INSERVICE UNITS TO SUPPORT THE IMPLEMENTATION OF THE PRIMARY REFORM CURRICULUM

Unit 8
Bridging To English
Study Guide

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AusAID
Unit 8
Bridging to English

Study Guide
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For further information about the units contact the Teacher Education and Staff Development Division.
# Unit 8: Bridging to English

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Secretary’s message

The Papua New Guinea Department of Education In-service Management Plan 2001-2005 sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.

Dr. Joseph Pagelio
Secretary for Education
How to use the study guide

There are a number of ways you can use this study guide:
- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

Option 1. School-based, cluster or district learning and development
This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following - the Head Teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 13 of the Accreditation and Certification section can be used for this purpose.

Option 2. Self-improvement
You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.
Option 3. Improve your qualifications
You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.
Study Pathway Planner for Improving Qualifications...

Step 1
Read pages 1-11 of Unit Introduction

Step 2
How do you want to study? Choose your path - is it to be
- self paced with or without a learning partner?
- in a group with a facilitator?
- off campus face-to-face with an assessor?
- on campus face-to-face with an assessor?

Step 3
Read pages 9 of Accreditation and Certification to see how to apply for external assessment

Step 4
Read detail of the Learning Contract (pages 2-8)

Step 5
Contact your local assessor and negotiate your learning contract

Step 6
Read Final Steps

Step 7
Do you have access to the resources listed on pages 4-7 of Unit Introduction?
- No
- Yes

Step 8
You are ready to start

When you have them, go to step 8
Your head teacher, inspector, inservice coordinator, reform coordinator or provincial materials supply officer may be able to help

You don’t need to collect them all at once, but only as you need them

You cannot proceed with the unit

Look for the documents, otherwise you don’t have access to the resources listed on pages 4-7 of Unit Introduction

How to use the study guide
Unit Introduction

The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary’s Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through ‘elaborations’ of the outcomes. ‘Suggested activities’ are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a ‘self-learning mode’. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.
In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your progress/learning through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term *colleague* is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 4 of *Accreditation and Certification* section of this Study Guide.)

**Prerequisites**

There are no academic prerequisites for this unit.

**Duration**

It is likely to take you around 48 hours to complete all *the Learn, Do, Share and Reflect* activities in a unit.

**Learning tips**

Each module includes *learning, doing, sharing* and *reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-7. All resources were sent to schools during 2003-2005.

**The learning model**

The activities in this unit, using the learning model of *Learn, Do, Share and Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.
Icons

An icon is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.

Learn  Do  Share  Reflect

<table>
<thead>
<tr>
<th>Learn (Lainim)</th>
<th>Do (Wokim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find out more about</td>
<td>• Do tasks</td>
</tr>
<tr>
<td>• Use information to create knowledge</td>
<td>• Practise skills</td>
</tr>
<tr>
<td></td>
<td>• Apply new knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share (Tok tok wantaim)</th>
<th>Reflect (Tingim bek)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talk to others about what you are learning</td>
<td>• Think critically about what you have learnt, done and shared</td>
</tr>
<tr>
<td>• Discuss findings with a colleague, learning partner or group acting as a critical friend(s). Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</td>
<td>• Think about changes to your practice</td>
</tr>
<tr>
<td></td>
<td>• Think about changes to your beliefs and attitudes</td>
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Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be:
- what does this mean for my practice in my current position?
- what are the implications for the group?
- what are the implications for the school or my classroom?
Resources

Here is a list of resource texts for this in-service unit. Grades 3-5 have been identified as the bridging years. The language of instruction for grades 6-8 is English, however some bridging activities may occur at these years of schooling. The focus in this unit is grades 3-5 requirements in Bridging to English.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2003 – 2005.

At the beginning of each module, the resource books you will need for that module are identified.


2. National Assessment and Reporting Policy, 2003, Department of Education, Papua New Guinea


About this unit

The context
As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

The *Ministerial Policy Statement (No. 3/99) on Language Policy in all schools* states that vernacular languages (language spoken by both the student and the teacher) must be used in the school system for teaching and learning. This is also one of the aims of the education reform in Papua New Guinea.

On the basis of this information, the reform curriculum calls for a program of bilingual education in primary schools. Children who graduate from elementary schools will enter this new bilingual program in Grade 3.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation.

The in-service units in the set are:
Unit 1: Philosophy of Curriculum Reform
Unit 2: Learning Area: Culture and Community
Unit 3: Learning Areas: Language and PD
Unit 4: Learning Areas: Mathematics and Science
Unit 5: Outcomes-Based Planning and Programming
Unit 6: Learning and Teaching for Outcomes
Unit 7: Assessing and Reporting Achievement of Outcomes
Unit 8: Bridging to English
Unit 9: Vernacular Literacies

You can study one or more units and you can study them in any order.

This unit focuses on the Ministerial Policy Statement on Language Policy in All Schools and the recommended approach to bridging in the bilingual classrooms.
Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete the unit. These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you, the learner, can (are able to)

1. discuss the importance of establishing links between elementary schools and grade 3 classrooms and establish such a link
2. write a vernacular Big Book which can be used in bridging lessons
3. implement the recommended vernacular to English teaching strategies
4. explain to others the recommended vernacular to English bridging approach and how it can be used in bilingual/bridging classrooms
5. explain the principles of student-centred learning
6. discuss and apply ways of managing an interactive and student-centred classroom
7. explain to others a variety of assessment strategies in student-centred teaching and learning
8. apply your learning effectively in your work situation.
The Modules

In order to help you achieve the unit learning outcomes, this unit is developed through four modules.

The modules are not linked. This means that you can do them in any order you like. However, you are advised to do Module 4 last.

**Module 1: The context of bridging**
This introductory module, in support of the current Language Policy, provides general background information about bilingual education under the education reform. This information enables you to increase your understanding of the use of vernacular and English and the need to link with elementary language outcomes. Most importantly, this information helps you understand that the children need to develop their thinking skills, their independent learning skills, as well as the language skills that support thinking and learning skills development. Both vernacular language and English play important roles in this development.

**Module 2: Vernacular to English bridging strategies**
In this module, you undertake a study of the different approaches to teaching the lower primary syllabuses, specifically in a bilingual classroom. This enables you to effectively implement bridging from vernacular to English programs at the lower primary level.

**Module 3: Management of a student-centred classroom**
The focus for this module is how to effectively manage a student-centred classroom. The module provides you with information about group work, timetabling, weekly programming using an integrated approach and assessment practices in the bridging context. This helps you to manage your bridging classes more effectively, thus implementing the bilingual approach successfully.

**Module 4: Planning for the future**
In this module, you reflect on the learning you have achieved as a result of studying modules 1, 2 and 3. You consider the learning needs of others with whom you share professional responsibilities in this area of bridging to English. In planning for the future, you develop a plan for offering assistance to others.
References

These documents have been used in writing these units. You do not need to have access to these documents.


Department of Education, 2002, *In-service Units to Support Implementation of Lower Primary Reform Curriculum: Unit 2: Bridging to English in the Lower Primary*, Papua New Guinea


Papua New Guinea Education Institute, 2002, *Bridging in the Lower Primary School Workshop for Grade 3 Teachers*, Papua New Guinea


Reference has also been made to an unpublished document: *Bilingual Education and Bridging to English Handbook*
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Module 1: The context of bridging

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Name: ........................................................ File Nº:....................................................

Date commenced: ...................................... Date completed:.......................................

I have sighted this study guide as evidence of completion of agreed tasks by

..........................................................................................................................................................
(insert name)

Assessor: ..................................................... Date: ......................................................
Module 1 - The context of bridging

Module introduction

Welcome to Module 1: The context of bridging

This module begins by providing you with a broad overview of the whole unit, stating who the target group is and its aim. Next you develop a shared view and a common starting point through defining the key concepts of ‘bridging’, ‘transition’ and ‘bilingual education’. Then you move on to increase your understanding of the use of vernacular and English in elementary school and the need to link with elementary language outcomes. Finally, you broaden your understanding of the concept that vernacular literacy is a support for English language development.

To undertake this module you will need access to the seven lower primary syllabuses and the matching teacher guides. These are shown on page 4-7 of the Unit Introduction. All activities in this module are based on these documents. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial inservice coordinator or the provincial materials supply officer.

If you are seeking academic credit, as you work through this module, it may be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.
Module learning outcomes

When you have worked through this module you, the learner, can (are able to):

1. discuss the contents of the *Ministerial Policy Statement (No. 3/99): Language Policy in All Schools* as it applies to lower primary schools

2. use a KWL chart as a learning tool in a classroom situation

3. discuss the link between elementary and primary grade 3 and related issues with elementary teachers

4. discuss the elementary language outcomes and determine the levels of vernacular and English language skills that your grade 3 students have

5. explain how the guidelines for bilingual education and bridging to English will affect your current practices in planning and programming

6. explain the concepts - ‘bilingual education’, ‘transition’ and ‘bridging’

7. explain how vernacular learning can be used to support English language learning

8. read information (relating to bilingual/transition education) from a number of sources and make connections to your classroom practice

9. organise meetings and facilitate collaborative activities to strengthen links between elementary and primary schools

10. translate information about vernacular support for English language learning to your current classroom practices

11. reflect on your own teaching styles and changes you would consider to suit your classroom needs.
Section 1: Introducing the module

This module has been developed to support you, a lower primary school teacher, senior teacher or head teacher teaching students who have come through elementary schools, or an education officer or a primary school inspector in your supervisory role. According to the Language Policy in All Schools, classroom learning and teaching will be conducted in a bilingual situation where the student is encouraged to sustain and develop the initial first language literacy that was provided in the elementary sector. This means at the lower primary level, you, the teacher, also begin to introduce literacy in the second language, which is English, while continuing to develop your students’ literacy in the vernacular.

This module supports this policy on bilingual education in the lower primary; therefore, it aims to ensure that you are equipped to teach in a bilingual situation and that you are prepared to support students’ transition from vernacular to English through grades 3–5.

This module trains you in bilingual teaching strategies, models and examples linked to the Language, Lower Primary Syllabus and supporting documents.

It also provides implementation support for you, who have the main responsibility for designing a classroom curriculum and bilingual learning environment to meet the varied needs of your students.

Take a few minutes to read the following information about a KWL chart.

What is a KWL chart?

A KWL chart is an effective method to work out the level of interest in and prior knowledge of a student on a topic.

The KWL activity helps students remember what they already know about a topic, interpret what they read, decide on things they want to learn more about and helps to revise what has been learned.

- The K stands for Know: Here the students list everything they already know about the topic to be studied individually or as a group.

- W stands for Want to Know: This is often in question form. Here your students and you list all the questions they have about the topic, and any gaps in the knowledge they already have.

- L stands for Learned: this section of the chart is filled in during the study of a topic. When students discover the answer to one of their questions or how to fill in the gap in their knowledge, they complete this column. Following is a sample KWL chart.
**Unit 8**

**Bridging to English**

<table>
<thead>
<tr>
<th>K - know</th>
<th>W – want to know</th>
<th>L - learned</th>
</tr>
</thead>
<tbody>
<tr>
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*K - know* is to write what you know,  
*W - want* to know is to write what you want to learn  
*L - learned* is to write things you learn as you go along.

**Steps to follow in your classroom**

1. Draw a KWL chart on the board.  
2. Teach the different parts of the chart to the students. (This step is done only when you first introduce KWL chart).  
3. Get the students to brainstorm what they already K - know about the topic being studied.  
4. Write their responses on the chart (in the first column).  
5. Next get the pupils to suggest new things that they W - want to know. They could suggest questions they have about the topic.  
6. Write their responses in the middle column  
7. Do not write in the L - learned column. This will be completed during the study of the topic.

**Working with another colleague, preferably a grade 3 teacher, complete a KWL chart.**

- Start by brainstorming things you K - know about *teaching in the bridging years of the lower primary school*. Write them in the first column. In the second column, write new things that you W - want to learn about *teaching in the bridging years of the lower primary school*.  
- Do not write in the L - learned column. This will be completed later, as you work through the sections of this module.

<table>
<thead>
<tr>
<th>K - know</th>
<th>W – want to know</th>
<th>L - learned</th>
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**HINT:** What you list under each column will depend on how much in-depth knowledge you have about teaching in the bridging years. Your response will also require you to assess yourself and help you identify areas of need.
Take your KWL chart and discuss it with another person from your school or your cluster group. As you are comparing and discussing, do the following:

• What are some more things that you want to know about teaching in the bridging years of the lower primary school? Find out as much as you can during your discussions with your colleagues.

• Perhaps after you have talked to those above, you may now be able to write some things in the L - learned column.

• List the areas of focus for teaching in the bridging years of the lower primary school.

Did you find the KWL a useful learning tool for you?

• Do you think you will be able to use it with your class in your classroom? If not – what do you need to know more about before you can adapt this learning model for use in your classroom?

HINT: A personal response is required here.

It is important to understand that you know already a great deal about teaching, and about teaching grade 3-5 students. This module is intended to build on this existing knowledge.

Share what you already know about teaching in the lower primary with your colleagues. Make some notes here.
Section 2: What are bilingual education, transition and bridging?

Read the information on bilingual education in the seven lower primary syllabuses. (Pages references are listed below.)
- Arts: pages 3-4
- Community Living: pages 4-5
- Environmental Studies: pages 1-2
- Health: pages 3-4
- Language: page 3
- Mathematics: pages 3-4
- Physical Education: pages 3-4

Discuss with a colleague what you have read, then answer the following questions in 2-3 sentences.

- What have all the above documents said about:
  - education in general at the lower primary level?
  - the approach to first languages in schools in the reform process?
  - transitional bilingual education?
  - strategies and activities for implementing bilingual education?

_HINT: The indicated pages of the seven lower primary syllabuses will provide information for you to answer the four questions above. Discussion here should evolve around the importance of bilingual education in the lower primary._

Still working with a colleague, read the _Ministerial Policy Statement No: 3/99, Language Policy in Schools_ which is copied below, and take down bullet point notes about the most important messages in the statement. (Use the space provided after the statement to record your notes.)
MINISTERIAL POLICY STATEMENT NO: 3/99

SUBJECT: LANGUAGE POLICY IN SCHOOLS
The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary’s Circulars No.1/91 and No. 38/99.

The future directions for language use in the formal school system as stated in Secretary’s Circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular; or a language spoken by both the students and the teacher, in the school system for teaching and learning. The use of vernacular languages establishes strong cultural bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea.
Research findings also support the use of vernacular languages in schools. The findings indicate that:

• there are academic achievement benefits for the student from being bilingual
• to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development
• it usually takes an English language learner 5 or more years to develop the ability to use English for learning complex concepts; and
• beginning schooling in the children’s first language, and using this language for continued learning and development while the English language is being learned, is the best way for children to develop to their full potential in schooling.

On the basis of this information, the reform curriculum calls for a program of bilingual education in primary schools. Children who graduate from elementary schools will enter this new bilingual program in Grade 3.

1. At the elementary school level, (Prep to Elementary 2), this means that the language of instruction is completely in the student’s vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave elementary school literate in their first language.

The community through their Parents and Citizens' Association (P & C) and the Board of Management (BOM) will decide the language to be used at the elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at elementary level. The language chosen should be the
language that is shared in the community, and used for most communication in that community.

2. At the lower primary level, (grades 3 - 5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout lower primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of grade 5, using “Teaching English to Speakers of Other Languages” (TESOL) methodology.

At this level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the lower primary grades, particularly those who have received inservice in bilingual education strategies.

3. At the Upper Primary level, (grades 6 - 8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.

4. At the Secondary level and Provincial High school level including Vocational schools, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

Whereas students must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

HONOURABLE PROFESSOR JOHN WAIKO, PH.D, MP.
MINISTER FOR EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY

Distribution
All members - Secretary’s Staff Meeting
All Provincial Education Advisers
Principals of Provincial Secondary Schools, Provincial High Schools, Primary Schools, Community Schools, Vocational Secondary Schools, Vocational Centres, Teachers Colleges and National High Schools.
All Secondary, Vocational Institutions and Community School Inspectors
Guidance Officers
Chairpersons of Governing Bodies
All Provincial Chairpersons of Education Services.
• Use the space below to record your bullet point notes about the most important messages in the statement. (3-5 points)

• Are they new to you?

HINT: A personal response is required here - depending on what new knowledge you have gained from reading the language policy.

Now compare your notes with those of your colleague. What are the important points/new information you have both written? Discuss them.

HINT: In your discussion, try to make connections between the ministerial policy statement and the additional piece of information you are about to read.

Now read the information below with your colleague and make links to the ministerial policy.

The terms ‘bilingual education’, ‘transition’ and ‘bridging’, are often used to describe the kinds of language education that students will experience when they enter lower primary school.

• ‘Bilingual education’ is when a second language is used in school for the teaching of subjects.
• The term ‘transition’ means moving or changing from one situation to another.
• The term ‘bridging’ has been used to represent the movement from using vernacular to English as the main language of instruction.
• There are different types of bilingual education. In PNG, DoE has adopted a transitional bilingual education program.
• A transitional bilingual education program is where the vernacular is gradually replaced by English as the language for teaching school subjects. The use of a student’s vernacular when he or she enters primary school is gradually reduced in favour of English for teaching school subjects.
• The learning of oral English begins in the final year of elementary school (E2). The transition to teaching school subjects in English begins in Grade 3 and continues through to Grade 5.

According to the Ministerial Policy Statement (No. 3/99): Language Policy in all schools, the learning and teaching will be conducted in a bilingual situation where the student is encouraged to use and further develop the initial literacy provided in her or his first language in the elementary sector.
At the lower primary level you also begin to introduce literacy in the second language of English.

**Find out from 3 to 4 other teachers within your school/cluster about their familiarity with the ministerial policy, ie, do a mini survey of what the teachers are aware of. (Tick the appropriate column)**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are teachers familiar with the contents of the Language policy?</td>
<td></td>
</tr>
<tr>
<td>• Are teachers aware that in lower primary two languages (vernacular and English) are used for teaching subject content?</td>
<td></td>
</tr>
<tr>
<td>• Have teachers seen and read the language policy?</td>
<td></td>
</tr>
<tr>
<td>• Are teachers actually implementing the language policy?</td>
<td></td>
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<tr>
<td>• Do teachers understand the ‘gradual transition’ process?</td>
<td></td>
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<tr>
<td>• Are teachers aware of the advantages of the use of vernacular languages in schools?</td>
<td></td>
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</tbody>
</table>

**HINT:** Record the responses of each teacher in the table above, in the form of a tally, then analyse. Use the information to answer the next few questions.

**What does your survey reveal about the common language issues in your school?**

- List the issues and discuss them with your colleague.

**HINT:** Your response here will depend on the information you have obtained from your survey in the last activity and any other language issues that may have come up from reading the language policy.

- Are you in a position to respond to these issues now that you have read the language policy statement? If not, who will resolve them?

**HINT:** Response will depend on how much and what new information you have attained and if any of your earlier questions about language issues can be answered now. Who would be the appropriate people whom you could talk to about these issues?

**Share your findings from your mini research with other teachers in your school/cluster and discuss.**

**HINT:** Discussion should focus around the data you have analysed. This should be a good opportunity for a bit of awareness on the language policy.
List at least four immediate needs/problem areas within a bridging classroom in the table below and explain how each can be addressed. Ask some colleagues to do the same.

<table>
<thead>
<tr>
<th>Needs/problems</th>
<th>Strategy (how it can be addressed)</th>
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</thead>
<tbody>
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</tbody>
</table>

*HINT: Your explanations should take into consideration the context or practical situations within your school. The indicated strategies should be appropriate for your classroom.*

- Compare your strategies listed in the table above with your colleague and discuss any differences or similarities you may have.

*HINT: Discussion should evolve around the reasons for the differences between the preferred strategies, if they are practical enough to use, and what the chances of success are if these strategies are used.*

How will your learning so far change your classroom practice?

*HINT: Your response is personal, which may require you to honestly assess your own understanding. Discuss any changes you are planning to make in your own practice from what you’ve learned.*

- Consider whether the strategies you have listed are realistic enough to address your problem areas.
Section 3: Vernacular and English in elementary school

What do you know about language of instruction, curriculum, and approaches to teaching and learning used in elementary school?

• Discuss with your colleague and summarise what you know in five sentences.

HINT: A personal response is required here; honestly consider how much you know about the above.

Now take a few minutes to read the text below.

The use of Vernacular and English in primary school

Most children coming into primary school Grade 3 will have been to an elementary school for 3 years where they will have had instruction in a vernacular language for 4 hours a day. The curriculum focuses of that instruction will have been: Culture and Community, Cultural Mathematics and Language.

Culture and Community is an integration of the content areas: music, community living, environment, dance and drama, arts and crafts, religious education, health and physical education. These subjects are taught through integrated learning activities, which reflect local community cultural events, and activities. Cultural Mathematics is based on the Community School Maths 1, 2 & 3 curriculum. Language develops the skills of listening, talking, reading and writing in the vernacular.

Elementary teachers have been trained to prepare yearly programs based on community calendars, the national school year, and the nationally prescribed elementary curriculum scope and sequence.

In preparing lessons, elementary teachers have been encouraged, where possible, to use a thematic approach to integrate content areas and literacy skills. A similar approach has been adopted for the teaching of lower primary (grades 3 - 5). Shell books and Big books are used for shared and guided reading lessons. Elementary schooling uses student-centred and activity-based approaches to teaching and learning. Students are often grouped to work on different activities at different learning centres. Teachers use pair-work, whole class and small groups to vary the way learning is organised.
• Compare your summary on page 13 with the information given in the short text on the same page. Are they similar or quite different?

HINT: Your response will focus on the similarities and differences between your own understanding of transitional bilingual education and the information from the text. You might also want to indicate why differences have come up.

Discuss any new terms with another person and write a sentence about each term.

HINT: Discussion should focus on any new terms from the text on page 13, based on your current understanding.

Still working with your colleague, read the information given below about elementary language outcomes.

Elementary Language Outcomes

By the end of Elementary Two (E2) students are expected to have the following Language skills.

<table>
<thead>
<tr>
<th>Talking and listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In vernacular:</strong></td>
<td><strong>In vernacular:</strong></td>
<td><strong>In vernacular:</strong></td>
</tr>
<tr>
<td>• Know sounds, vocabulary and language structures</td>
<td>• Read a range of printed materials</td>
<td>• Label a range of objects</td>
</tr>
<tr>
<td>• Talk to different people in different ways</td>
<td>• Engage in silent reading, reading aloud and with others</td>
<td>• Write names of things</td>
</tr>
<tr>
<td>• Tell and retell stories</td>
<td>• Read and understand instructions</td>
<td>• Write stories by themselves and in groups</td>
</tr>
<tr>
<td>• Give instructions</td>
<td>• Read and understand main points</td>
<td>• Order events in stories</td>
</tr>
<tr>
<td>• Ask and answer questions</td>
<td>• Work out the meaning of words in context</td>
<td>• Edit and improve the content of written work</td>
</tr>
<tr>
<td>• Give explanations</td>
<td>• Use pictures to help understand new words</td>
<td>• Write poems, instructions and opinions</td>
</tr>
<tr>
<td>• Rephrase things in their own words</td>
<td>• Read new words using knowledge of letter sounds</td>
<td>• Rewrite village stories in own words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write neatly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write down familiar words and sentences from dictation</td>
</tr>
</tbody>
</table>
Explain in a paragraph of 5 to 6 sentences how vernacular literacy skills outlined above can support the transition to English?

