



Teacher's Guide

Part B:
Teaching English (P 1-3)

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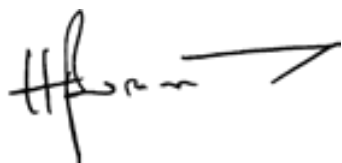
Foreword

One of the biggest challenges Nigeria faces is how to ensure that the tuition provided in schools is of good quality such that pupils' learning outcomes improves significantly and those who complete primary school possess the requisite competences prescribed in the national curriculum. The current situation in which pupils' mean score in English, Mathematics, and Life Skills is only 30%-40% is a matter of concern to UBEC and all stakeholders.

To improve mean scores in the core subjects requires significant changes in the way teachers plan and deliver their lessons. It means building the capacity of teachers to make the transition from teacher centred methods to activity-based learner centred approaches. Teacher's Guide on Pedagogy, Literacy, Numeracy and Science & Technology has been developed by the Teacher Development Programme (TDP) seek to facilitate the adoption and use of active learning approaches in our classrooms.

UBEC is delighted to collaborate with TDP to make the Teacher's Guide available to schools in all parts of the country. Our expectation is that teachers will adapt and contextualise the Teacher's Guide to their local situation and use them to enhance the quality of teaching and learning in the classrooms. As soon as the Teacher's Guides are distributed to schools, teachers will be trained to use them as part of the UBEC-funded Teacher Professional Development programme.

I must thank DFID/UKAid and TDP for collaborating with us to improve the quality of teaching and learning in primary schools.



Dr Hamidu Bobboyi
Executive Secretary,
Universal Basic Education Commission,
Abuja.
6th March 2017

Teacher's Guide

Part C:

Teaching English (P 4-6)

Contents

Acronym Table	i
Welcome and Introduction	ii
Module 3: Developing Reading Skills	1
Section 1: Reading the sounds of single letters	3
Section 2: Reading simple words	6
Section 3: Using pictures in reading	8
Section 4: Reading and understanding simple stories	11
Ideas to Try in the Classroom	17
Module 4: Developing Writing Skills	23
Section 1: Drawing lines and curves.....	25
Section 2: Writing letters.....	27
Section 3: Writing simple words.....	29
Section 4: Writing simple sentences	31
Ideas to Try in the Classroom	37
Module 5: Developing Listening Skills	42
Section 1: Listening activities: a quick introduction.....	44
Section 2: Preparing pupils for listening activities	45
Section 3: Listening to and practising sounds.....	46
Section 4: Using songs and rhymes	48
Section 5: Listening to Stories	51
Ideas to Try in the Classroom	57
Module 6: Developing Speaking Skills	63
Section 1: Preparing for speaking activities	65
Section 2: Practicing sounds	68
Section 3: Controlled speaking practice	69
Section 4: Using dialogues for speaking practice	71
Section 5: Freer speaking activities	73
Ideas to Try in the Classroom	79
Annex: Sample Answers for Module Activities	85

Acronym Table

Acronym	Full Title
AV	Audio-Visual
CM	Cluster Meeting
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
HT	Head Teacher
LP	Lesson Plans
TDP	Teacher Development Programme
TDT/SSIT	Teacher Development Team/State School Improvement Team
TF/SSOs	Teacher Facilitators/School Support Officers
TG	Teacher's Guide

Welcome and Introduction

Welcome to Teacher Guide Part B.

Teacher Guide (Part A) focused on general pedagogy in your classroom. Part B is an extension of the Teacher Guide and focuses on four key skills in the teaching and learning of English language. The modules are divided into four parts; reading, writing, listening and speaking.

These modules include activities and exercises for teachers, audio-visual clips, questions to reflect upon and suggestions for classroom activities. We strongly encourage you to study this material together with your partner in school and try out different activities suggested in the modules when you teach.

Difficult words have been translated in Hausa for easier understanding. In addition, the 'Summary of the Module' is also translated.

Do not hesitate to ask your LGA Trainer or Teacher Facilitator (TF) questions about the module contents during school support visits or cluster training.

All the best with the study!



Module 3: Developing Reading Skills

Module 3:

Developing Reading Skills

Reading has been absent in the Nigerian English language curriculum for many decades (shekaru). Reading is not just about knowing how to pronounce (*fadi*) words; it is also important that you help pupils to understand the meaning of the words they read. You can do this by practising the sounds of letters and joining these sounds to make words. After that, pupils need to join words to make sentences and in this way they slowly start to understand whole texts.

Using visual clues (*hanyoyin bayani*) such as flashcards, gestures (*nuni da fuska*) and body language (*nuni da jiki*) to explain meaning can help pupils a lot as they try to make sense of written letters and words. Using pictures or stories with pictures also help pupils understand what they are reading about. The examples you will see in the video clips are exciting ways to improve your pupils' reading skills and make them happy to take part in your reading lessons.

Objectives

By the end of the module you will be able to:

- support the pupils in practising reading letter sounds
- guide the pupils to practise reading words through breaking and joining sounds
- use pictures to interest pupils in a story
- help pupils to read simple stories with understanding.

Section 1:

Reading the sounds of single letters

We use sounds when we speak, listen and read. The sound of the letter is called 'phonic'. When a child is learning to read using the phonics method (*hanyar ilimin sauti*), she/he learns to say the sound of each letter and joins these sounds to form words as he/she reads. The letters of the alphabet are usually known by their names. For example, Aa is called 'aei'; Tt is called 'tee' Mm is called 'em' and Xx is called 'ex'. But when these letters sit in a word, they are not pronounced by their name but by their sound. These sounds are called letter sounds or phonics. For example, in a word Aa will be said as /a/ Tt is /t/, Mm is /m/ and Xx is /ks/ so 'mix' becomes /m-i-ks/ (miks)'.

When we teach pupils how to read, we write the letter sounds on flash cards so that the pupils can see one sound at a time and learn each sound separately. This way the pupil is able to connect the sounds to the alphabet letters which they represent. In this section you learn to practise the sounds with your pupils and show them how to join these sounds when they read words.

Before we move to the next part of this section, do you know how to pronounce the letter sounds of the English alphabet correctly? Watch the video clips EM3V0a – EM3V0d to hear the sounds of letters and practise with the speaker.



Think

1. Did you know about letter names and letter sounds before? What are the differences between the two?
2. What resources or activities have you used to teach letters and sounds? Give at least one example for each.



Watch video clip EM3V1 on your phone. As you watch think about the following questions:

- 1) What resources does the teacher use to teach pupils how to pronounce letter sounds?
- 2) How does the teacher help the pupils to learn the sounds?
Choose your answer from the following:
 - a) She shows the real objects (*abubuwa*) and says the sounds several times, then ask the pupils to say the sounds
 - b) She shows the real objects, asks pupils to say the sounds and corrects them if they are wrong
 - c) She shows the real objects and sings the sounds to help pupils learn them
- 3) What do pupils have to find in the story on the chalkboard?



Reflect

In the video you just saw, can you find three things that the teacher did differently than what you do in your classroom to teach letter sounds? How do you think it helped or didn't help the teacher? Write your thoughts (tunani) in your journal.

In the next page, there is a table listing what two teachers and their pupils do in two different classes. Compare (*kamanta*) the two lessons – Class A and Class B. In one class, the pupils practise saying the letter sounds more than in the other class. Which class is this – Class A or Class B? Then answer the following questions about these lessons:

- 1) In which lesson is the teacher doing most of the work?
- 2) Which pupils practise the letter sounds more – pupils in class A or B? How?
- 3) Which lesson do you like best? Why?

Class A		Class B	
1)	Introduction: Teacher writes five letters on the flash cards and explains that the pupils will learn to read these sounds	1)	Introduction: Teacher tells pupils that they are going to learn to read the sounds written on the flash cards.
2)	Say the Sound: Teacher shows the flash cards, says the sound and asks pupils to repeat	2)	Say the Sound: Teacher shows the flash cards, says the sound and asks pupils to repeat
3)	Pupils see the written sound and repeat after the teacher	3)	Pupils see the written sound and repeat after the teacher
3)	Practise: Teacher says the sounds of the letters five times and pupils repeat five times	3)	Practise: Teacher says the sounds of each letter and pupils hear and repeat Then pupils say the sounds to their partners and then say them again as teacher shows each flash card
4)	Teacher draws pictures beginning with the letters and reads the words; pupils repeat after the teacher	4)	Teacher shows pupils how to write the letters in the air and pupils say the sound as they write the letter in the air
5)	Teacher asks the pupils to read the words as she points to each picture and each word	5)	Teacher asks pupils to write the sounds of the letters in their exercise books. Pupils write the letter sound in their books saying the sound as they write



Work with your partner

- Listen to the video clip on letter sounds with your partner and practise the sounds
- Play the following letter and sound game with your partner:
 1. Take a piece of paper. Write your partner's name on it. Make a list of numbers from 1-10. This will be your partner's result sheet.
 2. Look at the chart given. Point to any letter and ask your partner to say the sound of the letter within *two seconds*.

G	D	F	C	r	z	A
o	V	Q	N	P	b	E
H	I	k	S	U	j	L

3. If your partner can say the sound correctly within two seconds, write “+” on the result sheet. If your partner fails to say the sound within two seconds or says it incorrectly, put a “-” on the result sheet.
4. Play this game in turns. You pick one letter and ask your partner to say the sound. After that, your partner picks another letter sound from the chart. Play this game until all the letters are completed from the chart.
5. When you have finished, count how many “+” and “-” you have got. Whoever gets the most ‘+’ is the winner!
6. You can also play this game with your pupils in class.

Section 2:

Reading simple words

In Section 1, we learnt that it is important for pupils to practise saying the sounds of each letter every day. Then they are able to say and join sounds easily without guessing or spending too much time trying to remember them. It is very important to do a daily review (*bitar yau da kullum*) of all the sounds pupils learn at each stage before you introduce new sounds. In this section, we will look at how you can help pupils to join sounds together as they read.

How can you do this? When pupils can say each sound without thinking for long about how to pronounce it, you could then mix the flashcards up and ask them to say them in a different order each day. When they are comfortable with saying the first ten sounds at a quick glance (*a cikin sauri*), they are then ready to join two to three sounds to form words and read them.



Think

1. How did you learn to read simple words when you were in school? Can you remember how your teacher taught you?
2. Do you teach reading simple words to your student in the same way? If not, what do you do differently in your class?



Watch the video clip EM3V2 and as you watch, think about the following question.

1. Can you put these stages of the lesson in the correct order?

a.



b.



c.



d.



Reflect

- 1) Read a summary (*takaitaccen bayani*) of the lesson you have just watched. Some of the information is correct and some is incorrect. Underline the incorrect information in this summary and correct it:

The teacher wrote letters on the board. She asked pupils to copy them into their notebooks. Then she pronounced the sounds and asked pupils to copy her. She wrote simple words like 'rock' on the board and showed the class a picture of a rock to help them understand the word. The teacher then put the pupils into pairs and gave them some letter cards. She asked them to write the sound on the blank card. She told them to make 4-letter words with the cards. Pupils then showed their 4-letter words to the whole class.

- 2) Could you teach 4-letter words to your pupils in the same way?
Why or why not?

In this section we saw the teacher helping pupils to read segmented sounds (*sautuka a rarrabe*). She also tried to blend (hade) the sounds together to help them read simple words. The teacher presented the information to the pupils step by step. As in Section 1, she let pupils, see, hear and touch the letters to help them understand. She gave them a task which involved pupils working together to make 4-letter words and read them. These are different ways of helping pupils to read simple letters in their early years.



Work with your partner

- From your lesson plan and text book, find a lesson where you teach your pupils to read 3-letter or 4-letter words
- Discuss the lesson plan with your partner and prepare the stages together. Include a pair or group activity in your plan
- After the lesson, write down what things were good and bad about the lesson in your journal. Also note what you would do differently next time.

Section 3: Using pictures in reading

Pictures are part of our daily lives. We see them around us all the time and they help us to understand what is happening in our world. So why can't you use them in the classroom to help your pupils understand what they read? Pictures can make pupils interested in a topic. They can help pupils to understand new words and ideas. So where can you find pictures? You can bring them from home or make them in school. You can draw them on the board or ask your pupils to draw them too. You can find pictures from the local newspaper, or on packets of Caprisonne, a packet of chips, on an old calendar and many other places which you can bring to the classroom for your lessons. This section provides you with a simple guide on how to use pictures to teach reading effectively (ta hanya mafi inganci) in your classroom.



Think

1. Do you use pictures when your pupils read a story? How?
2. Do you have some pictures in your school that you can use when your pupils read stories?



Watch video clip EM3V3. When you watch, try to find answers to the following questions:

- 1) How does the teacher interest the pupils in the story?
- 2) How does the teacher check that pupils understand the story?



Reflect

Look at these stages from the lesson. What is happening in the picture? Why?

Picture 1

What is happening?

Why?



Picture 2

What is happening?

Why?



Picture 3

What is happening?

Why?



They say *a picture paints a thousand words* (*hoto daya kan iya wakiltar kalmomi da yawa*) and this is true in the classroom. Pictures can be used to interest pupils in a topic, explain the meaning of new words or phrases (*takaitattun jimloli*), help pupils to understand the content of the story and allow you to check pupils' understanding. Pictures are no-cost learning aids that can be used in many different situations in the classroom. They help pupils of all ages to make sense of what they hear and read.



Work with your partner in school

Individually see the pictures below and read the sentences beside the pictures. Tick the sentences that you think match with the picture and cross the ones that don't.

	<ul style="list-style-type: none"> ■ Today there is a football match ■ I play with my friend Hassana ■ I have a football
	<ul style="list-style-type: none"> ■ A happy baby ■ The baby has a green nappy ■ He has a blue shirt
	<ul style="list-style-type: none"> ■ A hunter is coming to hunt the animals ■ They are feeling scared ■ The elephant wants to be the leader
	<ul style="list-style-type: none"> ■ There are five members in Amina's family ■ Amina has a little brother ■ Her father is a farmer

Section 4:

Reading and understanding simple stories

Stories help pupils to practise language in a natural way (*hanyar dabi'a*). Pupils can also understand vocabulary (*kalmomi*) and grammar more easily in stories because the meaning is clear and they can make pictures of the stories in their heads. When you read a story with your pupils you can divide the lesson into 3 parts:

Before reading activities - you can ask pupils to guess (*chanki*) what the story is about from the title or even guess how the story will end. This raises their interest and helps them to predict (*harsashi*) what is going to happen in the story. When you ask your pupils to read a story you need to interest them in the topic, often by linking it to their past experience. You also need to prepare them by checking that they understand any new words. Another idea is to have a brief discussion on the topic that the story is about. For example, if the story is about a leopard (*damisa*), a tortoise (*kunkuru*) and a bush rat, you can start by drawing a picture of each animal, and also having a discussion with your class about whether they know these animals.

While reading activities - you can give pupils simple questions to find out the answers from the story they are reading. You can also go round the class to help those who have difficulty pronouncing or understanding some words or expressions as they read the stories by themselves.

After reading activities – these usually include questions and discussions that help pupils to think more deeply about the story and help them develop thinking skills. For example, pupils can discuss why the characters acted in the ways they did or why they felt the way they felt. Also they can give alternative (*zabi*) endings to the story, or answer 'what if the character had done this instead' questions. These stages are very useful both during story time when pupils listen to you reading or when they have to read the stories by themselves..



Think

- How often do you ask pupils to read stories in your lessons?
- How do you teach a story in class?
- Do you use any materials other than the text book for reading? If yes, give some examples.



Watch video clip EM3V4. As you watch, notice the following things:

- 1) What personal question does the teacher ask the class to make the story more real for the pupils?
- 2) In what other ways does the teacher help her pupils to understand the story before they read?



Reflect

1. Look at these stages from the lesson. What was the reason for each stage? Write your ideas in the spaces on the right:

Stage of the lesson	Reason
1) The teacher asks pupils, <i>Who has a shop in the market?</i>	
2) Pupils discuss the picture in their textbook in pairs	
3) The teacher asks pupils, <i>What did you see in the picture?</i>	
4) The teacher asks pupils to say the words on the board	
5) The teacher asks pupils to give the meaning of the words on the board	

- 2) If this was your lesson, what would you do next to help your pupils read and understand the story?

