

Language Development Strand

Unit 4: Oral and Written Language

Module 4.1 Oral Language Development



Student Support Material

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Unit outline

Unit	#	Modules
Unit 4 Oral and Written Language	4.1	Oral Language Development (Core)
	4.2	Writing as a Process (Core)
	4.3	Genres and Text Types (Core)

Icons



Read or research



Write or summarise



Activity or discussion

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Unit 4: Oral and Written Language

Rationale

The Papua New Guinea Primary Curriculum ...

We recognise that conversation is an important learning tool. Conversations between the teacher and children, and between children themselves, are essential in developing pupils' language abilities as well as learning. This is because they provide ways to explore new topics, share tentative ideas and consider possibilities.

Thus, teachers should plan daily opportunities for students to talk about and listen to a variety of text types, across all curriculum areas. A balanced talking and listening program will provide students the opportunity to develop their understanding and use of spoken language. In a well-balanced language program, the importance of talking and listening in the development of reading and writing skills, as well as in assisting the development of thinking skills, is recognised.

Unit objectives

Through studying this unit you will:

- Develop an understanding of the nature and role of spoken language in the classroom
- Learn strategies and activities for developing and enriching children's spoken language for interpersonal, informational and aesthetic purposes
- Learn strategies and activities to encourage children to learn about different purposes for spoken and written language both in the community and in the classroom
- Have an understanding of how to develop children's ability to write effectively and appropriately for a range of purposes: interpersonal, informational and aesthetic

How to use this module

Given the importance of speaking and listening in the overall development of children's thought processes and language learning, you need to have clear ideas about how to plan and program for effective listening/speaking times in your future classrooms.

One way of achieving this is to engage in as many of the activities listed in the Module as possible. As you engage in this "hands-on" experience, you will have opportunity to learn the usefulness of such strategies and activities in promoting language learning.

Because of time constraints, it may be necessary to select between items. Such selection should include Section 6 on Assessment.

Unit structure

There are three modules in this unit.

Module 4.1: Oral Language

Module 4.2: Writing as a Process

Module 4.3: Genres and Text Types

Introduction

Whole language as a philosophy and an approach to the teaching of languages in schools in Papua New Guinea

In the language teaching literature, certain terms are used regularly. One such term is that of 'whole language'. This term describes one of the *philosophies* that underpin our language teaching in Papua New Guinea schools. That is, in language teaching, language as a whole in its everyday uses, is the focus of learning.

The term also describes an *approach* to language teaching, one where teachers use the language of the students' well-known real-life situations as a way of encouraging them to understand the meaning of messages from the surrounding context. *Meaning, therefore, is central to learning.*

In using whole language, teachers make many references to things both in and out of classrooms (experiences, objects, people, pictures, diagrams) or activities that the class has been involved in, such as community activities, role plays, visits, etc, to encourage understanding and use of the new language. This approach to teaching suggests that we do not learn language by learning individual words and sounds out of context. Rather, language is learned when speakers interact and participate in making meaningful messages that suit their purposes for speaking.

A simple diagram to explain the notion of whole language follows:

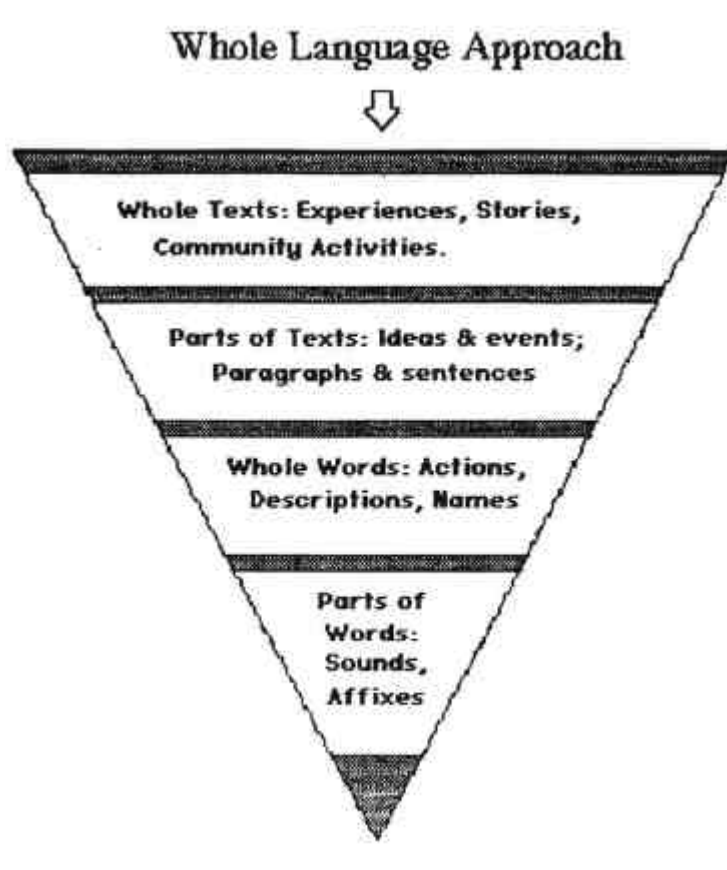


Figure 1: *The Whole Language Approach*. Adapted from Pickford, S. (1991). 'An Introduction to Language Teaching in Community Schools for Student-teachers and Teachers'.

The Five Goals of Language Learning, or, What are learners aiming for in learning a first or second language? These are:

1. Communication goals – using language for negotiating and sharing meaning with others
2. Language and cultural awareness goals – understanding one's own language/culture better
3. Socio-cultural goals – understanding the target language/culture better
4. Learning-how-to-learn goals – understanding how to learn in and through language
5. General knowledge goals – learning about the world

4 Activity 1

In groups:

- *Discuss what each of these goals means*
 - *Give one or two examples of situations that reflect the goals*
-

 **4 Activity 2**

Working in a small group, draw a diagram which shows your understanding of how these Goals interrelate with each other.

Small group work as a strategy for teaching and learning

- The most effective language learning situations take place when the ratio of learner to expert is very small. The ideal language learning situation has a ratio of 1:1 – that is, one learner to one expert. We know the situation in most classrooms is never likely to achieve that level of teaching. So, we need to think about how to make the most of children’s opportunities to learn. We can do this in classrooms in one of two ways:
- Bring in community members whenever possible to talk with the children
- Encourage children to listen to and talk to each other about the tasks they are carrying out in class. This can be done most effectively by arranging the children in small groups for many activities.

Arranging children in small groups to work and talk together is useful because it helps them develop

- Intellectual growth
- Social skills
- The ability to function as an independent learner and thinker
- The ability to approach problems in a co-operative and constructive manner
- Self-esteem

Group work makes it possible to encourage *co-operative* rather than *competitive* learning. The emphasis is on group achievements.