**HINT:** It may be helpful to read the text on page 19 before you begin to write. What sort of activities could you use in your lessons to support literacy development?

It is important that Grade 3 teachers meet with E2 teachers as soon as possible in the first term to discuss the literacy skills of their students.

- Discuss with a colleague and list below the 5 most important things that could be discussed during this meeting.

**HINT:** Your discussions could focus on issues within your school which are linked to elementary education and that you feel should be discussed with or found out from E2 teachers.

With the help of your colleagues organise a meeting between the Grade 3 teachers from your school and the E2 elementary teachers. In your meeting, discuss the list of things above and those below.

- children's vernacular reading and writing skills
- the kinds of texts children have been reading and writing
- children’s ability to understand classroom instructions
- classroom management
- English rhymes and songs children had learned
- children’s knowledge of English letters and sounds
- children with special needs
Consider some issues that come out of your discussions with the elementary teachers.

• Discuss with your colleague and the elementary teachers the strategies (appropriate for your province/district/cluster) you could use to address these issues and record your answers in the table below.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Strategies</th>
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<tbody>
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</table>

HINT: These issues may depend on the context of your school/cluster, and the overall progress with the education reform. Make a mention of the lessons learned so far and how you think you could improve the situation, after you have talked to the elementary teachers.

Did you find the meeting with the E2 teachers useful?

• If you did, explain in a sentence or two, how it has helped, eg. in your classroom practice.

HINT: Your response here will consider your individual need. Have you learned anything useful that you found helpful in contributing to improve teaching in your classroom?

• If you did not, explain the reasons why the meeting was unsuccessful.

HINT: Your response will depend on your personal need. Have you mentioned the contributing factors that made the meeting unsuccessful here in your response?
What would you do to strengthen the links between the elementary school and your school?

**HINT:** Have you thought about some practical things that you may do to establish these links if there are none currently, or strengthen them if there are links already established but do not seem to be functioning. Your response to this will depend on the specific context and situation of your school.

Organise another meeting within your school to share the information you have obtained from the elementary teachers. (You may also share any other important information, especially strategies to strengthen links with elementary schools, as part of awareness and implementation).

- List 4 - 6 ideas that emerged during this activity.

Consider use of two languages in your teaching. How well do you think you can teach subject content in vernacular language while gradually introducing the English language skills?

- What do you need to know more about to help you teach effectively in two languages?

**HINT:** Your response here is personal; do a self-assessment and indicate here the additional areas in which you would need support.
Read the following text and reflect on it.

Using the vernacular to support the learning of English is an important transition strategy.

• Expect students to be at different stages of development in reading and writing their vernacular

When Elementary 2 students come to Grade 3 not all of them will have the same vernacular reading and writing skills. Some will read and write well in vernacular, others will not. Some will have learned the alphabet as it is used in English, others will only know the letters of the alphabet used in their vernacular. Some will know the sounds of the letters used in vernacular but not in English. Some will have good sentence writing skills, others will not have had as much practice and may not be able to write neatly or make all the letter shapes correctly. Some will be able to read, write and spell words and write short stories in vernacular, others may not yet do this confidently. Not all students will have learned exactly the same things in exactly the same way.

Besides personal differences, students coming into Grade 3 will come from different elementary schools where their learning experiences may have been different.

• Plan to use children’s vernacular reading and writing skills in the teaching of English

In order to support each student’s bilingual learning, primary school teachers are required to do much teaching in vernacular and build upon what they already know, and can do. Language teaching will be a process of planning and programming the best way
• to support the vernacular literacy of each student
• to support the English language development of each student
• to support the transition from vernacular to English as the language of classroom talk, and subject content learning.

• Plan to teach Vernacular literacy separately from English

The guidelines set out in the next reading suggest that planning for vernacular and English literacy should be carried out separately. One reason for this is because children will be further advanced in vernacular literacy, than in English literacy; another reason is that vernacular and English are used in different ways, often for different purposes, and in different circumstances. To teach them together would be confusing to children.

While both languages should not be taught at the same time, they can be used at the same time. Teachers in Grade 3, for example, will use vernacular to give instructions about English language learning activities, they may use vernacular to introduce new English words and expressions and explain what they mean, and when they are used. (Adapted from Bilingual Education and Bridging to English Handbook)
Working with a colleague, write down 4 - 6 key points from the reading above (that are issues in your school) and discuss how each of these issues could be addressed.

<table>
<thead>
<tr>
<th>Key points</th>
<th>How to address each</th>
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*HINT: Key points have been bolded (on page 18). Any of them may be listed according to the context of your class/school/cluster:*
Read the following text.

One aim of bilingual education in Papua New Guinea is to develop two languages in the lower primary grades. Using separate programming for the teaching of vernacular language and English is one part of the recommended approach to bilingual education and bridging to English. All lower primary teacher guides support this approach.

To make a good program for teaching any subject, the curriculum outcomes must be appropriate, the teacher needs to understand these outcomes, and they need to make sure the activities they plan achieve these outcomes. These criteria apply to bilingual programs and must be applied to each language. For outcomes to be appropriate, they need to be different for each language. This is because students have different levels of skill in each language.

**Skills in vernacular language:**
Students should start grade 3 as confident speakers of their vernacular language in everyday life, and they should have basic skills in using it for school learning. They should also have basic literacy skills in their vernacular language. For the lower primary vernacular language curriculum to be appropriate, it should help the students develop

- in their use of more mature forms of everyday language
- in the ways they use language for learning
- in the ways they use literacy in everyday life and in learning.

**Skills in English language:**
When students start grade 3, they are not confident speakers of English, they have no experience using English for learning, and they don’t have basic English literacy skills. For the lower primary English curriculum to be appropriate, it needs to help the students develop

- skills in using English for communication
- in the use of English for learning
- in the use of English literacy.

*(Adapted from Bilingual Education and Bridging to English Handbook)*

Discuss with a colleague how these guidelines may affect planning and programming and record your answers below in a paragraph of at least 6 sentences.
The text mentions students coming in from E2 to be at different stages of development in reading and writing their vernacular.

- Consider the students in your class and try to establish the different stages of development in reading and writing their vernacular and English.

### Reading

<table>
<thead>
<tr>
<th>Stage of development</th>
<th>What students are able to do in vernacular</th>
<th>What students are able to do in English</th>
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<tbody>
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</table>

### Writing

<table>
<thead>
<tr>
<th>Stage of development</th>
<th>What students are able to do in vernacular</th>
<th>What students are able to do in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**HINT:** Your response requires you to complete both tables above. The information you record will depend on the grade/class you are currently teaching. Consider how you would determine the level of reading and writing of students in your class - what evidence would help determine the stages? For example; samples of students’ writing in both languages.

Now that you have done the above, what do you see as the areas of need for the students? List three and think about how you would make a start in addressing these.

**HINT:** Your response here will be determined by the specific needs you have identified for your students, in the last activity. Have you thought about what you may be able to do in the course of your teaching to cater for the range of writing and reading needs of your students?
Discuss the following questions with a colleague and record your answers below in 2 to 3 sentences.

• How can the range of these needs among students be catered for?

• Identify some possible strategies that you might use to resolve these needs.

HINT: Your response (for the two questions above) requires you to indicate the strategies you intend to use in order to address the range of needs among your students. You need to consider the types of activities you will use, who is to be involved and how practical these activities are.

What do the Language, Lower Primary Syllabus and the Language Teacher Guide, Lower Primary say about strategies for achieving vernacular and English outcomes?

• Work with a colleague to do the following:

1. Read pages 16 and 17 of the Language, Lower Primary Syllabus. These pages contain the vernacular and English outcomes and indicators for the sub-strand – Skills & Strategies – for grades 3, 4 and 5.
   • Read the grade 3 outcomes – 3.1.2V (page 16) and 3.1.2E (page 17).
   • Notice that the vernacular outcomes are more complex and advanced than the English outcomes
   • Note that these outcomes are not lesson outcomes, but can be achieved over a series of activities planned by you during a two week integrated unit of work or during a term, or a year.

2. Look at the grade 5 vernacular and English outcomes on pages 14-17 – 5.1.1V, 5.1.1E, 5.1.2V, 5.1.2E. These outcomes are the same in both languages. This means these outcomes must be achieved in both languages.
   • It does NOT mean you teach this outcome in both languages at the same time
   • First you make sure your students have achieved the outcomes in vernacular
   • Then, later in the year, you focus on helping the students achieve the outcomes in English.
Read pages 32-35 of the *Language Teacher Guide, Lower Primary*. These pages describe language teaching strategies such as using questions, modeling and shared reading.

- Describe what you already know about the suggested strategies with a colleague.

*HINT: Your response will require you to honestly consider the extent of your knowledge about the approaches and strategies indicated in the Language, Lower Primary Syllabus and Language Teacher Guide, Lower Primary.*

List the strategies you need to know more about and describe the aspects of these approaches and strategies for which you would need help.

*HINT: Indicate the particular approaches and strategies for which you need additional assistance. Do you feel quite competent in trying them in your class?*

Spend some time looking through the rest of the information in the syllabus.

- Study how the course is structured for each grade and the sequence of the language skills that are built on from each grade.
- Study the words that indicate progression from each grade level.
- Think about the strategies recommended in the *Language, Lower Primary Syllabus* and *Language Teacher Guide, Lower Primary*.

Many teachers learn best when they have the opportunity to try ‘new’ practices in their own classrooms and reflect on these with a supportive peer group.

- Organise a meeting of the lower primary teachers in your school. Ask them to bring along their previous and current weekly and daily plans. Share them as a whole group and discuss the following:
  - the levels of vernacular and English languages experiences planned
  - the strategies used
  - if there is some indication within the plans that teachers are aware of the different levels of vernacular and English language content
  - the strategies that seem to be used commonly
  - the possibilities of using a variety of these strategies.
Now consider the particular areas of your teaching styles that are strong points and those that are your weaknesses. List two each, then compare and discuss as a group.

_HINT:_ Your response here will be a reflection of your group discussion, specifically the weaknesses and strengths of your own teaching styles, how they are similar and how they are different and perhaps strategies for addressing the weaknesses.

Consider the following questions and record your thoughts:

- What does the information on page 20 mean for your planning and programming?

- What does this mean for your current teaching practice or your supervisory role?

- What do you need to know more about?

- How does your teaching style need to change or be adapted to suit the needs of your students? Record your thoughts below in 5-6 sentences.

_HINT:_ You may need to do a self-reflection on whether your current ways of teaching accommodate the range of needs of your students. Indicate the things you learned by working through this section or through the discussions you had with your colleagues. Include your areas of need which have come out clearly and the weaknesses and strengths of your teaching style.
Module summary

Congratulations! You have reached the end of this module! You should by now have developed certain knowledge, understandings, insights and skills as they relate to bilingual education and bridging from vernacular to English and been thinking about how to apply them in the context of your work.

In this module you have:
• learned KWL as an effective/useful learning tool
• developed a view and common starting point through defining key terms ‘bilingual education’, ‘transition’ and ‘bridging’
• increased your understanding of the use of vernacular and English in elementary school and the need for lower primary teachers to link with elementary language outcomes
• explored the concept that vernacular literacy is a support for English language development.

All this should help you to become a more effective teacher and help your students maximise their learning.

All the work you have done and your reflections should help you to perform well in your work context. Let’s review your learning and check whether you feel you have achieved the outcomes of the module.

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discuss the contents of the Ministerial Policy Statement (No. 3/99): Language Policy in All Schools as it applies to lower primary schools?</td>
<td></td>
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<tr>
<td>2. use a KWL chart as a learning tool in a classroom situation?</td>
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<tr>
<td>3. discuss the link between elementary and primary grade 3 and related issues with elementary teachers?</td>
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<tr>
<td>4. discuss the elementary language outcomes and determine the levels of vernacular and English language skills that your grade 3 students have?</td>
<td></td>
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<tr>
<td>5. explain how the guidelines for bilingual education and bridging to English will affect your current practices in planning and programming?</td>
<td></td>
</tr>
<tr>
<td>6. explain the concepts - ‘bilingual education’, ‘transition’ and ‘bridging’?</td>
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<tr>
<td>7. explain how vernacular learning can be used to support English language learning?</td>
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<tr>
<td><strong>8.</strong></td>
<td>read information (relating to bilingual/transition education) from a number of sources and make connections to your classroom practice?</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>organise meetings and facilitate collaborative activities to strengthen links between elementary and primary schools?</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>translate information about vernacular support for English language learning to your current classroom practices?</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>reflect on your own teaching style and changes you would consider to suit your classroom needs?</td>
</tr>
</tbody>
</table>

If you answered ‘Yes’ to all of them, then you have done very well. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help. Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.
Additional space for your notes
Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 8:
Bridging to English

Module 2: Vernacular to English bridging strategies

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Name: ........................................................ File Nº:....................................................

Date commenced: ...................................... Date completed:.......................................

I have sighted this study guide as evidence of completion of agreed tasks by

.......................................................................................................................................................(insert name)

Assessor: ..................................................... Date: ...........................................................
Module 2 – Vernacular to English bridging strategies

Module introduction

Welcome to Module 2: Vernacular to English bridging strategies

This module is primarily oriented towards the needs of teachers who will implement the curriculum in the bridging years from grades 3-5.

The module provides a diverse range of strategies and techniques that teachers can use to introduce and strengthen literacy in the second language of English. You specifically look at the bridging strategies, linking them to the lower primary syllabuses which contain new approaches to planning and organising teaching and learning in the lower primary years.

To complete this module you need access to the seven lower primary syllabuses and the seven lower primary teacher guides. These are shown on pages 4-7 of the Unit Introduction. All activities in this module are based on these documents. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial in-service coordinator or the provincial materials supply officer.

If you are seeking academic credit, it will be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.

Module learning outcomes

When you have worked through this module, you, the learner, can:

1. discuss appropriate learning activities for students of varied literacy levels in the bridging years
2. explain the principles of using the whole language approach
3. plan separately for the teaching of English and a vernacular language in lower primary
4. implement a variety of bridging to English learning and teaching strategies.
Section 1: A new approach to teaching and learning

Lower Primary uses a bilingual education approach because current international education research indicates that there are academic benefits from being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English.

Language, Lower Primary Syllabus, page 3

Read the information below and complete the following activities.

• Working with a colleague, read the indicated pages in the following lower primary syllabuses and take notes about the suggested teaching and learning approaches.

  Arts: pages 7-10
  Community Living: pages 7-9
  Environmental Studies: pages 6-7
  Health: pages 7-9
  Language: pages 6-7
  Mathematics: pages 5-8
  Physical Education: pages 6-7

• Now write a paragraph of 8 to 10 sentences, summarising the teaching approaches that have been highlighted in all these documents. Your summary should answer the question ‘what approaches are being promoted’?

HINT: Combine all information from the seven lower primary syllabuses, mentioning the main teaching approaches these syllabuses have been recommending.
• Compare your summary with your colleague’s and add anything you missed.

_HINT: Your comments should focus on the content of your paragraphs._

The questions below cover important things that lower primary teachers need to know.

• Discuss the questions with a colleague and record your responses in the right hand column.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is learning?</td>
<td></td>
</tr>
<tr>
<td>What are thinking skills?</td>
<td></td>
</tr>
<tr>
<td>What are independent learning skills?</td>
<td></td>
</tr>
<tr>
<td>What are problem solving skills?</td>
<td></td>
</tr>
<tr>
<td>What are the language skills needed for thinking, learning and problem solving?</td>
<td></td>
</tr>
<tr>
<td>How do we plan and teach an inquiry-based program?</td>
<td></td>
</tr>
</tbody>
</table>

_HINT: It would be helpful to re-read the 7 lower primary syllabuses before you begin to give your responses._

Find out from 3-4 teachers what new teaching approaches, if any, they are using by conducting a simple survey.

• List the approaches which seem to be commonly practised in the classrooms?
• Why do you think these approaches are most commonly used (explain in 4 sentences)?

HINT: Teachers’ choice of approaches may indicate the extent of their knowledge about the recommended teaching approaches. Which approaches are not being used at all? The context of your classrooms/school may determine your response here.

Share your survey results with other teachers within your school/cluster and discuss the following questions.

• What do these results mean for teachers if they are expected to begin using and adapting these new approaches as they begin using the lower primary syllabuses?

HINT: Indicate the implications for teachers in areas of planning and programming.

• What more do teachers need to know about these approaches?

HINT: Your response will depend on your findings from your mini-survey and the impression you have gathered by talking to teachers. Note the extent of knowledge teachers have about these new approaches and the degree of competency they have in using them and the areas they need more support in.
Section 2: Talk-Do-Talk-Record – A strategy for learning in bridging classes

What is Talk-Do-Talk-Record?

Talk-Do-Talk-Record (TDTR) is a strategy for language learning that is based on experience. Students learn the language and other content areas by doing something: building, composing, touching, assembling, walking, observing, etc. The emphasis is on promoting an active participation in the learning process.

TDTR provides learning opportunities for students to gain more confidence and versatility in using their vernacular language in the formal setting of school. TDTR also provides opportunities for students to take initial literacy steps in the second language of English.

In TDTR the learning of language is placed firmly in a social setting where the language encountered is part of an interactive experience. Many times TDTR activities change the way that the classroom has been run from the traditional setting, where the teacher begins by saying, “This is how you….” to a more student-centred classroom where the students ask, “How do we….”

The activities that are designed for the classroom should be planned carefully so that they cater for the different needs of the students in the class. It may be necessary for the teacher to think about the various learning levels of students in the class before and during the planning phase for TDTR.

After students have engaged in an activity they are encouraged to discuss what has been done and then they are able to record the information. Talking through what has been done involves addressing questions of who, what, when, where, why, and how actions were completed. All too often students are not encouraged to talk and exchange information. Talking enables students to be more aware of how the skills of listening and speaking interact with those of reading and writing. By emphasising student talk in the classrooms, there is provision for vocabulary building and reinforcement.

There are various methods of storing information once the activity is completed, it has been talked about and the information has been pooled. The form that recording takes will depend on the learning needs of the students and also on how the teacher perceives the information can be stored.

Sometimes the teacher may wish to work with the students and promote students' decision-making abilities by encouraging them to make judgements on how information should be recorded and stored. Not all recording activities will be complex and advanced. Clearly the type of recording that is chosen will mirror the capacity of the student to engage in that form of recording.
You can use this model to effectively involve students in lessons for any subject, eg. Environmental Studies or Community Living, by following the steps below.

**Step one:**
First write your outcome for the subject activity.

**Step two: Talk - before the activity**
- Plan activities with the students
- Discuss what the students know about the topic
- Discuss what the students will find, do, learn
- Discuss any new words, eg, teach English words using vernacular
- Discuss how you/the students want to record the findings
- Discuss what the students want to learn about the topic.

**Step three: Do the activity (for example - bring something to class for an experience, go on a short excursion)**
- Guide the students in the activity, whole class, small groups, pairs or individuals
- Give questions for the students to find answers to, or other activities.

**Step four: Talk after the activity**
- Discuss the findings
- Ask open-ended questions, eg. what, when, where, why, who and how?
- Ask: what do you think?
- Discuss how to display and record the findings
- Discuss follow-up activities.

**Step five: Record - a way to recall**
- By drawings as individuals, pairs or small groups
- By writing different texts, stories, songs, poems, etc.
- By making models, other art and craft activities, etc.

*Here is an example:*
Step 1: Mathematics outcome: Students can measure the height of different objects.
<table>
<thead>
<tr>
<th>Step 2: Talk</th>
<th>Teacher and students talk about the height of various objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 3: Do</td>
<td>Students are to line up in their groups from tallest to shortest</td>
</tr>
</tbody>
</table>
| Step 4: Talk| Teacher asks questions that will require students to use language of height measurement, such as:  
- Who is the tallest in your group?  
- Who is the shortest?  
- Who is the second tallest/shortest?  
- Who is of middle height?  
- Are any people the same height? etc. |
| Step 5: Record | Students make paper strips the same height as each student. They use these strips to make a chart that shows the group members’ heights. They then label these with students’ names as well as the labels such as tallest, shortest, second tallest, second shortest, average, etc. |

**Work with another person to complete the activity below.**

- Plan a lesson using the Talk-Do-Talk-Record process and the steps highlighted above.

*HINT: You may choose any subject for planning. The outcome/s should be taken from the subject syllabuses. Consider the sequence of the activities with which you will engage your students.*

The topic of your lesson can be your own or you can use one that comes from the Community Living Teacher Guide: Strand - Trading; Grade 4

Substrand – Meeting needs and wants  
The outcome for this substrand is: ‘describe ways goods and services are exchanged in the community’

Consider what language skills could be taught in this lesson as well as the content relating to the Community Living outcome.
Write your plan in the table below:

<table>
<thead>
<tr>
<th>Talk</th>
<th>Do</th>
<th>Talk</th>
<th>Record</th>
</tr>
</thead>
</table>

*HINT: Indicate in the table what students will do, talk about and write down. This is the evidence of your thinking above.*

**Share your plan with your colleagues and talk about how it could be used in your class. This is one of the learning models teachers are expected to use in bridging classrooms.**

- List at least 2 problems you or other teachers may have in using this strategy?

*HINT: The context of your school/cluster/district will determine your response.*

**Try this at least twice in your classroom and comment on what you may need to do to improve the use of this model.**
After you have tried TDTR at least twice, reflect on the strategy by briefly answering the questions below with a colleague.

• What have you learnt?

• What do you need to know more about?

• What advice could you now offer to another colleague before they tried it in their class?

HINT: Personal responses are required to the reflective questions above.
Read the information below and discuss with a colleague any sections which you do not understand.

**What is a big book?**

a) It is a book which is big enough for the whole class to read together.

b) Big books usually introduce
   - language about a new topic
   - new ideas
   - new language forms (text types or genres*)
   - new grammar
   - new words.

c) Big books may be written by
   - the teacher
   - the pupils and teacher together
   - a commercial publisher
   - the Department of Education.

*See Section 5 for more information on 'genres’.

**How do we use big books?**

Big books should be used as a main resource for both vernacular and English language development. Use big books for both languages.

a) Each theme should have at least one vernacular and one English big book.

b) Big books may
   - introduce a theme
   - provide information for learning activities
   - be developed by the class to record theme learning.

c) Many big books should be made by the class with the teacher’s support, especially vernacular big books.

d) The big book texts should gradually get more difficult as the students learn more about the languages they are using.

e) If there are no materials to make big books with, texts can be developed on the board and then written in an exercise book for re-reading.

If you have used big books in your teaching, use them to answer the following questions (if you haven’t, collect up to 4 big books from your colleagues):

- What were the big books about?

- Are the texts of the big books related to the topics or themes?
Why were the particular types of text (genres) used?

Have a look at your big books. Are they providing any particular types of information?

Do you have a big book written in English and another one written in a vernacular? If yes, consider the language level in each. Are they at the same reading level? Should they be?