This section shows how a teacher can help pupils to prepare for reading a story using a number of different techniques:

- She asks her pupils questions about their real life to involve them in the story
- She uses pictures in the textbook to help pupils understand what the story is about
- She explains/elicits important vocabulary (na bayyana muhimman kalmomi) before pupils read to help them understand the story.

All of these ways provide the teacher with the chance to make the teaching of reading more interesting and help pupils to understand the content of the text.



Work with Your Partner in School

Together with your partner, read the following sentences and discuss which of these activities belong to 1) before reading 2) during reading 3) after reading:

1. Ask questions relating to the story and tell pairs to work together and answer using pictures or words on flash cards.
2. Display some of the new words in the story to the pupils and read them out aloud and explain the words.
3. Read the story showing related pictures, demonstrating actions and emotions and asking simple questions to check for understanding
4. Tell pupils to work in pairs. They should read the story while the teacher goes round the class helping them.
5. Place words and picture flash cards on pupils' tables and let pupils match the words to the pictures.
6. Show different pictures related to the story and ask pupils to describe them.
7. Write some of the new words on the chalkboard and model their pronunciation. Pupils listen and repeat chorally (*tare cikin sauti*).

Plan a reading activity for your next lesson with your partner. You may like to invite your partner to observe your lesson and then discuss it. Please keep notes of your plans, ideas and experiences in your journal.

Summary of the Module

You have looked at different ways of teaching reading in class. In Section 1 you first practised making the letter sounds yourself – this helps you to give a good model of the sounds to your pupils. You also thought about how to teach letter sounds. Pupils need to see the letter and practise the sound together. In this way they are able to connect the sounds to the correct alphabet letters. It is also helpful to bring *realia* to class so that pupils can connect the letter sounds with real objects, e.g. ball, bag and book. Practising letter sounds in a story is more interesting for pupils as it shows the words in a real context and helps them to make meaning from what they are reading.

Next we looked at the steps you need to take to teach simple words to your class. You can do this by going along step by step: writing a letter sound on the chalkboard, practising saying the sound, giving pupils examples of the letter sound in a word then helping pupils to read 3- and 4- letter words. It is important to give pupils practice in reading these words so flashcards are helpful. In addition you can ask pupils to work in pairs or groups so that they can see, hear and touch the letters. This process is good for pupils who have different learning styles – they can learn in the way that suits them best.

In Section 3 you looked at the importance of using pictures in class when reading. When you practise sounds with your pupils you can use pictures to attract their attention and help them to understand words and sentences better. Asking pupils to draw pictures after you have read a story allows you to check if they have understood. Drawing is also helpful for kinaesthetic learners as the process helps them to make useful connections between words and meaning. Pictures can be used at all stages of the reading process – to help introduce new vocabulary, to understand the events in a story and to check pupils' understanding of a text.

The final section in this module was about understanding simple stories. If you are going to read a story with your pupils you need to interest them in the topic. You can do this through pictures and/or questions about their own experience. When you ask a pupil about his or her experience you are relating the story in the textbook with real life. It also allows pupils to share issues of importance with the class and give them an opportunity to share their ideas and opinions. After that you can explain or elicit the meaning of several key words in the story. This makes pupils less afraid of the new words and also helps them to prepare for the story as they know something

about the topic. Pupils can write down the new words in their notebooks and learn them. In this way they enjoy the story and build their vocabulary. Pupils then need to have the chance to read the story – aloud and silently. They should also do tasks to help them understand the story such as questions or matching activities (pictures or sentences). Pupils can do these alone, in pairs or groups.

Pupils need to see the new letters or words many times before they are ready to use them. They need help in understanding them and lots of opportunities to practise them in meaningful ways.

Kadan daga cikin abun da wannan darasi ya kunsu

Kun yi nazarin hanyoyin koyarda karatu a cikin aji. A sashin farko, kun yi tilawar furta haruffa da fitar da sauti ko amonsu wanda hakan ya taimaka kwarai wajen haskawa dalibanku yadda amon kowanne harafi yake. Kun kuma yi nazari akan yadda zaku koyarda furucin sautukan haruffa. Akwai bukatar dalibai su ga harafi sannan su yi kokarin furta shi a lokaci daya. Ta wannan hanya ne za su iya hada sauti da harafin da ya dace da shi.

Ya na da muhimmanci matuka a kawo misalai na zahiri a lokacin da ake gabatar da darasi akan furuci domin dalibai su hada sautin kalmomin da abubuwa na hakika kamar su tamaula/kwallo ko 'Ball', jaka ko 'Bag' da littafi ko 'Book' wadanda dukkansu suka fara da sautin **ba** a turance. Yara kan fahimci yadda za su furta harafi idan aka shigar da haruffan da ake so su koyi furtawa cikin wani labari me dadi da ake basu, ta hakan ne za su iya gane yadda ake amfani da haruffan a zance na yau-da-kullum kamar yadda ya dace.

Abu na gaba kuma da mu ka yi shi ne nazartar matakan da yakamata mu bi wajen gabatar da darasi kan yadda za mu koyar da haruffa masu sauki a aji. Za ku iya cimma wannan manufa in kuka bi abun daki-daki; musamman ta hanyar rubuta harafin a kan allo, da kokarin furta wannan harafi, da kawo misalai na inda wannan harafi ya shiga ginin kalma, sannan a sa yara su kawo misalan kalmomi da suka sani masu harruffa uku zuwa hudu. Yana da muhimmanci a yi amfani da kwalaye masu dauke da wadannan haruffa da kalmomi domin a tallafawa yara su fahimci wadannan haruffa. Yana kuma da kyau a bawa yara dama su yi wannan karatu a dai-daikunsu, ko kuma a rukuni-rukuni tare da abokan karatunsu don su ga wadannan harufa, su ji yadda ake furta su, har ma kuma su iya tabasu. Wannan ya na taimakawa matuka gaya wajen tallafawa yara su koyi furta haruffa ta hanyar da ta dace da su.

A sashi na uku, kun duba tasirin amfani da hotuna da suka dace wajen koyarwa a aji. Idan kuna gabatarda darasi akan koyon furta haruffa a ji, za ku iya amfani da hotuna don jan hankali da kuma taimakawa yara su fahimci yadda ake amfani da haruffa wajen gina kalmomi da zance. Tambayar dalibai su zana hoton abun da suka ji a labarin da kuka basu yana taimakawa wajeb baku damar auna fahimtarsu yadda yakamata.

Za a iya amfani da hotuna a kowane mataki na karatu- hakan zai taimaka wajen shigo da sabbin kalmomi, sannan zai tallafa wajen fahimtar muhimman abubuwan da ke kunshe a acikin labarin da aka bayar. Buguda-kari yakan taimaka wajen fahimtar rubutaccen bayani.

A karshen wannan darasi, an yi bayani akan fahimtar labarai masu sauki. Kafin ku bada labari, akwai bukatar a yi nazari sosai wajen samun labarin da zai ja hankalinsu ya kuma basu sha'awa. Za a iya cimma wannan manufa idan ku ka yi amfani da hotuna cikin hikima ko kuma ku yi wa daliban tambayoyi akan labaran da su ke dashi.

A duk lokacin da kuka yi kokarin ji daga bakin dalibai nasu irin labarin da su ke dashi, akwai kyakykyawan zaton cewa za su ji kamar irin na su labarin ne ke kunshe a cikin littafin. Za su kuma yi sha'awar bibiyar labarin da ke cikin littafin. Wannan ya na bawa dalibai damar musayar labarai tsakaninsu wanda hakan ze amfane su, su kuma bayyana ra'ayoyinsu. Bayan an basu labarin, sai a bi wannan da bayani akan ma'anar kalmomin da su ka ji a cikin labarin. Wannan zai taimakawa daliban su ji saukin fahimtar sabbin kalmomin, musamman saboda sun san wani abu akan labarin. Dalibai za su iya rubuta sabbin kalmomin da su ka ji a littafinsu, su kuma yi kokarin fahimtar su, su kuma haddace su. Ta wannan hanyar za su ji dadin labarin sannan su karfafa saninsu akan jimloli da kalmomi.

Yana da kyau a samar da wani dama wadda su kansu daliban za su samu zarafin karanta labarin da kansu, a bayyane, sannan su karanta a cikin zuci. Ya na kuma da muhimmanci a karfafa gwiwarsu da su aiwatar da wasu abubuwan da suka tsinta a cikin labarin a bayyane, su kuma yi kokarin amfani da hotuna wajen yin hakan. Babu laifi dalibai su yi wannan yunkuri a dai-daikunsu, ko kuma tare da sauran dalibai.

Yakamata dalibai sa saba da wadannan sabbin kalmomi kafin a ce sun fara amfani da su. Akwai bukatar a tallafa musu wajen fahimtar wadannan sabbin kalmomi, a kuma basu damar yin amfani da su a zance ta hanyoyin da suka dace.

Ideas to Try in the Classroom

Below are some activities that you can practise in your classroom with your pupils. Once you try these activities, we encourage you to write a note of your experiences on – what worked well, what were the challenges, what did you do to overcome the challenges and what difference did it make in your classroom/lesson? Hand over your notes in the next cluster meeting.

Try in the classroom 1 *(Suitable for Primary 2)*

Topic:

Sounds

Required teaching aids:

Ask pupils to make small cards with these sounds written on them: 'b' 'a' 'n' 'g' 't' 'e' and 'd' (4 of each letter sound).

Write sounds and words on the board like this - b-a-n ban, b-a-g bag and so on to form simple two or three-letter words.

Step 1 For the sounds 'a' or 'b' ask pupils to repeat the sounds and the words after you: b-a-n ban, b-a-t bat b-a-g bag. Without pointing to or showing the written sound (10 seconds)

Then point to the written sounds on the chalkboard one at a time (or show the flash card): b-a-n ban etc. and have them repeat (20 seconds of chanting)

Step 2 For 'b' and 'e' combinations use: b-e-g beg, b-e-t bet, b-e-d bed

Step 3 For general practise of 'b' 'e' and 'g' combine Steps 1 and 2: b-e-g beg, b-e-t bet, b-e-d bed, b-e-g beg, b-e-t bet, b-e-d bed

Step 4 Ask pupils to place the small flash cards which they have made on their desks, and form the 'b' 'a' and 'g' words on their tables. They should leave spaces between each sound just as you have written out on the board

Step 5 Demonstrate the first one as an example using your flash cards: read each sound b-a-g then say the word 'bag' making a line with one finger under the sounds beginning from 'b' to

'g' (that is left to right movement to show the pupils that words are read from left to right).

Step 6 Ask pupils individually to say each sound e.g. b-a-g as they are placed separately with spaces between them. Then ask them to bring the cards together and read the sounds again one sound at a time. Then call all the sounds together as a word: b-a-g- bag

Step 7 Ask the pupils to form the words again following the pattern in Step 6. This time each pupil should read the word to his/her partner (This can also be done in groups of 4-8. Each pupil in the group takes turns in reading the words that the group agreed on and members of the group correct each other while you go round to supervise).

Try these with as many sounds as they have learnt. Longer words can be read as two sounds together till all the sounds of the word are said.

Practise this with two, three and four-sound words. It is better to use the name of objects that can be shown in class or drawn on the chalkboard. This way you make sure that the pupils read the words and know the meaning of the words they are reading. Remember, saying the words without understanding is not reading!

Try in the Classroom 2 (*Suitable for Primary 3, taken from lesson plan Primary 3, Term 2, Week 14, Day 4*)

Topic:

Adverbs

Required teaching aids:

Write the following adverbs on A4 size pieces of paper in large writing:

'quietly', 'quickly', 'slowly', 'gently', 'loudly', 'fast', 'bravely', 'happily', 'sadly', 'noisily', 'silently', 'softly'.

Step 1 Write *quickly* on the chalkboard. Ask pupils: *What does this word do?* Tell pupils that it changes the meaning of verbs. E.g. *I run quickly to school.* Ask one pupil to mime running 'quickly' to school. Tell pupils this word is called an 'adverb' and write this on the board.

- Step 2** Ask pupils to tell you any adverbs they remember and write them on the chalkboard. Read the adverbs through and check that pupils understand the meaning of each one, can explain them and put them into sentences.
- Step 3** Tell pupils they are going to walk in different ways. Ask a pupil to come to the front of the class and walk normally. Next ask a pupil to choose an adverb and walk in the manner of the adverb for the rest of the class. Ask the class to guess which adverb they have chosen. Repeat with three different pupils and three different adverbs.
- Step 4** Give out an adverb flashcard to each group. Ask them to read the word, using their knowledge of sounds to help them. Tell them to discuss its meaning and to ask you if they don't know it.
- Step 5** Ask them to make a sentence using the adverb, and ask one person from each group to write it down on the flash card. Pass the flash cards onto the next group. Ask them to read the sentence, think of a different sentence using the adverb and write it down underneath. Repeat until each group has written a simple sentence for each adverb.
- Step 6** Ask each group to read out the sentences for their adverb. Display the adverbs or sentences on a washing line.

Experiencing Change in Your Classroom

It is very important that as a teacher you always notice what students liked, what technique worked well with them, what were the challenges, if the pupils learned what you wanted them to learn etc. Often, even if we notice these things, we don't spend time thinking about them or keeping a record. Your Teacher Journal is there to help you! You can now write all your notes in the journal. However, in every module, there is a specific section on 'Experiencing Change' in the journal where you can write about your major experiences of trying out new techniques in your classrooms. Questions that might guide your writing about your experiences are:

1. Which activities did you try out in your classroom?
2. Which ones went well? Why?
3. Which ones were less successful? Why?
4. If you tried these activities again, what changes/adaptations would you make?

Suggestions for the next cluster meeting (CM)

In your next cluster meeting, discuss with the group which of the methods in the clips you found more useful to help you address areas of difficulties in reading lessons? Why?

If you wish to discuss some other issues about reading based on your experience in the classroom, please feel free to share those with your teacher facilitators.

Useful classroom language

Here are some phrases you can use for introducing and practising sounds:

- Today we're going to learn letter 'b' sound /b/
- Everybody say /b/!
- Book – it begins with the sound /b/
- Who can tell me a word that begins with /b/ sound?
- Who can say the letter sound /b/? e.g. ball, box, bat, bag etc.
- Well tried! Who can demonstrate (nuna) it?
- Now, put the joined (blended) sounds in front of the sound on the board.
- Read out the words that the joined (blended) sounds form.
- Now, try to put the sounds together and say the words they form aloud.

Here are some phrases you can use for helping pupils to practise reading simple words:

- What is the sound of this letter/these letters?
- Where is the /ck/? Is it at the front or at the end?
- Look at the blackboard and the letters on it
- Who can make a three-letter word?
- Who can make a four-letter word?
- Form another word
- Look at the blank cards. Write this sound.
- Use this sound to form words.
- I want every group to form three-letter words
- I want two groups to show me the words they have formed
- Say it again!
- Say it loud!
- Show us the word you formed

These phrases are good to use in class when you want to show pictures to help your pupils to read:

- Take your books out. Open it on page....
- Look at the picture carefully
- I want to ask you some questions
- What can you see?
- What is happening in the picture?
- Good!
- OK I'll start.
- Now I'm going to give you some sentences
- Match your sentences with your drawings
- What is the name of this?
- Can you read the sentence?
- OK, read it.
- Say this word again

The following phrases are useful when pupils are reading a story by themselves in class:

- Before reading a story I want to ask you a question
- I'm going to give you some books
- OK class, are you ready?
- I want you to discuss the picture
- I'll give you one minute!
- What can you see in the picture?
- Read these words on the blackboard
- Who will help him?
- What word is this?
- Do you know the meaning of?
- What's the meaning of?
- As I read, you read along silently.



Module 4: Developing Writing Skills

Module 4:

Developing Writing Skills

Writing is a very important way to express our ideas and thoughts. It is closely connected to other language skills, particularly reading. Writing is an important physical and cognitive activity in the primary school curriculum. Teachers can find it difficult to teach writing because many of the children come to the classroom without knowing the letters of the alphabet. Even then, the few that recognize (*gane*) them cannot write.

