MODULE 6.1

CURRICULUM AND INSTRUCTION: THE TEACHING OF ENGLISH

Teacher Induction Program

Teacher Education Council, Department of Education

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MODULE 6.1

Curriculum and Instruction: The Teaching of English

Welcome. You are now part of the DepEd family. As a novice teacher, you must be eager to try out what you have learned as you immerse yourself in the task of educating the future citizens of the land.

Your primary concern as a beginning teacher is to be able to teach English effectively using developmentally appropriate classroom practices. This module will help you understand certain issues affecting language and language learning and reflect on them. As you go through this module, you sharpen your self-awareness as a teacher and gain confidence that will enable you to make classroom decisions that will most benefit the learners.

Brief Description of the Module

Lesson I focuses on teaching listening--what listening is, why we do listening, and what the different types of listening are. It also provides sample activities for listening comprehension.

Lesson 2 deals with the nature of the oral communication process, the barriers to effective communication, and suggestions to improve one's speaking ability.

Lesson 3 focuses on teaching reading which anchors on the five areas of reading instruction, namely; phonemic awareness, phonics and decoding, vocabulary and word recognition, fluency, and comprehension. Each of these elements, together with the development of higher order thinking skills, is vital if children are to become successful, thinking, and literate adults. Varied strategies are provided that illustrate effective classroom practices to enable students to read for meaning. It also stresses the role of reading in the content areas. The sample lesson plans show how these strategies work to foster active and engaged reading.

Lesson 4 deals with the teaching of writing and how it can be made more interesting and meaningful to students. It discusses the nature of writing and specifically explains the writing process. It includes varied activities that will surely encourage children to generate ideas and organize them into writing. It also gives suggestions for marking written compositions.

Lesson 5 focuses on assessment, both traditional and authentic. It provides sample assessment and evaluation instruments for classroom use. Sample tests are provided to serve as models in constructing language tests.

OBJECTIVES

This module presents a systematic program of study intended for teachers of English in the BEC. It maintains a consistent link between theory and practice by providing learning activities to illustrate and test theoretical ideas. As you go through the different lessons, you will be able to analyze how the different theories of language are translated into practice.

At the end of this module, you are expected to:

1. Reflect on the different aspects of communication and acquire skills for effective English instruction;

2. Adopt practical strategies that will enhance the students' skills in listening, speaking, reading, writing, and literature;

3. Discuss learners' problems and needs and come up with developmentally appropriate strategies to help them achieve success; and

4. Use alternative processes in assessment and evaluation.

At the start of the module, you are to take the preassessment test to see how much background information and knowledge you have in teaching English.

This module is self-instructional. You can read, analyze concepts and ideas presented, and reflect on them. The Activities and Self-Check Questions will help you assess how you progress as you go through the module. If you need help and further clarification, you can ask the assistance of a mentor or facilitator in your school. It has been recommended that as much as possible, the mentor is one of your peers or colleagues. He or she may also be your department head or principal.

Your answers to the Self – Check Questions (SCQ's) and Activities may be self-evaluated by your mentor or facilitator if you so desire. These will be part of your formative evaluation. DO NOT WRITE YOUR ANSWERS IN THE MODULE. YOUR ANSWERS SHOULD BE WRITTEN IN A SEPARTE NOTEBOOK.

The Answer Key to the SCQ's and Activities are found at the end of this module. The post assessment will be given in a separate booklet upon completion of the module. It will serve as the summative evaluation of your performance.

Remember, you are to work on this module independently. I shall not be around to supervise you as you go through each lesson. It is expected that you will make the most of this module and grow professionally in your desire to become a competent teacher of English, determined to make a difference.

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PREASSESSMENT

A. True or False

Directions: Read the sentences carefully. Write **True,** if the sentence is correct and **False,** if it is incorrect.

_____1. Background knowledge plays a significant role in text comprehension, thus, it should be discussed and shared.

_____2. Appropriateness in language use means knowing what to say about something, how to say it, to whom, where, and when to say it.

_____3. Performance tasks should assess only the specific skills taught.

_____4. Checklists and anecdotal records document students' progress; hence, they should be graded.

_____5. Assessment is done to determine the ratings to be given students in the different subjects.

_____6. The ability to speak fluently cannot be taught directly; rather, it "emerges" independently in time.

_____7. Conversation is the central focus of language and the keystone of language acquisition.

_____8. Revising is a postwriting procedure which involves editing and proofreading.

_____9. A common strategy in responding to literature is making predictions.

_____10. Every individual exhibits multiple intelligences even though some of them may be out of awareness or underdeveloped.

_____11. One example of a listening activity is a pronunciation drill on minimal pairs.

_____12. The crux of listening is getting the message and interpreting it.

_____13. When one listens to instructions he or she needs to note the specifics and execute them as directed.

_____14. As a listener, you seldom quote the exact words of the speaker unless you find a word, phrase, or statement in what was said worth quoting.

_____15. In a conversational exchange, there is a shifting of roles of listener and speaker, usually in short turns of a few seconds.

_____16. Critical or analytical listening is called for when viewing TV ads, listening to political speeches or debates, and in problem-solving situations.

_____17. When listening in real life, there are certain noise "bits" of the discourse that are unintelligible to the hearer which he or she cannot ignore.

_____18. After establishing the context and activating the background knowledge in the pre-listening phase, the teacher explains the listening task so that the students know what is expected of them.

_____19. Students are told beforehand what to pay attention to in a listening text, then they employ selective listening as the text is presented to them.

_____20. In an informal conversation, it is unnatural for the speaker to repeat words, paraphrase, or correct himself at some points.

B. **Multiple Choice:**

Directions: Choose the word or phrase that will best complete   each of the following statements. Write the letter of your answer.

1. The sender and receiver of the message is one and the same person in _____.
     a. an interpersonal communication.
     b. an intrapersonal communication.
     c. a public communication.
     d. an interview.

2. One of the language-related reasons that are cited for failure to communicate effectively is _____.
   a. the way the message is delivered.
   b. the situation or setting.
   c. the loose and haphazard organization of ideas in extended talk.
   d. the way the person feels.

3. Live interactions where most individuals are audience rather than sources occur in _____.
   a. intrapersonal communication.
   b. public communication.
   c. interpersonal communication.
   d. informal communication.

4. One strategy wherein students are asked to say aloud their thoughts as they react to the selection line-by-line or sentence by sentence is _____.
   a. read aloud.
   b. say aloud.
   c. compose aloud.
   d. think aloud.

5. In a conversation, turn-taking involves the following skills EXCEPT _____.
   a. being able to use one's turn properly.
   b. knowing how to signal that one wants to speak.
   c. knowing the right moment to get a turn without appearing rude.
   d. introducing oneself as he/she opens a conversation.

6. An effective way of promoting communication in the classroom is by getting students involved in _____.
   a. discussion activities.
   b. reading.
   c. answering questions.
   d. monitoring.

7. An example of informal English is the expression _____.

    a. It was nice of you to come.

    b. Pardon me.

    c. Good morning, Miss Angeles.

    d. Thanks for coming.

8. In a conversation, we observe turn-taking conventions by _____.

    a. giving the correct answers.

    b. recognizing other people's signals of their desire to speak.

    c. changing the topic of discussion.

    d. getting the attention of the other person.

9. The most common form of one-way communication is _____.

    a. speech.

    b. milling around.

    c. Interview.

    d. role playing.

10. One type of oral interpretation concerned with narrating a story or tale by reading or by narrating it from memory is_____.

    a. chamber theater.

    b. choral speaking.

    c. storytelling.

    d. dramatization.

11. The foundation for early literacy development is _____.

    a. storytelling.

    b. oral language.

    c. alphabet knowledge.

    d. phonemic awareness.

12. A holistic, literature-based approach in teaching beginning reading is _____.

    a. Language Experience Approach

    b. Directed Reading Thinking Activity

    c. Four-Pronged Approach

    d. Direct Reading Instruction

13. Knowledge of the alphabetic principle refers to the _____

    a. understanding that spoken words are made up of individual phonemes.

    b. knowledge that enables a child to correctly recognize and pronounce familiar, irregular words.

    c. knowledge that the letter is the basic unit of reading and writing.

    d. understanding that spoken words are made up of phonemes and that those phonemes are represented in text as letters.

14. One of the main goals of prereading activities is _____

    a. asking questions.

    b. setting the purpose for reading.

    c. enrichment instruction.

    d. scaffolding.

15. Concept mapping is a strategy used in _____

    a. reading aloud.

    b. guided reading.

    c. vocabulary development.

    d. recreatory reading.

16. All of these factors except one (1) influence children's motivation to read. Which one does not help children develop a desire to read?

    a. self-choice

    b. personal interests

    c. knowledge gained

    d. choice by teachers or parents

17. A benefit of conducting read-aloud is _____

    a. building background knowledge and experience.

    b. reflecting the emotions, tone, and style of the text.

    c. developing children's understanding of the patterns and structures of written language.

    d. focusing on all the students in the classroom.

18. Going beyond the literature after reading enables students to elaborate on the selection by _____

    a. actively integrating new information with existing knowledge.

    b. being participative and creative.

    c. starting the discussion with the motive question.

      d. writing a response journal.

19. GPU or Gradual Psychological Unfolding is a discussion technique based on the _____.

      a. Audio-lingual Method

      b. Question and Answer Relationship (QAR)

      c. Socratic Method

      d. Direct Method

20. Critical thinking enables the reader to _____

      a. recall explicit details in the text.

      b. discover the purpose of the author for writing the selection.

      c. integrate the author's ideas with the reader's own ideas.

      d. follow the events as they happened in the story.

21. Writing has a variety of forms which depends on _____

      a. drawing connections between bits of experiences.

      b. the purpose for the writing.

      c. communication of ideas and feelings.

      d. the mode or medium of expression.

22. During this stage, the teacher helps children discover what they already know about the topic and encourages them to question, select, and order information from a variety of sources.

      a. prewriting

      b. composing and drafting

      c. editing

      d. publishing

23. The best approach to teach reading and writing is_____.

      a. direct instruction

      b. natural approach

      c. independent practice

      d. a combination of approaches

24. Writing is a craft that can be learned and its skills developed through _____

      a. reading about writing.

      b. beautiful penmanship.

      c. informed practice.

d. correct grammar.

25. Success at writing encourages _____

a. further writing.

b. organizing thoughts.

c. presenting ideas.

d. practice in oral language.

26. The writing process is _____

a. linear

b. recursive and creative.

c. sequential and evaluative.

d. hierarchical.

27. A test in order to be valid should be _____

a. reliable.

b. practical.

c. objective.

d. global.

28. A test that measures the extent of learning in a prescribed domain is _____

a. an aptitude test.

b. a proficiency test.

c. an achievement test.

d. a diagnostic test.

29. _____ are used to collect samples of student work overtime to track student development.

a. Rubrics

b. Portfolios

c. Reading logs

d. Anecdotal records

30. The teacher guides students through the pre-writing stage which includes all these activities except_____

a. brainstorming.

b. discussion.

c. proofreading.

d.   outlining.

LESSON 1

TEACHING LISTENING

INTRODUCTION

Did you know that _____

- your fastest means of communication is listening?

- you get more than 40 percent of your information through listening?

- you receive messages from any direction, from around corners, and through some barriers?

Listening is a familiar part of our everyday experience. Actually, most people spend a large part of their waking hours listening, with varying degrees of attention, to language and other stimuli.

However, despite the importance of listening it is not given the attention it deserves in the classroom. Students are not trained to listen attentively and critically since it is assumed that listening skills will just develop as a matter of course. But that is contrary to research findings. Due to inability to listen proficiently, communication breakdown in oral interaction occurs. Because many fail to listen critically, miscommunication leads to other serious problems.

It is, therefore, important that listening skills be taught to prepare students for effective functioning outside the classroom.
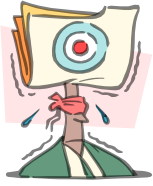
OBJECTIVES

At the end of this lesson, you should be able to:

- explain the listening process;

- give reasons for doing listening;

- differentiate the types of listening;

- prepare varied listening activities for listening comprehension.

ACTIVITY 1.1

1. Here are some classroom activities. Decide which are listening activities and which are not.

   a. Learners respond orally to a written exercise.

   b. Learners complete a task while listening to a taped conversation.

   c. The teacher explains some special arrangement for the following week's lesson.

   d. A learner asks the teacher a question about the meaning of a word.

   e. The teacher conducts a drill with the class.

   f. A learner formulates a sentence silently before uttering it.

   g. Two learners carry out a pair work activity.

   h. The teacher tells a story.

   i. The teacher converses with the class before the lesson starts.

   j. The class is engaged in a pronunciation exercise focusing on two contrasting sounds.

READ

Listening is attending to what you consider important. It is trying to get the meaning of what you hear. To listen successfully to spoken language, you need to be able to work out what speakers mean when they use particular words in particular ways in particular situations. The important thing about listening is getting the message and interpreting it.

Why listen?

There are five main reasons why people listen.

1. To be able to engage in social rituals - As a social being man usually engages in social rituals such as exchanging pleasantries, engaging in small talk, attending meetings, and the like.

2. To get information - In school, students have to listen attentively to get important ideas from a lecture or from class discussions.

3. To be able to respond to "controls"–There is need for attentive listening to be able to follow directions and instructions given orally.

4. To respond to feelings – It is necessary to listen with empathy to understand what a person means and how he or she feels. This occurs when one listens to complaints or secrets.

5. To enjoy – Listening enables us to share a good laugh with others as when we exchange jokes. It could also serve as a source of pleasure when we listen to music and oral interpretations of literary pieces.

SCQ 1.1

How well did you remember what you read? Answer the following questions briefly.

1. What is listening?

2. Give at least three reasons for listening. Give examples.

(Check your answers against ASCQ 1.1.)

The Listening Process

There are five steps in the listening process (Devito, 1997) as illustrated in the figure that follows.
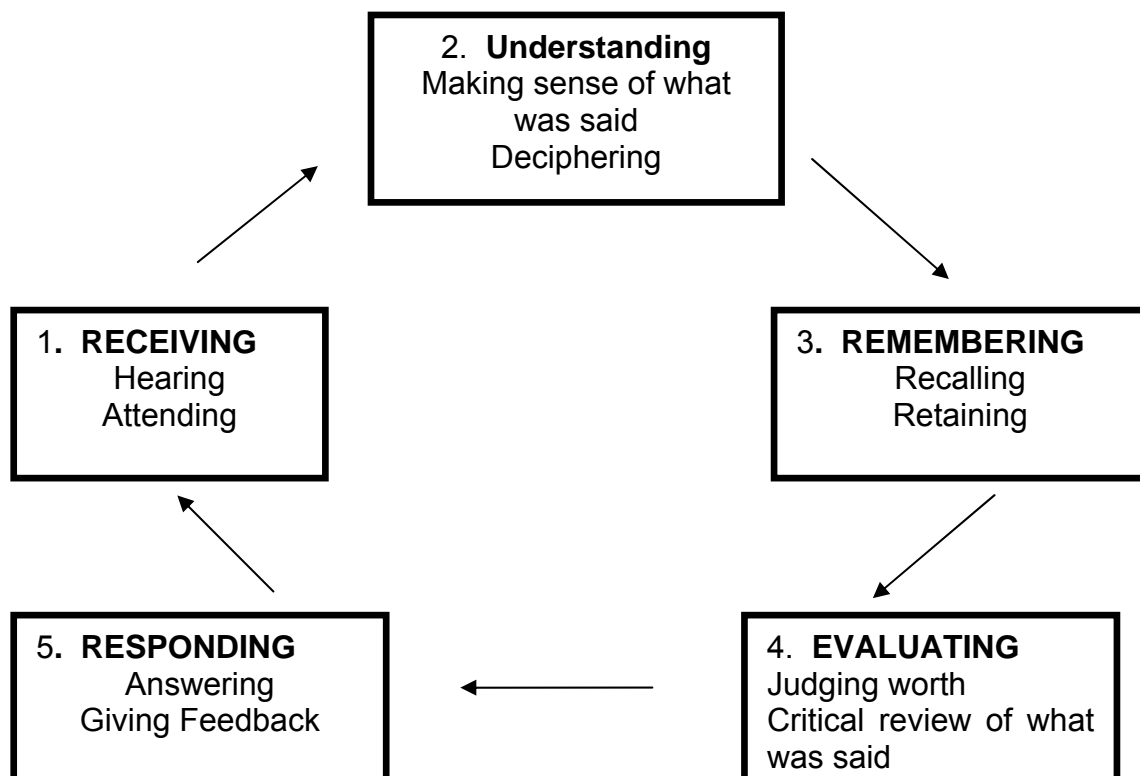
The Listening Process
Figure 1

1. <u>Receiving the speaker's message.</u> Messages, both verbal and non-verbal, consist of words as well as gestures, facial expressions, and variation in volume and tone. The listener takes note of both the verbal and non - verbal elements of the message.

2. <u>Determining what the speaker means.</u> Understanding takes into consideration the thoughts that are expressed as well as the emotional tone that accompanies these thoughts. It likewise includes establishing links between what the listener knows about the topic and the new information from the speaker.

3. <u>Retaining messages for at least some period of time</u>. The listener actually remembers not what was said, but what she or he thinks, as recalled, was said. A listener seldom quotes the exact words of the speaker unless he or she finds a word, phrase, or something worth quoting.

4. <u>Evaluating or weighing what was said.</u> The listener judges the worth of the ideas shared by the speaker. He or She assesses them in the light of what he or she knows about the topic taking into account the logic of the presentation.

5. <u>Sending signals</u> to let the speaker know that he is understood and <u>responding</u> to him after he has stopped talking. This marks the start of a new cycle where the listener takes his turn as a speaker.

SCQ 1.2

Rearrange in correct sequence these steps in the listening process.

__ Evaluating what was said based on what the listener knows about the topic.

__ Receiving the message sent by the speaker.

__ Responding to the speaker the moment he stopped talking.

__ Understanding what the speaker means.

__ Recalling what the listener thinks was said by the speaker.

READ

How People Listen

Listening can be classified into several types depending on how you pay attention to what is being said or heard.

- **Marginal/passive listening**–Also called hearing or auding, the listener hears the sounds, often in the background but simply ignores them. Because he or she is engrossed in another task.

- **Attentive listening**–The listener focuses attention and shows interest in what is being said. He or she takes note of the specifics and how they relate to the main points made by the speaker.

- **Critical/analytical listening**–In this type of listening one has to decide on the truth of ideas, pass judgment on claims made and make decisions on whether to accept what she or he hears, reject it or take it with a grain of salt.

- **Appreciative listening**–This type of listening gives the listener pleasure maybe from the humor, or the blending of voices in choric arrangements.

SCQ 1.3

What follows is a checklist of listening activities. Identify each by checking under the appropriate column.

	Type of Listening			
	Marginal Listening	Attentive Listening	Critical Listening	Appreciative Listening
1. Paying attention selectively and constantly varying the level of attention while engaged in other tasks simultaneously.				
2. Making judgments about which content to select for remembering.				
3. Interpreting implied information, attitude and intention.				
4. Predicting, comparing what's heard with what was predicted, and revising predictions.				
5. Filtering out any other ambient language or other sounds, but remaining prepared to filter them in again as and when necessary.				
6. Getting the gist of a talk.				
7. Enjoying the music played over the radio without understanding the words.				
8. Performing actions in response to instruction given orally.				
9. Identifying a general topic or information given in a listening text.				
10. Interpreting music through dance.				
11. Rewriting the listening text in different works: either in the same language (paraphrase) or in another (translation).				
12. Discussing a problem that is described orally and writing down a suggested solution.				