HINT: Your response to the 5 questions will be determined by the use of big books in your work and what you have just learnt. Before you answer the last question, consider some grade 3 vernacular and English outcomes.

Write a 5 sentence paragraph about how and why big books are important for language teaching and mention any changes that you may have to make to your teaching to use big books effectively.

HINT: The changes that may be needed are related to improving your own practice.

The big books approach - Read the information below and discuss with your colleague.

Pre-reading: Activities before the reading of the big book

• Introduce the big book through a discussion of the topic of the big book, perhaps asking about the students’ personal experiences (allow at least two students to tell of their experiences). Then relate these to topic of story.
• Write key words/phrases/terms/any appropriate features of the text on the board. Encourage students to assist in correct spelling of words.

Reading
• Read the big book to the class. (The text should be read with lots of expression while the students listen. This reading with lots of expression provides a demonstration of how the text should sound when read by a proficient reader).
• Read the big book again with the class helping you to read. (Note that students should be reading along with you, not just speaking the words!!)
Post-reading activities: Activities for the students to do when you have finished reading the big book.

- Plan at least four language activities that can be done after reading the big book. Each activity could be assigned to a different group of students.

Examples of activities using an English big book on The Trade Store:

**Group 1:** The big book uses the English word *store*, many English words begin with *st* – children write down a list of all the *st* words they can think of, then use old newspapers to find other *st* words. (This activity is suitable for children who are not yet capable in identifying and using English phonics).

**Group 2:** The big book uses a repetitive structure - *We go to the trade store to...* The class has just finished a unit on the *garden* before beginning this Trade Store theme. This group of children will write their own information report using the same structure about going to the garden. *We go to the garden to...*(This activity is suitable for children who have some English writing and reading skills and can work independently).

**Group 3:** The text of the big book has been written on the blackboard with key words left out. This is called a cloze passage (eg. *We go to the Trade Store to buy ...*). This group of children use the big book to help them complete the cloze passage. (This activity is suitable for children whose English reading skills are just beginning to develop).

**Group 4:** The children are going to visit the Trade Store during this theme. The Community Living strand studied during this theme is ‘Trading’. This group of children will write a description of what is sold at the Trade Store based on their existing knowledge.

Applying the big book approach

1. Look back at the examples of the language activities in the post-reading section.
   - All the four activities are based on one big book (a big book has one whole text)
   - The activities are done as group activities
   - Consider the Pre-Reading, Reading, and Post-Reading activities.

2. Working with another person, (use big book example 2 – page 16 or another text from a big book which you may have written for a particular theme), consider your students’ oral, reading, writing and thinking skills levels and the difference in these skill levels in English and vernacular.
3. Brainstorm and list:
   • appropriate language activities for students of a particular grade level, using this text
     Pre-Reading activities? (the activities that could be done before the reading of the text)
     How the Reading could be done?
     Post-Reading activities? (those activities that the students could do after you have read the text).

   HINT: You are required to plan language activities (which can be done in groups) that are appropriate for the level of the students for whom you are planning. Are students going to be reading, writing, speaking and listening?

4. Use the Language, Lower Primary Syllabus and Language Teacher Guide, Lower Primary to help you think of other language activities

5. Remember these are language activities. Students must write something, read something, talk about something and listen to something. (All four modes of language should be considered equally)

7. The activities should keep students occupied for about 20 - 30 minutes.

Remember if the text is written in vernacular, the activities should be conducted in the vernacular and if it is written in English, the activities should be conducted in English.

Do the big book activity with your class.

Share what you have done with your colleagues. Talk about the advantages of this particular approach and any weaknesses you have discovered?

Read this additional information about reading the big book and discuss the suggestions with a colleague.

1. If the big book is an English text:
   • the structure should be simple
   • use a repetitive pattern like the examples on the next two pages
   • write only one or two sentences on each page
   • the illustration acts as a cue to the words.
2. If the big book is a vernacular text:
   • the structure should be more complex than the English one
   • children have been reading vernacular for three years already so their reading skills will be well developed
   • write 4-6 sentences per page
   • introduce complex vernacular vocabulary.

3. If the big book is in English, the activities that follow it should be conducted in English.

4. If the big book is in vernacular, the activities that follow it should be carried out in vernacular.

5. Note that English activities such as phonic identification (e.g. st activity), are too simple for children to do in the vernacular.

6. The sequence of activities follows a ‘Talk-Read-Do’ process:
   • first talking about the topic
   • then reading the big book
   • followed by students doing activities.

Study the examples below with a colleague and discuss the level of text for each language (notice that the blank space to the right represents the other page where illustrations go).

Example 1
Rhymes and chants are very useful for those students just starting to learn to speak English, and to learn basic English vocabulary. Many of these can be used as texts for beginners’ big books.

<table>
<thead>
<tr>
<th>What do you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue bird, blue bird, what do you see?</td>
</tr>
<tr>
<td>I see a red crab looking at me.</td>
</tr>
<tr>
<td>Red crab, red crab, what do you see?</td>
</tr>
<tr>
<td>I see a brown dog looking at me.</td>
</tr>
<tr>
<td>Brown dog, brown dog, what do you see?</td>
</tr>
<tr>
<td>I see a green snake looking at me.</td>
</tr>
<tr>
<td>Green snake, green snake, what do you see?</td>
</tr>
<tr>
<td>I see a yellow fish looking at me.</td>
</tr>
<tr>
<td>Yellow fish, yellow fish, what do you see?</td>
</tr>
<tr>
<td>I see some children looking at me</td>
</tr>
<tr>
<td>Children, children, what do you see?</td>
</tr>
<tr>
<td>We see a blue bird, a red crab, a brown dog, a green snake and a yellow fish looking at us.</td>
</tr>
</tbody>
</table>

Module 2 Vernacular to English bridging strategies
Example 2
The following text would be suitable as an English text for the first part of Grade 3, for a theme ‘Our Community’ (or village):

**Our Community**

| In our community we have a store. Families go to the store to shop. |
| In our community we have a beach. Children go to the beach to collect shells. |
| In our community we have a hospital. Sick people go to the hospital to get well. |
| In our community we have a church. Families go to church to pray. |
| In our community we have a school. Children go to school to learn. |

These are the things we have in our community:
a store, hospital, beach, church and school.

Note that if the above text was written in a vernacular language, it would be **unsuitable** for Grade 3 because it is too simple and doesn’t hold enough theme information.

If this theme was related to the Community Living strand ‘Places’, the vernacular text could describe the appearance of each location.

Following is an example of the type of text that might be used for vernacular text in a big book related to the Community Living strand – People (Grade 4).

**At our school the workers are:**

- the head teacher, who is the boss and manages the school and the staff
- the teachers, who teach each grade, and manage the students
- the cleaner, who cleans the whole school
- the gardener who also drives and does the maintenance, and
- the students who come to school to learn

**At our school our helpers are:**

- the old people who come and tell us stories
- the parents who help maintain the school
- the mothers who come to help the students to read, and
- the community businesses who donate paper and cardboard for making books
This is the kind of text students could develop without much help from the teacher, because the students know the information, and most of the words needed would be known. The learning would be in structuring the sentences in a way that was like a list, but giving more information about each point. The punctuation required would also be challenging for the students.

If the students made this book they would learn several language skills in the process of making it.

Examine some vernacular and English big books that you have made or collected from your colleagues.

- Are they appropriate for the grade level and language?

- Can you suggest ways in which they could be improved?

HINT: Having analysed several big books (your own and your colleagues’), do you feel there are areas that could be improved? What are these areas and how could they be improved?

Talk to your colleagues about the types of language activities they plan and use after they have read the big books, and about the structure of their lessons (do these include the pre-reading, reading and post-reading activities)?

Summaries your findings here.

Read the following information and complete either Activity 1 or 2, then Activity 3

Steps to making a big book
1. Look at your theme (current theme which you are working on) and decide on the topic for your big book.
2. Decide if you are going to write a vernacular or English big book.
3. Check the Language Syllabus (and the notes above) for suggested length of book.
4. Look at the genres in this module. Which genre will you use in your big book?
5. Look at big book samples (above and others). How are they constructed?
6. Write a draft of your big book text. Work out how many pages you will need.
7. Remember, one page of text, one page of illustration.
8. Write your text in pencil first.
10. Put in page numbers, complete title page.

**Complete Activity 1**
Organise and run a session on **the big book approach** and invite all lower primary teachers to attend. You could use this session to have teachers re-visit the way they make and use big books. They may consider the areas in which changes need to be made in this particular approach.

Or

**Complete Activity 2**
Make a vernacular big book and an English one. With each big book, consider the language activities and plan 4 different activities that could be used.

Then do **Activity 3**
Discuss the following questions with your colleague and record your answers below.

- How can big books assist in literacy development?

_HINT: In your response, you ought to think about the type of activities that are appropriate for enhancing literacy development in both English and vernacular languages. What strategies would be appropriate for implementing these activities?_

- What are some of the language skills that can be enhanced by the use of big books?

_HINT: You may want to check the lower primary language syllabus and the language teacher guide before responding to this question._

- Examine the sample texts for big books (pages 15-16): What do you notice about the language structure?
• How might big books be used to teach phonics?

HINT: In your response, indicate some strategies which may be appropriate to use while teaching phonics. Refer to the Language Teacher Guide, you will find a lot of information about how various strategies can be used.

• How can big books be used to raise awareness about the structure of language as well as the structure of texts?

HINT: Highlight some strategies, appropriate for your school, you can employ to make other teachers aware of the above, especially the features of the different genres. In your response consider various options.

Share the information about big books with the other bridging teachers. Show them your big books and highlight how big books can be used in their classroom teaching to enhance language skills.

Think about the following and record your thoughts in 2-3 sentences
What aspects of big books do you and the other teachers need to know more about?

HINT: Personal response is required here. After honestly assessing yourself and teachers in your school, list the common areas of need.

• How can you get this knowledge?

HINT: What opportunities are available within your school? Are these accessible, and cost-effective means of attaining knowledge?
Section 4: Using whole language

Read the following information with a colleague.

**What is whole language?**
- It is a way of looking at language and learning. It consists of structuring the learning environment in order to enable the students to experience language in authentic contexts.
- It involves the use of whole texts which are complete pieces of communication and part of real life.
- These whole texts may be spoken, written or performed. They are used for many different functions, for example, to socialise with people, to describe things, to negotiate, to share information, for entertainment, to advertise things, for instructions and so on.

**What is the whole language approach?**
- It is about using whole texts with real life language as the starting point for language study. From their theme work students understand the meaning of the whole texts in real life.
- It is about using learning activities that lead students to identify and study the parts that make up the whole texts.
- It is when students use learning activities to make up their own whole texts.
- It is when activities to develop grammar, vocabulary, punctuation, spelling and pronunciation focus on the whole language of the theme.

**What are the principles and practices of whole language?**
The Language, Lower Primary Syllabus is based on a whole language approach to language and learning. Young children enter school having already successfully learned to speak and interact in particular ways with their families and communities. A whole language approach recognises that learning to read and write is best learned under the kinds of conditions that early language learning occurs. These conditions form the principles of a whole language approach to education.

**What are the principles for learning language?**
Students learn when they are immersed or surrounded by language. Teachers in whole language classrooms provide many opportunities each day for students to speak, listen, read and write. There is a range of group and pair work as well as time for class discussions and individual work. There will be many wall charts, labelled pictures, big books, shell books, small books, posters, word lists. Students learn when language is kept ‘whole’ or natural. In a whole language classroom, speaking and listening, reading and writing are not taught as separate skills but integrated into classroom programs. Teachers plan integrated language sessions rather than isolated lessons for spelling, phonics and handwriting. Students learn when the task is meaningful, that is related to their experiences. This is why whole language approaches are often called student-centred. The starting point for the teacher is the student’s needs and interests. Teachers assess what the students know and can do, and then use this information together with the curriculum guidelines to plan and program.
Students learn when more experienced language users provide models for them. In whole language classrooms, teachers read and write with the students, showing and explaining things that students can’t yet do alone.

Students learn best when they are actively involved in their learning. Students in whole language classrooms are active not passive learners. They will be writers and readers, they will take part in activities such as making big books, word mobiles, etc.

They will find out information by observing, talking and reading to each other, asking and interviewing others.

Students learn skills while they are working with whole texts. In whole language classrooms, students learn about spelling, punctuation and phonics when they are reading and completing activities based on big books. Students need time to use and practise these skills with the support of others. Students learn when they are encouraged to take risks or approximate with language.

Students are encouraged to use invented spelling, that is, to write the sounds they hear when spelling an unknown word.

Skim through the text again, looking for examples of the principles of a whole language approach.

- Use information from the text to complete the table below. The first one has been done for you as an example.

<table>
<thead>
<tr>
<th>Principles of whole language</th>
<th>Examples of whole language principles in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn when they are immersed or surrounded by language.</td>
<td>Students have opportunities for reading in whole class, pairs, small groups and individually. They read a range of books, big books, OESM and vernacular books. They use exercises related to the topic of the big book.</td>
</tr>
<tr>
<td>Students learn when language is kept ‘whole’ or natural.</td>
<td></td>
</tr>
<tr>
<td>Students learn when the task is meaningful.</td>
<td></td>
</tr>
<tr>
<td>Students learn when more experienced users provide models for them.</td>
<td></td>
</tr>
</tbody>
</table>
Students learn better when they are **actively** involved in their learning.

Students learn **skills** while they are working with whole texts.

Students learn when they are encouraged to take risks or **approximate** with language.

---

**HINT:** All information needed to complete the table is in the text. Extract information from the text to fill in the right column of your table.

---

**Reflect on your role and the role of the student in whole language classrooms.**

- Complete the table below, listing five respective roles for the student and yourself.

<table>
<thead>
<tr>
<th>Your role</th>
<th>The student’s role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HINT:** The text ‘Principles & Practices of Whole Language’ and information from the Language Teacher Guide, Lower Primary (page 13) may assist you complete your table.

- What do you notice about your role and the student’s role in whole language classrooms? To what extent are the roles different?

- Consider how the roles are different from those in traditional classrooms. Write a 6 sentence paragraph summarising your views on what the whole language approach is.
HINT: In your response, state your perceptions about the whole language approach, the differences between a traditional classroom and a whole language one, the difference in roles of teachers and students, etc.

Compare your table and summary with ones completed by another person who is working on the same unit.

- Talk about the changing roles which you have listed.

Applying the whole language approach in the classroom.

So far, we have seen that the idea of **whole language** relates to the idea of language being **communication**, and so the school language program should focus on developing students’ communication skills.

To communicate well, a broad range of skills is required, so a **whole language approach** is one that tries to identify and develop all communication skills - not just some of them.

Read the following example with your colleague. It shows an example of a typical whole language sequence. (Note – these activities will take place over several lessons).

<table>
<thead>
<tr>
<th>Action</th>
<th>Questions or comments</th>
<th>Follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher asks:</strong></td>
<td><em>Have you ever had an unusual or scary experience? Tell us about your experience.</em></td>
<td>Allow students to tell of experiences - where, when, what actually happened, etc? Teacher highlights on the board what it was that made these experiences unusual/strange.</td>
</tr>
<tr>
<td><strong>Teacher asks:</strong></td>
<td><em>What are some of the words we use for unusual experiences, especially those that involve excitement or danger?</em></td>
<td>Teacher prompts through questions to lead to words such as <strong>adventure</strong> or <strong>incident</strong> or <strong>event</strong>.</td>
</tr>
<tr>
<td><strong>Teacher says:</strong></td>
<td><em>Today, we are going to read about a dangerous event and later we will talk about what happened in the story.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher says:</strong></td>
<td><em>I’ll read the story to you while you follow.</em></td>
<td>Teacher reads text with lots of expression.</td>
</tr>
</tbody>
</table>
House on fire  
By Ludi Dominic (published in PNG School Journal, 1996)

It was 8 o’clock at night, and we gathered in the village rest house to have a meeting.

After a while I felt sleepy so I went back to the house. On the way I saw thick, black smoke rising from the direction of our house. I knew it was our house. “Help! Help! Our house is on fire!” I shouted.

I ran to the house, forced the door open and rushed into my mother’s bedroom. I pulled my five-year-old brother out of the bed and dragged him outside.

As we went out the kitchen floor fell down. Huge red flames spread their tongues across the main house.

My parents and relatives ran from their meeting and stood around the burning house. They cried as they watched.

In minutes the house burnt to the ground. A crowd of people stood around. “How did it start?” someone asked. “Who was in the house?”

“Who was the last person to leave?” Papa asked.

We were afraid to talk to Papa. We stood and looked at the ground. But months later our mother told us the truth.

“I was in a hurry and I left a piece of burning wood close to the wall,” she said.
### Follow-up activities

<table>
<thead>
<tr>
<th>Action</th>
<th>Questions or comments</th>
<th>Follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher asks:</strong></td>
<td><em>What can you remember about the story?</em></td>
<td><strong>Teacher accepts all answers, even brief ones.</strong> The goal is to summarise - being able to retell ONLY THE MAIN POINTS (recall in the form of summary).</td>
</tr>
<tr>
<td><strong>Teacher asks:</strong></td>
<td><em>Why do you think the writer wrote this? Who did he/she write it for? How did the writer organise the information in the text? Look at what information was given at each stage of the text, note the use of paragraphing. What are the important words to use about this text?</em></td>
<td><strong>Teacher notes the brainstormed ideas/responses on the board.</strong></td>
</tr>
<tr>
<td><strong>Teacher asks:</strong></td>
<td><em>What are some words which you are not familiar with?</em></td>
<td><strong>Teacher writes the words on the board as students identify them, lets students assist with spelling, pronunciation, meaning in context, etc.</strong></td>
</tr>
<tr>
<td><strong>Teacher says:</strong></td>
<td>Let’s talk about nouns and pronouns</td>
<td><strong>Teacher deals with nouns and pronouns - clarifying the use of these parts of speech.</strong> For example, point out to students that the word ‘I’ is used throughout the story, why is that? What role does this particular word play in sentences? Which group (part of speech) does ‘I’ belong to? (Deal with 1st, 2nd and 3rd person pronouns).</td>
</tr>
<tr>
<td><strong>Teacher asks students:</strong></td>
<td>Pick out five action words from the story. What tense are these verbs in? Why?</td>
<td><strong>Teacher lists the words on the board as students do so</strong> (Teacher highlights use of past tense using story as context)</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>In our story, we have also heard spoken words. What are some examples of these spoken words from the story?</td>
<td><strong>Teacher writes examples of direct speech on the board and deals with punctuation rules, structure, language, etc.</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>Let's also look at the way information is presented in the text. We can see clearly that the writer tells of what happened from the beginning to what happened last. How do we know the order of these events?</td>
<td><strong>Teacher deals with sequencing-signals etc.</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>Let's write our own stories like this one, our own adventure stories, our own experiences. What will be our important words? What kinds of sentences will we use them in? How will we put the information together? What kind of information will we put at the start? How will we sequence?</td>
<td><strong>Teacher would write the text with the students directing what should be written.</strong></td>
</tr>
</tbody>
</table>
Still working with your colleague answer the questions below:

- What whole text does the example start with?

- How do the teacher and the class learn about the parts of the text?

- What did they do to create their own text?

**HINT: You need to refer back to the example to respond to the 3 questions above.**

The example above shows how the teacher, with the class, went from whole to parts and then to whole again. Students learn to analyse the parts better, and how to use the parts, when they experience the whole text first and understand its meaning and its purpose.

The whole language used for language development might be oral or written. The text used in the example above, is whole language because it is complete, and it is meaningful communication.

**Read the following information about modelling as a teaching and learning process in a whole language classroom.**

**What is modelling?**
Modelling is a 'think aloud' demonstration of learning processes by the teacher. In order to be able to learn something, students must first see that it is possible for them to learn it. It must be demonstrated to them that such a happening is possible. When the demonstrations are performed, students are more likely to form the intent to perform the demonstration themselves.

The modelling strategy can be used in a whole class, small groups or one-to-one setting, depending upon your needs and those of your students. In the example above, the teacher and the students studied the model of a particular text, where grammar is studied, vocabulary, and pronunciation, word study, sentence analysis, text structure as well as other text activities. In order to practise the forms of language used in the text, students could even use the spoken forms in role plays, they could change parts of the story and write these down or do other activities related to this text.

After doing a lot of activities studying the parts of the text, the students would write their own similar texts, at the same time using what they had learnt from the text.
If we observe the structure of the modelled lesson above, we will notice that there are:

a) **Pre-reading activities**
   (Things that were done before the actual reading of the text)
   - Text was introduced by relating it to the students’ personal experiences.
   - Key words/phrases/terms/any appropriate features of the text (genre) are noted on the board.
   - Encouraging/involving students as much as possible in areas of spelling, etc.

b) **Reading**
   - The text was read to the class with lots of expression while they listened.
   - This ‘reading with lots of expression’ provided a demonstration of how the text should sound when read by a proficient reader.
   - They could practise reading again with teacher (or in pairs/groups), with lots of expression.

c) **Post-reading activities**
   (Things that the students did when they finished reading the text)
   - These activities could also be done in groups. For instance:

   **Group 1**
   Using the correct sequence of events (noted on the board by teacher), students rewrite each event the way they understand, in their own words, on a page. Each student could illustrate an event. They could give to a buddy to edit and compile into a big book.

   **Group 2**
   Towards the end of the story, the writer’s mother said she was responsible for the fire. Students could imagine they had heard a conversation between the writer’s father and mother. They could write up the conversation while correctly following the appropriate structure of dialogues, punctuation rules of direct speech, and other language features.

   **Group 3**
   Follow the models of certain descriptions in the text; for instance, a description of how the writer rescued his/her brother. In the process of doing that, the writer described the fire. Students could reread these appropriate sections of the text and using their imagination, write their own descriptions of incidents that they’ve been involved in. They could try to compare themselves to other people/things/animals in the scenes they would be describing.

**How do you plan using the whole language approach?**

When planning your integrated language activities, there are many possible language skills you could teach. (The whole language approach guides your choice and guides your activities).
• With your colleague, look back at the sample big books again. Use either Sample 1, page 15 or Sample 2, page 16.

• Consider your students’ oral, reading, writing, and thinking skills levels and the difference in these skill levels (consider both English and Vernacular). Brainstorm and list:
  - appropriate language activities for students of a particular grade level, using this text.

  - your Pre-Reading activities - the activities that could be done before the reading of the text.

  - your Post-Reading activities - those activities that the students could do after you have read the text.

Remember all modes of language should be considered equally, that is, students must write something, or read something or talk about something.

The activities should keep students occupied for about 20-30 minutes.

*HINT: Your response, in a series of activities, will be based on the whole language approach principles and practices. Follow the guidelines for planning integrated language activities and examples to complete your brainstorm lists.*

Compare your plan with your colleague and discuss any weakness you may have experienced/encountered while working on your plans.

• Discuss how these weaknesses could be addressed realistically.
• Share the information about principles of whole language and changes in your role and the children’s role with your colleagues. (You may need to plan a session at a staff meeting).
• List the significant points you plan to raise with the group and record them in the space provided.
Reflect on how your planning and teaching may have to change to use the whole language approach.

• Provide examples of the changes in the spaces below.
  - roles of teacher and students within the classroom
  - teaching approaches
  - classroom organization/management.