This means that you have to teach children the alphabet before teaching them to write. However, you know that teaching writing to children is not as simple as just showing them the alphabet and thinking that they can start writing sentences immediately! Learning to write is a process, and it takes some time and different stages before children can write independently (*da kan su*). It's important to take the time to work through these stages with your pupils, so that they are able to write well by themselves.

What are the different stages of writing? Here are the main ones listed below:

- Developing gross and fine motor movements (and helping pupils' hands and eyes to work together) *Samun dammar motsa gababu (tare da taimakawa hannuwan dalibai da idanuwan su suyi aiki tare)*
- Telling the difference between letters and learning to form them *Fadar bambancin dake tsakanin haruffa da koyon gina su*
- Modeled writing *Rubutun Kwaikwayo*
- Shared writing *Musayar Rubutu*
- Guided writing *Rubutu mai jagora*
- Independent writing *Rubutu kai tsaye*

In this module, we are going to learn about some of these stages.

Objectives of the module

By the end of the module, you will be able to:

- Help pupils draw lines and curves (*layuka masu lankwasa*)
- Give pupils practise in writing letters of the alphabets using a variety (*da dama*) of techniques
- Guide pupils to write simple words
- Guide pupils to write simple sentences.

Section 1:

Drawing lines and curves

Before children start to write, they need to develop motor skills (*kwarewar gabobi*). What are motor skills? They are the ability to move muscles and limbs (*kwanji da hannaye*) in a coordinated way. For example, when you walk, your leg muscles move. Walking is a gross (big) motor skill. But when you pick something up, you move your fingers and thumb. This movement between the fingers and the thumb is a fine (small) motor skill. Children have learnt many motor skills by the time they start school but it's always good to practise them. This is true for the fine motor skills which help pupils to learn how to hold a pen or pencil the right way.

A lot of the time, practise of fine motor skills is also practising hand/eye coordination (*aiki tare tsakanin hada hannaye da idanuwa*) as well. Practising fine motor skills and hand/eye coordination takes time and pupils need to do this regularly to develop their abilities. The techniques you can use with your pupils described in the sections below should be used throughout the first three years of school, so that your pupils are writing at the level expected by the end of P3.



Think

1. How have you taught your pupils to draw lines and curves?
2. What materials have you used to help pupils draw lines and curves in your classes?



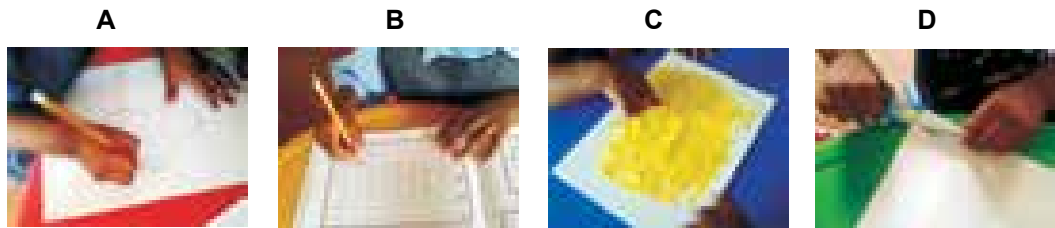
Watch the video clip EM4V1. As you watch think about the following questions:

1. In what ways does the teacher guide pupils to make lines and curves to form letters?
- 2) What materials does the teacher use to help pupils make lines and curves?
- 3) How does the teacher show inclusion in her classroom?



Reflect

1. Look at the activities below. What is happening in each one?
2. Match the descriptions (bayanai) with each of the pictures:
 - Tracing (Maimaita zanen) pictures
 - Finger painting
 - Drawing pictures



- Cutting shapes

Could you use these activities in your classroom? Why/why not?

This section enriches (kara) your knowledge by explaining how to teach basic lines and curves to pupils. It shows the importance of developing motor skills and the need for pupils to master enough control over their muscles to form basic shapes so that they can then try more difficult tasks later - such as writing single letters and joining letters to form words.



Work with your partner

- 1) How could you help a pupil who is finding it difficult to practise lines and curves?
- 2) Talk to your partner about the practise activities in the 'Reflect' section above. Why is it useful for pupils to do these activities?

Section 2: Writing letters

When pupils learn to write letters they need to understand the similarities and differences (*kamanceceniya da bambance*) between shapes. Once children are able to see and understand the difference between shapes, they can start forming and writing letters of the alphabet. Pupils need lots of practise in writing letters. They can do this on the blackboard or on different surfaces such as floors, table tops etc. and in their exercise books.



Think

- 1) Look at the list of problems that pupils have when writing letters. Tick (✓) the ones you think your pupils have difficulty with.

1) Pupils have difficulty (wahala) copying letters from the blackboard	
2) Pupils' letters are not easy to read	
3) Pupils have difficulty writing quickly and easily	
4) Pupils can't remember what the letter looks like when they write it in their notebooks	
5) Pupils can't hold a pen or pencil easily	



Watch the next video clip EM4V2 carefully and after watching, complete the following activity:

- 1) What is the correct order (*tsari mafi kyawu*) of the activities in this lesson?
 - a) Pupils write the letter 's' in their notebooks
 - b) The teacher writes the letter 's' in the air and the pupils copy
 - c) The teacher writes the letter 's' on the blackboard and the class looks
 - d) Pupils practise writing the letter 's' on a sand tray
 - e) Pupils practise writing the letter 's' on their partner's back
 - f) The teacher says the letter and the sound then the class repeats.

Write the letters in the boxes below according to the correct order of the lesson. The first one is given as an example:

1) C	2)	3)	4)	5)	6)
-------------	----	----	----	----	----



Reflect

Complete the following statements using your own ideas.

1) Practising writing a letter in different ways is good because

.....
.....
.....

2) I liked the way the teacher

.....
.....
.....

3) I didn't like the way the teacher

.....
.....
.....

4) I could use these techniques in my own classroom because

.....
.....
.....

Pupils have many difficulties with writing letters. For example, pupils need to remember how to form letters, what the letters look like and how to move their finger muscles to make each letter. They have problems with their muscles (fingers don't move in the correct way) and their memories (they can't hold the picture of the letter in their minds for very long) so practise is very important to help them overcome these problems.

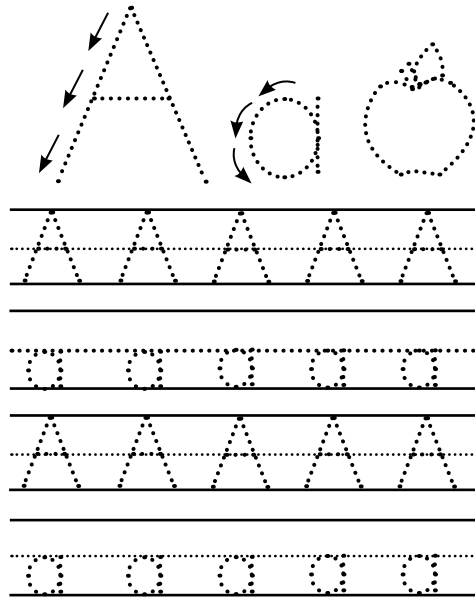


Work with your partner

Discuss the following questions with your partner in school:

- 1) Look at the worksheet below. What do pupils have to do?
- 2) Discuss with your partner how you can use this with your pupils.
- 3) Make similar worksheets for the letters 'b', 'c', 'd', 'g', 'o' and 'u'. Try them with your pupils when you teach them to write these letters.

Name: _____



Section 3: Writing simple words

A good starting point to write simple English is to learn to write basic words. This section focuses on ways in which you can teach pupils to write simple words correctly. It also gives examples of instructional materials that can be used and how to use them.

Pupils need lots of help in writing simple words. They can use the same technique as writing single letters - by tracing the dotted letters of each word. As mentioned in Section 1, pupils have difficulty with the fine motor skills needed to write so any extra practise at a young age is very useful for them. What are the steps to teach the writing of simple words? Pupils need to know how to say the sound of each letter. They can then put these sounds together to form the word. After they form the word, you then need to explain the meaning of the word so that the pupils

can understand it very well. You can explain the meaning in different ways. You can use a picture or a real object with the word to help them understand the meaning of the word. You can also do some acting to show what the word means.



Think

- 1) What challenges do you usually face when you teach pupils to write simple words?
- 2) What teaching aids have you used to teach pupils the correct spelling of words?



Watch EM4V3 and as you watch find the answers to the following questions:

- 1) What teaching aids does the teacher use in her lesson?
- 2) What did the teacher do to show her pupils how to write a three letter word?

You can take notes while you watch.



Reflect

Draw **3 simple pictures** in each box below that show **3 important moments** in the lesson. Under each picture describe briefly what the teacher and pupils are doing and **why**.

1)	2)	3)

This section has focused on activities that will help you to teach pupils how to write and spell simple words. This is an important step in building the vocabulary skills of pupils. You can see from this section why bringing real objects into the classroom (or other appropriate instructional materials) are helpful in supporting pupils' learning.



Work with your partner in School

- 1) Look in your textbook. Find a writing lesson and look for 5 real objects you can take to class that are related to the topic in that lesson
- 2) Talk to your partner about how you can teach your pupils to write the new words using real objects to help you.

Section 4: Writing simple sentences

Learning to write sentences is an important step for pupils. They speak in words and phrases so may have difficulty getting the idea of what a sentence is. They need help with word order and punctuation. They also need to know what the sentence as a whole means.



Think

1. What are the problems your pupils have when they write sentences in English?
2. What techniques do you use that help pupils to write sentences better?



Watch

Look at the drawings below of teacher in her classroom. What is she doing in each picture? Write one sentence under each picture to describe what you can see.





Reflect

What did you understand from the exercise above about how to help pupils to write simple sentences? Note down three key points in your journal.

Now look at the 3 different worksheets below that give pupils practise in writing sentences. Why are they useful for developing writing skills?

1)

Write the correct punctuation to complete the sentence:



1. Is it sunny outside
2. My mother is making egusi soup
3. Look at that bird
4. Hi how are you today
5. Is that your car
6. I have a new dress

2)

Use the correct word from the word bank and complete the sentence:

very bike new
look school

1. Is it _____ hot?
2. Can you ride a _____?
3. I have a _____ dress.
4. _____ at that big boy!
5. The _____ is close to my house.

3)

Rearrange the words to form meaningful sentences:

1. Monkey the is tree on the.
Ans:

2. Salisu football to loves play.
Ans:

3. is Sunday today it?
Ans:

4. My is where book?
Ans:

5. Has Bala car a blue.
Ans:

The section is about showing you ways to help pupils to write simple sentences using simple instructional materials and a clear context for writing. You have also seen how pupils can work in pairs to develop their writing and reading skills which gives them confidence when they have to write and read alone. Some of the instructional materials you can use for supporting pupils' sentence writing are: flashcards, word cards, sentence cards, worksheets and activities in your textbook.



Work with your partner

- 1) Give examples of three areas that pupils find difficult when writing sentences.
- 2) Write down 2 techniques you want to try out in your next writing lesson.
- 3) Work with your partner. Look at your textbook and find a writing lesson. Make a worksheet that you can use with one of your classes (you don't need to photocopy it, just write it on the blackboard for pupils to copy)

Summary of the Module

Writing can be a lonely task and many pupils lack confidence in their writing abilities. So you can organise your pupils to work on writing activities in different ways: as a whole class, in pairs, in groups and individually. It is good to organise pupils in different ways in the classroom so that they have the chance to work in cooperation with other pupils. This can build their confidence and help them become better writers. At other times they can work alone as this makes them more independent as learners.

Pupils need to practise many different things in class before they become good writers: drawing lines and curves, writing letters, writing words and finally writing simple sentences. In the first section you thought about the importance of developing pupils' fine and gross motor skills. They need to work on their fine motor skills in order to become good writers and there are lots of activities you can do in class to help them improve these physical skills. Drawing, tracing and cutting out shapes with scissors are all helpful ways to exercise the necessary muscles and improve hand/eye coordination. Once pupils develop sufficient muscle control they are then able to hold a pen or pencil and form shapes in their notebooks. It is important to give your classes regular practise through different activities as this is the best way for pupils to get better at writing.

Section 2 focused on the differences and similarities between shapes. Pupils need to understand these if they are to write individual letters correctly. You can present letters to pupils in a guided and systematic way by writing the letter on the board clearly so pupils can read it. By helping them to practise the shape of the letter in a variety of ways: writing in the air, writing on partner's back, writing on the desk, writing in sand (or other suitable materials) and finally writing in their notebooks.

How did you explore the stages of writing simple words? In this section you considered the way in which words are constructed and how pupils need to say the sound of each letter before joining them together to make a complete 3 or 4 letter word. Pupils then need to know the meaning of the word and this can be done through flashcards, real objects, mime/acting or explanations. Simply copying words in a mechanical way is helpful as practise but boring for children. Why not make it more interesting and personal by encouraging them to copy words in a meaningful way? For example, write ten food words that the pupils already know on the chalkboard (yam, chicken, banana, mango, rice, etc). Draw a table on the

board with two columns. At the top of one column write *Food I like*. At the top of the other column write *Food I don't like*. Ask pupils to copy the words on the board and put them in the columns according to their personal preferences. They can then tell their partner the reasons for their choices. It is important to make the activities interesting and fun for them so that they feel that writing in English is something they enjoy rather than fear.

In the last section you looked at how to help pupils write simple sentences. Now they not only have to write words in the correct order and with the right punctuation but also understand the meaning of the sentence. This makes great demands on young learners so the more practise they have the better. It is also helpful to use a variety of resources to keep pupils interested and motivated: flashcards (pictures and words), posters, charts, puzzles and worksheets can all motivate pupils to write. And don't forget the topic! Pupils are happy to write about topics that are of interest to them and their lives so choose subjects that they enjoy discussing, for example, food, family, animals, sport and school. In this way pupils will develop their English writing skills and feel motivated as well.

Kadan daga cikin abun da wannan darasi ya kunsu

Dalibai kan fuskanci kalubale a yayin da suke kokarin kwadaitawa kansu yin rubutu. Saboda haka, za ku iya tsarawa dalibai darussa akan koyon rubutu ta hanyoyi da dama; ko a dunkule kamar yadda suke a cikin aji, a dai-daikunsu, ko a cikin kungiya. Yana da muhimmanci a shirya daliban ta hanyoyi da dama a cikin aji, domin a basu damar koyo tare da kuma tallafawa junansu wajen fahimtar darasin da ake gabatarwa. Yin hakan zai karfafa gwiwarsu, ya kuma tallafa musu su kware wajen yin rubutu. A wasu lokutan kuma, za a iya barinsu su yi aiki su kadai, wanda hakan shi ma ya na taimakawa su zama masu dogarau da kansu ta fuskar rubutu.

Akwai bukatar dalibai su jarraba abubuwa da dama a aji kafin su zama kwararrun marubuta: zanen layuka da layuka masu lankwasa ko siffar baka, rubuta kalmomi, da kuma rubuta gajeru da saukakkun jimloli.

A sashin farko, kunyi nazari a kan baiwa dalibai samun damar motsa gababun su ta hanyar da ta dace don su kware wajen rubutu. Anan ma akwi hanyoyi da dama da zaku iya amfani dasu wajen yin haka karmar yin zane, maimaita zanen da aka yi, ko yanka siffofi ko hotuna ta yin amfani da almagashi. Wannan zai iya taimakawa dalibai wajen hada hannuwa da idanuwan dalibai suyi aiki tare. Da zarar dalibai sun kware wajen motsi da gabobin su, to zasu iya sarrafa hannuwan su wajen iya rike biro ko fensiri

wajen yin rubutu ko zane a cikin littattafen su. Don haka yana da kyau a jagoranci dalibai ta wadannan hanyoyi don su samu kwarewa wajen rubutu.