ACTIVITY 1.2

Make a list of as many situations you can think of where people are listening to other people. These include situations where they may be doing other things besides listening–speaking but the essential point is that they need to be able to understand what is said in order to function satisfactorily in the situation.

(Now compare your list with that given in Checkpoint 1.2)

Choosing the Listening Texts

It is best to select authentic texts, that is, materials that students are expected to meet and listen to in real life. You can record excerpts of the following texts or read them aloud at normal speed: advertisements, newscasts, weather reports, announcements, homilies, doctor–patient consultations, job interviews, etc. Here are some questions you may consider in choosing listening texts. Make students enter the answers in the grid that follows:

1. What type of talk is it?

2. Where do you expect to hear it?

3. Who is talking and to whom is he talking?

4. What is the objective of the speaker?

5. What type of listening is called for in the situation?

Types of Talk	Where it may be heard	Speaker	Person(s) addressed	Objectives of the talk	Types of listening called for
1.					
2.					
3.					
4.					
5.					

Integrating Listening with Other Macro Skills

Most listening activities are not limited to listening. They are often integrated with the other macro-language skills, namely speaking, reading and writing. In this listening activity entitled "Taking Note of House Rules", the students listen to a taped dialog, but they are asked to picture study (reading), mark with an X the infringement of the rules (writing) and draw the same scene without the infringements of those rules. Note that the task in the Pre-listening phase, if done orally would entail speaking skills.
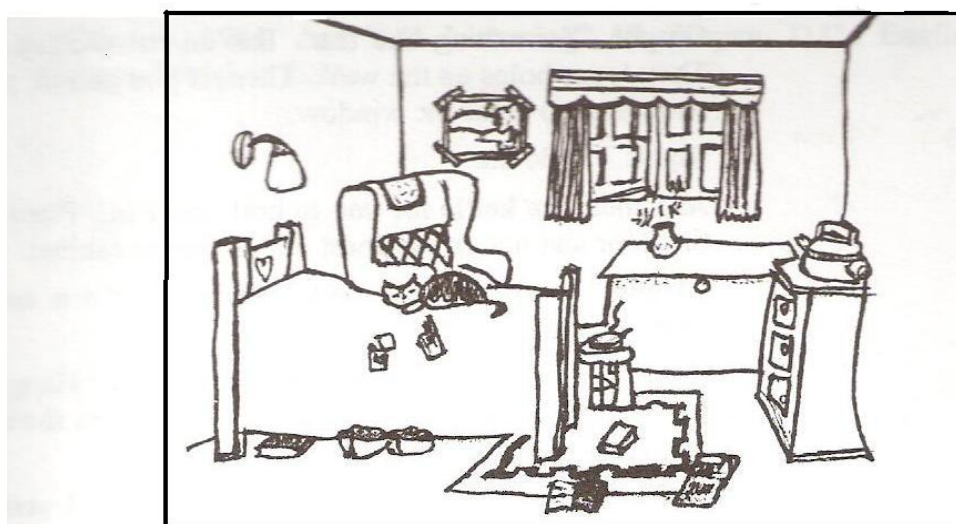
Taking Note of House Rules

Pre-listening

Look at the picture. This is the bedroom of a new boarder. Do you think you can identify things that are not in their proper places?

While Listening

Judy is a new boarder in the apartment of Aling Luz. Aling Luz is very selective of her boarders because her apartment is new.

Listen carefully to the house rules given by Aling Luz. Judy must understand the rules or else she cannot stay there.

Can you identify the rules which have not been followed? Put an X inside the box of the dialogue to show each rule that was broken.

> Note: If a tape is not available, the teacher can just read the script.

Tape script

Judy is a new boarder of Aling Luz, a very meticulous lady. Her room is on the second floor of a new apartment building.

Judy:	*Well, it's a lovely room. Its size is just right for me.*
Aling Luz:	*Oh, yes. It's a good-sized room and it's well-furnished.*
Judy:	*Yes, I can see that. Is there anything I should know?*
Aling Luz:	*Well, I don't allow the cat to go upstairs at all.*
Judy:	*Oh. Not at all?*
Aling Luz:	*Absolutely not. I don't like cats upstairs. And I don't allow people to smoke in the bedroom.*
Judy:	*That's okay with me. I don't smoke anyway.*
Aling Luz:	*I don't allow people to stick up pictures on the wall with tape. You see, when you take the pictures down, the scotch tape or masking tape leaves marks on the wall.*
Judy:	*Oh, I see. Can I use thumb tacks instead?*
Aling Luz:	*Oh yes. Something like that. But do not use big nails. They leave holes on the wall. Then, if you go out, please remember to close the window.*
Judy:	*Right! I'll do that.*
Aling Luz:	*And there's a kettle for you to boil water in. Place it on the floor and not on the chest of drawers or cabinet.*
Judy:	*I know. It will leave a mark, especially if it is hot. Is there anything else?*
Aling Luz:	*One last thing – please keep your room tidy. Hang your clothes and see to it that your books and papers should be on the table or shelf.*
Judy:	*All right, Aling Luz. I'll try to remember all you told me.*

The TQLR Technique (Jocson, 1999)

Text:

The Pains of Anger

Anger causes pain. It is usually expressed in hurting comments, cutting remarks, and sharp retorts. Many have been wounded by words or actions that have sprung from a heart filled with wrath. But the greatest pain is felt by the one who is overcome with anger.

One day as Leonardo da Vinci was painting "The Last Supper ", he became mad with a certain man. His temper flared and he lashed at him with stinging words. Resuming his work, he began to brush some delicate lines on the face of Jesus. But he was so upset that he could not continue.

He laid down his tools and went to look for the man to ask for forgiveness. Only after he apologized could Leonardo go back and complete the face of Christ.

Like da Vinci we are sometimes prevented from doing work effectively because of unresolved anger. We can overcome it by being reconciled to the one we have offended. His forgiveness will heal and relieve us from the pains of anger.

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1. Tuning in

    You are going to listen to a passage entitled "*The Pain of Anger*."

    What words can you think of in relation to anger?
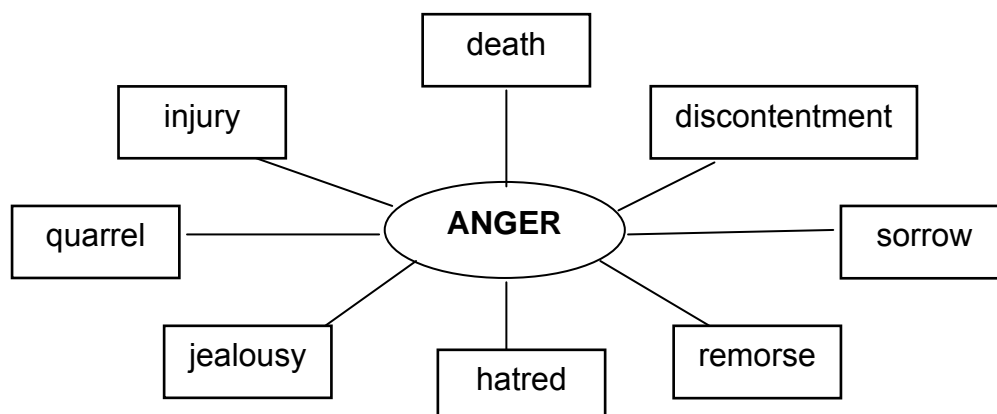
2. Generating Questions

What questions come to your mind as you read the title?

Possible questions try to elicit different question types.

a. How does anger cause pain?

b. Who will feel the pain more, the angry person or the person he is angry with?

c. Is it just physical pain? Why or why not?

d. Do you think this is true in real life?

e. Can something be done about it?

3. Listening to the text

As the students listen, ask them to check the questions that are answered. It might be pointed out that all of the above questions were answered in the text although for some of them, the answers will have to be inferred.

4. Responding to what is heard

Ask the students to give their answers to the questions raised if these may be deduced from the text. Here are the responses to the questions cited earlier.

a. It upsets you.

b. The person who is angry.

c. No, it is mental and emotional as well.

d. Yes, it is, as shown in the incident about da Vinci.

e. Yes, something can be done about it. The angry person can reach out to the person he is angry with.

POINTS TO REMEMBER

Listening is the act of paying attention to and trying to get the meaning of what you hear.

There are five main reasons why people listen:

1. To be able to engage in social rituals
2. To get information
3. To be able to respond to "controls"
4. To respond to feelings
5. To enjoy

There are five steps in the listening process:

1. Receiving the message the speaker sends
2. Determining what the speaker means
3. Determining message for at least some period of time
4. Evaluating or weighing what was said
5. Sending signals to let the speaker know that he is understood and responding to him after he has stopped talking

Listening can be classified into several types:

1. Marginal / passive listening
2. Attentive listening
3. Critical / analytical listening
4. Appreciative listening

LESSON 2
TEACHING SPEAKING

INTRODUCTION

Of the four skills macro skills, speaking is considered the most basic and the most important. A person who knows a language is referred to as a speaker of that language. Being able to express himself / herself in the target language gives one an edge over others who simply cannot think of anything to say.

Learning to speak is more than knowing the rules of grammar. One must know what to say about something, how to say it, to whom, where, and when to say it. The key word is appropriateness. Speaking requires a lot of real–time exposure to varied situations for functioning effectively in society.

It is therefore necessary to provide meaningful classroom activities that develop learners' ability to express themselves through speech.
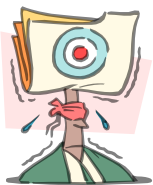
OBJECTIVES

At the end of this lesson, you should be able to:
1. describe the nature of the oral communication process;
2. identify barriers to effective communication and suggest ways to remedy them;
3. use different strategies based on the principles of oral interaction skills in English.

ACTIVITY 2.1

Here is a list of statements with an "Agree-Disagree" continuum below each. Put a cross on the continuum for each statement to indicate how far you agree or disagree with it.

1. Oral language is the foundation of early literacy development.

   Very much agree ⟷ Totally disagree

2. It is all right to correct a student's error in grammar on the spot.

   Very much agree ⟷ Totally disagree

3. The most effective way to cultivate one's skill in speaking is through pattern practice.

   Very much agree ⟷ Totally disagree

4. Students can easily talk about a topic he is familiar with.

   Very much agree ⟷ Totally disagree

5. If a student cannot express himself in the target language, he can always use the mother tongue.

   Very much agree ⟷ Totally disagree

READ

The Nature of the Oral Communication Process

Communication involves the use of the verbal and non-verbal media. For a speech act to take place, there are four important elements needed: 1.) the sender or source, 2.) a message, 3.) a receiver, and 4.) a response or feedback.   The communication process may be illustrated graphically as follows:
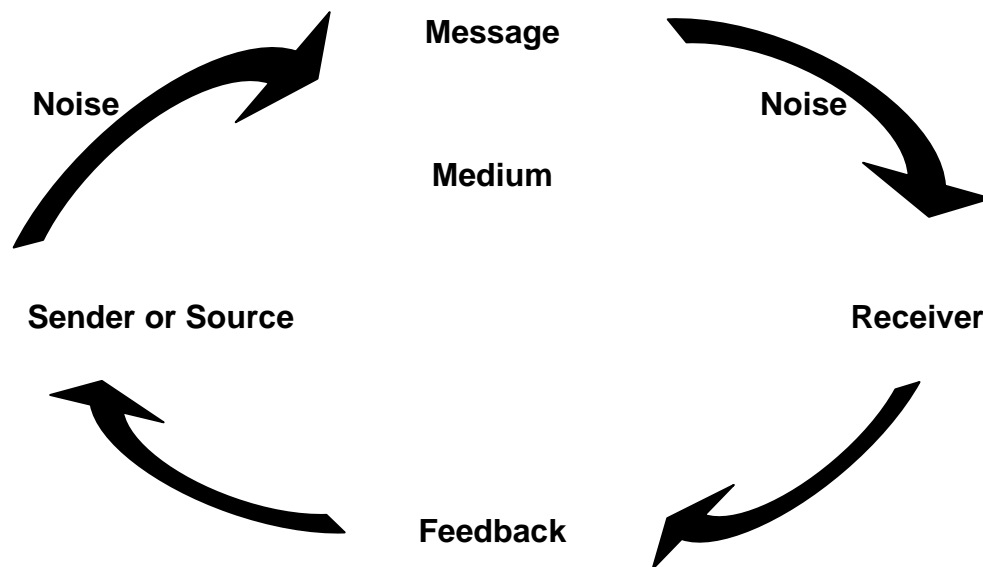
Figure 1 – The Process of Oral Communication

The sender or source is the speaker or communicator and the medium used to send the message comes in all forms such as story, poem, music, etc. The receiver reacts or responds to the message by means of feedback. An important variable that could affect communication is noise. Psychological noise is usually in the sender and/or the receiver of the message. It affects how the sender expresses his message and how the receiver reacts to it. Physical noise, on the other hand, affects the intelligibility and clarity of the message. A talking audience, background

stereo music, the whirring of the ceiling fan, and other sounds in the surrounding are examples of physical noise.

SCQ 2.1

Tell whether each of the following is **psychological noise** or **physical noise**.

_____ 1. Loud talking and laughter of children in the corridor.

_____ 2. A feeling of resentment towards the other person.

_____ 3. The blaring stereo music.

_____ 4. Lack of interest on the part of the receiver.

_____ 5. The tooting of horns of passing vehicles.

(See answers in ASCQ 2.1)

Barriers to Effective Communication

The goal of the communication process is to get the message across. If the message is not understood and responded to as intended, communication has not taken place.

Some of the factors that cause communication breakdown are language-related and they are as follows:

- Mispronunciations. For example, if the word "ship" is pronounced as "sheep"' that would change the meaning of the message "Look at the ship."

- Lack of awareness of the pronunciation of a given word in the different varieties of English. For example in Australian English the word "today" is

pronounced [tõdaī]. A person used to American English would take it to mean "to die" instead of "today."

- Different meanings attached to a word. Denotative meaning is the dictionary meaning of a word while connotative meaning is the personal meaning attached to a word.

- Psychological factors. Our reactions to a message may be conditioned by our opinion of and feelings for the sender of the message. Moreover, the way we word our messages and the way we respond are affected by our feelings during the interactions.

- Delivery of the message. The volume of one's voice and his rate of speaking could have an effect on the intelligibility and clarity of the message.

- Situation or setting. Physical noise, the size of the room, and size of the audience could impede communication.

SCQ 2.2

Give two concrete/specific examples of barriers in a communication situation.

READ

Successful Oral Fluency Practice

Imagine or recall a successful speaking activity in the classroom that you have either organized as teacher or participated in as student. What are the characteristics of this activity that make you judge it as successful?

Compare your ideas with those shown in the box below.

Characteristics of a Successful Speaking Activity

- **More learner talk**. As much as possible a big part of the period allotted to the activity is in fact occupied by learner talk.

- **Even participation**. Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the discussion.

- **High motivation**. Learners are eager to speak because they are interested in the topic and have something new to say about it.

- **Acceptable language**. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In practice, however, few classroom activities succeed in satisfying all the criteria in the preceding box. What must be the problems in getting learners to talk in the classroom? Think back to your experiences either as a teacher or a learner.

Now look at the box below and see if the problems I have come across in my teaching are the same as yours.

Problems with Speaking Activities

1. **Inhibition.** Unlike reading, writing, and listening, speaking requires some degree of real time exposure to an audience. Learners are often inhibited to speak in a foreign language, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

2. **Nothing to say.** Learners often complain that they cannot think of anything to say.

3. **Low or uneven participation.**   Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. **Mother-tongue use.** Most learners tend to use the native language because it is easier, and it feels more natural.

What a teacher can do to help solve some of the problems:

- *Use group work*. This increases the amount of learner talk in a limited period of time and also lowers learner inhibitions. It is true that the teacher cannot supervise all learner speech, so that not all utterances will be correct and learners may occasionally shift to the first language. However, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be more than in the whole class set up.

- *Base the activity on easy language*. In general, the level of language needed for discussion should be lower than that used in intensive language learning activities. It should be easily recalled and produced by the learners, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

- *Make a careful choice of topic and task to stimulate interest*. On the whole, the clearer the purpose of the discussion, the more motivated participants will be.

- *Give some instruction or training in discussion skills*. Clear instruction on how to go about the activity should be given the class. To facilitate group interaction and to ensure that everyone contributes to the discussion, a chairperson for each group should be appointed.

- *Keep students speaking the target language*. A monitor for each group may be appointed to remind the group participants to speak English. Still the best way to keep students to use the target language is simply to be there yourself as much as possible reminding them and modeling the language use yourself.

SCQ 2.3

True or False

_____ 1. Motivation is high when learners are eager to speak because they are interested in the topic and have something new to say about it.

_____ 2. Language is of an acceptable level when it is grammatically correct and pronunciation of words is accurate.

_____ 3. Learners complain that they cannot think of anything to say because they lack the necessary vocabulary to talk on the topic.

_____ 4. The use of the mother – tongue by students should always be allowed so that they can express themselves well during the discussion.

_____ 5. Students should use high level vocabulary during the discussion so that they will be rated high in oral performance.

_____ 6. Students are usually motivated to talk when the topic is highly interesting and the purpose of the discussion is clear.

_____ 7. Clear instruction on how to go about the activity should be given the class.

Oral Communication Strategies

Students are given sufficient opportunities to develop fluency in the language through varied oral communication strategies which include the following:

Discussion Activities

Discussion activities can take different forms depending on what is discussed and the objective of the discussion. Not only do they provide meaningful practice in the language but they also develop negotiation skills.

- *Describing pictures.* This is a simple but surprisingly productive activity. Each group has a picture which all its members can see. They have two minutes to say as many sentences as they can to describe it. A secretary marks a tick on a piece of paper representing each sentence. At the end of the two minutes, groups report how many ticks they have. They then repeat the exercise with the second picture, trying to get more ticks than the first time.

- *Picture differences.* Students are in pairs. Each has a different picture (either A or B). Without showing the other his picture, a student tries to find out the difference between the two pictures. For example, he says, "The girl in your picture is short and fat, but the one in my picture is tall and thin."

- *Things in common.* Students sit in pairs, choosing someone they do not know very well as their partner. They converse to find out things that they have in common. At the end, they share their findings with the whole class.

- *Problem-solving activity.* Students are presented with a situation which poses a problem to which they meet to find a solution.

- *Consensus-seeking activity.* Students are given an important issue for discussion. They first state their own views and stand on the issue. Then they try to convince each other to arrive at just one stand on the matter.

- *Moral dilemma issues.* Students are presented with a situation where they have to make a decision based on their principles and values.

- *Humanistic activities.* These are usually "getting-to-know each other better activities with a dual purpose: linguistic as well as affective. The former gives practice on a grammar point/problem while the latter aims to establish a warm, supportive, non-threatening climate in the classroom.