• What do you see as the strengths and limitations of this strategy?

• What are the benefits for teachers and student learning?

• How can this strategy be incorporated into planning for teaching and learning in your school?

• What 2-3 things became clear to you after doing the activity above?

**HINT:** All the questions above require personal responses. Be realistic in your responses. The context of your school will determine some of your answers.
Section 5: Using a variety of genres (language forms)

Note: Genre is a word from the French language. It is pronounced zhonra or jhonra.

5.1 What is a genre?

Think about how you use language for different purposes and write 2 sentences to illustrate how you would:

• describe to the police what you witnessed at an accident scene

• explain to a new student how to get to the head teacher’s office from your classroom.

Read the information below and discuss with a colleague:

Defining Key Terms

Whole texts are an important part of a whole language approach. We need to define two key terms. The words ‘text’ and ‘genre’ are important in language teaching and learning. Text refers to any piece of communication that makes sense. Texts include written and spoken communication. A text may be a big book, a speech, a poster.

Genre refers to the different activities in our lives and the different kinds of communications (texts) that we use to do these activities. For example, to teach someone how to make a dress I’ll show and tell them using particular language like ‘lay the material on the table like that, cut along there’. However, if I wanted to tell a friend about my day I would use different genre such as, ‘First I went to the market to buy food then I cleaned the house’, and so on. Genre or text type is important in schools because different subjects have different uses for language and children will need to speak, read and write different genres.

Think about two situations in which you have used language in the last couple of days, for example: breakfast, telephone call, bank, workshop.

• Complete the following table - an example has been done for you.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Type of language used</th>
<th>Purpose (why?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>Conversation with family (dialogue – oral)</td>
<td>Explaining</td>
</tr>
</tbody>
</table>


You can see from the activity above that language is used for many different purposes. Sometimes the focus is on written language, sometimes on oral, while sometimes the two happen together.

**Look at the 2 situations again and write ‘O’ where the focus for the situation was talking or listening, and ‘W’ if written language was the focus.**

- Now, with a colleague, identify the classroom activities in which children use oral and written language. List 5 in the table below and write O, W or OW (where both oral & written language are the focus) beside each activity.

<table>
<thead>
<tr>
<th>Activity/situation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Discuss with your colleague the different purposes for the language used during different situations.

**5.2 Genres in the syllabus**

**Read the information below and discuss with your colleague**

Turn to pages 14-29 of the *Language Teacher Guide, Lower Primary* and read about the examples, structures and the language features of the different types of genres.

- Notice the differences between each genre.
- Think about how English genres are different from vernacular genres.

**5.2.1 Understanding and using labelling/comment texts**

**Read and discuss the following text with a colleague.**
Labelling and Commenting on Drawings

Young students frequently use labels or phrases to describe people, objects, animals and activities. The labels may be comments about drawings. This is a very important stage in language learning. Students will frequently talk about their drawings. Writing about the drawing is a further development. Students in Grade 3 are expected to be able to label drawings with words and comments in vernacular. They will need to learn to do this in English.

Labelled texts often consist of a diagram, a title, and labels. The labels may be one word or a group of words. Labels and comments are important because they help students to write descriptions later in primary school.

Teachers often make labeled texts for use with students or they may ask the students to draw the diagram. Drawing the object or animal particularly from direct experience helps the teacher to focus on student’s observation of the physical features. The drawing provides visual support in early stages of language learning.

For example, label the parts of the diagram below;

Title
Kokomo (Hornbill)

Diagram

Labels
beak
wing
tail

Label this diagram of a fish with one word labels, eg. fin.

- Try expanding some labels to phrases, eg. four fins and then to sentences, eg. Fish have fins.
- Consider which content could be taught using the vernacular and which using the English language.
5.2.2 Understanding and using recounts

Read about recounts in the *Language Teacher Guide, Lower Primary* (pages 18-19) and summarise your understanding using the outline below.

- the purpose of a recount
- an example of a recount
- the language features used
- the structure of the text

**HINT:** You will find the information required to respond to the above on the indicated pages of the *Language Teacher Guide, Lower Primary*.

Now read the following:

Recount texts are used when people retell events. They are often oral but may be written as well. When children talk about events that have happened in the community, they are telling oral recounts. Recounts are important texts for early reading and writing because they are usually about activities the children have done.

Note that using oral recounts in the classroom has a number of advantages:
- Retelling events is a more familiar activity than writing about them. Young children are able to ‘talk’ whole recounts before they can physically manage writing.
- Talking through the recount gives learners the opportunity to plan their writing, to think about the sequence in which events happened and to practise some of the language they need to use.
- Teachers are often able to help the children through a recount by prompting, for example, asking ‘what happened next?’

Think of a recent event that you have been involved in and tell a colleague about it.

- Now look at the frame provided below. You may use this with your students when you are writing a recount of an event.
• Use the frame to write the same recount of a recent event you told your colleague about. You may use your example as a sample text while teaching recount to your students.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong> (When, where and who with?)</td>
<td></td>
</tr>
<tr>
<td><strong>Series of events</strong> (What happened?)</td>
<td></td>
</tr>
<tr>
<td><strong>Reorientation</strong> (Summary)</td>
<td></td>
</tr>
</tbody>
</table>

Discuss with your colleague how telling your recount helped you with writing it? Record your discussion points below in 2 sentences.

Use the information from pages 16-17 and 18-19 in the *Language Teacher Guide, Lower Primary*, to explain the difference between a recount and a narrative.

• Record 3 differences here.
5.2.3 Understanding and using descriptions

Read the flow chart and discuss it with a colleague.

Understanding and using descriptions
Descriptions are often found in oral and written stories and as part of information reports. These texts describe the appearance of animals, eg. a cassowary; objects, eg. a mask; people, eg. my uncle; and places, eg. my house. They can be a whole text or parts of other texts. Descriptions often include labelled diagrams, drawings or photos. Here is a description of a dog.

A dog
A dog is an animal with four legs and a tail. A dog’s body is covered in hair. The hair can be long or short, straight or curly. Dogs come in many colours. Some dogs have spots on their coats, or patches of another colour. Most dogs bark when they are excited or growl when they are angry.

Descriptions have an introduction to what is being described followed by information about the animal, object, person or place. The information is about what something looks like, how it behaves or the qualities it has.

Go through the text about the dog again and identify the words which describe the appearance of the dog.

• Talk about these words with your colleague.

• Now write a short description of a turtle or other animal that you are familiar with (5 - 6 sentences). Consider the kinds of language needed to describe the animal - for example, language relating to colour, size, shape, texture, body coverings, body parts. Below is the writing frame you can use to help you organise your information when you are writing a descriptive text.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Description of features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Body parts</td>
</tr>
<tr>
<td></td>
<td>• Size</td>
</tr>
<tr>
<td></td>
<td>• Body covering</td>
</tr>
<tr>
<td></td>
<td>• Special features</td>
</tr>
</tbody>
</table>

• Share your written paragraph with your colleague.

Use your example and the example written by your colleagues to describe:
• the purpose of a description

• the language features of a descriptive text

• the structure of a descriptive text.

• Find some examples of descriptions to use with your class.

HINT: Information required to complete the above can be found in language syllabuses and teacher guides.

5.2.4 Understanding and using reports

Read the information below and also in the Language Teacher Guide (pages 22-23) and discuss with a colleague.

Understanding and using reports
A report is similar to a description but includes more information. Labelling and description are texts which help students learn to manage reports. Descriptions are usually about individual animals, eg. a cassowary, a mask, my house and reports are to do with groups of things, eg. cassowaries, masks, coastal houses. This report begins with a sentence that states what group of animals frogs belong to (amphibians). The report includes a description of what frogs look like and also has information about where frogs live, how they reproduce and what they eat.

Title    Frogs
Group    Frogs are small amphibians. Amphibians live on land and in water.
Appearance    Frogs have large back legs, short front legs and a flat body with no neck. Most frogs have a sticky tongue with which they catch insects.
Special    Frogs have wet skin with no hair. Some frogs can change colour and behaviour to hide from their enemies.
Reproduction    Frogs lay eggs in jelly which hatch into tadpoles. Tadpoles change gradually into frogs.
Note how information is organised in the above text. All information about appearance, special behaviour and reproduction is organised in paragraphs. This is the typical paragraph structure used in information reports.

Summarise your understanding about the report genre using the outline below:

- **the purpose** of reports

- some **examples** of a report (give at least 2)

- the **language features** used

- the **structure** of this particular type of text.

**HINT:** Use information from the Language, Teacher Guide, Lower Primary and the sample provided to respond to the above.

**Write a report about sharks using the information and the frame given below.**

**Sharks**

- A kind of fish that lives in the sea
- Over 350 different types
- Live in oceans all around the world
- Have gills to help them breathe
- Needs to keep moving so that they can breathe
- Rough skin
- Instead of bones have elastic cartilage which helps them move easily
- Grow up to 8 metres
- Some eat meat
- Some eat plants and small creatures called plankton
- Young are called pups
- Some lay eggs, others give birth to live young

<table>
<thead>
<tr>
<th>Title</th>
<th>Sharks</th>
</tr>
</thead>
<tbody>
<tr>
<td>What group do sharks belong to?</td>
<td></td>
</tr>
<tr>
<td>How many types?</td>
<td></td>
</tr>
<tr>
<td>Where do they live?</td>
<td></td>
</tr>
<tr>
<td>What do sharks look like?</td>
<td></td>
</tr>
<tr>
<td>What do sharks eat?</td>
<td></td>
</tr>
<tr>
<td>How do sharks reproduce?</td>
<td></td>
</tr>
</tbody>
</table>
Reports of this length are too difficult for Grade 3 children to compose in English. However, the language patterns of reports, for example, sharks live in the ocean and some sharks have live babies, can be modelled for children from quite early in grade 3.

Teachers can use these kinds of language patterns in big books. Students should be able to see and use different language patterns and have opportunities to practise them in talking, reading and writing activities.

Share your written report with colleagues.

- Talk about the language features, the structure of reports and why reports are written. Summarise the results of your discussion.

5.2.5 Understanding and using procedures

Read the information below and discuss with a colleague.

Understanding and using procedures

Procedures tell us how to do something, they are often called instructions. They might be about doing a task or playing a game, directions for how to get to a place or rules for behaviour. Procedures usually have a title or goal (the thing you want to achieve), a list of materials needed for the task and the steps involved in doing the activity. Procedures are important in subjects such as Science, Environmental Studies, Art and Craft, and Community Living. A recipe is an example of a procedure.

Read more about this type of text from the Language Teacher Guide, pages 20-21 and note:

- the purpose of a procedural text

- examples of procedures

- type of language used
• the **structure** of procedural text.

**HINT:** Again, use information from the indicated reference to complete the above.

Think of something that you have done today, eg. brushed your teeth, washed your clothes, scraped coconut, or something else which you can do well and write a procedure (a set of instructions) for that activity using the frame below.

<table>
<thead>
<tr>
<th>Goal or title:</th>
<th>How to weave a bilum</th>
</tr>
</thead>
</table>
| Materials or ingredients needed: | • Wool  
• Needle, etc. |
| Steps: | 1. Twist the wool  
2.  
3. |

**HINT:** Use the example and the frame above as a model for writing your text.

Ask a colleague to write the same procedure and compare your instructions with the colleague's.

• Discuss why you have written your instructions, the sorts of language which you have used to write your instructions and how you have structured your text.

5.2.6 **Understanding and using narratives**

Read information about the narrative genre in the *Language Teacher Guide, Lower Primary* (pages 16-17) to answer the questions below.

• What is the purpose of a narrative genre?

• What are some examples of narrative genres?

**HINT:** Information required to complete the above will be found in the *Language Teacher Guide, Lower Primary*.

Now read the following information about understanding and using narratives and discuss it with a colleague.
Narratives tell entertaining, instructive and often imaginative stories. Narratives usually include an orientation in which the place, time, main characters of the story are introduced. Then there is a series of events that unfold and usually lead to some kind of a problem, unexpected event or complication for the main character. The problem is often overcome and resolved at the resolution stage. These stages are noted on the example below.

Narratives are difficult texts to write, and lengthy ones are not likely to be told or written until students are quite proficient in either vernacular or English. What teachers should do is tell the students about and read to them many examples of narratives from sources such as traditional stories and the school journal. In this way the students become familiar with the purpose and language structures of narratives.

When students describe people and places they are developing important skills for working with narratives. Many students will retell traditional stories when asked to write narratives. Teachers can develop student’s awareness of narratives by guiding student’s stories with questions that focus on the beginning, middle and end parts of the story.

Use the samples and the writing frame below to write a narrative.

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>(What happens at the start, where and who is involved)</td>
</tr>
<tr>
<td>Series of events</td>
</tr>
<tr>
<td>(Complications and unexpected events)</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>(What happens in the end)</td>
</tr>
</tbody>
</table>

5.2.7 Understanding and using analytical and persuasive expositions (arguments)

Read information about analytical and persuasive expositions in the Language Teacher Guide, Lower Primary (pages 26-29) to answer the questions.

• What is the purpose of expositions?

• What are some examples of expositions?
What sort of language is used in expository texts?

How is an expository text organised?

**HINT: Use information from the Language Teacher Guide, Lower Primary to answer the questions above.**

Expositions (arguments) are about opinions. They argue for or against a particular point of view and sometimes discuss both sides of an issue. Argumentative texts may be oral or written.

Here is an example of a written argument with the structure of the text labelled.

<table>
<thead>
<tr>
<th>Stages of the argument</th>
<th>Language used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stating the issue</td>
<td>Some people are cutting down too many trees</td>
</tr>
<tr>
<td>(What the issue is about)</td>
<td></td>
</tr>
<tr>
<td>Point of view</td>
<td>Without any trees there will be no places for animals to live. The men have to go further away to find animals to hunt. Also when it rains the soil is washed away because the trees are gone.</td>
</tr>
<tr>
<td>(Supporting points or arguments)</td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>I think people should not cut down trees near where they live. They should plant new trees so animals have a place to live and the soil does not wash away when it rains.</td>
</tr>
<tr>
<td>(What should be done)</td>
<td></td>
</tr>
</tbody>
</table>

**Complete this mind map to show the key features of each genre.**
HINT: Synthesize all the information you have learned about the different types of genres. Use the information to assist you complete your mind map.

Share your mind map with a colleague and then list the genres which you will need to start teaching if you have rarely used or taught them before.
5.3 Teaching students how to write a particular genre

5.3.1 Process of teaching

There are four stages in the process of teaching students how to write any particular genre.

<table>
<thead>
<tr>
<th>No.</th>
<th>Stage name</th>
<th>What to do at this stage</th>
<th>Classroom examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstration</td>
<td>Introduction to the written text for the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(and ‘Do’)</td>
<td>• Provide lots of examples of the written genre</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss how the genre is used in ‘real life’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relate the English genre to tok ples or tok pisin text types (probably oral rather than written)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Modelling</td>
<td>Learning about the new genre</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show students how you use the steps of writing the genre</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point out the structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point out the language features</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide a real context for writing the genre</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Joint Construction</td>
<td>Introduction to the written text for the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the new written language with help from the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use situations that are as real as possible</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specific activities on grammar, spelling and punctuation, language features of the genre</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working in small groups with the teacher’s assistance or as a whole class with the teacher to write more versions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• practise</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Independent Construction</td>
<td>Trying to use the new written language independently</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Children might do research at this stage to find content for their writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students go through the writing process of planning, drafting, editing, and publishing</td>
<td></td>
</tr>
</tbody>
</table>

Now go through each stage again and fill in the last column of the table above, giving examples of what would be done in the classroom at each stage. Discuss each stage with your colleague.

HINT: Think about the writing process to help you complete your table (last column). Be realistic about the examples of classroom activities.
5.3.2 The writing process

Read these notes

In Stage Four (see bottom of table on page 43) of how to teach students to write a genre, you will see that students are involved in the process of planning, drafting, editing and publishing. Here is some more information about this writing process.

1. **Planning**

In this stage of the writing process students can:

- brainstorm ideas for writing
- do any research they need to write on the topic (reading, interviewing, discussing, etc.)
- take notes on the topic.

2. **Drafting**

This is when the students start writing their text:

- Encourage students to write without worrying about spelling, punctuation, etc.
- Students can use a structure plan at this stage (you have seen examples of structure plans (writing frame) for each genre earlier on)
- Real writers sometimes write four or five drafts, chopping out bits and adding new bits
- The writing at this stage is very messy! Students should be made aware that this is OK!!!

3. **Editing**

Students should be encouraged to work with each other to edit their work, before they take it to the teacher for final editing:

- You could appoint an ‘editing team’ in your classroom. A group of students who are good writers, who work with other students to improve their drafts at this stage.
- You could provide students with an editing checklist. (See sample on page 45)
Unit 8

Sample of an editing checklist

<table>
<thead>
<tr>
<th>Revising</th>
<th>Clarity:</th>
<th>Do I understand this writing? (Mark places where meaning isn’t clear)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anything left out:</td>
<td>Are there enough details for the reader?</td>
</tr>
<tr>
<td></td>
<td>Sequence</td>
<td>Could the ideas be placed in a better order? How?</td>
</tr>
<tr>
<td></td>
<td>Unnecessary Information:</td>
<td>Is there anything that could be left out?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Editing</th>
<th>Punctuation</th>
<th>Does the punctuation help to make the meaning clear?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paragraphing</td>
<td>Do any of the ideas need a new paragraph?</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>Have I checked the spelling? (Underline any words that may be wrong)</td>
</tr>
<tr>
<td></td>
<td>Sentences</td>
<td>Are there any sentences that could be made simpler or that could be expanded?</td>
</tr>
</tbody>
</table>

4. Publishing

The way in which work is published depends on the purpose of the writing. You could:
- make a big book of the students’ writing
- show students how to make a little book to publish individual texts
- show students how to write their work on large pieces of paper to display in the classroom
- ask students to read their work to other students, in their class or in other classes.

Choose a genre that is appropriate for the theme you are currently teaching and consider the level of language skills of your students.

- Using the appropriate structure and language forms, follow the writing process and plan a session to teach your class to write this particular genre. Remember to incorporate the four stages which you have learnt about.

_HINT: Use the knowledge you have gained so far to plan your session, remember you are planning how to teach a particular text type or type of text, so in your plan you need to indicate the stages and processes involved, from the beginning to the end product - which is a piece of written text._

Share your plan with a colleague and discuss any issues which may have come up as you were preparing your plan.

- Together, consider strategies which may be used to address these issues and list them below.
Do a survey on the types of genres which teachers tend to use most often.

- Use the checklist below to find out from other teachers which genres they use very often. Teachers should be teaching students a range of genres and not just a few of them.

- Find out the dates and contexts in which students used their genres and record them in the table.

**HINT:** Use the checklist in your survey. You could also observe sample texts which students have written in other classes to determine the most commonly used genres.

**Genre checklist**
Note: Each vernacular may contain only some of the genres found in English and may contain other genres which don’t exist in English. **DO NOT TRY TO MAKE VERNACULAR GENRES MATCH ENGLISH GENRES.**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Oral Vernacular</th>
<th>Written Vernacular</th>
<th>Oral English</th>
<th>Written English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description/Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation/Description of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think about other subjects or themes where each of the types of genres would be useful. For example, labelling would be particularly useful in Environmental Studies.

- List some other examples here.

- What changes would you make in the way you teach writing?

- How can the genre approach be incorporated into planning for teaching and learning in your school?

- What two things became clear to you after working through this section?

_HINT: Your response to the three questions above require reflective thinking. Consider the particular areas in the teaching of writing, your appropriate implementation strategy and the lessons learned._
Section 6: Programming separately for two languages

Read the following information about planning for two languages

6.1 Planning separately for two languages

A guide to how to plan for separate language development

- In the beginning, vernacular is used for deeper learning of subject content. Vernacular is at a higher level than English.
- Use the vernacular language for learning content that is related to the students' own community lives.
- Use the vernacular language for learning difficult or new content.
- Students need to use vernacular effectively in real life and problem solving and thinking situations.
- In early language learning, English use is limited. English is used for less complex and easy language structures. The thinking that is expressed is at a lower level.
- English should be developed using familiar content. When concepts are well understood in vernacular then teach some English vocabulary.
- Students will transfer their vernacular thinking and problem solving skills to English as they learn the new language.
- English needs to be learned in real life situations. Use the real community, if possible. If there are no real English situations in the community then create some English language contexts in the classrooms. For example, you could set up a model bank in the classroom and children could role-play being tellers and customers.
- When students' English skills are developed sufficiently they should use English for learning new content. Continue to use the vernacular for content that is related to students' own community lives.
- The content should be familiar from previous vernacular learning.
- The theme learning supports the development of English language skills.

6.1.1 Thinking in two languages

For this activity and the following activity, try to work with a colleague who speaks the same language as yourself. If that is impossible, work with a colleague whose students and your students use the same language.

- Discuss the following information:

  When we teach in a language, we teach the culture and thinking of the language as well. Culture and language are very highly integrated, they cannot be separated. Teachers need to be careful not to confuse vernacular culture and thinking with those of English. This is one of the reasons why you should plan and teach the two languages separately.
• Do you agree? Are there other reasons for planning separately to teach the two languages?

Brainstorm all the things that are important to teach students about their family relationships and write all of these things down in your vernacular language. *DO NOT USE ENGLISH AT ALL IN THIS PART OF THE ACTIVITY!!!*

*HINT: Try to do all of your thinking as well as your talking and writing in the vernacular.*

• You should have a list of vernacular words on your paper to describe families. Now try to translate the words on the brainstormed list to English.

*HINT: Try to make the meanings exactly the same.*

• Discuss the differences between thinking in English and thinking in a vernacular. Discuss the difficulties of attempting to directly translate between the two languages. List your answers below. For example: An Australian, writing a list of family members, would write: mother, father, sisters, brothers, aunties, uncles. The word, mother, is used for the woman who gave birth to the writer only. The word, aunties, is used for the writer's mother’s and father’s sisters, and mother’s and father’s brothers’ wives.

Share this information with your other colleagues, especially the differences between thinking in English and thinking in a vernacular and the difficulties of directly translating between English and a vernacular.
6.1.2 Using two languages

Students coming into grade 3 from elementary schools have spent three years reading and writing their vernacular language.

*Primary teachers must practise their vernacular written skills so they can teach these students more about their languages.* Teachers will have to produce many vernacular materials – big books, instruction sheets, posters etc. – to use in their classrooms.

**Work with the same colleague to complete the next activity.**

- In vernacular, write a description (in the space provided below) of the place you come from. You can write this description with other people who use the same language as you.

- Now read the description at the end of this section (on page 52)

**Answer these questions about the two descriptions: the one you wrote in a vernacular and the English one at the end of the module.**

- Compare the two descriptions by answering these questions:
  - What part of your place did you write about? Did you focus on the house like the English description?
  
  - What distances did you write about?
  
  - What personal pronouns did you use (I, we)?
  
  - Did you use words that mean the same thing (terminal & jetty, bay & water, wooden & timber)? What are these words? What do they describe?
- Did you use present tense (I live, there are, we sit) and past tense (bought)?

- The English description is about the place where the writer lives now, not about the place where she was born. Which did you write about?