Sashi na biyu yayi tsokaci ne akan banbance-bambance da kamanci dake tsakanin kamannin abubuwa. Dalibai ya dace su san wadannan kafin su iya rubutu mai kyau. Zaku iya gabatar da wani kyakkyawan tsari kamar rubuta harafin a kan allo balo balo don dalibai su gani su karanta. Zaku iya kuma taimaka musu wajen koyon rubutun ta hanyoyi kamar su rubutu a cikin iska, rubutu a bayan na kusa da kai, rubutu a kan tebur, rubutu a kasa da sauransu kafin daga karshe a rubuta a littafi.

Ta yaya kuke ganin muhimmancin matakan dake tattare da rubuta kalmomi masu sauki? A wanna sashin kun yi nazarin hanyar gina kalmomi da kuma yadda ake son dalibai su furta sautukan haruffa daidai kafin hada su su tada kalmomi masu haruffa 3 ko 4. Yakamata dalibai su san ma'anar kalmomi. Za a iya taimaka musu wajen yin haka ta hanyar amfani da abubuwan inganta koyarwa irin su katuna masu dauke da rubutu, abubuwa na hakika, misalai irin na mfani da sassan jiki ko bayanai. Wannan hanyar tafi a sa dalibai su kwafi rubutu kawai a kan allo.

Maimakon haka, sai a kawata hanyar koyon rubutun ta amfani da dabarun koyarwa kamar haka: A umarci daliban su rubuta sunayen abinci kala kala da suka sani kamar guda goma a kan allo. Wannan zaifi basu sha'awa da annashuwa. Misali, malamai zasu iya yin wannan ta hanyar raba allon gida biyu.

Daga daya bangaren su rubuta "*Abincin da na fi sha'awa*" a daya bangaren kuma su rubuta "*Abincin da bana sha'awa*". Ana iya umartar dalibai su kwafi jadawalin a littattafan su, su kuma cike bangarorin da ire iren abinci da suke so ko basa so. Zasu iya tattauna ra'ayoyin su akan irin zabin da ke tsakaninsu ta hanyar da zasu nishadantu da abin da sukeyi. Wannan zai sa su daina fargabar cewa rubutu da turanci wani abune mai ban tsoro.

A sashin karshe kun nazarci hanyoyin da dalibai ke rubuta kajeru da saukakkun jimloli. Daliban yanzu bawai sun lakanci rubuta jimloli bane kawai, harma sun san ma'anonin jimlolin. Fahimtar wannan na da matukar wahala a wajen dalibai, amma kuma taimaka musu su kware ta hanyar basu aiki akai-akai, zai sa su kware sosai. Saboda haka ya na da kyau ayi amfani da hanyoyin tallafawa karatu irin su katunan bayanai (masu dauke da hotuna ko kalmomi), hoton bango, zane-zane da wasan kacici-kacici

kan motsa sha'awar dalibai su koyi rubutu. Haka kuma kada malamai suyi sake da matsayin batu! Dalibai na matukar sha'awar batutuwan da suka shafi rayuwarsu. Don haka yakamata malamai su zabi batutuwan da dalibai zasu ji dadin tattaunawa, misali batutuwan da suka shafi abinci, iyali, dabbobi, wasanni, makaranta da sauransu. Ta wannan haya dalibai zasu fi inganta kwarewarsu da sha'awarsu wajen koyon rubutu.

Ideas to try in the classroom

Below are some activities that you can practise in your classroom with your pupils. Once you try these activities, we encourage you to write a note of your experiences on – what worked well, what were the challenges, what you did to overcome the challenges and what difference it made in your classroom/lesson. Hand over your notes in the next cluster meeting.

Try in the classroom 1

(Lesson Plan Primary 1 Term 1 Week 6 Day 2)

Topic: Teaching how to write letter 'n'.

Required teaching aids:

Flashcard of the letter 'n'

Sand trays and sand (one for each group of 5-6 pupils)

Step 1: Introduce the lesson by telling pupils they are going to practise writing the letter 'n'

Step 2: Teacher show the flash card showing the letter 'n'

Step 3: Stand with your back to the class. Ask pupils to copy as you write the letter 'n' in the air

Step 4: Put pupils into groups of 5 or 6. Give out one sandtray to each small group.

Ask pupils to write the letter 'n' as big and as small as they can in their sand tray

Step 5: Put pupils in pairs. Ask pairs to write the letter 'n' on each other's back

Step 6: Ask pupils to write the letter 'n' in their exercise books.

Try in the classroom 2

(Lesson Plan Primary 3 Term 2 Week 12 Day 5)

Topic: Writing simple sentences

Required teaching aids:

Five Little Monkeys rhyme written on the blackboard before the lesson:

Five little monkeys swinging in the tree *(hold up 5 fingers and sway back and forth)*

Teasing Mr Crocodile, *(make silly, teasing faces)*

'You can't catch me, you can't catch me' *(in a singsong, teasing tone)*

Along comes Mr Crocodile, as quiet as can be *(quiet voice and slither hands like a crocodile swimming motion)*

And SNAPPED that monkey right out of the tree! *(Say loudly and clap hands on 'snapped')*

Repeat with:

Four little monkeys...

Three little monkeys...

Two little monkeys...

One little monkey...

Experiencing Change in Your Classroom

It is very important that as a teacher you always notice what students liked, what technique worked well with them, what were the challenges, if the pupils learned what you wanted them to learn etc. Often, even if we notice these things, we don't spend time thinking about them or keeping a record. Your Teacher Journal is there to help you! You can now write all your notes in the journal. However, in every module, there is a specific section on 'Experiencing Change' in the journal where you can write about your major experiences of trying out new techniques in your classrooms. Questions that might guide your writing about your experiences are:

- 1) Which activities did you try out in your classroom?
- 2) Which ones went well? Why?
- 3) Which ones were less successful? Why?
- 4) If you tried these activities again, what changes/adaptations would you make?

Suggestions for the Next Cluster Meeting (CM)

Please find below some areas that you can discuss in your next cluster meeting. It is not necessary to discuss all but you can choose the most important topic from the list or suggest a new one.

- 1) How can we make resource materials to help our pupils write well?
- 2) Why do pupils find it difficult to control their muscles when they write?
- 3) How can we give pupils extra practise to help their muscle control?
- 4) What activities can we do in class to help pupils practise writing single letters?
- 5) What topics are interesting for pupils to write about?
- 6) How can we organise our learners in different ways to teach them how to write?
- 7) Is it a good idea to combine skills together e.g. reading and writing or speaking and writing? Why/why not?
- 8) How can we use the methods in the clips to address difficulties in writing?
- 9) Are the instructional materials relevant to all the activities?

Useful classroom language

Here are some phrases you can use for practising lines and curves

- Look at these shapes
- Who can come and trace this shape?
- She uses a straight line to make a shape
- The straight line is here
- Another one to come and draw?
- Very good. Thank you!
- I want everyone to copy these letters.
- Look at the blackboard

Here are phrases for helping pupils to write letters

- Today we're going to practise writing the letter 's'
- This is letter 's'
- The sound sssssssssssss
- Everybody say 's'
- Say the sound sssssssssssss
- Everybody stand up
- Now we are going to practise letter 's'
- So, everybody should follow me
- Write the letter 's' on your partner's back
- Now we're going to practise 's' in the sand
- Open your exercise books
- Everybody should write 's'

The following phrases are useful when you help pupils write simple words

- Today we're going to learn the names of different objects
- Can you see this?
- This is the word 'spoon'
- This is a ball
- This is the word 'ball' – b-a-double l... 'ball'

- Can you match the object with the word?
- Who can show me the word 'cup'?
- Come and show me the word 'cup'
- Everybody say the word 'cup'
- Who can show me the word 'spoon'?
- This is the word 'spoon'
- I want you choose any two objects
- Draw the objects in your exercise books

And finally, here are some phrases for teaching pupils how to write sentences

- We are writing simple sentences
- Look at this table on the blackboard
- Everybody say it after me
- Who can make one sentence for me?
- Write it in your exercise books
- I want everybody to write it on their own
- Form one sentence.



Module 5: Developing Listening Skills

Module 5:

Developing Listening Skills

In this module, we are going to discuss and learn about how to improve pupils' listening skills in our English classrooms. Before we start, let's think. How much time do you spend listening on an average day? For example, listening to the news, music or your friends/family members?

Yes, on a regular day, we spend a lot of time listening. When we listen, we not only hear the sounds or words but we also try to understand their meaning. Understanding the meaning of what we hear is easier when it happens in our mother tongue. But if the conversation is in another language, it is usually not so easy to understand.

Developing our listening skills in a new language is very important, because it helps us to understand messages and respond correctly. But unfortunately, in many classrooms, teachers don't practise listening activities enough. Most teachers do not think that listening is an important skill because it is not tested in formal exams like reading or writing, pupils don't understand English when they hear it and the classrooms don't have electricity for CD or cassette players. Besides, the teachers are not sure what listening activities they can do in classrooms. In this module you are going to discuss this topic and share your opinions about it.

There are many reasons why we listen. Some of them are –

- to copy the sound or correct pronunciation (*fadi*)
- to know specific (*na hakika*) information
- to understand the gist (*dan bayani*) or summary of the topic
- to understand other's opinions or thoughts etc.

Also improvement in listening skills does not happen very quickly. They need regular practise. The more you listen, the more you remember and the quicker you understand the meaning.

Think about when you hear a new song for the first time. The first time you hear the song, can you immediately remember all the words? Do you understand the meaning of the song immediately? Probably not! But when you hear the same song again and again, you begin to understand the meaning, you remember the words, and at some point you can sing

it without looking at the words. The same thing happens with pupils when they hear new words and phrases (*kajeruwar jimla*) for the first time. They need to hear the vocabulary (*kalmomi*) many times before they will be able to understand and use it.

There are many ways to help your pupils develop their listening skills in English. But the main principle is to give them lots of opportunities to practise listening. Depending on the grades, they need to listen to letter sounds, words, sentences and longer texts so that they can feel confident (*gogewa*) about understanding English when they hear it.

Objectives of the module

By the end of the module, you will be able to:

- Prepare pupils for listening activities
- Provide (*samar da*) examples of correct pronunciation of letters and words
- Organise different pupil-centred (*baiwa dalibai dama*) listening activities, such as songs, rhymes and story-telling to improve listening skills

Section 1: Listening activities: a quick introduction

Listening can become very boring if activities are not chosen carefully for the pupils. There must be a variety of activities (*aiyuka mabanbanta*) in a lesson that give the pupils opportunities (*damammaki*) to listen frequently.

Only listening to new language is not enough. There should also be activities that give pupils a chance to use what they have heard. These actions or exercises will give pupils motivation (*motsa sha'awa*) to listen attentively (*da nutsuwa*) and at the same time you as a teacher will know if your pupils understand what they are listening to. Below is a table of some examples of interesting listening activities that you can do in your class along with follow-up actions (*ayyukan bibiya*):

Listening activity	Follow-up actions for pupils
● stories, dialogues and drama	<ul style="list-style-type: none"> – role play by the pupils – fill in the gaps – true false
● teacher's questions and instructions (<i>umarni</i>)	<ul style="list-style-type: none"> – pupils' responses (<i>amsa</i>) – pupils follow instructions (i.e. – stand up, sit down, open your book etc)
● songs, rhymes (<i>wakoki</i>) and chants (<i>amsawa</i>)	<ul style="list-style-type: none"> – practise pronunciation – sing along – act out
● pair work	<ul style="list-style-type: none"> – pupils discuss and complete task
● plenary (<i>na kowa da kowa</i>) work	<ul style="list-style-type: none"> – listening with flashcards (using flashcards spread (<i>a barbaje</i>) on the floor for words pupils have learned. The teacher starts telling a story containing the words and the chosen pupil has to hold up the right flash card. The story can be made funny too, depending on the use of the flashcards!)

You do not always need expensive (*mai tsada*) technology to practise listening activities in your classroom. The teacher and pupils can be good resources instead and don't cost any money!

Section 2: Preparing pupils for listening activities

We know that sometimes you can find it difficult to integrate (*hada*) listening activities into your class. To help you practise more listening in class, you now have received a range of audio clips for the classroom. These can be played through your mobile phone using the speaker you have in the school.

Of course, it's important that you are also familiar with all the audio clips you play in class. So, you need to listen to them in your free time and also before your lesson. You should also decide what listening activity you want to do in class that matches the audio clip before your lesson. You might even want to do a small practise of the listening activity with your partner in school.

Before you start your lesson, please make sure that any equipment you are planning to use is working. Is your mobile phone charged enough to play the audio clip? Can you find the file you want to play quickly? Do you know how to work the speakers? This preparation will help you when you start to teach your lesson.

Do you remember that reading activities in class have different stages? Listening activities also have similar stages: pre listening, while listening and post listening. Let us listen to Mallama Amina and see what she has to say about the different stages of listening for us.



Watch the video clip EM5V1. After watching, please fill out the section below.

Write down which action belongs to which stage of listening:

Sl.	Actions	Stages of listening
1.	Teacher asks pupils to fill in the gaps.	
2.	Pupils answer questions from the text book.	
3.	Teacher introduces the topic of the story.	
4.	Teacher pausing in the middle of the story and checking pupils' understanding	
5.	Teacher acting out difficult words from the story	

Section 3: Listening to and practising sounds

Using audio can be very useful and effective (*karko*) in teaching sounds and pronunciation. Audio can give a correct example of a word's pronunciation. It is also easier for pupils to copy the sound immediately (*a kwafi soutukan nan take*) after hearing the audio.

It is also important for pupils to hear the same sounds repeated many times. In this way, pupils learn to listen carefully and repeat exactly what they hear. There must also be a purpose for repeating sounds or pupils may think it is meaningless practise. Hearing the same sound in many different ways helps children to learn the sounds without feeling bored. You can do many different things such as -

- 1) Play the audio or model the sound. Ask pupils to listen to the sound and say it after they hear it.
- 2) After practising it two or three times, you can ask your pupils one by one to repeat the sound they heard and if necessary, you can also repeat along
- 3) Ask the whole class to practise together.

Sometimes when the sounds are similar (*masu kama*), the listener can be confused (*rikitarwa*) about the meaning of the word or the sentence. For example, the sound of /t/ and /d/ are very similar. So if the pupils are confused with /t/ for /d/, they might not understand the meaning of the words and sentences. That is why it is important to allow pupils to listen to the correct sounds carefully and repeatedly (*a maimace*) so that the pupils can understand the difference between similar sounds.

To avoid confusion of similar letter sounds, it is better not to teach the confusing sounds in the same lesson - divide them into different lessons. Learning to distinguish (*bambance*) sounds helps pupils to understand that different sounds make a difference to the meaning of words. It is therefore important to help pupils learn sounds correctly so that words become meaningful as they learn to read.



Think

- 1) What are sounds of 'a' and 's'?
- 2) How have you taught the sounds 'a' and 's' in class before?
- 3) What challenges have you faced with teaching these sounds?



Watch the video clip EM5V2. Think about the following questions as you watch.

- 1) How does the teacher interest pupils in the lesson?
- 2) How does the teacher help pupils to tell the difference between the two sounds?
- 3) How does the teacher involve the pupils?



Reflect

- 1) Why does the teacher ask 4 pupils to demonstrate the activity first for the class?

- 2) Why was it important for pupils to respond in a physical way to the new sounds?
- 3) How does the teacher encourage the pupils when they do well?

Pupils need to recognise (*gane*) different sounds in English. Helping them to hear the difference is an important part of learning. Repeating sounds without knowing why they are repeating them means pupils will get bored. They might even lose their motivation (*motsa sha'awa*) if we provide them with activities that are fun and help them to hear the different sounds as well then pupils will learn better.



Work with your partner

- Decide which 2 sounds to teach and plan the steps of the lesson with your partner
- Discuss what problems you may face and how you will solve them.

Section 4: Using songs and rhymes

Using songs and rhymes to develop listening skills provides a good opportunity for pupils to listen and learn in a relaxed and happy atmosphere (*a yainayi mai faranta rai*). They are also very effective for listening and practising pronunciation. This is because songs and rhymes have rhythm (*sautuka*) and pupils can learn and practise putting stress on the right words. Pupils love to repeat it in rhythm. Songs and rhymes are very useful at primary level where pupils learn through play and enjoyment. They sing without realising (*fahimtar*) that they are also learning the meaning of new words and phrases. Songs are a natural way of learning as they copy 'real life' learning – children learn a lot from singing at home and with their friends. Pupils can often remember songs better than texts so songs help to fix new language in their memories.