Language Games

Language games are generally experiential, inviting students' attention to take part in or to witness language behavior and attitude. Some examples of language games are as follows:

- *Relaying and carrying out instructions* – Students give each other instructions. The success of this activity depends on the correct giving and interpreting of instructions.

- *Story construction game* – This game is based on the principle of information gap. The students are divided into groups and each group is given one picture to study. The groups are then disbanded and one student per group is placed with representatives from the other groups to form a new team. They describe the picture they saw in their previous groups to come up with a story.

    A variation of this would be a strip story which is actually a story reconstruction game. First, the story is summarized by the teacher and written down on a piece of paper. The summary is then cut up into strips with one sentence per strip. The strips are distributed to the members of the group, one strip per student. The students are instructed to memorize the sentence on their strips, share it with the group and together reconstruct the story. It is in the negotiation that takes place during the task that students use free spontaneous talk.

Student–centered interaction modes:

- *Dyadic or Pair work* – Here the students are asked to pair off and interact with each other as they carry out the task assigned to them.

- *Small group discussion (SGD)* – Here students are divided into groups and work as a group on a given task. The smaller the size of the group the

better.   The ideal size is 5 to 8 members to a group.   Here are some pointers to consider in SGD.

Role play and related techniques

This refers to all sorts of activities where learners imagine themselves in a situation where they play the role of someone else, and use language appropriate to the new context.

- *Dialogue* – This is a traditional language–learning technique where students are taught a brief dialogue which they learn by heart. For example:

    A: Look, it's stopped raining!

    B: So it has! Do you want to go out?

    A: Yes, I've got a lot of shopping to do.

Particularly for the beginners or the less confident, the dialogue is a good way to get learners to practice saying target-language utterances without hesitation and within a wide variety of contexts.

- *Plays* – These are an expansion of the dialogue technique, where a class learns and performs a play. This can be based on something they have read or composed or on an actual play from literature.

    Rehearsals and other preparations may be time - consuming, but the results can contribute a great deal to learning and to the learners' confidence.

- *Simulation* – In simulations, the individual participants speak and react as themselves, but the group role, situation, and task they are given is an imaginary one.

- *Role play* – Students are given a situation plus a problem or task, as in simulations, but they are also allotted individual roles, written out on cards.

  For example:

Role Card A: You are a customer in a bake shop. You want a birthday cake for a friend. He or she is very fond of chocolate.

Role Card B: You are shop assistant in a cake shop. You have many kinds
of cake, but not chocolate cake.

Factors that contribute to the success of a role play are: making sure that the language demanded is well within the learners' capacity; participants' enthusiasm; careful and clear presentation and instructions. A preliminary demonstration or rehearsal by you together with a student volunteer can be very helpful.

SCQ 2.4

Answer True or False

_____ 1. We use negotiation skills in oral communication.

_____ 2. Dialogues taught in class must be memorized by the students.

_____ 3. Too many play rehearsals before performance are time-consuming
and should be discouraged.

_____ 4. Role plays and other oral communication strategies enhance fluency in
the language.

_____ 5. Group members arrive at a consensus by having different opinions.

_____ 6. In a dyadic exchange, students pair off and interact with each other as
they carry out the task assigned to them.

_____ 7. Problem solving is based on the principle of information gap.

_____ 8. The success of relaying and carrying out instructions depends on
correct giving and interpreting of instructions.

POINTS TO REMEMBER

Here are some criteria for judging the success of a speaking activity:

1. Learners talk a lot.

2. Participation is even.

3. Motivation is high.

4. Language is of an acceptable level.

LESSON 3
TEACHING READING

INTRODUCTION

Making every child a competent reader and a functional learner is the ultimate goal of teaching children learn to read. To become a competent reader, one should be able to construct meaning from print using appropriate active strategies to relate what he reads with his background knowledge and experience. Through continuous practice, fluency and skill are enhanced and the child's motivation to read increases. Naturally his constant engagement with different texts exposes him to varied learnings and insights which enable him to cope better with life situations.
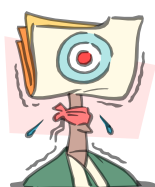
OBJECTIVES

At the end of this lesson, you should be able to:

▪ Increase students' motivation, interest, and enjoyment in reading by involving them in interactive activities;

▪ Discuss current perspectives on reading and draw out implications in teaching beginning reading;

▪ Teach lessons that incorporate principles of effective comprehension strategy instruction before, during, and after reading;

- Promote teamwork, create a sense of interdependence, and accountability by using cooperative learning strategies to facilitate literacy.

ACTIVITY 3.1

Here is a list of statements with an "Agree-Disagree" continuum below each. Put a cross on the continuum for each statement to indicate how far you agree or disagree with it.

1. Comprehension resides in the text; so the students should be able to get the meaning of what he reads.

   Very much agree ←———————→ Totally disagree

2. Comprehension occurs even before the students actually read a selection.

   Very much agree ←———————→ Totally disagree

3. The best technique for vocabulary development is through the use of context clues.

   Very much agree ←———————→ Totally disagree

4. To assess and build background knowledge, be sure that instruction corrects misconceptions.

   Very much agree ←———————→ Totally disagree

5. Students who know more about a topic remember more from a related reading than students who have limited knowledge.

   Very much agree ←———————→ Totally disagree

READ

Five Areas of Reading Instruction

According to the National Reading Panel of America, there are five critical areas that serve as foundation of reading development. They include the following:

1. **Phonemic Awareness**

This is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

There are six levels of phonemic awareness:

Level 1:   Rhymes and Alliteration

Children develop "ear" language as they identify and make oral rhymes.

Examples:

- Rhymes: I once saw a <u>cat</u> sitting next to a <u>dog</u>.

    I once saw a <u>bat</u> sitting next to a <u>frog</u>.

- Alliteration: <u>S</u>ix <u>s</u>nakes <u>s</u>ell <u>s</u>odas and <u>s</u>nacks.

- Assonance: The l<u>ea</u>f, the b<u>ean</u>, the p<u>ea</u>ch _ all were within r<u>ea</u>ch.

Level 2:   Parts of a Word

Children listen to sounds within words. They identify and work with onsets and rimes in spoken syllables or one-syllable words.

Example: The first part of kite is <u>k</u>.

    The last part of mice is –<u>ice</u>.

Level 3:   Sequence of Sounds

Children direct attention to specific positions of sounds within a word. They identify and work with syllables in spoken words.

Example: I can clap the parts in my name: Ti-na.

Level 4:   Blending of Sounds

Children at this level have acquired a good sense of phonemic awareness and are ready to divide words into separate sounds or phonemes or blend them to form recognizable sound.

Example: What word is /h/ /ae/ /t/? – <u>hat</u>

What word is /s/ /k/ /u/ /l/? – school

Level 5:   Phoneme Segmentation

Children manipulate sounds within words by adding, exchanging, deleting, or transporting phonemes to form new words.

Example: How many sounds / phonemes do you hear in <u>bell</u>?

three (3): /b/ /e/ /l/

How many sounds do you hear in <u>write</u>?

three (3): /r/ /ay/ /t/

Level 6:   Transition into Written Language

Children manipulate sounds within words by matching sounds to letters, syllable splitting, phoneme blending, phoneme substitution, phoneme isolation, and phoneme deletion.

Examples: What is <u>smile</u> without the /s/? – <u>mile</u>

What is pot with /s/ at the beginning? – <u>spot</u>

 SCQ 3.1

Devise sample activities or tasks based on the different levels of phonemic awareness. Have one activity or task for each level.

2. **Phonics and Decoding**

Phonics instruction enables beginning readers to understand the relationship between letters (graphemes) of written language and the sounds (phonemes) of spoken language. It teaches them to use these relationships to read and write words. Systematic and explicit phonics instruction is most effective when it starts in kindergarten or first grade, thus enabling children to develop solid word attack skills from the beginning of their introduction to reading. An effective program of phonics instructions is systematic and explicit. The plan of instruction includes a carefully selected set of letter-sound relationships organized in a logical sequence which provides teachers with precise directions for teaching these relationships. It also concentrates on linking what children already know with new information.

Phonics instruction is not an entire reading program for beginning readers. Along with phonics instruction, young children should be solidifying their knowledge of the alphabet, engaging phonemic awareness tasks, and listening to stories and informational texts read aloud to them. They should also be reading texts (both aloud and silently), and writing letters, words, messages and stories.

Phonics instruction is important because it leads to an understanding of the alphabetic principle, which is the systematic and predictable relationships between written letters and spoken sounds.

SCQ 3.2

Plan a phonics activity to teach any of the short vowel sounds.

3. **Vocabulary Instruction**

Vocabulary is the meaning and pronunciation of words that we use to communicate effectively. It is simply the number of words that we understand or can actively use to listen, speak, read, or write.

Vocabulary knowledge is among the best predictors of reading achievement (Daneman 1991). It plays a vital role in every aspect of reading from understanding the plot or gist of a simple text to interpreting and appreciating the most complex text.

Scientifically-based research tells us that children learn the meanings of most words indirectly, through everyday experiences with oral and written language. However, it is also important for teachers to address word learning directly. Direct instruction in word meanings is effective, can make a significant difference in a student's overall vocabulary, and is critical for those students who do not read extensively (Beck, McKeon, & Kucan, 2002). This includes providing students with specific word instruction and teaching them word-learning strategies.

Based on the studies conducted by Robbins and Ehri (1994) the most effective methods of vocabulary development are those instruction methods where students are given both the definition of the word as well as examples of usage and practice with usage. Semantic webs, word maps, and graphic organizers can help students graphically show relationships to provide a memory link as an effective vocabulary building technique. However, merely creating these maps without discussion around the vocabulary term is not effective. Students must discuss and work with the words for these techniques to produce lasting vocabulary gains.

4. **Fluency**

This is the ability to read a text accurately, smoothly, quickly, and with expression. Some students are able to read orally with speed, expression, and smooth decoding but they do not understand what they read. These students are not yet fluent readers because fluency also requires comprehension. To be termed "fluent reader" with a particular text, an individual must be able to read effortlessly, use expression, and read and recognize words quickly. He must have developed automaticity (Samuel, 1994) and must understand how to group words quickly to gain meaning from the text. When a student possesses automaticity, he

does not have to attend to the task of decoding and can focus his energy on comprehension. A fluent reader has a good knowledge of vocabulary and good word identification skills. In addition, a fluent reader can make connections between the text and his own background knowledge. The stronger the reader's fluency in reading a specific passage, the greater the resulting comprehension with the material being read is.

Fluency instruction may be the missing element in reading instruction for most teachers because most of us learn to teach reading with a focus on accuracy and comprehension, while few of us were taught to read quickly and automatically. Though some students will learn to read fluently, with little direct instruction from teachers, many will require practice and support from peers and teachers to improve their fluency and make reading a more valid activity.

The following activities can improve fluency:

a. Reading with a model reader. The model reader can be a teacher, another adult, or an older student.

b. Choral reading. In choral or unison reading, students read along as a group with the teacher (or another fluent reader). Students follow along as teacher reads from a book. For choral reading, choose a book that is not too long and that can be read independently by most students. Patterned or predictable books are particularly useful because their repetitive style invites students to join in.

c. Tape-assisted reading. In tape-assisted reading, students read along in their books as they hear a fluent reader read the book on an audiotape. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader at about 80-120 words per minute. The tape should not have sound effects or music.

d. Readers' theater. This is rehearsing and performing before an audience of a dialogue-rich script derived from a book. In readers' theater, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. The critical

aspect of the exercise is that students read the text repeatedly until they can recite it fluently and with prosody.

e. Partner reading. In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first providing a model of fluent reading.

Teacher should assess fluency regularly (National Reading Panel). Monitoring student progress in reading fluency is useful in evaluating instruction and instructional goals. It can be motivating to students to see their fluency growth reflected in graphs.

5. **Comprehension**

"Reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct meaning." (Harvey & Goudvis, 2000, p.5). The diagram below helps illustrate this point:
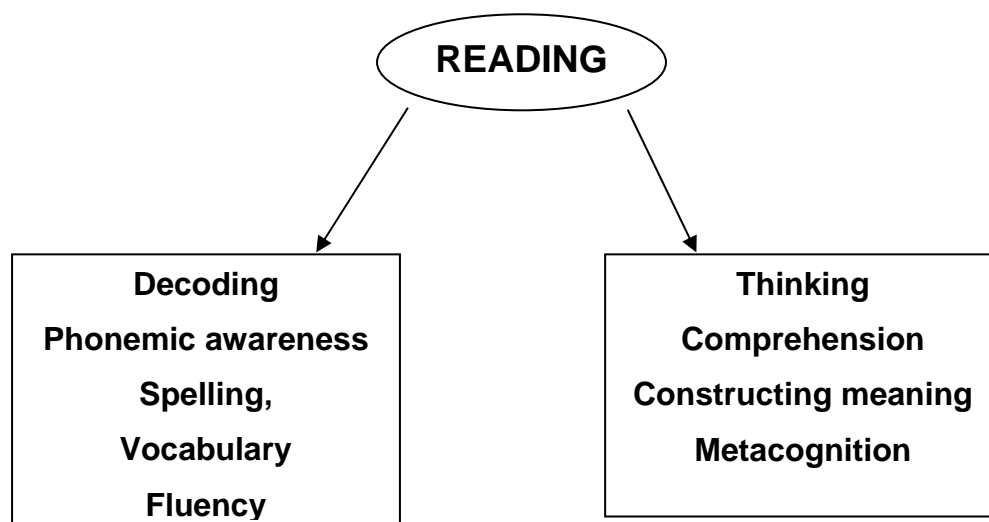
(From Reading Power: Teaching Students to Think While They Read. Adrienne Gear, 2006)

The skills on the left are those skills essential to mastering the code and are considered the basics of beginning reading instruction. The skills listed on the right

point to comprehension as a separate aspect of reading that requires the same amount of direct instruction and teaching time as the decoding skills. Once thought of as a natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experience, thinking and teaching (Fielding & Pearson, 2003).

The notion of "something happening" while we read is the essence of comprehension. The "something happening" is the interactive construction of meaning inside our heads, which creates understanding. Sadly, the "something happening" does not naturally occur inside all readers and so there is a felt need to teach them how to use their experience and their knowledge to make sense of what they are reading (Gear, 2006, p.15).

Profile of a Proficient Reader

What made a child a better reader than all the other children? In a study of proficient readers, David Pearson (1970) was able to determine several common strategies used by proficient readers that enabled them to make sense of the text. A condensed version of this research is what is described as the "profile" of a proficient reader (Gear, 2006).

A good reader is metacognitive – aware of and able to use and articulate the following strategies in order to interact with the text and enhanced meaning.

1. **Make connections**. A good reader is able to draw from background knowledge and personal experiences while reading to help create meaning from the text.

2. **Ask questions**. A good reader asks both literal and inferential questions before, during, and after reading to clarify meaning and deepen understanding.

3. **Visualize.** A good reader is able to create multi-sensory images in the "minds eye" while reading to help make sense of the text.

4. **Determine importance**. A good reader is able to sort through information in the text, select key ideas, and remember them.

5. **Draw inferences**. A good reader knows that not all information is included in a text, and is able to reasonably "fill in", hypothesize, and predict, based on the evidence on the text.

6. **Analyze and synthesize**. A good reader is able to break down information and to draw conclusions based on both the text and his or her thinking.

7. **Monitor comprehension**. A good reader is able to stop, go back, and reread in order for understanding to occur.

If these strategies are what research has found good readers do to understand text, then this is what we need to be teaching our not – so – good readers to do. We can even trim down the seven strategies to five: *connect, questions, visualize, infer, and synthesize or transform*. These five are considered the ones that students could best learn and that teachers could most easily implement in order to create a language of thinking in the classroom.

 SCQ 3.3

Explain each of these strategies that a proficient reader uses:

1. Connect
2. Question
3. Visualize
4. Infer
5. Synthesize / transform

 READ

Three Stages of Teaching Reading

The major goal of reading instruction should be the provision of learning activities that will enable students to think about and react to what they read-in short, to read for meaning. To achieve that goal, a reading lesson should have three basic parts representing phases of the lesson that take place before, during, and after reading.

1. Prereading Strategies

All reading and learning depends on what the learner brings to the task. For this reason, the prereading stage is considered the most important phase of a reading lesson. It is here where students are guided to reflect on what they already know or think about a topic so that it can help them understand what they are going to read.
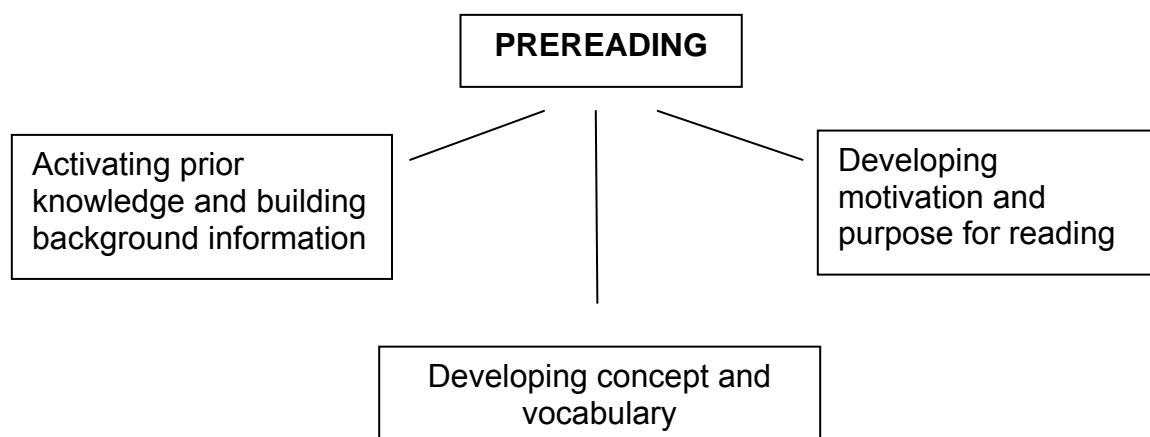
Activating Prior Knowledge and Building Background Information

There is "something in our head" that we carry around with us all the time (Smith, 1985). This "something in our head" is background or prior knowledge and is referred to as **schema.** According to Williams and Moran (1989), this is an abstract structure representing concepts stored in memory. Such concepts are formed and developed into a kind of "system" as a result of how one experiences the world which, in turn, serves as a basis of his or her understanding and learning about it.

According to the schema theory, a reader's knowledge of the world, or prior knowledge, plays a crucial role in his/her understanding of the text and especially in working out implicit information (Silberstein, 1994). There are several techniques to activate a readers' schema.

1. _Preview and Predict_

    ▪   Have students browse through the selection to get a sense of its format. Point out the different text areas: the text at the top, the speech balloons, and the "glosses" along the margin.

    ▪   Ask a question to help students see whether the selection is fiction or non-fiction. Then have students predict what the selection is all about.

2. _Text Previews_–A text preview helps students better comprehend a difficult text. It helps students understand concepts, vocabulary, and structure of the reading selection so that they can build higher level understanding.

    Here is a small portion of a critical commentary in Romeo and Juliet. A Teacher Resource Unit (Kovacs, Meier, & Tutty, 1988).