- Group work allows for greater individual participation than in whole class teaching, because more students have the opportunity to contribute more often, thus developing individual strengths.
- Group work is less threatening to some students than whole class teaching. Students who are shy or lack confidence find it easier to contribute in a small group situation.
- Group work enables children to develop speaking, listening and clear thinking skills. Use of this strategy encourages children to make full use of their resources and to share their ideas with others. As well, it presents models for behaviour, and the use of different functions of language.
- Group work promotes the development of deeper understanding as students have the opportunity to explore ideas and learn from each other. It facilitates and promotes social development and the development of trust between the class members.

- Group work can be intellectually stimulating, if the groups are formed properly and the tasks organised effectively.

Below are listed some rules for making group work a success in your classroom.

- Start small, with reasonably simple tasks. Plan for talking in pairs for a short period at first. Gradually extend the time of the activity, its complexity and the size of the group.
- Make sure the purpose of the task is clear and that the instructions are specific and clear
- Make sure the group members have the necessary skills for the task, and the equipment they need to do the task
- If necessary, assign roles, such as note taker, reporter, time keeper before the group begins work.
- Talk about group members considering each other as essential members of the group. Everybody's contribution is relevant.
- Provide opportunities for students to participate in various group activities for different purposes. Make-up of the groups could include:
 - Partnerships
 - Small groups
 - Mixed ability groups
 - Same ability groups
 - Home based group.

When pupils have the opportunity to engage in talk around tasks with their classmates, they learn more effectively, and learn to participate with other children in supportive ways.

An added advantage of organising children in groups is that the teacher does not have to do all the talking. In fact, the teacher can take on the role of facilitator and mentor as pupils pursue their own learning goals.

For these reasons, grouping children in various ways is an essential part of a well-organised classroom supportive of language learners as they learn to carry out the tasks of the different curriculum areas.

Module 4.1: Oral Language Development

Section 1

1.1 Introduction

In this Module we build on the understandings we gained from Unit 3, Language as Social Practice.

Note: 'First language' can be written 'L1', and 'second language' as 'L2'. You will find this abbreviation in the literature on first and second language learning.

4.1 Activity 1

In groups,

- *Recall and list information about how children learn their first language*
- *Think about who the children talk to, what they talk about, what kind of language is used by caregivers, why children learn to talk*
- *Recall and make a list of what you learned about the differences between language used in the home and community, and the specialised ways language is used in classrooms*
- *Recall and list differences between how children learn a first language and how they learn a second language*
- *What are some strategies that teachers can use to make classrooms as much like home/community environments for language learning?*

Report back to the whole group. Compare and discuss answers given.

The children in Lower Primary classes have already had three years of schooling in Vernacular or Tok Pisin. In the Table below is a statement of what children should know or be able to do in and through language when they reach Grade 3.

Talking and Listening	Reading	Writing
<p>In Vernacular:</p> <ul style="list-style-type: none"> • Know sounds, vocabulary and language structures • Be able to talk to different people in different ways • To tell and retell stories • Give instructions • Ask and answer questions • Give explanations • Rephrase things in their own words <p>In English:</p> <ul style="list-style-type: none"> • Understand simple classroom instructions • Join in rhymes and songs • Use greetings 	<p>In Vernacular:</p> <ul style="list-style-type: none"> • Read a range of printed materials • Engage in silent reading, reading aloud and with others • Read and understand instructions • Read and understand main points • Work out the meaning of words in context • Use pictures to help understand new words • Read new words using knowledge of letter sounds <p>In English</p> <ul style="list-style-type: none"> • Read the letters of the alphabet and know their sounds 	<p>In Vernacular:</p> <ul style="list-style-type: none"> • Label a range of objects • Write names of things • Write stories by themselves and in groups • Order events in stories • Edit and improve the content of written work • Write poems, instructions and opinions • Rewrite village stories in own words • Write neatly • Write down familiar words and sentences from dictation • Make alphabetical and numerical lists

4.1 Activity 2

Discuss with your peers each of the expectations in the talking and listening column, and give some examples of each.

? 4.1 Activity 3

Discuss the diagram below with your peers. Consider the following questions:

- *How much time is spent teaching/learning Vernacular and English languages in E 2 / G4 / G 7?*
 - *When does teaching and learning in Vernacular cease in Primary school?*
 - *What do you notice about the transition from Vernacular language as the language of instruction to English as the language of instruction, as children progress from grade to grade?*
-
-

Time allocations for progression from Vernacular to English as the language of instruction

Vernacular

English

G 8		20%					80%				
G 7											
G 6											
G 5		30%					70%				
G 4		50%					50%				
G 3		60%					40%				
E 2		90%								10%	
E 1											
EP											
%	10	20	30	40	50	60	70	80	90	100	

Section 2 Activities/strategies for children talking and listening in classrooms

2.1 Introduction

- Conversation is an important learning tool.
- Conversations between the teacher and children, and between children themselves, are essential in developing pupils' language abilities as well as learning, because they provide ways to explore new topics, share tentative ideas and consider possibilities.
- Involving children in interaction in a variety of group works situations provides them with opportunities to learn appropriate ways to express their feelings and opinions, as well as to listen and respond to the comments and feelings of others.
- Children need to make extensive use of language as both a speaker and listener.

What does the Department have to say about speaking and listening?

The Language Resource Book for Lower Primary, p. 9 suggests:

- **Speaking and Listening** may have a special focus at the beginning of the lessons, or be integrated with shared reading and creative writing
- These two skills may be done together as they are used simultaneously in real life situations
- Encourage the pupils to take part in all oral activity at this time. In Lower Primary the pupils will be learning many language skills
- Some of these skills will build on the skills they learned in Vernacular in Elementary School

And later,

- Most of the speaking and listening activities will be *integrated* into Language and other subject lessons
- However, at times you may choose to have a specific Speaking and Listening activity
- Be sure to relate the activity to the theme or topic you are planning, to make it more meaningful to the pupils

 **4.1 Activity 4**

Working in small groups, list reasons why we want to encourage children talking and listening in school. Report back to whole class.

Using the *Language Resource Book*, p.9 refer to the section on 'Purposes for Speaking and Listening':

- What does it mean to 'speak creatively'?
 - What does it mean to listen with 'critical understanding'?
 - How does a pupil listen 'attentively'?
-

 **4.1 Activity 5**

Working in a small group, brainstorming and then draw up charts for:

- *What a good listener can do*
 - *What a good speaker can do*
-

2.2 Strategies and activities for developing listening and speaking skills

 **4.1 Activity 6**

Working in groups

- *'Brainstorm' what you already know about teaching listening and speaking in either Vernacular, Tok Pisin or English*
 - *Nominate a reporter to keep a record of your thoughts. The reporter will need to present the findings back to the whole group*
 - *Display the brainstorm charts up in the classroom after reporting back*
-

 **4.1 Activity 7**

Working in groups:

- *Make a list of what you think you need to know about teaching listening and speaking as a subject in Primary classes*
 - *Discuss and list ideas for how you will find out what you need to know*
-
-

2.3 Suggestions from the Language Resource Book for Lower Primary - activities for listening and speaking

Refer to the Lower Primary Language Syllabus Grades 3 – 5 for specific listening and speaking objectives and skills to teach at each level in both languages.