**Now read this information about writing in a vernacular and English.**

- If you are teaching students how to write a description in vernacular, you could use your description as a model.
- The structure and the language used in the vernacular description are different from the structure and language used in the English description.
- This is why it is important NOT to teach the same thing in both languages at the same time.
- Students should learn first how to write a description in the vernacular.
- When they have mastered that skill, then you introduce them to writing a description in English.
- Students need to learn how to use their vernacular properly for vernacular purposes, and how to use English properly for English purposes.
- To learn well, students need to understand the situations where the language is used in real life.
- A real situation for vernacular use is usually different to a real situation for English use - different topic, different relationships between the speaker and listener/reader and writer, different cultural behaviours and expectations - and so, the vernacular genre for a purpose should not be taught at the same time as the English genre for the same purpose.
- Usually students' learning needs are different in the two languages. For example, children know well how to greet others, how to tell about something that happened and how to ask for directions in their vernacular before Grade 3, so when they are learning to do these things using English, they should be learning something more difficult in the vernacular.

**Your head teacher has asked you to help him/her prepare a talk to a group of parents about why it is important for the students to learn each language separately.**

- From the information above, select the ten key points you think are most important. List them below and discuss them with your colleague.
HINT: Use all the information you have acquired in this section. You could organise your information using a mind map.

- Think about your own teaching. Do you program and teach in the two languages?
- What changes will you make to your planning now that you have completed this section?

This is the description you have to read after you have written your own description in vernacular (page 50).

I live on Bathurst Island off the coast of the Northern Territory of Australia. It is a small island close to Darwin. It takes about 30 minutes by a light aircraft to get there. My family bought a house three years ago on the Southern side of the island, about two kilometres from the air strip. The house is high set and built on stilts. It is made of timber and there is timber panelling in all the rooms as well as wooden floors. There are two large verandahs. From the back verandah there are views of the bay. This back verandah is my favourite part of the house. At dusk, we sit out there in comfortable chairs and watch the sun set over the water, watching the dolphins forlic. Friends have seen salties (salt water crocodiles) in the ocean.
Read the information below with a colleague and discuss anything which you do not understand or is new to you.

When possible, teachers should use an integrated approach for programming, planning and teaching the lower primary curriculum.

Integration

Integration is the purposeful planning, by teachers, of strategies and learning experiences to facilitate and enhance learning across the subjects.

The integration of learning areas is a traditional and accepted way of presenting and managing the primary curriculum. With the move to an outcomes-based curriculum, the practice of integrating the curriculum across and within subject areas requires considerable thought and guidance.

It is the professional responsibility of teachers and school authorities to ensure that the curriculum is planned and implemented in the most effective way. There are, of course, many interpretations of what an effective program looks like.

Integration enables teachers and learners to identify and utilise the connections between syllabuses. Through integration, teachers plan for the development of key skills and understandings that cross individual strands and syllabuses. In practice, integration enables students to acquire a unified view of the curriculum, broadening the context of their learning beyond single subjects.

**Integration is an important aspect of learning because it enables the student to:**
- identify both the distinctive qualities and the related elements of subjects
- utilise acquired skills and prior knowledge in different contexts
- demonstrate their skills and understandings in a variety of learning contexts
- make connections more easily between the content they learn in school and their out-of-school experiences.

**Integration is an important aspect of primary curriculum organisation because it enables the primary teacher to:**
- identify the connections within and between the content of subjects
- provide a relevant context for learning based on the needs of students
- assess students skills and understandings in a variety of learning contexts
- manage comprehensive programs covering all subjects.

An integrated approach better reflects the way children learn at home and in primary school. Through planning and programming integrated learning experiences, primary teachers enable students to make connections and to understand relationships within and between subjects.
If teachers are to plan for authentic linkages across subjects, they must be aware of the skills and understandings within syllabuses and the context in which they can be developed and identified in both planned and unplanned learning experiences in classrooms.

**Organisation of students**
Primary classes are generally formed on the basis of a classroom teacher for each group of students allocated according to school or system-determined policies. Though contact with other teachers can occur throughout the school day in formal classroom activities and informally, such as in the playground, the majority of students in primary schools are taught by their class teacher. This means that, in general, the primary teacher is expected to make use of all the syllabuses for program planning and assessment.

**Organisation of the learning program**
The nature of the primary classroom is one in which the development of knowledge and understandings, skills and values and attitudes will be addressed and assessed in both planned and unplanned learning experiences.

**Principles for integration**
The strategies and activities must support children in working towards outcomes in each subject.
- The integrity of subjects must be preserved in the organisation of content, regardless of the dominance of a particular subject in some units of work.
- Outcomes should be assessed in the context in which they are described and defined in each of the nominated subjects.
- Opportunities to make connections across the curriculum should be utilised where practicable in order to assist students to consolidate knowledge and understandings, skills, and values and attitudes by applying these in a range of contexts.
- The professional judgement of teachers will determine when it is appropriate to integrate the curriculum.

**Ways of integrating the primary curriculum**
Integration should not be seen as a random assortment of activities. Indeed, it should in practice be planned with due regard for the aims and outcomes of the individual syllabuses. In this regard, integration should be planned in a systematic way, where linkages and areas of commonality are made clear. The selection of learning experiences should be based on the extent to which they promote progress or broaden and confirm understanding, rather than whether they cross the boundaries of subjects.

The challenge for teachers in planning for integration is to program a total curriculum. Such a program will acknowledge the knowledge and understandings, skills and values and attitudes that operate across subjects, and yet at the same time recognise those areas that are specific to subjects and strands.

**Some approaches to integrating the curriculum**

- **Key concepts or processes are used for planning**
This is an approach in which significant understandings or skills are used as the focus.
for curriculum planning. Key concepts or processes are used to address issues, problems and themes as they are developed across the curriculum.

- **Skills or values common to learning areas are used as linkages**
  This is an approach in which skills or values that are developed across subjects are used as linkages in planning. Skills or values and attitudes that cross subjects are threaded through learning experiences within a total program.

- **Overlapping concepts are used as key elements in planning**
  This is an approach in which concepts that are shared by subjects are addressed within a series of learning experiences. Areas of content are used to broaden understandings through a connected program.

In each of the above approaches the development of an integrated program is based on authentic connections.

**What is an integrated approach?**
- Integration means linking related outcomes, strands or substrands across subjects.
- Integration helps make learning activities interesting, relevant and appropriate.
- Integration may be used for programming a year’s work, in units of one week, two weeks, four weeks or longer.
- Integration can be used to link concepts, skills, etc. of several different subjects of the curriculum.
- Some subject strands and sub-strands are not easily integrated. This is OK. These should be planned for separately.

**How do you integrate?**
All the lower primary teacher guides contain a section called *Units of Work*. The process for planning a unit of work described in each teacher guide is basically the same, but the guides provide different examples.

The first step in the process of developing an integrated unit of work is to **cluster** a small group of learning outcomes (no more than four) from subjects that link naturally together. To cluster outcomes you will need to have the syllabuses for the subjects you wish to integrate open at the *Learning Outcomes* section and the teacher guides open at the *Elaborations of learning outcomes* section.

As you read through the learning outcomes, the indicators and the elaborations for the grade you are teaching you will start to see learning outcomes that can be clustered within the subject or with other subjects.

**With a colleague or two, study the sample unit of work for Grade 3 in the**
*Environmental Studies Teacher Guide, Lower Primary, pages 35-43, carefully.*

- Complete the following web to demonstrate the subjects and learning outcomes selected for this integrated unit of work.
Planning an integrated unit of work
You can plan across:
- lower and upper classes (that is, multi-grade)
- each grade level
- each class.

The theme or the organizer for the cluster should be the idea that is linking the outcomes that you have clustered. It would be very difficult indeed to select a theme and fit outcomes into it. Integration of outcomes should not be forced.

Shared experience
At the beginning of a unit of work it is a good idea to plan an experience that all children can share in, so that they all begin the unit with some common knowledge about the context of the unit.
The shared experience could be:
- a big book that you have made about the unit topic or theme
- an excursion to a place to do with the unit topic or theme
- a guest speaker.
Content (knowledge, skills and attitudes)
How do you choose the subject content to help students achieve the learning outcomes? All primary teacher guides contain a section called - Elaboration of learning outcomes. This section contains suggestions about the recommended knowledge, processes and skills for each learning outcomes and some suggested activities.

Page 37 of the Environmental Studies Teacher Guide, Lower Primary, summarises the subjects, strands, sub-strands and learning outcomes selected for the sample unit of work – Changes in the community.

• With a colleague, find the elaborations of the learning outcomes for this unit in the four teacher guides listed below and complete the table below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning outcome</th>
<th>Recommended knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Living</td>
<td>3.1.1: Explain changes in the community and family life and the effect on people</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>3.1.2: Identify natural and built changes and their impact on the environment</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>3.1.4:</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.4.1:</td>
<td></td>
</tr>
</tbody>
</table>

• Highlight the recommended knowledge you think is most applicable to the unit of work.
Remember: Learning outcomes are not lesson outcomes, but outcomes for the whole year. You do not have to cover all the recommended knowledge, skills and processes for each learning outcome in one unit of work. You may use these same learning outcomes in another unit of work later.

Language activities to do during a unit of work

• Brainstorm answers to these questions so that you have a list of language activities.
  - What types of reading materials are found in real life to do with this unit of work?
  - Can you collect examples of these materials to use with your class?
  - What kind of writing do people do in real life to do with this unit of work?
  - How would you teach your students to do these types of writing?
  - What kind of speaking and listening do people do in real life with this unit of work?
  - Could you teach your students how to speak and listen in these ways?
  - Are there books or any written materials that you could collect to use in your classroom?
  - What language is used in the other subject areas? What reading and writing could the students do to help them learn about the content of the other subject areas?

• Decide whether the language activities you have thought about would be best taught as vernacular or English activities. Probably many of the reading materials and activities you have listed will not be available in the vernacular language. That does not mean you use English though! You will probably have to produce some reading materials of your own in vernacular so students can read about the theme in their own language.

Page 38 of the *Environmental Studies Teacher Guide, Lower Primary*, lists teaching and learning activities for the sample unit of work – Changes in the community.

• In the following table, list activities to be done in the vernacular in one column and activities to be done in English in the other column. If activities are marked (V/E) record them in both columns.

<table>
<thead>
<tr>
<th>Vernacular activities</th>
<th>English activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Explain why there are more vernacular activities than English activities. Would this be the case if the unit of work was for Grade 5?

Hint: You may like to read Section 6 again.

Page 50 of the *Arts Teacher Guide, Lower Primary* describes a sample unit of work for Grade 3 – Traditional myths and legends. A note on page 50 suggests it is possible to integrate learning outcomes from Arts and Community Living into this unit of work.

Read the *Learning Outcomes* section in the lower primary Arts and Community Living syllabuses (provide page references) and select outcomes that cluster with the language learning outcomes listed on page 50.

• Record the outcomes you have selected in the table below.

<table>
<thead>
<tr>
<th>Unit of work: Traditional myths and legends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Subjects</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Learning outcome/s</td>
</tr>
<tr>
<td>3.1.1V</td>
</tr>
<tr>
<td>3.1.2E</td>
</tr>
<tr>
<td>3.2.1V</td>
</tr>
<tr>
<td>3.2.3E</td>
</tr>
<tr>
<td>3.3.1V</td>
</tr>
<tr>
<td>3.3.4E</td>
</tr>
<tr>
<td>Community Living</td>
</tr>
<tr>
<td>Arts</td>
</tr>
</tbody>
</table>

At the bottom of page 50 in the *Arts Teacher Guide, Lower Primary* you will find a table listing the recommended knowledge, skills and attitudes for the selected language learning outcomes.
Select appropriate knowledge, skills and attitudes from the *Elaborations of learning outcomes* section of the Arts and Community Living teacher guides to match the grade 3 learning outcomes you listed in the table above.

- Record these in the following table.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 51 of the *Language Teacher Guide, Lower Primary* lists teaching and learning activities for the unit of work.

- Draw up a table similar to the one you completed on page 58 of this module and record which activities in the list should be vernacular and which should be in English. (use space provided on page 64)

*HINT: Remember this unit of work is for Grade 3 so the majority of activities should be in the vernacular.*

- Add activities to your table to help students achieve the Arts and Community Living outcomes

*HINT: Some of the language activities listed on page 51 may be suitable for Arts and Community Living outcomes*
Assessing a unit of work

All lower primary teacher guides contain a section - Assessment and Reporting.

- Read this section for the three subjects included in the integrated unit of work you have worked on in the tasks above (provide page references).
- Now study the assessment plan outline on page 52 of the Language Teacher Guide, Lower Primary.

Keeping in mind the information you read about assessing Community Living and Arts learning outcomes, add an assessment task and some criteria for each of Community Living and Arts learning outcomes you added to the integrated unit of work – Traditional myths and legends.

- Record your assessment information in the table following.

<table>
<thead>
<tr>
<th>Strands and outcomes</th>
<th>Assessment methods</th>
<th>Assessment tasks</th>
<th>V/E</th>
<th>Assessment Criteria</th>
<th>Recording methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Living</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Share your completed tasks for this section with other lower primary teachers.

- Discuss any difficulties which you may have encountered while you were completing the tasks. Summarise your discussion here.
Think about how you currently do your programming and try to identify the specific areas where you will have to make changes to cater for this approach.

• Identify two changes and describe the changes you would have to make in 3 to 4 sentences.

What more do you need to know about this particular approach? (List up to 4 below)
Module summary

Congratulations! You have reached the end of this module! You should by now have developed certain knowledge, understandings, insights and skills as they relate to ‘Vernacular to English Bridging Strategies’ and been thinking about how to apply them in the context of your work.

In this module you have covered the following main strategies:
- Talk-Do-Talk-Record
- Use of big books for both vernacular and English languages
- Whole language approach
- Variety of genres
- Programming separately for two languages
- Integration

These activities have helped you to be a more effective teacher and help your students maximise their learning.

All the work you have done and your reflections should help you to perform well in your work context. Let’s review your learning and check whether you feel you have achieved the outcomes of the module.

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discuss appropriate learning activities for students of varied literacy levels in bridging years?</td>
<td></td>
</tr>
<tr>
<td>2. explain the principles of using the whole language approach?</td>
<td></td>
</tr>
<tr>
<td>3. plan separately for the teaching of English and a vernacular language in lower primary?</td>
<td></td>
</tr>
<tr>
<td>4. implement a variety of bridging to English learning and teaching strategies?</td>
<td></td>
</tr>
</tbody>
</table>

If you answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help. Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.
Additional space for your notes.
Unit 8:
Bridging to English

Module 3: Managing a student-centred classroom

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
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<td>Module learning outcomes</td>
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<td>4</td>
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<td>Section 2: Timetabling</td>
<td>14</td>
</tr>
<tr>
<td>Section 3: Assessment in the bridging context</td>
<td>26</td>
</tr>
<tr>
<td>Module Summary <em>(and additional space for your notes)</em></td>
<td>41</td>
</tr>
</tbody>
</table>

Name: ........................................................ File Nº:...................................................

Date commenced: ...................................... Date completed:.....................................

I have sighted this study guide as evidence of completion of agreed tasks by

....................................................................................................................(insert name)

Assessor: ..................................................... Date: ....................................................
Module 3 - Managing a student-centred classroom

Module introduction

Welcome to Module 3: Managing a student-centred classroom.

Make sure you have completed the self-assessment in the Unit Introduction before you start this module. We also recommend that you complete Module 2 before starting this one.

This module begins by providing information about group work as being an important element of classroom management. This may enable you to effectively and successfully implement group work in your classroom teaching.

The module also provides some information about timetabling, which will assist you in your work of planning a weekly timetable (using an integrated approach) or supervising those who do, in your capacity as a teacher, a senior teacher, head teacher or inspector.

Then the module provides some information about assessment in the bridging classes. This may assist you when you are assessing and evaluating as a teacher, a senior teacher, a head teacher or an inspector while supervising.

To complete this module you need access to the seven lower primary syllabuses and the seven lower primary teacher guides as well as documents relating to gender equality. These are shown on pages 4-7 of the Unit Introduction. All activities in this module are based on these documents. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial inservice coordinator or the provincial materials supply officer.

If you are seeking academic credit, it will be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.

This module is primarily oriented towards the needs of teachers who will implement the curriculum in the bridging years from grades 3-5.
Module learning outcomes

When you have completed working through this module, you, the learners can (are able to):

1. describe ways of assessing student’s language and literacy learning in lower primary classes
2. describe various instruments to record assessment data
3. discuss the advantages of the use of small groups in teaching and learning situations
4. describe various recommended assessment tasks and apply them in your classroom teaching
5. plan and analyse the contents of a week’s program/timetable
6. state the features of appropriate assessment methods in a bridging context
7. demonstrate management of a student-centred classroom
8. review and modify the use of small groups in your teaching
9. employ a variety of strategies in group work to cater for different learning needs
10. encourage new methods of assessment among lower primary teachers
Section 1: Using small groups

Read the information below.

Group work (also known as ‘learning teams’) is an important element of classroom management. This section provides information to assist you when organising as well as using group work in your teaching. This is a particularly useful strategy in the bridging years to facilitate learning. Gender issues should be important considerations in forming and using groups as a strategy.

1.1: Why use small groups?

There are many reasons for using group work in small groups as a learning and teaching strategy. Some are listed here.

- In the average classroom, students’ abilities can range over five years of schooling.
- If you have one or more students with significant learning difficulties or a highly able student in your class, the range of ability may be even greater.
- In any class you will certainly have some students who learn more slowly than the rest of the class and others who learn rapidly and produce highly original work.
- Of course, not only do students in any class have a range of abilities, but they also have a range of talents, strengths, knowledge, skills, values, beliefs, motivations, experiences, backgrounds, interests and needs.
- One method of coping with these mixed abilities in a classroom is small group teaching and learning.
- Many students learn better in small groups.
- Peer teaching and learning are likely to occur during small group work.
- Grouping enables the teacher to oversee the activities of all the students and to get time for paying individual attention to those students who need it.
- There are various ways of forming groups for different purposes.
- It is possible to form girls only and boys only groups in some situations.

1.2: What type of groups can be formed?

a) Same ability groups:
- Here, students are grouped in groups of approximately the same ability.
- One advantage of this grouping is that students are able to study at their own pace because of the similar level of ability.
- To form these groups you need to find out the ability of each student in the relevant subject areas or at least their literacy and numeracy levels.
- This system is effective for subjects like Mathematics, Language, Physical Education and Music.

b) Mixed ability groups:
- This kind of grouping enables students to share their ideas, knowledge and skills, regardless of ability.
Students who have difficulty learning are still valued members of a class.
In mixed ability groups less able students can often learn from their more able peers.
To form these groups you need to first find out the ability of the students in the relevant subject area, then mix those ability groups up so some from each level are together in a mixed ability group.
This type of grouping is especially suitable for subjects such as Community Living and Environmental Studies.

c) Social groups:
- This form of grouping depends on the compatibility of students.
- Students who have close bonds of friendship are grouped together.
- This can promote a harmonious feeling among students and reduce the negative effect of keen competition within a group.
- Students can share their enthusiasm for a particular topic with each other when doing activities in Art, Craft, Physical Education, Music, etc.

d) Random groups:
- These groups are formed by assigning numbers or letters to students, or simply by asking students to form groups.
- This will result in students with diverse abilities, interests, and needs, working together on a task.
- This type of grouping is suitable for small group discussions, Art and Craft, and Physical Education activities.
- When students are allowed to form their own groups, they usually form these random groups.

Recall a recent lesson you taught which required group work and use the following questions to discuss your lesson with a colleague.

- What type of groups did you use?
- How did you form these groups?
- Did you take into account individual strengths and differences before forming these groups?
- Did you plan different activities for each group or did they all work on one activity?

Hint: Your responses to the four questions above are personal as they are grounded in your current teaching practices.
Use the same questions above to do a mini research on three other lower primary teachers.

- Use the information to write a six-sentence paragraph about the common types of groups used, if groups are formed on the basis of different learning needs of students.

**HINT:** You’ve found out about the teaching practices, relating to groupings, of your three other colleagues. What are their current practices relating to group formation, organization, etc.?

Share your findings (paragraph) with your colleague. Write down some notes here.

Think about the changes you need to make to your current practice with regard to the use of small groups and list them in note form.

**1.3: Stages of group work**

Read the following information about group work and discuss the stages with a colleague.

Successfully using group work in your classroom depends on a number of factors. These factors can be divided into five stages as described below.

**1. Preparation stage:**
Make decisions about how the groups will be formed, how the activities will run and prepare materials for each group.

Before you begin group work you must plan how the students will work in groups. First, you must decide what type of grouping formation you are going to use. Will the students be in ability groups, mixed ability groups, social groups, or are you going to randomly formed groups?
If you are going to use ability or mixed ability groups, you need to work out the ability level of each student for the subject area. You can do this through diagnostic testing, through observation of students’ work in class, or through analysis of samples of students’ work.

For example, here is one way of working out the reading ability of students. Once you know the reading ability of students, you can form ability groups or mixed ability groups for Language, Community Living, Environmental Studies, or any activity where the students have to read. To test students’ reading ability, you may wish to take the following steps:

a. Select a section of text that you think is of the standard required for your grade level. Make certain it is not a text read by the students previously. You can use a list of words, if necessary.

b. Make time during the day when you can ask each student to read the text to you individually. As the student is reading keep a tally of the number of errors made. If a student corrects himself/herself successfully when reading, count that as correct reading.

c. When the student has finished reading the text, count up the number of errors made. A student should not make more than one mistake in every 10 - 20 words when reading material is at the correct level.

d. Group the students according to the number of errors made. An easy way to do this is to form three groups. Students who made no errors at all form Group 1, those who made some errors form group 2 and those who made lots of errors form group 3. You now have three ability groups: above average, average, experiencing difficulty. These three groups can then be divided again according to the number of errors. For example, you will probably find the average group is very large; if this is the case, check again the number of errors made by each member of the group and group those students who had similar results.

2. Briefing session:
Give the students their instructions, roles and materials. The secret to successful group work is the briefing session. You need to make absolutely certain that every member of the class knows exactly what they are going to do during the activity. You need to teach students how to work in groups and then remind them of these skills during the briefing session. Steps to take during the briefing session include:

- explain each task and what each group has to do, making it clear what the outcomes will be
- assign a task to each group
- make sure each student knows which group they are in
- allocate roles for each group member
- establish time limits for completion of tasks
- remind students of the need to monitor noise levels
- remind students of the group skills they have learned and how to use them while working
- Explain the reasons for girls only or boys only grouping, if you have done this
allow students time to ask questions about the tasks in the briefing session
establish rules for asking questions to the teacher during the activity.

3. The activity:
The students work on their task together, and you monitor, offer support, or work with one particular group.

If you have five groups working in your classroom and you are working with one of those groups, the other four groups need to know exactly what they are doing so they do not interrupt your teaching. One of the methods used to organise this, is by using self-instructional cards or worksheets. All the instructions for completing the activity are written on the card or worksheet and all materials and resources needed are provided so the group can complete the task with no assistance from the teacher.