    Romeo and Juliet may be regarded as an extended love debate, a running argument between a number of theories about the nature of love, in which each theory is given full and sympathetic expression. There is, first of all, the kind of fashionable love which we see in Romeo when he first appears, sleepless and disheveled, suffering agonies of unrequited love for Rosaline. The sight of Juliet is enough to make him forget Rosaline forever. This kind of love is a game in which the love who "kisses by the book" is most in love with love and appearing a lover. (p.71)

    After reading the preview, a discussion about the nature of love would allow the students to share their own experiences to help them understand the various types of love portrayed in the play. Sharing may be done in groups. Students may also write journal entries about the nature of love.

3. _Story Impressions_-The steps are as follows:

    a. Preview text section or story and select key words which indicate plot, setting, and characters.

    b. Arrange the words vertically with arrows in the order they are presented in the story.

      c. In pairs, have students make predictions and write a collaborative story using all the terms in the chain.

      d. Have students read their assigned story and compare their impressions with the author's version (Mc Guinley and Denner, 1987).

To illustrate this technique, here is a story impression grid for the selection "Alexander and the Wind-up Mouse" by Leo Lionni.

Chain of Words	Your version of what the book might say. Write a
mouse ↓ scream ↓ crash ↓ ran ↓ hole ↓ crumbs ↓ broom ↓ saw ↓ another ↓ mouse ↓ wheels ↓ key	paragraph using the chain words in order.

4. *Group Predictions*

      Students in small groups brainstorm ideas that relate to a topic or theme in a reading selection prior to the reading. After reading, students return to the groups' predictions to validate how much their discussion before reading enhanced their comprehension.

If you are going to present the story Roxanboxen by Alice Mc Lerran to your class, invite students to preview the title and illustrations to help them get ready for the story by thinking what it might be about. Then explain that making predictions about the story will help them get ready for reading and understanding it. Ask: What do you think of the title "Roxanboxen"? What are the children on the cover doing? Have students discuss in groups what they see and make predictions, such as "I think the story is about playing games in the desert." Tell them to keep their predictions in mind as they read.

SCQ 3.4

Using any of the story titles given below plan activities to activate prior knowledge and build background information.

1. The Monkey and the Turtle
2. The Ant and the Grasshopper
3. The Legend of the Mayon Volcano

Developing Concept and Vocabulary

There are practical techniques in vocabulary development and they are as follows:

1. _Through realia or actual objects_. Introducing a new word, especially to very young readers, requires a multi-sensory device. This makes for a rich and more meaningful experience. For example, in introducing the word <u>pebble</u>, you may say: "Look what I have in my hand. What do you see? (a small stone). Would you like to touch it? (Pass it around.) What can you say about the small stone? (smooth, not rough like ordinary stone) This small stone is called a <u>pebble</u>. (Write <u>pebble</u> on the blackboard). Where can you find pebbles?

2. _Through visuals_. The next best thing to an actual object is a replica or a likeness of it. Visuals may be in the form of photographs, sketches, slides, collages, and other similar illustrations.)

To introduce the word <u>mansion</u>, you may show a picture and ask: "What does the picture show? (house, shelter) What can you say about the people living in it? (well- to- do, rich).

This is a mansion. What kind of house is a mansion?

3. _Through demonstration or gesture_. This technique is ideal when unlocking the meaning of a noun or an action word. You may demonstrate the meaning yourself or better still, you may train a student or two before the class begins to act out the word for the rest of the class.

   To introduce the word <u>grin</u>, you may call on a student to give a little smile (that is without showing his teeth). Call another student to <u>grin</u> (that is smiling with most or his teeth showing). Then you may ask: Why is Fred's smile different from Tina's? (It is a wider smile). What is a <u>grin</u>? (It is a wide smile). When do we usually grin?

4. _Through context clues_. The word is used in a sentence that carries with it a clue that directs the learner to the meaning in focus. For example: The Japanese paper is <u>flimsy</u> and thin. It is easily torn.

5. _Semantic mapping_. This strategy helps students see the relationship among words.

   The basic steps are as follows:

   a. Select an important word or topic in the selection. This word should be familiar enough to the students such that they can list related words.

   b. Write the word on the board and encircle it. Encircling marks the word as the core of the vocabulary activity.

```
        |
   _____|_____
  /           \
 /   Endangered \
 \             /
  _____/
   /    |    \
```
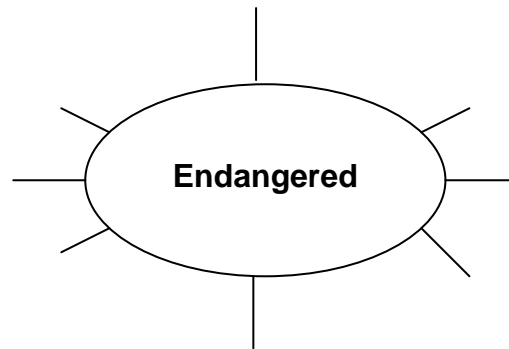
c. Encourage the students to think of as many words related to the core.

```
   alligator                              in danger
  monkey-eating
  eagle tamaraw

                     ENDANGERED          might become
                                            extinct

   stop hunting
   enforce laws
    protecting                             needs
     animals                             protection
```
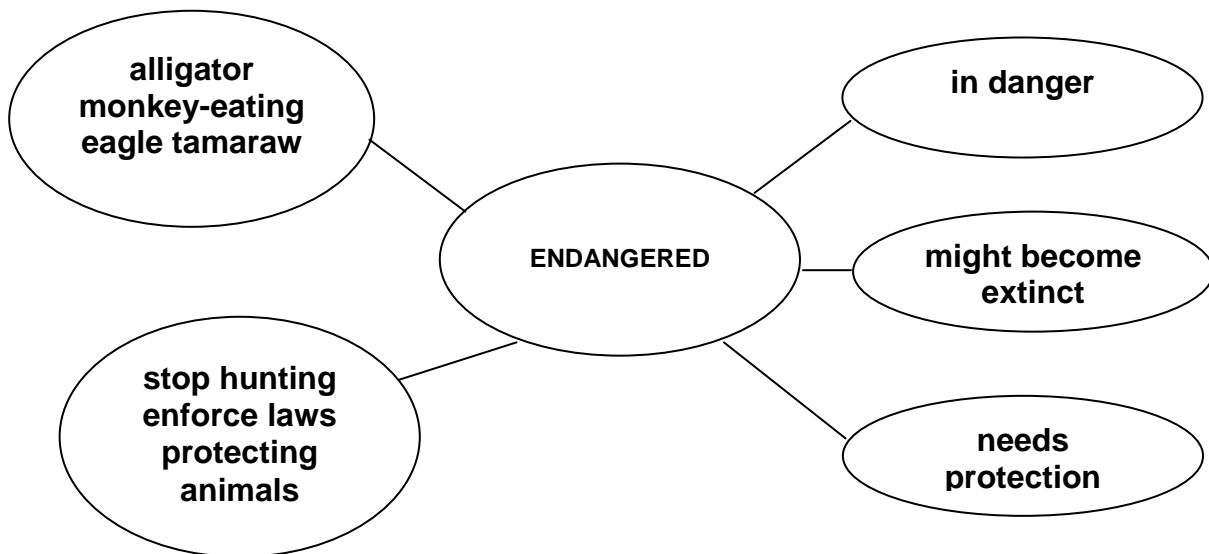
SCQ 3.5

Try out the different techniques in vocabulary development. Why did you choose a particular strategy for a given word?

1. gasping for air

2. mermaid

3. a harrowing experience

4. minute object

5. peace

Developing Motivation and Setting the Purpose for Reading

Before actual reading, assist students in analyzing the material. Take "picture walks" through the book if there are pictures besides making predictions as to content, story progression, or conclusion. In the absence of pictures, help students get a "feel" for the book and assist them in identifying the purpose for their reading. Are students expected to gather information of some type as they read? Will they do something with the data after reading? In this case, a KWL chart, a graphic organizer, or an anticipation guide will help students better to prepare for reading.

Three factors contribute to motivation:

▪ Attitude–the force which motivates a person to continue with a task.

▪ Interest–the desire to know about or explore a topic.

▪ Self-concept– a fair and sincere feedback enhancing students' positive view of themselves

The Motivation Question–Motive Question Tandem

Two questions are asked to prepare the students for reading:

▪ Motivation question–This to activate prior knowledge related to the selection. Responses to this question are experience-based.

▪ Motive question–This is to test the comprehension of the selection. It is usually parallel with the motivation question.

For example:

Selection: **The Very Hungry Caterpillar**
By Eric Carle

Motivation Q: When you are very hungry, what foods do you eat?
Motive Q: What did the very hungry caterpillar eat?

SCQ 3.6

1. Differentiate between a motivation question and a motive question. Give an example to illustrate.

2. **During Reading Strategies**

   Reading of the text, which is the most obvious aspect of the reading phase, may be taken to mean that the students read the text silently in the classroom or at home as part of the assignment. Provide some guide questions so that they can focus better while reading. In the early grades the teacher reads aloud as the students listen. Reading aloud to children is the single most important activity for building the knowledge required for eventual success in reading. (Anderson et.al. 1985). It should be used for learners in all levels. High school students should get a read-aloud treat every now and then.

Read-Aloud

Here are some tips for more effective read-aloud:

1. Read at a slower rate than normal conversational speech in order to be heard in all parts of the room.

2. Focus on the students from the second to the last row. Look at their faces as you read. Make them your barometer for volume.

3. Establish eye contact. Your listeners should be reminded you are reading to them. Do not hesitate to pause while reading so as to catch the attention of those who aren't paying attention.

4. Make distinctions between characters when you read. You may ask some students to assist you in reading by appointing them to read the lines of specific characters.

5. Use minimal gestures. Some slow movements of the hands or body will help emphasize some parts.

6. As much as possible, provide your students with a copy of the text you are reading aloud so that they can follow your reading silently.

A strategy that may be used for read-aloud is partner predictions. This incorporates the use of predictions and elements of cooperative learning following these steps:

1. Identify the places in the story for prediction.

   Before reading aloud to the class, read through the story and select three or four places where it would be appropriate to stop and have your students predict what may happen next in the story.

2. Read aloud and have students predict.

   Place students in pairs. Read the title and perhaps several paragraphs of the story you are going to read aloud. Ask the students: "What do you think the story will be about?"

3. Ask students to share their ideas with their partners.

4. Call on some students to share what their partners think the story will be about. Suggest to students that they begin their response by saying: My partner_____ thinks that _____.

5. Read another section of the story and have students predict. Ask students again; "What do you think will happen next?"

For example:

Selection: **The Boy Who Was Followed Home**

By Margaret Mahy with illustrations By Steven Kellog

This is a fantasy about Robert who is followed everywhere by hippos. One day, however, he sees that there isn't a hippo in sight. Students are asked to tell their partner what they think is following Robert now.

▪ Story Prediction Guide–This provides a scaffold or support to bridge the gap between guided reading under the direction of the teacher and independent reading.

Directions for the Students:

"As you read, you will be asked to stop from time to time and predict what you think will happen next. When you predict, you have to think carefully about what you are reading and make a guess about what is going to happen. Your predictions may not be exactly what happens in the story, but they should make sense. You will also be asked to tell why you made your predictions. You can use information from your reading and your experiences to justify your explanation."

Story Prediction Guide

1. Write the title of the story here:

   _____

   _____

   _____

   _____

2. With a title like this, what do you think the story will be about? What do you think will happen? Write your predictions.

   _____

   _____

   _____

   _____

3. Why do you think so? Write the reasons for your predictions here.

   _____

   _____

   _____

   _____

4. What do you think will happen next?

   _____

   _____

   _____

   _____

5. Why? Give your reasons for predictions here.

   _____

   _____

   _____

   _____

6. What do you think will happen now?

   _____

   _____

   _____

   _____

7. Why do you say so?

   _____

   _____

   _____

   _____

8. How do you think the story will end?

   _____

   _____

   _____

   _____

9. What makes you think it will end that way? Write your reasons here.

   _____

   _____

   _____

   _____

Fix-Up Strategies for Comprehension Building During Reading

Teacher modeling of fix-up strategies is important for students so that they understand how to apply these strategies in their own reading. As you read to students, you can model this by saying, "I missed that part. Let me rethink what is happening here" or "Let me reread this section a little more slowly so I can see if it makes more sense or "I think I need to change the picture in my mind about what is happening."

For primary students, here are some steps for teaching good comprehension strategies:

- Look at the picture for clues; make a prediction or guess about what the word might mean. Does it make sense in this context?

- Reread the sentence and see if it makes sense the second time.

- Read on and ignore the word and see if you still understand what is being said.

- If you come to a word you don't know, sound it out, say it slow and "snap" it together, or make a word substitution that makes sense.

- Ask for help from the teacher if you are still confused.

SCQ 3.7

Give some fix-up strategies that good readers use during active reading.

3. Post Reading Strategies

Post reading is the last phase of the reading lesson. It is after reading when readers want to share and discuss ideas with others. Post reading activities might include the following: discussion, engagement activities, and reading-writing link. This is illustrated by the diagram that follows:
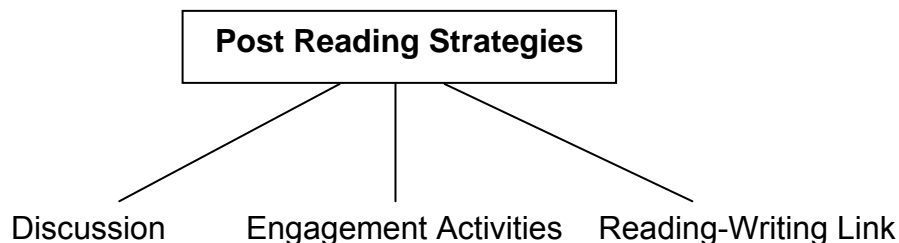
Discussion

After reading, discussion follows to check students' comprehension of the text. The discussion usually begins with the motive question. The rest of the questions are planned in anticipation of the answers the children will give. The flow proceeds as conversation activities that are interspersed between questions so that the discussion will not drag.

GPU: Gradual Psychological Unfolding

GPU is a discussion technique developed by the late Prof. Basilisa Manhit, founder of the Department of Reading of the University of the Philippines. As its name suggests, the story is unraveled through a slow yet logical manner with questions and activities prepared by the teacher. The guide or clues from the teacher enable the learners to gradually understand the events in the story, perceive the author's message, determine his perception of an emotional phenomenon or of life, and to select and assimilate values relayed through the selection (Ocampo, 2002).

The students go through all the dimensions of reading comprehension (Bloom).

1. First Dimension: Knowledge or Literal Understanding

A literal understanding of a selection provides the reader with the most basic structure through which the writer expresses his philosophy in life.

Answers to information or Wh-questions are explicitly stated in the text.

Sample Questions:

- What is the title of the story?

- Who are the characters?

- Where does the grasshopper stay?

- Why does the ant save food?

2. <u>Second Dimension: Comprehension or Interpretation (Grasping Fully the Writer's Ideas)</u>

The reader is tasked to read between the lines to make inferences. Sufficient clues are given to enable the reader to arrive at the writer's ideas. Questions on the second dimension are still about the story though the answers are derived and not lifted from the selection.

Sample Questions:

- Compare the grasshopper and the ant.

- What words describe the ant? the grasshopper?

- What does the saying "Save for a rainy day" mean?

3. <u>Third Dimension: Application</u>

The reader uses or applies learned materials in new and concrete situations, processes, effects, conclusions.

Sample Question:

- If you were the grasshopper, what would you have done?

- Why is it important to practice thrift and economy?

4. Fourth Dimension: Analysis

The reader breaks down the material into component facts so that its organizational structure can be understood such as elements, hypothesis, statement of facts, others.

Sample Questions:

- What is the writer's purpose for writing the story?

- What literary device did the writer use to make the selection interesting to the readers?

5. Fifth Dimension: Synthesis

The reader puts parts together to form a whole new pattern, structure, or design. He suggests or makes plans of action.

Sample Questions:

- What other things can you save in order to economize?

- What ways can you suggest to save on the following:

    ‣ Food?

    ‣ Electricity?

    ‣ Water?

    ‣ Clothing?

    ‣ Other resources?

6. Sixth Dimension: Evaluation

This is judging the value of something using internal criteria.

Sample Questions:

- Prove that the ant did right in storing food for the rainy day.

- Did the grasshopper deserve to go hungry? Cite reasons for your answer.

- What can you say about people who recklessly spend their salary without thinking of saving a portion of it for future use? What advice can you give them?

SCQ 3.8

Deadly Winds

Two destructive weather disturbances are tornadoes and hurricanes. We cannot do anything to stop them but like other weather disturbances, they may be stopped and tracked and people may be forewarned about them.

Tornadoes are created when warm and cold air masses collide. When the air in a place is humid with a temperature above 26 c and a cold mass arrives, it is possible that the warm and cold air masses will hit each other with such a strong force that a tornado will be formed. Tornadoes can cover an area from 70-330 m. wide. Although they usually travel with an average speed of 32 to 63 km./hour, the wind velocity may reach up to 300 km./hour. On the whole, tornadoes last less than an hour. In the Northern Hemisphere, they most frequently occur between April 1 and July 15. While it is true that tornadoes cannot be predicted, the air conditions that make them possible are known and so, when these conditions exist, the weather bureaus usually report "tornadoes possible."

The tropical hurricane is the most devastating of storms. It may occur in any part of the world but under different names. All hurricanes start at the equatorial region. Those that start north of the equator travel in the general direction of North, to North West, to North East. Those that start south of the equator travel in the opposite direction.

A hurricane can cover an area of 800 to 3,200 sq. m. Although it travels only 12 to 14 km. /hour. The life of a hurricane is about 10 days. When the barometer begins to rise and the wind changes direction, the worst of the hurricane is over.

---

1. *What weather disturbances are discussed in the selection?*

2. Why are these weather disturbances called 'deadly winds"?

3. Differentiate between a tornado and a hurricane?

4. How are people warned when a weather disturbance is approaching?

5. What is the importance of tracking weather disturbances?

6. In what countries do tornadoes frequently occur?

7. What are the devastating effects of tornadoes?

8. What should people do in case of a tornado? A hurricane?

9. Why are hurricanes considered the most devastating of storms?

10. If people can't stop these weather disturbances, is there a possibility to lessen their destructive impact? How?

Engagement Activities

Going beyond the literature after reading enables students to elaborate on and reconsider the selection. Elaboration is based on the notion that when readers actively integrate new information with existing knowledge, greater understanding and use of the new material will result (McNeil, 1987).

Comparing perspectives, debating, recollecting, summarizing, and writing and reacting to the literature in a variety of ways are all forms of elaboration or engagement activities for students to reinforce, heighten, and develop ownership of

the reading experience. These are usually interspersed with the questions asked during discussion.

- Cued Retelling–This is a highly interactive strategy for having students retell a selection either orally or in written form.

  For example:

  Oral: Read the directions in quotation marks to your partner. "Tell me everything you can remember about the story we just read." Check off idea as your partner mentions it. "Now I will give you some clues to help you remember additional things about the story." Mention one cue to your partner at a time.

Free Retelling	Cued Retelling

Nicodemus an ordinary sewer rat and his friend Jenner near a farmers' market

The capture of the confused rats at the laboratory

Dr. Schultz sorted the rats.