Think

Can you remember learning songs in school as a pupil yourself? What did you sing? How did you feel?



Watch the video clip EM5V3 Think about the following questions as you watch.

- 1) Describe two things the teacher did to help pupils understand the vocabulary in the song.
- 2) Why does the teacher ask pupils to touch parts of their bodies as they sing?



Reflect

- 1) Read the following comments made by teachers about using songs in class. Do you agree or disagree with them? What advice would you give to the teacher(s) you disagree with? Write your comments below:



Aminu says...

I can't sing and I don't want to embarrass myself in front of my pupils!

Jamila says...

Singing in class isn't good for a teacher. Pupils won't respect me if I sing in front of them.



Bala says....

Songs are a waste of time in class. How will I be able to finish my textbook if I spend valuable class time singing?

Aminu

You should/shouldn't....

Jamila

You should/shouldn't....

Bala

You should/shouldn't....

Songs provide opportunities for listening practise. Pupils can remember them easily. They enjoy listening to them and singing along. Physical actions mean that the songs are meaningful and the words are easier to understand. Songs copy the sort of learning that takes place outside the classroom and is therefore more 'natural'. In other words, children sing songs at home and with their friends so they are learning in an unconscious (*halin dimuwa*) way. It is also important to remember that songs provide variety in the classroom and keep pupils interested in learning English.

**Work with your partner**

- 1) Look in your textbook. Find a song that you would like to use in one of your classes.
- 2) Discuss with your partner how you will prepare your pupils for the song.
- 3) What actions can they do as they sing?
- 4) Practise singing and doing these actions with your partner.

Section 5:

Listening to Stories

Listening to stories is one of children's favourite (*mafi soyuwa*) activities. When teachers tell stories in class, they not only activate the pupils' previous knowledge but also open their imaginations (*hasashe*) both to the world of fantasy (*kirkirarren labari*) and the real world. Teachers use story time to build pupils' vocabulary (*kalmomi*) and give them the chance to listen to real English. Because children's attention span (*adadin jan hankali*) is very short, the teacher uses different ways to make sure that pupils pay attention and benefit from the listening activities.



Think

- 1) Have you used stories in your lessons to develop listening skills? How?
- 2) What are the best ways of keeping pupils interested in a story?

Before you watch the video clip, listen to the story 'Jafar and Jamila at the waterside' on your phone. After you have listened, think about these questions:

- 1) Was the topic of the story interesting for you? Why/why not?
- 2) Did you know all the words in the story?
- 3) Was it a problem if some of the words were new for you?
- 4) What helped you to understand the events in the story?



Watch the video clip EM5V4. Notice the following things as you watch.

- 1) How does the teacher involve pupils before he tells the story?
- 2) What do pupils have to do as they listen to the story?



Reflect

Which of the following answers do you agree with most? Choose a. or b. or c. from the suggestions below:

- 1) Why are stories useful for developing pupils' listening skills?

- a. They help develop children’s attention to details
 - b. Stories are enjoyable to pupils
 - c. Stories help keep children awake
- 2) Why did the teacher translate the story into Hausa?
- a. To waste time in the lesson
 - b. To improve their knowledge of Hausa
 - c. To help pupils understand the story
- 3) Why did the teacher ask the pupils to fill in gaps in the sentences?
- a. To help them write well
 - b. To see if they listened to and understood the story
 - c. To see their beautiful handwriting

Why did you choose these answers? What have you learnt about how to tell stories to your pupils in the class? Write your ideas in your journal.



Work with your partner

- 1) Look through (*ku duba*) your textbook and classroom audio from your phone and find a story that you can use in one of your next lesson.
- 2) Discuss with your partner the steps of the listening activity in details with pre, during and post listening activities for the pupils.
- 3) If you are going to tell the story yourself, practise telling the story with your partner.

Summary of the Module

You began this module by thinking about the skills of listening in general terms. You thought about how you can help pupils to become better listeners in many different ways in the classroom. Speaking English to your class as often as possible is a good way of developing their skills. Parents speak to their children all the time in their mother tongue and gradually their children understand more and more. A child listens to his/her mother tongue and gets better through practise – pupils are the same! Giving instructions, telling stories, singing songs and answering questions are all good ways of improving pupils’ ability to listen and understand English. At the beginning

they will be confused. But if you help them to understand by using pictures, gestures and mime at the same time then slowly they'll improve.

After that, you spent some time examining the practical aspects of doing listening activities in your classroom. Using the audio clips on your phone can help your pupils to improve their listening skills but you need to be well-prepared beforehand. Making sure that the equipment is working and that you can find the file you want to play are all important parts of the preparation process. If you're well-prepared then you will feel more confident in class and this will encourage your pupils as well.

Section 3 was about listening and practising sounds. Some sounds in English are confusing for pupils so it is important to practise these sounds regularly so pupils get the chance to hear them over and over again until they are able to tell the difference between them. Even though practise is vital it is more helpful if similar sounds are not practised together but in different lessons. In this way, pupils hopefully won't get confused. Pupils can respond to the sounds they hear in different ways – physically (e.g. moving their hands or body), visually (e.g. choosing the correct letters on the board) and in written form (e.g. writing in the air on their partner's back).

The next section explained the reason for using songs and rhymes in class. Pupils love listening to these as they are enjoyable and remind them of real life activities outside the classroom – songs and rhymes are part of their childhood and learning them is partly how they learn about the world around them. More importantly, songs and rhymes are easier to remember than texts so they are a useful part of language learning. When you teach your pupils a song or rhyme you can first explain any new words to them – this means they can understand the content of the song or rhyme in a better way. Then it is a good idea to encourage pupils to do actions as they listen – this makes the meaning of the words stronger in their minds. Finally you can ask pupils to sing or chant with you as this gives them the extra listening practise they need in order to improve. Some of you might be a little shy about singing in class – in that case, do chants instead.

In Section 5 you focused on the advantages of using stories in class as a way of practising listening skills. Stories are excellent for helping pupils to get better at listening to extended texts – they are a real life activity, they activate pupils' imagination, they build on their previous knowledge and they offer a clear context for vocabulary. However, because children have

short attention spans it is necessary to keep pupils occupied while they listen to the story by giving them tasks to do.

Before listening, pupils need help with vocabulary. You can do this by choosing key words from the story and explaining the meaning of these words to your class by showing them pictures or miming. This helps pupils to prepare for listening and gives them more confidence as pupils are often nervous about listening to new words that they do not understand. You can also interest pupils in the story by asking them questions about their own lives – children love telling you about their thoughts and this is a perfect opportunity to share their ideas. Pupils can listen to a story several times to help them understand it.

You can do different things each time they listen: translate difficult parts of the story for them, give them tasks to do such as answering questions or filling in gaps in sentences from the story, respond to the story with physical actions as you read or retell the story by looking at pictures taken from the story.

Listening, like the other skills, gets better with practise. Enjoyable activities like songs or stories will boost pupils' confidence and make them feel they can listen to English and understand a lot of what they hear.

Kadan daga cikin abun da wannan darasi ya kunsu

Abubuwan da aka yi kokarin bayyanawa cikin wannan kundin karatu ya hada da yadda za mu yi kyakkyawan nazari na yadda ya dace mu kyautata dabarun sauraro ga dalibai a cikin azuzuwanmu. Yin magana cikin harshen Ingilishi abu ne da yake bukatar samun tallafi daga bangaren malamai, musamman a yanayin da muke ciki. Mafi akasarin dalibanmu basa samun damar yin magana da wani bakan harshe sai dai harshen uwa. Amfani da harshen uwa, ya fi karbuwa a dukkanin al'amuran yara ta yau da kullum, musamman a mu'amalarsu tsakaninsu da iyaye da 'yan uwa da kawaye ko abokai da sauransu. Don haka zai fi kyau wurin baiwa yara umarni da basu labarai, da wakoki da amsa tambayoyi, su zamanto cikin harshen Ingilishi domin inganta fahimtar yara ga koyon harshen. Wannan aiki zai iya samuwa ne idan aka horar da yara akan yadda za su iya sauraro na fahimta. A kokarin tabbatar da hakan, yara za su iya samun rudani da rashin fahimta, sai dai, a hankali daga baya, za su fara ganewa musamman idan an yi amfani da hotuna, ishara, rerawa da kuma salon aiwatarwa, komai zai tafi yadda ake so.

Abu na gaba da ake bukata ya kunshi aiwatar da darasi a aikace musamman ga ayyukan da suke bukatar sauraro. Don haka, ake son sanya majigi a cikin wayoyi, wadanda za su taimakawa dalibai saurin fahimtar abin da ake fada. A kokarin hakan sai Malamai su yi shiri na musamman. Dole a tabbatar da cewar na'urorin da za a yi amfani da su ba su da matsala sannan duk wasu wuraren da za a tabo cikin na'urorin an san inda za a same su. Zama cikin shiri zai sa a yi aiki cikin nasara; kuma zai karfafa gwiwar malamin ya kuma sanyawa dalibai saurin sha'awar abin da suke koyo.

Bangare na uku na wannan kundi ya kunshi sauraro da yadda za a koyi kwayoyin sauti. Mafi akasari kwayoyin sauti na harshen Ingilishi na da rikitarwa ga dalibai. Don haka ya zama wajibi a rinka gwada fadarsu yadda suke ta hanyar sauraron su. Kuma ta wadannan wasanni yara ke kara fahimtar al'amuran da ke kewaye da su. Sannan kuma amfani da waka da amsa amo na sanya yara saurin fahimtar karatu musamman ga abin da ya shafi harshe.

Malamai, ya dace su fara bayani kan sababbin kalmomi da ke cikin wakoki. Wannan ne zai sa yaran su fahimci kunshiyar wakoki ko kuma amsa-amon ta. Haka kuma yana da kyau a karfafa gwiwar yara su dinga kwatanta yadda sautin yake, a yayin da aka fara karanta musu kwayar sautin. Wannan ne zai sa ma'anar kalmomi ta tabbata a cikin zukatansu. Daga karshe za a iya tambayar yara su yi waka ko maimaici tare da malamai, ta wurin basu wasu karin ayyuka na sauraro don su kara fahimtar darasi. Sannan kuma akwai bukatar a rera su yadda suke kuma aba dalibai su kwaikwayi malamai yayin da suke fadinsu; wannan ne zai sa yara su iya tantance yadda ake fadarsu, musamman sautukan da ke kama da juna. Misali sautin /th/da/t h/ ko /b/da/N ko /a/da/ar/da/er.

Wadannan sautuka, yakamata malamai su koyar a darussa mabambanta, ta wannan hanya ce dalibai za su iya tantance wadannan sautuka. Za a iya amfani da motsa sassan jiki (misali hannu, jiki ko taba wasu gabobi). Da kuma amfani ta hanyar gani (rubuta harafi a kan allo da hanyar rubutu misali; rubutu a iska ko a kan bayan aboki).

Bangare na gaba ya bayyana dalilan da suka sa ake son malami ya yi amfani da waka da kuma amsa-amo yayin da yake koyar da dalibansa. Kasancewar rayuwar yara tana cike da son wakoki da yin tsalle-tsalle, wannan kansa su yi marmarin zama a aji.

Da yawa daga cikin malamai kan ji kunyar rera waka a cikin aji, a madadin haka za a iya karantawa, a yayin da yara na bin abin da ake fada.

A bangare na biyar an fito da amfani da labarai a matsayin tallafi yayin da ake son jaddada dabarun sauraro. Labarai suna da tasiri wajen koyar da wani karatu mai zurfi ga abin da ya shafi rayuwa ta zahiri. Wani lokaci kuma sukan sanya tunanin yara su zama gaskiya kasancewar ana gina su bisa ilimin da ya gabata, sannan su kan sa yara su sami wadatattun kalmomi. Duk da haka yana da matukar amfani malamai su lura da matsayin shekarun dalibansu yadda ba za su kosa da jin labarin ba.

Kafin fara aiwatar da wani darasi da ake bukatar sauraro na fahimta, yana da kyau a yi wa yara bayanin kebabun kalmomi da za su taimaka ga fahimtar yaran ta hanyar sanin ma'anoninsu cikin hoto ko kuma kwaikwayon ma'anar kalmomin a zahirance. Wannan zai iya zama shimfidar darasin da kuma samun saukin gane labarin. A bangare guda kuma zai karfafa gwiwar yaran da samu musu saukin sauraron labarin.

Idan malamai na son cusa wa dalibansu sha'awar labarin zasu iya farawa da yi musu tambayoyi kan al'amuran da suka shafi rayuwarsu – yara na son a basu damar bayyana tunaninsu da kuma bayyana ra'ayinsu. Ba laifi ba ne a baiwa yaran damar sauraron labarin a lokuta da dama don su gane kunshin darasin da ake son isarwa. Malamai zasu iya yin abubuwa mabambanta yayin da yara ke sauraro, misali;

- Fassara duk wani wuri mai sarkakiya.
- Ba su aikin da za su yi da ya danganci labarin da suka saurara.
- Cike gurbin wasu jumlole na labarin.
- Aiwatar da abubuwan da aka ji cikin labarin a zahirance.
- Ko kuma sake gina labarin ta hanyar kallon wasu hotuna da suka shafi labarin.

Sauraro kamar sauran dabaru na koyon harshe, yana bukatar aiwatarwa a koda yaushe. Don haka sanya abubuwan nishadi kamar wakoki da labarai za su karfafa gwiwar yara sannan su sanya musu son sauraron bakan harshen Ingilishi yadda watarana za su kware a harshen.

Ideas to try in the classroom

Below are some activities that you can practise in your classroom with your pupils. Once you try these activities, we encourage (*karfafa gwiwa*) you to write a note of your experiences on – what worked well, what were the challenges, what you did to overcome the challenges and what difference it made in your classroom/lesson? Hand over your notes in the next cluster meeting.

Try in the classroom 1

Topic:

Sounds

Required teaching aids:

Flashcards for the sounds 'g' and 'o'

- Step 1** Show pupils the 'g' and 'o' sounds on the flashcards. Say the sounds and asks pupils to say the sounds
- Step 2** Tell pupils that these sounds are the focus today
Demonstrate the words *left hand up* and *right hand up* by saying the words and pupils mimicking the actions
- Step 3** Invite 4 pupils to the front of the class. Say *left hand up* and *right hand up* and the pupils do the actions
- Step 4** Show the sound flash cards ('g' and 'o') to the class and says the sounds clearly
- Step 5** Explain the actions expected of the pupils – when they hear the sound 'g' they should raise up their *left* hands and when they hear the 'o' sound they should raise their *right* hands
- Step 6** Demonstrate by saying the sounds randomly and inviting pupils to respond by raising their *left* hand or *right* hand
- Step 7** Show the word cards to the class. Read the cards clearly so that pupils can hear the sounds in the words
- Step 8** Instruct pupils to *left hand up* each time they hear any words containing a 'g' sound and raise their *right hand up* each time they hear words containing an 'o' sound.

Try in the classroom 2

Topic:

Story

Required teaching aids:

Blackboard and chalk

The Naughty Monkey

One afternoon in January, Amir went to a shop to buy bread and butter because he was hungry. He did not see the monkey hiding in the tree near the shop. He went into the shop and bought two slices of bread. He stored them safely in his basket, which he carried home on his head. Suddenly, the monkey jumped out of the tree and grabbed the bread and butter. He ran back to the tree and sat high above Amir eating and laughing because he was so clever. Amir shouted at the monkey because he was angry but the monkey did not bring back the food. So Amir went back home crying because he had nothing to eat for lunch.

Step 1 Before the lesson, write the story of *The Naughty Monkey* on the blackboard.

Step 2 Ask pupils the following questions:

- Have you seen a monkey?
- What do they do?
- What do they eat?
- Why are they sometimes naughty?