- These activities can be used with both Vernacular and English.
- The *purpose* for each activity is for the pupils to think about questions, the text, discuss with their mates and then write.
- The Shared Reading Experience provides an excellent and easy way to have integrated meaningful listening and speaking practice. The Big Book provides an interesting experience which all pupils can discuss.
- Use the four levels of questions *on pages 10-12 of the Language Resource Book* to get the pupils to explore and discuss the text in greater depth.
- These activities are suitable for whole class or small groups.
 - A. Yes or No – discussion activity
 - B. Story mountain
 - C. Story frame
 - D. Story parts
 - E. Version diagram
 - F. Personality poem
 - G. Story impressions strategy
 - H. Story mapping
 - I. The S Q 3 R strategy
 - J. Know, Want to learn, Learned – KWL chart

2.4 Phonics activities

- For a range of activities to encourage learners to develop high level phonics skills, refer to the *Language Resource Book*, pp. 21.
- See also Jones (2000) *Vernacular to English Bridging Strategies Training Program* Session 5:1 for more information on the teaching of phonics.

Section 3 Additional activities for encouraging listening and speaking

Below is a further list of activities you can engage in with children to encourage them to be confident and effective talkers and listeners.

3.1 Sharing time/news time/morning talk

4.1 Activity 8

In small groups of 4 – 5:

- *Talk about something that happened during your vacation*
- *Share either your own news or retell somebody else's experience*
- *Suggest possible language learning objectives you could develop for Sharing time/news time/morning talk activities.*

3.2 A nature table

- Encourage children to bring in objects and items they see in the environment, e.g. a butterfly, a spider, an empty nest, a pupa etc
- The teacher models the language of e.g. a scientific description
- In subsequent sessions, the items are reviewed, with children giving the description
- The teacher prompts where necessary

This activity is useful in encouraging children to orally develop another factual text type.

3.3 Mime, role play and drama

- Mime involves learners performing actions without using speech, that is, through using gestures, facial expressions and body movement.
- Role-play involves acting out a short scene which may be realistic or imaginary, as themselves or other people.
- Drama involves the non-verbal activities of mime, and can include speech, movement, music.

- Miming first, encourages children to participate in an activity before they are ready to use the language of the text.
- Mime is a useful activity for children to join in when they are being introduced to a new story, since they can concentrate on the meaning without having to ‘map’ the language onto the acting.
- After they have heard the story several times, they can be encouraged to perform the actions of the characters.
- Sometimes children will be shy to perform the mime alone in front of other children. In that case, you can encourage two or three children together to act out each character.

Steps to follow:

- First, the teacher reads or says all of the text of the story, including the talk between characters, as the children perform the actions of the story.
- Each day, the children can take on more of the talk, speaking in chorus with the teacher.
- Then the teacher can encourage the children to say the dialogue with less and less help, until the children are acting and talking independently.
- When children understand the process, they can plan their own mini-dramas in small groups. They can then act them out for the whole class.
- They can choose either to mime the story they have chosen or constructed, or they can add dialogue.
- The actors may need to rehearse their drama a few times before they feel comfortable performing for the whole class.
- With some simple 'props', they could perform their drama for another class or the school assembly. This gives them a real audience for their performance.

4.1 Activity 9

Working in a small group, spend 10-15 minutes to develop a simple mime/ drama. This can be based on a known poem, story, or something new.

Perform your mime/drama for the whole group.

3.4 Using narratives / stories / legends

Invite a mature speaker of a community language, Tok Pisin or English to tell a story to the children. Then:

- Encourage the children to act out the story or parts of the story
- Tape record the story to play for the children in listening time make up their own similar stories

- Plan to write the story down as a group-negotiated text when the children are familiar with it, and make it into a big book
- Consider how you could integrate the story as a step in a lesson in another Curriculum area?

3.5 Innovations on a text, or 'parallel stories'

After reading a story to the children, i.e. The Story of Pini, children can

- Act out the story
- Make up a similar story – with some minor changes in character, place
- In later lessons, change more elements of the story

3.6 Oral cloze

In Cloze procedure, words are left out of a whole text:

- The teacher tells or reads a story that the children have heard several times.
- As s/he reads, s/he leaves out some words
- The listeners have to supply the missing word, or one having the same meaning
- Leave out different parts of speech, i.e. all nouns, or verbs, or adjectives etc
- Useful as a way of assessing children's learning of language features

3.7 A 'print walk'

- An activity that encourages children to walk around the classroom looking at the work they have put up on the walls, reviewing and talking about work they have already completed
- Encourage children to recall information from story maps, semantic webs, etc. displayed on the walls
- Suitable for small groups
- Can be done 3 – 5 times a week in the Lower Primary Grades

3.8 Planning an excursion

In planning an excursion, the main aim is to give children opportunity to develop their language abilities, and to learn more about the world and their place in it. We talk :

Before the excursion

Discuss

- the purpose of the excursion before you go
- What they are likely to learn/see/meet/discover
- What they need to take with them

At this time you support them in setting learning goals they wish to meet during the excursion.

During the excursion

While the excursion is in progress, you assist them to improve their learning:

- By talking with them about what they are seeing
- By encouraging them to talk to each other about what they are finding out
- In collecting the information they decided on during the planning stage

After the excursion

When you return to the classroom, that day or the next:

- Help them relate all that they have learned to the goals that they set for themselves
- Encourage them to carry out writing tasks (texts, diagrams, flow charts etc) that help them to meet their goals.

You have planned to extend this stage of the program over the remainder of the week so that the learners can make the most of their new knowledge and understanding, and practice the language that goes with that learning.

3.9 Sequenced pictures

- Start with a story the children know well
- Use pictures from a group-negotiated text, or pictures from Education Department Wall charts
- Place the pictures in random order along the blackboard ledge
- Children recall the story to put the pictures in the right sequence
- Start with 3 – 4 pictures to a story, build up as the children become familiar with the process
- Use photos of procedures like preparing a muu-muu, or making scones
- In this way, the children have experience in learning to speak different kinds of oral genres before they have to write them
- This can also be a follow-up activity after an excursion

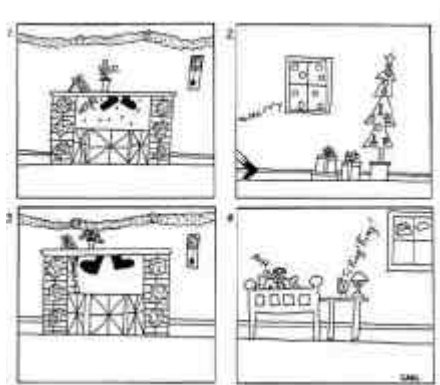


Figure 3: Sequenced pictures – 'The arrival of Father Christmas'.

A note about demonstrating appropriate language rather than correcting "errors". For example, the child says, "My sister, he start school today" Rather than correct what was said, you can say, "She started school, did she? That's great". In this way you model the appropriate usage, and give the child positive feedback as well.

