educational Managers (DEM) and any other appropriate language to parents from the community. Such visits can be crucial to the running of the school if there is effective communication. It is, therefore, important for teachers and learners to have appropriate knowledge on use of English language for effective professional communication.

A school assembly is a unique and important event to improve the teaching

and learning in an institution. It provides opportunities for teachers and learners to share ethical ideas and emphasize different virtues that may have an effect on the smooth running of the school. For this to be meaningful, teachers should have profound knowledge on how to conduct school assemblies such as proper planning which may include making priorities on what to communicate, how to conduct it, setting the purpose, allocating time and resources needed. For example, the head teacher can decide to talk or emphasise on attendance of teachers and learners to school activities. He/she organizes a speech that is brief and clear with simple language and keeps record of what has been communicated in the assembly record book.

School assembly



Fig. 7.1 School assembly

Staff caucus plays a major role in promoting quality educational standards in Malawi. It is a useful tool that develops and sustains organizational culture to improve school practices. For example, through

staff caucuses, teachers reflect and examine instructional methods and appropriate resources to use during teaching and learning. In addition, teachers discuss how to improve student academic performance and encourage innovations through continuous professional development. During staff caucuses the secretary writes down notes and later produces minutes and keeps record of the proceedings. However a good staff caucus depends on proper planning, collaboration and active involvement of all teachers in discussing the agenda. Head teachers should therefore communicate the agenda to the staff well in advance and specify the date, venue and time of the meeting. For instance, the head teacher may circulate the following agenda for a caucus a week before the meeting:

Ref. No. KA/17
Date: 24th April, 2017.

From: The Head teacher,
To : All members of staff

There will be a staff meeting on 4th May, 2017 at 2:00 p.m. in the conference room.

Agenda

- 1 Records of work
- 2 Dates for examinations
- 3 Visitors from the ministry
- 4 _____
- 5 _____

csmLimbika

C.S.M. Limbikani.
Head teacher.

Use of simple formal language when collaborating with others is also important during staff caucus. Such language illustrates mutual respect for others. Examples may include the following:

I would like to suggest that
.....
In our discussion, we were thinking that
.....
Building on what has been said before, I think
Extending that great point, I think
.....
Similar to others, I believe that
.....
In our discussion, we resolved that
.....

Task

Task 1 Managing assemblies and caucuses professionally

Communication at school enhances effective operations and practices. Having a defined structure of communication positively contributes towards the smooth running of the school. It is, therefore, important for you to learn how to manage assemblies and caucuses professionally.

Activity 1 Conducting an assembly

- 1 Plan and organise for an observation to a demonstration primary school

or a nearby primary school on how assemblies are conducted.

- 2 Find out issues that teachers communicate during school assemblies in the schools you have visited.
- 3 Find out information from the head teacher and internet on the importance of school assemblies in improving professional communication.
- 4 Discuss the findings.
- 5 Make comments.

Tips

- Make arrangements with the head teacher some days before time. You may video tape the session using camera or smart phones for further reference.
- You may write your findings in your notebooks, learning logs or save as documents in computers or smart phones.

Activity2 Chairing a staff caucus

- 1 Conduct an investigation on effective chairing of staff caucuses from internet as well as in some primary schools or colleges.
- 2 Compare and contrast your findings on how staff caucuses are being conducted in various primary schools or colleges.
- 3 How do head teachers or other assigned teachers chair school caucuses?

Tips

- Make prior arrangements with head teachers in various primary schools for the interview you intend to conduct to find out information on effective chairing of staff meetings and caucuses.
- Take time to examine similarities and differences on how staff caucuses are chaired. Post your findings on the chalkboard or on flip charts. Make necessary contributions as you move around.

Task 2 Practising hospitality

Schools arrange visits to other institution or welcome visitors of different statuses. It is important for you to learn how to communicate in appropriate. In this section, talk you will practice hospitality.

Activity 1 Welcoming visitors and visiting other offices

- 1 In groups, conduct a mini-research to find out the number of visitors and the purposes of those visits at the Demonstration school or a nearby primary school and the college.
- 2 Find out from the head teachers or other teachers about the visitors that come to their schools or colleges.
- 3 Outline the purposes of their visits to the schools within their zone or beyond.

- 4 Present your findings to the class for discussion.

Tips

Prior to the mini-research prepare useful tools for gathering information such as a questionnaire, visitors' record book or interviews. Record the information for further class discussion using appropriate tools such as video tape recorders.

Activity 2 Practising hospitality

- 1 In groups, design a lesson in which learners will role play one of the scenarios: welcoming visitors in class, at an assembly or at a caucus.
- 2 Micro teach the lesson.
- 3 Peer evaluate the lesson focusing on preparation and delivery.