Self-instructional materials are complex tools which need to be carefully constructed. They can be grouped into two types:
• activity or practice cards that focus on what the students have already learned. The students practise what they already know in an independent way, reinforcing what has taken place in the classroom
• task cards that make use of skills already developed by students to participate in new learning. The purpose of these cards is to have students think and apply what they know in new and different situations.

WARNING: Self-instructional materials must not contain any new concepts, skills or knowledge. They must be based on what students have already learned.

Self-instructional materials may range from ‘Things to Do’ task sheets, worksheets, self-checking work cards to games or reading materials. ‘Things to Do’ task sheets may ask students to write, draw, construct, or do a specific task. You should collect the completed work for evaluation and possible display in the classroom.

REMEMBER: Your written instructions must be understood by the students. Avoid using language they do not know. Try to use diagrams or pictures to illustrate what they have to do. Keep instructions simple.

Here is an example of five groups working on different tasks on the same topic. The subject is Language so each activity is a language activity. The topic is Plants.

a. One group is reading a story about gardening. They are good readers and can read the story by themselves without assistance. They read silently first and then take turns reading aloud.

b. Another group is reading the same story but with the assistance of the teacher. They have difficulty with some of the words and phrases used in the story so need the teacher’s help in decoding the words and understanding the story.

c. A third group is writing instructions for the class on how to plant seeds. The teacher has provided a model of written instructions, and they have written instructions before. They have a task card which explains
what they have to do, what materials to use, how long they can take to complete the task, what to do when they have finished.

d. The fourth group has already read the gardening story. They are retelling the story using pictures. They have to draw a picture for each part of the story and write a caption underneath it. They have a task card which explains what they have to do, what materials to use, how long they can take to complete that task, what to do when they have finished.

e. The last group is using the vocabulary from the gardening story. The instructions and vocabulary for the word building activity are written on the blackboard for this group. Although they are in a group, these students must complete the activity individually and their work will be collected and marked by the teacher.

4. Sharing of outcomes:
Each group shares the outcomes of their tasks: an answer, a plan, a story, etc. with the rest of the class. Students need to feel that the work they complete in groups on their own is just as important as that completed with the assistance of the teacher. Students also need to know that each activity they do has a purpose and should result in an outcome. The outcome could be concrete such as written work, artwork, a construction, or abstract such as a decision about an issue, a solution to a problem, a plan for a project, or an oral report on what the group has done.

Remember to include the outcome(s) on self-instructional materials. A good way to do this is to write an outcome at the top of the card or worksheet or chalkboard, for example. By the end of this activity your group has written a set of instructions on how to plant seeds.

You need to build in time in your classroom activities for sharing of outcomes. There are many different ways to do this:
- display finished art work around the classroom
- staple finished stories or writing together to make a book
- one member of each group reports back to the whole class telling them what the group did
- collect work sheets for individual marking and evaluation
- whole group presents their outcome to rest of class
- if the groups are working on a long term project ask them to give the class progress reports at the end of each working session.

5. Reflection:
You and the class discuss what went well and what needs more work. This last stage involves discussing what happened in each group during the session in terms of the ways in which students worked together. You could focus on:
- what went well
- problems that arose
- areas where a group needs to improve.
There are many ways to do this. Sometimes you might do it with each separate group or at other times reflect in a whole class discussion. Here are six possible strategies to encourage reflection.

a. Use discussion with open-ended questions about group behaviour and attitude. For example, what happened in your group that helped you complete your task? What got in the way of you completing your task?

b. Use brainstorming about specific problems with specific group working skills. For example, make up a group’s name. This group has trouble completing tasks because two of the members disagree with each other and put down each other. Brainstorm all the ways you can think of to solve this problem.

c. Use specific questions about specific learning aspects of the task. For example, how did your group come up with the answer to that sum? What was the method you used to practise your times tables?

d. Use a self-evaluation strategy that students can use to rate how well they worked together. For example, smiley faces.

e. Give positive, constructive feedback based on what you observed as the students were working. Draw attention to those students doing the right thing. For example, it was good to see Momovi helping others in her group to agree on one answer.

f. Ask students to keep a reflective journal on how they work in groups. This could be done as a group or individually. In the journal, students should write about the group skills they are improving in, and those skills they still need to work on.

Do one of the following:

- Prepare a roster outlining roles of group members,
  or
- Prepare a set of task cards for a group.

Read the following information with a colleague

A teacher has to organise the classroom so that the room:

- has enough space for students to sit in groups
- can be used for many different activities such as library, environmental studies projects, music, woodwork, drawing and painting.

The physical appearance of the room sets the tone for your class. That is why it is essential to have a well planned classroom if you are to be successful in operating student-centred activities.

The placement of students, activity corners within the room, storage of materials are all important.
Below is a list of ideas to use in rearranging your classroom to assist student-centred learning and teaching.

Still working with your colleague

• decide if these ideas are suitable for your own classroom
• consider how you could adapt the ideas for your own classroom
• list other ideas for the placement of students, activity corners within the room, and the storage of materials.

Ideas for arranging your classroom

• Display students’ work. A classroom can be brightened up by the display of students’ art and craft work, as well as their group project outcomes, writing activities, etc.
• Some display ideas:
  - attach students’ work to walls of room using sticky tape or blu tac
  - use rope and clothes pegs to string displays across the room
  - use cloth pegs to attach work to bars of open windows
  - display screens or racks can be made from bamboo or coconut timber.
• Select corners for various subjects. Collect a grass mat, a couple of rocks with a board across them, a few newspapers, magazines, and copies of students’ writing, and you have created a reading corner for your class.
• Display and share students’ own writing. Many teachers have found that little books made by the students themselves are the most popular reading material in the classroom!
  - The teacher’s table should be placed in a suitable position which gives him/her a clear view of the whole classroom.
  - Make small chalkboards on easels for using with small groups.
  - Make sure students can move around the room without bumping into tables or knocking over displays!
Now draw a sketch of what your classroom will look like if you adapt these ideas. *(use the space below to do your sketch).*

- Share these ideas and your sketch with some of your colleagues.

*List five ideas that are appropriate for your classroom and explain how applying these ideas can change the way you do things?*

*HINT: Think about your management of groups, your weaknesses and strengths, and possible changes in the way you organise classroom activities.*
There are a number of advantages when implementing group work.

**Advantages for teachers include:**

- Classroom climate
  - promotes open communication
  - fosters cooperative attitudes
  - involves more student/student interest
  - makes teacher/pupil interaction more personal
  - provides an avenue for community involvement.

- Classroom organisation
  - develops student independence
  - gives students greater access to resources
  - spreads teacher time
  - widens participation, lessening need for teacher input
  - allows time for teacher to observe and assess individual students.

- Provides teaching and learning at varying levels:
  - intellectual
  - social
  - interest
  - experience.

**Advantages for the students include:**

- Academic success: students
  - are better able to work at their own pace
  - have greater access to tutors
  - develop enhanced speaking and listening skills through greater opportunity for interaction.

- Attitudes to work: students
  - develop increased self esteem due to increased academic success
  - develop increased responsibility and independence
  - recognise sources of knowledge other than teacher
  - develop enhanced planning ability
  - become active learners.

- Emotional skills: students
  - understand others’ needs
  - develop a sense of belonging
  - work more confidently
  - express themselves better.
Section 2: Timetabling

Read the information below.

2.1 Time: Attention span

- Many educators now realise that young students have short attention spans
- They can only concentrate on one thing for a very short time.
- As students grow they are able to concentrate for longer periods of time.
  Students who have attended elementary schools are used to active participation
  in lessons.
- They are not used to sitting and listening to a teacher for extended periods.

Discuss with your colleague your own knowledge and experience of young
students’ attention spans, in and out of school.

- Consider the time (no. of minutes) you expect students from different grade
  levels (grades 3-5) to do each of the activities indicated below. Write the time for
  each grade under the appropriate column.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit still listening to the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be engaged in a reading activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be engaged in a writing activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be engaged in a craft activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be engaged in solving mathematics problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play a ball game</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Are the times you have indicated for each activity different for each grade? Why?

*HINT:* Be very realistic in estimating the attention span for each grade. This may also depend on your school situation and the level of skills that students in lower primary classes may have.

What are the implications for planning a classroom timetable for your class/ lower primary classes?
**2.2: Time: Time allocation to subject areas**

Read the information below.
It is important to note that, even though you integrate language learning and teaching with other subject areas, the content-skills, attitudes and knowledge of those subject areas still need to be explicitly taught within the time allocations (refer to table below).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Subjects</th>
<th>Grades 6, 7, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly/Home room</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>Local Course</td>
<td>90</td>
</tr>
<tr>
<td>Language</td>
<td>570</td>
<td>450</td>
<td>405</td>
<td>Language</td>
<td>180</td>
</tr>
<tr>
<td>Mathematics</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>Mathematics</td>
<td>180</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>180</td>
<td>210</td>
<td>210</td>
<td>Science</td>
<td>180</td>
</tr>
<tr>
<td>Community Living</td>
<td>150</td>
<td>150</td>
<td>210</td>
<td>Social Science</td>
<td>180</td>
</tr>
<tr>
<td>Arts</td>
<td>150</td>
<td>180</td>
<td>150</td>
<td>Arts</td>
<td>180</td>
</tr>
<tr>
<td>Health</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>Personal Development</td>
<td>240</td>
</tr>
<tr>
<td>Physical Education</td>
<td>105</td>
<td>135</td>
<td>150</td>
<td>Making a Living</td>
<td>360</td>
</tr>
<tr>
<td>Religious Instruction</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>Religious Instruction</td>
<td>60</td>
</tr>
<tr>
<td>Block Time</td>
<td>60</td>
<td>90</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1650</strong></td>
<td><strong>1650</strong></td>
<td><strong>1650</strong></td>
<td></td>
<td><strong>1650</strong></td>
</tr>
</tbody>
</table>

Discuss the following with other lower primary teachers and record your answers in a phrase or sentence:

- Are the time allocations for each subject reasonable?
HINT: Link the times recommended to classroom situations; consider how realistic the allocated times are for your school situation.

- Give at least 2 to 3 reasons for different time allocations for different subjects.

HINT: Your reasons may be linked to the teaching of each subject content. Why do you think some subjects have more time allocated than others?

- How can integrated work assist teachers in meeting the time allocations for different subjects?

HINT: You may revisit Section 6 of Module 2 in order to respond to this question.

### 2.3 Time: Planning a weekly program

Read Section 7, Module 2 – Planning integrated units of work – again, and - Process for developing units of work – from one of the lower primary teacher guides again.

List the steps you would take to develop an integrated unit of work.

Hint: Have a look at the tasks you completed in Section 7 of Module 2. You will see that you have already completed many of the steps.
Activity sequencing

Activity sequencing refers to what activities you will provide to students in the first session in a subject area (for instance in Community Living, Arts etc.), what activities will follow on in each subject area during the second session, etc. for the number of weeks that the unit will be covered.

Activity sequencing is the focus of Step 7 in planning a unit of work.

_Step 7: Think about the knowledge, skills and attitudes the students will need to do the assessment tasks you have constructed - design a sequence of activities to teach these._

Study the sample weekly program on pages 36-37 of the _Health Teacher Guide, Lower Primary._

• Do you see any evidence of sequencing? If yes, list examples below.

Study the sample weekly program on page 43 of the _Environmental Studies Teacher Guide, Lower Primary._

• Do you see any evidence of sequencing? If yes, list examples below.

Now plan a draft timetable for a week for the integrated unit of work – Traditional myths and legends – that you developed in Module 2, by first focusing on Step 7 – activity sequencing.

Use the format outlined on page 54 of the _Language Teacher Guide, Lower Primary_ and fill in the details of activities you planned for Community Living and Arts.
Make sure you know what language will be used for each step of each activity, including the teacher’s language of instruction. Teacher’s instruction can be in vernacular at the start of grade 3, but students must gradually learn through English instructions.

Discuss your sequenced activities for each subject with your colleague. Look for obvious evidence of sequencing and consider the number of minutes for these segmented activities.

- Are they reasonable for the grade level?

---

**Step 8: Check that subject time allocations are approximately balanced.**

Read the following information.

Teachers often find that when using integrated units of work, students seem to have more time for better learning. This is because with integration, often you are covering several curriculum areas at once, thereby using your time more effectively.

However, it is important to work out approximately how much time is needed for each integrated activity. Compare with subject allocations, and adjust if necessary, but don’t worry about counting every minute. (Refer to table on page 15).

Do a time analysis of the sample program on page 48 of the *Environmental Studies Teacher Guide, Lower Primary* using the proforma below.

An example has been done for you.

- Check with the table on page 15 and comment on whether time requirements have been met.
Now working with your colleague, do the following:

- Using the time allocations table (page 15) as your checklist, do a time analysis sheet for the sequence of activities you have planned for the integrated unit of work – Traditional myths and legends. Remember you may have on-going or fixed-time activities which will determine the specific times for certain subjects. Also consider the attention span of your students.

- Use the blank proforma below to complete your time analysis for the sequencing activities in your grade 3 integrated unit of work.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Break-up</th>
<th>Total minutes</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1x30, 1x30,</td>
<td>60</td>
<td>90 minutes short</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Health Education</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Religious Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HINT: Use the information you have read about time analysis, with the examples provided to assist you in completing this task. Your time analysis should be appropriate for your school situation, and the grade you are teaching.
Share your time analysis sheet with your colleague and discuss it. The following questions may assist you in your discussion:

- What problems or issues will be raised in your school when you try to use these time allocations? List 5 below, if raised.

- If your school has some fixed weekly activities like church mass, sports, assemblies - how long do these activities take?

- Where is the time taken from to cater for these activities? If subject times are taken, which subjects and why? How/when do you make up for the time lost?

*HINT: Your response to the three (3) questions will depend very much on your school situation.*

**Step 9: Create a timetable for teaching the unit.**

Work with your colleague to complete the activity below:

- Go back to the draft timetable you completed for Step 7 – sequencing activities and refine it. You will need to consider:
  - the attention spans of students in grade 3
  - the time allocation for different subject areas
  - the time it takes for students to complete different types of activities
  - outside factors
- specialist lessons (do you have Religious Education at a set time each week?)
- climate (is it so hot in your classroom after lunch that students cannot concentrate?)
- other classes (do classes at your school have sport on one particular afternoon?)

Note that many teachers decide to have large blocks of time set for some subjects like Language. This is OK, but the block of time MUST be broken up so that students are doing a variety of activities in that time.

Make sure you include reading, writing, speaking and listening in each block of time. Make sure students are Talking, Reading, Doing, or Doing, Writing, Talking, or Talking, Doing, Writing.

- Your completed weekly program should look like the following example. All sequenced activities have been programmed. Note that
  - the vernacular and English activities are identified
  - students are working in small groups and as a whole class
  - students are speaking, reading and writing in the same session
  - the time for each activity is approximate; it depends on students’ interests and abilities.
Sample Grade 3 Weekly Program: Unit of work: The River

Week 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15-10:00</td>
<td>Language: V (30 min)</td>
<td>Language: V (70 min) Retelling legends: V (20 min)</td>
<td>Mathematics: Constructing graphs (20 min) Measuring water (30 min)</td>
<td>Language: Interview questions - changes to river - V (30 min) Rotate groups from Tuesday (30 min)</td>
<td>Language: Rotate groups from Tuesday (15 min) Report on groups work - V/E (30 min) Results from interviews - V (30 min) Read BB again - V (30 min)</td>
</tr>
<tr>
<td></td>
<td>V (30 min) KWL on river</td>
<td>Read BB: V (20 min) Group work (30 min) - Vocab: river words - E - Read and retell BB - V - Write local legend - V - Procedure - catch fish E</td>
<td>Read BB - Food from river - E (25 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excursion to river: (75 min)</td>
<td>Environmental Studies (45 min) (Language (30 min)</td>
<td>Mathematics: (35 min) Estimate water in containers</td>
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<tr>
<td>10:00-10:30</td>
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<td></td>
</tr>
<tr>
<td>10:30-12:00</td>
<td>Language: V (30 min) Vocab list from visit, brainstorm list, illustrate, display</td>
<td>Community Living: V (30 min) Survey – how we use the river – develop questions</td>
<td>Community Living: V (30 min) Survey other class - how we use river (30 min) Collect and collate data from survey (30 min)</td>
<td>Language: Rotate groups from Tuesday (30 min)</td>
<td>Mathematics: (30 min) Continue measure litres (30 min)</td>
</tr>
<tr>
<td></td>
<td>Health: V (30 min) List food from river; how do we eat it?</td>
<td>Mathematics: Read map of walk to river (30 min) Measuring length (30 min)</td>
<td>Mathematics: (30 min) Reading graphs</td>
<td>Mathematics: (30 min)</td>
<td>Environmental Studies: V (30 min) Begin listing changes to river - before/after</td>
</tr>
<tr>
<td></td>
<td>Community Living: V (30 min) Survey – how we use the river – develop questions</td>
<td></td>
<td>Language: E Oral recount: going to river (15 min) River food – Vocab (15 Min)</td>
<td>Language: E Oral recount going to river (15 min)</td>
<td>Mathematics: (30 min) Continue measure using litres Community Living: (30 min) Continue graphing - how we use river</td>
</tr>
<tr>
<td></td>
<td>Health: V/E (60 min) Make river food books</td>
<td></td>
<td></td>
<td>Health: V/E (60 min) Make river food books</td>
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<tr>
<td>12:00-1:00</td>
<td>Lunch</td>
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<tr>
<td>1:00-1:15</td>
<td>Silent reading – 15 min per day – students select own books and read silently</td>
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</tr>
<tr>
<td>1:15-3:00</td>
<td>Language: V (30 min) Tell river legends</td>
<td>Religious Education: (30 min)</td>
<td>Arts (30 min) Music - River songs</td>
<td>Religious Education: (30 min)</td>
<td>Language: E/V (15 min) Report on books read in week's silent reading</td>
</tr>
<tr>
<td></td>
<td>Arts River clay painting (60 min) Music – River songs (15 min)</td>
<td>Env. Studies: V Fishermen guests (40 min) Draw pictures of changes to river from guest talks (35 min)</td>
<td>Env. Studies: V (30 min) Picture talk of yesterday's drawings PE: (45 min) Water survival skills</td>
<td>Arts: (45 min) River clay painting</td>
<td>Block time: 30 min</td>
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<td></td>
<td>Religious Education: (30 min)</td>
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<td></td>
<td>Env. Studies: V Fishermen guests (40 min)</td>
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</table>

Module 3 Managing a student-centred classroom Page 22
Now use the proforma following to complete steps 7 and 9 to create a timetable for one week for your class for the integrated unit of work you have been developing throughout this module.

*HINT:* You have already sequenced your activities for the subject outcomes and tasks. Transfer that information here. You have also done your time analysis, which you can use here. You need to follow the procedures involved in planning a weekly timetable to complete this task. Examples are also provided to guide your planning.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Share the timetable you have constructed with a colleague, explaining how you decided the content of the timetable and discuss it. Note down any significant comments.

HINT: Think about the steps and processes involved in planning your program/timetable.

What three things have you learnt from this activity? List them below.

HINT: Your response here is personal.

- What changes will you make to your planning and programming practices?

HINT: Think about your current practices regarding planning and programming at your school and within your classroom. What does this new way of planning and programming mean for you, your colleagues, your supervisors and the school as a whole?

**Step 10: Decide what learning resources you will need for teaching the unit of work.**

What will you need to prepare before starting the unit of work, and what resources will be produced during the unit activities? You might have thought about this at an earlier stage, but it is time now to have them ready. Prepare, borrow or buy resources, if necessary and available.

Don’t write the texts yourself if it is possible for the students to write them with you during the activities.
Make a list of the resources required to teach the week’s program.

You may have to follow these steps quite strictly if you are doing integrated planning for the first time. As you gain more experience in planning and programming this way, the process will become easier and quicker. You may be able to combine some of the steps or omit some.

Step 11: Teach your plan.

List any significant changes which may be required to improve the plan.

If you want to learn more about planning and programming from the primary syllabuses refer to In-service Unit 5: Outcomes-based Planning and Programming.
Section 3: Assessment in the bridging context

3.1: Assessment in the primary curriculum

The focus for this section is to explore a framework for thinking about assessment and evaluation and the links between beliefs about learning, teaching practices and evaluation practices especially in a bilingual situation.

You need to have a good understanding of what the syllabus documents emphasise in regard to assessment.

Read the information about assessment on the pages of the lower primary syllabuses listed below.

- Arts: pages 32-35
- Community Living: pages 21-23
- Environmental Studies: pages 18-20
- Health: pages 21-23
- Language: pages 38-40
- Mathematics: pages 28-31
- Physical Education: pages 17-19

Discuss with two other colleagues what each document says about assessment.

- What is the same about each of the documents?

**HINT:** Information from the indicated pages of the seven documents may be used to respond to this question.

Write a six-sentence paragraph, summarising the main points about assessment mentioned in the above documents.
Now read the following information about assessment.

So what is assessment?
• Assessment means you identify, collect, record, analyse and interpret information about student learning.

When does assessment take place?
• Assessment is an ongoing process. It can occur before, during and after the learning process.

Why assess?
• to improve student learning
• to improve the quality of teaching
• to provide information to the students, school, Department of Education and parents about student learning.

Do testing and assessment mean the same thing?
• NO! Tests and examinations are only one type of assessment.
• There are many things that cannot be assessed through a test or examination
• There is a range of ways students' learning can be assessed.

Complete the following activity to help clarify your own assessment beliefs and practices.
• For one week, keep a checklist or log of all that you do in relation to assessing student learning. From this, develop a list of the formal and informal assessment processes occurring in your classroom. Use this list to help identify the range of your assessment activities.

The following questions can be explored with a colleague or by individual reflection. Write your responses in the space provided.
• Are you involved in more or less assessment activity than you thought?

• Can you see patterns in your practice? If so, are these patterns similar from day to day, or do they change?
• Is there any evidence of assessment biases on your part? Do you advantage boys or girls in the way you assess?

• Why do you do the things that you do? What beliefs and purposes are driving your practice?

• What is working well? What could you dispense with? What could be improved or refined?

• Have you ever been surprised when a student demonstrated a greater level of knowledge or skill than you thought possible?

• What implication might this have for your assessment practice?

• What further learning in this area would help? What do you need to learn next?

**HINT:** Your personal beliefs and practices in relation to assessment, your other colleagues’ perceptions about assessments, your current school assessment policies will determine your response to the above questions. Mention the changes you feel should occur, including your personal professional development in relation to assessment.

**Swap your results of the above task with your colleague and discuss any similarities or differences in the practices that you both use.**

You may also wish to share the results with a group of colleagues.

• Record your thoughts about the above discussion in two paragraphs.
Here review or look back at the checklist or log that you kept for one week and look for evidence of your own beliefs, purposes and practices in relation to teaching and learning.

Use the questions below to help you in your writing.

• What beliefs and purposes shape your assessment practices?

• Reflect on your daily practice of assessment. Consider your own current understandings and practices in terms of the following issues:
  - What range of assessment practices do you work with?
  - Is there a good match between your teaching goals and these practices?
  - What gaps or inconsistencies do you notice?
  - How well are your practices working? How do you feel they help or detract from student learning? How do you know?
  - Develop any key questions you have, specifying what more you would like to know or be able to do.