Group A

Nicodemus' and Jenner's group receives a series of injections

Group B rats

Group C cats

Training of all rats

Result of the experiment

- Story Mapping

  A story map includes the elements most stories represent such as a character's attempts to solve problem, the set of attempts to achieve the goal (usually the major events or actions in the story), and the resolution (what happened in the end, how the problem was solved). A story map is like the summary of a narrative.

①

STORY MAP

STORY MAP

The Setting:
 	
  Characters:
 	
  Place:
 	
  Time:

The problem
The Goal
Event 1
Event 2
Event 3
Event 4
Event 5
Event 6
Event 7
Resolution:

② STORY MAP

Setting: Character: Place:
Problem: Action:
Goal:
Resolution:

- Venn Diagrams for Comparing and Contrasting Stories / Characters / Setting / and Personal Experiences

  The Venn Diagram for comparing and contrasting lends itself well for use as a pre-reading or follow-up to a reading task.

For example: Story: The Vain Crow from Aesop's Fable

Peacock   Same   Crow

colorful | both | black
doesn't | are birds | flies far
fly far | have feathers | small
large | have beaks |
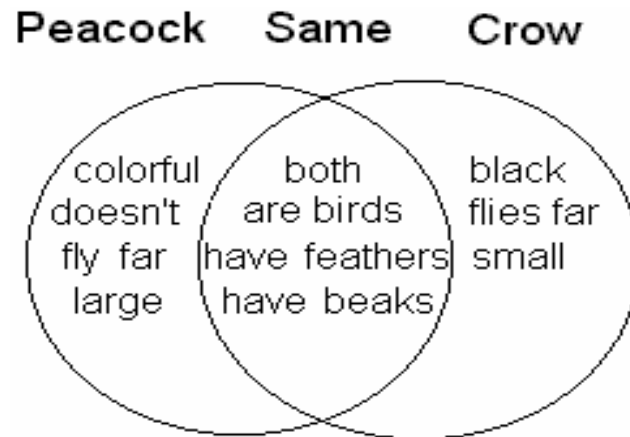
Story: Mufaro's Beautiful Daughters by John Steptoe

Nyasha   **Manyara**

kind | | selfish
happy | | spoiled
loved animals | | ill-tempered
generous | caring | became a
polite | beautiful | servant
brave | lived in | left the night
gave the boy | Africa | before the
a yam | | name caller
became queen | | greedy
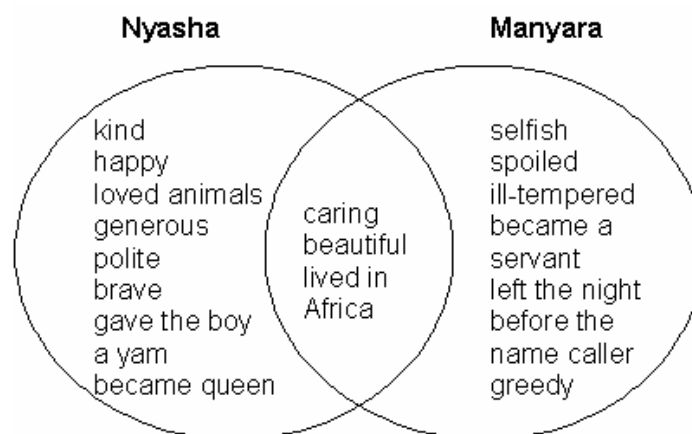
- ▪ <u>Discussion Web</u>–This incorporates the four language arts using cooperative learning ideas for students to interact. It is especially useful for discussions in literature and in social studies.

Discussion Web for
The Industrial Revolution

Machine now did most of the work.		Workers received very low pay, and barely made a living.
The industrial Revolution provided jobs for many people, especially immigrants.	Reasons	Mass production work in a factory dehumanized the worker, who was just a cog in a machine.
More products were now affordable for the common people.		Working conditions were often unhealthy or dangerous.
The cost of living dropped, which helped working people.	Did the Industrial Revolution help working people?	Workers had to work long hours, with very little time off for their families.
Labor-saving devices became available and were used in factories and homes.		Workers were no longer skilled laborers and could not look forward to owning their business.
	Conclusion	Workers had less control over their working conditions.
Many Americans had a tough existence under an agricultural economy.		Workers were crowded into cities and lived in tenements.

For example:

After reading the novel *The Red Badge of Courage* by Stephen Crane, have the class answer the question: Was Henry Fleming a coward for running?

```
┌─────────┐                                                ┌─────────┐
├─────────┤                  ┌──────────────┐              ├─────────┤
├─────────┤                  │   Reasons    │              ├─────────┤
├─────────┤                  └──────┬───────┘              ├─────────┤
├─────────┤                         │                      ├─────────┤
├─────────┤                         │                      ├─────────┤
├─────────┤            ┌────────────┴────────────┐         ├─────────┤
├─────────┤            │  Was Henry Fleming a coward │       ├─────────┤
├─────────┤            │       for running?          │       ├─────────┤
├─────────┤            └────────────┬────────────┘         ├─────────┤
├─────────┤                         │                      ├─────────┤
├─────────┤                  ┌──────┴───────┐              ├─────────┤
├─────────┤                  │   Reasons    │              ├─────────┤
└─────────┘                  └──────────────┘              └─────────┘
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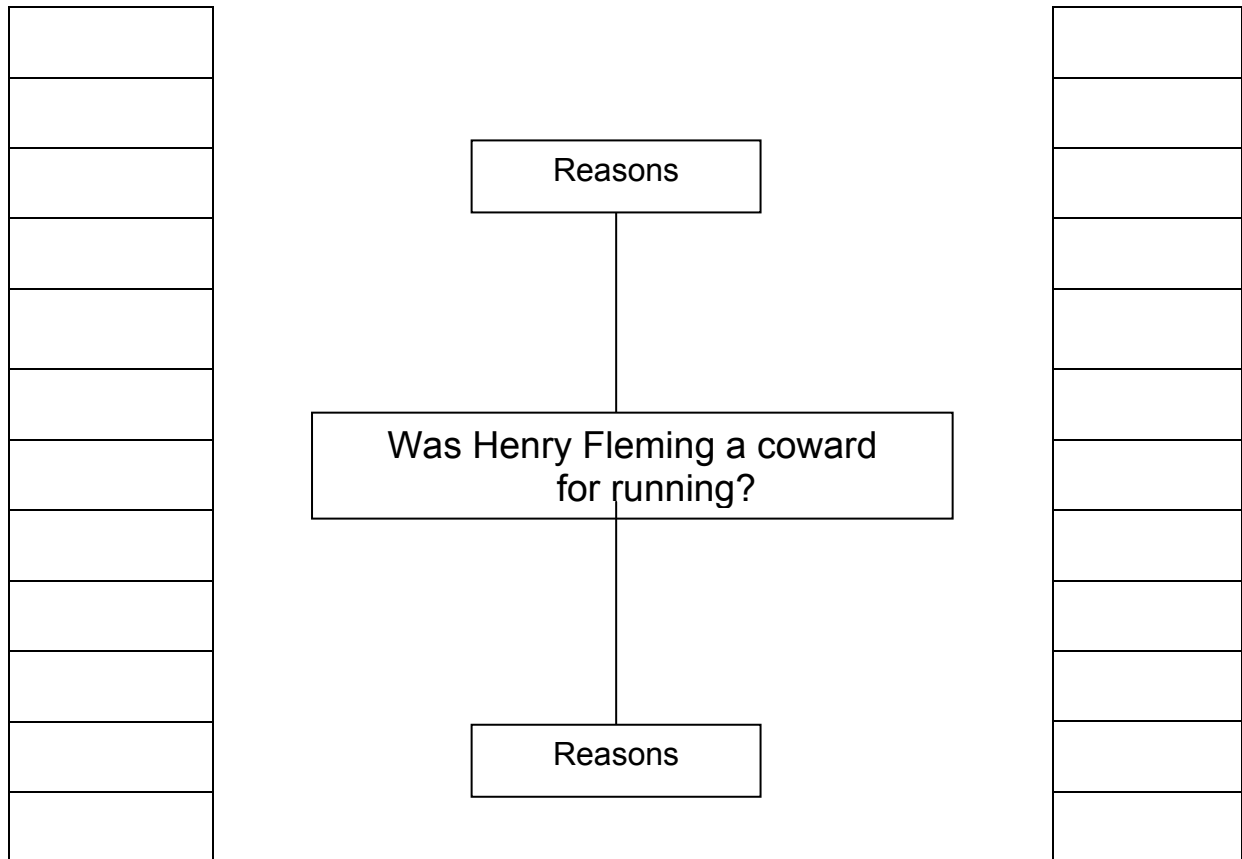
Reading-Writing Link

Students may do journal writing in response to literature through the following activities:

- Writing an ending to a story

- Retelling the story or a part of the story from the point of view of a character

- Reading response journal

- Doing a news write-up about the exciting events in the story

- Summary journal – This should describe the action of the story, development of the characters, impact of the setting on the plot,

comments on the author's style, or other ideas the reader has after reading the selection.

SCQ 3.9

Match each item in Column A with the appropriate description in Column B.

A	**B**

A

1. Venn Diagram

2. Story Mapping

3. Cued Retelling

4. Reader Response Journal

5. Discussion Web

B

a. A written personal reaction to what was read

b. A strategy for retelling a selection orally or in written form

c. A summary of a narrative highlighting the character's attempt to solve a problem

d. Used for comparing and contrasting characters , setting and personal experiences

e. An interactive activity using a key question to trigger students to reason out and give conclusions

Reading Intervention and Remediation

The Problem and Context

According to research, children who encounter problems in the beginning stages of learning to read fall farther and farther behind their peers (Stanovich, 1986). There is nearly a 90% chance that a child who is a poor reader at the end of

Grade 1 will remain a poor reader at the end of Grade 4 (Juel 1998). Although most reading failure is necessary, it has been noted that 20% of students have significant reading problems.

Who are the students at risk?

At- risk students have been identified as those who are likely to fail either in life or in school (Frymier & Gansneder, 1989; Strickland, 1998). Children have been said to be at risk if they are identified as having any six of some 45 factors which include the following:

- Children with a history of preschool language impairment
- Children with limited proficiency in English
- Children whose parents had difficulty learning to read
- Children with attention deficit – hyperactivity disorder
- Children who lock motivation to learn
- Children from poor neighborhoods
- Children who attend schools in which the classroom practices are deemed ineffective
- Children who score low in standardized tests
- Children whose IQ is below 90
- Children who have negative self-image
- Children who are ill
- Children who have excessive absence from school
- Children who have been retained in a grade

The Solution to the Problem: Prevention

The basic intent of many remedial programs is to help students catch up so that they can then learn with their peers. However, an ounce of prevention is worth a pound of cure. Over the last decade, a number of programs have been created that are designed to help those students who are more at risk of failing to learn to read and write. There are a number of highly successful intervention programs which do not require extensive training and maybe implemented with small groups of students by the classroom teacher. These include the following:

- Early intervention in Reading – this is a program in which the first-grade teacher spends twenty minutes a day working with five to seven of the lowest

achieving students (Taylor, Strait, & Medo, 1994). In this program, phonemic awareness and phonics are emphasized. Phonics is thought through a pattern approach and applied through children's book that incorporate the patterns presented. The program maybe adopted for use in second and third grades: meeting in groups of no more from seven for 20-30 minutes, students study word patterns, read easy chapter books, and engage in writing activities.

- Success for All – this is an early intervention program designed for an entire elementary school. Success for All stresses prevention of reading problems and teaching in such a way that children are successful. " getting reading right the first time" is a kind of motto for the program, which is rooted in the researched-based finding that a reading failure in the early grades is fundamentally preventable (Slawin, Madden, Karweit, Dolan, & Wasik, 1994, p. 124).

In general, the techniques that work with achieving readers also work with students who are at risk. The chief difference in working with achieving and at-risk students is making appropriate adoptions and modifications. The following framework for Building Literacy (Gunning, 1999). This framework has been designed to provide a basis for planning an intervention program that can be thought by a classroom teacher. The program is designed for the students who lack proficiency with word analysis skills and strategies. Skills ranged from working with phonemic awareness and initial consonants through working with multisyllabic words. However, the program can be adapted to focus on comprehension by introducing comprehension strategies and vocabulary instead of phonics or syllabic patterns.

Building Literacy: A Classroom Intervention Program

Goals and Objectives

Objectives should be those that are most likely to result in maximum improvement in literacy.

Direct, Systematic Instruction

Struggling readers and writers need direct, systematic instruction, geared to their strengths. High-quality instructional techniques emphasized in this text feature Word Building; guided reading, including text walk; shared reading; language experience, including shared writing and interactive writing; and use of graphic organizers, ReQuest, reciprocal teaching, and Questioning the Author.

Selecting Students

Select students with the greatest needs in reading and writing. Depending on student's levels, use an informal reading inventory and/or assessment devices. Also use observation, sample of students work, and portfolios, if available.

Size of Group

A group of six or seven is the maximum size that can be taught effectively. However, the more serious the difficulties, the smaller the group should be.

Scheduling Instruction

Intervention instruction is most beneficial when it is in addition to the instruction already provided. Students who are behind need more instructional time if they are expected to catch up. Before school, and summer programs are recommended. However, if this is not practical, arranged intervention sessions when they would best fit into the daily schedule. You might hold intervention sessions when the rest of the class is engaged in sustained reading, working at learning centers, or working on individual or group projects. Intervention groups should be scheduled every day, if

possible, but not less than three times a week. Sessions can last from twenty to forty-five minutes, with forty minutes being the recommended duration.

Materials

Use high-interest materials. Select materials that are attractive, are well illustrated, and don't have a whole lot of print on a page. Make sure that materials are on the appropriate level of difficulty. Easy books could be use as a starting point. Also, have students use technology, such as talking software, to help them overcome learning difficulties.

Evaluation

Continuously monitor student's progress. Keep records of books read and conduct a running record of modified IRI monthly or weekly, if possible. Observe and make note of student's daily progress. Maintain a portfolio of work samples. Periodically, at least once a month, review each student's progress and make any necessary adjustments.

Parental Involvement

Let the parents know about the program. Keep them informed about the children's progress. Also, enlist their support. Students in the program should read twenty minutes a night at least at four times a week. Discuss with parents how they might help their children fulfill this requirement. Parents might also volunteer to help out. They might work with individuals on experience stories or listen to them read.

Professional Support

Discuss your program with the principal and enlist her or his support. Also, talk it over with the professionals. They may have suggestions for improvement or may provide assistance should serious problem arise.

Parts of Building Literacy Lesson

A building literacy lesson should include certain key elements. At a maximum, there should be a review of past materials: an introduction or extension of a new skill or strategy by reading a selection. If times allows, there should be a writing activity. Conclude the session with a brief activity chosen by the student: a game, computer time, or reading of a riddle or a verse, for instance. Students should also have a take-home activity, such as a book or periodical to read or read.

 SCQ 3.10

Plan a reading lesson for a student with a reading disability. Use material that is of interest to the student but which is on his or her reading level.

POINTS TO REMEMBER

There are five areas of reading instruction that serve as foundation of reading development

- Phonemic awareness - The ability to notice, think about and work with the individual sounds in spoken words.

- Phonics instruction - This leads to the understanding of the alphabetic principle which is the systematic and predictable relationship between written letters and spoken words

- Fluency - The ability to read a text accurately, quickly and with prosody.

- Vocabulary instruction - This refers to the words we must know to communicate effectively

- Comprehension instruction - This refers to teaching students to understand different text types by using specific strategies.

A reading lesson has three phases or stages: prereading, during reading, and post reading.

- Prereading has three main goals:

  - activation of prior knowledge and building background information

  - development of concept and vocabulary

  - development of motivation and purpose for reading

- During reading, the reader interacts with and makes connections with the text in the process of understanding or constructing meaning.

  - Reading aloud is considered the best way to give all students equal access to good literature.

- After reading, discussion and elaboration or engagement activities are done to enhance comprehension.

- Strategies that are used by proficient readers are:

  - Connect

  - Question

  - Visualize

  - Infer

  - Synthesize/Transform

The solution to the problem of at-risk students is prevention. Among the highly successful intervention programs which do not require extensive training and may be implemented with small groups of students by the classroom teach are as follows:

- Early Intervention in Reading – This is a program in which the first-grade teacher spends twenty minutes a day working with five to seven of the lowest-achieving students.

- Success for All – This is an intervention program designed for an entire elementary school. It stresses prevention of reading problems and teaching in such a way that children are successful.

- Building Literacy : A Classroom Intervention Program – It uses direct, systematic instruction involving the support of parents and professionals.

LESSON 4
TEACHING WRITING

INTRODUCTION

The Chinese writer, Lu Chi, reflecting in his essay Wen Fu (The Art of Letters) on the process of writing and being a writer, acknowledged the power of the written word:

'Behold now the utility of letters….

It extends over a thousand miles and nothing can stop its course;

It penetrates a million years, the ferry from one to the other ….'

Writing is communication. It can reach across space and time to instruct, to entertain, and to touch others. It is a powerful way of sharing ideas and feelings. But if the writer has nothing to say, writing will not occur.

This lesson will focus on the process-oriented approach to teaching writing. It will include a brief explanation of the characteristics and stages of the process.
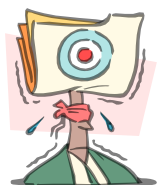
OBJECTIVES

At the end of this lesson, you should be able to:

▪ Explain the process-oriented approach to writing;

- Provide opportunities for students to become creative and responsible for their own learning;

- Use effective strategies in an attempt to unlock potential difficulties in the pre-writing, the actual writing, and the post writing stage;

- Practice marking written compositions.

READ

Principles of Teaching Writing

To make every student progress from a struggling novice writer to a skillful writer, you need to understand the nature of students' writing process. To achieve the best results, you should be guided by the fundamental principles of teaching writing which include the following:

1. Writing literacy starts in the early years of child development.

2. Writing is a creative act.

3. Writing experiences should be child-centered.

4. Writing for meaning is paramount.

5. Reading and writing, like speaking and listening, are inseparable processes.

SCQ 4.1

How well did you get each principle?

Explain at least three principles underlying the teaching of writing.

The Process-Oriented Approach to Writing

A process-oriented approach views writing as a creative process. It focuses not so much on the product but more on the processes or steps the writers go through when they write (White and Arndt, 1991). In other words, writers have to start with an over-all plan, by thinking about what they want to say and the audience they are writing for.

These are the stages of the writing process:

Prewriting	→	Writing	→	Postwriting

Setting the purpose	Drafting and composing	Editing
Determining the audience	Revising the draft	Publishing
Selecting/ordering information	Rewriting	
Generating/hatching ideas		
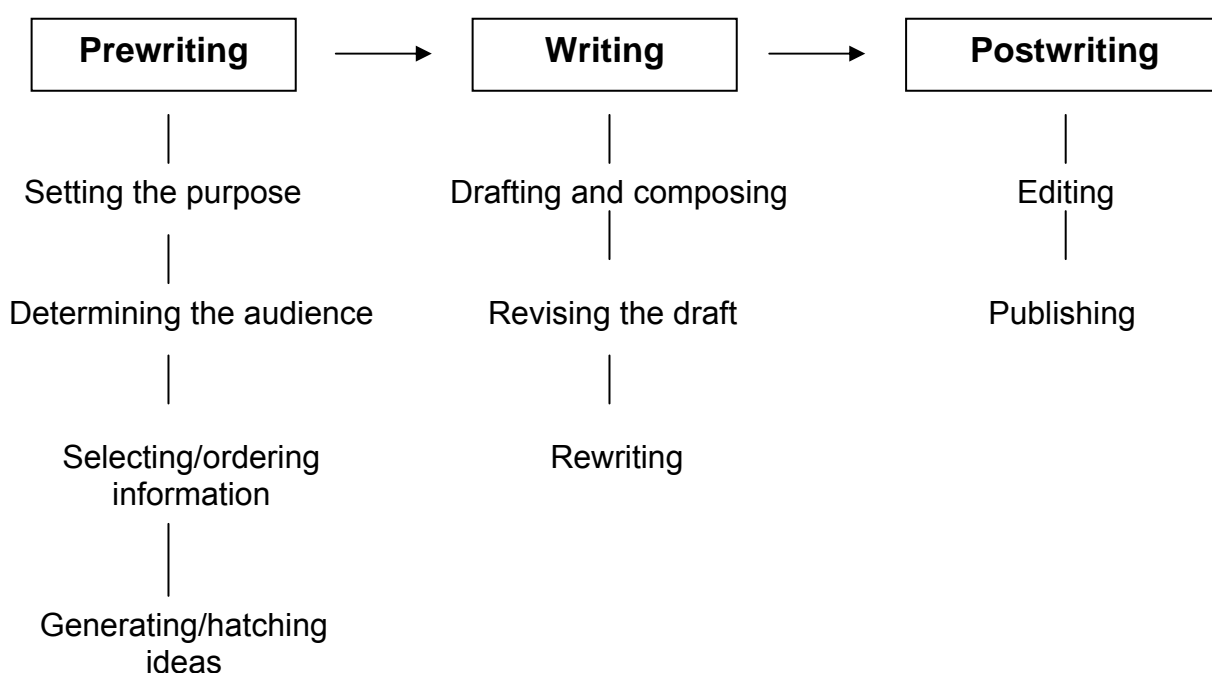
Pre-writing stage

Before students can actually write, they have to want to write. The prewriting stage encourages students to generate a free flow of ideas such that they discover what they want to say and how to say these ideas on paper. The focus during prewriting is on planning. After exploring possibilities for topics and how to present them, the writer begins gathering and organizing details to develop the main idea.

Techniques in Prewriting

- *Brainstorming.* The purpose is to discover ideas for possible exploration. Independently or in groups, students generate as many ideas as possible from a given starting point. The ideas need not be related and may indeed, stray into areas that are completely unrelated to the original ideas. For example:

key to peace and brotherhood

easy to forgive

greatest commandment

harmonious relationship

LOVE

conquers all

sacrificing

succeeds over evil

patient

kind
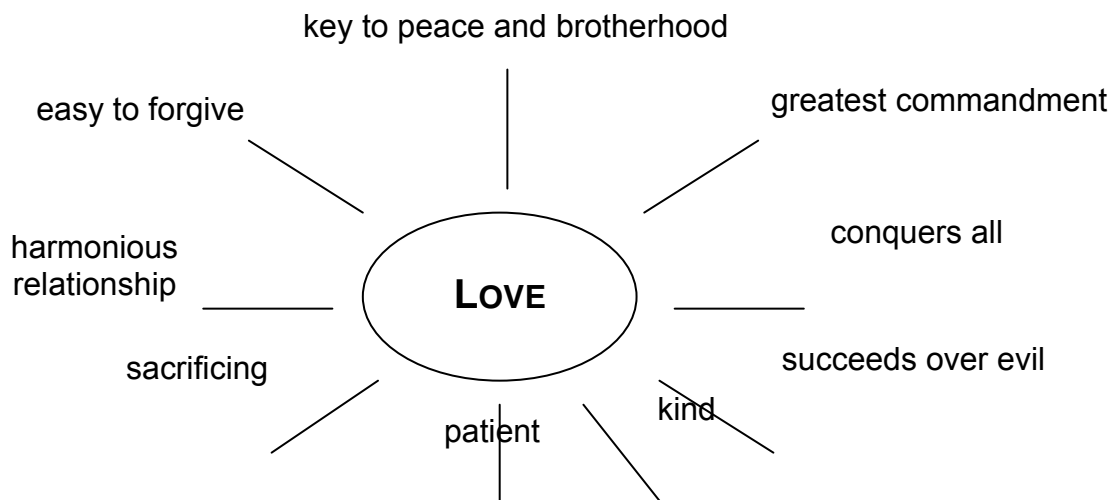
- *Discussion.* Students talk about an assignment as they debate ideas to clarify thoughts and opinions. It gives students a conception of opposing ideas and opinions, valuable knowledge to have in the preparation of persuasive material.

  For example:

  What are the benefits of reading books?

  Why should we choose the books we have to read?

- *Creative Thinking.* Students try to look at usual subjects in unusual ways. What if dogs could fly? What if there were no wheels? What if the earth did not have gravity?

- *Clustering.* This is a method of visually presenting the results of a brainstorming or discussion session. Students record the relationship using

the lines or stages to show the relationship of one idea to another. Charts, maps and ideas trees are other visual methods.
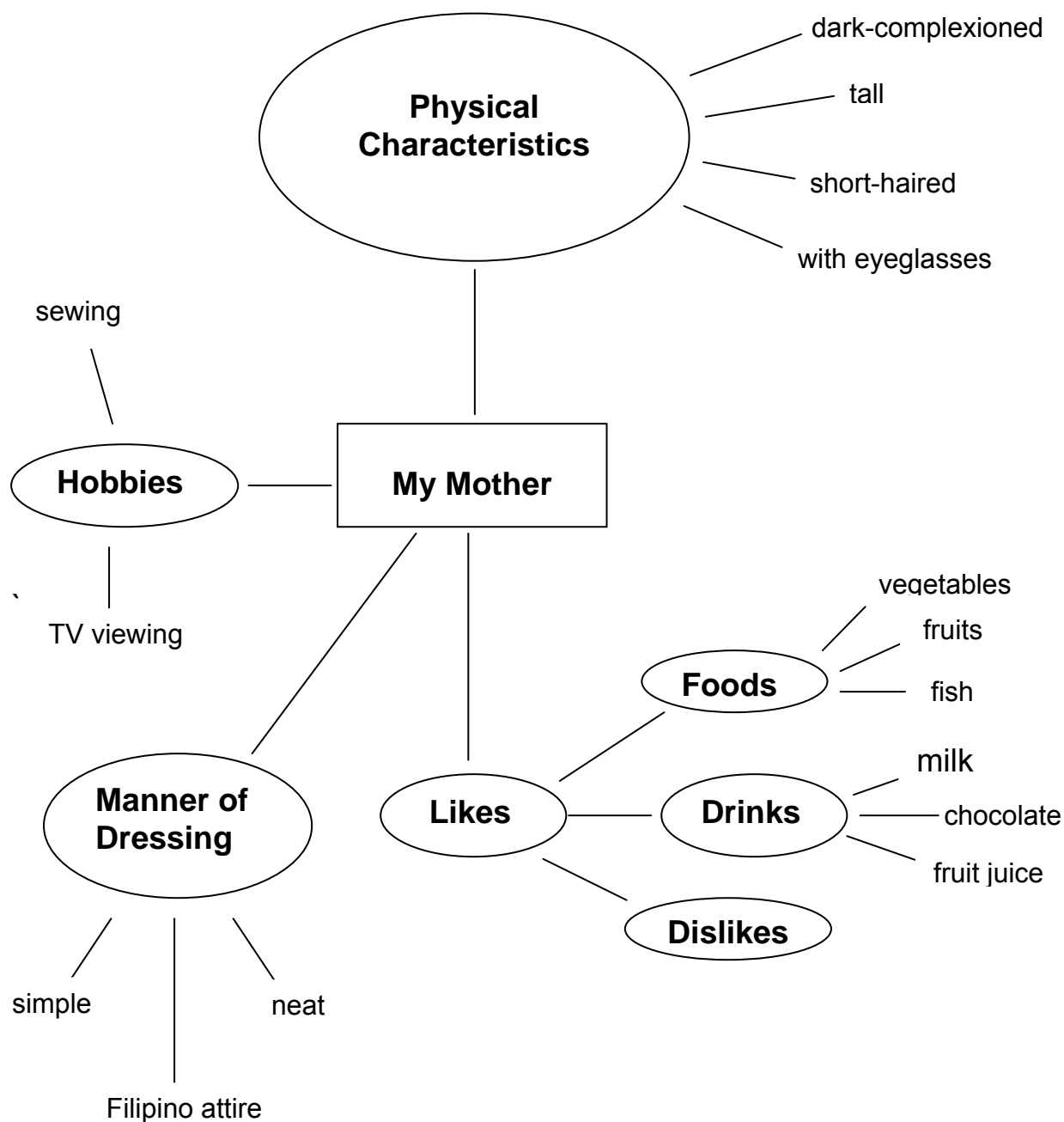
- *Cubing.* This involves a swift or quick consideration of a subject from six points of view.

describe it	analyze it
compare it	apply it
associate it	argue for or against it

Here are some tips on what students are expected to do when cubing general materials.

- Describe it. Examine the topic or object closely and tell what you think it is all about.

- Compare the topic or object to others you have come across before, i.e., "What is it similar to or different from?"

- Associate it with something you are familiar with already, i.e., "What does it remind you of?"

Writing

Students develop their notes and outlines into sentences and paragraphs. They organize the ideas generated in the prewriting stage into a meaningful, more conventionally organized discussion applying certain rules (e.g. rhetorical, linguistic, and mechanical) in writing.

Writing the draft does not occur only once. Students may find themselves going back and forth among the different stages especially the writing–revising–rewriting cycle (White and Arndt, 1991).

Techniques for Composing and Drafting Paragraphs

Drafting like other parts of the writing process, is highly personal. The following drafting techniques and variations of them are among the most popular.

- *Highly structured*. The writer works from very complete prewriting notes, changing little of the context or organization.

- *Loosely structured.* The writer works from rough notes, experimenting with ideas and organization during drafting.

- *Bridges.* The writer begins with two or three main points or situations to be covered and during drafting, concentrates on using supporting details to build logical bridges between the points.

- *Quick draft.* The writer works quickly, not stopping to refine ideas or rework materials until the revising stages.

- *Slow draft.* The writer works meticulously, carefully crafting one sentence or paragraph at a time. Though revising is a continuous process in this method, the writer may also rework the piece in its entirety when the draft is complete.

Revising and Proofreading

During revising, a writer's main goal is to make sure that ideas are expressed clearly and organized logically. Proofreading to correct errors in grammar, usage, and mechanics is also important, but the greatest part of revising time is spent on content.

There are many methods of revising. A writer chooses a method that suits his or her personal style and the needs of a particular piece of writing. One writer, for example, might share a draft with a member of his or her intended audience to get input for revision. Another might simply put the draft away for a few days and then rework passages that seem troublesome. Most writers do the following during revision.

1. Check that all ideas and details are related to the topic and purpose.

2. Refine good ideas and add any new ones that could improve the content.

3. Make certain that the purpose of a piece of writing is clear and that the content of the writing suits the purpose.

4. Refine the organization of ideas.

5. Check that each sentence flows smoothly to the next.

6. Make sure that language and content are suitable to the audience.

7. Substitute precise, vivid words for vague language.

8. Proofread for errors in grammar, usage, and mechanics. This step usually occurs to some extent while the writer is drafting and revising content, but it is better reserved until after the shaping of ideas is complete.

Techniques for Revising and Proofreading

Students should experiment with the following techniques to discover ones that suit their personal style and the type of writing they are doing.

▪ Conference. When you do oral evaluation, concentrate on both the student's strengths and weaknesses. During the conference, you can answer questions the student will ask.

▪ Peer evaluation. In pairs or small groups, have students critique each other's writing through peer evaluation, that is, evaluation by other members of the class. Student writers become aware of how their writing affects others. They also see differences in approach and style between writers, and as you guide them, they also learn to appreciate those differences.

To introduce students to peer evaluation, you may ask them to read their papers aloud to the entire class. For this type of evaluation to be effective, two conditions must be met: (1) the class atmosphere must be encouraging and supportive and (2) the class should be trained in listening to each composition according to specific procedures.

Some appropriate questions might be:

  o Did I understand the composition?

  o Were the ideas clear?

  o Does anything seem to be missing in the content?

  o Are there any problems in organization?

  o How did it make me feel–sad, amused, touched, or interested?

  o What are some good points about the composition?

  o How can the composition be improved?

▪ Group questioning. After one student in a group reads a piece of writing out loud, the other students ask questions to pinpoint incomplete information.

- <u>Editorial groups</u>. Three students are each assigned one role–author, editor, or proofreader–and work together on an assignment. Later, the students change roles.

- <u>Oral Reading</u>. Students read their work out loud or into a tape recorder. The ear often catches awkwardness and other problems that the eye misses.

- <u>Performance</u>. For pieces in which the writer has explained a process, another student tries to follow the written directions and points out unclear or confusing passages.

- <u>Clinics</u>. In workshops, you may give instruction to students with similar writing problems. This may involve completing directed exercises or working together to solve common problems.

Post Writing

Publishing and Sharing–This is the final stage of the writing process. After completing a draft or final copy of a piece of writing, students are given the opportunity to share their work with others. This new audience can be family members, friends, classmates, or the general public–anyone who will provide some kind of feedback. In other words, a writer needs an audience who will respond to the message, rather than to the mechanics of producing it.

Suggested Techniques:

- Booklets. Compositions by an individual writer or by a class or other groups may be collected and reproduced as a booklet. The compositions may be about similar topics or may simply represent the best writing.

- Bulletin boards. Writing can be illustrated with appropriate drawings, photographs, or art work.

- Newspaper and magazines. Students may create a newspaper or magazine of their own to publish student writing.

- Readings and performance. Students may read their writing to the class or to small groups. Stories and other narratives can be adapted to the form of a play and acted out.

- Letters and exchanges. Letters and other writings may also be exchanged with students in another class, school or age group.

Here is a sample writing activity showing the process:

Prewriting

- Brainstorm: Purpose and Audience

Why do you want to write about yourself? Maybe you would like to tell about an adventure you have had. Maybe you can share a lesson you learned about someone or something.

A partner can help you decide why you want to write – your purpose. You also can talk about who will read your writing – your audience. By asking the right questions, you can find answers to help you plan your narrative.

Examples:

What did I do last Saturday?

What happened to my bicycle?

How did my friend Patrick help me?

Did I learn anything from the experience?

You can also warm up by drawing pictures or making a word cluster in your journal.

Drafting

- *Starting Out*
  You started writing while you were thinking and planning. Now, just put your ideas and plans to work as you write your draft.

Patrick to the rescue

Has a friend ever helped you up when you're down mine has. Last Saturday my friend Patrick and I were in a bicycle race. I was right behind him. Then my bicycle ran off the road. It was blue with gold racing stripes. I was stuck in a ditch. Patrick stopped right away. He helped me get out.

After the race I asked Patrick, "Are you sad that you didn't win?" He was really happy. He said no! So was I Patrick taught me that winning isn't the main thing. Helping others is way more important.

As you write your personal narrative, try to remember as much as possible what really happened. You can check the facts and the punctuation later. For now, just write.

Revising

It is important to think carefully about what you write--before and after you write it. Now think about how you can make your writing exactly the way you want it to be.

These guidelines will help you in writing a personal narrative:

- Don't forget your purpose and your audience. Ask yourself, "Why am I writing a personal narrative? Who could learn from my experience?