Tips

- Ensure that student teachers use appropriate language.
- Encourage both male and female including those with diverse needs to actively participate in the role play.

Summary

Professional communication is necessary to establish effective communication within schools. It is a useful tool to build social and academic relationships between teachers and learners as well as other professionals in other institutions. Through meetings, assemblies and caucuses, teachers and learners have the opportunity to share

necessary information and skills to promote best school or college practices. Welcoming visitors as well as making visits to other schools is essential to the improvement of teaching and learning. However, head teachers need to plan and encourage active participation amongst staff and learners, if effective communication is to be achieved. Learners need to be given opportunities to welcome visitors to the school or college. In addition, use of simple formal language should be emphasized when welcoming visitors or visiting schools.

Reflection and assessment

- 1 How do school assemblies and caucuses contribute to promoting professional communication in the school or college?
- 2 What could be the advantages of conducting school assemblies and caucuses in primary school and college?
- 3 What appropriate language would you develop for your learners to use when welcoming visitors to the school or when visiting other schools?

Glossary

- Assembly:** gathering for a common purpose
- Caucus:** meeting to examine issues
- Profession:** an occupation requiring special education

Professional communication: a polite exchange of thoughts and ideas or information at a school between teachers and learners or other visitors

Effective communication: communication that helps teachers and learners to achieve intended purpose or goals

Communication: process of passing information to others

Hospitality: welcoming nature

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TOPIC 8 Writing for professional needs

Time 6 hours

Introduction

Teaching is a profession. Once you complete the teaching course, you will become a professional. As a professional, you will be subjected to different means of communication, one of which is writing. In this topic, you will be exposed to professional writing. You will learn how to write a variety of documents such as business letters, memos, agenda, minutes, reports and curriculum vitae. This will help you make effective communication in the profession.

Success criteria

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

- explain the purposes of professional writing
- describe different formats of professional writing
- practise writing of each format for professional needs

Background information

Professional writing is a style of written communication used in a workplace environment that allows professionals to make informed decisions. Professional writing has a formal or serious tone and it differs from other written texts.

The general purpose of professional writing is to convey information to readers within a workplace contexts. The specific functions of professional writing can be one or a mixture of the following depending on the context: to encourage action, to instruct, to persuade, to inform or to affirm shared goals.

Business letter

A business letter is also known as formal or official letter. It is written on official matters. It has the following characteristics: two addresses, date, the salutation, title and introduction, body conclusion and the ending (the valediction). Below is an example of a business letter.

Fuko Store
Private Bag
12Benga

20th June, 2017.

The Director
Khwerero Private Primary School
Post Office Box 45
Katanga

Dear Sir/Madam,

APPLICATION FOR A JOB AS A PRIMARY SCHOOL TEACHER

With reference to the advertisement that appeared in Chifundo Newspaper dated 20th June, 2018, I would like to apply for a job as a primary school teacher.

I am a Malawian man aged 21. I am in possession of Malawi School Certificate of Education (MSCE) obtained in 2012 at Likoma Community Day Secondary School in Likoma District. I passed the following subjects: English, Mathematics, Chichewa, Biology, Physical Science, Geography and Life Skills. I also possess a primary school teaching certificate obtained in 2016 at Machinga Teachers' College.

I am ready to take up the job any time should you consider my application favourably. I will be glad and grateful to hear from you soon.

Yours faithfully,

Christopher Juja

Memorandum style

It is generally written as a circular from one officer to another. Government circulars are usually in this format. The style should not be used for letters for individuals. The example below illustrates how this is organized.

Ref. No. CTTC/ 7/15

15th July,2017

From: The Principal, Chisangalalo Teachers' College, P.O Box 20, Zomba.

To: The District Education Manager, Phalombe District Office, P.O Box 12,
Phalombe

REQUEST FOR STATIONERY

I would like to ask you to supply the following items to our student teachers at Chisangalo Demonstration Primary School.

| Item | Quantity required |
|-------------|-------------------|
| Chart paper | 4 reams |
| Blue pens | 24 |
| Red pens | 24 |
| Arch files | 12 |
| Ruled paper | 4 reams |
| Markers | 24 |

I would appreciate your prompt response in this matter.

ELIZA TEMBO
Principal

Memo

A memo is an internal document from one office to another within an organization or company. This is written to inform the addressee about new information like policy changes. It may also be written to persuade an officer to take certain action such as attending a meeting.

Standard office memos have the following characteristics:

How to write a memo

Heading

The heading follows this general format:

To: (Addressee's name and job title)

From: (Name and job title)

Date: (Complete and current date)

Subject or RE: (what memo is about)

'Re' means referring to. Generally, the following guidelines should be observed.