Step 3 Read the story *The Naughty Monkey*. Check the following new words with the pupils to make sure they understand:

hungry

hiding

stored in his basket

grabbed

laughing

crying

- Step 4** Ask pupils the following questions:
- 1) Who are the characters in the story?
 - 2) Why did Amir buy bread and butter?
 - 3) What did the monkey do?
 - 4) Was Amir happy? What did he do?
- Step 5** Ask pupils to draw pictures of the characters mentioned in the story. Ask pupils to write the names of the characters under their pictures.
- Step 6** Ask pupils to show each other their pictures of the characters. Ask pupils to tell their friends something about the characters.
- Step 7** Ask pupils to work in groups of 3. Tell pupils to role-play the story. Invite one or two groups to come to the front of the class to perform their play.

Experiencing Change in Your Classroom

It is very important that as a teacher you always notice what pupils liked, what technique worked well with them, what were the challenges, if the pupils learned what you wanted them to learn etc. Often, even if we notice these things, we don't spend time to think about them or keep a record. Your Teacher Journal is there to help you! You can now write all your notes in the journal. However, in every module, there is a specific section on 'Experiencing Change' in the journal where you can write about your major experiences of trying out new techniques in your classrooms. Questions that might guide your writing about your experiences are:

- 1) Which activities did you try out in your classroom?
- 2) Which ones went well? Why?
- 3) Which ones were less successful? Why?
- 4) If you tried these activities again, what changes/adaptations would you make?

Suggestions for the next Cluster Meeting (CM)

Here are some suggestions to choose from for your next cluster meeting. It is absolutely fine if you wish to discuss something outside the list below in your cluster meeting.

- 1) What activities could be used to develop intensive listening skills for pupils of Primary 1-3?
- 2) How can you make the teaching of letter sounds more interesting and relevant?
- 3) How can your pupils 'mother tongues' be useful in teaching English letter sounds?
- 4) What difficulties do teachers have teaching letter sounds? What practical solutions can be offered?

Useful classroom language

Here are some useful phrases for introducing and practising sounds in a listening lesson:

- We're going to learn 2 sounds today
- We're going to play a game
- I will call four of you to come out
- Do you remember the sounds we learnt today?
- If you hear the sound 'a' you have to crouch
- If you hear the sound 's' you have to jump
- I want everybody to stand up
- Crouch!
- Jump!

Here are simple phrases you can use when teaching a song to your pupils:

- I want you to show me some parts of your body
- I'm going to show you some flashcards
- Now class, we're going to learn a song
- I'll sing a song to you
- Look at me and listen
- Are you ready?
- All of you stand up
- Let's sing together
- Well done, clap for yourselves

The following phrases can be helpful when you are telling a story to develop your pupils' listening skills:

- Stop writing please!
- Keep your book open
- Now I want to read a simple story
- I'll ask you a few questions about it (the story)
- I want to ask you these questions

- Are you ready?
- Look at your book now
- Listen carefully
- So that is the end of the story
- OK class, I want you to divide a page into four
- If you don't understand you can ask
- OK, now I want you to show your story
- Read what you have
- Can you hear her class?
- Class, clap for him please.



Module 6: Developing Speaking Skills

Module 6:

Developing Speaking Skills

Speaking is a very important part of both first and second language learning and teaching. But for many years teachers have not given their pupils the chance to speak very much in class. If they do ask their pupils to speak, it is usually through drills (*maimaici*) or memorisation (*hadda*) of dialogues. These activities are helpful for pupils but they are not the only things you can do in class to help pupils speak confidently and fluently.

Being able to speak better will also help the pupils to read and write better and have better results in the exams. Sometimes speaking practise activities in English becomes the most interesting part of the lesson so pupils enjoy it and want to do it.

Pupils need to practise speaking so that they can become better speakers – just listening to their teacher is not enough! Often pupils are shy or afraid to speak in English as they are not confident enough to use the language or afraid of making mistakes. As their teacher, you must work actively to remove their fear and make them confident to speak in English with you and their peers (*aboki*) inside classroom. To build their confidence, you can try the following things in your class:

- Do more speaking activities in the lesson
- Allow pupils preparation time to do a speaking activity (i.e – before a role play)
- Encourage and praise pupils when they speak

Make the speaking activity fun .

Objectives

By the end of this module, you will be able to:

- give a good model of pronunciation and provide meaningful practise for pupils
- identify and manage the stages of a controlled speaking practise activity
- create dialogues to develop pupils' speaking skills
- set up and manage freer speaking practise activities

Section 1:

Preparing for speaking activities

See the speaking activities below and identify which activities you do most commonly in your English lessons:

- a. Pupils practise dialogues from their textbooks
- b. Pupils repeat in chorus after their teacher
- c. Pupils answer the teacher's questions
- d. Pupils ask questions to each other
- e. Pupils ask questions and answer in pairs
- f. Pupils do a drama (*was an kwaikwayo*) activity in groups
- g. Pupils do role-plays
- h. Pupils give instructions for an activity or game in the class
- i. Pupils play a memory game where they see many items at a time and then say the names of the items one by one without looking at them
- j. Pupils tell stories
- k. Pupils practise songs and rhymes
- l. Show and tell. Pupils show an object/picture and talk about it in English
 - Which activity from the above list you do most often in your classroom?
 - Which of the activities you think the pupils will enjoy more in your classroom? Why?
 - Is there any activity that you never tried before in your classroom and would like to try?

Write your answers in your teacher journal and discuss your answers and thoughts with your partner in school.

In your classrooms, who speaks more - teachers or pupils? In fact it is almost certainly teachers that speak most of the time! They explain the topic, give instructions, ask questions etc. Most of this 'talk' happens in the local language (i.e - Hausa). As a result, pupils do not get the opportunity to hear or speak enough English in their English lessons. To improve

pupils' English speaking skills, it is very important that you as their teacher create an English speaking environment inside the classroom by using more and more English in the lesson and for general instructions.

You also need to create more opportunities for pupils to speak in English. This does not mean asking more questions to the pupils but engaging them in activities where they have to speak more than just one word or sentence. For example – asking pupils to practise sentences in English using simple structures, invite pupils to talk about their family, their favourite game or food etc. They will make mistakes as they speak but this is how they learn. Have you ever learnt something without making any mistakes? Probably not! Any skill you learn – cooking, riding a bicycle, sewing, using a computer – involves practise and making mistakes but this is how you learn. Pupils should not be afraid of speaking because of mistakes. You can correct them gently and encourage them to try again – in this way you do not damage (*kassara*) their confidence.

Below are two boxes that show the classroom interactions of two teachers during a lesson. Read the information given in the boxes carefully and think which lesson helps pupils to improve their speaking skills more and why? Don't forget to note down your thoughts. It will be good to discuss your thoughts with your partner. You can also share your ideas in the next cluster meeting.



English lesson A

- Teacher explains the topic of the lesson to the pupils, gives instructions and asks questions mostly in Hausa and sometimes in English (25 min.)
- Pupils answer the questions teacher asks either one by one or as a group in Hausa (6 min)
- Pupils come to front of the class and present either one by one or in pairs (9 min).

English lesson B

- Teacher explains the topic of the lesson to the pupils, gives instructions and asks questions mostly in English and Hausa when necessary (12 min.)
- Pupils answer the questions teacher ask either one by one or as a group in English (5 min)
- Pupils come to front of the class and present either one by one or in pairs (7 min)
- Pupils talk in pairs (8 min)
- Pupils talk in groups (8 min)



In an ideal lesson, interaction (*Mu'amala*) happens in different ways. For example:

- Between a teacher and a pupil
- Between two pupils when others are listening to them
- During pair work
- During group work

While planning for a speaking activity, it is important to include as many of these four types of interaction as possible in the activity.

Now think about your own English lesson. Which of the above lessons looks similar to yours? Do you think some things need to be changed in your lesson? What are they?

In your journal, please write down the changes you will make in your next English lesson.

Section 2:

Practicing sounds

Part of becoming a good English speaker is being able to pronounce the sounds confidently and accurately. This can be confusing for pupils as the English spelling system is not phonetic (*tsarin sauti*) and the process of learning the letter sounds can be a difficult one! For example, the word 'bought' is not pronounced 'browgat'. However, clear presentation and practise of sounds can all help to get pupils familiar with English sounds. This can then be further reinforced (*karfafawa*) through reading and writing activities.



Think

- 1) How do you teach sounds (e.g. m, n, o, p) to your pupils?
 - a) by saying the letters and asking pupils to write them down?
 - b) by showing flashcards of letters and asking pupils to say them?
 - c) by getting pupils to copy letters in their notebooks?
- 2) In your experience, what do pupils find difficult about practising letters and sounds?



Watch the video clip M6V1. When you watch, notice the following things:

- 1) How does the teacher use sounds to develop speaking skills?
- 2) What resources does the teacher use to teach sounds?
- 3) How does the teacher use the sounds to encourage pupils to speak?



Reflect

- 1) How did the teacher interest her pupils in the lesson?
- 2) Why is it useful to connect sounds and pictures in pupils' minds as they speak?

As pupils generally only have you as a model in their classroom, it is important that you present the sounds they are learning in a clear way and give them activities to do that are enjoyable. You also need to create

opportunities for pupils to practise and recognise (*ganewa*) sounds in simple everyday conversations (*tattaunawa*).



Work with your partner

- 1) How can you use the method from the clip to teach sounds in your classroom? What changes would you make?
- 2) Find a lesson in your textbook that focuses on sounds.
- 3) What materials will you need to plan a pair work activity that gives pupils the chance to practise these sounds?

Section 3: Controlled speaking practice

Speaking fluently (*daidai*) in any language needs practise. When pupils learn words in a new language, they need to use them in sentences. This makes the meaning and use of word more real.

Learning to speak in a new language like English is not easy. It needs a lot of support and confidence (*karfin hali*) to pronounce (*furtawa*) the words correctly and also use it in the right context (*daidaitaccen yanayi*). For young learners like your pupils in your classroom it can be more difficult. That is why you, as their teacher, need to know how to build your pupils' confidence to speak. Practising speaking is the best way to help your pupils speak confidently.

Practising speaking can be done in many different ways. But in this section we will learn about 'controlled speaking practise'.

Controlled speaking practice can be done through dialogues (*tattaunawa*), chants (*maimaitawa*) or songs and these help the pupils to become familiar (*sababbe*) with the meaning and use of new structures (*tsare-tsare*) or vocabulary (*kalmomi*) when they learn the language. Through practise, confidence develops and you can gradually give your pupils more freedom (*yancin*) to use the pool of language (grammar structures and vocabulary) that they have learnt. But it is important to remember that you can help your pupils to speak confidently by creating a friendly classroom environment (*muhalli*). Do not focus too much on pupils' mistakes and jump on every error (*kuskure*) but allow them to speak freely with you, in pairs and in groups.



Think

- 1) What opportunities do your pupils have to speak in English in your classroom?
- 2) Are some of them shy about speaking in English? Why do you think this is so?



Watch the video clip EM6V2 and find out the answers of the following questions:

- 1) What resources does the teacher use?
- 2) How does the teacher maintain pupils' interest throughout the lesson?
- 3) What method does the teacher use to give pupils speaking practise?



Reflect

Do you agree or disagree with the following statements? Put a tick in the appropriate column:

Statements	Agree	Disagree
1) The teacher needs to interest pupils in the topic and motivate them to speak		
2) Pupils can work alone during a controlled speaking practise activity.		
3) It's not necessary to correct pupils' mistakes during a controlled practise activity.		

Controlled speaking practise is not just repetition (*maimaitawa*) of words and phrases in isolation (*a ware*). Good controlled speaking practise gives pupils a context and purpose for speaking. It does not need lots of resources but pictures/flashcards/ drawings and phrases on the blackboard can all help to make the meaning clear for pupils. You can give pupils a model and then help them to repeat it – chorally (like in the video clip) or in pairs and groups.



Work with your partner

- 1) Can you find examples of controlled speaking practise activities in your textbooks or lesson plans?
- 2) Watch the video clip together with your partner again and discuss at least one activity that you will add or improve in your own lesson.

Section 4: Using dialogues for speaking practise

One good way of helping pupils to speak in a natural (*na dabi'a*) and confident way is through dialogue (*zance*) practise. Dialogues provide a meaningful context for language practise and are memorable too. Dialogues encourage (*karfafa*) pupils to use English to communicate with others, instead of focusing too much on getting the grammar perfect.



Think

- 1) What dialogues have you practised with your pupils in class?
- 2) How did you practise them with your pupils? Did everyone in the class have a chance to practise or only a few?



Watch the video clip EM6V3 and find out if the sentences given below are TRUE or FALSE:

- 1) The teacher doesn't use any teaching aids for this activity.
- 2) The teacher gives clear models of the question and answer which pupils repeat.
- 3) The teacher divides the class into two halves to practise the dialogue.
- 4) The teacher doesn't write anything on the blackboard to help pupils practise?



Reflect

Look at the dialogue below:

A: Do you like playing football?

B: Yes I do! What about you?

A: I like swimming.

First write down the teaching aids you would need for practising this dialogue:

Now write down the steps of the lesson to prepare pupils for the dialogue and help them to practise it:

Dialogues are a form of controlled speaking practise and can provide excellent opportunities for oral (*na baka*) practise in class. They don't need many resources and, if pupils practise in pairs, they allow maximum time for good quality language practise where all pupils are involved. You need to monitor carefully and correct where necessary which can be a challenge in a large class. But because this is a 'controlled' practise activity, the possibilities for making mistakes are more limited.



Work with your partner

- 1) Find or make 4 flashcards on any topic (days of the week, food, family members, sports, etc). Write a simple dialogue that you can practise with your pupils using these flashcards.
- 2) Look at your textbook with your partner. Discuss opportunities in your textbook or lesson plans to practise your dialogue.

Section 5:

Freer speaking activities

Even young learners can try to speak freely in class though the number of words they know is still quite small. However, a freer speaking activity is one where pupils can try to communicate through a role play, drama or discussion task. Free speaking activities follow controlled practise. When pupils are familiar with the new language they have learnt, they can then try it out in freer contexts. You don't need to correct their mistakes so much as pupils need to develop their fluency skills. Your words of encouragement (*karfafa gwiwa*) and support will break their barrier of shyness and fear and build their confidence to speak. So, when your pupils are trying to speak in English, praise them, show that you are listening and tell them that they have done well!



Think

- 1) A freer speaking practise activity is:
 - a) an opportunity for pupils to use familiar English in their own way.
 - b) an activity where pupils sit anywhere they like in the classroom.
 - c) an activity where pupils talk about anything they like.
- 2) Have you organised freer speaking activities in your classroom? What activities have you done?



Watch the video clip EM6V4. Watch the steps teacher follow in this video clip carefully. After you finish watching, in the table below, put the stages of the lesson in the correct order. The first one has been done for you.

Stages of the lesson	Order
a) The teacher mimes two actions and pupils say what she is doing at those times	
b) The teacher finishes by asking 3 pupils what they do at a particular time of the day	1
c) 2 pupils comes to the front of the class and the teacher says what they are doing at those times	
d) The teacher draws a clock on the board and asks <i>What time is this?</i>	



Reflect


Look at these moments from the lesson. Match *what* is happening in the lesson with the pictures below. Then think about if this stage of the lesson is *controlled* or *freer*.

- 1) The teacher asks a pupil what time she has dinner
- 2) The teacher asks what the pupil is doing and the class answers
- 3) The teacher writes the phrase to be practised on the blackboard.

A

<p>What is happening? Controlled or freer?</p>	
--	---

B

<p>What is happening? Controlled or freer?</p>	
--	--

C

<p>What is happening? Controlled or freer?</p>	
--	--

You can do freer speaking activities with pupils in Primary 3 and above because they have a greater range of words at their fingertips (*cikin sauki*). Pupils need help with the language they are going to use in the activity so you should plan the tasks carefully. You can start with controlled practise activities (such as a dialogue or questions and answers) then move to the freer stage. You should give pupils a clear model to practise and then allow them to use this language in a different activity such as a role play or discussion.



Work with your partner

- 1) Can you find two more opportunities for freer speaking practise in your textbook or lesson plans?
- 2) Discuss with your partner how you would support pupils during these activities in class.

Summary of the Module

In this module you have explored different ways of helping your pupils to practise speaking in class. You have seen that the more pupils speak, the more confident they become.