- Stick to the facts. Remember, a personal narrative is a story about something that actually happened to you.

- Role play how you will tell your story about yourself. Answer these questions:

  - How will I begin?

  - What will happen in the middle?

  - What will make the end of my narrative interesting?

- Let the reader hear your voice in the story. Make sure the writing sounds like you.

Try reading this writer's draft to your partner. How does it sound? What is the point of the story? Decide which parts you like best, and talk about why you like them.

Patrick to the Rescue

Has a friend ever helped you up when you're down? mine has. Last Saturday my friend Patrick and I were in a bicycle race. I was right behind him. Then my bicycle ran off the road. It was blue with gold racing stripes. I was stuck in a ditch. Pat~~rick stopped right away. He helped~~ me get out. Soon I was fine and back in the race.

After the race I asked Patrick, "Are you sad that you didn't win?" He was really happy. He said no! So was I. Patrick taught me that winning is'nt the main thing. Helping others is way mo~~re important.~~

As you revise, notice how this draft changed. What difference do the changes make? Talk them over with your partner. Is the story better now?

Proofreading

Mistakes can creep into anyone's writing. They often pop up in spelling and grammar. So be on your guard.

What mistakes did the writer correct? Discuss these corrections with your partner. Explain why each one is important.

Patrick to the Rescue

Has a friend ever helped you up when you're down? Mine has. Last Saturday my friend Patrick and I were in a bicycle race. I was right behind him. Then my bicycle ran off the road. ~~It was blue with gold racing stripes~~. I was stuck in a ditch. Patrick stopped right away. He helped me get out. Soon I was fine and back in the race.

After the race I asked Patrick, "Are you sad that you didn't win?" He was really happy. ~~He said no!~~ So was I. Patrick taught me that winning is not the main thing. Helping others is way more important.

Before sharing your work, proofread it first. You can make final revisions, too. It's never too late to make an important change.

Publishing

Will you publish your work? How? Think about your audience. Would other people like to hear you read your story? Your audience may want to read it in a picture book. It is your story and you can choose the best way to publish it.

SCQ 4.2

Write a personal narrative following the process just explained.

Marking Written Composition

There are different techniques that may be used in evaluating students' writing.

- **Impression Marking**. The simplest and quickest approach to the holistic grading of student papers is to read them quickly without circling errors or suggesting editorial changes. The reader scores the paper and marks it based on some general feelings about the paper's effectiveness.

- **The Holistic Approach**. This approach provides opportunities for students to respond to peer writing. The focus is more on developing imaginativeness and inventiveness in the first draft, then fluency and fine-tuning during revision stage. Consider the following guides to help students recognize and value excellence and experimentation in any aspect of the writing process:

  #### Impact

  - The readers' interest is engaged.

  - The writer has something to say and is imaginatively involved.

  - The writing is convincing, has a sense of immediacy and completeness.

  #### Inventiveness

  - The reader is "surprised" – finds that the writer has not followed the common or the trite but has introduced elements that are new and unexpected. Writer's inventiveness may include:

    1. Coined words (onomatopoeia, etc)

    2. Tag names (allusive or symbolic)

    3. Unusual point of view (Often to add humor or irony)

    4. Figurative use of language (to clarify meaning, not to adorn)

    5. Significant title–one that augments the meaning of the writing

- **Evaluation by Peers**. Grading by peers teaches students a lot of sensitive things. Students use peer papers as creative sources for borrowing ideas, rhetorical and syntactic strategies, and even vocabulary.

- **Cooperative Grading**. Specific criteria are discussed prior to the grading. Surface conversations, arrangement, illustrations, and examples and the care the writer took are considered in the evaluation. After each reader has assigned the paper a grade, the three grades are averaged for a final one. Your grade counts a third of the final grade.

- **Self- Evaluation.** Gramer (1984) suggests that student writers look carefully at the first draft, asking themselves two questions:

    a. *What is the piece about?*

    b. *What am I trying to do?*

- **Conferencing.** A student–teacher conference is a meeting to discuss work–in progress. As you listen to students talk about writing, you can learn how to help students work through the process.

SAMPLE RATING SCALE
FOR ASSESSING WRITING (Sundara, 2000)

Content
30-37 EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc.
26-22 GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21-17 FAIR TO POOR: limited knowledge of subject – little substance – etc.
16-13 VERY POOR: does not show knowledge of subject – non-substantive – etc

Organization
20-18 EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.
17-14 GOOD TO AVERAGE: Somewhat choppy – loosely organized but main ideas stand out – etc.
13-10 FAIR TO POOR: NON-FLUENT – ideas confused or disconnected – etc.
9-7   VERY POOR: does not communicate – no organization – etc.

Vocabulary
20-18 EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc.
17-14 GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured
13-10 FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.
9-7   VERY POOR: essentially translation – little knowledge of English Vocabulary
Language Use
25-22 EXCELLENT TO VERY GOOD: effective complex constructions – etc.
21-19 GOOD TO AVERAGE: effective complex constructions – etc.
17-11 FAIR TO POOR: major problems in simple/complex constructions – etc.
10-5 VERY POOR: virtually no mastery of sentence construction rules – etc.
Mechanics
5   EXCELLENT TO VERY GOOD: demonstrate mastery of conventions – etc.
4   GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.
3   FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.
2   VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

SCQ 4.3

1. How would you rate yourself as a teacher of writing? Do you agree that teachers spend less time in isolation checking and grading papers?

POINTS TO REMEMBER

- The writing process includes the following stages:

  - Prewriting / before writing – Involves generating ideas on the subject or topic to be written about.

  - While writing – Centers on drafting or composing. Students organize generated ideas into meaningful discussion applying certain rules in writing.

  - Postwriting / after writing – Includes revising (after editing and proofreading and finally presenting and publishing.

- Writing as a process is not linear; it is recursive, "a loop rather than a straight line" where the writer thinks, plans, or revises and then writes again.

LESSON 5
ASSESSMENT

INTRODUCTION

The most common way of gathering information for assessment is through tests. In testing, you expect that the students would reach the criterion you set, and the result is generally expressed through the assigned grades. There are, however, various problems with tests as a basis for evaluating students' performance. Tests are a one-off event which may not necessarily give a fair sample of the learners' overall proficiency. They are not always valid or reliable, and they can be extremely stressful.

Moreover, there are other options, such as authentic assessments which you can further explore.

This lesson is concerned only with feedback on learning and the terms "evaluation" and "assessment" are used interchangeably.
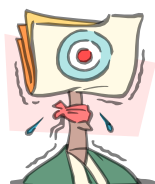
OBJECTIVES

At the end of this lesson, you should be able to:

1. Reflect on the significance of assessing and evaluating learning;
2. Differentiate between traditional and authentic assessment ; and
3. Provide samples of both formal and informal assessments.

ACTIVITY 5.1

Here is a list of statements with an "Agree-Disagree" continuum below each. Put a cross on the continuum for each statement to indicate how far you agree with it.

1. Assessment is potentially humiliating to the assessed person.

   Very much agree ←――――――――――――→ Totally disagree.

2. Teachers should give their students only positive feedback, in order to raise confidence and promote feelings of success; negative feedback demoralizes.

   Very much agree ←――――――――――――→ Totally disagree

3. Giving plenty of praise and encouragement is important for fostering good teacher-student relationships.

   Very much agree ←――――――――――――→ Totally disagree

4. Teachers should not let students correct each other's work, as this is harmful to their relationship.

   Very much agree ←――――――――――――→ Totally disagree

READ

Assessment is the process of determining students' competence and progress. It is the collection, interpretation, and use of information to help teachers make better decisions to improve student learning.

Assessment involves measurement. Measuring may be done by directly observing or testing behaviors or characteristics and assigning numerical rating to whatever is measured using an instrument. In other words, assessment of learning is keeping track of how pupils are learning after instruction. This is a moment-to-moment occurrence that must be built into the teaching process.

Purposes of Assessment

Assessment is done for the following purposes:

- To test how much knowledge has been mastered by the students after teaching
- To give feedback on students' performance in terms of their strengths and weaknesses
- To have a basis for rating students
- To assess not only breadth but depth of knowledge
- To serve as basis for future action
- To communicate expectations and what are valued to students and parents

SCQ 5.1

Explain further the different reasons for giving assessment. Cite examples of tests to illustrate these reasons.

Forms of Assessments

There are two ways of assessing learning: **formal assessment** (paper-and-pencil tests) and **informal or immediate assessment** (discussion of the story read, observation of pupils, etc). Whether formal or informal, the forms of assessment may be classified as **traditional** and **non-traditional** or **authentic assessment**.

Traditional Assessment

Teacher-made paper-and-pencil tests are the most common forms of assessment. Some examples are quizzes, seatwork, periodic tests, and similar tests

Paper-and-pencil tests may follow any of the following formats:

- Short Answer Test - The students are asked questions that need brief responses. There are few possible answers to the questions.
- Multiple Choice - This test requires the students to choose the best possible answer from among the given options.
- Free Recall Test - Students are asked to read passages, put them aside, and then write down or retell orally what they can recall about the passages.
- Cloze Test - This test is constructed by deleting every nth word in the passage and simply requiring the pupils to restore the words that have been deleted.

Non-traditional or Authentic Assessment

This assessment directly measures learning based on the students' performance or products indicative of their undertaking a given task. Authentic assessment requires students to construct responses or perform tasks that need more than recall of information and concepts. This requires students to demonstrate global application of relevant component skills and knowledge.

Traditional Assessment vs. Authentic Assessment

Traditional Assessment	Authentic Assessment
▪ Oftentimes measures memory, not true learning	▪ Evaluates students' learning with meaningful tasks directly related to what has been taught
▪ Usually through paper-and-pencil test how much Ss have learned	▪ Students are given the opportunity to show what they have learned through collections of work over time, performances, exhibitions, and for demonstrations
▪ "Teaching to the test"	▪ Testing only what has been taught
▪ Focus is to master the competencies taught	▪ Focus is to enable all students to demonstrate the degree of mastery they have accomplished

Some Beliefs that Support the Use of Authentic Assessment

- ▪ Good teaching and learning can happen with or without formal grading.

- ▪ Stimulating, meaningful curriculum motivates students to work hard; grading alone may not.

- ▪ Students should not be graded during the learning process.

- ▪ Grades are somewhat effective as incentives but are not almost effective as punishment.

- ▪ Low grades cause most students to withdraw from learning.

- ▪ Reporting grades as averages is unfair.

- ▪ Assessment methods that compare students to each other are not helpful for struggling students. Methods that compare students' performance to specific criteria are more fair and effective.

- ▪ All students should be able to earn high grades; all students should get the grades they have earned.

- ▪ Opportunities to earn credit for improvement, rather than achieving finite criteria, provide higher incentives for learning.

- Grading and evaluation methods should enable students, parents, and teachers to plan for improved outcomes on the next attempt.

- Students should be expected to continue working on a task until high-quality work is achieved.

- A separate grade for effort should never be given. Only the student knows how much effort he has expended on an activity.

SCQ 5.2

All these statements are false. Change each statement to correct it.

1. Grading alone may motivate students to study hard.

2. Grades serve both as an effective incentive as well as punishment.

3. Comparing a student to other students is very challenging.

4. Low grades cause most students to work extra hours to attain mastery of skills learned.

5. Only exceedingly bright students are able to earn high grades, while struggling ones lose their chance of achieving success.

6. The best time to grade students is during the learning process.

7. Students should receive extra grade for effort.

8. It won't be fair if a student continues working on a task when others have finished doing their work.

Essential Components of Classroom Assessment

- Purpose–Why am I doing this assessment?

- Measurement–What techniques should I use to gather information?

- Evaluation–How will I interpret the results? What performance standards and criteria will I use?

- Use–How will I use the results?

Learning Targets

These are the aspects of student learning performance that should be assessed in the classroom which include:

- what students should know or be able to do

- the criteria for judging the level of performance demonstrated

Types of Learning Targets

Knowledge:

- Student's mastery of substantive subject matter

- What the students need to know – facts, concepts, principles

Reasoning / Thinking:

- Student's ability to reason and solve problems

- Include higher thinking skills – critical thinking, analysis, comparison, etc.

Skills:

- Student's ability to demonstrate achievement related skills - highly integrative tasks

e.g.

- Letter writing

- interpersonal interaction / interviewing skills

- operating equipment correctly and safely

- conducting experiments

- operating computers

Products:

Students ability to create achievement-related products. Highly integrative tasks

- oral presentations

- written reports

- art products

Affect:

Student's attainment of affective states such as:

- attitude and values,

- interests

- self-efficacy

Authentic Assessment Practices to Try

- **Anecdotal Records**–An anecdotal record is a recording of factual information about a student. This can be used to document behavior or social interactions as well as academic goals.

- **Self-Assessment Checklists**

    These are used to encourage students to reflect on the skills they use in working on the project. Self-assessment checklist may focus on any of the following: general skills (planning, information gathering, implementing, sharing of ideas, and evaluation), reflections of self contribution to the group, and overall aspects of the project.

    Inasmuch as self-assessment can provide you with information about aspects of classroom experience from the students' point of view, here is a guide for constructing a checklist which you may follow:

    o Decide on the outcomes – opinions, attitudes, values, or interests to be addressed.

    o Decide on the set of ordered categories to be used; for example, Strongly Agree, Agree, Disagree, Strongly Disagree.

o Word statements as clearly as possible. Statements that are general tend to have a response "It depends."

o Encourage students to respond honestly by clearly stating the purpose of self-assessment.

- **Attitude and Interest Surveys**

  Attitude surveys are sets of questions you can use to assess students' feelings toward particular subjects. Surveys that assess attitude typically make statements to which children respond indicating the strength of their feelings in response to given statements. Statements on reading attitude surveys may include;

  I like to read at home.

  Reading is fun at school.

  I like reading more than watching TV.

  I like to get books as gifts.

  Writing attitude surveys typically include these statements;

  I like to write.

  I like it when other people read my writing.

  I like to get help when writing.

  Other surveys include open-ended questions to which children are asked to respond. They might ask;

  What do you like to read most?

  What kinds of writing do you like to do?

  Interest inventories are questionnaires aimed at tapping each student's interest so that you can choose materials or activities that would engage students. Interest inventories in reading and writing could ask;

  What are your favorite books?

  Where do you like to read?

  What do you think you should do to become a better reader?

What should you do to become a better writer?

What parts of school do you like best?

Do you prefer books about animals to fantasy books?

What TV programs do you enjoy watching? Why?

- **Portfolios**

Creating a portfolio is a systematic procedure that allows students to collect and display their work in a given subject area over time, much as an artist does. Portfolios emphasize students' strengths and illustrate how they learn rather than what they know.

A portfolio may take any or a combination of these forms:

1. Audio and videotaped recordings of readings or oral presentations
2. Writing samples such as dialogues, journal entries, book reports, writing assignments (drafts or final copies), reading log entries, or other writing projects.
3. Art work such as pictures or drawings, graphs, and charts.
4. Conference or interview notes and anecdotal records.
5. Checklist (by teacher, peers or student)

Each product to be included in a portfolio should meet the following basic criteria:

▸ It should be selected by the student as an example of work the student is proud of or otherwise believes represents high-quality work.

▸ It should be edited and polished to pre-established levels of mastery, as described by rubrics that the students refer to continuously as they work to achieve higher levels of performance.

To keep parents up–to–date on how their children are doing in school, you may send them regular portfolio reports more often than report cards. A sample Portfolio Product Report is given in the appendices.

Performance-based assessments include interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing stories or text material and so on. Oral assessments should be conducted on an ongoing basis to monitor comprehension and thinking skills.

The goal of performance assessment is to create an "exhibit" of all the work students have done to master certain outcomes or standards.

The following chart illustrates some differences between traditional testing and performance assessments.

Traditional Testing Compared to Performance Assessment
(Winebrinner, 1996)

Skills to be mastered	Traditional testing	Performance Assessment
Math computation	Test with paper and pencil word problem solution	Using a catalog of books, make a written plan to spend P1,500. Do not exceed P1,500 and do not spend less than P1475 total.
Biography	Read a biography of a famous person Write answers on Biography Report Sheet	With a partner, choose 2 biographies of persons who lived during the same period. You play the role of one of the persons; your partner plays the other. (Use an interview process to present what you learn.) For added interest, dress up as the people you are portraying.

Scoring and Recording Assessment

In scoring students' work, you can use point system for objective type tests as well as partial credit scores for most open-ended, long answer forms. For most authentic assessments, rating scales or rubrics have been proven useful.

Rubrics are scoring guides or criteria for rating students' performance. The key elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels.

Functions of Scoring Rubrics

1. Provide uniform, objective criteria for judging a performance assessment item.

2. Provide established expectations for teachers and students that help them identify the relationships among teaching, learning and assessment.

Steps for Creating a Rubric

1. Identify exactly what is to be scored.

2. Define the scale (point range) of the rubric.

3. Develop descriptors for each performance level that describe unique characteristics.

4. Assure that the rubric--

    a. defines a continuum of quality.

    b. focuses on the same criteria.

    c. validly discriminates performance levels.

    d. can be reliably rated.

Scale Construction

1. The scale should include the range of possible performance arranged in order from best to poorest performance.

2. The range of performance is then divided into various levels of performance.

e.g.

Levels   Score

Excellent   5

Very Good   4

Holistic Rubric Model

Learning Log Response

4 **Exceeds** **Standard**	The response is very specific to the task. Information is accurate and response shows penetrating insight. The task is referred to in the answer. Writing is fluent and lively. Answer is concise and to the point. Conclusion and/or opinions are logical. Overall impression: complete and satisfactory.
3 **Meets** **Standard**	The response refers to the task. Information is accurate. A logical conclusion or an opinion is offered. Writing is fluent but not interesting. The answer is lengthy rather than concise.
2 **Standard** **barely** **met**	The response refers to an unspecified task. Information provided is generally accurate but no insight is offered. There may or may not be a conclusion or an opinion. If one or the other is offered, there may be problems with accuracy and logic.
1 **Standard** **not met**	The response does not specify the task. Information may be missing or inaccurate. No insight is shared. Any conclusion or opinion offered may be judged to be off-task. There are problems with accuracy and logic. Overall impression: incomplete and unsatisfactory.

SCQ 5.3

Create a four-point scoring rubric for any type of writing using the following criteria:

- Focus and Organization of Ideas

- Support and Elaboration of Details

- Conventions or Mechanics

Be sure to use descriptors for each performance level to define the unique characteristics. Use the format below:

A Sample Rubric for Any Type of Writing

Criteria	4	3	2	1
Focus and Organization of Ideas				
Support and Elaboration of Details				
Conventions or Mechanics'				

 POINTS TO REMEMBER

There are 2 forms of assessment:

- Formal assessment – the traditional teacher-made paper-and-pencil tests.

- Non- traditional or authentic assessment – measures learning based on the students' performance.

The examples of authentic assessment are as follows:

- Anecdotal records

- Self-assessment checklist

- Attitude and interest surveys

- Portfolios

Rubrics are scoring guides or criteria for rating students performance.

ANSWER KEY

(PREASSESSMENT)

1. True	11. True
2. True	12. True
3. False	13. True
4. False	14. True
5. False	15. True
6. True	16. True
7. True	17. False
8. True	18. True
9. False	19. True
10. True	20. False

1. b	16. d
2. d	17. c
3. c	18. c
4. d	19. c
5. b	20. b
6. a	21. b
7. d	22. a
8. b	23. d
9. a	24. c
10. c	25. a
11. d	26. b
12. c	27. a
13. d	28. c
14. b	29. b
15. c	30. c

ANSWER KEY

Lesson I- Teaching Listening

Activity 1.1

Letters b and h might fall into the category of listening. All the remaining activities involve at least one element of listening even though many teachers don't usually think they are typical listening tasks. Letter f is perhaps an odd one out in a way, because the listening in this case is to an internal voice.

ASCQ 1.1

1. Listening is paying attention to what is heard. It is trying to understand the message that is put across by the speaker and interpreting it.
2. These are the main reasons why people do listening:
   a. To engage in social rituals such as chatting with friends or conversing on the telephone.
   b. To be able to respond to "controls". For example, following directions or instructions given orally.
   c. To respond to feelings. For example, listening to complaints.
   d. To get information. For example, getting the gist of a lecture or a news report.