- Write the purpose of the memo concisely and clearly.
- Points or details are written in a list rather than paragraphs.
- Memos are not usually signed at the end.
- If there are any attachments in a memo a notation about what is attached is made.

An example of a memo:

To : Kayera Sewo - Chairperson of Media Committee

From :Goza Mulembe - Head of Languages and Literacy Department

Date : 12th June, 2017

Subject: Meeting for a Review of Media Report

There will be a meeting to review a media report on the progress made last month for the establishment of college magazine. This meeting will take place in the school library on 15th June, 2018 from 1.30 to 4.30in the afternoon.

All members of media committee are requested to attend the meeting.

Reports

A report is a document that is written in form of letters, memos or complex documents with tables of contents, lists of tables and figures, appendices and indices. Reports vary widely in their purposes and formats. In many work places, reports carry complex information for readers who can use it to answer requests or problems. At a school, teachers may be required to report on issues involving teachers or learners.

Agenda

An agenda is a list of items written to be discussed at a meeting. An agenda is always written in brief headings in order to give other people an opportunity to write their own items to be included in the discussions.

Here is an example of agenda.

Ref. No. TL/Z/39

23rd June, 2018

From: The Head teacher

To: All members of teaching staff

There will be a staff meeting on 27th June, 2018 at 2.00 pm in the staff room.

Agenda

1. Four workshops starting on 14th July, 2018.
2. A visit to our school of teachers from Munda Primary School.
3. VSO Country co-ordinator's visit.
4. Report on standard 8 learners' behaviour.
5. AOB.

L.L.O. Nakasiwasi
Head teacher

Tip

Discuss the importance of reference number and how the number is derived.

Minutes

These are the main points taken down by a secretary during a meeting. The one taking minutes requires the ability to listen, analyse, synthesize and record the most important actions and points raised in a meeting. The purpose of taking minutes in a meeting is to keep a record of resolutions for follow up. They also help those not present in a meeting to follow what transpired. Minutes are called formal when there is a clear agenda. They are informal when there is no formal agenda.

Curriculum vitae

Curriculum vitae is a document that contains detailed descriptions of the background and experiences of a person. Curriculum vitae helps prospective employers to make an informed decision on the person applying for a job. It also explains a person's educational experiences. It shows what kind of a person one is and how capable is this person if considered for the job he/she has applied.

The curriculum vitae is structured in four major sections which include: personal information such as name, date and place of birth, nationality, district of origin, village, tribe, marital status, religion, contact address with telephone numbers and hobbies. It should also show educational or professional qualifications starting with the highest qualification indicating institutions, years, courses studied and areas of

specialisation. It also contains work experience such as job descriptions and a list of organisations one has worked for, workshops and seminars attended. Finally, it requires references with names, addresses and telephone numbers of the people who can give more information about the person writing the curriculum vitae.

Tasks

Task 1 Explaining purposes for professional writing

Writing for professional needs enables teachers to learn how to write different professional documents. It is therefore, important for teachers to understand purposes that different documents serve. In this task, you will be involved in explaining purposes for professional writing.

Activity 1 Discussing types of writing for professional needs

- 1 Brainstorm different types of professional writing.
- 2 In groups, discuss the purpose of each type of professional writing.
- 3 Present the work to the whole class.
- 4 Consolidate the activity.

Tips

- Provide student teachers with different types of writing format samples.
- Involve both male and female student teachers.

Task 2 Describing different formats of professional writing

It is important for teachers to understand different professional documents and their formats. This task will involve you in describing different formats of professional writing.

Activity 1 Discussing formats of professional writing

- 1 In groups, discuss the formats of each type of professional writing: business letter, memos, reports, agenda, minutes and curriculum vitae.
- 2 Present the work to the class.
- 3 Make comments on the work.

Tip

- Provide samples of different formats of professional writing to the student teachers.

Task 3 Practising writing different formats of professional writing

After describing different formats of professional documents, it is important for you to practice writing them. In this task, you will practice writing different formats of professional writing.

Activity 1 Practising different types of writing for professional needs.

- 1 Assign each type of professional writing to a group.
- 2 Produce a sample of the type of writing assigned to you.
- 3 Display the work for a gallery walk.

- 4 Make comments on the work produced.

Tip

Make use of the library and internet for the information.

Summary

As teachers, you will need to communicate in writing for various purposes. This topic has discussed various documents that serve different purposes. The documents have different formats and different tone and style from other written texts.

Reflection and assessment

- 1 Explain the purpose of learning the teaching of writing for professional needs.
- 2 What are the characteristics of a formal business letter?
- 3 How does a memo differ from an agenda.

Glossary

Writing for professional needs: the type of writing that professionals may require to know in order to transact their undertakings.

Effective communication: kind of communication which takes place between two or more people in order to effectively

interact without any
barriers

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