3.10 Total physical response – listening / modelling

Total Physical Response (TPR)

Total Physical Response (TPR) is one of the strategies to teach children language using the natural method of language learning. When children begin to learn the language that is spoken in their environments they do so by first listening to the sounds and structures of the language that they hear. When young children begin to learn an additional language they usually go through a '*receptive phase*' first. During the receptive phase the child generally does not speak in the new language instead he / she listens to the new language structure and vocabulary for some time before being able to produce (speak and write) in the new language.

TPR seeks to mirror this natural approach to language learning. Students listen, at beginning levels, to commands or orders that are given by the teacher or by other children and they react physically to the commands by doing. In many cases the teacher models the action and uses the vernacular to support meaning before the children are expected to act. For example, a teacher may say, "raise your left hand" and as this is said the teacher raises her/his left hand, the teacher will then expect the children to follow the command that has been modelled either as a group or as individuals.

The strategy aims to build up children's vocabulary about their bodies and their immediate environment as well as building up a core list of action and doing words (verbs). As an initial language teaching strategy, the use of TPR generally encourages children to participate in actions done by a whole group. In this way the child is not forced into acting alone and learns the basics of the new language in a motivational way.

In practical terms, by learning through TPR the children will be able to recognise and participate in the daily routines that occur in the classroom and will be able to understand the procedures necessary for completing many tasks in the content areas. As children progress through the lower primary grades it is recommended that those who are capable be encouraged to have more participation in the productive language skills of speaking and writing while engaging in TPR type activities. In this section there are a series of sample TPR tasks that are appropriate to various levels of children's' second language abilities

 **4.1 Activity 10**

Discuss the implications of using the strategy in the lower primary bridging classroom. Remember it is not expected that children will speak using the target language of English for some time.

Can you think of any content areas where TPR would be especially effective as a language teaching strategy?

Suggested steps for teaching basic commands using Total Physical Response

1. Write your lesson objective.
2. Choose the TPR exercise. Introduce *only five (5) new* commands for beginning English. Teach one exercise as long as needed for the pupils to learn all the words.
3. Collect materials for the lesson, e.g. chair, book, pencils etc.
4. Teacher *models the instruction* alone, that is the teacher demonstrates by doing the action. For example say the command and do the action.
5. Teacher says: "Put the book on the desk." Action: (Puts a book on the desk).
6. Teacher models the command and action three (3) times using the same order. Pupils listen and watch.
7. Teacher repeats, modeling the command and action with a small group of students doing the actions.
8. Teacher models and changes the order of the commands with the whole class doing the actions.
9. Teacher gives commands BUT DOES NOT DO the actions. Students listen and do the actions, whole class then small groups or the other way round. Repeat 2-3 times.
10. Teacher gives some old and some new commands and MODELS the action. Pupils listen and do the actions.
11. Teacher gives old and new commands without the action. Pupils listen and do the actions.
12. Allow pupils to begin to say the words on their own. Then get volunteers to be teacher and give commands.
- 13.

From: R. Ray et al. (1998), *Bridging to English in Lower Primary*, NDOE, PNG. p10.

3.11 Using songs, poems and rhymes

Singing songs, reading poems and rhymes is a fun way for the children to practise their speaking and listening. It is especially useful in learning English.

Where to find songs, poems . . .

- Use songs the pupils know from church or other outside group activities. Teach the English/Tok Pisin words
- Write some new songs, poems, rhymes
- Adapt songs from the local language
- Invite community people to teach traditional songs.
- Use the letter sound poems in the Appendix of *Bridging to English* book
- Use the OESM Teachers' Resource and *Bridging to English* books to find some songs poems, and rhymes
- Use rhyming sections of well-known stories, such as: "run, run, run, as fast as you can, you can't catch me, I'm the gingerbread man".

Refer also to Unit 6 Module 1 *Bilingual Education and Bridging to English* for other listening/speaking activities.

Section 4 Some games for listening and speaking

Listening is a very active process, as is speaking. How can we encourage learners to be effective listeners?

- By using real language in real situations for carrying out real tasks
- By creating a supportive classroom climate where learners are encouraged to contribute without fear of criticism or failure and where every person's contributions are accepted

Effective listening does not end until the listener has:

- Acted on the information received by using it in a task, or
- Memorised it for later use

As much as possible we create or simulate real-life situations to encourage children's listening and speaking abilities. However, what follows are some listening/speaking games you can use in spare moments when children have finished set tasks.

4.1 O'Grady (or another name) says

- Teacher gives a command: O'Grady says, "Stand on one leg"; "O'Grady says "Hop on one leg"; Stop now"
- Children who forget to listen for the 'O'Grady says' command are 'out'
- Last child in gets a clap for being a good listener.

4.2 I went to the market and I bought ...

- Students sit in a circle of up to eight
- The first speaker begins, "I went to the market and I bought a pineapple"
- The second speaker says, "I went to the market and I bought a pineapple and a bunch of bananas"
- Each speaker repeats what the previous speaker has said, and adds one more item to the list until they have built up a list of items they bought at the market

4.3 Twenty questions (also known as "What am I?")

- Demonstrate this game several times until the children understand the rules
- The teacher thinks of an object or animal and the children have to guess what s/he is thinking of
- The questions can only receive the answers "yes" or "no"
- The teacher can encourage one child to be "What am I?"

- The teacher models some questions for the other children so they understand the importance of asking questions from the general to the specific, e.g. "Are you an animal? ... human? ... vegetable?"

4.4 A blindfold walk

- Arrange the children in pairs
- Blindfold one of them
- The sighted child takes the blindfolded child for a walk, and describes the scenery during the walk
- Later, to test how well the sighted child described what s/he saw, the child who wore the blindfold can write about or draw the scene

4.3 Places and things

In small groups or pairs, learners could develop oral descriptions of familiar places such as their home, school, neighbourhood or town. The purpose of the description could be:

- Telling a tourist in the town how to get to your village
- What the village looks like
- Writing to students in another school, telling them what your school/village was like
- This could be a focus activity for a lesson in the Social Science subject area

4.4 Sounds around us

- Ask the children to close their eyes and listen to the sounds they can hear in the environment around them.
- Or, recall or imagine the sounds of: water boiling; a log fire burning; a squeaking door, waves breaking; a clock ticking; thunder, a lawn mower; rain on a tin roof, a sausage frying, and others you can think of.

4.5 A continuing story

- Arrange the children in groups of six and get them to sit in a circle.
- Each group could have a series of pictures or story cards.
- One child begins to tell a story.
- In turn, each child adds a new sentence to the story to continue it.
- Each group retells their story for the whole group.

Section 5 Additional strategies useful for Upper Primary pupils

- *The use of diagrams* is a powerful strategy to assist second language learners to organise information about a topic.
- Further, using diagrams can assist Upper Primary and Secondary pupils to understand complex or difficult text when they meet it for the first time.
- Below are some activities that can encourage older pupils to talk through some difficult material so that they help one another understand it.
- Diagrams also help children think issues through verbally before they have to develop their findings into written text of different kinds.