_HINT: Use the above questions as a guide to writing your paragraphs, do not answer them directly. Try to link what is currently happening in your classroom to the information you gained about assessment practices._

3.1.1 So what do we do instead of (or as well as) testing or how do we collect assessment data?

There are many different assessment strategies and tasks that you can use.

Read the section - *Assessment and reporting* – in each of the seven lower primary teacher guides and list the different types of strategies you and your colleagues can use in many subject areas.

- Arts Teacher Guide: pages 13-19
- Community Living Teacher Guide: pages 13-19
- Environmental Studies Teacher Guide: pages 18-25
- Health Teacher Guide: pages 16-22
- Language Teacher Guide: pages 36-45
- Mathematics Teacher Guide: pages 18-29
- Physical Education Teacher Guide: pages 11-19
3.1.2: Effective assessment practice

Read the following information.

Teachers need to use a wide range of assessment strategies to ensure that individual learning needs are catered for. Students need different opportunities to demonstrate their achievements. Therefore, the assessment strategies used need to be relevant and relate to the appropriate syllabus outcomes. If the strategies used are not relevant, the assessment evidence collected may lack validity, that is, it may not accurately measure the learning outcomes it was intended to measure.

Students learn in many different ways and have many different skills. When students have to show how much they have learned, or what their skills are, they should be allowed to do this in different ways. The types of assessment tasks that you use should be closely related to the topic and lesson objectives, and the skills and knowledge you have been trying to teach. Examples of how a teacher may attempt to assess a learning outcome and how the assessment may be made more effective, are illustrated below.

**Example:** Physical Education

*Outcome:* Students can apply skills, rules and game plans to a range of games and modified sports

*Unit title:* Basketball

*Strategies:* Write down the rules, draw a basketball court, play games of basketball

*Assessment:* Multiple choice test.

**What is a better way to assess the same outcome?**

Break down the outcome into knowledge and skills (what do you want them to know and be able to do by the end of the unit).

Do a check list and observe students, eg. ball handling, understanding of positions on court, application of rules, attitude on court.

Test - rules of game; skills of game
A variety of assessment strategies should be used and students should be given opportunities, in varying contexts, to demonstrate in a genuine manner what they know, understand and can do.

Judgements about achievements should not be based on one piece of evidence or performance in only one context. Consider the nature and the structure of the assessment task so that:
- the requirements of the task are as clear as possible
- instructions are unambiguous
- the language is appropriate
- items are not too difficult or too easy
- it does not contain gender, cultural or any other bias
- questions or activities are relevant to the outcomes and allow students to demonstrate learning
- the likely range of student responses are anticipated
- there is a balanced selection of knowledge and skills outcomes being assessed
- materials and equipment are available to students
- adequate time is allowed for completion of tasks
- achievement is measured in terms of more than one outcome
- marks or grades reflect the relative importance of each part of the task
- the marking scheme (criteria) is applied consistently.

Choose a unit of work recently completed by your class or grade and list assessment strategies used during the unit.

Work with your colleague to analyse student work samples.

Analyse one student work sample from each of two or three students and discuss how a quality teaching and learning program can be developed to support these particular students’ needs. The work sample could be a story, an art work, a reading running record, etc. Consider from the evidence:
1. What do the students know?
2. What can they do?
3. What do they need to learn next?

HINT: Your analysis of student work samples will determine your response here. After you have done your analysis of student work samples, what do you see as particular areas of student learning needs? Indicate how you can address these areas of need.
Read the sample of assessment tasks on pages 43-44 of the Language Teacher Guide, Lower Primary.

- What is the task and how many outcomes is it assessing?

- Read the section on Information Reports (pages 22-23), also in the Language Teacher Guide and then read the marking criteria for the assessment task on page 43 again. Are the assessment criteria related to the language requirements of a written ‘report’?

Read the assessment task again: Write a one-page report on the theme World Environment Day. This time you are marking the report as an Environmental Studies assessment task, not a language task.

- Write a new set of assessment criteria appropriate for an Environmental Studies report on World Environment Day.

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Score/mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HINT: In this example your criteria would focus more on the content of the report rather than the language features of a report.

Study pages 27-28 of the Community Living Teacher Guide which lists teaching and learning activities and assessment tasks for a sample unit of work.

- Choose one of the three assessment tasks described on pages 27-28 and draw up a list of assessment criteria to help you assess the task. Use the following proforma.
Unit title: Using goods and services in my province

Grade 5

Learning outcome/s:

Assessment task:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Score/mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Total

Are there things you would like to try in your classroom after you have read the information above?

HINT: Your personal response is required here. Think about your competency in assessing student learning.

3.1.3 How do we record achievement information?

Three effective methods of recording student achievement are:
- checklists
- portfolios
- anecdotal records.

Working with a colleague, look at the samples of each method below and discuss.
1. Checklists

Use **checklists** to show when students have acquired a particular skill or completed a particular task.

**Example 1: A Sample of a writing checklist**

<table>
<thead>
<tr>
<th>Names</th>
<th>Explanation</th>
<th>Narrative</th>
<th>Poem</th>
<th>Recount</th>
<th>Use Proper Nouns</th>
<th>Used Paragraphs</th>
<th>Use correct punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>Emma</td>
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<tr>
<td>Paul</td>
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</tr>
</tbody>
</table>

**Example 2: Topic/Theme: People and places**

<table>
<thead>
<tr>
<th>Describing places</th>
<th>Map work</th>
<th>Graph work - Climate graph</th>
<th>Report Writing - People of Nepal</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAMES</td>
<td>P</td>
<td>S</td>
<td>VG</td>
</tr>
<tr>
<td>EK</td>
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</tr>
<tr>
<td>RD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EJ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P = Poor; S = Satisfactory; VG = Very good
2. Portfolios

A portfolio can be made from a manila folder or from scrap cardboard. Staple the sides together and write the student’s name on front (or the students can decorate their own). Select examples of students’ work that show growth in learning to keep in the portfolio. Use it when talking to parents.

Example 1: Topic - Drawing skills: The human figure
Students draw a figure as the very first activity for the topic, another figure half way through the unit and another figure as their final assessment task.

Example 2: Topic - Sentence construction - adjectives and adverbs
At different stages in the topic ask students to write a sentence using adjectives and adverbs.

<table>
<thead>
<tr>
<th>SP wrote:</th>
<th>RD wrote:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The kitten was dirty</td>
<td>The river was cold</td>
</tr>
<tr>
<td>The ginger kitten was very wet and</td>
<td>The river was very cold</td>
</tr>
<tr>
<td>covered in mud</td>
<td></td>
</tr>
<tr>
<td>The tiny ginger kitten was crying because</td>
<td>The river was flooding</td>
</tr>
<tr>
<td>it was muddy, wet and cold.</td>
<td></td>
</tr>
</tbody>
</table>

What do the examples of work collected tell you about how well SP and RD are able to use adjectives and adverbs?

3. Anecdotal records

You can use an old exercise book to keep observation records. Write the name of each student in your class on each page of the book. When you observe the student doing something new or interesting or difficult, make a note in the book. Make sure to date your notes.

Or you can use one large sheet of paper (at least A3 size). Divide the paper into equal squares and write each student’s name in a square. You can leave this paper on your desk all the time so you can quickly write down notes on students during the day.

Or you could make a little notebook from scrap paper to carry around the class while you are working with students. You can make notes on the paper and later transfer them to an exercise book.
Here is a sample of an anecdotal record.

<table>
<thead>
<tr>
<th>Rosie (Grade 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15/2</strong></td>
</tr>
<tr>
<td><strong>22/2</strong></td>
</tr>
<tr>
<td><strong>25/2</strong></td>
</tr>
<tr>
<td><strong>15/3</strong></td>
</tr>
<tr>
<td><strong>26/3</strong></td>
</tr>
<tr>
<td><strong>2/4</strong></td>
</tr>
<tr>
<td><strong>12/4</strong></td>
</tr>
<tr>
<td><strong>18/4</strong></td>
</tr>
<tr>
<td><strong>29/4</strong></td>
</tr>
</tbody>
</table>

Select one of these methods which you feel comfortable with and trial it in your classroom for a week/term.

- Write two sentences to explain the difference the strategy has made to your assessment.
3.1.4: Assessing learning in your teaching

Working with a colleague, choose two grade 3 learning outcomes from the lower primary Mathematics syllabus and two from the Health syllabus and brainstorm possible methods of assessing these outcomes. List them below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning outcomes</th>
<th>Possible assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

Consider the table below. Listed in the first column are some effective assessment practices.

- Think of activities that students would be engaged in for each practice in your classrooms. Write at least 2 in the second column.
- In the last column, list at least 2 aspects of students’ performance that you would assess.

<table>
<thead>
<tr>
<th>Assessment Practice</th>
<th>What activities would students be engaged in?</th>
<th>What aspects of students’ performance would you be assessing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read through dated samples of students’ best pieces of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>written work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observe a proof-reading session among pairs of students and use a checklist to determine the degree at which students use editing skills.

Use a profile to record, at regular intervals, the progress of students in the language they use to compose and comprehend.

Ask students to write in their journals one paragraph indicating whether the last text they wrote was better than the one before and why it was better.

Read students' reading logs and discuss with each the summaries they had written about the books read.

HINT: In the second column, indicate the specific activities that your students will have to do in order for you to use the assessment task. In column three, identify the criteria with which you will assess the specific task.

All of the data provided by these strategies build up into a very rich data bank on the student. Each strategy provides both new information and perspectives, and detailed evidence of the student’s control of language.

Discuss with your colleagues the tables you have completed and record anything that impressed you here.

3.1.5: What do we do with these assessment records?

Assessment records help you:
• work out the progress of individual students
• report to parents, using report cards and/or interviews
• decide if your teaching program is appropriate and effective
• work out what students still need to learn
• compare the progress of your students with students from other classes in your school or in other schools.
Consider the assessment practices in your classroom and your grade as a whole, then respond to the following questions and record your answers below in a sentence each.

• What seems to be the focus of assessment in your classrooms?

_HINT: A personal response is required here._

• How does assessment guide your teaching and learning programs?

_HINT: You have already read a lot of information about how assessment can guide classroom teaching. Use this information to respond to this question._

• How does assessment encourage students to improve in their work?

_HINT: Again use information you have acquired earlier to help you respond to this question._

• What opportunities do students have to participate in the setting of their individual learning goals and in the assessment of a learning activity?

_HINT: Indicate whether you provide opportunities for your students to participate in decision making in relation to teaching and learning processes._

**REMEMBER**

• When planning a unit of work decide what you want students to know and be able to do (outcomes)
• Then decide how you are going to find out what the students know and can do as a result of completing unit of work (assessment)
• Decide how you are going to teach the unit of work (teaching strategies and learning activities, content – knowledge, skills and attitudes)
• Once the unit of work is completed and assessed, work out how effectively the outcomes were achieved (evaluation).
To what extent do you need to change your current assessment practices to determine if your students are achieving the learning outcomes?

HINT: A personal response is required here.
Module summary

In this module you have covered aspects of managing a student-centred classroom in the context of the bridging years.

In the course of the module, you examined the use of small groups as a strategy, the key to planning an integrated unit of work, especially timetabling and assessment, and reporting methods.

In doing so you have worked your way through parts of the seven lower primary syllabuses and teacher guides and done many tasks and activities specially designed to make it easy for you to learn and apply your learning.

You should by now have developed certain knowledge, understandings, insights and skills to help you to perform well in your work. Now that you have completed the module, let us review your learning. Check whether you feel you have achieved the outcomes of the module.

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe ways of assessing students’ language and literacy learning in lower primary classes?</td>
<td></td>
</tr>
<tr>
<td>2. describe various instruments to record assessment data?</td>
<td></td>
</tr>
<tr>
<td>3. discuss the advantages of the use of small groups in teaching and learning situations?</td>
<td></td>
</tr>
<tr>
<td>4. describe various recommended assessment tasks and apply them in your classroom teaching?</td>
<td></td>
</tr>
<tr>
<td>5. plan and analyse the contents of a week’s program/timetable?</td>
<td></td>
</tr>
<tr>
<td>6. state the features of appropriate assessment methods in a bridging context?</td>
<td></td>
</tr>
<tr>
<td>7. demonstrate management of a student-centred classroom?</td>
<td></td>
</tr>
<tr>
<td>8. review and modify the use of small groups in your teaching?</td>
<td></td>
</tr>
<tr>
<td>9. employ a variety of strategies in group work to cater for different learning needs?</td>
<td></td>
</tr>
<tr>
<td>10. encourage new methods of assessment among lower primary teachers?</td>
<td></td>
</tr>
</tbody>
</table>
Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit (listed in the Unit Introduction) and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.
Additional space for your notes
Additional space for your notes
# Unit 8
## Bridging to English
### Module 4:
#### Planning for the Future

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Section 1: What do I know?</td>
<td>3</td>
</tr>
<tr>
<td>Section 2: What can I do now?</td>
<td>6</td>
</tr>
<tr>
<td>Module summary (and additional space for your notes)</td>
<td>13</td>
</tr>
</tbody>
</table>

**Name:** ........................................................ **File Nº:** ....................................................

**Date commenced:** ...................................... **Date completed:** ......................................

I have sighted this study guide as evidence of completion of agreed tasks by

.................................................................................................................................(insert name)

**Assessor:** ..................................................... **Date:** ....................................................
Module 4 - Planning for the Future

Module introduction

Welcome to Module 4: Planning for the Future

In working through the first three modules of this unit, you have thought about:
• the unique circumstances in PNG that have lead to the Government’s decision to encourage bilingual education
• the policies that have been adopted as a result
• the implications of the policies for the practices of teachers in the elementary and primary sectors of the school system in PNG
• some strategies to facilitate bridging to English
• a number of teaching, learning and management ideas that work well in a student-centred classroom.

As well as thinking about these things, you have talked to others about a whole range of things and probably practised many of the ideas and aspects in your classroom or your school. You have possibly been on a new learning journey.

Planning and implementing the Language in All Schools Policy is a really big job for teachers, particularly those teaching Elementary 2 and grades 3-5. To do it on your own, particularly in the early years of schooling, is hard and you are encouraged to work in teams with others. This will make it so much easier.

In completing Module 4, you are assisted to use the knowledge that you have gained in the first three modules to plan for the future. There will be benefits for yourself and others in your school involved in the implementation of the bridging to English.

Module learning outcomes

When you have worked through this module you, the learner, can (or are able to):

1. reflect on the learning you have achieved as a result of undertaking modules 1, 2 and 3 of this in-service unit.

2. consider the learning needs of others with whom you share professional responsibilities in the area of bridging to English.

3. develop a plan for offering assistance to others in the area of bridging to English following a modelled example.

4. develop and implement an in-service plan, in the area of bridging to English for a real workplace situation.
Section 1: What do I know?

You began at the beginning of Module 1 by completing a KWL chart on teaching in the bridging years of the lower primary school. Hopefully you completed this as you continued to work through the module or modules. Look back at this, and if you have not completed it, do so now. To understand what you already know is the starting point for future planning.

Here is another tool provided for you to assess what you know. It is an inventory of things that you should know about bridging to English in PNG.

Complete the following personal inventory.

- Use the open space to write 'yes' or give a comment.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am familiar with the <em>Language in All Schools Policy</em> of the government of Papua New Guinea.</td>
<td></td>
</tr>
<tr>
<td>2. I can locate key documents to help explain this policy to others.</td>
<td></td>
</tr>
<tr>
<td>3. I understand how the language policy is reflected in bilingual education and bridging to English practices of the school system.</td>
<td></td>
</tr>
<tr>
<td>4. I appreciate that a student’s competence and confidence in a vernacular language will not often be matched with their competence and confidence in English when he/she enters grade 3.</td>
<td></td>
</tr>
<tr>
<td>5. I can find and understand what the syllabuses, particularly the lower primary syllabuses, say about achieving vernacular and English outcomes.</td>
<td></td>
</tr>
<tr>
<td>6. I can explain the principles of using the whole language approach and how it helps particularly in the bridging years.</td>
<td></td>
</tr>
<tr>
<td>7. I use whole language approaches in my teaching.</td>
<td></td>
</tr>
<tr>
<td>8. I can develop Big Books and use them confidently as a strategy for learning in a bilingual classroom.</td>
<td></td>
</tr>
</tbody>
</table>
9. I know from experience that students enjoy and benefit from language experiences that are closely linked to their own life, culture and learning.

10. I know the important genres in English

11. I appreciate that vernacular and English may have different genres.

12. I am familiar with what the lower primary syllabuses say about genres.

13. I understand why separate programs for vernacular and English are necessary at some stages.

14. I develop separate programs for vernacular and English when necessary.

15. I understand that integrated programming is very useful in the learning process and in particular learning that occurs in the bridging years.

16. I can develop integrated programs.

17. I can locate documents that can help me in developing integrated programs.

18. I understand student-centred approaches to teaching and learning.

19. I understand the changes in practices that are required in adopting a student-centred approach.

20. I can use group work well in my bridging classroom.

**By completing this table and looking back again at your KWL you have done a self-reflection.**

This is like taking a fitness test. Hopefully you have found yourself fit in some key areas of the implementation of bilingual education and bridging to English.
Share your self-reflection now with some other colleagues.

Choose one who is perhaps as confident and competent as you, and the other who is new to this concept or who is struggling with the bridging issues and practices. Answer the following questions.

- Did your colleague agree with your self-analysis?

- Did colleague 2 think you may have something to offer people like him/her?
Section 2: What can I do now?

In the introduction the concept of teams was mentioned. None of us work in a vacuum. Shared learning is easier and research clearly indicates that shared learning becomes sustained learning.

Added to that, each of us has roles in the school that have an impact on others. Some people are appointed as head teachers, deputy head teachers, senior teachers and even occupy positions across schools such as inspectors and advisers. These people are officially recognized and paid as leaders. Part of their responsibilities is therefore to provide leadership and support for others. They are therefore part of formal teams.

Others take on special responsibilities in schools such as in-service coordinators, grade coordinators and in some cases, as mentors. These people take on special responsibilities. Implicit in the role is that they are either leading or supporting teams.

But even if none of these options apply, we have colleagues and community members with whom we must work and support for the benefit of the students. Remember, none of us works in a vacuum.

In this section you are going to be challenged to think about the role or roles you have in the school or system and how you make a positive influence on others, using the learning you have gained through studying this in-service unit and what you are doing within your own experience. It is all about how you can make a difference as a member of the school community.

Complete the following table.

This is your starting point in planning for the future. One example is provided.

<table>
<thead>
<tr>
<th>My Role (s)</th>
<th>People who are in my team or whom I can influence</th>
<th>A brief statement about my role with these people in the context of bridging to English.</th>
</tr>
</thead>
</table>
| e.g. provincial in-service coordinator | All provincial teachers from elementary to grade 12. | • Identify the needs of bridging teachers.  
• Develop useful in-service programs.  
• Identify available resources, both financial and human.  
• Evaluate in-service programs and provide acquittals where necessary. |
If you can conveniently find a colleague who has the same role or roles, share your table.

- Make changes and adjustments if you think it is necessary after talking with the colleague.

*HINT: Some roles have a specified role statement. This is useful as a starting point. Many roles have nothing in writing and just emerge from discussions or past practices. If the lack of a specific role statement is hindering your work, try to negotiate something more formal.*
You are now going to begin to plan to provide assistance to others in at least one of the roles you have just listed. When completed you will have a plan that identifies needs, resources and strategies and includes some assessment of learning. Be very specific about the plan you make. Make it really functional so that you can actually use it in the context of your real work. To do it any other way may be a waste of time.

- If you are a class teacher, this should be reflected.
- If you are a senior teacher or deputy head teacher this should be reflected.
- If you are the head teacher, this should be reflected.
- If you are an inspector or someone with responsibilities across schools, this should be reflected.
- If you are a grade coordinator, this should be reflected.

**STEP 1 Identify your role**

(e.g. grade 3 coordinator)

In this plan my role is that of .................................................................

**STEP 2 Identify your team or those you are going to assist.**

(eg. Mrs Buru, Mrs Longui, Mr Charles....all grade 3 teachers at Patangee Primary School)

**STEP 3 Identify their needs.**

(e.g. the need for the development of an understanding of the whole language approach).

You may need to do some needs analysis. You can develop a simple tool such as an inventory, use a KWL process, talk with teachers to determine their priorities, review written programs, observe teachers in their classrooms or use anecdotal notes.
STEP 4 Express those needs as learning outcomes

(e.g. Teachers provide meaningful language learning tasks consistent with the teaching and learning activities in their class, school or community.)

There may be, of course, several outcomes related to a specific need and you may like to develop some indicators that will show you how the outcomes are being achieved. Use the primary syllabuses as a guide if you wish.

STEP 5 Assessment

Develop some ideas about how you would find out if the outcome(s) has been achieved.

(e.g. Teachers will invite you into their classroom to see how the students are engaged in meaningful language tasks related to the current program across subjects.)

You may need to think ahead about the criteria you will look for in observing a meaningful language activity. You will want the feedback to the teacher and yourself to be based on something sound, not just a gut feeling.

STEP 6 The implementation plan.

The plan may include aspects such as activities, observations, readings, demonstrations, trials, financial and other resources, timing etc.

(e.g. The three teachers and the coordinator will meet weekly after school for 3 weeks. Together they will work through Section 4 of Module 2 of In-service Unit 8, Bridging to English. All activities from pages 20-29 will be completed.)

Within school time, in Week 4, the coordinator will invite participants into his/her classroom for a demonstration of whole language teaching in action.
Teacher participants will apply learning in their own classrooms in weeks 5 and 6. Teacher participants will invite the coordinator into their rooms for observation and feedback in Week 7.)

### STEP 7 Evaluation and further planning

In the example given, the assessment of the learning outcome(s) will happen in STEP 6 as part of the observation process. Feedback to the individual teacher participants will have occurred at the time.

Evaluation in a summative sense will need to look at the in-service process, the resources used, the collective achievement and then begin the process of determining the next need.

This step cannot be completed until the plan is implemented. It is still a vital and important step.

---

You have now completed one plan for offering assistance to others in the area of bridging.

To help you in the process an example was modelled. Steps were given and a template implied. The steps, or something like them are important, but you may have quite a different template on which to document your plan. This is a personal choice.
Reflect on the following:

- the modelled example
- your own learning
- your own experience as an in-service provider, and
- a real situation in which you are or are potentially involved.

In the space provided, construct a second plan. If additional space is needed, use page 14.
• Implement the plan as proposed and write up the final step as a real example.

Share this plan with a colleague in a similar role to you, if possible.

• Ask for constructive comments, even criticism, if necessary.
Module summary

Congratulations! You have reached the end of this module and the end of this unit. You should by now be quite confident in the area of bilingual education and bridging to English. You should have begun thinking about how you can help others on the learning journey you have just been on. You should have developed some plans about how you can contribute to the learning of others and therefore be more confident that you can make an impact in the education of students in Papua New Guinea.

That should be a good feeling.

Let’s review your learning and check whether you feel you have achieved the outcomes of the module.