Section 1 showed you the huge number of activities you can do in class that help pupils to practise their English speaking skills. Some of these activities are done as a whole class (repeating phrases in chorus), some in groups (drama activity), others in pairs (asking and answering questions) or individually (talk about a picture or object). Good speaking lessons have different types of interaction – not only between you and your pupils but also between pupils themselves. You had to think about who speaks most in your classroom – you or your pupils? If you believe that pupils will learn to speak English by practising then you have to give them the chance to speak. This means that you need to speak less and they need to speak more! You also considered the role of errors in language learning. Since English is a skill it needs practise. Good practice involves making mistakes for this is how you learn. When pupils make mistakes you can correct them gently and help them to use the right word, structure or sound.

The next section was all about practising sounds. There are several sounds in English that are difficult for pupils to produce as they don't exist in Hausa, e.g. /p/. In addition the English spelling system can be a

challenge for pupils as it is not phonetic. They often try to pronounce a word as it is spelt and this does not always result in correct pronunciation. They therefore need plenty of practise which means you should give them a clear model to copy. Then you can encourage them to say the sound several times to allow their lips and tongue to develop the correct position in order to produce the sound.

Section 3 was concerned with controlled speaking practice. We can divide speaking practice up into two areas – controlled and freer – as each are necessary for pupils to improve. Controlled speaking practice includes a range of activities that you do in your classroom: choral drilling, dialogues and chants. Why is it ‘controlled’? Because the phrases that pupils practise are given clearly to them (in oral or written form); they then repeat them and you can correct any mistakes that they make. In fact there is less chance of making a mistake in a controlled practice activity as pupils are limited in what they are allowed to say.

You should try to provide a natural context for controlled speaking practise activities that are related to topics that interest your pupils. E.g. a dialogue about favourite food, a chant about animals or questions about daily routines.

Section 4 looked at the reason for using dialogues in class in more detail. It has been common in the past for teachers to make pupils memorise texts. But how often do we do this in our everyday lives? Isn't it more natural to have a conversation with someone – a family member or friend? Dialogues are therefore a more natural and realistic way of practising language because they are more like what we do in the real world outside the classroom. How can you practise dialogues with your classes? First you might write a dialogue on the board or choose one from your textbook. You can then drill the dialogue chorally with the whole class then ask pupils to a pairwork task by reading the dialogue with a partner. Because they are reading there is less chance of errors occurring but if you hear any mistakes as you walk around then you can help pupils to be more accurate. However, dialogues are used to promote communication so it is important that pupils feel able to communicate with their partner and you rather than try to get the grammar absolutely right.

You finished the module with a look at how to organize freer speaking activities in class. Primary grades 1 to 3 have less need of these because your pupils' language pool is still very small. But from time to time it is

good to let pupils in Primary 3 try to express themselves freely. Because the emphasis here is on 'fluency' there is less importance attached to correcting their mistakes. Pupils are encouraged to speak without worrying about being corrected and in this way their confidence develops.

A lesson often moves from a controlled stage to a freer stage – this is because pupils need to practise the phrases first in a controlled environment and can then use these phrases in an activity like a role play or a discussion.

Speaking activities need to be organised carefully so that pupils know what words and phrases to use. This means you need to give them a clear model or example for them to copy. If you use pictures and gestures this helps them to understand the meaning of what they are saying more easily. After copying you they can then practise as a class or in pairs and groups. They will make mistakes as they speak but your job is to gently correct them and help them to improve.

Kadan daga cikin abun da wannan darasi ya kunsu

Wannan kundin karatu ya fito da mabambantan hanyoyin taimakawa dalibai su san yadda za su dinga yin magana cikin harshen Ingilishi.

Wannan ya tabbatar mana da cewar, a yayin da dalibai suka nace wa fadan wani harshe, zasu kware a cikinta.

Bayan kashi na daya, wannan sashe ya nuna ire-iren ayyukan da malamai zasu aiwatar cikin aji wadanda za su taimakawa dalibai yadda za su kware wajen yin magana cikin harshen Ingilishi. Wadannan ayyuka za su iya zama na bai dayan rukuni ta hanyar maimaita abin da malamai suka fada. Ko kuma cikin rukuni (misali aiwatar da wasan kwaikwayo), wani lokacin kuma a yi su biyu-biyu (misali yin tambaya da amsa), ko a daidaike (misali yin magana kan wani hoto ko wani abu).

Darussan da aka tsara domin koyawa yara magana cikin harshen Ingilishi suna da tasiri ba ga dalibai kawai ba har ma a tsakanin yaran kansu. Yana da kyau a cikin azuzuwanmu mu fahimci wanda ya fi yawan magana – dalibai ko malamai. Amsar da ake so a nan ita ce an fi son dalibai su fi yawan yin magana domin samun kwarewa. Don haka ake son mu basu damar yin magana cikin walwala. Don haka malamai su zamo jagora na sauraron abin da yara ke fadi kuma mu kara yarda da cewa ana koyo ne ta hanyar yin kuskure. Hausawa kan ce “Ba don dan koyo ba da gwani ya

kare.” Haka kuma abin lura a garemu shi ne, harshen Ingilishi harshe ne bako da yake bukatar aiwatarwa yau da gobe. Aiwatarwa kuwa ta hada da yin kura-kurai. Wannan shi ne tubalin koyo. A dalilin haka duk lokacin da dalibai suka yi kuskure a gyara musu a hankali tare da jawo su a jika da nuna musu kalmomin ko kwayoyin sautukan da suke daidai da wadanda ba daidai ba.

Sashe na biyu ya shafi yadda dalibai za su koyi furucin kwayoyin sautukan Ingilishi. Akwai kwayoyin sautuka masu sarkakiya wadanda babu su a harshen Hausa. Misali /p/. Haka kuma tsarin yadda ake furta Hausa zai iya zama matsala ga dalibai (watau mai bayanin haruffa ba sauti ba kamar harshen Ingilishi) ne shi kuwa Ingilishi na kwayoyin sautuka. Don haka, daliban kan furta harafi a yadda suke zaton shi a harshensu na uwa. Wanda hakan ba zai dace ba. Ana bukatar yawaita furta kalmom da yin maganganu a harshen.

Malamai madubai ne na kwarewar yara wurin amfani da harshen Ingilishi; don haka duk abin da malamai za su furta su furta su yadda daliban za su kwaikwaye su cikin sauki. Yawan furta kwayoyin sautuka kan sanya gabobinsu na furuci su saba saboda yau da gobe.

Sashe na uku yayi tsokaci ne kan yadda za a baiwa dalibai damar yin magana cikin harshen Ingilishi; yin magana na da fuskoki biyu: (i) kai-tsaye (ii) tsararriya.

Dukkan wadannan fuskoki kowannensu na da muhimmiyar rawar da yake takawa ga koyo da koyarwa musamman a bangaren nazarin harshe.

Tsararriyar magana ta kunshi:

- Maimaita abin da aka fada
- Tattaunawa tsakanin mutum biyu
- Rerawa

Mece ce tsararriyar magana? Akan kira ta da wannan sunan saboda yankin jumla da kuma gangar jumla za su iya zama ta baki ko a rubuce; yara kan maimaita abin da ake son fadi.

Ta yaya zaku iya tattaunawa tare da tsararrakinku cikin aji? Yin haka ya kunshi rubuta tattaunawar akan allo ko tsamo ta daga littattafan karatu sai kuma a yi bitar tattaunawar tare da sanya yara yin aikin biyu-biyu ta hanyar karanto tattaunawar.

Dalilin fito da wannan tsari shi ne domin kawar da tsoro yayin tattaunawar wanda hakan zai sa karancin kura-kurai. Yana da kyau malamai su jagoranci tattaunawar tare da tabbatar da ganin an yi ta yadda take. A takaice, tattaunawa na taimakawa wurin zance, kuma na da muhimmanci wurin sanya yara sakewa da juna tare da kara fahimtar nahawun harshe.

Wannan kundin karatu an karkare shi da yadda za a tsara zance na kai-tsaye musamman ayyukan aji. Dalibai ‘yan aji daya zuwa uku basa bukatar tsawaitar tattaunawa domin mazubin harshen su karami ne, sai dai yau da gobe zai kara fadadasu. Don haka ‘yan aji uku akan iya basu damar tattaunawa domin ba nahawu ake son aunawa ba, abin da ake so iya maganar, don haka ba sai malamai sun tsawaita fito da kura-kuransu ba; wannan zai sa su sami karsashin fahimtar iya zancen.

Darussan Ingilishi ana bukatar tattaunawarsu ta fara daga tsararren zance zuwa na kai-tsaye domin hakan ne zai samar da kwarewa cikin muhallin koyo da ya dace sannan su aiwatar ta hanyar kwaikwayo ko tattaunawa.

Ayyukan da ke sa dalibai su kware wajen zance cikin harshen Ingilishi na bukatar tsarin kalmomi da yankin jumla yadda za su dace da yankin jumla ta yadda za su dace da matsayin yara.

Saboda haka aiki ne jawur a kan malamai su zama madubi don kwaikwayon abin da ya fi dacewa. Yayin da malamai suka yi amfani da hotuna ko ishara zai taimaka ga fahimtarsu sannan malamai su nuna abubuwan da suke so yara su sani sai su umarce su su yi gwaji na gaba daya, ko na biyu-biyu ko na rukuni. Kar a sami damuwa idan har suna yin tuntuben harshe; sai dai a karfafa musu gwiwa da sanya musu karsashin koyo.

Ideas to try in the classroom

Below are some activities that you can practise in your classroom with your pupils. Once you try these activities, we encourage you to write a note of your experiences on –what worked well, what were the challenges, what you did to overcome the challenges and what difference it made in your classroom/lesson? Hand over your notes in the next cluster meeting.

Try in the classroom 1

(Suitable for Primary 1)

Topic:

Letter sounds

Required teaching aids:

Make a card with letter 'n' on one side and draw someone having a nap on the other side.

- Step 1** Show all the sounds on the flash cards (N, M, O, P) one at a time.
- Step 2** Say each sound and ask the pupils to say each sound after you. Show the 'nap' picture and ask pupils *What is happening?*
- Step 3** Teach them the word 'nap' and say 'nnnnap'.
- Step 4** Show the letter 'n' and say 'nnnn' with the pupils.
- Step 5** Put the card behind your back and explain that when you show the 'nap' side pupils should say 'nap' and when you show the 'n' side they should say 'nnnn'.

Try in the classroom 2

(Suitable for Primary 2)

Topic

Simple dialogues using 'will'

Required teaching aids:

Flashcards of a football, a park, a school, a market

- Step 1** Organise the class in pairs (Pupil A asks questions and Pupil B answers the question) and tell them they can exchange roles
- Step 2** Show the flash cards and stick them on the blackboard. Model the words and ask pupils to repeat the words after you

- Step 3** Write the following dialogue on the board:
- A:** *Will you play football next week?*
- B:** *Yes, I will*
- Step 4** Divide the class into two halves. Tell one half they are A. Tell the other half they are B
- Step 5** Model the dialogue for the whole class – A repeats the question after you. B repeats the answer. As you model, show the flashcard
- Step 6** Write the following table on the blackboard:
- Step 7** Practise the dialogue several times using the different flashcards to practise different questions
- Step 8** Put pupils into pairs. Tell each one who is **A** and who is **B**.

A Will you	play football go to the park go to school go to the market	next week? tomorrow? on Saturday? on Friday?
B Yes I will!		

- Step 9** Ask each pair to role play the dialogue using the flashcards on the blackboard
- Step 10** Ask any of the pairs to come out and role play a dialogue for the whole class

Experiencing Change in Your Classroom

It is very important that as a teacher you always notice what students liked, what technique worked well with them, what were the challenges, if the pupils learned what you wanted them to learn etc. Often, even if we notice these things, we don't spend time to think about them or keep a record. Your Teacher Journal is there to help you! You can now write all your notes in the journal. However, in every module, there is a specific section on 'Experiencing Change' in the journal where you can write about your major experiences of trying out new techniques in your classrooms. Questions that might guide your writing about your experiences are:

- 1) Which activities did you try out in your classroom?
- 2) Which ones went well? Why?
- 3) Which ones were less successful? Why?
- 4) If you tried these activities again, what changes/adaptations would you make?

Suggestions for the Next Cluster Meeting (CM)

- a) What do we do if pupils don't have enough English to manage a freer speaking activity?
- b) What are the difficulties for the teacher of organising freer speaking activities in class?

Useful classroom language

These phrases are useful for helping pupils with letters and sounds:

- Today we're going to learn letters and sounds
- Listen to me
- The sound is...
- Everybody say....
- Say after me!
- This is letter....
- The sound of letter 'n' is nnnnnnnn
- Another sound is...
- Now I am going to pronounce the sound and say the word
- Which word has the sound....?
- Who can show me the sound....?
- Match letters and sounds with pictures (use gestures)
- Clap for him/her

Use some of these phrases when you organise a controlled practise activity in class:

- I'm going to show you some pictures.
- What is the name of this.....?
- I can't hear you!
- Good. Repeat it.
- I'm going to divide you into two halves – A and B.
- These are the questions that you will be asking
- Now I want to show you something
- I want to see more hands!
- OK, come out.

You can use the following phrases when you present a dialogue in class:

- I have some flashcards. I'm going to show them to you
- I'm going to draw 3 people on the blackboard

- What name should we give this boy/girl (on the blackboard)?
- I'm going to divide you into two halves. OK?
- This line should be the first group
- This line should be the second group
- Repeat after me!
- Two of you come to the front of the class and role play
- Put your pens down
- Read the question and answer from the blackboard
- Read after me
- All of you should look at the blackboard
- I want you to work in pairs
- One of you will ask. The other will answer

These phrases can be used when pupils are speaking more freely in class:

- Our topic today is...
- Let me ask one more person
- Stand up and tell me....
- OK class, we're going to play a game
- Are you clear?
- I'm going to start now
- Who will come to the front of the class?
- All of you should look at her!
- I'm going to mime an act. Tell me my action
- What am I doing?
- Go to the front of the class and show us
- What is he doing?

Annex: Sample Answers for Module Activities

Annex: Sample answers for module activities

Module 3: Reading

Section 1: Reading the sounds of single letters



Watch (Video Clip EM3V1)

Q. What resources does the teacher use to teach pupils how to pronounce letter sounds:

A: Blackboard, chalk, real objects (realia)

Q: How does the teacher help the pupils to learn the sounds?

A: She shows the realia and says the sounds several times, then ask the pupils to say the sounds

Q: What do pupils have to find in the story on the chalkboard?

A: Pupils have to find the letter 'b' or sound /b/ in the story.



Reflect

Q. In which lesson is the teacher doing most of the work?

A: Class A

Q: Which pupils practise the letter sounds more – pupils in Class A or pupils in Class B? How?

A: Pupils in class B. They work in pairs, write the letters in the air and write them in their books and say the sound as they do all the activities

Q: Which lesson do you like best? Why?

A: Answers depend on your opinion.

Section 2: Reading simple words



Watch (Video Clip M3V2)

Q. Can you put these stages of the lesson in the correct order?

A: d) b) c) a)



Reflect

Q. Read a summary of the lesson you have just watched. Some of the information is true and some is false. Underline the incorrect information in this summary and correct it:

A: The teacher wrote letters on the board. She asked pupils to copy them into their notebooks. Then she pronounced the sounds and asked pupils to copy her. She wrote simple words like 'rock' on the board and showed the class a picture of a rock to help them understand the word. The teacher then put the pupils into pairs and gave them some letter cards. She asked them to write the sound on the blank card. She told them to make 4-letter words with the cards.

Pupils then showed their 4-letter words to the whole class.

Q: Could you teach 4-letter words to your pupils in the same way? Why or why not?

A: Answers depend on your personal opinion

Section 3: Using pictures in reading



Watch (video clip EM3V3)

Q: How does the teacher interest the pupils in the story?

A: He asks pupils to look at the picture in their textbooks. He asks them to describe what they can see.

Q: How does the teacher check that pupils understand the story?

A: He asks pupils to draw pictures of the main events in the story.