5.1 Brainstorming

This is a strategy by which learners contribute information about a particular topic. This can be:

- A whole class
- Small group
- Individual activity

Rationale for the process of brainstorming is as follows:

- It helps learners to make links with their prior knowledge of a topic
- It acknowledges their own life experiences as important in relation to a topic
- It enables learners to build up their subject vocabulary of a topic by learning from others
- It encourages learners to learn some communicative strategies such as turn taking, getting the attention of the teacher and the group to contribute an idea
- It helps to create an environment w to share their ideas



Figure 3: The results of brainstorming.

- It enables teachers to assess their pupils' knowledge and language skills at the beginning of a topic

Brainstorming as a strategy can be used successfully with a whole class or with small groups of at least five and is used mainly in the beginning stages of a new topic or task. For example:

- As a beginning activity for introducing a topic
- Before a writing activity so that children can gather vocabulary and ideas for writing
- As a beginning step in planning a structured overview
- As a diagnostic tool before or after a learning activity

What you need:

- A chalkboard and chalk, or large sheets of butcher's paper and felt pens. Therefore, this strategy can be used in any classroom.

What you do:

- Explain the strategy
- Introduce the 'rules' (with younger children)) or formulate rules with prompting from the class
- Introduce the topic (chosen from one of the curriculum areas, e.g. Environmental science)
- Invite individuals to give key words, concepts or phrases that they think relate to the topic
- Tell the children how long the brainstorming session will last

The 'rules' of brainstorming are:

- More is better
- All ideas are accepted. Nothing is irrelevant until proven to be so in follow-up activities
- Building on each other's ideas is encouraged

A set time is allocated so that the session is brisk. Then a group reporter can report back their ideas to the whole group. These can then be listed on the blackboard.

The brainstorming session can form the basis of the next activity.

5.2 Concept map / mind map

This is another strategy for recording information.

- It can be a whole class, small group or individual activity.
- It goes one step further than brainstorming, in that it draws connections between concepts and ideas. That is, it shows meaning relationships between concepts by using 'linking' words.

- Concept maps may organise concepts in a hierarchy (top to bottom) from the most general to the most specific. Here is an example of concept/mind map:

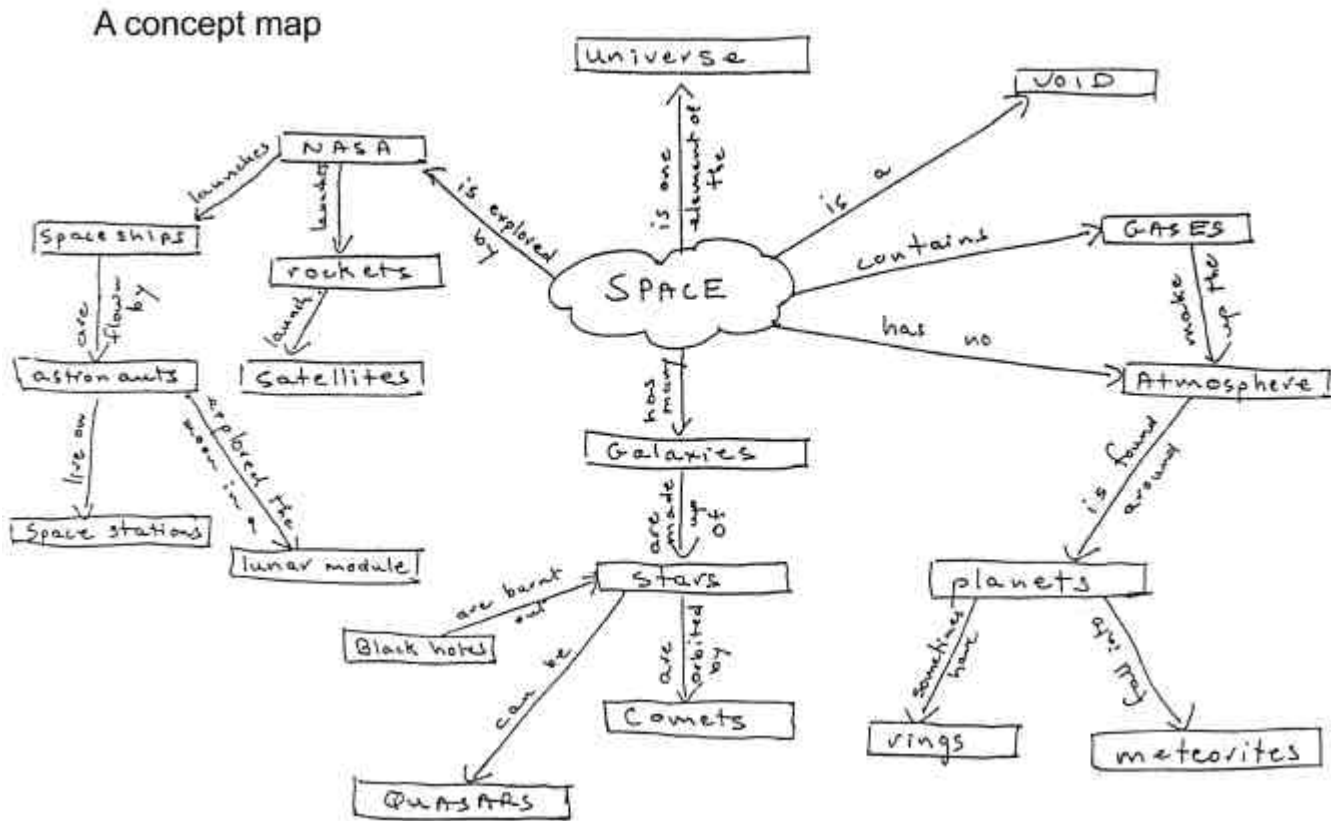


Figure 4: A concept map. Source: 'Teaching Strategies and Practices'.)

- The diagram shows how the concepts and information can be organised in a logical way.
- It assists learners to identify key concepts in both oral and written texts, although its purpose is a little different in each case (See Reading TLM 4).
- Concept mapping can follow on after a brainstorming session to help learners organise information before constructing a text.
- It can also act as a prompt when children are making an oral presentation.
- It is important that the teacher models the process of developing a concept map a few times before expecting learners to develop their own.

5.3 Story map



Figure 5: A story map.

- This strategy is effective in encouraging learners to recall information from a narrative text.
- It encourages learners to think about the structure of narrative texts, and how to sequence events in retelling.
- The children need to know the story well, and the teacher should have modelled the process several times with the class before expecting the learners to produce their own story maps.
- In this strategy the characters and sequence of events are represented by a series of pictures drawn across a large sheet of paper, with arrows or dotted lines showing the connection between characters and events.
- The story map can then be used to help children recall the important details of a story, and to prompt them when retelling stories in a group or the whole class.

5.4 Flow chart

A pictorial flow chart is similar to a story map. However, it helps learners to organise and recall *factual* information.