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. reflect on the learning you have achieved as a result of undertaking modules 1,2 and 3 of this in-service unit?</td>
<td></td>
</tr>
<tr>
<td>2. consider the learning needs of others with whom you share professional responsibilities in the area of bridging to English?</td>
<td></td>
</tr>
<tr>
<td>3. develop a plan for offering assistance to others in the area of bridging to English following a modelled example?</td>
<td></td>
</tr>
<tr>
<td>4. develop and implement an in-service plan, in the area of bridging to English for a real workplace example?</td>
<td></td>
</tr>
</tbody>
</table>

If you answered “yes” to all of them, then you have done very well. If you said “no” or “not sure” to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help. Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.
Additional space for your notes
Unit 8: Bridging to English

Unit Summary
Unit Summary

Congratulations! You have completed the unit. At this point, let us review your learning journey.

The modules within the unit are:
Module 1: The context of bridging
Module 2: Vernacular to English bridging strategies
Module 3: Management of a student-centred classroom
Module 4: Planning for the future.

In completing this unit, you explored the background to bilingual education, the use of strategies to bridge from vernacular to English and how to develop and use your own vernacular resources. The focus throughout the unit was to develop your skills in planning, teaching and assessing in student-centred classrooms.

At this point let us review your progress. One way of doing this is by assessing the extent to which you can now demonstrate each outcome. The outcomes for the unit are reproduced here. Have you achieved the outcomes? Assess yourself – Yes, No or Not sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discuss the importance of establishing links between elementary schools and grade 3 classrooms and establish such a link?</td>
<td></td>
</tr>
<tr>
<td>2. write a vernacular Big Book which can be used in bridging lessons?</td>
<td></td>
</tr>
<tr>
<td>3. implement the recommended vernacular to English teaching strategies?</td>
<td></td>
</tr>
<tr>
<td>4. explain to others the recommended vernacular to English bridging approach and how it can be used in bilingual/bridging classrooms?</td>
<td></td>
</tr>
<tr>
<td>5. explain the principles of student-centred learning?</td>
<td></td>
</tr>
<tr>
<td>6. discuss and apply ways of managing an interactive and student-centred classroom?</td>
<td></td>
</tr>
<tr>
<td>7. explain to others a variety of assessment strategies in student-centred teaching and learning?</td>
<td></td>
</tr>
<tr>
<td>8. apply your learning effectively in your work situation?</td>
<td></td>
</tr>
</tbody>
</table>
If you answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at the tasks, and/or reflect on your difficulties and seek help.

A second way of assessing your progress is by completing the self-assessment in the Accreditation and Certification section again. Use a different coloured pen to place a tick on each continuum to show what you know now.

Compare your assessment of your own knowledge and skills before and after you completed this unit.

• Where have you shown the most growth?
• In which areas might you need to consolidate your learning or seek further assistance?
• Are these other areas that have now become apparent as learning priorities for you?

If you are satisfied that you are ready for assessment, go to your assessor and start the processes of assessment, if seeking academic credit. The demonstration of the negotiated unit outcomes through this Study Guide and any other negotiated materials form the basis for assessment.

If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the Accreditation and Certification section.

Good luck with the assessment processes and the assessment outcome.
Where to from here?

How can I build on what I have learnt?

If you want to learn more about the curriculum reform and what it means for teachers, think about these things.

- study one of the other primary in-service units
- try to help another teacher with their learning
- take on special school responsibilities
  - develop the school assessment schedule
  - become the community liaison officer
  - become the school in-service coordinator
  - team teach with a colleague
- look for opportunities beyond your school for supporting others
  - in a nearby school
  - at the cluster or district level
- develop resources
  - for your own use
  - for the use of others in your school
  - for others beyond the school

It is important for all teachers to have some professional development plans. Remember you can improve your skills and understandings by learning, doing, sharing and reflecting.

What are you going to do?
# Unit 8: Bridging to English

## Accreditation and Certification

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The Context

Duration
Each unit has four modules. It will take you around 48 hours to complete a unit. You will need to work through this study guide completing the Learn, Do, Share and Reflect activities, doing any extra reading and, if you choose to seek accreditation, meeting the assessment requirements.

If you receive Recognition of Prior Learning called RPL (see page 5 of Learning Contract) it may take you less than 48 hours to complete the unit. This is acceptable to PNGEI because you have already met some of the requirements through your previous studies or work. If you have not done any academic studies lately, it may take you somewhat longer.

If you seek accreditation, you need to negotiate an expected completion date, as part of your learning contract. By this date you should have completed all assessment requirements and be ready to be assessed. Your assessor may also have been assessing you on a regular basis.

Learning tips
The Study Guide helps you do each module. Each module includes learning, doing, sharing and reflecting activities. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your workbook and learning journal.
If you seek accreditation, you will need to submit the completed study guide to your assessor.

If you are studying off campus
This unit lets you study at home. There are many advantages to studying off campus:
- you study close to your home
- you can plan your study time to fit in with work or family commitments
- you can relate your study to your present job, to improve your learning.

There are also challenges. Learning this way needs discipline and motivation. Here are some tips for studying off campus.

Plan
Give priority to study sessions with a colleague. Make sure you allow enough time to travel to your meeting place, if you have to travel.

Make a study schedule and stick to it. Set specific days and times each week for study and keep them free from other activities.

In your learning contract note due dates for particular tasks.
In your study guide, for those activities where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.
Manage your time
Set aside a reasonable amount of time each week for your study program. If the bulk of
the unit is done during NIST Week or PIST Week or another block of time, you may still
have to complete certain activities in your own time.

Work in productive ways; discuss these with a colleague, your learning group or
assessor.

Be organised
For your study, you will need the resources listed on pages 4-8. Resource 1 was sent to
provinces in 2000 for distribution to schools. All other resources were sent to schools
during 2003-2005. If you cannot find them in your school, ask your head teacher or
the district inspector. Without these resource documents you won’t be able to complete
this unit. Once you have collected them, keep all your study materials organised in one
place. Work through the unit systematically.

Find a good place to study
Most people need quiet and order to study effectively, so try to find a suitable place to
do your work.

Ask for help if you need it
This is the most vital part of studying off campus. No matter what the difficulty is, ask
for help straight away. Colleagues can help you in many ways. Some are described
below.

Don’t give up
You can access this unit in different ways. Once you have chosen your pathway, you
should set up your support network and start to use it. Seek help when you need it and
don’t give up.
Some definitions

Colleagues, other teachers and education staff can help you in different ways. These include helping you by being a learning partner, a critical friend, a mentor, an imparter (facilitator) or an assessor.

A learning partner is a colleague with whom you have agreed to study. You may negotiate an arrangement to help you both to clarify ideas, brainstorm ideas and discuss plans and processes, and to generally support each other throughout your learning journey. This doesn’t mean that you provide joint responses to the tasks and activities with your learning partner. You should make your own responses and they should be based on your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give constructive feedback, ask thought-provoking questions, help you look at issues from different perspectives and help support change actions.

A mentor is a person who has a professional interest in you, is so willing to be a friend, guide, counsellor and/or a sounding board (that is, listens and responds to your ideas, issues and so on). A mentor may or may not be a colleague.

An imparter facilitates learning and provides input into the learning process. An imparter may not be approved to assess on behalf of PNGEI or TE&SDD.

An assessor is a person trained and approved by an authority such as PNGEI or TE&SDD, to facilitate learning, assess achievement and recommend an achievement grade in the context of the provision of this unit.

See page 3 of the Learning Contract for more information about the assessor.
Ways this unit can assist you

• **If self-improvement is your main goal ……**
  If self-improvement is your main goal, you will be able to help yourself in the following ways:

1. lainim yu yet or with a colleague
2. lainim wantaim in groups, over time, as the need arises, or in a structured way with a facilitator.

There may be other ways too of meeting your needs.

The learning outcomes for the unit, the self-assessment of progress, the learning model – *Learn, Do, Share and Reflect* – you’ll use, as well as the learning outcomes for each module can all help to guide and direct your learning journey.

Later on, if you would like to do some formal learning and would like to claim credit points for the work you do through this unit, you can enrol with PNGEI for external assessment as determined by PNGEI. The external assessment will be a task set by PNGEI for you to complete, not an examination.

• **If furthering your qualifications while improving yourself is your main goal ……**
  If furthering your qualifications while improving yourself is your main goal, you will need to study the unit and meet the assessment and accreditation requirements of PNGEI. For this you must work with an assessor.

Three modes of learning are suggested here.

**Mode 1: Self-learning for self-improvement**
This mode is described on page 7. You may wish to study by yourself or with the help of a colleague or in a group situation. If you wish to seek potential credit points, then you will need to enrol with PNGEI for external assessment. For this you will need to complete a task.

**Mode 2: Off Campus face-to-face (with an assessor)**
This means lainim wantaim in groups over a period of time to make up around 48 hours in a structured way:
- school-based or cluster-based (for example, 2 hours a week over a number of weeks)
- during NIST or PIST week as a one week course with follow up sessions
- as a one week course, including evening sessions.

**Mode 3: On Campus face-to-face (with an assessor)**
This means attending a PNGEI regional centre or a PNGEI Study Site, if they offer this unit as part of a course, and by meeting PNGEI assessment and accreditation requirements.
PNGEI regional centres are:

- Gaulim Teachers’ College - New Guinea Islands region
- Kabaleo Teachers’ College - New Guinea Islands region
- Madang Teachers’ College - Momase region
- Holy Trinity Teachers’ College - Highlands region
- PNGEI - Southern region

PNGEI Study Sites are located in Daru, Balimo, Suki, Kiunga, Alotau, Samarai, Bolubolu, Losuia, Rabaraba, Popendetta, Kupiano, Berina, Wau, Bulolo, Kerema, Kilion, Baimuru, Vanimo, Aitape, Wewak and Maprik and other places. Contact PNGEI for more information.

For Modes 2 and 3 above, you will need to negotiate a learning contract with the assessor who will:

- approve and oversee your learning contract and any learning plan
- assess your work
- recommend an achievement grade to PNGEI.
Accreditation Requirements

The following describes the accreditation arrangement that has been negotiated with PNGEI for potential credit points towards DEP(I) or other qualifications including Certificate in Elementary Teacher Training (CETT), Diploma in Vocational Education (DOVET), Diploma in Special Education or further education.

All modes of study – self-learning, off campus face-to-face learning and on campus face-to-face learning - are acceptable to PNGEI.

**Mode 1: Self-learning**
In the self-learning mode, you are eligible for credit points only if you do an external assessment through PNGEI. A learning contract is not required for this. If you don’t succeed the first time, you will have two more chances to enrol and pass the unit.

A pass means four (4) credit points for every unit you pass.

**Mode 2: Off Campus face-to-face**
If studying at a location away from PNGEI, but supervised by an assessor, then you must undertake assessment, if you are seeking academic credit.

Four (4) credit points are earned per unit for achievement of HD, D, C or P.
A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can present yourself for external assessment at a later stage. You will have two chances to pass the unit through external assessment.

**Mode 3: On Campus face-to-face**
If studying on campus at a PNGEI regional centre or a study site established by PNGEI supervised by an assessor, then you must undertake assessment.

Four (4) credit points are earned per unit for achievement of HD, D, C or P.
A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can re-enrol and attempt the course a second time.

Please note that any credit points earned are awarded only when you enrol for an appropriate course with PNGEI. Admission to courses will be according to PNGEI regulations. The higher your achievement grade (for example, HD, D) for a unit, the better your chances are for being admitted to PNGEI courses to further your qualifications.

If you complete all nine units successfully, you earn 36 credit points.
Certification requirements

The Certification Authority for academic credit is PNGEI. If you are seeking academic credit, you will need to:

- negotiate a learning contract
- enrol at PNGEI and pay course fees
- meet the assessment requirements.

Assessment requirements

Assessment has three components.

1. **Self-assessment - compulsory, but not for academic credit**
   
   Self-assessment allows you to assess what you know and what you do not. This is not designed to be a rigorous challenge for Recognition of Prior Learning (RPL), but rather to motivate and sustain your interest. You should do the self-assessment again once you have reached the end of the unit, to assess and appreciate for yourself the progress you have made.

   Self-assessment is compulsory in the sense that you will need to show your assessor that you have done it, at the beginning and at the end of the unit.

2. **The process of learning - compulsory, but not for academic credit**
   
   We ask you to complete various tasks throughout this unit. The tasks include **learning**, **doing** (eg. investigating, surveying, etc.), **sharing** findings and information with others, and **reflecting** on the implications of the new knowledge and skills you have gained for your practice. The learning contract that you’ll negotiate with your assessor will specify the range of tasks you will be expected to complete.

   This component of assessment is compulsory in the sense that you will need to show your assessor that you have done the tasks specified in the negotiated Learning Contract.

   If you want to, you can use the work you do on the tasks, as appropriate, as evidence that you can demonstrate the outcomes.

3. **The results of learning - evidence to demonstrate achievement of outcomes, required for academic credit**
   
   If you are seeking academic credit, you need to provide evidence that you can demonstrate the achievement of outcomes. Successful completion of the unit leads to an award of High Distinction (HD), Distinction (D), Credit (C) or Pass (P), based on the achievement of the outcomes. It is up to you to provide evidence that you have achieved the outcomes.

   Some of the evidence could come from your investigations and action. Some could come from your reflections. Wherever it comes from, however, you will need to identify the evidence and relate it to particular outcomes for your assessor.
The learning contract (see pages 1-8 of the next section)

We ask you to negotiate a learning contract with your assessor. This contract is designed to help you and the assessor to identify the knowledge and skills you already have and those that will need developing through the unit. It helps to personalize your learning. It also helps you to devise, with your assessor, ways you can demonstrate the learning outcomes you achieve.

You will find a blank copy of the learning contract for this unit in the next section, pages 1-8.

Enrolment and payment of fees

Mode 1: Self-learning
If you are seeking academic credit through external assessment, you should enrol directly with PNGEI at the beginning of a trimester. You can do this when you are ready to be assessed. There are three trimesters in a year. You must pay a course fees when you enrol. You can get information about course fees from PNGEI.

Mode 2: Off Campus face-to-face
If studying in your province with an assessor (ie., off campus face-to-face), you should enrol in the province with the assessor and pay the course fees to PNGEI account with Westpac Bank, Waigani, Account No. 007-00931201. You can get information about course fees from PNGEI.

Then, send your enrolment form and receipt of payment of the course fees to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, Boroko, NCD, PNG.

Mode 3: On Campus face-to-face
If studying at a PNGEI regional centre or a PNGEI study site with an assessor (that is, on campus face-to-face), you should enrol with the regional centre or study site and pay the course fees to PNGEI account with Westpac Bank, Waigani, Account No. 007-00931201. You can get information about course fees from PNGEI.

You should then provide receipt of payment of the course fees to the course coordinator at the regional centre or study site. The co-ordinator will then send your enrolment form and receipt of payment to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, BOROKO, NCD, PNG.
Self-assessment of progress

Completing this task is a compulsory part of the assessment schedule. However, no marks will be allocated.

A number of statements, 1 to 18 are provided below for your consideration. Each statement is followed by a continuum with four markers identified on it. In assessing yourself at the beginning of this unit, you are to place yourself on each continuum on the basis of what you know at this point in time.

For example, consider Statement 1: My understanding of the Ministerial Policy Statement (No. 3/99) on Language Policy in all schools is... If you know a great deal about the policy statement, then you should make a tick close to ‘very good’, the 3rd marker. If you know only a little bit about it, then your tick should be placed close to ‘limited’, ie, the 1st marker. If you feel you have given a lot of thought to the policy statement and have been implementing it, and are in a position to help others, then you should place the tick close to the 4th marker.

Now do this task as best as you can in order to maximise your learning.

1. My understanding of the Ministerial Policy Statement (No. 3/99) on Language Policy in all schools is

   limited          adequate          very good          can help others

2. My understanding of transitional bilingual education is

   limited          adequate          very good          can help others

3. My knowledge about the curriculum and approaches to teaching and learning used in elementary schools is

   limited          adequate          very good          can help others

4. My knowledge about elementary language outcomes may be described as

   limited          adequate          very good          can help others

5. My understanding of how to program separately for two languages is

   limited          adequate          very good          can help others
6. My awareness of how the elementary and the lower primary and the upper primary sectors are linked is

limited adequate very good can help others

7. My understanding of the approaches to teaching and learning reflected in lower primary syllabus documents is

limited adequate very good can help others

8. My skills in writing a vernacular big book may be described as

limited adequate very good can help others

9. My experience in using a whole language approach may be described as

limited adequate very good can help others

10. My understanding of the principles and practices of whole language is

limited adequate very good can help others

11. My knowledge about the variety of genres may be described as

limited adequate very good can help others

12. My knowledge about the use of integrated programming may be described as

limited adequate very good can help others

13. My confidence in using group work as a learning strategy is

limited adequate very good can help others

14. I am familiar with the processes involved in planning a weekly timetable

A little moderately very well can help others
15. I am familiar with the range of suggested assessment strategies in the syllabuses

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<tr>
<th>A little</th>
<th>what</th>
<th>very well</th>
<th>can help others</th>
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16. My knowledge about how to access and obtain resources may be described as

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<tr>
<th>limited</th>
<th>adequate</th>
<th>very good</th>
<th>can help others</th>
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17. My overall understanding of the inter-relationship between planning, programming, teaching, learning, assessing, reporting and evaluating when bridging to English is

<table>
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<th>limited</th>
<th>adequate</th>
<th>very good</th>
<th>can help others</th>
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18. My understanding of gender issues in the context of planning and programming, assessing and reporting is

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<tr>
<th>limited</th>
<th>adequate</th>
<th>extensive</th>
<th>can help others</th>
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On completing the unit, you need to do the *self-assessment* again to see for yourself what progress you have made by doing all the learning activities.
Unit 8: Bridging to English

Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.
Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.

Use this learning contract as a basis for discussion with your assessor before you begin this unit. During this discussion, you and your assessor will negotiate

• the outcomes, if any, for which you may seek recognition of prior learning (RPL)
• the activities you will undertake on your own
• the activities you will undertake as part of a group or with a colleague
• the evidence you will show to prove that you have met the learning outcomes of the unit.

Complete the learning contract before you start your study. Give a copy of the agreed contract to your assessor.

Any later changes to the contract should be re-negotiated, agreed upon, and signed off by both you and the assessor.

Learner: Name: ____________________________ Sex: M/F ❑

File No. ____________________________

Position/Location: ____________________________

Assessor: Name: ____________________________ Sex: M/F ❑

File No.

Position/Location:
Assessor Information

Who is an assessor?

An assessor is
• a skilled, experienced educator with professional integrity and good communication skills
• acceptable to PNGEI as an assessor
• trained by TE&SD, PNGEI and Curriculum Reform Implementation Project (CRIP)
• nominated by the provinces, PNGEI and its regional centres.

What does the assessor do?

The assessor
• facilitates learning in the off-campus and on-campus face-to-face modes of delivery
• approves and overviews your learning contract and any learning plan
• checks that you have met all assessment requirements prior to assessment
• assesses your work
• recommends an achievement grade to PNGEI.

How do you find the nearest assessor?

• A list of assessors’ names, locations and contact details will be made available, as they are selected and trained. This list will come out in a PNGEI Circular to provincial education offices, district offices and head teachers of schools directly.
• This list will also be published in the PNGEI Handbook.

How are assessors paid?

• PNGEI-approved assessors trained to work in the off campus face-to-face mode (that is, external assessors) are paid an incentive as determined by the Governing Council of PNGEI.
• PNGEI staff trained as assessors to work in the on campus face-to-face mode (that is, internal assessors) work to PNGEI conditions.
Unit learning outcomes

On successful completion of this unit, you, the learner, can (are able to):

1. discuss the importance of establishing links between elementary schools and grade 3 classrooms and establish such a link
2. write a vernacular Big Book which can be used in bridging lessons
3. implement the recommended vernacular to English teaching strategies
4. explain to others the recommended vernacular to English bridging approach and how it can be used in bilingual/bridging classrooms
5. explain the principles of student-centred learning
6. discuss and apply ways of managing an interactive and student-centred classroom
7. explain to others a variety of assessment strategies in student-centred teaching and learning
8. apply your learning effectively in your work situation.
# Recognition of Prior Learning (RPL)

This is the evidence I will use to show which learning outcomes I can already meet (recognition of prior learning or RPL). In the table below, I’ll list the number of the outcomes for which I am seeking RPL and the evidence I can show.

*(For example, if you are claiming RPL for Outcome 1, you must demonstrate your knowledge of the importance of establishing links between elementary schools and grade 3 classrooms and provide evidence of establishing such a link. This can be done in a number of ways such as a presentation to a group on this topic, an article you had written for publication on the topic, linking activities you have undertaken previously or are practising presently. You should discuss this with your assessor. If the evidence you submit is satisfactory to the assessor, you will be deemed to have achieved Outcome 1.)*

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<tr>
<th>Learning</th>
<th>Evidence</th>
<th>Satisfactory Outcome</th>
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We agree to the evidence to be provided, as detailed above and we acknowledge RPL as certified above.

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**Negotiated Tasks**

Now that there is agreement about recognition of prior learning, I undertake to do the tasks as listed below.

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<tr>
<th>On my own</th>
<th>With others</th>
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We agree the tasks to be undertaken are as detailed above.

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<th>Learner</th>
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<tr>
<td>Assessors</td>
<td>Date</td>
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*Learning Contract*
Evidence for Assessment

This is the evidence I will use to show I have met the other learning outcomes when I have completed the unit. In the table below, I’ll list the number of the outcomes for which I am showing evidence (for example, Outcomes 1, 2, 3 and so on) and the kind of evidence I’ll use to show achievement of these outcomes.

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<tr>
<th>Learning Outcome</th>
<th>Evidence</th>
<th>Satisfactory</th>
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<td>(Assessor’s signature)</td>
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We agree that the evidence to be produced for assessment of learning outcomes is as detailed above.

Learner:  
Date:  

Assessor:  
Date:  

L e a r n i n g  C o n t r a c t  
Page 7
Declaration

I declare that the work I have provided as evidence of achieving outcomes is as negotiated with my assessor and is consistent with my learning contract.

I have acknowledged all sources of information that have contributed to my work.

Learner…………………………………............ Date………………………………

Assessor…………………………………............ Date………………………………

Sources of information (Human, print, other):

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Unit 8: 
Bridging to English

Final Steps
Final Steps ...

Now you are almost ready to start work. To make sure you’ve done all your preparation for seeking academic credit, check the following.

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<th></th>
<th>Yes/No/</th>
<th>Not Applicable</th>
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<td>I have done the initial self assessment</td>
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<td>I have negotiated my learning contract</td>
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<td>I have access to the resource documents</td>
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<td>I understand what I should do to meet the assessment requirements</td>
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If you have said ‘yes’ or ‘not applicable’, as appropriate, to the above, then you are ready to get into the modules of this unit. If you have said ‘no’ to any of them, then you should re-consider why you are doing this unit.

The modules are written in a ‘self-learning mode’. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

If you are seeking academic credit, then remember that you must work with an assessor or enrol for external assessment. The colleague you work with can also be your learning partner, mentor, critical friend or facilitator (imparter).

Gut lak long stadi bilong yu!
PRIMARY REFORM CURRICULUM
UNIT 8: BRIDGING TO ENGLISH