Reflect

Q. Picture 1. What is happening? Why?

A: The pupils are drawing pictures that show events in the story. Drawing pictures can show if pupils have understood key words and events in the story. Drawing is enjoyable and engaging for pupils. Drawing is good for kinaesthetic (kuzari) learners.

Q: Picture 2. What is happening? Why?

A: The teacher is checking that pupils understand the task. He is also helping them if they don't understand what to do. After the teacher gives the class instructions he can move from group to group to help if they have difficulty. He can also praise and encourage pupils if they have done well.

Q: Picture 3. What is happening? Why?

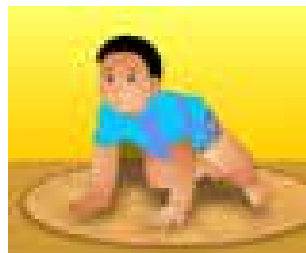
A: Pupils are matching sentences from the story with their drawings. Pupils have to read and understand the sentences so that they can match them to their drawings. This is developing their reading skills and showing the teacher that they have understood the story.



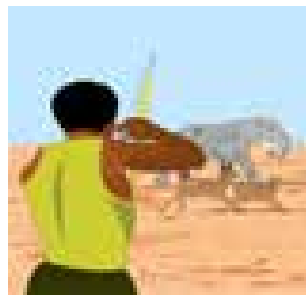
Work with your partner in school



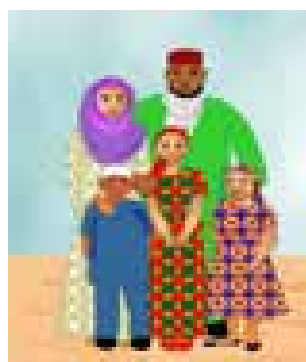
- ✓ Today there is a football match
- ✓ I play with my friend Hassana
- ✓ I have a football



- ✓ A happy baby
- X The baby is a beautiful girl
- ✓ He has a blue shirt



- X A hunter is coming to hunt the animals
- ✓ They are feeling scared
- ✓ The elephant wants to be the leader



- ✓ There are five members in Amina's family
- X Amina has a little brother
- ✓ Her father is a farmer

Section 4: Reading and understanding simple stories



Watch (video clip EM3V4)

Q. What personal question does the teacher ask to make the story more real for the pupils?

A: Which one of you has a shop in the market?

Q: In what other ways does the teacher interest the pupils in the story before they read?

A: She asks pupils to look at the picture in their textbooks. She asks them to discuss what they can see. She writes 4 new words from the story on the chalkboard. She asks pupils to give definitions of the new words from the story to prepare them for reading.



Reflect

Q. Look at these stages from the lesson. What was the reason for each stage? Write your ideas in the spaces on the right:

Q: If this was your lesson, what would you do next to help your pupils read and understand the story?

Stage of the lesson	Reason
1) The teacher asks pupils, <i>Who has a shop in the market?</i>	This is a personal question which helps pupils to connect the story with their real lives. It gives them the chance to share their ideas with the class.
2) Pupils discuss the picture in their textbook in pairs	Pictures help pupils to understand what the story is about. Pupils can share their ideas with their partner which builds their confidence.
3) The teacher asks pupils, <i>What did you see in the picture?</i>	The teacher checks that pupils have understood the picture and practise vocabulary
4) The teacher asks pupils to say the words on the board	Pupils practise reading and pronouncing the new words
5) The teacher asks pupils to give the meaning of the words on the board	The teacher helps pupils to understand the meaning of the new words and corrects them if they are wrong.

- A:
- You could ask them some comprehension questions about the story
 - You could ask them to match pictures on the chalk board with events in the story
 - You could write sentences about the story on the chalkboard with gaps. Pupils copy the sentences and fill in the gaps
 - You could give groups sentences from the story. They have to put the sentences in the correct order.



Work with your partner

Before reading

2 6 7

During reading

1 3

After reading

4 5

Module 4: Writing

Section 1: Drawing lines and curves



Watch (video clip EM4V1)

- Q: In what ways does the teacher guide pupils to make lines and curves to form letters?
- A: She draws 4 shapes on the board (with dotted lines) and asks pupils to trace the shapes
- Q: What materials does the teacher use to help pupils make lines and curves?
- A: Blackboard and chalk
- Q: How does the teacher show inclusion in her classroom?
- A: By inviting the pupil with crutches to draw on the board.



Reflect

- Q: Look at the activities below. What is happening in each one?
- A: Pupils are doing different activities in class that help them to develop their motor skills
- Q: Match the descriptions with each of the pictures:
- A: A - Tracing pictures
C - Finger painting
B - Writing inside small boxes
D - Cutting shapes
- Q: Could you use these activities in your classroom? Why/why not?
- A: You can use some of these activities as you only need simple materials such as exercise books and pencils for the drawing activity. For finger painting and cutting you need paint and scissors which might be expensive. For the tracing activity you need picture worksheets to trace.

Section 2: Module activity 4.2



Watch (video clip EM4V2)

Q. What is the correct order of the activities in the lesson?

A.

1) c	2) f	3) b	4) e	5) d	6) a
------	------	------	------	------	------



Reflect

Q. Various answers depending on your personal opinion but possible answers are:

- 1) Practising writing a letter in different ways is good because...*it makes the pupils motivated and keeps their attention, it's good for different learning styles, more practise means pupils can remember how to write the letter more easily...*
- 2) I liked the way the teacher....*showed pupils how to write the letter, pronounced the letter sound clearly, wrote the letter clearly on the blackboard...*
- 3) I didn't like the way the teacher...*put pupils in groups of 3 for writing on backs (pairs are better), spoke a lot of Hausa*

I could use these techniques in my own classroom because....*writing on the blackboard is easy for me, I don't need lots of materials, my pupils like working with a partner.*

Section 3: Writing simple words



Watch ((video clip EM4V3))

Q: What teaching aids does the teacher use in her lesson?

A: The teacher used chalkboard, chalk and flash card in her lesson

Q: What did the teacher do to show her pupils how to write a three letter word?

A: She put a list of single letters on the board first. Then she gave two examples of how to choose letters from the lists and form two words with three letters. Finally she asked one student to come and write a word using letters from the list on the board.



Reflect

Q. Three possible important moments in the lesson are:?


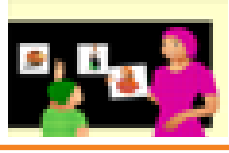


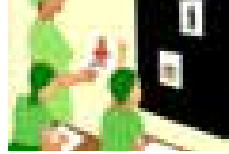

1) The teacher pronounces the letter sounds individually when making the word	2) The teacher makes two words on the board	3) The teacher shows pictures of rat and cat
To demonstrate how joining different sounds make the words	To give pupils examples of how to write simple words	To make pupil understand the meaning of the words

Section 4: Writing simple sentences



Watch

Look at the drawings below of teacher in her classroom. What is she doing in each picture? Write one sentence under each picture to describe what you can see.

	The teacher is explaining the order of simple sentences.
	The teacher is asking pupils to provide words for the flashcards.
	The teacher is asking pupils to put the flashcards in the right order (according to the subject-verb-object model).
	The teacher is writing the correct sentence under the flashcard.
	The teacher is giving another example for pupils to do.
	The pupils are copying the sentences from the chalkboard into their notebooks.



Reflect

Q: Look at the 3 different worksheets below that give pupils practise in writing sentences. Why are they useful for developing writing skills?

A:

- 1) This worksheet helps pupils to understand how to punctuate a sentence. They need to use full stops, question marks and exclamation marks correctly.
- 2) This worksheet helps pupils to understand word order in sentences.

This worksheet helps pupils to understand the meaning of words. It also helps them to practise grammar in simple sentences.

Module 5: Listening

Section 2: Preparing pupils for listening activities



Watch (video clip EM5V1)

Write down which action belongs to which stage of listening:

Sl.	Actions	Stages of listening
	Teacher asks pupils to fill in the gaps.	While-listening
2.	Pupils answer questions from the text book.	Post-listening
3.	Teacher introduces the topic of the story.	Pre-listening
4.	Teacher pausing in the middle of the story and checking pupils' understanding	While-listening
5.	Teacher acting out difficult words from the story	Pre-listening

Section 3: Listening to and practising sound



Watch (video clip EM5V2)

Q: How does the teacher interest pupils in the lesson?

A: She asks them personal questions: Can anybody tell me the name of his friend beginning with 'a'?

Q: How does the teacher help pupils to tell the difference between the two sounds?

A: They have to respond physically (a zahirance) to the sounds

Q: How does the teacher involve the pupils?

A: She asks 4 pupils to come to the front of the class to demonstrate the activity. She then asks all the pupils to jump and crouch according to the sounds in the words she reads. She asks 2 pupils to come to the front and read words so that the other pupils can listen and respond.



Reflect

Q: Why does the teacher ask 4 pupils to demonstrate the activity first for the class?

A: To show the other pupils what to do

Q: Why was it important for pupils to respond in a physical way to the new sounds?

A: Children learn by doing. Children learn through movement. If they respond physically to the sounds (by jumping and crouching) this helps them to learn the sounds better

Q: How does the teacher encourage the pupils when they do well?

A: She praises them many times by saying Very good! and Clap for yourselves

Section 4: Using songs and rhymes



Watch (video clip EM5V3)

Q: Describe two things the teacher did to help pupils understand the vocabulary in the song

A: She asks the class to show her parts of the body: Show me your eyes. She also shows flashcards to the pupils and asks them to repeat the words for parts of the body.

Q: Why does the teacher ask pupils to touch parts of their bodies as they sing?

A: Pupils make a connection between the words and the parts of the body through physical activity. Kinaesthetic learners benefit from this activity but all children learn through movement and touch so everyone in the class can learn in this way.



Reflect

Read the following comments made by teachers about using songs in class. Do you agree or disagree with them? What advice would you give to the teacher(s) you disagree with? Write your comments below

Aminu

You shouldn't worry about singing in front of pupils! It doesn't matter if you're not a good singer as pupils enjoy singing anyway. You can ask a colleague to sing for you. Or you can play a cassette with the song on it.

Jarmila

You should sing for your pupils and they will still respect you. In fact they'll love you more because they enjoy singing songs in class. And if they're enjoying the lesson then they are learning.

Bala

You shouldn't feel you have to do every activity in your textbook. You can leave some activities and use songs instead. If the grammar structure or vocabulary is similar in the song then pupils are still learning.

Section 5: Listening to stories



Watch (video clip EM5V4)

Q: How does the teacher involve pupils before he tells the story?

A: He shows them pictures of key words from the story. He asks them personal questions such as: Have you seen a spider in your house? Why do spiders make their houses?

Q: What do pupils have to do as they listen to the story?

A: They fill in gaps in sentences taken from the story.



Reflect

Q: Which of the following answers do you agree with most?

Choose a, b or c.

A:

1) B

All children love stories. They can imagine the situation in their heads and enjoy identifying with the characters in the story. Stories are good for developing pupils' listening skills because a story is an extended (fadadadde) text where language is presented in a natural context. Pupils need to understand the new words before and while they listen. They also need tasks to help them make sense of the events in the story.

2) C

Using Hausa to help pupils with difficult parts of a story is useful. It is better to tell the story first in English and ask pupils if there were any parts that they could not understand. Simply repeating the whole story in Hausa means pupils won't listen in English as they know the translation will follow.

3) B

Tasks like filling in the gaps are useful ways of helping pupils to understand a story – for listening or reading practice. It can help pupils to check their grammar, vocabulary and spelling too.

Module 6: Speaking

Section 2: Practicing sounds



Watch (video clip EM6V1)

When you watch, notice the following things:

Q: How does the teacher use sounds to develop speaking skills?

A: By teaching individual sounds and linking them to words we use in real life. We use sounds when we speak. By connecting sounds to everyday words we let pupils see how these sounds join to make words

Q: What resources does the teacher use to teach sounds?

A: The teacher uses flashcards – pictures (cat and horse) and words (mango/nose/etc).

Q: How does the teacher use the sounds to encourage pupils to speak?

A: The teacher gives a clear model of the sound and the word for the pupils. They listen and then they repeat in order to practise.



Reflect

Q: How did the teacher interest her pupils in the lesson?

A: By showing them pictures of interesting animals and objects such as a horse and a mango before linking them to their initial sounds and letters. Then she distributed flashcards with the letters and sounds - this raised pupils' curiosity. It is important to put your materials to good use because this makes the lesson more interesting and the pupils participate actively. Finally pupils came up to the board to practise.

Q: Why is it useful to connect sounds and pictures in pupils' minds as they speak?

A: This is important because pictures stay more easily in the pupils' minds than words which means they will remember the pictures more easily and probably connect them to the sound.

Section 3: Controlled speaking practice



Watch (video clip M6V2)

Q: What resources does the teacher use?

A: The teacher uses pictures of animals. He also uses pupils as a resource because he asks them to act as different animals

Q: How does the teacher maintain pupils' interest throughout the lesson?

A: The teacher asks pupils personal questions about the pictures (Do you like lions? Do you like monkeys?). The teacher acts like the different animals in the pictures. The pupils ask and answer questions to practise the language. The teacher asks pupils to also act like the animals which they enjoy.

Q: What method does the teacher use to give pupils speaking practice?

A: The teacher divides the class into two halves. One half asks questions and the other half answers. This means that all pupils have a chance to speak in a natural context (asking and answering questions) on a topic that they are interested in and familiar with (animals).



Reflect

- 1) **Agree.** It is important to get pupils' interest at the start of the lesson. You can do this through showing them pictures, miming actions or asking them questions.
- 2) **Disagree.** It is better if pupils work in pairs or groups because this allows pupils to learn from each other. This gives them more confidence to speak to the teacher or each other. This also helps them to develop their communication skills.
- 3) **Disagree.** It is necessary to correct every mistake during controlled practice so that pupils do not 'learn' their mistakes.
- 4) **Disagree.** It is good to repeat phrases and sentences during controlled practice but it is very important to put them in real life situations. They need to practise language in a dialogue, story, chant or rhyme where the topic is familiar to them and the meaning is clear.

Section 4: Using dialogues for speaking practice



Watch ((video clip M6V3)

- Q: The teacher doesn't use any teaching aids for this activity. **False**
- 1) The teacher gives clear models of the question and answer which pupils repeat. **True**
 - 2) The teacher divides the class into two halves to practise the dialogue. **True**
 - 3) The teacher doesn't write anything on the blackboard to help pupils practise. **False**).



Reflect

Write down the teaching aids you would need for teaching this dialogue:

Blackboard and chalk
Flashcards of a football/a pond
Extra flashcards of other activities to practise the dialogue.
E.g. bicycle/child running (cycling/running) park/market (going to the park/market) mango/watermelon (eating mango/watermelon)

Step 1: show the flashcard of the football. Ask pupils *What is this?*

Step 2: show the flashcard of the pond. Ask pupils *What can you do here?*

Step 3: write the dialogue on the blackboard. Divide the class into two halves. Model the question and ask one half to repeat. Model the answer and ask the other half to repeat

Step 4: Show the other flashcards and ask pupils to tell you what they can see. Stick the flashcards on the blackboard

Step 5: Model questions and answers using these flashcards

Step 6: put pupils into pairs and ask them to practise asking and answering using the flashcards to help them

Section 5: Freer speaking practice activities



Watch (video clip M6V4)

Q: Put the stages of the lesson in the correct order

A:

Stages of the lesson	Order
a) The teacher mimes two actions and pupils say what she is doing at those times	4
b) The teacher starts by asking 3 pupils what they do at a particular time of the day	1
c) 2 pupils come to the front of the class and the teacher says what they are doing at those times	3
d) The teacher draws a clock on the board and asks <i>What time is this?</i>	2



Reflect

Look at these moments from the lesson. Match what is happening in the lesson with the pictures below.

A

What is happening?

A teacher asks a pupil what time she has dinner

Freer

The pupil can choose an answer which is based on her own life experience.



B

What is happening?

The teacher writes the phrase to be practised on the black-board

Controlled

Pupils have no choice over what they will say



C

What is happening?

The teacher asks what the pupil is doing and the class answers.

Controlled

The pupils repeat what the teacher has drilled them to say



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