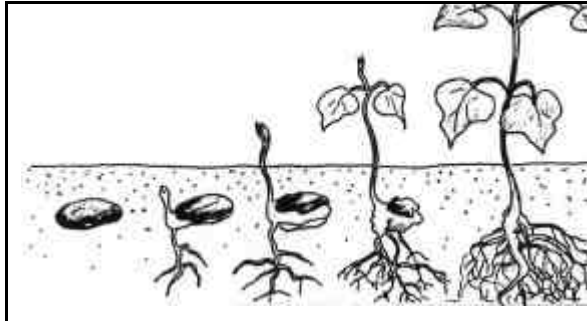


Figure 6a: The germination of a seed.

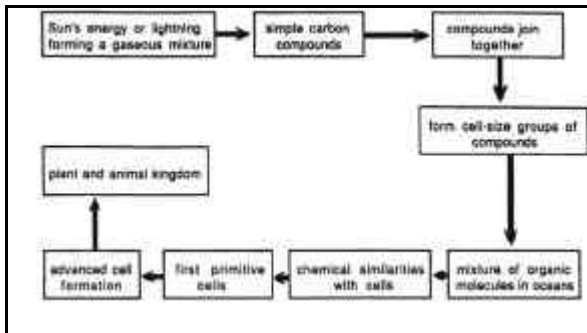


Figure 6b: One theory as to the origin of life.

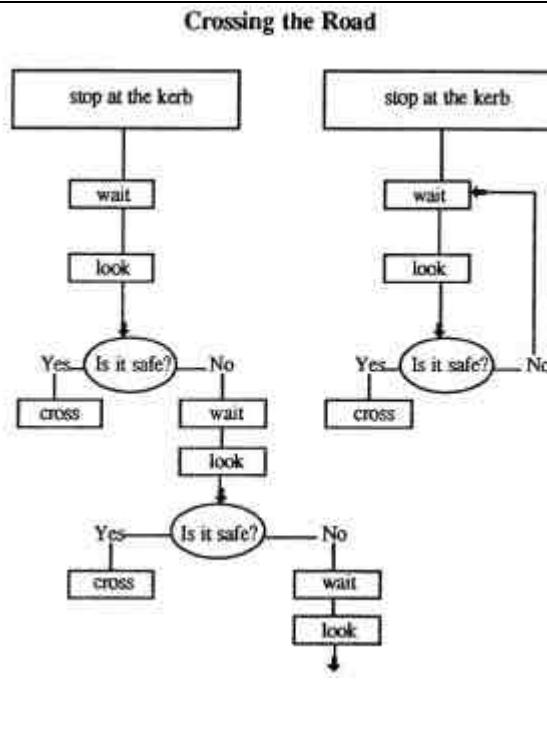


Figure 6c: Flow chart for 'crossing the road'.

5.5 Structured overview

- Can be used with a whole class or small groups
- It is basically a diagram built up of key words showing the relationship between related ideas
- The key words or concepts (ideas) are ordered in rank from the general to the specific, and displayed as a diagram
- The diagram provides a framework within which learners can structure their talk, organise their understanding, and later, writing
- The diagram is also useful when children are being introduced to a text in which they need to locate facts and information

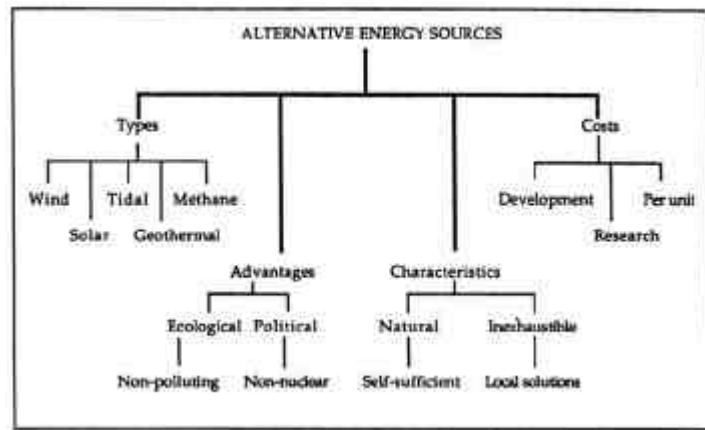


Figure 7: Structured overview diagram.

Why use a structured overview?

- It provides insights into what learners already know about a topic
- It helps them to link what they know with new knowledge being introduced throughout the topic
- It enables the learner to develop language on the topic being studied and to organise this language into meaningful 'chunks'
- It helps teachers to be clear about what they need to teach in the topic

The structured overview can be used:

- As an activity to be carried out between teacher and pupils when introducing a new topic, and follows on well as a strategy after 'brainstorming'
- As a pre-reading activity as preparation for reading to locate information. The structured overview indicates what information to look for
- By the teacher to give a general overview of the topic to be taught
- As a way of discussing learners' knowledge about a topic
- As a guide for learners to monitor their progress when learning about a topic especially by their own research
- To assess what learners have learned when a topic is finished
- To organise information from a text

What you do:

- The topic to be studied is decided
- Learners and teacher brainstorm words that relate to the topic
- Learners and teacher rank-order the words or concepts from the most general to the most specific
- Learners and teacher then organise the information into a structured overview.

N. B. The teacher may find that the structured overview, as it relates to the learners' knowledge, is incomplete. Additional words/concepts can be filled in as they progress through the topic.

Two additional options for completing an overview are:

- The 'top down' approach, where learners are given the general concepts at the top and work down to the specific concepts, and
- 'Bottom up' where learners are given the specific concepts at the bottom and work up to the general concepts

A structured overview, completed with the children's assistance, then becomes the basis and guide for a written text.

5.6 Graphic outline

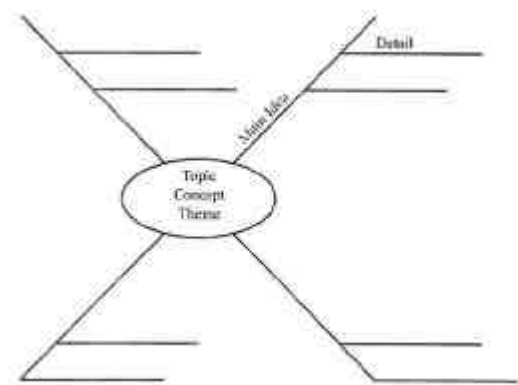
Graphic organizers

A graphic organiser is an instructional tool used to illustrate knowledge about a topic or section of text.

Spider map

A spider map is used to describe a central idea: a thing (a geographic region), a process (photosynthesis), concept (ethical behaviour), or argument with support (discipline should be banned in schools).

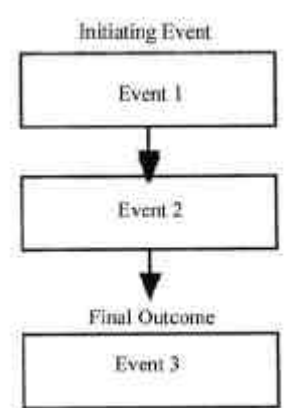
Key questions: What is the central idea? What are its characteristics? What is the purpose of each characteristic?