   e. To enjoy. For example, listening to music or sharing a good laugh with others as when exchanging jokes.

ASCQ 1.2

The different steps in the listening process are as follows:
   1. Receiving the message the speaker sends.
   2. Understanding what the speaker means.
   3. Remembering messages for at least some period of time.
   4. Evaluating or weighing what was said.
   5. Responding to the speaker the moment he stopped talking.

Rating: 5 pts. - Excellent   If you got 3 or below, you need to review the listening
                                                          process.

            3 – 4-   Good

ASCQ 1.3

	Type of Listening			
	Marginal Listening	Attentive Listening	Critical Listening	Appreciative Listening
1. Paying attention selectively and constantly varying the level of attention while engaged in other tasks simultaneously.	✔			
2. Making judgments about which content to select for remembering.			✔	
3. Interpreting implied information, attitude and intention.			✔	
4. Predicting, comparing what's heard with what was predicted, and revising predictions.			✔	
5. Filtering out any other ambient language of other sounds, but remaining prepared to filter them in again as and when necessary.	✔			
6. Getting the gist of a talk listened to.		✔		
7. Enjoying the music played over the radio without understanding the words.				✔
8. Performing actions in response to instruction given orally.		✔		
9. Identifying a general topic or information given in a listening text.		✔		
10. Interpreting music through dance.				✔
11. Rewriting the listening text in different works: either in the same language (paraphrase) or in another (translation).			✔	
12. Discussing a problem that is described orally and writing down a suggested solution.			✔	

Rating System: 12 – Excellent   7 to11 – Good

6 & Below – Reread

Activity 1.2

Listening Situations

radio news	lecture, lesson
introductions	seminar
instructions, directions	gossip, conversation
meeting, conference	watching TV
shopping	storytelling
theater show	loudspeaker announcements
soap opera	stage play
demonstration	

Comments on the Activity

There are some features that seem to be common to most of the listening situations. Such features might be associated with the kind of language that is often used and the kind of interaction that the listener is doing. For example, in most of the situations, speakers are improvising as they speak. In most of the situations, the listener is responding as well as listening.

ASCQ 1.4

Here are the answers to

1. Characteristics of real-life listening situations.
   a. Language is usually informal and conversational in form. Vocabulary used is simple. The speaker tends to say more than necessary so that he repeats words, paraphrases, corrects himself at some points, etc.
   b. The listener expects to hear something relevant that suits his purpose.
   c. The listener usually has something to look at that is linked to what is said.
   d. The listener is usually responding at intervals as the discourse is going on.
2. Any three of the following questions may be considered:
   a. What type of text is it?
   b. Who is talking and to whom is he talking?
   c. Where do you expect to hear the text?
   d. What is the objective of the speaker?

e. What type of listening is called for in the situation?

Circle your rating:

GOOD   OK   NEEDS IMPROVEMENT

Lesson II- Teaching Speaking

Activity 2.1

1. **Very much agree**. Speaking is learned first by a child before the other communication skills such as reading and writing

2. **Totally disagree.** This might be embarrassing to the student. A better way perhaps is to lead him/her and the rest of the class to discover the error and correct it.

3. **Not very much agree**. This is just one of the ways of developing. It takes more than pattern practice to develop one's speaking ability. What is important is to be able to use the appropriate structures in appropriate situations and in appropriate time.

4. **Very much agree**. When a student has sufficient knowledge or experience about a topic, he can practically talk about it.

5. **Totally disagree.** One should not make it an excuse to use the mother tongue instead of using English. The teacher should always try to help students by rephrasing the question so that they can stick to the target language.

ASCQ 2.1

1. physical noise
2. psychological noise
3. physical noise.
4. psychological noise
5. physical noise.

ASCQ 2.2

Answers may vary

ASCQ 2.3

1. True	6. True	Rating :
2. False	7. True	
3. True		
4. False		
5. False		

7 – Very good
5 – 6 – good
Below – Needs improvement

ASCQ 2.4

1. True	5. False
2. False	6. True
3. False	7. False
4. True	8. True

Rating Scale:

8-Excellent
6-7- Very Good
4-5- Good
0-3

Lesson III- Teaching Reading

ACTIVITY 3.1

1. **Totally disagree**. The reader brings his prior knowledge and experience to the text before he is able to make sense of what he reads

2. **Very much agree**

3. **Totally disagree**. There are varied techniques one can use to develop vocabulary.

4. **Very much agree**. This is the very purpose of reading-that is to be able to reconstruct or revise schema.

5. **Very much agree.**

ASCQ 3.1

Answers may vary.

ASCQ 3.2

    Answers may vary.

ASCQ 3.3

    Answers may vary.

ASCQ 3.4

    Answers may vary.

ASCQ 3.5

The following strategies in vocabulary development may be used.

1. *gasping for air*

    The best way to unlock the phrase is through demonstration. An alternative is to use context clues that would give a situation which gasping for air would be experienced.

2. *mermaid*

    Show a picture of a mermaid. Tell them to describe a mermaid. Ask where a mermaid lives.

3. *a harrowing experience*

    This is best explained by means of context clue. You can also make students recall movies that have shown such experiences. Another option is to ask them to relate such an experience which they or persons they know have had.

4. *minute object*

    This is best unlocked through real object or a picture. Or two objects may be shown from regular-sized objects.

5. *peace*

    This can best be unlocked by semantic mapping. Students may be asked to give words that are related to peace.

Rating Scale

     5 - Very Good

   3-4 - Good

   2 and below - Reread the section

ASCQ 3.6

A motivation question is experience – based.

A motive question is text – based.

Examples:

Story Henny Hen's New Hat by Jaycee Nuestra

Motivation Question: What do you usually wear on the head for protection or for decoration?

Motive Question   : What does Henny Hen wear on her head each day?

ASCQ 3.7

Any of these fix-up strategies are used by good readers:

1. Rereading parts or all of the text
2. Looking ahead in the text
3. Stopping and relating the information presented in the text to what one already knows about the topic
4. Examining other resources addressing the same topic
5. Seeking support from the teacher or from more knowledgeable others
6. Looking at the picture for clues
7. Sounding out an unknown word, saying it slowly, or substituting another word that makes sense

ASCQ 3.8

1. Knowledge	6. Interpretation	11. Evaluation
2. Knowledge	7. Analysis	12. Synthesis
3. Interpretation	8. Analysis	
4. Interpretation	9. Application	
5. Evaluation	10. Interpretation	

How well did you fare?   Rating Scale
Rate yourself accordingly
                                11-12-Excellent

                                9-10-Very good

                                7-8-Good

                                6 and below- You need reread the segment

ASCQ 3.9

Here are the answers to SCQ 3.6

1.	d	How well did you fare?	
2.	c	Rating Scale	
3.	b	5-Very Good	
4.	a	3-4-Good	
5.	e	Below 3-Reread the section.	

ASCQ 3.10

Answers may vary.

Lesson IV- Teaching Writing

ASCQ 4.1

Here are the possible explanations for the different principles.

1. Writing literacy starts in the early years of child development. Writing starts with drawing. What looks like a nonrepresentational scribble to an adult is a picture with a story to a child. From there, the writing progresses into letters, words, and sentences as the writer gains experience and knowledge.

2. Writing is a creative act. It involves the use of imagination to produce something original. However, it also involves certain skills; hence, we talk of writing as a craft which one can learn.

3. Writing experiences should be child-centered. Writing activities should be within the level and interest of the children. As much as possible, learners should be consulted or involved in the choice of topics or writing tasks.

4. Writing for meaning is paramount. This is why writing task should be authentic; that is, the need to communicate through writing should be real.

5. Reading and writing, like speaking and listening, are inseparable processes. Reading is an integral part of the writing process. As writers write, they need to read in order to create and recreate meanings, and to construct and organize thoughts and ideas.

Give yourself 2 points for each correct answer.

9-10   - Excellent

7-8   - Very Good

5-6   -Good

4 and below - Reread the topic.

ASCQ 4.2

The stages in the writing process are as follows:

1. Prewriting – Centers on engaging students in the writing process and helps them discover what is important or true for them about any subject at a particular time.

2. Drafting – Students should try to say what they mean quickly.

3. Revising – Editing and Proofreading – It is a complex process of deciding what should be changed, deleted, added or retained.

4. Presenting and publishing – Publishing is "making public "or sharing with others.

ASCQ 4.3

Answers may vary.

Lesson V- Assessment

ACTIVITY 5.1

1. Teachers should make the purpose of assessment clear to the students and use an approach that will not really be intimidating to the students.

2. Although positive feedback can boost the morale of the students, they should also be open to receive negative feedback for improvement. The teacher should be tactful in giving negative feedback so that students will be challenged to change their weaknesses to strengths.

3. Although this is a sound practice for fostering harmonious teacher-student relationship, there is also a need for the teacher to make students aware of their

real standing in class and what they must do improve their performance. Actually, there should be a balance in giving both positive and negative feedback. What matters is the teacher's sincerity in her intention to help students improve.

4. Peer assessment is one practice that should be promoted. There should be clear guidelines to use for this purpose.

ASCQ 5.1

Answers may vary.

ASCQ 5.2

Here are the correct answers statements.

1. Besides grading, a meaningful and stimulating curriculum motivates students to work hard.
2. Grades are effective incentives but never an effective punishment.
3. Comparing a student to other students is never helpful particularly for struggling students.
4. Low grades cause students to withdraw from learning.
5. All students have equal chances of earning high grades.
6. Never grade students during the learning process.
7. A separate grade for effort should never be given.
8. All students are expected to continue working on a task until high quality worked is achieved.

How did you rate in the test?
8-excellent
6-7 Very good
4-5-good
Below 4-please read the part you missed.

ASCQ 5.3

Answers may vary.

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APPENDICES

A Lesson Plan in Content Area Reading

I. Objectives

Realize the significance of changing our lifestyles to improve the quality of life of the people worldwide

- Make predictions
- Perceive cause effect relationship
- Get the main ideas of the selection
- Get the meanings of words through varied techniques

II. Subject Matter

Reading Selection: Double time, pp. 40-41 50 Intermediate School Kit on the United Nations

Vocabulary Development: survive,   over-consumption,   stabilize,   lifestyle, emission, inhabit, priority, ecosystem impact

Skills: Getting word meanings through varied techniques

Making predictions

Perceiving cause-effect

Getting main idea

Curriculum Link: Geography

Mathematics

Value: Concern for the Planet Earth, Improving the Quality of Life to Save the Earth

III. Learning Activities

A. Prereading

1. Vocabulary Development

   a. Eleven passengers survive the sinking of the ferryboat.Thirty-five are drowned and 15 others missing.

   b. If there is <u>over-consumption</u> of resources, there might come time when resources would be scarce and not sufficient for all.

   c. Have a healthy <u>lifestyle</u> by avoiding processed food eating more organic food.

   d. The Philippine should try to <u>stabilize</u> its population growth.

   e. Taking care of the <u>eco-system</u> should be the main concern of all.

   f. Give <u>priority</u> to your studies. Don't waste your time playing video games.

   g. Dinosaurs <u>inhabited</u> the Earth 4000 million years ago.

   h. The emission of black smoke from vehicles has an adverse effect on our health.

2. Activating Prior Knowledge and Building Schema

   Shows pictures about the following:
   - The growing slum population
   - Street children / working children
   - Population of the environment
   - Improper garbage disposal

   In small groups, have students discuss each picture by answering the following questions:
   a. What problem is depicted in the picture?
   b. What must be the cause/s of the problem?
   c. What are the effects of the problem?

d. What are the possible solutions to the problems?

Have each group to report on its output.

3. Setting the Purpose for Reading: Selection: Double Time: What do you think the selection is about

B. Silent Reading of the Selection

C. Post Reading

1. Discussion:
   a. What is the selection about?
   b. What is the author's purpose for writing the text?
   c. What does the title "Double Time" mean?
   d. What message does it give us?
   e. Explain the meaning of "carrying capacity" of the planet.
   f. Why is there a need to level off the number of human beings and the demand for supply?
   g. How can we stabilize the rate of population growth? Is it really important?
   h. Give suggestions to change our lifestyles for human survival.

2. Engagement Activities

   Group Work

   Answer these questions:
   a. How many times between the start of the Industrial Revolution (1830 and now has the world population doubled in size?
   b. How many times between I AD and the end of 1990 will world population double in size?
   c. How many years did it take the human population to double each time between 1650 and 1975?
   d. How long will it take the 1975 world population to double?
   e. The world population is currently growing at the rate of 97 million people a year. There are 5.5 billion people on the

planet today (1994). At this rate of growth, how many people will there be when you are 70 years old?

Group Work

a. Use the information in Table1 to plot the growth of the world every time. They're using the information in Table 2 to plot the build up of the main greenhouse gas, carbon dioxide (CO2). Compare your 2 graphs. Can you control fossil fuel carbon emission? What significance do you think this has for the Earth and the environment?

3. Reading – Writing Link

You have been asked by the Executive Director of the UN Environment Programme to make recommendations to the UN General Assembly about the standard of living in the year 2050 AD. What is likely to happen to population growth? Or to the Earth's resources? Explain your answer. What recommendation can you make which will improve the situation if we start now?

Sample Cloze Passage

Directions: Complete the following selection by putting the missing words. Choose your answers from the list in the box below.

The History of the Earth

"Planet Earth is 4600 million years old. If we condense this inconceivable time span_____ an understandable concept, we can liken the _____to a person of 46 years of_____. Nothing is known about the first seven _____of this person's life, and while only_____ information exists about the middle span, we _____that only at the age of 42 _____ the Earth begin to flower. Dinosaurs end the _____reptiles did not appear until one year_____ when the planet was 45, Mammals arrived _____ * months ago; in the middle of_____ week man like apes evolved into ape-like men, _____ at the weekend the last ice age _____ the Earth. Modern man has been

around _____ four hours. During those 60 seconds of biological _____, Modern man has made a rubbish _____ of paradise. He has multiplied his numbers _____ plague proportions, caused the extinction of 500 _____ of animals, ransacked the planet for fuels and now stands like a brutish infant, gloating over his meteoric rise to ascendancy…"

Greenpeace Ltd.

Ago	only	species	know
Age	great	Earth	and
Into	last	years	for
Did	time	enveloped	discovered
Tip	to	scattered	minute

YOPP-SINGER TEST OF PHONEME SEGMENTATION

Student's name: _____

Date: _____

Score (number correct): _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say "/ o / - / l / - / d /." (Administrator: Be sure to say the sounds, not the letters in the word.) Let's try a few together.

Practice Items: (Assist the child in segmenting these items as necessary.) ride, go, man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

1. dog _____   12. Lay _____
2. keep _____   13. race _____
3. fine _____   14. zoo _____

4. no	_____	15. three	_____
5. she	_____	16. job	_____
6. wave	_____	17. in	_____
7. grew	_____	18. ice	_____
8. that	_____	19. at	_____
9. red	_____	20. top	_____
10. me	_____	21. by	_____
11. sat	_____	22. do	_____

Figure 13.3

SUMMARY OF READING AND WRITING DEVELOPMENT

Name:_____

Date:_____

Concepts About Print

_____Orientation of book   _____Reordered letters

_____Print carries meeting   _____Question mark

_____Directional rules   _____Punctuation

_____First and last   _____Rev. words

_____Picture invasion   _____Letter concept

_____Print inversion   _____Word concept

_____Line sequence   _____First, last letter

_____Left before right   _____Capital letter

_____Letter order

Impressions drawn from reading interview:

Impressions drawn from reading interview:

Running Record

Accuracy rate: _____

Error ratio: _____

Self-correction rate: _____

Current independent level: _____

Current instructional level: _____

Adequacy of retellings

Use of cueing systems:

Reading and Writing Developmental Continuum

Current phase: _____

Key indicators of placement in phase: _____

Writing Development

Major strengths:

Current goals:

Figure 13.4

Reading-Response Log

Name: _____

Title: _____

Directions: Write down your response, or what the reading made you think, feel or wonder; then, write a short summary of the reading.

Response
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Summary
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Emergent Reader Behaviors

- Enjoys listening to stories, rhymes, songs, and poems

- Eagerly participates in group stories, rhymes, songs, and poems

- Approaches books with enthusiasm

- Revisits some books

- Knows that his or her language can be written and then read

- Understands how to handle books for reading

- Is able to make predictions and follow plot

- Knows some print conventions (periods, question mark)

- Knows some book conventions (front cover, back cover, title page)

- Uses reading in play activities

- Uses pictures to help create meaning

- Is developing finger, print, and voice matching

- Identifies some words

- Is beginning to use graphophonic cues

- Is beginning to develop strategies to use when meaning fails

Developing Reader Behaviors

- Eagerly attends to long books in reading and listening

- Shows an interest in meeting challenges of texts

- Displays confidence as a reader; is willing to take risk and make predictions

- Is eager to share ideas with others

- Has increasing knowledge of book and print conventions

- Understands how background knowledge contributes to meaning

- Appreciates the value of predicting, confirming and integrating

- Has several strategies to invoke when meaning fails

- Increasingly makes more accurate predictions

- Reads increasingly more complicated texts across a range of genre

- Chooses to read independently

Fluent Reader Behaviors

- Expects books to offer variety of meanings, some satisfying, some not

- Is confident as a reader

- Eagerly participates in book discussions, author studies and other forms of response to literature

- Appreciates the power of reading

- Uses the cueing systems that best meet the reading needs and demands of the text

- Understands the role of purpose in reading

- Knows how to use the library to get information and meet needs

- Demonstrates increasing sophistication in prediction, sampling, confirming, and integrating as a reader

- Is developing study skills and can use textbook features

- Is able to summarize, outline and retell in detail (Harp, 1996)

Paper - and - Pencil Test

SAMPLE LANGUAGE TESTS

Directions: The word in capitals at the end of each of the following sentences can be used to form a word that fits correctly in the blank space. Fill in each blank in this way.

Examples:

He said "Good morning" in a most **friendly** way.   FRIEND

My teacher **encouraged** me to take the examination.   COURAGE

1. This skirt is too short, so I must have it _____.   LONG

2. A list will be sent on_____ to the manager.   APPLY

3. Archaeologists located the walls of the old city at a _____   DEEP
    Of several meters below surface.

4. There were scene of great _____ when the result were   EXCITE
    announced.

5. When their cases has been considered they must accept the   DECIDE
    _____ of the court.

6. It should always be possible to make a _____   COMPLAIN
    against a government official.

7. There was no _____ for them to make two separate   NECESSARY
    journeys.

8. This dog has been trained to be completely _____   OBEY
    to his master.

9. If the _____ of mothers were enough to prevent it, there   PRAY
    would never be war.

10. To guarantee _____to the course you should apply   ADMIT
    very early.

Directions: Make all the changes and additions necessary to produce, from the following eight sets of words and phrases, eight sentences which together make a complete letter. Note carefully from the example what kind of alternations need to be made, especially to the words underlined. Write each sentence in the space provided.

Example: I / wonder / why you / not / reply / Last letter.

Answer: I was wondering why you had not replied to my last letter.

Dear Aunt Mary,

Thank / you / very / much / present / just / arrive.

1.

___

It / be / kind / you / remember / my birthday.

2.

___

We / go / there / this / evening / celebrate.

3.

Afterwards / we / go / favorite / restaurant.

4.

We / drink / champagne / as / be / special occasion.

5.

I / be / very / sorry / you not able / join us.

6.

I / tell / about / when / see / you / next / week.

7.

Please / <u>give</u> / good / wishes / all / family.

8. _____

Directions: The following is a test for a secondary class. Working in groups of four, examine and comment on what skills/subskill each Section test and how well it does it.

Answer all questions. Indicate your choice of answer in every case on the answer sheet. Follow carefully the instructions about how to record your answers.

Section A

In this section you must choose the word of phrase which best completes each sentence. On your answer sheet, indicate the letter **A, B, C, D or** E against the number of each item 1-15 for the word of phrase you choose. Give one answer only to each question.

1. I should be very _____ if you would post this letter to me.
        A. grateful   B. pleasant   C. accepted   D. pleasing   E. thanking
2. You won't find a greater variety of flowers anywhere else on _____
        A. ground   B. earth   C. floor   D. world   E. soil
3. When you get the motorway, follow the _____ for London.
        A. mask   B. points   C. signs   D. plans   E. ways
4. His name was on the _____ of my tongue, but I just couldn't remember it.
        A. end   B. point   C.edge   D. tip   E. top
5. He looked for a table to sit down at, but they were all _____.
        A. reserved   B. engaged   C. used up   D. taken up   E. filled in
6. She is making herself ill with _____over her son's future.
        A. troubles   B. annoyance   C. disgust   D. worry   E. consideration
7. I could see the cat's eyes _____in the dark.
        A. lighting   B. Blinding   C. beaming   D. shining   E. heating
8. It is time to _____the table for dinner.

       A. place   B. lay   C. lay out   D. put out   E. serve

9. Trains stop her in order to _____ only.

       A. get off   B. pick up   C. pull up   D. pull in   E. get past

10. When we came out of the cinema, it was _____ .

       A. running   B. falling   C. dropping D. pouring E. descending

11. I have always _____ you my best friend.

       A. regarded B. considered C. trusted D. hoped   E. found

12. He lost his _____ when the policeman stopped him.

       A. temper   B. language C. spirit   D. character E. pride

13. He won't _____ to buy some bread unless I tell him again.

       A. remind   B. realize   C. remember D. forget   E. record

14. The customs officer didn't bother to _____ our luggage.

       A. control   B. check   C. ask _____ D. discover E. glance

15. Because of the fine weather, we had all our classes in the _____ air.

       A. full   B. clear   C. open   D. thin   E. outside