Series of events chain

A series of events chain is used to describe the stages of something (the life cycle of a butterfly); the steps in a linear procedure (how to make a canoe); a sequence of events (how PNG got its independence); or the goals, actions, and outcomes of a historical figure or character in a novel (Sir Julius Chan).

Key questions: What is the object, procedure, or beginning event? What are the stages or steps? How do they lead to one another? What is the final outcome?



Continuum scale

The continuum scale is used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in tests).

Key questions: What is being scaled? What are the end points?



Compare/contrast matrix

A compare/contrast matrix (or information grid) is used to show similarities and differences between two things (people, places, events, ideas, etc).

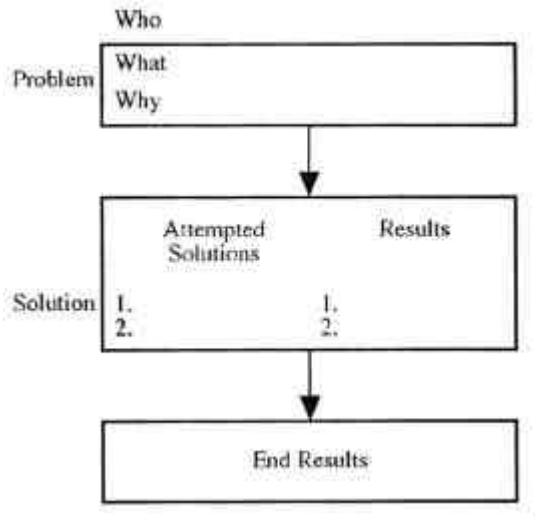
Key questions: What things are being compared? How are they similar? How are they different?

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Problem/solution outline

A problem/solution outline is used to represent a problem, attempted solutions, and results (corruption in government).

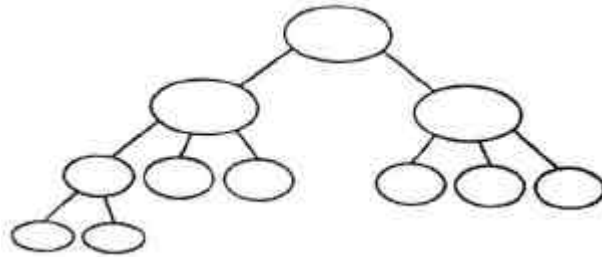
Key questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?



Network tree

A network tree is used to show information about causes (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system).

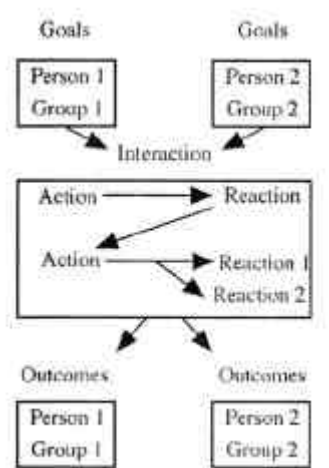
Key questions: What is the main category? What are the minor categories? How are they related? How many levels are there?



Human interaction outline

A human interaction outline is used to show the nature of an interaction between persons or groups (Landowners and companies).

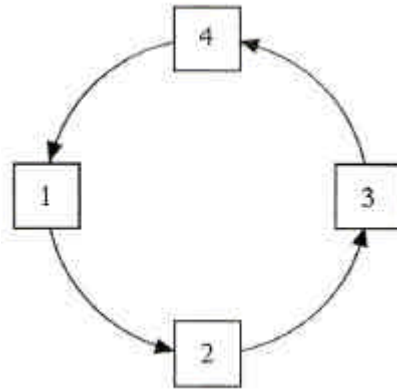
Key questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?



Cycle

A cycle is used to show how a series of events interact to produce a set of results again and again (weather cycles, teaching and learning cycles, the life cycle).

Key questions: What are the critical events in the cycle? How are they related? In what ways do they influence each other?

**5.6 Questioning techniques**

The use of questioning is a valuable skill to develop. Its use as a technique is referred to in the *Language Resource Book*, p. 10, 11, 12.

There is a comprehensive list of questions based on a hierarchy of thinking skills as Appendix 1 in this Module.

Section 6 Assessment

6.1 Why evaluate?

Assessment, or evaluation has several different purposes. These purposes include:

- To demonstrate for the pupils:
 1. How well they have learned something
 2. What kind of things they can do best
- To show teachers:
 1. How well they have taught something
 2. What areas pupils need extra help with
 3. What they need to plan for in their follow-up teaching
- To show parents their children's progress over the Grades and curriculum areas

There are two main dimensions to assessment. These are:

- Pupil self-evaluation

Teachers can help children to play an important role in their own evaluation by:

1. Focussing their attention on what they are able to do
2. Encouraging them to plan what they could do next
3. Encouraging them to edit and comment on their own stories
4. Encouraging them to make their own charts of stories they have read and written.

- Teacher evaluation

Suggestions for assessment of pupils are:

1. Keep a folder for each pupil
2. Place samples of their work over time in the folders
3. Keep notes of your observations and comments in their folders
4. Keep checklists carried out on individual pupils in the folders too

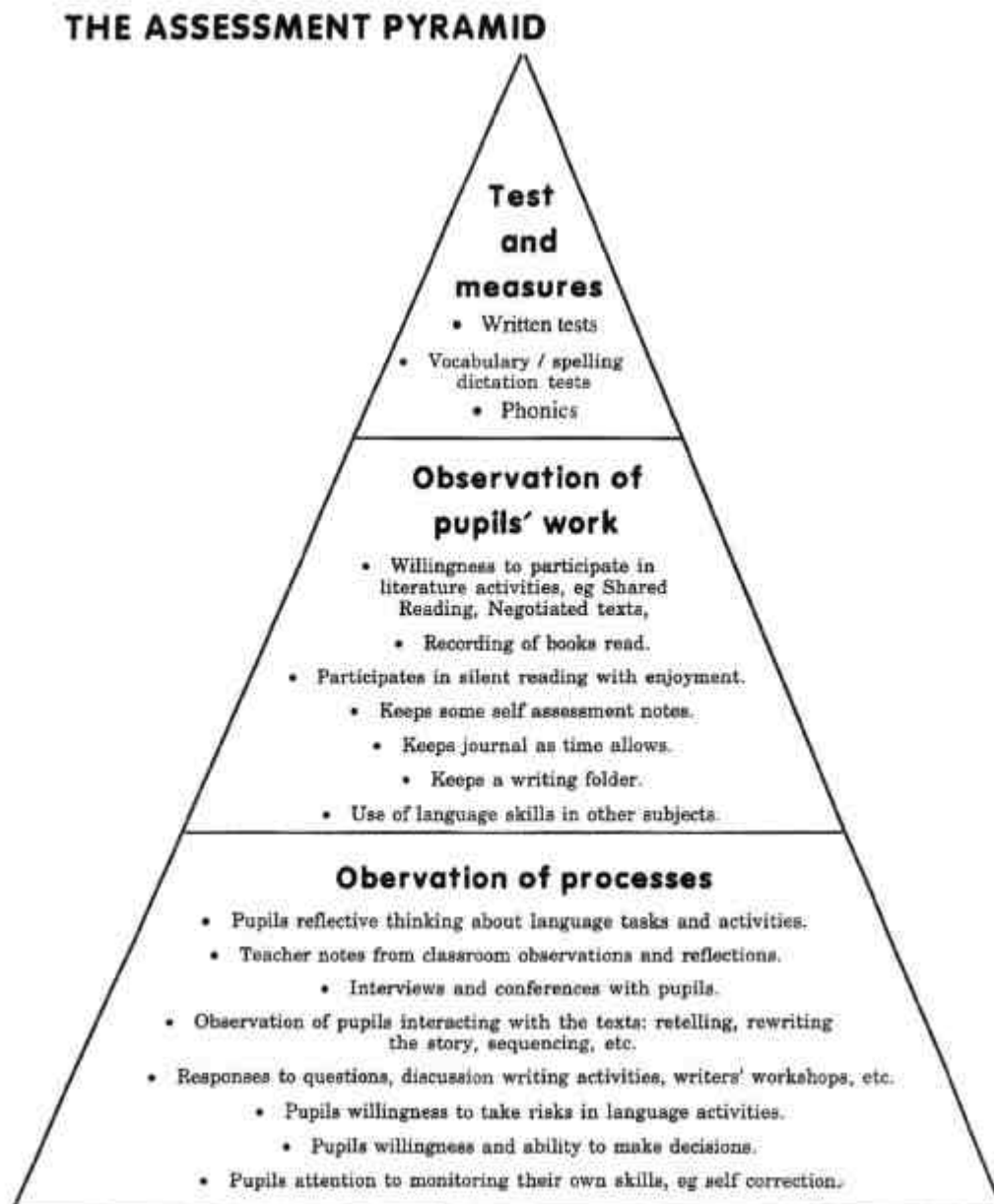
6.2 Strategies for evaluation

4.1 Activity 11

Look at the Diagram *THE ASSESSMENT PYRAMID*, below. Consider:

Which part of the Pyramid has the most information and suggestions for assessment?

Why is the information presented in this way?



4.1 Activity 12

Working in groups, discuss:

- *How teachers might collect the information in each part of the Pyramid?*
- *What use they might make of the information they collect?*
- *How they might record it until the end of the term when they write their reports?*

Some strategies for record keeping for evaluation

- Folders for each student in the class
- Checklists – see the examples on p. 73 of the *Language Resource Book*
- Observations – taken from other curriculum areas as well as in language lessons
- Conferences – teacher talks to children as individuals or in small groups about a text they are working on. S/he keeps notes of aspects of the children's work to help with assessment and for ongoing planning.

Teachers could use a grid like the one below

- For recording and collecting observations of what pupils were able to do when recounting what they did ...
- As a model for identifying items to be observed when recording and collecting observations on pupils' abilities across a variety of texts

Children	Recounts personal events	Repeats or restates words not understood by listener	Uses patterns such as 'On Saturday ...', 'Last night ...'	Speaks clearly and confidently
Kalal	☺	☺	☺	☺
Nava	☺	☺	☺	☺
Lucy	☺	☺	☺ uses 'and' repeatedly	☺
Forova	☹ names and actions only not yet able to link ideas	☺ repeats words for listener	☺ uses 'and then' as learned pattern	☺

Figure 8: Record keeping evaluation grid.

Resources

The documents listed below were used as resources from which material was drawn in the compilation of Unit 4, Module 4.1.

NDOE documents

NDOE (1998.) *Language Resource Book for Lower Primary*

NDOE (1998). *Lower Primary Language Syllabus Grades 3 – 5*

NDOE (1998). *Programming for Lower Primary Teachers Grades 3 – 5*

References

Board of Studies New South Wales (1998). *English K – 6 Modules*. Sydney: Board of Studies.

Department for Education and Children's Services, South Australia (1993). *ESL in the Mainstream Teacher Development Course*. Government Printing Office, S.A.

Jones, P. and Pickford, S. (2000). *Vernacular to English Bridging Strategies Training Program*. Primary and Secondary Teacher Education Project, PNG.

New South Wales Department of School Education Curriculum Directorate (1997). *Choosing Literacy Strategies that Work: Stage 2*.

Pickford, S. (1993). *An Introduction to Language Teaching in Community Schools*. Madang Teachers' College.

South Australia Education Department (1992). *ESL Curriculum Materials: Teaching Strategies for ESL Learners R-12*.

Appendix 1

Sequences of questions based on a hierarchy of thinking skills

	Useful verbs	Sample question stems	Some potential activities and products
KNOWLEDGE	list describe write find state name	What happened after ...? How many ...? Who was it that ...? Can you name the ...? Describe what happened at ...? Who spoke to ...? Can you tell why ...? Find the meaning of ...? What is ...? Which is true or false ...?	Make a list of the main events of the story. Make a time line of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the animals in the story. Make a chart showing ... Make an acrostic poem. Recite a poem.
COMPREHENSION	explain interpret outline distinguish restate translate compare describe	Can you write in your own words ...? Can you write a brief outline ...? What do you think could have happened next ...? Who do you think ...? What was the main idea ...? Can you provide a definition for ...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Write a summary report of the event. Prepare a flow chart to illustrate the sequence of the events.
APPLICATION	solve show use illustrate calculate construct complete examine classify	Do you know of another instance where ...? Can you group by characteristics such as ...? Which factors would you change if ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make a clay model of an item in the material. Write a textbook about ... for others.

	Useful verbs	Sample question stems	Some potential activities and products
ANALYSIS	analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could not have happened? If ... happened, what might the ending have been? How was this similar to ...? What do you see as other possible outcomes? Why did ... changes occur? Can you explain what must have happened when ...? How is ... similar to ...? What are some of the problems of ...? Can you distinguish between ...? What were some of the motives behind ...? What was the turning point in the game? What was the problem with ...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the subject of study Write a biography of a person studied. Prepare a report about the subject of study.
SYNTHESIS	create invent predict construct design improve devise formulate	Can you design a ... to ...? Can you see a possible solution to ...? If you had access to all resources, how would you deal with ...? Why don't you devise your own way to ...? What would happen if ? How many ways can you ? Can you create new and unusual uses for ...? Can you develop a proposal which would ...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to ... Design a record, book or magazine cover for ... Devise a way to ...
EVALUATION	judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to ...? Judge the value of ... Can you defend your position about ...? Do you think ... is a good or bad thing? How would you have handled ...? What changes to ... would you recommend? Do you believe ...? How would you feel if ...? How effective are ...? What do you think about ...?	Conduct a debate about an issue of special interest. Make a booklet about five rules you see as important. Convince others. Form a panel to discuss views, for example, "Learning at School" Write a letter to ... advising on changes needed at ... Write a half-year report. Prepare a case to present your view about ...

Adapted from Bloom's Taxonomy